

# INTELLECTUAL SECURITY AND THE CHALLENGES OF INSECURITY IN NIGERIA

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## **Abstract**

Security in all the strata of life guarantees a kind of tranquility that will permeate every facet of human existence. It engenders a peaceful atmosphere that will go to enhance harmonious co-existence, respect and preservation of human life and dignity, promotion of social cohesion, economic viability and attraction of diverse investments, entrepreneurial enhancement, boosting of productivity, and overall smooth-running of all administrative segment of any country. On the country, the reign of insecurity unleashes untold mayhem in the society ranging from wanton killing, kidnapping, uncontrollable upsurge in crime rate, unthinkable relapse to ochlocracy to mention but a few. Howbeit, such unhealthy situation will be difficulty to nip from the bud unless there is an assured intellectual security. Environment plays a crucial role in the learning process. It is what is in the mental environmental that plays out in the physical environmental. If the mental environmental is properly sanitized and the prominence of the use of reason is made more pronounced, the resultant effect will be evident in an all-inclusive salubrious physical environmental. To that effect, every occasion in the learning process ought to count in the journey towards intellectual security. When a greater number attains intellectual security, insecurity in all its ramification will be vigorously combatted and it will eventually fizzle out. The researcher makes use of expository method and critically evaluative approach. Valuable information on the subject matter will be harvested from secondary sources. The researcher goes further to discuss the outstanding position of intellectual security as a veritable tool in the fight against insecurity. Intellectual security promotes knowledge with character that will eventually zero in on integral development.

**Keywords:** Security, Insecurity, Education, Intellectual Security

## **Introduction**

This year I decided to attend the matriculation of my nephew and my niece at two different universities in Nigeria on the 23<sup>rd</sup> and 28<sup>th</sup> day of March respectively. The experience I had at both cases was almost the same. Entrance as well as exit into the university in both cases was as excruciating as it was tormenting. The sun was at its peak and the traffic jam was nothing to write home about. Under the scorching heat of the sun the relations of the matriculants underwent a baptism of torture mixed up with a ritual of stress-packed hot exchange of words with the gatemen who assumed a godlike

position. For one to wriggle out of the entire confusion was not an easy task. Vituperative language was the order of the day in the struggle to gain entrance or to find a parking lot. Evidently, the two universities in question have wide expanse of unengaged land that could have comfortably accommodated all the vehicles and more, if and only if orderliness was considered a value to be given priority. But apparently, it did not matter to anybody because suffering seems to be the badge of our tribe. Despite all these observations of a participant bystander, surely there must have been a well-prepared address presented by the University authorities to the matriculants urging them to abide by the do's and don'ts of the institution, to aim at academic excellence even amidst such chaotic academic environment that critically questions the aspiration to excellence. Be it as it may, in the midst of such evident brouhaha, I could not but begin to wonder on the certainty of acquiring an intellectual security in an institution of higher learning as these. To my mind, occasions like this in such an institution ought to have been marked by an imitable orderliness that will assume a contagious effect on the psyche of the entire students' body and even the visitors.

Would that there were smooth flow of traffic. Would that they had considered the mental torture the invitees could suffer. Would that there were better plan to douse the fire of stress on the people. Would that they were aware that matriculation was also veritable opportunity of making positive and enduring impression on the newcomers. Would that they had known that every occasion in the learning process counts in the journey towards intellectual security.

At this juncture, a plethora of worrying questions greeted my mind. To what extent are the Nigerian so-called academics really intellectually secure? Has intellectual security to do with acquisition of certificates? Is it possible to churn out graduates from the university that are not intellectually secure or could one be a professor and at the same time lack intellectual security? Is formal education the only way of attaining intellectual security? Is it really possible to win a war against insecurity without proper intellectual security?

### **Security and Intellectual Security**

Security, as a concept, is derived from the Latin adjective *Securus*, meaning untroubled, quiet, composed, and serene. Such disposition engenders freedom from anxiety which affords grounds to be confident. Security is a natural requirement in all societies. In fact, it is one of the most important demands of human societies. Security is widely considered as an "all-encompassing condition in which people and communities live in freedom, peace and safety, participate fully in the governance of their countries, enjoy the protection of fundamental rights, have access to resources and basic necessities of life, and inhabit an environment which is not detrimental to their health and well-being. (...) the security of people and the security of the State are mutually

reinforcing.”<sup>1</sup> One can have varying degrees of security, more or less protection from both internal and external threats.<sup>2</sup> Such external ones could refer to protection from physical, economic, social, cyber threats etc. It could include the invasion of a country by external aggressors or forceful annexation of a part of a country. In that context, we today also talk of national security which is closely linked with human capital, and the human capital of a nation is as strong or as weak as its public schools.<sup>3</sup> More so, “national security is also seen as a state or condition in which most cherished values of a country and the people are permanently protected and continuously enhanced.”<sup>4</sup> In fact, “only the state has the wherewithal to guarantee security and save society from anarchy (and since government represents the state), the state through its government should provide adequate security to justify its *raison d’être*.”<sup>5</sup> All in all, the security of a nation must be “constructed in terms of the security of the individual citizen to live in peace with access to basic necessities of life while fully participating in the affairs of his/her society in freedom and enjoying all fundamental human rights.”<sup>6</sup>

From the foregoing, security has more to do with the human well-being which has to do not only with protection from harm and injury but also access to basic amenities of life, and other basic requisites that are the due of every person on Earth. It is the collectivity of these citizen needs, and utmost desire to improve the quality of life and the general safety of the citizenry that should feature dominantly in the nation’s view of security.<sup>7</sup> On the other hand, the internal threats have to do with ones that are more of psychological, spiritual etc. Such threats can give rise to a loss of free behavior and culminate in a vitiated motivational arousal or distorted spiritual focus. Added to them are intra-State threats that stifle the orderliness of a country and create a heightened psychological tension among the people.

However, a more fundamental aspect of security is that of the intellect which is acquired through education. In that realm, “security includes everything related to the bank of human memory; such as the cultures, values and moral principles that the human receives. It also includes the protection of all his rights related to freedom of choice and freedom of acting provided that this freedom does not violate or conflict with the rights of others; as well as the human’s right in maintaining intellectual property.”<sup>8</sup> By and large, it alludes to the “the safety of human thoughts from deviation or getting away from moderation in his understanding of political, religious and social matters; thus, leading him to establish public order, and achieve stability in his life.”<sup>9</sup> In order to arrive at such desired stability, there has to be a studied protection of learner’s “ideas, minds and thoughts from every belief and wrong behavior that would pose a threat to the security and stability of society.”<sup>10</sup> To that effect, it becomes obvious that mere academic intelligence does not suffice for intellectual security, but rather it requires intelligence that is constantly but consistently guided by properly reasoned and evaluated action that goes to promote

progressive development in all its diverse facets and healthy socio-political living.

Following from that, could a professor in any field of learning who does not strive to positively promote learning in all its ramifications but indulges in the extortion of money from students or sex-for-marks be said to be intellectually secure? Could a professor of statistics who is co-opted for the rigging of election results that is meant to promote good governance be said to be intellectually secure? Could parliamentarians elected or worst still ‘selected’ for the promotion of the rule of law who on the contrary metamorphose into agents of overwhelming self-aggrandizement be said to be intellectually secure? Could a professor of law that does nothing while justice is being nose-dived and rule of law being jettisoned be rightly said to have attained intellectual security? Could an university system that tacitly sacrifices meritocracy on the altar of mediocrity manifested in any form of ‘sorting’ or overall abject negligence of the promotion of scientific research be said to be a citadel of learning that champions the quest for intellectual security? Could graduates churned out on regular basis from various institutions of higher learning but apparently bereft of required knowledge and readiness to adapt to the signs of the time be said to be intellectually secure? Could civil servants who are sunk deep in bribery and its attendant corrupt practices be considered to be intellectually secure? Could colonialists that unstoppably siphon the mineral resources of their colonies and multinational companies that mercilessly crush other emerging economies of developing nations be actually said to be intellectually secure? And what can we say of a student of philosophy who graduates with flying colours but incapable of sustaining any reasonable argument to its logical conclusion with the *instrumentum laboris* of critical thinking or worst still lives the everydayness of his earthly existence totally devoid of proper evaluation or the proverbial caution of think-before-act? As a corollary, Cicero in his book *De officiis* gave three rules to be observed while carrying out an action and among them the most important is: Let your desires be governed by reason (*Appetitus rationi pareat*)<sup>11</sup>

All in all, “giving more attention to education as a security imperative works to create self-sustaining communities able to contribute to the general security situations...”<sup>12</sup> It has to be a holistic education that is as in-depth in content as it is transformative in its result. That goes to say that in such knowledge economy, mere memorization of facts and procedures is not enough for success. Rather it demands a conceptual understanding of complex concepts, and the ability to work with them creatively to generate new ideas, new theories, new products, and new knowledge. Further still, there is need to be able to critically evaluate what is read, and express it clearly.<sup>13</sup> More fundamentally, intellectual security for the individual means an automatic achievement of security in all other aspects; as the mind is the focus of the conscious senior leadership in

humans. It is entrusted with all other security aspects.<sup>14</sup> However, the destabilization of security leads to insecurity and the after effect is usually devastating.

### **Insecurity and Its Trademark**

Insecurity undoubtedly remains the antithesis of security. When necessary attention to security is neglected, the resultant effect is a total relapse to insecurity. On that note, insecurity is “the state of fear or anxiety stemming from a concrete or alleged lack of protection.”<sup>15</sup> It refers to lack or inadequate freedom from danger.<sup>16</sup> In consequence of that, the concept of insecurity suggests an obvious absence of safety, which goes to culminate in various forms of hazardous condition.<sup>17</sup> Such lack of security does not refer only to physical insecurity, but dovetails into psychological, spiritual, intellectual insecurities to mention but a few.

### **Forms of Insecurity**

Insecurity can be classified into several dimensions. The most significant dimensions are: physical, public, economic, social, political and human right violations.<sup>18</sup> When these forms of insecurity are conquered, then security is reasonably assured in the society. There is no gainsaying the fact that there exists an evident interconnectedness between various forms of security. Thus Kofi Anan corroborated this fact when he said that,

Today we know that “security” means far more than the absence of conflict. We know that lasting peace requires a broader vision encompassing areas such as education, health, democracy and human rights, protection against environmental degradation and the proliferation of deadly weapons. We know that we cannot be secure amidst starvation, that we cannot build peace without alleviating poverty, and that we cannot build freedom on the foundations of injustice. These pillars of what we now understand as the people-centered concept of human security are interrelated and mutually reinforcing.<sup>19</sup>

#### **➤ Physical Insecurity**

It is obvious that every form of security has its attendant insecurity. Undoubtedly, the aspect of insecurity will disappear if accompanying security is fervently promoted and ardently fostered. Ordinarily, physical security has to do with that part of “protective security concerned with the provision and maintenance of a safe and secure environment for the protection of agency employees and clients, and physical measures designed to prevent unauthorized access to official resources and to detect and respond to intruders.”<sup>20</sup> In the same token, apart from securing objects and environment, there is also the necessity of protecting human beings against physical attacks. When such protection is

not forthcoming, man will then be susceptible to all forms of physical attacks. The stronger will be oppressing the weak; the more privileged will be subjugating the less privileged; the haves will constantly be intimidating the have-nots; the more developed nations or multinationals will be subduing the less developed nations be it ideologically or with their economic might. That goes to confirm the fact that “while poverty can be a cause of physical insecurity, physical insecurity also further perpetuates chronic poverty.”<sup>21</sup> When such situation arises, it becomes an obvious case of physical insecurity. Apart from full-fledged physical violence, there are other subtle oppressive attitudes that could be symptomatic of physical insecurity. Such forms of insecurity could also arise from “the articulation of discriminatory social institutions (i.e. social attitudes, customs, codes of conduct, norms, traditions, value systems) and is rooted in unequal power structures, discriminatory social orders and exploitative relationships. In other words, gender-based violence<sup>22</sup> against girls reflects gender discrimination and the subordinate position of women/girls in a given society.<sup>23</sup> Physical insecurity could also be gleaned from diverse manifestations of domestic violence e.g physical abuse, sexual abuse, psychological abuse, economic abuse<sup>24</sup> and a string of others. In the long run, these abuses directly or indirectly hamper benefiting from educational and other attendant opportunities that could emanate from the society.

➤ **Public Insecurity**

In order to understand public insecurity, it is necessary to expose the concept of public security. Public security is the “function of governments which ensures the protection of citizens, organizations, and institutions against threats to their well-being – and to the prosperity of their communities.”<sup>25</sup> When such security is no longer guaranteed, the tendency is that the public is exposed to insecurity. This may be manifested in insurgency, terrorism and violent conflicts. On the other hand, public insecurity is a direct function of threats and vulnerabilities exposed by the risk of becoming a victim of crime.<sup>26</sup> In line with this, reminiscence of past experiences of victimization and in most cases the eventual imprints of its socially constructed vulnerabilities evident in debilitating economic status and at times cohabitation with dangerous neighbours reinforce feelings of insecurity. Not to be forgotten is the fact that nowadays the uncritical and unexamined use of the social media and other means of social communication have continuously but speedily been fanning the embers of public insecurity.<sup>27</sup>

➤ **Economic Insecurity**

It describes the “harmful volatility in people’s economic circumstances. This includes their exposure to objective and perceived risks to their economic well-being, and their capacity to prepare for, respond to and recover from shocks or adverse events.”<sup>28</sup> This obviously engenders poverty, unemployment and

strings of other social maladies. To that effect, economic insecurity has to do with “the risk of economic loss faced by workers and households as they encounter the unpredictable events of social life.”<sup>29</sup> Such situation is most often nourished by social inequities. Nevertheless, it does not stop there because “even when a state is secure from external threats or internal instabilities, security for its people is not guaranteed. Protecting individuals and communities from the consequences of environmental decline (in this case) is therefore a security issue.”<sup>30</sup>

➤ **Environmental Insecurity**

There is no doubting the fact that “to preserve security, the entire human environment is being taken into consideration, including the need to resolve environmental problems and ensure a sustainable future.”<sup>31</sup> When this is neglected, the effect is catastrophic and the whole security process is jeopardized and insecurity gains upper hand. Although the definitions of environmental security vary, there is however the centrality of the fact that the diversity has a meeting point in the inclusion of the common theme of whether or not people have enough food, water and natural resources to live.<sup>32</sup> That notwithstanding, “the significance of environmental security extends far beyond the environmental sector as such. Environmental degradation, resource depletion and natural disasters may have direct implications for the security of individual States, group of States and of the international community as a whole.”<sup>33</sup> When nature is preserved and reasonably domesticated by man, the human environment becomes more enabling and liveable. It is therefore man that gives meaning to his environment and it is equally man that eventually gains from it. On the other hand, man pays for any error or mishandling of natural environment. There is, therefore, need to be extremely cautious and respectful of natural environment. “For human beings... to destroy the biological diversity of God’s creation; for human beings to degrade the integrity of the earth by causing changes in its climate, by stripping the earth of its natural forests or destroying its wetlands; for human beings to contaminate the earth’s waters, its land, its air, and its life – these are sins”.<sup>34</sup> Its resultant effect is obvious environmental insecurity.

Environmental insecurity is that relative lack of public safety arising from “environmental dangers caused by natural or human processes due to ignorance, accident, mismanagement or design and originating within or across national borders.”<sup>35</sup> Evidences of environmental insecurity include: death of forests, thinning of the ozone layer, air pollution, fresh water contamination and depletion, land degradation (centering on desertification, salinization, soil erosion, food insecurity, epidemics, damage to the oceans, hazardous waste etc.) Worst still, at times there is even a direct exportation of materials of environmental degradation from some developed countries to developing ones, thereby polluting their natural environment. Most of the multinationals are

guilty of this ugly conduct. They indulge in exportation of solid waste and toxic liquids to developing countries. Such abominable acts which they carry out in developing countries they would never do in developed countries.<sup>36</sup> It is therefore criminal, unethical and totally unconscionable. It is a blatant breach of what freedom and responsibility stand for and a negation of what intellectual security ought to be.

These sad evidences of environmental insecurity cannot be effectively and fruitfully combatted unless there is adequate education on the rest of us for natural environment. It is not an exclusive type of education but rather an inclusively shared form of education whose positive effect gets diffused and implemented among nations. It demands training and constant exchange and updating of information. Such training will also ensure capacity building in the elaboration of national and international law that will promote the much desired environmental security in different eco-geographical regions.<sup>37</sup>

➤ **Social Insecurity**

The Universal Declaration on Human Rights states that “Everyone has the right to life, liberty and security of person.”<sup>38</sup> This was corroborated by Article 22 thus: “Everyone, as a member of society, has the right to social security...”<sup>39</sup> The contravention of these rights leads to a relapse to insecurity. Such social insecurity will lead to other imaginable and unimaginable ills ranging from illiteracy, physical and mental illnesses, poverty, lack of social care, criminality, racism and other kinds of discriminatory tendencies. These anomalies will do harm to the community life and idea of solidarity which form the centrifugal point of any worthy society.

➤ **Political Insecurity**

This has to do with the denial of good and social democratic governance. A political society has to be governed by the rule of law. When this basic but enriching instrument of good governance is scuttled in any form at all anarchy becomes the order of the day. When the citizens cannot freely exercise their franchise, when disenfranchisement is used as an instrument for election-rigging, when political desperadoes are mandated and protected for the perpetration of political violence and intimidation of all sorts, when election results are doctored in favour of whomever, when kangaroo court proceedings are put in place in addressing electoral malpractices so as to thwart justice with blatantly palpable impunity, when the tyranny of arbitrary power pervades the whole political ecosystem then political insecurity has been shamelessly enthroned.

Political insecurity can also assume an international dimension. International politics is strongly founded on interests and not friendship. In fact, “a state can

depend on or trust no other state, and cooperation, such as alliances, is always contingent – it will last as long as interest coincide.”<sup>40</sup> Lord Palmerston, a British Statesman, and one-time British Prime Minister, making a speech to the British House of Commons on March 1, 1848 describes his responsibilities with impeccable realist logic: “We have no eternal allies, and we have no perpetual enemies. Our interests are eternal and perpetual, and those interests it is our duty to follow.”<sup>41</sup> Regrettably, even moral and legal principles are only accepted to the extent that they coincide with the state’s interests. “At times, developing countries face forms of international pressure which make economic assistance contingent on certain policies of ‘reproductive health.’”<sup>42</sup> This is further corroborated by the fact that, “in many poor countries, economic aid provided by some richer countries or international agencies is usually tied to the acceptance of Western views of sexuality, marriage, life or social justice. This ideological colonization is especially harmful to the young.”<sup>43</sup> Further still, such disposition smacks of abject lack of intellectual security and maturity, but rather mirrors sullied attitude unworthy of countries that regard themselves as developed World. What is developed about political harassment and bullying of developing countries? What is developed about the intimidation or suppression of emerging economies? What is developed about the application of intellectual growth for the undoing of developing countries? Absolutely nothing, but flagrant exhibition of intellectual insecurity and immaturity.

Evidently, these points go to consolidate the fact that the contemporary man is totally bereft of the wise use of power. The speedy development in man’s technological ability does not find an equiperable growth in human responsibility, values and conscience. It is a conspicuous lopsided development that is as detestable as it is devastating.<sup>44</sup> All in all, only through proper education could these anomalies regarding security be remedied. However, it has to be a positively guided by sound education and not one that is mixed up with a subtle miseducation or outflow of indoctrination of any sort.

### **Double-edged Function of Education**

Although education is most often viewed from its positive and progressive gains, it must not be forgotten that it has also a negative dimension. Everything depends on how one applies the knowledge he or she has gained through education. The improper use of knowledge that could at times rear up its ugly head has in recent times generated the idea of considering the two-sides of the same coin in the application of our learning, that is, the positive and the negative. In fact, “the paradox of education is that it has tremendous potential for both good and bad dependent on its use and implementation.”<sup>45</sup>

#### **➤ Positive Side of Education**

Education in its positive dimension creates an enlightenment that helps in the widening of one’s mental horizon in all its ramifications. Undoubtedly, the

primary task of education is what it does in us. It basically has to do with its transforming effects in our inner being. Such transformation shapes our conduct for the good, chisels out the rough edges of our unschooled nature, trains the mind, builds characters and instils veritable moral values. Consequently, there is need for educational correctness. “Correct education disposes the child to take the path that will lead him to truth when he has reached the age to understand it, and to goodness when he has acquired the faculty of recognizing and loving it.”<sup>46</sup> Thus disposed, he or she becomes a vehicle for the promotion of security. Hence, good “education offers an opportunity to prevent the radicalization of young people through the development of critical thinking and values of ethical and engaged citizenship.”<sup>47</sup>

Critical thinking remains a veritable instrument for the consolidation and realization of intellectual security. Indeed, intellectual security ought to be the *terminus ad quem* of every learning process that is worthy of the name. The learning process has to be guided by a durable grooming and drilling in critical thinking. It has to be noted that “critical thinking is equal with intelligence and shouldn’t be misunderstood with it. Critical thinking is a skill that can be developed.”<sup>48</sup> Characteristically, those properly schooled in critical thinking are not usually “stampeded by stump orators. They are not unusually slow to believe. They can wait for evidence and weigh evidence, uninfluenced by the emphasis or confidence with which assertions are made on one side or the other.... Education in the critical faculty is the only education to make good citizens.”<sup>49</sup> Such security arms one with proper reasoned existence.

#### ➤ **Negative Use of Education**

Education can also be used negatively by the educated. Evidences abound on how people have used their academic knowledge in the perpetration of evil or in the production of lethal pharmaceutical products and weapons of mass destruction. For instance, some virologists have not seldomly produced viruses in the laboratory at times targeted at queer demographic control of a people. They later turn around to produce vaccines for the cure of the consequential illnesses of their viruses. All geared towards promoting their interconnected pharmaceutical industries. What a shame! What a barefaced abuse of learning often erroneously considered as smartness.

In the same token, “formal educational spaces are being used by extremist organizations to indoctrinate and recruit young people. While education has been used as a tool throughout history to promote state and religiously sanctioned ideologies, extremists today actively seek to create educational cultures that foster divisive violent religious worldviews and encourage violent extremism.”<sup>50</sup> There is a spontaneously composed rhetoric of injustice by these young people, mixed up with the finely churned out narrative of adopting violence as means of expressing dissatisfaction against the evil perpetrated by

the imperialist powers. On another serious note, there is a machinery of untruth being used by the imperialist powers to subjugate small nations. This untruth is bombarded and forcefully peddled by the mass media as if it is an obvious truth. This is done with an aim of damaging the image of their real or purported enemy. This was very evident in the case of the war in Iraq. Kincheloe was point blank in this issue when he wrote that,

Those who wage the war employ the authority of science and media to spread a plethora of great untruths about Iraq's danger to the world and the necessity of continuing military action against the "nation" ... they deploy the same type of knowledge tactics against Iran. The power of such knowledge work is at times overwhelming as millions of individuals in the U.S. and around the world have been profoundly influenced by such misleading information. Those of us in critical pedagogy find it hard to believe that such lies and misrepresentations could still have credibility years after they had been exposed, but, just as an example, nearly one-third of the people in the contemporary U.S. still believe that Saddam Hussein's regime possessed WMDs, (Weapons of Mass Destruction)sic was responsible for 9-11, and had prepared to leave American cities under a mushroom cloud. Such a crazy politics of knowledge tells us that something is deeply wrong with not only the ethical behavior and sanity of power wielders, but that one of the most powerful weapons in their multidimensional and frightening arsenal is their ownership of much of the world's knowledge. In this context, contemporary standardized educational systems contribute to the imperial task as they pass along the official verities of the regime and promote its sociopolitical and economic interests.<sup>51</sup>

One wonders why knowledge should be so negatively applied and consequently vilified. It therefore becomes pertinent to invite critical thinking as a way of positively fostering intellectual security.

### **Understanding the Importance of Intellectual Security for the Challenges of Insecurity**

Condoleezza Rice, onetime American Secretary of State, addressing the necessity of US education reform and national security said: "The state of America's education system has consequences for economic competitiveness and innovation. No country in the twenty-first century can be truly secure by military might alone. The dominant power of the twenty-first century will depend on human capital. The failure to produce that capital will undermine American security."<sup>52</sup> That human capital is acquired through a boundless investment in education. It is through quality education and qualitative application of what is learnt in one's daily activities that intellectual security is

assured. When we mentally evolve through education but our actual self and attitude remains flagrantly in opposition to the status we have attained in education, then intellectual security remains farfetched; a mere mannequin. The fruit of education is not static but dynamic. It has to be reformed *sine intermissione* (in season and out of season). Plato thus maintains that, “education...is the first and fairest thing that the best of men can ever have, and which though liable to take a wrong direction, is capable of reformation. And this work of reformation is the great business of every man while he lives.”<sup>53</sup> Education illumines man’s intellect and tries to direct or redirect it to the proper destination.

...the power to learn is present in everyone’s soul and that the instrument with which each learns is like an eye that cannot be turned around from darkness to light without turning the whole body. This instrument cannot be turned around from that which is coming into being without turning the whole soul until it is able to study that which is and the brightest thing that is, namely, the one we call the good.... Then education is the craft concerned with doing this very thing, this turning around, and with how the soul can most easily and effectively be made to do it.<sup>54</sup>

In the same pedestal, effective education is part of the infrastructure that allows for the construction of security architecture that better understands and analyses threats to security. Education contributes to security by showing children and young people that conflict, violence, hatred, extremism are not the only paths to follow. The value of education should be self-evident, and any national leader will likely agree on this point in isolation. “A good number of conflicts often arise from ignorance and manipulation of ethnic and religious identity. In fact, education (not just passing through the four walls of the school) system produces tolerant and civil citizens who are able to understand and live with people from different ethnic, economic, religious and cultural backgrounds and other forms of identities.”<sup>55</sup> When a country is populated by a citizenry that has attained a reasonable level of intellectual security, then the challenges of insecurity will gradually die a natural death. A situation where the supremacy of reason subdues the cumulus of ignorance, the air of civility will naturally dominate the contagious air of uncertainty and fear that go with such anomaly.

## **Conclusion**

From the foregone exposition, it is crystal clear that “sustainable global security can only be achieved when education is made a priority by states and their institutions. When properly realized, education can be a global asset to fight poverty, inequality, insecurity, and disease.”<sup>56</sup> The onus then lies on every country to prioritize education if insecurity is to be properly eradicated.

However, it has to be the right type of education that promotes the supremacy of good reasoning over any form of indoctrination. It has to be an education that vigorously combats every extremist tendency. To that effect, “a country that bequeaths the right type of education to its citizens makes it difficult for such citizens to turn against their father land. In fact, it is meaningless to talk of security in the absence of the right type of education.”<sup>57</sup>

On that note, therefore, it goes without saying that,

Education, when well imparted and utilised, has the potency of promoting national security. This is because it is mostly uneducated jobless and educated jobless youths that are easily attracted to crimes, thereby, constituting insecurity in a country. While Western education that is not geared towards self-reliance (education that makes youth job seeker) may be dangerous as far as developing countries are concerned, lack of Western education or low education is even more dangerous. Low education often translates to absence of competitive skill, adequate income, exclusion from participating in vital political and economic and social organizations and relations; lack of access to adequate food and nutrition, housing, health care and efficient public emergency and safety services-all which are element on human security.<sup>58</sup>

In the famous words of the motto of University of Chicago we say, “let knowledge grow that life may be enriched” (*Crescat scientia, vita colatur*) in all its ramifications.

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- <sup>3</sup> The Council on Foreign Relations, *U.S Education reform and national security*, The Council on Foreign relations Inc., 2012, p.7.
- <sup>4</sup> S.I Radda, *The role of education in promoting national security*, a paper presented at the FAAN Conference held in November 2013 at Ahmadu Bello University, Zaria, 2013. Cf. F.A. Fabinu et al., *The Inclusion of Security Education in the Basic Education Curriculum: A Means for Preventing Child Abuse*, in *Asian Journal of Education and e-Learning*, Vol. 4, April 2016, p.73. Security is “the conduction or feeling of safety from harm or danger, - the defense, protection and observation of core values and - the absence of threats to acquired values.”
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<sup>24</sup> United Nations, Office of High Commissioner for Human Rights, *Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) General Recommendation 19 on Violence Against Women (1992)*, p.70: “Physical abuse such as slapping, beating, arm twisting, stabbing, strangling, burning, choking, kicking, threats with an object or weapon and murder. It also includes traditional practices harmful to women such as female genital mutilation; Sexual abuse such as coerced sex through threats, intimidation or physical force, forcing unwanted sexual acts or forcing sex with others; Psychological abuse, which includes behaviour that is intended to intimidate and persecute and that takes the form of threats of abandonment or abuse, confinement to the home, surveillance, threats to take away custody of the children, destruction of objects, isolation, verbal aggression and constant humiliation; Economic abuse, which includes acts such as denial of funds, refusal to contribute financially, denial of food and basic needs, controlling access to health care, employment, etc”

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<sup>38</sup> United Nations Organization, *Universal Declaration of Human Rights*, art.3, 1948.

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