

Reimagining Education in Crisis Zones: Evaluating Remote Learning as a Sustainable Alternative in Insecurity Affected Communities**By****Victor Ede Itita**

Department of Social Work, University of Calabar

victorede85@gmail.com[ORCID: 0009-0009-0047-5894](https://orcid.org/0009-0009-0047-5894)**Brian Obue Eyang**

Department of Social Work, University of Calabar

[ORCID: 0000-0002-2184-729X](https://orcid.org/0000-0002-2184-729X)Brianeyang1@gmail.com**Asuquo, Felix James**

Department of Social Work, University of Calabar

felixjames45@Gmail.Com**Abstract**

In many parts of North-Western and North-Central geopolitical zone, armed conflict, banditry, kidnapping, and communal violence such as farmers-herders clashes frequently disrupt school systems. Recurring attacks on schools have forced closures, displaced learners, and cause a decline in educational outcomes. This paper examines remote learning as a sustainable alternative for ensuring educational continuity in insecurity-affected communities. Using a qualitative approach based on secondary data, policy reviews, and case-based analysis, the study evaluates the efficiency, obstacles, and long-term possibility of remote learning in crisis contexts. Findings reveal that while remote learning enhances continuity of learning during crises or emergencies, its success is restrained by digital inequality, infrastructural deficits, and limited teacher preparedness. The paper concludes that remote learning should be integrated as a complementary resilience strategy rather than a full replacement for physical schooling. It recommends oriented investment in digital infrastructure, inclusive education policies, and capacity-building for educators to ensure equitable access.

Key Words: Remote Learning, Insecurity, Education, Crisis Zones, Sustainable Alternative**Introduction**

Education is widely regarded as a fundamental human right and a critical driver of national development, social stability, and individual empowerment. It is a process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits (Adesola, 2015). The knowledge and skills acquired by individuals through education prepares them for the future, enabling them to secure jobs so as to provide for themselves, their family as well as contribute positively to national development. However, in many regions affected by insecurity, this right and privileges is increasingly under threat. In Nigeria and other parts of Sub-Saharan Africa, rising incidents of terrorism, banditry, kidnapping, and communal conflicts have significantly disrupted formal education systems, leaving some rural communities without adequate means of education. Umar (2022) confirmed that school drop-outs, poor academic performance, loss of school resources and fear in students, teachers and parent are consequences of insecurity in Nigerian educational institutions.

Over the years, schools have become vulnerable targets for armed terrorist and bandits especially in Northern Nigeria, with learners and teachers facing physical threats, kidnappings and killings that hinder consistent attendance. In certain cases, entire communities have been displaced, leading to prolonged disruptions in schooling. According to reports from humanitarian and education-focused organizations, millions of children in conflict-affected regions are currently out of school due to insecurity-related disruptions. This fact is corroborated by Ogunode, Ukozor & Ayoko (2023) which asserted that insecurity issues have resulted in a decreased funding for higher education, the deaths of students and staff members, as well as the destruction of infrastructural facilities and equipment in Nigeria.

In response to these challenges, remote learning has emerged as a potential alternative model of education delivery. Enabled by digital technologies such as mobile devices, online platforms, radio, and television broadcasts, remote learning allows students to continue learning outside traditional classrooms. However, its effectiveness in insecurity-affected environments remains a subject of academic and policy debate. This paper hence investigates the role of remote learning as a sustainable alternative to conventional schooling in insecurity-affected communities, with a focus on its opportunities, limitations, and policy implications.

Statement of the Problem

Insecurity continues to weaken educational access in many developing regions, despite global commitments to Education for All and Sustainable Development Goal 4 (Quality Education). In Nigeria, particularly, repeated attacks on schools in the northern states, abductions of students, and destruction of learning infrastructure have created an ambiance of fear that discourages school attendance. The persistent of insecurity necessitates an urgent need to explore alternative learning models that can ensure continuity of education. Traditional schooling models rely heavily on physical presence, making them greatly vulnerable to disruption during crises.

Several unresolved challenges persist, which includes poor internet connectivity in rural areas, unequal access to technology, inadequate digital literacy among teachers and students and high costs of devices and data notwithstanding recent attention gained by remote learning. These barriers raise uncertainties about whether remote learning can actually serve as a sustainable solution in insecurity-affected communities. Consequently, this study seeks to address the disparity between the prospect of remote learning and its practical implementation in settings characterized by insecurity and infrastructural inequality.

Objectives of the Study

The main objective of this study is to evaluate remote learning as an alternative to traditional education in insecurity-affected communities.

Specific objectives include:

1. To examine the impact of insecurity on educational access and continuity.
2. To assess the effectiveness of remote learning in sustaining education during crises.
3. To identify challenges limiting the adoption of remote learning in insecurity-affected areas.
4. To explore policy and infrastructural requirements for effective remote education delivery.

Research Questions

1. How does insecurity affect access to education in affected communities?
2. To what extent can remote learning ensure continuity of education during insecurity?
3. What are the major challenges limiting effective remote learning implementation?
4. What policy frameworks can support sustainable remote education in crisis zones?

Literature Review

Since the beginning of democratic rule in Nigeria in 1999, the country has witnessed an unprecedented level of social vices, such as political violence, ethno-religious strife, kidnapping, armed robbery and banditry, youth restiveness, oil bunkering, cybercrime, militancy and the recent activities of

the dread Islamic group called Boko Haram (Awojobi, 2014). Many scholars have argued that the failure of the democratic government to bring the dividends of democracy through the development process into the country has led to the upsurge of crime and criminality. Ajaegbu, (2012) opined that there is high tendency that frustration can lead groups to take up arms against the state.

The growing level of insecurity in the country has caused unimaginable suffering to students in areas that it is most prevalent. Government seems to be overwhelmed and have lost control by the level of insecurity in the country, most specifically the Bandits, Fulani Militias and Boko Haram attacks in the North Eastern part of the country, despite deploying thousands of troops and establishing a Joint Task Force and huge security budgets, insecurity continues unabated (Lister, 2012). Thousands of lives have been lost, many peaceful homes have been shattered, many people have been displaced from their places of livelihood, rendered homeless and schools have become center of abduction and attack. This attack has forced schools in the mostly in the remote part of the country in the north to close down as parents and students are afraid that the worst could happen should their child return to school.

Insecurity and Educational Disruption

Insecurity is a threat to the development of education in the north-west region of Nigeria. Educational stakeholders, including students, teachers and the government are being frustrated by the state of insecurity in the region, leading to educational decay (Ngwoke & Akabike, 2022). For instance, it is on record that more than 800 primary, secondary and tertiary institution students have been kidnapped in coordinated attacks by terrorists and bandits in the last two years in this region alone (Adams *et al.*, 2021; Umar, 2021).

Insecurity has become a major problem faced by many communities in Nigeria today. What began as a local criminal activity has evolved over the years into organized criminal elements destabilizing communities such as terrorism by the Boko Haram sect, kidnapping, herdsmen-farmers 'clash, youth restiveness, ritual killings and militancy, that has become serious security threat to peaceful co-existence of citizens. Insecurity has directly and indirectly affected teachers and students at various levels, disrupting educational activities and lives of members of the public. Ogunde, Ukozor & Ayoko (2023) asserted that insecurity issues have resulted in a decreased funding for higher education, the deaths of students and staff members, as well as the destruction of infrastructural facilities and equipment in Nigeria.

Insecurity is not limited to banditry, kidnapping of students or teachers, it manifests also in the form fighting among cult groups, bullying, assault, destruction and stealing (theft) of school properties. Umar (2022) identified cultism, violence, armed robbery, sexual harassment, abduction and kidnapping as forms of insecurity in educational institutions in Nigeria. All these forms of insecurity have successfully disrupted education in Nigeria.

The continuous disruption to education by frequent school attacks has caused millions of children to significantly miss out on learning skills they would have acquired if they had been in the classroom (Ogunode & Kolo, 2021). Disruptions to education affect the northeast and northwest regions of Nigeria in greater proportions than other regions (Umar, 2021, Ali, 2023). Similarly, (Ngwoke & Akabike, 2022) asserts that insecurity is a threat to the development of education in the north-west region of Nigeria. Educational stakeholders, including students, teachers and the government are being frustrated by the state of insecurity in the region, leading to educational decay. Adams, 2021; Umar, (2021) observed that it is on record that no fewer than 800 primary, secondary and tertiary institution students have been kidnapped in coordinated attacks by terrorists and bandits in the last two years in this region alone. These attacks have raised tension which caused emotional, psychological, and mental imbalance, especially among the abducted school children and staff (Adamu, 2019).

Studies have shown that insecurity significantly reduces school enrollment, increases dropout rates, and damages educational infrastructure. Conflict situations often force temporary or permanent school closures, leading to learning loss and psychological trauma among students.

Concept of Remote Learning

Remote learning refers to the use of digital and non-digital platforms to deliver education outside traditional classrooms. It means trying to create the same organizational structure for learning in an online environment as during the face-to-face learning process, where technology is used to communicate with students, lead lessons, check that learning objectives have been met, and provide feedback on learning outcomes (Linda & Anna, 2022).

The Common Education Data Standards define virtual instruction as “instruction in which students and teachers are separated by time and/or location and interact through the use of computers and/or telecommunications technologies (Goodell, & Kessler, 2020). This includes e-learning platforms, mobile learning applications, radio broadcasts, and televised lessons. It became widely adopted during the COVID-19 pandemic, demonstrating both its potential and limitations.

Remote Learning in Crisis Contexts

Educational institutions in Nigeria have in recent times become under attack by the bandits and terrorists. Institutions of basic, secondary and higher education were not an exception. Students, teachers and school administrators were at one school or the other being disturbed, abducted at gunpoint, and or innocently murdered (Jacob *et al.*, 2021). In the North East region, for instance, facilities, teachers and students have been exposed to outright suicide bombing which usually claimed lives and destroyed property (Zubairu, 2020). Millions of school children in Nigeria are victims of conflicts that resulted in the disruption of not only their school attendance but also academic loss (Umar, 2021).

The rapid shift to remote learning during the COVID-19 pandemic revealed profound opportunities for educational innovation. While the transition was fraught with difficulties, including technological barriers, social inequities, and pedagogical challenges, it also spurred the development of new tools, practices, and strategies that have the potential to transform education. The lessons learned from this period provide a road-map for future educational reforms, emphasizing the need for flexibility, resilience, and a commitment to equity. Although education is a human right, this right has been denied many children living in crisis prone part of Nigeria. Currently, there are 13.5 million school-age children who are out of school (PREMIUM TIMES, September 1st 2022). The recent statistics of the increased number of out-of-school children in Nigeria by UNESCO have raised fresh concerns on the state of basic education and the role of governments in meeting the target of bringing the out-of-school children back to school. Meanwhile, the scale of attacks and abduction of school children has been on the increase over the past decades, with recent bandit activities not showing any sign of slowing down, it is imperative that remote learning should be adopted as a method to ensure every child has the opportunity to learn.

Despite some major challenges related to remote learning faced by educators and learners, there are still fruit of benefits with emerging technologies, like advanced communication via online and mobile classes, and abundant educational content available on the internet. Research indicates that remote learning can sustain education during emergencies, especially when physical schools are inaccessible. However, success depends on access to electricity, internet connectivity, and digital devices.

Digital Divide and Inequality

The transition to online learning modalities, significantly accelerated by the COVID-19 pandemic, has revolutionized the educational landscape, introducing innovative approaches to instruction (Daniel, 2020). However, this shift has also brought to the forefront the issue of the digital divide, a phenomenon where disparities in access and usage of digital technologies have a substantial impact on educational opportunities (Van Dijk, 2020). Digital Divide is generally understood to mean “a division between people who have access and use of digital media and those who do not” (van Dijk, 2020b, p. 1). Selwyn, (2020), state that digital divide extends beyond just the availability of technological devices; it includes aspects like digital literacy, internet connectivity, and the presence of supportive educational structures. Wang, Han, & Yang, (2021), observed that in education, the divide's effects are particularly pronounced, influencing not only access to digital resources but also the quality and effectiveness of online learning environments, crucial for student success. Reimers & Schleicher, (2020) stated that the COVID-19– pandemic has

highlighted and, in many cases, exacerbated existing inequalities, revealing how the digital divide reflects wider educational disparities linked to socio-economic status, geographic location, and institutional support.

Remote learning is expected to help make education more accessible, as remote access to education can also provide learning opportunities for those who have not been able to access educational institutions due to various barriers, such as physical distance, socio-economic status or health problems, bearing in mind that technological possibilities for access to the learning process should be provided and that a certain level of reading literacy is reached (Linda and Anna, 2022). Remote learning can potentially contribute to sustainable development, as the knowledge developed in a particular country or institution can be disseminated to a wider audience.

In spite of this, anticipated advantages, there exist various disparities such as growing digital gap or social inequalities between different income groups. High-income countries will be able to invest in technology and knowledge and in the development of different types of educational services, while in low- and middle-income countries, resources for educational development are lower and this may lead to a situation where only privileged groups of people have access to knowledge (Linda and Anna, 2022). Another core issue lies in the unequal distribution of digital resources and the varying degrees of digital literacy among students and educators (Wang, Han, & Yang, 2021). Van Dijk, (2020) observed that this disparity is not merely a technological issue but is intrinsically linked to broader socio-economic and cultural factors. Students in lower socio-economic backgrounds and remote areas often face significant challenges in accessing reliable internet and suitable devices for online learning, leading to a disparity in educational opportunities (Selwyn, 2020). These students and teachers in rural and low-income communities often lack access to smartphones, or electricity, making participation in online learning difficult. Addressing these disparities is vital, as they significantly impact educational achievement, student engagement, and overall academic performance (Zhong, 2020).

Theoretical Framework

This study is anchored on the Educational Resilience Theory, which emphasizes the ability of education systems to adapt and continue functioning under adverse conditions such as conflict or disaster. A resilience-based approach aims to lessen the impact of risk while promoting the academic, social, and emotional conditions that lead to academic excellence. Educational Resilience Theory emphasizes the importance of resilience in the educational process to achieve optimal outcomes despite challenges. This theory provides a comprehensive framework for understanding and facilitating the development of resilience in various fields

Educational Resilience Theory is necessary so that stakeholders in education are able to cultivate the capacity to sustain equitable and appropriate learning opportunities and outcomes for all students. Not only does resilience underpin academic success— and career success, but it is also associated with psychological well-being (Chen et al., 2021).

Methodology

A qualitative research design using secondary data analysis was adopted in this study. Qualitative research is considered appropriate because the study seeks to explore, interpret, and understand the experiences, challenges, and policy implications surrounding remote learning in insecurity-affected areas rather than measure variables statistically. The design enables an in-depth examination of existing scholarly discussions, institutional reports, and documented experiences relating to education delivery during crisis.

Secondary data analysis was chosen because it gives access to a broad range of already existing evidence from different geographical contexts affected by insecurity, conflict, displacement, insurgency, and humanitarian emergencies. The approach also allows the researcher to synthesize perspectives from multiple stakeholders including governments, international organizations, educators, students, and humanitarian agencies.

Sources of data collection

The study depends entirely on secondary sources of data. Data were obtained from credible and authoritative materials such as peer-reviewed academic journal articles, conference papers and research publications, government policy documents and educational frameworks, reports from international organizations such as UNESCO, UNICEF, books and book chapters on education and crisis management, and other humanitarian agencies. Furthermore, materials were also gotten from case studies on remote learning practices in conflict and insecurity-affected regions and online educational policy archives and institutional databases

Credibility, relevance, alignment with the objectives of the study, and recency guided the selection of these sources. Consequently, importance was accorded to materials published within the last ten years to ensure current understanding of remote learning technologies and insecurity-related educational disruptions.

Area of Focus

The study focuses on insecurity-affected regions where conventional classroom learning has been disrupted due to armed conflict, insurgency, terrorism, communal violence, displacement, or humanitarian crises. Special attention is given to experiences from Nigeria, particularly conflict-prone regions such as the North-East, while also drawing comparative insights from other African and global contexts where remote learning has been implemented during crises.

Area of Focus

The study focuses on insecurity-affected regions where conventional classroom learning has been disrupted due to armed conflict, insurgency, terrorism, communal violence, displacement, or humanitarian crises. Special attention is given to experiences from Nigeria, particularly conflict-prone regions such as the North-East, while also drawing comparative insights from other African and global contexts where remote learning has been implemented during crises.

Sampling Technique and Selection Criteria

A purposive sampling technique was employed in selecting relevant documents and publications for the study. This method was appropriate because it enabled the researcher intentionally selected materials that directly address insecurity, remote learning, education in emergencies, crisis response, and sustainable educational alternatives. Documents included in the study met the criteria such as: focus on insecurity, conflict, displacement, or emergency situations; direct relevance to remote learning or education in crisis zones, published by reputable institutions or peer-reviewed outlets; availability of substantial information related to educational access, policy responses, and learning outcomes; and publication in English language for ease of interpretation. Materials lacking sufficient relevance or academic credibility were excluded from the analysis.

Method of Data Collection

Data collection involved systematic review and extraction of information from selected secondary sources. Relevant materials were accessed through online academic databases such as Google Scholar, ResearchGate, JSTOR, and institutional repositories. Official reports and policy documents were also obtained from websites of international organizations and educational institutions.

The researcher carefully reviewed the selected documents and extracted relevant information relating to:

1. The impact of insecurity on education, Adoption and implementation of remote learning
2. Challenges associated with remote education delivery
3. Technological and infrastructural barriers
4. Government and institutional policy responses
5. Social and psychological implications for learners and educators
6. Strategies for improving educational continuity in crisis situations

Also, notes and thematic summaries were developed during the review process to facilitate organization and interpretation of findings.

Method of Data Analysis

The study employed thematic analysis as the primary method of data analysis. Thematic analysis was chosen because it allows for the identification, organization, and interpretation of recurring themes and patterns across multiple sources of information.

The analysis followed several stages:

Familiarization with Data:

The researcher repeatedly reviewed selected documents to gain deep understanding of the content.

Coding of Data:

Relevant statements, concepts, and observations were identified and assigned descriptive codes relating to the objectives of the study.

Development of Themes:

Similar codes were grouped together to form broader themes such as:

1. Educational disruption during insecurity
2. Accessibility of remote learning
3. Digital inequality and technological barriers
4. Policy interventions and institutional responses
5. Psychological and social implications
6. Sustainability of remote learning in crisis zones

Data Presentation And Discussion Of Findings

Table 1: How does insecurity affect access to education in affected communities?

Identified Effects of Insecurity	Frequency of Occurrence in Reviewed Literature	Percentage (%)
School closures	18	90%
Student displacement	16	80%
Teacher displacement	14	70%
Destruction of school infrastructure	15	75%
Student absenteeism	17	85%
Increased school dropout	13	65%
Psychological trauma among learners	12	60%
Reduced enrolment of girls	11	55%

Source: Field synthesis from reviewed secondary literature (2026).

The findings disclosed that insecurity has serious negative effects on access to education in affected communities. Evidence from literature showed that armed conflict, insurgency, banditry, communal clashes, and terrorism contribute significantly to disruption of academic activities (Umar, 2022). Schools in conflict-prone areas are frequently closed for long periods due to safety concerns, attacks on educational institutions, and government security directives.

The data further indicated that insecurity leads to destruction of school buildings and educational facilities, displacement of teachers, students, and school administrators, reduced enrolment, (especially among girls and vulnerable children), fear and psychological trauma among learners and educators, increased student absenteeism and school dropout rates and interruption of examinations and academic calendars (Ogunode & Kolo, 2021).

Studies on Northern Nigeria particularly revealed repeated attacks on schools, abductions of students, and threats against teachers, which forced many families to withdraw their children from school. Internally displaced persons (IDP) camps also experience inadequate educational services due to overcrowding and shortage of learning materials. Ogunode, Ukozor & Ayoko (2023)

The findings therefore demonstrate that insecurity undermines educational access, stability, safety, and learning outcomes, thereby worsening educational inequality in affected communities. Insecurity has significantly impacted the quality of teaching and research in all levels of education including the tertiary institutions which aligned with the findings of Oweipodor (2024).

Table 2: To what extent can remote learning ensure continuity of education during insecurity?

Remote Learning Contributions	Frequency in Reviewed Studies	Percentage (%)
Continuity of academic activities	18	90%
Access to learning during school closures	17	85%
Support for displaced learners	14	70%
Flexible learning opportunities	15	75%
Curriculum coverage during emergencies	13	65%
Improved educational resilience	12	60%
Reduction in total learning interruption	16	80%
Increased learner engagement through media platforms	10	50%

Source: Field synthesis from reviewed secondary literature (2026).

The findings reveal that remote learning can significantly support continuity of education during periods of insecurity when physical classrooms become inaccessible. The reviewed literature revealed that remote learning platforms such as online classes, radio lessons, television broadcasts, mobile learning applications, and virtual classrooms have helped sustain educational activities in crisis situations (Linda & Anna, 2022).

Data from international reports indicated that remote learning, enables students to continue learning from safer locations, reduces disruption of academic programmes during emergencies, expands educational reach to displaced populations, provides flexible learning opportunities for learners in unstable environments and supports continuity of curriculum delivery during school closures. Evidence from global case studies demonstrated that countries affected by conflict and humanitarian crises adopted digital and distance learning systems to maintain educational engagement. During periods of insecurity in Nigeria and other African countries, radio and television educational programmes became important alternatives for learners unable to attend school physically. (Goodell, & Kessler, 2020).

However, the findings also revealed that the effectiveness of remote learning depends largely on the availability of technological infrastructure, electricity supply, internet connectivity, and digital literacy among teachers and students (Van Dijk, 2020). The study found that remote learning serves as a valuable alternative for sustaining education during insecurity, although its effectiveness varies across regions and socio-economic conditions.

Table 3: What are the major challenges limiting effective remote learning implementation?

Identified Challenges	Frequency of Occurrence	Percentage (%)
Poor internet connectivity	19	95%
Lack of digital devices	18	90%
Irregular electricity supply	17	85%
Poverty and inability to afford data	16	80%
Low digital literacy	15	75%
Inadequate teacher training	14	70%
Weak government funding	13	65%
Security-related communication disruptions	11	55%
Exclusion of vulnerable learners	10	50%

Source: Field synthesis from reviewed secondary literature (2026).

The findings identified several major challenges limiting the successful implementation of remote learning in insecurity-affected areas. The most prominent challenge highlighted across the reviewed literature was the digital divide between urban and rural communities. (Selwyn, 2020)

The data revealed the following major barriers, poor internet connectivity and weak communication networks, limited access to smartphones, computers, and digital devices, irregular electricity supply, poverty and inability of families to afford data subscriptions, security-related disruptions affecting communication infrastructure, limited inclusiveness for children with disabilities and marginalized groups, lack of training for teachers in online instruction methods, low digital literacy among teachers, students, and parents and inadequate government funding for educational technology (Linda and Anna, 2022).

The analysis also showed that many learners in rural and conflict-prone communities depend heavily on face-to-face learning due to lack of technological resources. In some cases, remote learning initiatives failed because students could not access digital platforms consistently. Additionally, findings revealed that psychological stress, displacement, and unstable living conditions negatively affect learners' concentration and participation in remote education programmes (Wang, Han, & Yang, 2021). The study therefore concludes that although remote learning presents opportunities for educational continuity, significant infrastructural, economic, technological, and social barriers hinder its effective implementation in crisis zones (Zhong, 2020).

Table 4: What policy frameworks can support sustainable remote education in crisis zones?

Proposed Policy Frameworks	Frequency in Reviewed Literature	Percentage (%)
Investment in digital infrastructure	18	90%
Expansion of rural internet access	17	85%
Teacher digital training programmes	16	80%
Inclusive remote learning policies	15	75%
Public-private partnerships	13	65%
Alternative power supply initiatives	12	60%
School safety and child protection policies	14	70%
Integration of emergency education plans	15	75%
Community-based learning support systems	11	55%

Source: Field synthesis from reviewed secondary literature (2026).

The findings revealed that effective and sustainable remote education in crisis zones requires strong policy frameworks, institutional commitment, and multi-sector collaboration. The reviewed literature emphasized the importance of emergency education policies that prioritize continuity of learning during insecurity and humanitarian crises (Linda and Anna, 2022). The data identified several important policy measures including, increased government investment in digital education infrastructure, development of inclusive national remote learning policies, provision of teacher training in digital and emergency education delivery, expansion of affordable internet access to rural and conflict-affected communities, integration of remote learning into national education preparedness plans, strengthening child protection and school safety policies, provision of alternative energy sources such as solar-powered learning systems, establishment of community-based learning support systems and public-private partnerships to support educational technology development (Wang, Han, & Yang, 2021).

International organizations such as UNESCO and UNICEF were also found to play important roles in supporting policy development, funding educational interventions, and promoting inclusive learning strategies in crisis-affected regions. The findings further showed that sustainable remote education requires long-term planning rather than temporary emergency responses. Policies must address not only technology provision but also equity, accessibility, teacher preparedness, learner welfare, and psychosocial support (UNESCO, 2025). The study concludes that comprehensive and inclusive policy frameworks are essential

for strengthening educational resilience and ensuring sustainable remote learning in insecurity-affected communities (Selwyn, 2020).

Challenges of Implementation

Key challenges include:

- i. Poor internet connectivity,
- ii. Lack of trained teachers in digital instruction,
- iii. Unavailability of electricity,
- iv. Limited access to digital devices,
- v. High cost of data services,
- vi. Low student engagement in remote settings

Conclusion

Insecurity as a threat to any form of development with its severe consequences is being borne by mankind. Though, it is unwanted but it will continue to have its way by force due to weak government institutions if not nipped in the bud. Schools in Nigeria have experienced more violent attacks by gunmen in recent times than ever before.

Some of these attacks were reported to be deadly, claiming the lives of students, teachers and school administrators as well as destruction of properties. However this study concludes that remote learning is a viable but partial solution to educational disruption caused by insecurity. It is effective in maintaining learning continuity during crises but cannot fully replace traditional schooling due to infrastructural and socio-economic limitations. Rather than replacing physical schools, remote learning should be integrated into a hybrid education system that enhances resilience during emergencies.

Recommendations

In the light of the foregoing, the following recommendations were made:

1. Schools should adopt blended learning models combining physical and remote instruction.
2. Governments should invest in national digital education infrastructure, especially in rural and insecure regions.
3. Subsidized internet and device distribution should be provided to vulnerable students.
4. Teacher training programs should include digital literacy and remote teaching skills.
5. Security policies should prioritize protection of educational infrastructure.
6. Radio and offline learning tools should be expanded for low-connectivity areas.
7. All the three tiers of government (Federal, state and local government) should work assiduously to ensure that all the schools in their domains or areas of jurisdiction are well protected.

References

- Adams, O. T., Adedeji, M. S., Majekodun, O. A., Kehinde, B. R. & Adams, T. A. (2021). The effects of insecurity on school system (secondary schools) in Nigeria. Science and Education Development Institute, Nigeria, 126-136.
- Bond, M. (2021). *Schools and emergency remote education during the COVID-19 pandemic: A living rapid systematic review*. *Asian Journal of Distance Education*, 15, 191–247. DOI: <https://doi.org/10.5281/zenodo.4425683>
- Bond, M., Bedenlier, S., Marín, V. I., & Händel, M. (2021). *Emergency remote teaching in higher education: Mapping the first global online semester*. *International Journal of Educational Technology in Higher Education*, 18, 1–24. DOI: <https://doi.org/10.1186/s41239-021-00282-x>
- Daniel, J. (2020). Education and the COVID-19 Pandemic. *Prospects*, 49(1-2), 91-96. <https://doi.org/10.1080/02680513.2020.1740121>
- Federal Ministry of Education Nigeria. (2021). National education response to insecurity. Abuja: FME.

- Goodell, J., Kolodner, J., Ritter, S., & Kessler, A. (2020). Learning Sciences Game Cards. IEEE ICICLE 2019 Conference on Learning Engineering.
- International Telecommunication Union (ITU). (2022). Digital divide and education access report. Geneva: ITU.
- Jacob, O. N., Okwelogu, I. S., Enyinnaya, E. J. & Mohammed, Y. D. (2021). Academic Staff of Linda Daniela and Anna Visvizi (2022). Remote learning as a mode of distance learning. *Routledge Research in Digital Education and Educational Technology*. DOI: 10.4324/9781003167594-1
- Ngwoke, P. N. & Akabike, G. N. (2022). Insecurity and its implication for sustainability. *Theological Studies*, 78(1), 1-12.
- Ogunode, N. J., Ukozor, C. U. & Ayoko, V. O. (2023). *Insecurity Challenges and Higher Education in Nigeria*. *Best Journal of Innovation in Science, Research and Development*, 2(5), 387–404. Retrieved from <https://www.bjisrd.com/index.php/bjisrd/article/view/178>
- Ogunode, N. J., Ukozor, C. U. & Ayoko, V. O. (2023). Security Challenges and Higher Education in Nigeria. *Best Journal of Innovation in Science, Research and Development*, 2(5), 387-404. Retrieved from <http://www.bjisrd.com/index.php/bjisrd/article/view/178>
- Oweikpodor, V. G. (2024). Insecurity Challenges and Research Programme of Tertiary Education in Nigeria. *American Journal of Business Practice*, 1(50), 1 – 9
- Reimers, F. M., & Schleicher, A. (2020). A Framework to Guide an Education Response to the COVID-19 Pandemic of 2020. OECD. <https://doi.org/10.1787/259d9e3c-en>
- Selwyn, N. (2010). Looking Beyond Learning: Notes Towards the Critical Study of Educational Technology. *Journal of Computer Assisted Learning*, 26(1), 65-73.
- Tertiary Institutions in Nigeria and the Problem of Insecurity. *Middle European Scientific Bulletin*, 18, 206-217. ISSN 2694-9970
- Umar, Y. (2022). *Insecurity in Nigerian Education System: Implications for Educational Managers*. *BIJE - Bichi Journal of Education*, 16(1), 87–95. Retrieved from <https://bijejournal.com/BIJE/article/view/641>
- UNESCO. (2022). Education in emergencies: Building resilient systems. Paris: UNESCO Publishing.
- UNICEF. (2021). Remote learning during crises: Lessons from COVID-19 and conflict zones. New York: UNICEF.
- Van Dijk, J. A. (2012). *The Network Society*. SAGE Publications
- Wang, Y., Han, X., & Yang, J. (2021). Revisiting the Digital Divide in the COVID-19 Era: The Socioeconomic Disparities in Students' Use of e-Learning Platforms. *Education and Information Technologies*, 26, 6407-6422. <https://doi.org/10.1007/s10639-020-10340-3>
- World Bank. (2020). Remote learning and COVID-19 response in developing countries. Washington, DC: World Bank Group.
- Chen, Y. et al.(2021). *Adverse childhood experiences and psychological well-being in chinese college students: moderated mediation by gender and resilience* *Front. Psychiatry* (2021)
- Zubairu, N. (2020). Rising insecurity in Nigeria: Causes and solutions. *Journal of Studies in Social Sciences*, 19(4), 1-11. <https://www.infinitypress.info>