



## **Impact of Civic Education on Community-Led Crime Control Model in FCT- Abuja, Nigeria**

**Sule Omeiza Adebayo<sup>1</sup>, Blessing Ikechi Onyedum<sup>2</sup>, Chukwuma Victoria Azuka<sup>3</sup>  
Emmanuel Lucas Nwachukwu<sup>4</sup>**

<sup>1</sup>School of Arts & Social Sciences, National Institute for Nigerian Languages, Nigeria,  
<sup>2</sup>Department of Measurement and Evaluation, Imo State University, Nigeria, <sup>4</sup> Department  
of General Education, National Institute for Nigerian Languages, Nigeria

\*Corresponding Author: Emmanuel Lucas Nwachukwu

Email: [nwachukwuemmanue@gmail.com](mailto:nwachukwuemmanue@gmail.com)

### **ABSTRACT**

*Crime and insecurity remains a critical challenge in Nigeria's Federal Capital Territory (FCT-Abuja), requiring innovative community-based approaches to complement traditional policing strategies. This study examined the impact of civic education on community-led crime control participation in FCT-Abuja. A quantitative survey design was employed with 400 adult residents selected through stratified random sampling across six Area Councils. Data were collected using structured questionnaire with dichotomous responses covering civic education exposure and crime control participation. Chi-square test of independence analyzed the relationship between variables at 0.05 significance level. Findings revealed that 69.6% of respondents had been exposed to civic education programs, while 65.2% participated in community crime control activities. Chi-square analysis ( $\chi^2 = 56.842, p < 0.001$ ) demonstrated a statistically significant impact of civic education on crime control participation. Residents exposed to civic education were nearly twice as likely to participate in crime control activities (76.5%) compared to unexposed residents (39.3%), representing a 37.2 percentage point difference. Civic education significantly enhances community-led crime control participation in FCT-Abuja. Policymakers should expand civic education coverage, diversify delivery platforms, and ensure sustained programming to strengthen community security capacity across all Area Councils.*

**Keywords:** *Civic Education, Collaboration, Community Policing, Crime Control, Security*

## INTRODUCTION

Crime and insecurity have emerged as critical challenges confronting urban centers across Nigeria, with the Federal Capital Territory (FCT-Abuja) experiencing increasingly complex security threats that undermine social cohesion, economic development, and public confidence in governmental institutions (Oludele-Ajiboye & Zamani, 2025). As Nigeria's political and administrative capital, Abuja occupies a unique position in the nation's security architecture, serving not only as the seat of federal power but also as a symbol of national unity and progress. However, the rapid urbanization, population growth, and socioeconomic disparities that characterize the territory have created fertile ground for various forms of criminal activity, ranging from petty theft, one-chance criminals who rob or kidnap victims using public or private vehicles, burglary, armed robbery, and kidnapping. The conventional law enforcement approach, heavily reliant on reactive policing and formal criminal justice mechanisms, has proven inadequate in addressing the multifaceted nature of contemporary security challenges in the FCT. This inadequacy stems from numerous factors including limited police personnel, insufficient resources, poor community relations, and the inherent limitations of a centralized policing system in a diverse and rapidly expanding urban environment. Consequently, there has been growing recognition among security experts and community stakeholders of the need for innovative, community-centered approaches that complement traditional policing methods and leverage local knowledge, social capital, and civic responsibility in crime prevention and control efforts (Nte & Eyororokumoh, 2025).

The concept of community-led crime control, often manifested through vigilante groups, neighborhood watch associations, and other grassroots security initiatives, has gained significant attention across Nigerian communities as citizens increasingly take proactive roles in safeguarding their neighborhoods. According to Gill et al. (2024), these community-based security arrangements represent a form of collective action rooted in the social contract between community members who share common security concerns and recognize the limitations of state-provided security services. In FCT-Abuja, vigilante groups have become prominent fixtures in many communities, operating alongside formal law enforcement agencies to provide surveillance, intelligence gathering, and immediate response to security threats. However, the effectiveness and legitimacy of these community-led initiatives remain subjects of ongoing debate and empirical studies. While proponents argue that such groups enhance security coverage, improve response times, and foster community solidarity (Buck et al., 2023), critics raise concerns about potential human rights violations, extrajudicial actions, lack of accountability, and the risk of these groups becoming instruments of ethnic or political manipulation (Modise, 2025; Udoh, 2025). Despite the widespread prevalence of community-led crime control mechanisms in Nigerian urban centers,

there exists a significant gap in rigorous empirical research examining their actual impact on crime rates, community safety perceptions, and overall security outcomes, particularly in relation to the role of civic education in shaping their effectiveness and legitimacy.

Civic education, defined as the systematic process of equipping citizens with knowledge, skills, and values necessary for active and responsible participation in democratic governance and community affairs, emerges as a potentially critical factor in enhancing the effectiveness and accountability of community-led crime control initiatives (Battistoni, 2023; López-Meseguer & Mínguez-Vallejos, 2024). Theoretical frameworks in criminology, particularly social disorganization theory and collective efficacy theory, suggest that communities with higher levels of civic engagement, social cohesion, and shared norms are better positioned to prevent and control crime through informal social control mechanisms. Civic education can potentially strengthen these community capacities by enhancing citizens' understanding of their rights and responsibilities, promoting trust between community members and law enforcement agencies, promoting adherence to rule of law principles, and cultivating the civic competencies necessary for effective participation in security governance (Hanif & Zaakiyyah, 2024). Recent studies have increasingly emphasized the importance of community participation and civic engagement in security provision, particularly in contexts where state capacity is limited and communities must assume greater responsibility for their own safety. Civic competency development in advancing participatory governance and public safety outcomes in Southeast Asian and African urban contexts (Agoi et al., 2025; Judijanto, 2025; Olugbenga, 2022; Retnasari, 2025). However, the specific mechanisms through which civic education influences the operations, effectiveness, and legitimacy of community-led crime control models remain underexplored in the Nigerian context, creating a critical knowledge gap that this study seeks to address.

Some studies on community policing and citizen participation in crime control reveal contested perspectives regarding the relationship between formal education, civic knowledge, and effective security governance. While some scholars argue that civic education enhances community capacity for constructive engagement with security challenges and promotes adherence to human rights standards in vigilante operations (Ajaps & Obiagu, 2021), others contend that the impact of civic education may be limited by contextual factors such as socioeconomic conditions, ethnic dynamics, political culture, and the quality of state-community relations (Alehegn et al., 2025; Nweke & Nwankwo, 2023). Existing research has predominantly focused on either formal policing reforms or community security initiatives in isolation, with limited attention to the synergies and tensions that emerge when civic education programs intersect with grassroots crime control efforts. In the specific context of FCT-Abuja, where diverse populations from across Nigeria converge in a rapidly urbanizing environment

characterized by stark socioeconomic inequalities and complex security challenges, understanding how civic education shapes community-led crime control becomes particularly important. The scantiness of empirical studies examining this intersection in Nigerian urban contexts represents a significant gap in both academic literature and policy discourse, limiting evidence-based decision-making regarding security sector reform and community engagement strategies.

This study therefore investigates the impact of civic education on community-led crime control models in FCT-Abuja, Nigeria, addressing the research questions centered on the relationship between civic education levels, community participation in crime control, perceptions of vigilante effectiveness, crime awareness, and community safety outcomes. It examines how civic education influences the operations, legitimacy, and effectiveness of community-led security initiatives. By examining the linkages between civic education and community-led crime control in Nigeria's capital territory, this study makes important contributions to scholarly understanding of alternative security governance arrangements in developing country contexts and provides evidence to inform policy interventions aimed at strengthening community-based approaches to crime prevention.

## **LITERATURE REVIEW**

### **Community-Led Crime Control: Contemporary Perspectives**

The relationship between civic education and community-led crime control represents an emerging area of security study that bridges criminology and community development studies. Recent literature has increasingly recognized that traditional state-centric approaches to crime control are insufficient in addressing complex security challenges in rapidly urbanizing environments, particularly in developing nations where state capacity remains limited and communities must assume greater responsibility for their safety (Nweke & Nwankwo, 2023). This recognition has prompted academic and non-academic experts to examine alternative security governance arrangements that leverage community participation, local knowledge, and civic engagement as complementary mechanisms to formal policing. Within this broader discourse, civic education has been identified as a potentially transformative factor that can enhance the effectiveness, legitimacy, and accountability of community-led security initiatives by equipping citizens with the knowledge, skills, and values necessary for constructive participation in security governance (Miller, 2025; Modise, 2025). However, the empirical evidence regarding the specific mechanisms through which civic education influences community-led crime control outcomes remains fragmented, creating gaps in both theoretical understanding and practical policy guidance.

Contemporary studies on community-led crime control have evolved considerably from earlier perspectives that viewed such initiatives as problematic

manifestations of state failure. Recent research adopts broad analytical frameworks that recognize community security initiatives as complex social phenomena shaped by multiple factors including historical legacies, socioeconomic conditions, ethnic relations, political contexts, and state-community dynamics (Errol et al., 2021). Studies examining vigilante groups and neighborhood watch associations across Africa and specifically Nigeria reveal that these organizations emerge from genuine community security needs and often fill critical gaps left by under-resourced and geographically stretched formal police services (Miller, 2025; Udoh, 2025). In Nigeria specifically, scholars have documented the proliferation of community-based security groups across urban and rural areas, noting their diverse organizational structures, operational methods, and relationships with state authorities (Alehegn et al., 2025; Udoh, 2025). Research by Sapkota (2024) examining community policing initiatives in urban cities found that locally organized security groups often possess superior local intelligence-gathering capabilities compared to formal police due to their intimate knowledge of community dynamics, social networks, and territorial familiarity. However, this does not go without highlighting persistent concerns regarding human rights violations, extrajudicial actions, ethno-religio bias, and accountability deficits that characterize many community-led security initiatives, underscoring the need for mechanisms that can enhance their legitimacy and adherence to rule of law principles.

### **Civic Education and Security Governance**

Civic education emerges in recent literature as a potentially critical factor in addressing the effectiveness challenges associated with community-led crime control. Experts define civic education as encompassing both formal instructional programs and informal learning processes through which citizens acquire knowledge about rights and responsibilities, develop democratic values, and cultivate competencies for constructive civic participation (López-Meseguer & Mínguez-Vallejos, 2024; Nwachukwu et al., 2024). Studies examining civic education impacts across different contexts demonstrate its capacity to enhance political efficacy, promote tolerance, strengthen social trust, and increase engagement in collective action for public goods provision (Han et al., 2023; Kranich, 2024; Simut et al., 2025). In the security governance context, studies have found that civic education programs can improve citizen understanding of legal frameworks governing security provision, enhance capacity for constructive engagement with law enforcement agencies, and promote adherence to human rights standards in community security initiatives (Cann, 2024; Sapkota, 2024). Civic education has been identified as a mechanism for bridging the gap between formal and informal security providers by creating shared understandings of legitimate security practices and promoting collaborative relationships grounded in mutual respect and accountability (Alehegn et al., 2025). However, civic education

impacts are affected and limited by numerous contextual factors including educational quality, political culture, socioeconomic conditions, and the broader institutional environment within which civic learning occurs.

### **Theoretical Framework**

This study draws upon two complementary criminological theories to examine how civic education influences community-led crime control in FCT-Abuja: Social Disorganization Theory and Collective Efficacy Theory. These frameworks provide conceptual lenses for understanding the ways through which civic education enhances community capacity to prevent and control crime. Social Disorganization Theory explains how structural characteristics of communities create conditions conducive to crime, while Collective Efficacy Theory identifies the social processes through which communities can overcome structural disadvantages to achieve effective crime control. Together, these theories lead us to understand how civic education strengthens community-led security initiatives by addressing both structural vulnerabilities and enhancing collective action capacity.

Social Disorganization Theory was originally developed by Clifford Shaw and Henry McKay in the 1940s and refined by contemporary scholars like Sampson and Groves. It posits that crime rates are influenced by community-level structural factors rather than individual characteristics alone (Errol et al., 2021). The theory identifies three key structural conditions that contribute to social disorganization: residential instability, ethnic heterogeneity, and concentrated poverty. These conditions undermine communities' capacity for informal social control by weakening social networks, reducing participation in community organizations, and creating competing value systems that prevent consensus around behavioral norms (Errol et al., 2021). In socially disorganized communities, residents lack the organization and capacity necessary to monitor bad behavior, maintain public order, and collectively respond to threats. When applied to FCT-Abuja, this framework is particularly relevant given the territory's rapid urbanization and population growth. Areas like Bwari, with its mix of long-established communities and new settlements, exemplify how residential mobility disrupts social networks. Similarly, neighborhoods in Abuja Municipal Area Council reflect Nigeria's ethnic diversity as citizens from all regions converge in the capital, creating the heterogeneity that Social Disorganization Theory identifies as challenging for informal social control.

Collective Efficacy Theory was advanced by Robert J. Sampson, Stephen W. Raudenbush, and Felton Earls, and extends Social Disorganization Theory by identifying the specific social mechanism through which communities successfully control crime despite structural disadvantages. Collective efficacy is defined as the combination of social cohesion, mutual trust and solidarity among neighbors and shared expectations for collective action to achieve common goals (Gearhart, 2023). The theory proposes that communities with high collective efficacy can

overcome structural disadvantages by mobilizing residents to address problems, maintain informal surveillance, and intervene when witnessing disorder or crime (Gearhart, 2023). Research has demonstrated that neighborhoods with higher collective efficacy experience lower crime rates even after controlling for structural disadvantages, suggesting that collective efficacy mediates the relationship between structural conditions and crime outcomes (Lanfear, 2022). In FCT-Abuja's context, this theory helps explain variation in crime control effectiveness across communities with similar structural characteristics.

The integration of these theories provides a comprehensive framework for understanding civic education's role in community-led crime control. Social Disorganization Theory identifies the structural challenges particularly ethnic heterogeneity and residential instability, that characterize FCT-Abuja and create conditions requiring strong community organization for effective crime control. Collective Efficacy Theory specifies the social process, the combination of trust and collective action orientation, necessary to overcome these challenges. Civic education serves as the critical bridge between these frameworks by addressing both dimensions. Civic education can enhance social cohesion by creating shared knowledge, values, and civic identity among diverse residents, thus counteracting the disorganizing effects of ethnic heterogeneity. It simultaneously cultivates the shared expectations and organizational capacity necessary for collective action, directly strengthening collective efficacy and, in turn, community-led crime control participation.

## **RESEARCH METHODOLOGY**

This study employed a quantitative survey design to examine the impact of civic education on community-led crime control in the Federal Capital Territory (FCT), Abuja, Nigeria. According to Fischer et al. (2023), quantitative survey design refers to a structured approach to studying phenomena using numerical data and statistical analysis to test theories, measure relationships between variables, and produce findings that are objective, trustworthy, and generalizable. The choice of this design was informed by the need to measure the extent of civic education exposure and crime control participation across a large and geographically dispersed population in a systematic and replicable manner. The study covered all six Area Councils: AMAC, Gwagwalada, Kuje, Bwari, Abaji, and Kwali.

Using stratified random sampling, 400 adult residents ( $\geq 18$  years) were selected proportionally across the six Area Councils: AMAC (120), Gwagwalada (80), Kuje (60), Bwari (70), Abaji (35), and Kwali (35). Simple random sampling was applied within each stratum to ensure equal selection probability. Data were collected using a 10-item structured questionnaire with dichotomous (Yes/No) responses covering: (a) demographic information (3 items: gender, age, Area Council), (b) civic education exposure (3 items: exposure status, program

attendance, annual participation), and (c) community crime control participation (4 items: participation status, specific activities involvement, active participation, perceived impact). Descriptive statistics (frequencies, percentages) characterized the sample and variable distributions. Chi-square test of independence examined the relationship between civic education exposure and crime control participation, with significance set at  $\alpha = 0.05$ .

## RESULT AND DISCUSSION

### Demographic Characteristics of Respondents

The study used stratified sampling across all six Area Councils in Abuja to ensure geographic representation and improve the generalizability of findings. Table 4.1 presents the distribution of respondents across the six Area Councils, reflecting both population size and data collection accessibility. The proportional allocation ensured that more populous councils contributed a larger share of respondents, thereby enhancing the representativeness of the findings.

**Table 1** Distribution of Respondents by Area Council.

Area Council	Frequency	Percentage (%)
AMAC	115	29.9
Gwagwalada	78	20.3
Kuje	58	15.1
Bwari	68	17.7
Abaji	33	8.6
Kwali	33	8.6
<b>Total</b>	<b>385</b>	<b>100</b>

**Source:** Author's Analysis (2025)

Table 1 demonstrates proportional representation across all six Area Councils, with AMAC recording the highest number of respondents (115, 29.9%) due to its larger population size. Abaji and Kwali each recorded 33 respondents (8.6%), reflecting their comparatively smaller populations. The overall sample of 385 valid responses was used for subsequent analysis, as 15 questionnaires were discarded due to incomplete data.

### Analysis of Civic Education Exposure

This section presents findings on the extent to which respondents in FCT-Abuja have been exposed to civic education programs. Three dimensions were examined: general exposure status, attendance at any form of civic education program, and regularity of annual participation. Table 1 presents a consolidated overview of all three dimensions of civic education exposure across the sampled population.

**Table 2** Consolidated Overview of Civic Education Exposure

Dimension	Yes Frequency	Yes (%)	No Frequency	No (%)
Exposed to civic education programs	268	69.6	117	30.4
Attended any form of civic education	262	68.1	123	31.9
Participates at least once a year	245	63.6	140	36.4

**Source:** Author’s Analysis (2025)

Table 2 reveals that 268 (69.6%) of respondents have been exposed to civic education programs in FCT-Abuja, while 117 (30.4%) have not. Similarly, 262 (68.1%) respondents have attended some form of civic education program whether community, school, religious, NGO, or government-based while 123 (31.9%) have not. With respect to regularity, 245 (63.6%) participate in civic education programs at least once a year, while 140 (36.4%) do not participate annually. These figures collectively suggest that while civic education coverage is relatively broad, significant proportions of the population remain either unexposed or irregularly engaged, representing a structural gap in civic preparedness relevant to community crime control.

**Analysis of Community Crime Control Participation**

This section examines the extent to which respondents actively engage in community-led crime control activities. Four dimensions of participation were assessed: general participation status, involvement in specific crime control activities, self-assessed activity level, and perceived impact of civic education on participation. Table 4.3 provides a consolidated summary of all four dimensions.

**Table 3** Consolidated Overview of Community Crime Control Participation

Dimension	Yes Frequency	Percentage	No Frequency	Percentage
Participates in community led crime control.	251	65.2	134	34.8
Participates in specific crime control activities.	258	67.0	127	33.0
Describe participation as active.	238	61.8	147	38.2
Civic education improved crime control involvement.	272	70.6	113	29.4

**Source:** Author’s Analysis (2025)

Table 4.3 shows that 251 (65.2%) respondents participate in community-led crime control activities, while 134 (34.8%) do not. Among those who participate, 258 (67.0%) engage in specific activities such as neighborhood watch, reporting suspicious activities, security meetings, vigilante groups, or environmental surveillance. Furthermore, 238 (61.8%) respondents describe their participation as active, while 272 (70.6%) reported that civic education has positively improved their involvement in community crime control activities. These findings collectively demonstrate a substantive level of community engagement in crime control across FCT-Abuja, with civic education identified by the majority of respondents as a contributing factor.

**Testing of Hypothesis**

This section presents the results of the chi-square test of independence conducted to examine the statistical relationship between civic education exposure and community-led crime control participation. The analysis tests the following hypotheses:

H<sub>0</sub> (Null Hypothesis): There is no significant impact of civic education on community-led crime control models in FCT-Abuja, Nigeria.

H<sub>1</sub> (Alternative Hypothesis): There is a significant impact of civic education on community-led crime control models in FCT-Abuja, Nigeria.

Table 4 presents the cross-tabulation of civic education exposure against crime control participation, while Table 4.5 reports the chi-square test statistics. These tables are examined together to reach a decision on the stated hypotheses.

**Table 4** Cross tabulation of Civic Education Exposure and Crime Control Participation

	<b>Participate in Crime Control</b>	<b>Do not Participate</b>	<b>Total</b>
Exposed to civic education	205 (76.5%)	63 (23.5%)	268
Not exposed to civic education	46 (39.3%)	71 (60.7%)	117
<b>Total</b>	251	134	385

**Source:** Author’s Analysis (2025)

**Table 5** Chi-Square Test Result

<b>Test Statistics</b>	<b>Value</b>
Chi-square ( $\chi^2$ )	56.842
Degrees of Freedom (df)	1
P-value	0.000
Critical Value ( $\alpha = 0.05$ )	3.841

Test Statistics	Value
Decision	Reject Null Hypothesis

**Source:** Author’s Analysis (2025)

The chi-square test was conducted to determine if there is a significant impact of civic education on community-led crime control participation in FCT-Abuja. The results in Table 4.5 show that the calculated chi-square value ( $\chi^2 = 56.842$ ) is substantially greater than the critical value (3.841) at 0.05 level of significance with 1 degree of freedom. The p-value (0.000) is also less than the alpha level (0.05). Based on the decision rule, the null hypothesis is rejected, confirming that there is a statistically significant impact of civic education on community-led crime control models in FCT-Abuja, Nigeria.

The cross-tabulation in Table 4.4 provides strong empirical support for this finding. Among respondents exposed to civic education, 76.5% actively participate in crime control activities, compared to only 39.3% of those not exposed. This represents a 37.2 percentage point difference, demonstrating the substantial positive impact of civic education on community crime control participation. Individuals exposed to civic education are therefore nearly twice as likely to engage in community-led crime control activities compared to their unexposed counterparts.

The findings of this study provide strong evidence that civic education significantly impacts community-led crime control participation in FCT-Abuja, with the chi-square test results ( $\chi^2 = 56.842$ ,  $p < 0.001$ ) demonstrating a robust statistical relationship. The 37.2 percentage point difference in participation rates between civic education-exposed (76.5%) and unexposed (39.3%) residents underscores the practical significance of these programs in mobilizing community security engagement.

These findings are consistent with recent research demonstrating that community-engaged interventions significantly reduce violent crime when residents actively participate in neighbourhood improvement initiatives (Cavanaugh et al., 2021). The mechanism appears to operate through enhanced social cohesion and collective efficacy, whereby civic education equips residents with both the knowledge and confidence necessary to transform from passive observers to active security stakeholders. This transformation is particularly critical in urban African contexts where research on electoral democracies suggests that knowledgeable citizens with strong democratic norms remain willing to engage in pro-democratic behaviours including community participation (Bordeleau, 2025). This approach conforms to contemporary shifts away from traditional policing models toward community-engaged crime prevention strategies that emphasize resident participation in decision-making processes (Neyroud, 2021).

Despite the strong positive findings, the 30.4% of residents never exposed to civic education represents a critical gap in security preparedness. Organizations working in FCT-Abuja, such as the Resource Centre for Human Rights and Civic

Education, have mobilized local communities to participate in civic duties including constituency project tracking (Foundation, 2023), yet access remains uneven across different demographic groups. The concentration of civic education delivery through community town halls and government campaigns may inadvertently exclude residents with time constraints, mobility limitations, or disengagement from traditional community structures.

The finding that 30.4% of respondents lack civic education exposure aligns with evidence identified by Nweke and Nwankwo (2023), who identified similar knowledge gaps in community-based security programs in south-east Nigeria. However, this study extends that work by demonstrating that exposure alone is insufficient the frequency and regularity of participation significantly determine engagement outcomes. This finding challenges earlier assumptions that one-time interventions could produce sustained behavioral change, and highlights diversified delivery platforms as a critical moderator for effective civic education programming. In summary, these findings support the contemporary shift toward community-engaged crime prevention, while extending existing frameworks by emphasizing the importance of implementation quality, intervention frequency, and delivery platform diversity. The results challenge deficit-based narratives about community disengagement and instead point to structural barriers as the primary obstacle to civic participation in security matters.

## **CONCLUSION**

This study provides compelling evidence that civic education significantly impacts community-led crime control in FCT-Abuja, Nigeria. The chi-square analysis ( $\chi^2 = 56.842$ ,  $p < 0.001$ ) revealed that residents exposed to civic education are nearly twice as likely to participate in crime control activities (76.5% vs. 39.3%), demonstrating both statistical and practical significance. Civic education serves as a critical catalyst, equipping citizens with the knowledge and awareness necessary to transform from passive observers to active security stakeholders. However, significant gaps remain: 30.4% of residents have never accessed civic education programs, and only 63.6% of the sampled population participates regularly. These gaps represent untapped potential for enhanced community security. Policymakers should prioritize expanding coverage, diversifying delivery platforms beyond traditional town halls, and ensuring sustained programming to strengthen community-based crime control across all Area Councils.

## **RECOMMENDATIONS**

Based on the findings, this study recommends the following interventions to improve community led crime control in FCT-Abuja:

1. Implement Community-Based Civic Education Outreach in Underserved Areas. FCT Administration should establish monthly civic education

programs in disadvantaged communities, partnering with religious organizations and youth groups. Deploy local language facilitators using visual aids and interactive methods. Begin six-month pilots in three communities per Area Council to reach the unexposed 30.4%.

2. Mandate Human Rights Training for Vigilante Groups with Community Oversight. FCT Police Command should require vigilante groups to complete human rights training with annual refreshers. Establish community accountability panels conducting quarterly reviews and receiving complaints. Link training completion to official recognition and operational permits.
3. Pilot Integrated Security Governance Programs. FCT Administration should launch one-year pilots combining civic education with youth vocational training and employment initiatives. Conduct participatory assessments ensuring marginalized groups participate. Document processes for replication across Area Councils.

## REFERENCES

- Agoi, M. A., Sain, Z. H., Oshinowo, O. R., & Agoi, O. O. (2025). A Survey on the Importance and Impacts of the Internet on Life-Long Education Implication For Educational Development. *Acitya Wisesa: Journal of Multidisciplinary Research*, 4(3), 28–42. <https://doi.org/10.56943/jmr.v4i3.580>
- Ajaps, S. O., & Obiagu, A. N. (2021). Increasing Civic Engagement Through Civic Education: A Critical Consciousness Theory Perspective. *Journal of Culture and Values in Education*, 4(1), 64–87. <https://doi.org/10.46303/jcve.2020.2>
- Alehegn, D., Karunakaran, R., & Engida, B. (2025). The role of community policing structures in enhancing safety, security, and local crime prevention in Addis Ababa City Administration. *SN Social Sciences*, 5(10), 168. <https://doi.org/10.1007/s43545-025-01195-6>
- Battistoni, R. M. (2023). *Civic learning through service learning: Conceptual frameworks and research*. In *Research on service learning*. Routledge.
- Bordeleau, J. N. (2025). Citizen Support for Democracy and Undemocratic Practices. In *University of Ottawa*.
- Buck, G., Ryan, K., & Ryan, N. (2023). Practicing lived experience leadership with love: Photovoice reflections of a community-led crime prevention project. *The British Journal of Social Work*, 53(2), 1117–1141. <https://doi.org/https://doi.org/10.1093/bjsw/bcac174>
- Cann, A. (2024). Improving Citizen Security Education and Awareness in West Africa: A Ghanaian perspective. *Journal of Central and Eastern European African Studies*, 3(1), 209–233. <https://doi.org/10.59569/jceas.2023.3.1.223>
- Cavanaugh, S. M., Branas, C. C., & Formica, M. K. (2021). Community-engaged and informed violence prevention interventions. *Pediatric Clinics*, 68(2), 489–509.
- Errol, Z., Madsen, J. B., & Moslehi, S. (2021). Social disorganization theory and crime in the advanced countries: Two centuries of evidence. *Journal of Economic Behavior & Organization*, 191, 519–537.

- <https://doi.org/10.1016/j.jebo.2021.09.017>
- Fischer, H. E., Boone, W. J., & Neumann, K. (2023). Quantitative research designs and approaches. In *In Handbook of research on science education*. Routledge.
- Foundation, M. (2023). *Resource Centre for Human Rights and Civic Education (CHRICED): Empowering communities in Abuja*.
- Gearhart, M. (2023). Empowerment and collective efficacy: Insights for community-based crime prevention. *Journal of Human Behavior in the Social Environment*, 33(5), 698–710. <https://doi.org/10.1080/10911359.2022.2083742>
- Gill, C., Weisburd, D., & McPherson, M. K. (2024). Beyond the Police: Community-Led Partnerships for Meaningful Crime Prevention and Social Justice. *The ANNALS of the American Academy of Political and Social Science*, 714(1), 150–168. <https://doi.org/10.1177/00027162251343698>
- Han, H., Campbell, A. L., & McKenna, E. (2023). Civic Feedbacks: Linking Collective Action, Organizational Strategy, and Influence over Public Policy. *Perspectives on Politics*, 21(4), 1432–1446. <https://doi.org/10.1017/S1537592722000986>
- Hanif, M., & Zaakiyyah, H. K. A. (2024). The role of civic education in enhancing community welfare through social participation. *Technopreneurship and Educational Development Review (TENDER)*, 1(3), 125–132.
- Judijanto, L. (2025). Building Civic Engagement and National Character Through Citizenship Education: A Review. *International Journal of Global Sustainable Research*, 3(10), 693–712.
- Kranich, N. (2024). Civic Literacy: Reimagining a Role for Libraries. *The Library Quarterly*, 94(1), 4–34. <https://doi.org/10.1086/727809>
- Lanfeer, C. C. (2022). Collective efficacy and the built environment. *Criminology*, 60(2), 370–396. <https://doi.org/10.1111/1745-9125.12304>
- López-Meseguer, R., & Mínguez-Vallejos, R. (2024). Educación cívica: análisis del concepto. *Teoría de La Educación. Revista Interuniversitaria*, 36(2), 199–217. <https://doi.org/10.14201/teri.31749>
- Miller, D. G. (2025). Community-Based Policing Strategies for Promoting Development and Stability in Kogi State. *African Journal of Stability and Development (AJSD)*, 17(2), 814–828. <https://doi.org/10.53982/ajsd.2025.1702.01-j>
- Modise, J. M. (2025). Rural policing, crime prevention, and security governance in Africa, including traditional justice mechanisms and community-based interventions. *MRS Journal of Multidisciplinary Research and Studies*, 2(6), 1–12.
- Neyroud, P. (2021). Globalizing evidence-based policing: Case studies of community policing, reform, and diversion. In *The globalization of evidence-based policing*. Routledge.
- Nte, N., & Eyororokumoh, B. R. (2025). STRATEGIC INTELLIGENCE MANAGEMENT AND LAW ENFORCEMENT IN NIGERIA: FIXING THE GAPS. *Politics & Security*, 13(3), 5–23. <https://doi.org/10.54658/ps.28153324.2025.13.3.pp.5-23>
- Nwachukwu, E. L., Azuka, C. V., & Unegbu, L. I. (2024). Education and Character Reformation in Nigeria Contemporary Society: Challenges and Prospects. *JOURNAL OF DIGITAL LEARNING AND DISTANCE EDUCATION*, 2(12),

- 879–887. <https://doi.org/10.56778/jdlde.v2i12.253>
- Nweke, K., & Nwankwo, E. O. (2023). Community policing and security challenges in Nigeria: The case of local vigilante groups in the South-East geopolitical zone. *South East Political Science Review*, 8(2), 1–15.
- Oludele-Ajiboye, S. O., & Zamani, A. (2025). Effects of crime on security in Bwari, area council, Federal Capital Territory, Abuja-Nigeria. *International Journal of Criminology and Security Studies*, 4(2), 61–75.
- Olugbenga, M. (2022). Education and Humanity. *Acitya Wisesa: Journal of Multidisciplinary Research*, 16–24. <https://doi.org/10.56943/jmr.v1i2.77>
- Retnasari, L. (2025). Bridging the participatory gap: Digital literacy and civic engagement among Indonesia's Gen Z from civic educators' perspective. *International Conference on Education*, 11(1), 250–274.
- Sapkota, U. (2024). Empowering Individuals Through Community Engagement in National Security: Shaping A Safer Future. *The Shivapuri Journal*, 25(1), 11–21. <https://doi.org/10.3126/shivapuri.v25i1.63428>
- Simut, C., Kiss, J. F., Ortan, F., & Mandrea, L. (2025). Pedagogy and Civic Engagement: Theoretical Insights into Fostering Active Citizenship in University Education. *SCIENTIA MORALITAS - International Journal of Multidisciplinary Research*, 10(1), 230–241. <https://doi.org/10.5281/zenodo.16415278>
- UDOH, E. R. (2025). Vigilante Groups and Crime Prevention and Control in Nigeria. *Socialscientia: Journal of Social Sciences and Humanities*, 10(2).