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EDUCATION FOR SUSTAINABLE PEACE AND SECURITY IN NIGERIA

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Abstract

The rate at which violence, terrorism, political instabilities, sickness and war occur, and the human instruments being used to prosecute these violence indicate clearly that there is need to complement peace research with education for peace and security. For this world to be a better place for all, everybody should embrace peace. Scholars have been spending endless time with researches into peace studies and several quality researches abound in the literature on peace studies. In spite of these quality works, the problems militating against peace in Nigeria, persists. This could be attributed to lack of education for sustainable peace and security in Nigeria. For little is being done in the aspect of peace and security education. This paper examines the conceptual clarification of education, peace and security. As well as the objectives that lead to the achieving peace and security. It further examines the curriculum and how it will lead to inculcation of peace and security in the citizenry. It also enumerates some of the expected challenges awaiting Education for Peace and Security in Nigeria. Recommendations are made on how education for peace and security, if made compulsory in all levels of education, will lead to sustainable peace and security in the nation.

Introduction

The search for peace has been on since THE 1950s by research institutes but the impact is not felt in the classroom. The popular scholars of note in research for peace are Galtung, Harris, Douglas and Syoth among others (Galtung 1999). The rate at which violence, terrorism and war occur, and the human instruments being used to prosecute these violence, indicate clearly that there is need to complement peace research with peace education. Invariably, for the entire world to be a better place for everyone to live in, peace must be embraced. The only way that everyone will embrace peace is when they understand the meaning of peace, its importance and why they should shun violence and war. It is only when peace exists that we can talk of sustaining peace and security. This could be done through organized



education. This paper therefore examines education as a panacea for sustainable peace and security in Nigeria. The paper stresses that it is only when people understand the meaning of peace that they can sustain it, and it is when peace is sustained that security could be achieved.



CONCEPTUAL CLARIFICATIONS

Education

Education commands a lot of interest from individuals, families, communities and nations. It has attracted a lot of researches over time. As education has attracted many researches so has it attracted different definitions. No one definition can be universally accepted but there are always similarities that are noticeable in various definitions.

Etymologically, the word "Education" is derived from the Latin word "Educere" meaning to "Lead out". It presupposes that the learner has innate idea, which is inborn, which the teacher must force out and expanded through instruction and drill. Similarly, the Latin word "educare" means "to form" or "to train."

Dewey, in Ocho (2000), defined education as the continuous reconstruction or reorganization of experiences which add to the meaning of experience and which increases the ability to direct the course of subsequent experience. Chauhan (1999) defines education as the process of shaping the behaviour of the individual for adequate adjustment in the society. He looked at education as a way of developing desired habits, skills and attitudes which makes an individual a good citizen.

Farant in Ebeigbe (2011) holds that education describes the total process of human learning by which knowledge is imparted, faculties trained, and skills developed. Fafuwana (1999) sees education as the aggregate of all the processes by which a child develops abilities, attitudes, and other forms of behaviour which are of positive value to the society in which he lives. Ukeje (2001) defines education as the process of transmitting, preserving, developing and advancing the culture of the people. Ocho (2000) perceives education as the transmission of what is desirable to individuals to make them knowledgeable and contributing members of the society. The definition of education above shows that education is a "process and experience". Therefore, education is a process of learning and experience acquired in the course and practices which will lead the individual throughout life.

Education is the development of a whole man, physically, emotionally, spiritually and intellectually. Education is to help a society solve its problems. Through the ages, education has been used to solve social problems such as youth restiveness, frustration, poverty, ignorance, unemployment, religious fanaticism, superstitions, robberies, cultism, demonstrations, rioting, civil unrest and others.

Peace

The concept "Peace" has been defined in different ways. Peace is the state of being calm or quite or a state of living in friendship with somebody without arguing. In other words, peace is opposite of war. Peace is absence



of war. Peace is freedom from disturbance, tranquility and cessation of war. It could be further argued that absence of war does not necessarily represent peace because peace is more than absence of war. A poor person cannot have absolute peace, neither can the sick person possess peace. People suffering from the effects of pollution, earthquake and other forms of degradation cannot be said to be enjoying peace because there is absence of war in their environs. The effects of marginalization, police brutality, intimidation, gender discrimination are all not war but they do not bring absolute peace (Agidi and Ugbeyavwghren 2010).

Howard (1999) defined peace as a creation and maintenance of a just order in society. Common sense would suggest that peace does exist independent of war. Thus, there can be peace even when there is war. For instance, Palestinians and Israelis have been able to establish peaceful use of water resources even as the war between them has raged. There are wars that are not all that physical, open and direct. These are social conditions such as poverty, exclusion, intimidation, marginalization, oppression, want, fear, and many other types of psychological pressures. It is not possible to have peace where there are pressures. It is not possible to have peace where there is pervasive poverty, oppression of the poor by the rich, police brutality, electoral fraud, oppression of women, monopolization of resources and power by sections of the society. It will be wrong to say that there is peace in such country.

Philosophically, peace is a natural state of man where there is no desire or want. Plato in his book "Republic" discussed justice as the most fundamental basis of ordered social life. Justice for Plato is the basis for peaceful social co-existence. He defined justice as giving to each, his or her due. Sociological, peace refers to a condition of social harmony in which there are no social antagonisms. In other words, peace is a condition in which there is no social conflict and individual and groups are able to meet their needs and expectation. Politically, peace is a political condition that make justice possible. Peace entails political order. The leader needs peaceful condition for good governance. Where there is insecurity, there will be suspicion everywhere. Politically, peace is a tool for good governance.

Security

Conceptually, security means the state of being or feeling secure. It is also the protection of a state or organization against criminal activity such as terrorism. In its simplest form, security means safety from harm. Safety is a term that has different dimensions in psychology, public safety, defense and military matters. For example, in finance, a security is a document representing an investment. It can also be seen as freedom from worries of the assurance that something of value will not be taken away, e.g job



security. In military sense and in international politics, security means protection against external attack or subversion or mutiny from within.

The Commission on Human Security(CHS,2003:4) explains that human security should not just be the absence of violent conflict, but must encompass human rights, good governance, access to education and health care, and ensuring that each individual has opportunities and choices to fulfill his or her own potential. Moreso, to be secured is freedom from want, freedom from fear and freedom for the future generation to inherit a healthy natural environment that lead to national security.

Metz (2000) defined security as the protection and preservation of all that the society considers to be important and valuable. These include safety of individuals and groups from physical harm, the condition of life that are healthful and satisfying to all society's members. It also implies the preservation of the economic and environmental heritage passed on to future generations and protection of individuals and groups from arbitrary and coercive forms of political rules. There is no doubt that the conceptualization of security above is very broad covering almost every area of the term.

Security Situation in Nigeria

In Nigeria today, there are insecurities ranging from hostage-taking which has unfortunately degenerated into kidnapping. Conflicts in Nigeria have degenerated into terrorism with Boko haram Islamist sect unleashing insecurity in many states of the federation. Security should be safety and well being of people everywhere, in their homes, in their jobs, and in their communities. The basic aim of security is to safeguard the vital core of all lives from critical pervasive threats. Human security ensures confidence of safety among societies.

Peace and security cannot be achieved in Nigeria except there is a defined curriculum in the school system from primary to tertiary institutions. Education is the development of a whole man, that is, physically, emotionally, morally, spiritually and intellectually. One of the aims of education is to help society solve its problems; and through the ages education has been used to solve social problems such as youths restiveness, frustration, poverty, gender, ignorance, unemployment, religious fanaticism, superstitions, robberies, cultism, demonstrations, rioting, civil unrest and others. The current Jos crisis in Plateau, Kano, Kebbi, Niger, Bornu States, the Federal Capital Territory (FCT) e.t.c and the terrorism of the "Boko haram" are cases in point. Other disturbing cases are:

- In Edo State, the Chief Press Secretary to Deputy Governor (Mr. Kelly Odaro)was kidnapped on Saturday September 15th 2012 and regained freedom on Tuesday 18/09/2012.
- In Delta State,70 years old man, Pa Samuel Uduaghan (cousin to the



Delta State governor Dr. Emmanuel Uduaghan was kidnapped on 13/6/2012 and later released on 16/6/2012.(Vanguard Sunday June 17 2012).

- In River State, Port Harcourt Ladi Oyegbule was kidnapped and taken to an unknown place.
- In Imo state, the monarch, Eze Michael Akanonu Eromaka Ekeruo was twice kidnapped and twice released. (Daily Sun, June 21, 2012).
- In Lagos State, Ayodele Olaiya was rescued after the payment of NS,million ransom. (Daily Sun 21/6/2012).

Therefore the security challenges in Nigeria need urgent attention.

The aims and aspirations of any society to solve its problems is to direct attention to education. Esene(2009) reports that to a large extent, the success or failure of any education system depends on the successful planning and execution of the instrument called curriculum. A curriculum is like a plan of a house. It is a mapped out plan of instructions or guides to be followed in the process of teaching and learning in a formal learning institution.

Tyler, in Ehiamentalor (1999), opines that the wealth or poverty, peace, security, and the buoyancy of a nation depend on the content of the curriculum. This is for the fact that the values dreams and desires of the nation are first of all expressed and interpreted in the curriculum, that is, what to teach, who to teach, how to teach it, and where to teach it. Longe (2000) states that curriculum is an important factor in any educational system. According to him for a curriculum to actually meet its desired objective, the process of planning curriculum should consist of goal determination, technology, application, implementation and evaluation. The curriculum of sustainable peace and security should be guided by the general objective of education. Every teaching and learning process should be in line with its specific and general objectives. The general objective of sustainable peace and security could be the same in various societies but specific objectives may defer. These differences may be as a result of several factors such as influence of religion, culture, technology, economy and political atmosphere.

The general objective of sustainable peace and security all over the world is to achieve peace for human race. This should be applicable to Nigeria as a nation too. The objectives are as follows:

- to maintain cordial relationships;
- to create positive approach in maintaining peace;
- to create positive approach in handling conflicts;
- to maintain justice and human rights;
- to maintain gender equality;



- to uphold and create sustainable peace and security in the larger society;
- to build a society free from exploitation, intimidation and war;
- to understand the origin, nature, and the effects of violence on individuals community, the state and the nation; and
- to acquire skills for conflict resolution.

The curriculum for sustainable peace and security should include among others.

- respect for one another irrespective of gender, tribe, religion, physical and mental ability, economic class and political affiliation;
- commitment to social justice and human right;
- commitment to social equality;
- commitment to peace and non-violence;
- respect for diversity and unity;
- commitment to dialogue for peace;
- respect for other people's views;
- commitment to tolerance; and
- respect for the rule of law.

There should be a subject named Education for Peace and Security. Its contents should be as stated above and the curriculum should be as stated above also. It should be studied in all institutions, from primary to tertiary levels.

Expected challenges of Education for Sustainable Peace and Security include:

- lack of trained teachers to teach peace and security;
- Ignorance of importance of Education for Peace and Security in the nation;
- lack of Education for Peace and in the present curriculum in primary, secondary and tertiary institutions.
- over dependence on research for "peace and conflict resolution" as the solution;
- Religion and culture of Nigerians;
- Lack of interest on the part of government to encourage the education for peace and security; and
- Rejection of formal education.

Conclusion

The success or failure of any educational system depends on the successful planning and execution of the instrument called curriculum. The wealth or poverty, peace, stability and security of any nation depends on the

content of the school curriculum.

Through appropriate provision of Education for Peace and Security, the students who are the leaders of tomorrow will stand out as effective citizens, consumers, and producers of goods and services, and above all intelligent and productive workers, thus leading to sustainable growth, development, peace and security of the nation.

Recommendations

This paper recommends the following as ways of achieving sustainable peace and security through education:

- Training the teachers to train the students in peace and security. The nation can achieve sustainable peace and security through education by training teachers in that area. These teachers should be trained in civic education, moral education, physical education, etc. The teachers will inculcate the right attitude into the students especially in the areas of human right, justice, gender equality, safe environment, tolerance, respect for others, conflict resolution, etc.
- Inclusion of peace and security in the curriculum of education. For sustainable peace and security to be achieved in Nigeria, it must be included in our national curriculum at all levels of our education. The above enumerated topics should be incorporated into the curriculum;
- Education for peace and security should be made compulsory at all levels. It could be developed as a full course in the tertiary institutions. It should become part of our national education foundations;
- Teaching aids, and other educational materials that will enhance education for peace and security be provided for easy teaching and learning;
- Good authors should write books and academics should conduct researches on sustainable peace and security;
- Seminars, conferences and workshops should be organized to encourage people to embrace peace and security;
- The present education curricula should be constantly reviewed, revised and adjusted to include sustainable peace and security;

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