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Integrating Peace Education into the Basic Education Curriculum in Delta State for Sustainable Security

By

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Abstract

This study advocates the essentials of integrating peace education to form part of the Nigerian Basic Education Curriculum to instill in learners the knowledge, skills, values and attitudes of resolving problems intelligently to protect their environment owing to the recent turbulent crisis/challenges facing the Nigeria society. Three research questions were formulated to guide the study. The descriptive survey research design was employed in the study in order to collect data. Simple random sampling was used to select eight hundred (800) respondents consisting of one hundred and twenty (120) teachers and six hundred and eighty students (680) across the three senatorial districts in Delta State. A questionnaire tagged "Teachers responses in Integrating Peace Education into Basic Education Curriculum Questionnaire (TRIPEIBECQ) containing thirty (30) items drawn on a 4-point rating scale was used for data collection. Data was analysed using frequency distribution and mean score. Based on the findings of the study, recommendation were preferred among others that there should be new reforms in the basic education curriculum; school teachers should be trained professionally for effective implementation of the course at the classroom level.

Key words: Peace Education, Basic education, curriculum, sustainable security, Delta state.

There is need to provide commensurate peace education that will target at inculcating into individuals the rightful spirit, awareness and consciousness for sustainable security. This, in essence must fully be integrated at the early stages of life

especially at the basic education level to imbibe the culture of peace and security sustainability. The National Council of Educational Research and Training (2006) highlighted that education for a long lasting culture of peace is education for life. It is not merely training for a livelihood but also equipping individuals with the values, skills, and attitudes they need to be wholesome persons who live in harmony with others and as responsible citizens. According to the Programme of Action on a Culture of Peace, the United Nations defined a culture of peace as "a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations" (UNESCO, 2010).

In the 2004 the National Policy on Education, basic education comprises Primary and Junior Secondary School Education, which spans nine (9) years of learning. Primary education is given in institutions for children between the ages of 6 to 12, for duration of 6 years while junior secondary school education consists of both pre-vocational and academic education. It forms part of the Universal Basic Education, which is free, universal and compulsory. At this level, basic subjects are taught, which will enable pupils acquire further knowledge and skills (Federal Republic of Nigeria & International Labour Organization – ILO, 2004).

Sani (2013) described curriculum as the educational experiences designed purposely for certain students within a specific time in order to accomplish the set objectives. Additionally, curriculum is defined as planned learning activities for students, ran and monitored by schools in order to achieve its educational goals. Curriculum is fundamental to education. It serves as an instrument for guided instruction.

Above all, instructional materials for implementing peace education curriculum should not present any biased information or message that may be derogatory to any person or group (Akudolu, 2012). Based on all this background necessitates, this study investigated the essentials/importance of integrating peace education into the Delta State Basic Education curriculum for a lasting culture of peace and security sustainability. The significance of this study is to enable the government, policy makers, all education stakeholders – e.g. school heads/administrators, teachers, community stakeholders, parents, children and youth work towards a lasting culture of peace as an instrument for social change and security sustainability in Delta State.

Concept of Peace Education

In the view of Anthony (2013), Peace Education is a series of teaching encounters that draws from people: the desire for peace; non-violence alternative for managing conflict; and skills for critical analysis of structural arrangement that produce and legitimate injustice and inequality. It provides education for global security and focuses on direct, organized violence particularly; the institution of war and armed conflict, employing the framework based on recent theories of human security. Peace

Education concerns itself with human and socio dimensions of peace (Hadiza, 2008). According to Gumut (2006), Peace Education introduced the concept of human dignity and human rights with specific reference to such value as economic equity, political participation, and ecological balance and participation, the formative principles fundamental to international human rights standards. It concerns itself with the global ethnics, gender issues and various aspects of cultural violence. In the same vein, Bir (2003) conceives Peace Education as a powerful vehicle for transforming the culture of war into the culture of peace and non-violence, It involves teaching about different cultures, ethnicities and social tradition needed for the elimination of the roots of ethnic conflicts and violence. This concept is broadened to include, to a variable degree, heritages, human right, the environment, international understanding and disagreement.

Concept of Security for Sustainability

Security is an important aspect of the corporate existence, health and happiness of an individual or nation. Every individual or nation aspire to have security (Nwogu and Nnorom, 2013). The importance attached to security is also revealed in Maslow"s hierarchy of human needs. The theory identified security as one of the basic needs of man. Security can be described as any positive measure taken to keep an individual, state, organization, country, or resources safe from danger. It is a protection against physical, psychological, emotional, socio-economic or even cultural harm. Security is a state or condition of resistance to harm. It is seen "as freedom from anxiety or fear" (Wikipedia, 2009).

Osaigbovo (2003), states that security is the absence of threats to the core values and the prevention of public disorder. This disorder affects the individual and hence the society. When the individual is threatened, the society witnesses insecurity which embraces the act of and fear of all tendencies towards the corporate existence of the nation. Ogunyemi (2006) further observed that this insecurity exists in two dimensions – the individual and the state. It exists in the individual when the core values of life such as job security, social security and political, religious and cultural lives among others are negatively influenced. On the other hand, security exists in the state when there is protection of the territorial integrity against external and internal aggression. This implies that security include the preservation, protection and guarantee of lives, property, health and national sovereignty of the individual and society (Nwogu, Aleru & Owhondah, 2013).

Security borders on incidence that endangers human existence or welfare. Delta State security means the protection of the lives, rights, dignity and property of its citizens. It also means the protection of its resources, cultural integrity, territory, sovereignty and lawful institutions of the country. The aim of security is to secure the just and equitable living conditions for all the citizens of the country. But the leadership of the country has failed in this respect. Security includes the means at the disposal of the government for protecting the state and its citizens from external aggression and

internal insurrection. The state exists for the interest of defense, public safety, public morality etc. (Anthony, 2013). Security is now being conceptualized, not for the sake of political interests of the nation states on the state level but on the basis of people, groups and individuals.

Peace Education and Security

Peace education in practice, is problem-posing education that attempts to build in every person the universal values and behaviours on which a culture of peace is predicated, including the development of non-violent conflict resolution skills and a commitment to working together to realize a shared and preferred future. Conception of peace education recognizes that peace education must be: transmitted, includes training in skills of interpretation; employ the development of reflective and participatory capacities; and focus on applied knowledge for overcoming real life problems (Suryakant, 2013).

Peace education concepts have some inherent values and skills which are expected to be acquired by the learners. To develop the culture of peace, learners are expected to acquire collaborative inter-personal attitudes like respect, honesty, humility, fairness, empathy, justice, etc. Also, learners are expected to acquire collaborative inter-personal skills like listening, openness, non-judgmental, tolerance, objective, rationality and consistency in addition to functional and broad team skills (Falade, Adeyemi & Olowo, 2011). These attitudes and skills for the development of culture of peace in learners call for interactive and participatory pedagogy.

Peace education includes the cultivation of peace-building skills (e.g. dialogue, mediation, artistic endeavors). Peace educators, then, teach the values of respect, understanding, and nonviolence, present skills for analyzing international conflict, educate for alternative security systems, and use a pedagogy that is democratic and participatory. Thus, peace education as a practice and philosophy refers to matching complementary elements between education and society, where the social purposes (i.e. why teach), content (i.e. what to teach), and pedagogy (i.e. how to teach) of the educative process are conducive to fostering peace. Accordingly, peace education is a dialogical experience conducted through participatory learning, where learners communally and cooperatively grapple with contemporary issues (i.e. talking points) related to local and global contexts (Ogundare, 2000).

Statement of Problem

The recent turbulence, crisis and cases of insecurity challenges (i.e. murder, political thuggery and crisis, kidnapping, armed robbery/theft, militancy, ritual killings, fraudsters – 419, communal/religious crisis, corruption, pipeline bunkering, among others in Delta State which continues to draw attention of other nations, governments and people from various parts of the world in a matter of urgency necessitates this study. Therefore, the need for effective integration of peace education into the Delta

State Basic Education Curriculum for a lasting culture of peace and security sustainability is the problem of this study.

Purpose of the Study
Specifically, the study was designed to:

i. Determine the aspects of peace education that should be integrated into Delta State Basic Education curriculum for a lasting peace and security sustainability

ii. Identify the benefits of integrating peace education into the Basic Education curriculum for a lasting peace and security sustainability

iii. Examine implementable strategies for effective integration of peace education into the Delta State Basic Education Curriculum for a lasting peace and security sustainability.

Research Questions
The following research questions guided the study:

i. What aspects of peace education should be integrated into Delta State Basic Education for a lasting peace and security sustainability?

ii. What are the benefits of integrating peace education into Delta State Basic Education curriculum for a lasting peace and environmental sustainability?

iii. What are the various implementable strategies for effective integrating of peace education into Delta State Basic Education curriculum for a lasting peace and security sustainability?

Methodology
Research Design
The descriptive survey design was adopted for the study which sought to collect data on the opinions of the participants.

Population
The population for the study consisted of all primary school teachers and pupils from primary one to six and all teachers and students in the secondary schools from JSSI to III which represent Basic Education from the three Senatorial districts in Delta State.

Sample and Sampling Techniques
The sample size for the study involved one hundred and twenty (120) teachers and six hundred and eighty (680) pupils/students across the three Senatorial Districts in Delta State Simple random sampling technique was employed for the selection.

Names of Selected Primary/Secondary School (Basic Education) from Delta North

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Senatorial District

S/NO	NAME OF SCHOOLS	NUMBERS OF TEACHERS	NUMBERS OF STUDENTS/PUPILS	TOTAL
1	Ogbemudein Mixed Sec. School, Agbor.	8	50	58
2	Ogume Gram. School Ogume	8	50	58
3	Akashiede Girls College, Obiaruku	8	50	58
4	Ossissa Primary School Ossissa	8	50	58
5	Okpu Primary School, Ute-Okpu	8	50	58
	Grand Total	40	250	290

Names of Selected Secondary/Primary School (Basic Education) from Delta Central Senatorial District

S/NO	NAME OF SCHOOLS	NUMBERS OF TEACHERS	NUMBERS OF STUDENTS/PUPILS	TOTAL
1	Erho Sec. Sch. Erho, Abraka	8	50	58
2	Aladja Gram. Sch. Aladja	8	50	58
3	Okotie-Eboh Gram. Sch. Sapele	8	50	58
4	Ufuoma Pry. Sch. Ughelli	8	50	58
5	Aragba Pry. Sch. Aragba	8	50	58
	Grand Total	40	250	290

Names of Selected Secondary/Primary School, (Basic Education) Delta South Senatorial District

S/NO	NAME OF SCHOOLS	NUMBERS OF TEACHERS	NUMBERS OF STUDENTS/PUPILS	TOTAL
1	Hussey Boys Model College, Warri	8	40	48
2	Oyede Comprehensive High Sch., Oyede	8	40	48
3	Emevor Mixed Grammar School, Emevor	8	40	48
4	Ugogomeje Pry. Sch. Warri	8	30	38
5	Ogbe-Ijoh Pry Sch. Ogbe-Ijoh	8	30	38
	Grand Total	40	180	220

Summary of Participant in the three senatorial district of Delta State

SENTAORIAL DISTRICT	NOS OF TEACHERS	NOS OF STUDENTS/PUPILS	TOTAL
Delta North	40	250	290
Delta Central	40	250	290
Delta South	40	180	220
Grant Total	120	680	800

Instrument for Data Collection

A questionnaire titled: "Teachers responses in integrating peace education into Basic Education curriculum Questionnaire (TRIPEIBECQ) containing thirty (30) items drawn on a 4-point rating scale of strongly agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD); formed the basis for data collection.

The responses from research instrument (questionnaire) were analysed using frequency distribution and mean score. Any mean that scored above the benchmark of 2.50 was regarded as agreed while mean rated below the bench mark of 2.50 was regarded disagreed.

Presentation of Results and Discussions

Table 1: Frequency distribution and mean score responses on the aspects of peace education that should be integrated into Delta State Basic Education for a lasting peace and security sustainability

S/N	ITEMS	SA	A	D	SD	TOTAL	MEAN	DECISION
Aspect of peace education to be integrated into the curriculum for peace and security sustainability								
1	Tolerance, spirit of solidarity and respect for all life.	367	380	28	25	800	3.36	Agree
2	Equity of all and togetherness	408	355	20	17	800	3.44	Agree
3	Democracy & Respect for human dignity	330	420	34	16	800	3.46	Agree
4	Health Education & Maturity	60	42	358	340	800	1.78	Disagree
5	Marriage	48	53	423	276	800	1.84	Disagree
6	Effective Communication skills/processes	365	389	34	12	800	3.38	Agree
7	Rights, freedom and responsible citizenship	378	367	20	35	800	3.36	Agree
8.	Conflict analysis, management and media process	396	298	59	4.7	800	2.96	Agree
9.	Security Protection and Participation	346	401	25	28	800	3.33	Agree
10.	Economic Progression through security Sustenance	381	357	36	26	800	3.37	Agree
	Grand Mean						**3.06**	

Result from table 1 revealed that they responded positively (except for items 4 & 5 where they disagreed). Items 1,2,3,6,7,8,9 & 10 are in agreement with National Council of Education Research and Training (2006) and UNESCO (2010) which stated that nurturing is important in the education of students, social skills and outlook needed to live together in harmony. The grand mean of 3.06 indicated strong positive reaction from participants.

The findings in table 1 agree with the works of Akudolu (2010) who pointed out the eight keys and aspects to promoting culture of peace as: Respect all life: (a) respecting the rights and dignity of each human being; (b) Non-violence: rejection of violence, obtaining justice by convincing and understanding; (c) Sharing: developing attitudes and skills for living together in harmony, putting an end to exclusion and oppression; (d) Listening to understand: giving everyone a chance to learn and share through the free flow of information; (e) Preservation of the planet: making sure that

progress and development are good for everyone and for the environment: (f) Tolerance and solidarity: appreciating that people are different and that everyone has something to contribute to the community; (g) Equality of men and women: ensuring an equal place for men and women in building society; and (h) Democracy: making decisions by having your say and giving others theirs. With peace education students/learners seek to achieve a lot as previously highlighted in this paper and all gearing towards actualization of peace and harmony, economic/social growth and progress, national security and unity, equality for all, social justice and security sustainability.

Table 2: Frequency distribution and mean score of participant's responses on the benefits of integrating peace education into Delta State Basic Education Curriculum for peace and security sustainability

S/N	ITEMS	SA	A	D	SD	TOTAL	MEAN	DECISION
These Benefits Include:								
11	Exposes learners violence tendencies for destruction	37	58	438	267	800	1.83	Disagree
12	Prepares learners to acquire skills for war and conflicts	67	49	355	329	800	1.82	Disagree
13	Enables learners acquire the right values for underlying peace for respects of human life and national development	356	344	34	67	800	3.24	Agree
14	Motivates learners towards collective living of togetherness and respect for human right dignity	386	338	23	53	800	3.32	Agree
15	Prepares learners to work towards promoting national unity, sustainable economic and social development	379	350	43	28	800	3.35	Agree
16	Equips learners with acceptable modes of behaviour attitudes and ways of life that reject violence	324	402	22	52	800	3.29	Agree
17	Promotes democratic participation responsible citizenship and social justice among children	435	354	8	3	800	3.53	Agree
18.	Development of mental, physical and social abilities and competencies that enables children contribute to national development	398	342	37	23	800	3.39	Agree
19.	Provides learners with models that will enable them maintain cordial relationships at home, school and community	355	368	33	44	800	3.29	Agree
20	Aids learners to have the right thinking and critical sense abilities that promote peace and environmental sustainability	315	383	62	40	800	3.22	Agree
	Grand Mean						3.07	

In table 2, responses from all the participants indicated that all responded positively in strong agreement with the statements in the items 13 – 20 which were

above the acceptable mean 2.50 and strongly disagreed with statements in items 11 & 12. Results from the table using grand means of 3.07 from participants revealed the benefits of integrating peace education into Delta State Basic Education Curriculum for a lasting culture of peace and security sustainability. This is in line with National Policy on Education (2004); UNICEF (1999) and National Council of Educational Research Training (2006), as earlier pointed out in the study.

Table 2 revealed the benefits of integrating peace education into the Delta State Basic Education curriculum for a lasting culture of peace and environmental sustainability. These include that peace education: inculcates in learners the skills, attitudes and knowledge that will enable them communicate effectively with people; creates in learners the consciousness for self awareness and alertness towards national security and protection; enables learners acquire the right values for underlying peace for respects of human life and national development; motivates learners towards collective living of togetherness and respect for human right/dignity; prepares learners to work towards promoting national unity, sustainable economic and social development; equips learners with acceptable modes of behaviour, attitudes and ways of life that reject violence; development of mental, physical and social abilities and competencies that enable children contribute to national development; provides learners with models that will enable them maintain cordial relationships at home, school and community; and aids learners to have the right thinking and critical sense abilities that promote peace and security sustainability.

Table 3: Frequency distribution and mean score of participants' responses on the various implementable strategies for effective integration of peace education into the Delta State Basic Education curriculum for peace and security

S/N	ITEMS	SA	A	D	SD	TOTAL	MEAN	DECISION
The Strategies include:								
21	Adequate funding of peace education for effective implementation in the curriculum	345	438	9	8	800	3.40	Agree
22	Adequate provision of teaching aids and instructional materials in peace education	371	379	32	18	800	3.38	Agree
23	Adequate deployment of teachers in the area of specialization	430	331	20	19	800	3.47	Agree
24	Constant and consistence training retraining and development for teachers in the area of peace education	339	386	34	41	800	3.28	Agree
25	Promoting participatory learning on peace education in the curriculum	376	348	25	51	800	3.31	Agree
26	Exposing learners through discussion forum, workshop and seminars on peace education	369	360	43	28	800	3.34	Agree
27	Incorporating Effective use of the ICT in peace education	388	332	48	32	800	3.35	Agree
28	Intensifying the use of effective teaching methodologies in peace education	298	399	61	42	800	3.19	Agree
29	Introducing group work and intensifying	313	410	41	36	800	3.25	Agree

	guidance and counseling services in the school							
30	Non implementation of peace policy in the school curriculum	42	33	389	336	800	1.73	Disagree
	Grand Mean						3.21	

Table 3: presents all participants' views on the various implementable strategies for effective integration of peace education into the Delta State Basic Education curriculum for a lasting culture of peace and security sustainability. However, responses from the participants also indicated that all responded positively in strong agreement with all the statements which were above the acceptable mean of 2.50 except for item no. 30 where they strongly disagreed with the statement. The grand means of 3.21 from the teachers respectively indicates strong positive reaction from the participants. Items 21 – 29 is in agreement with Sani (2013), which says that periodic review of the implementation of peace curriculum will reflect changing realities of the modern world thereby making it salient to the needs of the society.

Table 3 further showed the strategies to be adopted for effective integration of peace education into Delta State basic Education for a lasting peace and security sustainability. These strategies include: effective planning with adequate consultations and involvement of stakeholders; adequate funding of peace education; adequate provision of teaching aids, instructional material and ICTs in peace education; adequate development of teachers coupled with their constant and consistent training, retraining and development in the area of specialization; exposing learners to the culture of peace through discussion forums, workshops, seminars and intensification of guidance/counselling services; promoting participatory learning on peace education and involvement on effective teaching methodologies. The above strategies are very necessary for consideration when integrating peace education into Delta State Basic Education for peace and security sustainability.

Conclusion

The study has examined the essentials of integrating peace education into Delta State Basic Education curriculum for peace and security sustainability. Failure for the education stakeholders and government to effectively utilize this process (peace education) in the curriculum would create many more problems for educational development, national unity and development coupled with security in the near future because this is one means of achieving stability in security and unity. Therefore, the need to give priority to effective integration of peace education into Delta State Basic Education curriculum for peace and security sustainability is thus suggested.

Recommendations

Based on the above findings of the study, the following recommendations are made:

i. Delta State government should endeavour to inculcate and imbibe a security consciousness/awareness culture. Greater citizenry commitment to intelligence/crime control is imperative

ii. Government should direct more of the fund spend on maintaining security through military tactics and strategies to provide those things that cause insecurity, for instance: unemployment, hunger, deprivation and illiteracy

iii. Adequate planning and funding of peace education in Deltas State basic education curriculum by the government and other stakeholders is highly encouraged. This will go a long way in providing the needed facilities, equipments and resources (both human e.g. professionals and material e.g. ICTs, teaching aids and instructional materials) for effective implementation of the curriculum.

iv. New reforms and reviews in the basic education curriculum should be highly propagated by effective planning and implementation.

v. School administrators and teachers should be trained professionally for effective implementation of this course at the classroom level through constant and consistent staff training, retraining and development.

vi. Learners should be exposed to the culture of peace through constant discussion forums, workshops, seminars and intensification of guidance/counselling services. Participatory learning on peace education must be highly promoted and effective teaching methodologies utilized as well.

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