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**EDUCATING SUB-CULTURAL GROUPS: A REMEDY FOR PEACE AND NATIONAL DEVELOPMENT [A CASE STUDY OF BORNO STATE]**

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***Abstract***

*Violence and chaos have been reported as major causes or factors that threaten national development. Making reference to Borno State with peculiar case of conflict many have suffered. Education provides the necessary tool to deal with the socio- environmental demands that will foster peace and development. The study aimed at addressing the educating sub-cultural groups: a remedy for peace and national development [a case study of borno state]. This paper attempts to highlight the concept of educating sub-cultural groups: a remedy for peace and national development. It examines Borno State peace and developmental progress in practicing education in the state. It also points out short coming and proffer possible solution that could enhance in educating sub-cultural groups in Borno state asa remedy for peace and national development to achieve sustainable peace.*

***Keywords:*** *Educating, Sub-Cultural, Groups, Remedy, National Development.*

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**Introduction:**

Violence and chaos have been reported as major causes or factors that threaten national development. Making reference to Borno State with peculiar case of conflict many have suffered. These include Ethnic and sub-cultural groups, educational and religious groups and even sectors of the economy. It is true that violence exist as a result of lack of or absence of peace. Peace is a vital tool for sustainable development at the same time sustainable development enhances peace.

Education provides the necessary tool to deal with the socio-environmental demands that will foster peace and development. Reports have shown that in political periods of ethnic and religious conflicts do thrive. However, careful analysis reveals that the minorities suffer most. During disturbances, the uneducated Nigerians in this part of the country suffered more and they are mostly the tools that are used to perpetuate the same disturbances and killing the vast human resources that could have been used for further development to make life easy for all.

Education aids total development of man. This paper examines the relevance of education of sub-cultural groups in achieving and fostering peace and meaningful development in Borno State and Nigeria at large. Different types of education required to impart knowledge, skills and attitude useful in improving the quality of life for the people should be provided. Thus, education is necessary for understanding the differences between societies so that peace can reign and development achieved.

### **Concept of peace and development**

Peace means the absence of war, contentment or anything that works in opposite direction with war i.e. anything working towards safety, welfare or happiness. It refers to health, prosperity, wellbeing, security as well as absence of mental stress or anxiety. It is a period of harmonious relationships, free from disputes (Imam 2004).

Peace also implies the condition of freedom from strife whether internal or external. It is the state of friendliness and harmony with others. It is therefore a period when the society develops in all aspects of life. During this period of peace, there is equal distribution of human resources. Every member of the society contributes his/her quota equitably. There is also good governance. Development is multi-faceted phenomenon encompassing economic, social and political dimensions. For a nation to achieve meaningful development, it must mobilize the populace and integrate all and sundry, both in urban and rural sectors by increasing skills of people through education and mass mobilization.

### **Sub-cultural groups**

The term sub-cultural group according to Webster's new Dictionary (2005), means a group identified by shared pattern of behaviour which differs from those of the surrounding culture in terms of religion, economy or region. These behavioural differences probably may be due to their lack of opportunity to acquire formal western education. Sub-cultural groups

may include women in purdah, rural women, widows, widowers, orphans, artisans, petty traders, school drop-outs etc.

### **Education as a concept**

Education undoubtedly is the light of the citizens of a country and the progress or failure of any nation is strategically tied to the education of that nation. This means education is a necessity for peace, progress and development of any nation. By education for development, it does not merely mean the ability to read and write, but it means more than just that. It is a deliberate type of education that can help change people for the maintenance of peace and national development. By this, it means education is a requirement that help make permanent change in one's life. It becomes a source of sustainability in one's life. It becomes an indispensable means of survival. Education should therefore be a medium through which one acquires and continuously acquires new capabilities which are crucial to the peaceful co-existence and over-all human development of the society.

### **Type/nature of education required**

The aim of education is to change the individual. It is therefore expected that the educational policies of a nation should reflect its needs. The type of education required by these sub-cultural groups especially now that Borno state is worst hit by insurgency, these sub-cultural groups are scattered, their houses destroyed and their means of livelihood have all been destroyed. The future of their youth is bleak. They are left with no schools and functional government facilities.

Education is believed to be the gateway to promote peace. The type of education that should be given to these groups of people is the one that will teach each to respect the tradition and contributions of all stakeholders no matter the sex, religion and tribe towards the attainment of peace and national development.

The type of education to be given to this group of people should be value-oriented education that is characterized by a set of values which guides individuals in all their actions. This type of values is learned and is subject to inquiry, reflection and modifications.

**Critical type of education:** By this it means that self-criticism in education should be encouraged. This implies that the recipient should be able to think critically and has the ability to assess himself whether he is doing the

right or wrong thing. What he/she is doing, is it acceptable to him/her? Is it also acceptable to others.

Borno State is a conflict zone. Therefore peace education should be encouraged at all levels of education. UNESCO (1996:16 ) states that peace cultural education is 'a cluster of attributes and behaviour patterns that enable peace making behaviour to become rooted in a society'.

*"Peace education is the promotion of knowledge system that could help to overcome physical, psychological and instructional violence, while at the same time ensuring justice".* Borno State experiences an instructional violence, therefore there should be concerted effort to educate this vulnerable group to change how they think and act in order to promote and maintain peace and development."

### **Strategies of educating sub-cultural groups**

When a sub-cultural group is identified, the next question that comes to mind is 'What type of education is suitable to this group?' and 'What are the strategies that will be suitable to this group?'. To succeed in educating these groups of people, strategies to be put in place include the following:-

- i. Mass literacy, adult and non- formal education programmes.
- ii. Special school system that incorporates mobile schools and instructors who write and speak the local language of the people.
- iii. Another strategy is through each one teach one, or form the teaching of one strategy.
- iv. Vocational training centre, cottage industries programme for the acquisition of local craft and skills for economic independency.
- v. Religious and moral instructions.

Nigeria is a large country with diverse cultures and sensitive to religions, tribal and political issues that easily throw one community into conflicts with the other. It is therefore recommended that there should be peace education in our educational system.

In order to implement peace education, the following strategies should be followed:-

- i. There should be promotion of peaceful settlement of conflicts, mutual respect and understanding.
- ii. There should be opportunity for people at all levels to develop the skills of dialogues, negotiations, consensus-building and peace resolutions of conflicts.

- iii. The democratic and religious institutions should be strengthened and ensure full participation by all in the development process.
- iv. Ensuring free flow to sources of information at all levels and enhancing access to the sources of information. With this peace education, it means transforming conflict, preventing potential conflicts and building peace and confidence among people all of which are the easiest means of national development.

Peace education is vital in our society or nation at large. The purpose of peace education programme is to help participants discover their inner resources, innate tools for learning such as inner strength, choice and hope and the possibility of personal peace. Peace education should be an innovative programme facilitated by volunteers with a curriculum that consists of videos each focusing on a particular theme (Yekinio 2012).

### **Problems of educating sub-cultural groups**

Sub-cultural groups in Borno State are of two types. There are those that become sub-groups due to insurgent activities while there are those that they were created as a result of marginalization, political, religious and tribal sentiments exerted on the minorities. For this reason, educating them becomes a problem. Some of these problems include the following:

1. It is generally agreed that large number of sub- cultural groups live in rural areas. Added to this almost all the villages and local government headquarters in Borno state are affected by insurgency. They are therefore not reachable by the education agencies. Programmes designed by the agencies like mass literacy cannot reach those places (Ibrahim 2005).
2. Skill acquisition programmes through vocational training /cottage industry could not be extended to women in purdah, widows, some school drop outs, and the displaced persons most especially at this time. Considering the nature of the people's settlement it is difficult to reach them and where they are reachable running education programmes will be an additional cost that requires a lot of funds.
3. Another problem to be encountered is lack of proper counselling programmes for these categories of people. These people need to be counselled on the importance of education. They need to be counselled on the values of western education as against indoctrination of the evils of western education. These sub- groups are mostly the displaced persons that have no time for counselling.

They are almost traumatized with the devastating effects of insurgency. It requires a lot of time and energy to counsel them towards education.

4. Publicity, communication/information dissemination to reach widely scattered groups who will be the beneficiaries of education programmes is not easy for those in the remote areas. Only the few in the urban areas and cities can benefit.
5. Another problem is even where facilities are available, there are inadequate trained manpower in terms of trained instructors who are to teach these sub-groups. Again there are inadequate funds for funding of mass literacy and adult education programmes to reach these places. This poor funding affect the proper implementation of educational programmes for this category of people.

### **The relevance of education in promoting national development**

Education is the best legacy a country can give to its citizens. Education is a human right therefore states and nations should not deny its citizens. Sub-cultural groups are sets of people that are sometimes denied education through deliberate effort as result of negligence vital marginalization. As human right, education should be given to all. It is when education is provided to all that peaceful development can be achieved.

Education improves the development of any society. Therefore it becomes necessary that for a nation to move forward, its citizens should have access to good and qualitative education.

To the group under study, education will improve feelings and interests towards the other groups. Education acquired will develop their minds towards positive reasoning and minds in cooperation with other indices of development. It will enable them develop their environment and society and even change their quality of food and most importantly liberate them from bounds of ignorance.

Educating the sub- cultural groups will help strengthen their standard of living. The education they acquire will help strengthen their self confidence in the searching for ways to improve their standard of living and play positive roles in social economic and even political activities. These positive roles will include peace with one another of which without it there cannot be any positive development.

Education, for instance technical and vocational education, if properly provided to this group, it will help develop their skills and equip them with

knowledge that will increase their chances of being self employed and grow to become employers of labour. Frustration resulting from lack of acquiring education will make this group to be more aggressive and get involved in taking all sorts of drugs because of the feeling that they are not fit to be taken into skilful jobs.

Education of the sub- cultural groups will contribute to the self reliance and economic well-being of the nation. Therefore extension of education to these groups will develop their personality fully and be grounded in respect for human rights and fundamental freedom which are instruments for peace and national development (Fafunwa 1982).

Furthermore the effects of education and its values are implied in the whole activities of human being as they are reflected in the moral rectitude of the members of the society it operates. Education provides the learners the sound moral attitudes, ability to critical thinking and ability to reason intellectually as these will enable them make constructive contributions through logical process or criticisms. Thinking being a virtue salted by education, these groups of people are developed on how to be creative, initiative and transfer the result of ideas into making peace, self development and that of the society.

Above all, through education the desired knowledge, skills, attitudes and habits will be developed in these categories of people so as to properly harness and transfer enhanced socio economic progress, political, state, religious life and moral conditions which are needed and utilized for peace –keeping, stability and development of the nation.

### **Recommendations**

Education is understood to be a tool for systematic and sustainable human and material development of nations. Therefore by way of canvassing for the need to educate other sub-cultural groups among the people with special target, the following recommendations are put forward.

1. There should be public awareness through guidance and counselling for parents and the general public on the need to be educated for peaceful co-existence and national development.
2. Adult education should be made available to rural women and men who are not opportune to join school at early age with regular visitation by specialist in guidance and counselling and social work who would help advice and counsel the group on the importance and type of education required of them.

3. Where the majority of the area is dominated by Muslims, the curriculum of Islamic schools should be incorporated with some elements of western education. Subjects like English language, religious and moral instructions should be fully backed up by political will and actions.
4. Skills acquisition which is a veritable means of preparing the child for future should be organized for schools drop outs. These drop-outs include those that were displaced as a result of the activities of the insurgency.
5. Special awareness programmes like the better life for rural women should be resuscitated. This will give widows and orphans to get educated and contribute their quota for national development and for proper integration into the society.

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