REFOCUSING EDUCATION FOR PEACE AND NATIONAL SECURITY

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ABSTRACT

This paper analyzes education for peace and national security and search the issue of education against violence. Education for peace gears towards avoiding feud in advance and educating individuals and the society for peaceful coexistence on a platform of non-violence, equality, and respect for each other, tolerance and social justice. When individuals are enlightened on the significance of solving feuds in a peaceful way, not resorting to violence with its side effects on the economics, education, social and politics the nation will then experience peace and national security. The diversity among the multicultural and ethnic groups in Nigeria frequently start into bloody and violent conflicts that have serious consequences on schools, communities and nation at large. This paper analyses different models and theories for education against feud. The significance of video as a strong tool for modeling individuals in peace education and non-violent conflict resolution skills was accepted. One of the suggestions is that peace education models/programs like conflict resolution education, ethnic and cultural differences studies, the environment and health, economic and social justice, human right, peace pedagogy be embedded into the education curriculum in Nigerian schools. Also recommends that violence should be addressed from different angles in classes on all the school subjects.

KEYWORDS: Education, peace, National security (violence, ethnic groups and conflict).

INTRODUCTION

Harris and Synott (2002) defined peace education as the process of acquiring values,, the knowledge and developing the attitudes, skills and behavior to live

in harmony with ourselves, with others and with the natural environment. Peace education teaches people to have the desire for peace, take/choose non-violence alternatives for managing conflicts and skills for crucial analysis of structural arrangements that promotes and legitimizes injustice and inequality. According to Ezema and Ezema (2012), peace is essential in attaining lasting development and it is important to the achievement of a nation's development goals, which in turn gives ground for attaining National Security. According to them, whatever heights are achieved in making life better for the poor and disadvantaged can quickly crumble and lose meaning when there is violence. presently in Nigeria, poverty, unemployment, high rate of school dropouts, attacks from terrorist groups, sporadic gun shots to kill innocent souls, kidnapping people for ransom demands, armed banditry, cattle rustling, lack of social infrastructure, poor medical facilities in hospital, cases of assassination and rigging during elections, GSM snatchers, violent conflicts emanating from various groups have led to high level of insecurity that has made life difficult for any meaningful development to thrive in the country. Thus, refocusing education for peace implies an active concept of peace through values, life skills and knowledge in a spirit of equality, respect, empathy, understanding and mutual appreciation among individuals, groups, and nations. Through a humanizing process of teaching and learning, a peace educator facilitates National security. They strive to counteract the dehumanizing effect of poverty, prejudice, discrimination, rape, war and violence.

On the other hand, National security has to do with ways of ameliorating poverty, promoting prosperity and protecting the plant. They are based on the believe that lasting international peace and security are possible only if the economic prosperity and the well-being of people everywhere are guaranteed. One of the ways in which this can be achieved is through a sustainable development which calls for a standard and decent way of living for everyone without compromising the needs of future generation, (www.un.org/en/development). In human communities, there will be conflicts but education should always aim at stopping violence. The challenge is to learn to resolve conflicts nonviolently, to share limited resources equitably and to live within the limits of sustainability. Peace education will therefore aimed at preventing conflict in advance or rather to educate individuals and the society for a peaceful co-existence on the basis of non-violence, tolerance, equality,

respect for differences and social justice. It addresses the issues of conflict and conflict resolution by teaching students how to take creative approaches to the conflict and how to find different possibilities for the conflict resolution. Thus students from this gains knowledge and skills that encourages personal growth and development, contribute to self-esteem and respect for others and develop competence for a non-violent approach to future conflict situations which in turn leads to a sustainable national security.

EDUCATION FOR PEACE

Learning is not an end in itself but rather a means of dominating violations of human rights and building a culture of peace based on democracy, development, tolerance and mutual respect. Education International (2001) defines education as being a key tool to combating poverty, in promoting peace, social, justice, human right, democracy, cultural diversity and environmental awareness. Thus, refocusing education for peace entails an active concept of peace through value, life skills and knowledge in a spirit of equality, respect, empathy, understanding and mutual appreciation among individuals, groups and nations, (http://www.ie.org/en.websection/content/dev.5411). This entails that education for peace must be concerned with content of education and training, educational resource materials, school and university life, training and retraining of teachers and organizing training for young people and adults. A culture of peace must first take place in the classroom at an early age. It must be reflected in the curricula at secondary and tertiary levels. Education for peace must be a dynamic, long term process and a life time experience. The aims of education for peace are to develop caring and nonaggressive individuals who relate peacefully with others in their own lives, who promote the welfare of others and who take action to prevent violence in their society and in the world. Education plays a key role in teaching about conflicts, solidarity and global citizenship. When people are educated on the importance of resolving conflicts in a peaceful way without resorting to war with its devastating effects on the social, economic, educational and technological and political aspects of the society, then there will be adequate security in the nation. At the state level, the defense of democratic values and good government through the promotion of an educational policy whose emphasis is on the values of peace, solidarity and social justice is vital. Formal education should promote curricula that

encourages a greater understanding of the roots of conflicts. In this way, we are offering students the keys to understanding the current world. In order to do this, it is essential to improve the training of teaching staff and the content of curriculum, courses, manuals and pedagogical materials, including new technologies in education.

Education must promote the formation of wide alliance of actors which could collectively tackle problems relating to economic exclusion, political domination, sexism, racism and other forms of discrimination, as well as violence that based on a system that favors market interest over the needs of society and the environment. This alliance should promote common values relating to social justice, peace, fraternity, equality of opportunity and respect for nature and become an instrument of liberation and emancipation of people. (www.ceipaz.org/images/cotenido/DEA,english.pdf). It should therefore be noted that education is critical for promoting sustainable national security and improving the capacity of people to address the environment and security issues. This calls for giving people knowledge and skills in terms of lifelong learning to help them find solutions to peaceful living and total security. Thus Nnabuo&Asodike states that education can help ensure a safer, healthier, more prosperous society that raises income level and improves standard of living. Macleans (2008) maintains that though there are many keys to development such as improved infrastructure such as dams, roads, telecommunication facilities, ports and the likes, education is regarded as being the master key to economic, social development and national security as well. He maintains that high quality and relevant education and schooling have been shown to open doors to poverty alleviation, sustainable development, equity , justice and mainstreaming of the marginalized and vulnerable groups in the society that leads to a sustainable peace and national security. This implies that education for peace and national security must be one embedded with a curriculum that strives to ensure that there is a peaceful co-existence among the populace who realize that there can be no meaningful national security without peace. Thus the government has the responsibility of inculcating a culture of peace in the minds of her people by providing a peaceful environment where the needs of the people are met through the provision of social infrastructure such as good roads, employment for the jobless, low cost houses, food for the poor, security

of lives and properties, free education, grazing land and cattle ranches to minimize herders frequent movement etc.

THE STATE OF NIGERIA AS IT RELATES TO EDUCATION, PEACE AND SECURITY

Harande in Odunola&Kolade (2012)observes that the structural and infrastructural problems, official corruption, unstable political and economic policies, unstable power supply are the major factors negating the course of national security in third world countries. Lawal and Oluwatoyin (2011) also note that Nigeria has not been able to engender meaningful security in spite of her huge resources endowment…… poverty, unemployment and starvation still parade the nook and cranny of the country. Similarly, Odunola and Kolade (2012) note that most African countries, Nigeria inclusive are still on the part of struggling to attain the desired level of security. Unfortunately, Anasi (2010) observes that in Nigeria, bad governance is more than good resulting in disjointed insecurity.

Similarly, Abdul (2015) observes that militant and religious protests have transformed from the level of criminality to insurgency/terrorism and abductions. The activities of the cattle rustlers, armed banditry and kidnappers in the north western states; and the activities of the Boko Haram are examples of these. Not only did Nigeria witness an exclamation in the technology of violence from guns to bombs but has begun to experience activities of mass students kidnapping to forestall the education system in totality,. Ironically, these insurgents are sophisticated in style and have often beaten security agents to get at their targets. The insecurity in these states have grown to an extent that people can no longer sleep with their two eyes closed in places not yet vacated because of insecurity. Ogunyemi and Raheem (2013) also observed that Nigeria's economy is in shambles, characterized by low investment, hyperinflation, mass unemployment and heavy debt commitments to countries in Europe and America. Social infrastructure remains largely under-developed as evident in poor road networks, inadequate health facilities and underfunding of education amongst others.. Moreover, the nation is plagued with political instability, high infant mortality, poor school learning environment, insecurity, total breakdown of law and order, violent religious and ethnic crisis,rapes,abductions, total violation human rights, etc. It must be noted that

all these are as a result of bad governance which gives rise to insecurity. The World Bank in Anasi (2010:2) identifies the main characteristics of bad governance to include:

- Failure to properly distinguish between what is public and what is private leading to private appropriation of otherwise public resources.
- Inability to establish a predictable framework of law and government behavior in a manner conducive to development and arbitrariness in the application of laws and rules.
- Excessive rules and regulations, licensing requirement and so forth which impede the functioning of markets and encouragement seeking.
- Properties that are inconsistent with development, thereby resulting in misallocation of national resources and
- Exceeding narrow base for, or non-transparent, decision making.

The aforementioned sums up the critical situation of Nigerian government activities and these negate the attainment of education for peace and national security. In Nigeria, also observed are that there is arbitrary misappropriation of funds by government officials. There are several cases of former presidents and state governors looting public funds. The state of breakdown of law and order shows that there is total insecurity in the country. Imagine a country where over 300 school girls were abducted from their schools by a terrorist group and kept for days a country where schools are closed in some communities because of armed banditry, a country where people vacate their houses to neighboring countries to seek asylum, for the fear of being kidnapped or killed, this shows that nobody is safe in Nigeria. This is largely because Nigerian police force and armed forces are inadequately skilled, irregularly trained, underfunded and lacking in modern accoutrements for the maintenance of law and order. Unfortunately, they are not equipped with skills to match insurgency and banditry. Ethnic and multiethnic conflicts abound and most of these are usually incited by politicians and members of the legislative councils to satisfy their selfish interests. Moreover, government policies do not foster an environment where education, peace, security and development can thrive. The increase in the rate of abductions, rapes, mass murders and destruction carried out by armed bandits, Boko haram in Nigeria has destabilized the country educationally and developmentally creating a general sense of insecurity in the country. According to Guarana (2010) security is the backbone of any society. It is tied

to its social, political, economic and cultural growth. Negligence of this vital ingredients of development has led to all manners of social ills, including violent crimes such as armed robbery, virtual killings, cattle rustling, kidnapping and armed banditry, etc. thus, Nigerians live in fear of uncertainty of death from bomb explosions and gunshots from terrorist and many a time from kidnappers. Teachers and students live in perpetual fear… school facilities and building worth billions of naira have been lost through each attacks with resultant effect on educational development and societal peace. There has been an increase in the number of students that drop out from schools, for fear of kidnap.

EDUCATION FOR PEACE AND NATIONAL SECURITY

Abdul (2015), defines national security as the safety of nation against threats such as terrorism, war, or espionage. They further explained that national security refers to the security of a nation state, including its citizens, economy, institutions, and is regarded as a duty of government.

Arnold Wolfers, (1960) defined National security as the absence of threats to acquired values and subjectively, the absence of fear that such values will be attacked.

Ammer down Group (2016) opined that National security may be understood as a shared freedom from fear and want, and the freedom to live in dignity. It implies social and ecological health rather than the absence of risk…… (and is) a common right. Therefore, security can be seen as an idea that embodies all attempts to safeguard conditions of human existence in all ramifications. It implies security in material wellbeing of citizens, not the most powerful and rich alone, in a sustainable way such that today's consumption does not imperil the future, it also demands that poverty and inequality of access to the good things of life be removed or drastically reduced. It seeks to improve personal physical security and livelihood and expansion of life chances.

Anikpo (2007) the instability engendered by the frequent ethnic violence has direct bearing on the prospects of development in the country, not only does it create and un-enabling environment for peace and productive activities, it destroys what has already been achieved. He posit that education for peace is primarily concerned with creating and maintaining a just order in the society and the resolution of conflicts by non violence means.

Gamut(2006;172) opines that a culture of peace is built from values. attitudes, behaviors and ways of life based on non violence .respect for life, liberty, justice, solidarity, tolerance. human right, equality between men and women. appreciation of cultural diversity and respect for others. A culture of peace grows not from the barrel of a gun but from participation, dialogue and cooperation. It rejects violence in all its forms. including war and the culture of war. Thus for peace to take place in a pluralistic ethnic and multi religious society such as Nigeria, equality must reign in all its ramifications.

EDUCATION AGAINST VOILENCE

Nigeria is made up of many ethnic groups with different cultural, social and religious background. According to Mallum (2002), in a typical Nigerian classroom or school, one finds different children with different characters manifesting in episode of destructive competitions, power struggle, egocentrism, pride and arrogance. The differences among the cultural and ethnic groups often erupt into ugly and even violent conflicts that have drastic effects on schools, communities and whole cities. For example, the Niger-Delta region, some parts of Kaduna, Katsina, Zamfara, Oyo and Niger, etc have been conflict-ridden causing massive damage to human life, property and the ecosystem in the area. A feelings of neglect by the communities have severally escalated into violent conflicts. If development is understood to be the pursuit of the enjoyment of human rights, then there will be no need for violence. The process of peace education is any appropriate strategy for forestalling violence and for constructively managing and resolving conflicts in a democracy, (Mallum, 2002). A country's development plan is informed by the stage and state of the economy, as well as the development aspirations of the people. In Nigeria, the need to mainstream peace-building in development has arisen owing to the realization that conflict disorders in the country continue to jeopardize the effort to combat poverty. It is globally acknowledge that underdevelopment, poverty and violence reinforce each other, (NEEDS, 2004). Violence is pervasive and few escape is its impact. Adults lacking understanding or skills for handling conflicts peacefully often resort to violence over economic, religious, political and ecological differences. And children modeling the behavior they learn from adults may in turn behave violently toward each other. Many educators and civic leaders recognize that teaching

children and adults effective non-violent ways to resolve conflicts can put a brake on this spiraling cycle of violence, (Eliagwu, 2004). According to the United Nations (2006) study on violence against children in Nigeria, physical and psychological violence against children occur both in schools and within families not to mention violence that affect children living on the streets or exploited by adults. They highlighted that for many children; educational settings expose them to violence and may teach them violence. The types of violence range from assault, rape

and harassment on the way to and from school to bullying, sexaualharassmentmentalandphysicalabsuseindeducationfacilities, (www.equalityhumanrights.com/site/default/files.pdf). In Nigeria, the threat of ethnic violence and now kidnappings have discourage parents from sending their children to school. This is particularly true for conflict situations and areas where the journey to education facilities is long and there is a risk of assault or abductions on the way to school so as in their hostels as in the cases of the boarding schools. According to Adetola (2006) violent conflict is responsible for perpetuating underdevelopment in the country-Nigeria and the continent at large. This shows the importance for creating awareness for the use of nonviolence in conflict resolution among Nigerians.

 Specifically, refocusing education for National Security, calls for public understanding of the principles behind sustainability, and that the social process needs to be mainstreamed into all sectors including business, agriculture, tourism, natural resource management, local government and mass media, adding value to program development and Implementation. Hence Eliagwu (2013) states that unless there is relative peace and stability, development will be elusive. Thus, development and relatively peaceful environment are imperatives for national security. According to Bukoye, Adeoye, Usman and Oyinloye in Usman (2013:97), since the onset of Nigeria independence, there were more than five scores of reported cases of violent crimes, all over the university campuses, various communities all over the states; ranging from clashes among cults members, political clashes, land disputes, cultural violence, religious violence, tribal problems, Boko Haram, cattle rustling armed bandits, kidnappings herdsmen cases, syndrome among others. At present, the country is in the state of insecurity and people are living in fear.

Majority of the youths are the ones involved and they perpetuate their acts using dangerous weapons terrorizing people, in rural and urban areas of the country. Increase in the use of dangerous weapons in schools and in the Nigerian society by youths has resulted in the death of innocent citizens have generated fear and insecurity for all and sundry. According to Salihu (2017), the recent unprovoked and unwarranted attacks on security personnel, helpless and innocent Nigerians which claimed hundreds of lives, maimed others and destroyed properties valued at billions of naira has attracted condemnation locally and internationally. Nigeria has recorded very bizarre experiences in the domain of violence committed by young people. These acts of violence embrace murder, ethnic uprisings, abductions, cult clashes, shooting, stabbing, cattle rustling, armed banditry, kidnapping for ransom, armed robbery, including armed bank robbery, theft, burglary, rape, mass killings especially against government policies, vandalism, ethnic militancy and so on. According to Muhammed (2005) ethnic militancy has been particularly associated with the violent activities of youth in the past years. The menace of youth violence can also be arrested through the creation of an enabling environment for job, education, healthcare delivery in the rural areas grazing land, cattle ranches and other sort of social amenities. This is necessary in order to reduce the rapid rate of rural-urban drift, especially among the youths and the herdsmen..

PEACE EDUCATION MODELS/PROGRAMS FOR EDUCATION AGAINST VIOLENCE

Education International (2011) reiterates that the teaching of equality must be incorporated into the school curriculum… it also provides a reminder that teachers both male and female must be trained in order to carry out their duties in line with the principles of equality and the prevention of violence especially against women and girls. In Nigeria, although peace education is formally included in the social studies curriculum, the goals of peace education (to promote peace attitudes among students and facilitate critical thinking and skill building) are not necessarily achieved in Nigerian schools because many teachers only use the lecture style format. Finally, peace education looks to human rights as a foundation to guide its work in creating that peaceful world. According to Kester (2008) peace education programs can be created through a dialogue process as follows:

- Reviewing historical peace education programs. For example the integral model of peace education, the learning to abolish war model, the University for Peace M.A in peace education framework, the flower petal model;
- Consult professional educators;
- Create a draft proposal for a peace education program
- Send a larger pool of teachers/professionals for input
- Adapt the proposal and create the program
- Organize instructional materials and disseminate to educators.

The integral model is based on a person-centered conceptual framework that integrates the United Nations principles for a culture of peace. According to this framework peace is a state of integrity, security, balance and harmony expressed in three contexts; with the self, others and nature. The learning to abolish war model emphasizes four spheres: root causes of conflict, laws, conflict management and global disarmament. The conceptual framework perceives violence to be the core problematic to a culture of peace and as such, is education for the abolition of war. According to Kester (2008:11): the flower model as a framework for peace education model has six categories of culture of peace used to organize learning topics and materials which are dismantling a culture of war, environmental peace, education for justice and compassion, human rights education, intercultural solidarity and inner peace. Dismantling a culture of war in concerned with mitigating all support for the war system, including competitive games, gender oppression, defense spending, and security systems. Environmental peace education includes utilitarian concepts of natural resources and global stewardship, simple living and the environmental degradation that accompanies development and violent conflicts. Education for justice and compassion look at global markets, capitalism, poverty and gross inequities. Education for human rights ensures that all students are aware of their civil, economic, political, cultural and religious rights, among others and assesses the nature of violations of these inalienable rights. Intercultural institutions that perpetuate oppression. Education for inner peace allows students to evaluate their own physical, emotional and spiritual states as well as the interplay between micro and macro conflicts. The six themes are interrelated and studied together as a holistic vision of peace.

According to Kester the curriculum should address the concepts of peace and dismantling a culture of war, violence-inherent or a socialized process of human

rights and gender equality, peaceful approaches to decision making and conflict management. Peace education covers many areas and has many materials such as conflict management, ecology, the environment and health, economic and social justice, ethnic and cultural differences, human right, peace pedagogy and visual media. Consequently, UNESCO (2005) proffers the following framework/models for education against violence and resource materials for the curriculum should be provided base on them.

Conflict Resolution Education (CRE) is grounded in several premises: first conflict is natural, 2nd not have choice in how we handle, 3rd peaceful options can be learned through cooperation and skill building and fourth conflict resolution education encourages new ways of thinking, better communication, appreciation of conflict resolution. Ethnic and Cultural differences: the purpose of this area of peace is to enable people of different backgrounds and traditions to interact with each other in positive and constructive ways. Attention is given to attitudes, perspectives, knowledge necessary to achieve these goals.

Ecology, the Environment and health: an important goal for education in this area is to learn about threats to the global environment, the deterioration of local environmental and interrelationship between the two. Investigating the links between poverty and illness and poverty and environmental degradation as well as looking at effects of preparation and war itself on environmental and health practices are negative aspects of the curriculum. Education for sustainable ecological development and human health would comprise a positive peace approach. Economic and Social Justice: Through this framework, economic and social justice means exploring alternative possibilities for using economic and human resources to meet the basic needs of people as well as fostering their full rich human development. Human Right: It emphasizes international standards grounded in documents such as the Universal Declaration of Human Rights. Human right education gives attention to the fundamental concept of human dignity and the challenges of interpreting that concept within various cultural traditions and legal systems. Peace Pedagogy: This aspect comprises an approach to teaching and learning that is learner centered, interactive and experimental. The broad sweep of its content addresses both negative pace which means overcoming obstacles to peace and positive peace which entails working to construct a culture.

TOOLS FOR TEACHING EDUCATION AGAINST VIOLENCE

According to UNESCO (2005) Video can be a powerful tool for peace education and nonviolent conflict resolution skills training: Video can create a virtual classroom for educators. Many teachers who want to bring conflict resolution skills to their students often have no training in this area. Video can illustrate to teachers how effective conflict resolution education techniques are practiced in schools and classrooms much like their own.

Videos can provide visual examples of activities, curriculum and programs. Watching other educators in action will help teachers-in training to adapt or develop activities for their classrooms or visualize a curriculum to integrate with their program. Videos can share crosscultural ideas. Teachers can visit other classrooms from different countries and culture learning experience. Seeing other children participate in peace education activities can motivate students to model similar behavior. It can also show them culture with the advances in modern technology of delivering video information to viewers: through streaming-webcasts, on CDROMS, and on DVDs.

CONCLUSION

This paper has shown the importance of peace in any nation. There will be no meaningful human and economic development when peace is illusive. Over the years, Nigeria has been ridden by frequent ethnic and cultural violence, religious and political crisis, gross acts of violence, banditry, cattle rustlings kidnapping,mass murder, unemployment, misappropriation of public funds by government official's etc. the instability engendered by these factors has brought about drastic sweptback on the socio-political, economic and educational development of the country. Most recently, the problem has been escalated by cases of mass murder, kidnappings, gross violation of human rights and abductions by a group of insurgents. Hence, there is a crying need for education against violence among the Nigerian populace.

RECOMMENDATIONS

1. Peace education models/programs on conflict resolution education, ethnic and cultural difference, ecology and social justice, human right and peace pedagogy should be incorporated into the school curriculum to discourage violence among students.

2. Violence should be addressed from different angles in classes on all the school subjects.
3. Teachers and staff should have mandatory training on different forms of societal violence and ways of combating such violence.
4. Schools should organize voluntary programs with parents, the police force, the army, the youth, communities and various organizations to sensitize them on the need for nonviolent conflict resolution through the use of video, films, television, print media etc.

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