

Peace Education Programme in Nigerian Schools: Problems and Prospects

Michael Olarewaju Ogundele, Joseph Maina Musa, Daku Noah Jimba

Department of Educational Foundations, University of Jos,
NIGERIA.

michogun63@gmail.com

ABSTRACT

This paper examined the peace education programme in Nigerian schools, the major problems and prospects. The needed for peace education right from Nigerian schools and the strategies for integrating peace education was focused. The paper noted that peace education programme needs to be taught right from home, schools and the society. It was finally concluded that teaching of peace education in Nigerian schools, everyone is a stakeholder. It was recommended that the interpretation of peace education into the school curriculum will enhance effective teaching-learning of peace education culture, habits, attitude, and knowledge right from school system and the whole society will be peaceful.

Keywords: Peace education programme, problems and prospects, Nigerian schools

INTRODUCTION

Peace education can be defined as the systematic ways of individual trainings training towards non-violence love, compassion, fairness, good welfarism, cooperation and good interpersonal relationship in the society. According to Falade, Adeyemi and Olowo (2010) peace education is the training that promote harmonious living, mutual understanding and resolving interpersonal conflicts and violence. The authors went further to describe peace education as the process of developing in the learners the attitudes, values, skills and abilities of living together among members of society in harmony, trust, understanding and be able to solve any differences amicably without degenerating to violence. Sambo (2014) stated that peace education teaching in Nigerian schools will enable the students to develop and acquire the basic skills, values and abilities to develop peace culture, interpersonal cultural attitudes like respect for elders and constituted authorities, living in harmony, honesty and transparency, fairness, justice in any societies individual finds him or herself. However current paper focused on the needs for peace education in Nigerian schools; the strategies for integration, major challenges and prospects of peace education in the school system.

NEED FOR PEACE EDUCATION IN THE SCHOOL SYSTEM

For any nation to be well transformed, developed and progressed such nations should be peaceful. Olawepo (2004) stated for peaceful nation to be enhanced, there must be peace at home, when every home is peaceful, there will be peace in the town, when towns are peaceful there will be peace in the local government areas, when every local government areas are peaceful, the states will have peace and when every state is peaceful such country will also be peaceful and when every country is peaceful, there will be global peace. Olawuyi stated that there is nothing to substitute peace, peace are needed for socio-economic development of any society.

The peace education may be started from homes and schools. The need for peace education in Nigerian schools concentrated on the following necessities.

Perpetration of Social Violence's and Associated Crises

Many authors had associated the crises and violence in Nigeria into the youths. As Ogundele, Oparinde, Ariya and Oke (2014) attributed the entire crises perpetration to the youths in Nigeria, that the youths are being used by the undesirable adult's members of the society. However, the teaching of peace education in the schools is therefore inevitable because most of the youths are in the school system. The policy makers, curriculum planners and implementers and school administrators should join hand towards effective integration of peace education into subjects like social studies, government, general studies, civic education, and entrepreneurship education subjects. The integration of peace education into the schools will inculcate the spirit of togetherness understanding humanity, love, tolerance, commitment, hardworking, affection, welfarism, fear of God, societal progress and transformation all which are the ingredient of peace for one's nation.

Poverty Alleviation in the Society

With the introduction of peace education the up roaming effects of poverty level among the society will be alleviated among members of the society. Oni (2013) opined that most of terrorist and insurgent attacks in Nigeria are attributed to poverty level. According to the author, most of the citizens live in abject poverty to extent that many could not afford to feed their family successfully for three meals per day. Majority have poverty of education, feeding, shelters, clothing and life. However, many of the perpetrators or the unpeaceful minds are those that live in abject poverty which are influenced by other people. As Adediji (2013) rightly put that many people can kill their parent in order to be compensated with N10, 000 = (50USD). The situation however called for the integration of peace education into the school curriculum, public lecture and inaugural lecture develop entrepreneurship mindset, skills acquisition, self-reliant, self-sufficiency, self-employment, job and wealth creation and all those that will aid effective poverty reduction and engage individuals peacefully without being used up by undesirable elements in the society to perpetrate evils and break laws and regulations of the land. The introduction of peace education into the teaching of religious education, preached by the religious leaders in the mosques and church and even in the shrines will go a long way in developing peaceful co-existence among members of the society.

Socio-Political Problems in Nigeria Demand for Peace Education Integration into Schools Programme

Due to the fact that many youths are being used as thugs, election rigging, public assaults, killings and all forms of life and property destruction agents. However, the introduction of peace education will go a long way in sensitizing the youths for the spirit of sportsmanship and political and electionery tolerance among the youths. The need for tolerance and love of other mindless of the political difference called for the teaching of peace education in Nigerian schools.

The Call for Unity in Diversity in Nigeria had called for Peace Education in the Schools

Abubakar (2007) noted that Nigeria as a country is made up of different and diverse people that live in the country. The Nigerians have more than 350 tribes and there are diverse culture, history, languages and dialects. The introduction of peace education into the school curriculum will surely enhanced tolerance among all the diverse groups. As General Yakubu Gowon (the former Nigerian Head of State) introduced National Youth Service purposely to inculcate the spirit of unity, togetherness, cultural integration, tolerance, peaceful co-existence, oneness and to eliminate spirit of all forms of violence, crises and uncondusive atmosphere that constitute threat to the peace of Nigeria.

PROBLEMS CONFRONTING THE TEACHING OF PEACE EDUCATION IN NIGERIAN SCHOOLS

The introduction of peace education in the school curriculum had been facing a lot of problems in Nigeria. The problems are:

Newness of the Peace Education as Subjects

Many educationalists continue to ask intriguing question on the need for the teaching of peace education as a subject. Abubakar (2004) stated that since peace education is specifically designed to teach and inculcate the culture of tolerance, understanding, unity in diversity and respect for the elders' and constituted authorities. The author however believed that the contents, methodology, skills and abilities could be integrated into the teaching of social studies, civic education, economic, political science, citizenship education and General studies at the various level of education. To the author the method, skills and knowledge demanded for the teaching is also relevant to the teaching of other subjects.

Teachers' Qualifications

Since majority of the teachers to teach peace education are not specifically trained for the subject. Majority are trained for social studies, government religion and moral education. However, Thompson opined that for anybody to be qualified to teach peace education in the school, such teachers need to go into additional training and capacity buildings which will be costly for the individual teachers.

INTRODUCTION OF PEACE EDUCATION AS A SUBJECT

Due to the fact that the new subject peace education will demand more books, researches, instructional materials, new curriculum and teachers. All which will be too expensive for the government and other stakeholders to provide. However, Ogundele (2001) therefore stated the need to integrate the teaching of peace education unto the conventional subjects like social studies, moral education, citizenship education, general studies and religious studies. All subjects which will effectively handle the concepts methods and strategies of peace education in Nigerian schools.

In-depth Socio-Economic Crises

Another problem confronting the introduction of peace education is the in-depth of socio-economic crises and violence. In the country Nigeria, over the years Nigerians had been experiencing high rate of social crises such as bombing, insurgency, killings, kidnapping, ethnic-religious crises, inter-tribal crises, land-tenure crises and political crises all which had destroyed the life and properties of the innocent citizens. According to Oyebode (2011) nobody will forgive the mind that had destroyed the life of the bread winner of a family. However, with the high rate of life and properties destructions in Nigeria workable peace education can be integrated into the schools and effective especially in Nigeria.

Perpetration of Social Crime in the Society

Also, perpetration of social crime in the society made the integration of peace education into schools to be difficult Nigerian society is characterized by a lot of cheating, unequal distribution of resources, poor standard of living, hunger, poverty, illiteracy, forgery, examination malpractices, and robbery. According to Abdukareem (2014) the teaching learning of peace education becomes difficult because individuals are made to understand their rights and everybody wants to fight for their right in the society and nobody don't want to be cheated. However, in a bid to fight for individual right resulted to un-peaceful atmosphere in the society which also caused intolerance rowdiness, fighting, thurgry etc.

among 'members' of the society the situation constitute problem for the integration of peace education into the school system in the society. It should be noted that unless, members of the society tolerate each other's in order to live in peace and harmony, the teaching of peace education becomes difficult.

CONCLUSION AND RECOMMENDATIONS

For any nation to aspire high and be ranked among the developed nations in the world there must be peace. As Iyande (2009) rightly put that un-peaceful environment constitute high problem for the national transformation and socio-economic development of nay nation. It should be noted that there is the need to inculcate the culture of peace and order into the life of all and sundry in Nigeria for the benefit of oneness, unity in diversity and cultural integration. However, the following strategies can be adopted for the proper integration of peace education in Nigerian schools.

There should be Training and Establishment of Peace Support Groups in the Schools

The school management should try to encourage the students to be interested and committed to the peace education can be integrated through effective participation in extra-curricular activities like games, clubs and societies, religious groups, involvement of students in the school decision making process, students-teachers forum, students representative council all which will enhance students commitment, active participation and interest in peace education.

There may be Public Campaign for Peace Education

The schools should complement government efforts to organize peace education campaign for the students and members of the society. The effort will aid effective teaching of peace education in the school system.

Adequate Funding should be provided

Since peace education is a new concept in the school curriculum, adequate funds should be provided to make available necessary instructional facilities, qualified teachers and public enlightenment and awareness to create societal acceptance and support for the teaching and learning of peace education in the school learners' support services should be provide in the school system.

Provision of Learners Support Services in the School

In every school, the government should try to provide the learners' support services that will aid their educational provision in the school system. Ogundele and James (2014) identified the basic types of learners' support services the counselling, welfare, transportation, library, financial, recreational services. The author noted that the availability of these services will aid self-understanding, inter-personal relationship, friendliness, understanding and all efforts will be developed to develop culture of peace in schools.

Formation of World Peace Education Initiative Forum

Should be formed to coordinate all forms of peace talk at global level, and be charged with the provision of all necessary infrastructural resources and personnel that will conduct researches on mode of initiating peace education in the developing countries. The forum will try to educate the world about the need to have peace in the world in the interest of global socio-economic transformation. However, the forum will perform the role of developing the strategies for eradicating all form of violence and those threats to world peace the forum will have agency in every country in the world.

There may be Provision for Different Forum for the Discuss Ethical Values of Peace, Love and Social Justice

Teaching of peace education in other interrelated subjects in the schools: the school curriculum should embrace all form of peace education in their programme. The subjects' curriculum like social studies, history government, religious studies, political science, education, moral education, citizenship education, physical and health education should embrace peace education into their curriculum. The teaching will enable the students to put peace into practice in the schools and wider society.

Teaching of Peace Education both in the Schools and Society

Everyone is a stakeholder to the parents; teachers and every members of the society should inculcate the culture of peace in the mind of youths. There should be a formidable parent-teachers' association so as to work together to see that peace education is well footed in the various schools in Nigeria.

The Use of Social Media and Digital Technology could be used to Teach Peace Education

Peaceful discussion can take place among members of the society through social media like facebook, 2go, YouTube, twitters, e-mail, Google, ovi-mail, armchair, since the whole world is now a micro digital village. Through all sorts of undesirable habits that could lead to violence and other threat to peace could be favourably condemned in the society and among the friends at global village. The word peace songs, statement, slogans and languages should be used as caller tune.

The government should demonstrate equity, egalitarianism, non-discrimination in resource distribution and encourage knowledge of peace building and deal with any situation that can cause conflicts in the society. The postal, bulleting and signal boards vests, caps and gifts, writing materials should be distributed to engrave peace slogan

REFERENCES

- [1] Abdulkareem, A. Y. (2014). Instructional Strategies and Peace Building in Nigerian Tertiary Institutions. *A lead paper presentation at the National Association of educational administration and planning conference held at Bauchi between 13th-17th October 2014.*
- [2] Abubakare, A. T. (2004). Role of Parents involvement on conflict resolution among secondary schools in North central Nigeria. *Journal of Educational Services, 4(2)* 15-23.
- [3] Adediji, R. A. (2013). Dynamic of social violence in Nigeria: implication for Educational managers. *A Seminar paper presented at Ekiti State University on 10th April 2013.*
- [4] Falade, D. A., Adeyemi B. A., & Olowo, O. O. (2010). Means of teaching Education in the Universal Basic Education Social Studies Curriculum. *E-journal of Educational Policy, 3(1)*, 65-72.
- [5] Ogundele, M. O. (2001). Contemporary issues in society. Thorm: press
- [6] Ogundele, M. O., & James, F.O. (2014). Learners support services and Nigerian distance education goals achievement. *African Journal of Educational Research and Development, 7(1)*, 11-17.
- [7] Ogundele, M. O., Oparinde, R. O., Ariya, D. A., & Oke, T. I. (2014). Poverty alleviation programme for national Security in Nigeria. *Asia-pacific journal of Education, Arts and Sciences, 2(1)*, 32.
- [8] Olawepo, J. A. (2004). *Education for peace building in Nigeria*. Ibadan: University Press.
- [9] Oni, J. A. (2013). *Poverty alleviation programmes among micro-finance banks in Kwara State*. Unpublished Master of Science of University of Ado-Ekiti, Nigeria.
- [10] Oyebode, A. A. (2011). *Education for peace building: issues and challenges*. Lagos: Apex Press.
- [11] Sambo, M. A. (2014). Peace Education Implementation strategies for Nigerian schools. *A Conference paper presented at the conference of National Association of Educational Administration and planning held on 13th-17th October 2014 at Bauchi State University.*
- [12] Thompson, J. S. (2010). Effective management of peace building programme in Nigeria: An implication for Educational managers. *Journal of Educational practices and review, 5(2)*, 42-50.