AJAMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.6, May-August, 2022 https://ajemates.org

EDUCATION FOR PEACE AND NATIONAL SECURITY: ISSUES AND CHALLENGES

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ABSTRACT
Education is regarded as the most important instrument for preparing individuals for life as well as reforming the society for relevance, adequacy and competition in the world. The paper focused on education for peace and national security: issues and challenges. The paper highlighted the concept of peace, concept of security, education for peace and security in Nigeria, importance of peace education in schools and challenges of managing peace and security in schools. The paper concludes that, peace and human security depend to a large extent where justice prevails and the society free from conflicts. Recommendations were also made which include that: government should provide adequate funding to the education system, ensure that entrepreneurship education is introduced to at all school levels and that youth unemployment through creation of data bases that can furnish economic planners strategic options in employment creation be addresses.

Key words: education, peace, national, security, issues, challenges

Introduction

It is universally asserted that education is a major catalyst for individual and national peace because it is the process of transmitting knowledge, skills and attitude of value that engender positive transformation. Education is also regarded as the most important instrument for preparing individuals for life as well as reforming the society for relevance, adequacy and competition in the world. Enaigbe and Igbinoghene (2016) noted that, education is the prerequisite for a successfully engineered national system and is the answer to ignorance and servitude; the gateway to the future and the key to national development. There is no doubt that the major challenge of Nigeria's national peace and security is the containment of diverse manifestations of violence spearheaded by various unknown groups. Peace and human security can be achieved and sustained where justice prevails, and the society is free from any conflict. Contemporary global events have, no doubt, drawn attention quite clearly, to the fact that peace and security of life and property are essential to sustainable national development.

There has been evidence which had shown beyond doubt, that these are better accomplished where people are educated on the democratic rule and good governance. Education and good governance ensure that peace; security and development become more inclusive and promote the rights, prosperity and welfare of all citizens of the nations (Young, 2017). One of the shortcomings of Nigeria's security issues is its pro-realist orientation that accords the deployment of

forces to prone violent regions. However, the strategy of choice among national security agencies is the use of force in various guises to subdue those identified as threatening national security (Agaptus, 2013). The government's supposed superior force has not rolled back the menace of insecurity which creates the impression that the government is not doing enough to secure the people. However, the national objective which is meant to protect the rights, prosperity and welfare of all citizens of the nations are geared towards inculcating a set of values such as: Respect for the worth and dignity of the individual; Faith in man's ability to make rational decisions; moral and spiritual values in interpersonal and human relations; shared responsibility for the common good of the society; respect for the dignity of labour; promotion of the emotional and psychological health of all children.

The National Policy on Education seeks to achieve the right values by means of enriched curricular at the various levels of schooling. These curricula contents have undergone a lot of restructuring in response to national and global needs and challenges. Effective school system which guarantees sound education cannot be feasible without peace in the polity because no meaningful progress can take place in an atmosphere of unrest or violence (Enaigbe & Igbinoghene, 2016). The Nigerian government cannot be left alone to achieve this because it is a collective responsibility; thus, all stakeholders must be involved in the process of bringing such peace, security and sustainable development. The Private Sector, the Non-Governmental Organisations (NGOs) and Public Policy experts must not just be involved, but should actually be committed to Nigeria meeting the Sustainable Development Goals by 2030, as proclaimed World-Wide by the United Nations.

Concept of Peace

Peace is the expression of love, cooperation, unity and harmonious co-existence. It is the absence of war, injustice, violence, greed and bad governance. The concept of peace is defined differently by different scholars and policy makers. There is no universal definition of peace accepted by all. However, peace has been defined by most analysts, as the absence of war, fear, conflict, anxiety, suffering and violence (Igbuzor, 2011). Galtung (2006) has distinguished three types of violence that can help to understand the concept of peace. These are:- First, he considers the issues of direct violence. Direct violence is manifested by physical, emotional and psychological violence. Second, Galtung talks of structural violence. Structural violence, he says, comes in the form of deliberate policies and structures that cause human suffering, death and harm. Finally and thirdly, he talks of cultural violence. Cultural violence involves cultural norms and practices that create discrimination, injustice and human suffering. In addition, Galtung outlines two dimensions of peace: The first is what he calls "negative peace". Negative peace, according to him, is the absence of direct violence, war, fear and conflict at individual, national, regional and international levels. The second he calls "positive peace". Positive peace depicts the absence of unjust structures, unequal relationships, justice and inner peace at individual levels. The obvious implications of Galtung's findings and conclusions are that any useful conceptualization of peace must therefore; go beyond the narrow focus on the absence of war, fear, anxiety, suffering and violence. Ibeanu (2006) also attempted to offer a comprehensive and holistic conception of peace. He also links it directly to the issue of sustainable development. He defines peace as a process involving activities that are directly or indirectly linked to increasing development and reducing conflict, both within

specific societies and the wider international community. Ibeanu (2006) points out that there are philosophical, sociological and political definitions of peace. Many philosophers see peace as a natural, original, God-given state of human existence for men and women. Sociologically, as Chris A. Garuba has pointed out, peace refers to a condition of social harmony in which there are no social antagonisms (Garuba, 2009). Politically, however, Ibeanu explains that peace entails political order. That is, the institutionalization of political structures in a way that makes justice possible. Thus, he stated that, it would be wrong to classify a country experiencing pervasive structural violence as peaceful.

Concept of Security

Security, as defined by Igbuzor (2011) is the condition or feeling of safety from harm or danger, the defense, protection and preservation of core values and the absence of threats to those values. Hettne (2010) defined security as a reasonable level of predictability at different levels of the social system, from local communities to the global level. The understanding here is that at the global level, there is the presence of an order which is predicated upon the predictability of the behavior of other members within the system. At local level, security thus, includes the ability of the state to predict the likely implication of any particular condition on its citizens. The recognition lies squarely not on the state's ability to enforce law and order, though that may be important, but in creating the necessary socio-economic conditions that guarantee fair amount of predictability on the behavior of its citizens. However, Aliyu (2012) conceived and present security as a state of reduced or contained threats and tension in which the stability of a state is not in an imminent danger of disruption from within or without.

Stability is here viewed as the order, regularity and pattern which characterizes the state's condition over an extended period. Booth (2014) stated that, governments must no longer be the primary referents for security because governments which are supposed to be the guardians of their people's security have instead become the primary source of insecurity for the many people who live under their sovereignty. Booth (2014) further argued that, human security is ultimately more important than state security. While concurring with Both, Nwabueze (2009) posited that, economic security of the individual is or should be of far greater concern to the government and society than the security of the state. Nwanegbo and Odigbo (2013) argued that, the concept of security is a crosscutting, and multi-dimensional concept which has, over the last century, been the subject of great debate.

However, long before that, the history of mankind was interspersed by the frenzied search for the best way of ensuring the security of the people, their properties, territories, states and institutions among others. In all places and countries, security has been considered as a first order value worth preserving. The aforementioned notwithstanding, there is no consensus on the definition of security. This is not surprising because as a social phenomenon, it is often approached from different perspectives. Above all, the concept of security has been seen as a situation where a person or thing is not exposed to any form of danger or risk of physical or moral aggression, accident, theft or deterioration. While some security experts argued that the concept of security has always been associated with the safety and survival of the state and its citizens from harm or destruction or from dangerous threats (Mukhtar, 2012).

Education for Peace and Security in Nigeria

Education which is a process by which individuals are assisted formally through proper direction and guidance to develop their capacities for their own benefits and that of the society. It therefore follows, by a simple logic, that if a nation bequeaths the right type of education to its citizens, the citizens will not turn against their father- land (Enaigbe & Igbinoghene, 2016). There is need for a total overhaul of the curricular at all levels of education with a view to providing its recipients, broad -based education for the development of the mind, soul and body, for comprehending the environment and in the development of appropriate attitudes, skills, abilities and competences to co-exist with and contribute to the development of the society. This calls for a synergy between liberal education, vocational and entrepreneurship education. A liberal education is one that frees the minds of its recipients from their preconceptions. It broadens the possibilities for greater understanding of others in the nation and around the world (Aliyu (2012). Institutions should try to train future workers to help states' economies and to offer liberal education so as to produce informed citizens who can contribute to democratic way of life.

Every sovereign, independent state must train, sustain and nurture men and women to serve in its security and intelligence out fits. According to Esiemokhai (2005), in Europe and America, these men and women are selected from the best and the brightest citizens, who are endowed with keen and subtle intellect. Recruitment into defense and military intelligence outfits needs scrupulous assessment of the recruit's educational background, intellectual sharpness, smartness and patriotism. Orikpe (2013) opined that, graduates with the best grades should be deployed not those who got ranks by the federal character formula Education helps to create informed citizenry which is vital to democratic society. It increases the potential for individuals to perform as citizens. There are many examples of the public being misinformed and making bad decisions. However, without education, the situation would be vastly worse. Education gives one the ability to critically examine an issue and articulate a reasoned position about it. Nurturing critical thinking is a key component of education. The introduction of Vocational and Entrepreneurship programmes into the curriculum at the various levels of education in Nigeria is a welcome innovation that will go a long way to strengthen the popular liberal education.

What is required by the government at various levels now is to adequately provide the needed human and material resources to make these programmes effective and functional. It is no longer news that liberal education alone has failed to equip recipients / youths with requisite skills and attitudes for leading a productive life. It is also no news that graduates of institutions of higher learning have been populating the crime world due to their inability to secure meaningful employment upon graduation. This scenario calls for the intensification of the emphasis on Vocational and Entrepreneurial education to equip graduates with occupational survival skills - to be able to identify and even create and exploit investment opportunities that abound in the society. The present global economic crises and rising waves of unemployment have greatly emphasized the need for functional entrepreneurship and vocational education (Ikechukwu, 2014).

Importance of Peace Education in Schools

Peace education is very necessary in school because Nigerian society is infested with treats of violence. Teachers as surrogate parent promote peaceful coexistence among students by resolving conflicts justly in the class. Mutual respect, tolerance and observance of child's rights help to create love, happiness and conducive atmosphere

for teaching and learning. Children learn peace education through discipline, avoiding aggressive tendencies and developing team spirit through academic activities in schools. Peace education helps to create democratic leadership in the class, order, gender equality and healthy interactions (Enaigbe & Igbinoghene, 2016). Peace education and peace culture are global targets capable of achieving quality economic output, good technological and social development. Therefore, inculcating peace culture to students is the root of quality human resources, civilization and peaceful coexistence.

The relevance of peace education to an individual, the family, the society and the world usually manifests itself in the total eradication or reduction in the rate of crime such as inter-tribal/religious disunity within the country, militancy, occultism in schools, theft, political crisis, rape and killings. Others include hatred, prejudice, pride and murder all of which peace education is capable of replacing with love, patience, tolerance, dialogue and understanding. These foster the peace and unity. Nweke and Nwachukwu (2014) reiterated that, while appreciating the various efforts of the government and many other unmentioned efforts in tackling national security issues and challenges in the country, the present situation in the country still evidences that all the efforts made by the government have really not met the desired results. That is because in spite all the human and capital efforts, insecurity has continued unabated. Presently, there is an attempt to broaden it to accommodate other relevant, if not critical, elements within this conception. Issues such as economic development, equality, political accountability and good-governance are now regarded as fundamental to any comprehensive understanding and explanation on the question of security.

Challenges to Managing Peace and Security in Schools

According to Asamonye, Osuagwu, and Kalu (2014), the most noticeable challenges of managing peace and security in Nigerian schools include:

- Inadequate knowledge about the concept of peace education as well as its aims and objectives by both the policy makers, members of the general public and government. In other words, there is limited expertise and capacity for peace education available in most parts of the country. This implies that the planners give a clear picture how the programme will be conducted and how it will be modeled by the school in which students are taught. Of course, school managers and teachers are the key actors in the implementation of these and so, they cannot give what they do not have.
- Lack of acceptability of the peace education concept by government in West Africa, Nigeria inclusive. Adeleke (2010) opined that if Nigerian government had accepted peace education as it is being talked of, the rate of insecurity would have been reduced to its barest minimum and that legal or pragmatic efforts would have been in place to enforce it.
- Lack of political will to adopt it as part of the education policy despite the increasing appreciation of its positive impact on the psycho social behaviour of children who have already benefited from the programme.
- Inadequate funds especially funding dedicated to peace education is a major problem. Aliyu (2012) posited that: money is an absolute crucial input of any educational system. It provides the essential purchasing power with which education acquires it human and materials inputs. With too little money, education can be helpless. With an ample

supply, its problems become more manageable even though they do not vanish.

- Another challenge is lack of appropriate and comprehensive peace education curriculum that can be used to suit the need of the country. A number of countries have developed peace education curricular for schools, usually including of activities such as communication, cooperation, and problem solving, etc without which the objectives of peace education would not be achieved.
- Furthermore, parents and guardians are often reluctant to support their children and wards to actively participate in peace education programme and activities (Aliyu, 2012). Socialization begins at home and nurtured by the school. However, cooperative learning environment, conflict management initiative, the constructive use of controversy, and establishment of resolution dispute centers in the family and schools will enhance a constructive relationship which will ultimately help prepare children to live in a peaceful world.
- The methodologies currently used in formal learning in schools contrast with the peace education approach and tools which place more emphasis on learning, critical inquiry and discovery method instead of competition learning approach. Abida, (2013) opined that it is the responsibility of every teacher to introduce experience-based learning, group work, and discussion methods in classroom lessons. Teachers should not dominate the teaching-learning situation, but rather promote an open atmosphere for discussion in which students feel free to participate.
- The basic and primary needs of man in the society for survival today are food, water and shelter. It is said that a hungry man is an angry man. When these needs are not met, peace education would suffer defeat.

Conclusion

Education is also regarded as the most important instrument for preparing individuals for life as well as reforming the society for relevance, adequacy and competition in the world. There has been evidence which had shown beyond doubt, that these are better accomplished where people are educated under the democratic rule and good governance. There is no doubt that the major challenges of Nigeria's national peace and security is the containment of diverse manifestations of violence spearheaded by various unknown groups. Peace and human security depend to a large extent on the availability of situations where justice prevails, and society is free from any conflict. Contemporary global events have, no doubt, drawn attention quite clearly, to the fact that peace and security of life and property are essential to sustainable national development. There is need for the government to gear more effort towards inculcating values such as respect for the worth and dignity of the individual; faith in man's ability to make rational decisions; moral and spiritual values in interpersonal and human relations; shared responsibility of the common good of the society; respect for the dignity of labour; promotion of the emotional and psychological health of all children.

Recommendations

The following recommendations are made:

1. Government should provide adequate funding of the education system
2. Government should ensure that entrepreneurship education is introduced at all school levels.
3. There is need for a review of education curriculum to include critical subjects that

are necessary for development of informed and well-rounded citizens.

4. Youth unemployment should be addressed through creation of data bases that can furnish economic planners with strategic options in employment creation.

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