



ISSN: 0975-833X

RESEARCH ARTICLE

PEACE EDUCATION IN NIGERIA: IMPERATIVE FOR CONFLICTS RESOLUTION AND ECONOMIC RECOVERY

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ARTICLE INFO

Article History:

Received 30th December, 2015
Received in revised form
15th January, 2016
Accepted 07th February, 2016
Published online 31st March, 2016

Key words:

Conflicts,
Education,
Economic,
Peace,
Recovery,
Resolution

JEL: 125, 128

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Citation: Paul C. Obidike, Kalu Ebi Uma and Hyacinth, N. Aniagolu, 2016. "Peace education in Nigeria: imperative for conflicts resolution and Economic recovery", *International Journal of Current Research*, 8, (03), 28772-28778

ABSTRACT

The paper dwells on the attainment of positive social change through sufficient design and teaching of peace education in Nigeria. The frequent crisis since after independence in the six geopolitical zones of the country presupposes absence of or lack of enough peace education. Ignorance of conflict resolution through dialogue is lacking in the consciousness of many Nigerians due to lack of proper information and training. The incidences of Niger Delta Militia, the kidnapping cases, the community clashes, the politically motivated crisis, the Boko Haram insurgency, among others in Nigeria show little or no peace education. On the basis of the country's situation, among the suggestions made for change include: designing peace education programme at the formal and informal levels in such a way that the community leaders, churches, mosques, town union members and other social organisations will be involved; the faith based organisations have to live up to their responsibilities; peace education should be included in Nigeria's education curriculum so that all levels of education are given the basic fundamentals of peace education.

INTRODUCTION

Since independence Nigeria has experienced various military coups, conflicts and religious crises. The country's three largest ethnic groups are the Hausa-Fulani, Yoruba and Igbo that represent about 70 per cent of the population. Ten percent of the total population is made up of many other groups; each group is more than a million. These include: Kanuri, Tiv, and Ibibio. The remaining 20 per cent of the population consists of over three hundred smaller ethnic groups (Uduma and Uma, 2011; Microsoft Encarta, 2008). In all, there are over 250 ethnic groups and about 200 tribes in Nigeria and the individual language listed for Nigeria stood at 529 of these, 522 are living while 7 are extinct (The World Factbook, 2012; Ethnologue, 2012). The citizens belong to many different ethnic groups and as such have had series of ethnic and religious disputes since attaining colonial freedom.

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The nature and pattern of life of the people before and after amalgamation in 1914 and after independence in 1960 was filled with rancor and disputes. Peace education seemed not in existence in the consciousness of Nigerians. Besides, peace education was not given attention in the formal education bequeathed to the country by the colonial masters. Indisputably, smooth economic activity in a country depends significantly on an environment devoid of conflicts, disagreements and sufficient responsiveness of the leaders to the welfare of the people. Really, the multi-cultural, multi-ethnicity, multi-language features and nature of orientation over the years have not favoured absolute atmosphere for peace. Prior to and after independence, conflicts of interests have in diverse ways resulted to quagmire of problems that led to the destruction of lives, economic crops, bridges and other properties worth millions of naira, which have retarded the acceleration of economic development. It is easy to destroy than to build, and the positive developmental effect of destroyed resources cannot be realised. Consequently, conflicts slow down the needed development of an emerging economy. Achebe (2012) points that Nigeria was rocked by one crisis after another in the years after independence, among which

include Nigerian census crisis of 1963-64; the federal election of 1964 and the Western Nigeria election of 1965 that threatened to split the country. The Civil war of 27th July, 1967 to 15th January, 1970 brought a colossal loss to Nigeria. This is attributed to a country devoid of sufficient knowledge of dialogue as a tool of conflict resolution. Osuka (2006) notes that the National Development Plan of 1970-74 was partly designed for the reconstruction of the war damaged economy, hence it was referred to as a plan for Reconstruction, Rehabilitation, and Reconciliation. The often religious and political crises, the boundary dispute problems in some areas of the country, the Niger Delta Militia operation, the recent uncontrolled high rate of crime and kidnapping in Aba, South East Nigeria, and most recently the "Boko Haram" terrorists' activities in the Northern part of the country have affected the peacefulness of the country adversely, and greatly retarded the image of the country in the international community. The nefarious activities of some greedy and dissatisfied Nigerians have brought economic standstill at different periods, eliminated quality manpower, demolished houses, burnt economic trees, and thereby, dampen and damnify development initiatives.

The aforementioned situation can be attributed to little existence or absence of peace education which is a major tool for social and economic transformation in the country and the entire world. Education is really a creator of awareness and a veritable tool of attitudinal change and social reformation. Informal and formal education that has sufficient information on peace and harmonious co-existence is imperative for continual transfer of better attitude to avoid conflict. Just as Rost (2006) points that harmonious co-existence in Norwegian society, and in every country has as its root on the informal, non-formal, and formal education of all the children and youths living together. Undoubtedly, it is the great responsibility of parents, families, teachers, school administrators, and the community. However, this presupposes that each agent of societal development has the requisite awareness of the important role of peace and demonstrates it in all aspect of life. Exemplary demonstration and practice of peace at every level is better than precept. The benefit of regular maintenance of peace which plays unquantifiable role in attitudinal and social change is immeasurable.

Frequent violence, acrimony and disagreement among the multiethnic societies in Nigeria has given Nigerian youths bad orientation to the extent that they feel that solution to problem is more of conflict instead of dialogue. It has also brought about the feeling of insecurity of many Nigerians to settle in other parts of the country, since such settlers are more often treated as foreigners in their own country. This is why informal, non-formal peace education, among others is indispensable and calls for increased awareness of parents who are the main agent of social reformation. The required initial knowledge for every child comes from parents and cultural orientation of children is done by the parents. Events in Nigeria over the years seem to show the lack of acceptance of unity in diversity. However, Rost (2006) posits that the inculcation of the fact that everybody is from the same source is essential and that to realise unity in diversity in a multi-ethnic and multi-lingual society involves taking one of the

many starting points such as incorporating peace education to overcome the misconceptions about culture and dispel cultural ignorance, stereotypes and xenophobia. This plays unquantifiable role to encourage harmonious co-existence. There is high degree of clashes emanating from religious crisis and other violent activities, which led to the waste of scarce resources and it shows inadequate peace education in Nigeria. Ecumenical News International (ENI) reported in March, 2000 that many mosques and at least 36 churches were destroyed, and more than 200,000 people were compelled to escape from Kaduna. On February 28, 2000, it was reported that riots in Nigeria which originated in the North on religious basis spread to Onitsha, Aba, and Owerri, all towns in South-Eastern Nigeria. At least 30 deaths were reported. On 19th March, 2000, Anglican Communion News (ACNS) reported that much of the infrastructure of the city of Kaduna has been destroyed; churches, mosques, homes and businesses premises have been burnt. 80,000 people were made homeless, and hundreds killed. Global Security Organisation Report of 2004 noted that Plateau State has the largest number of internally displaced persons as an outcome of clashes between Christians and Muslim communities there. These are just a tip of the iceberg in consideration of enormous crises and the myriad of conflicts that have dampened the development of the country due to lack of sufficient peace education in Nigeria. It also presupposes the deficiency of the universal language of love, which is well designed peace education, can help to inculcate right from the family and schools as primary agents of social reformation. Given the above scenario, the recent and the current Boko Haram terrorism, religious conflicts, ethnic disputes, communities' boundary adjustment clashes and Niger Delta Militia, among others, it becomes expedient to unravel how intensified peace education in Nigeria will play immeasurable role in social transformation of Nigeria. As the most populous country in Africa, the negative externalities of conflicts emanating from Nigeria affect adversely other countries that have economic relationship with her.

Main objective

So, the main objective of this paper is to promote, intensify and redefine peace education to incorporate all facets of the developmental stages of human being in the country so as to properly and effectively equip every member of the society with the ability and capability to adopt non-violence in resolving conflicts and to live harmoniously and peacefully anywhere in the world. Specifically, it focuses on building peace education in every facet of the society, such as the family, social organisation, civil society, training centres and schools. To realise this goal, the study is ordered thus: section two is the review of literature; problem of peace issue in Nigeria is the third section; section four focuses on peace education and economic development while suggestions and conclusion is the last section.

Review of literature

Education at whatever level or form is the foundation and key to revamping, reforming, enculturation and liberation of the people of any society. Ignorance is really a subtle illness that has to be cured by education. Undoubtedly, the changes

associated with peace education is so great that many authors have written a lot about it and also given guidelines in designing peace education programme. The positive effect of peace education, if not for anything avoids wanton destruction of both human and physical capital and ensures harmonious co-existence. Actually, peace education involves all efforts aimed at equipping every member of a society with the habit of amicable resolution of unpleasant, provoking, disheartening situations and varieties of conflicts so as to continuously live together in peace. This is in line with Shaban (2012) who defined peace education as the process of promoting the knowledge, skill, attitudes and values needed to bring about behavioral changes that will enable children, youth and adults to prevent conflict and violence both overt and structural; to resolve conflict peacefully; and create the conditions conducive, whether at an intrapersonal, interpersonal, intergroup, national and international.

In his study of peace education in Nigeria: the way to educate the future generation, Akinyem (2013) states that peace education in Nigeria has been underestimated over the years and that it is now needful to integrate it into the national education system given the crucial role it plays in national development, and so advocated the engagement of youths at every stage of their development the concept of peace education cum the inculcation of ways of resolving conflicts amicably without resorting to violence. This calls for teaching of peace education to reduce violence as a means of solving crucial problem. Actually, besides formal teaching of peace education, parents and guardians need be given sufficient orientation to assist in the informal peace education. It is necessary to reach every youth at whatever level with educational programme that is relevant to conflict resolution. This is possible through education and youth policy, school and training arena and social work activities involving the media, health care and socio-economic structure. It also necessitates sufficient empowerment of the youth through equipping them with personal, social and conflict management techniques, so as to develop critical judgment and participate actively and confidently in the society. The lesson contents for youths include, among others, tolerance of frustration and ambiguity, self-awareness, awareness of others and empathy, awareness of personal and cultural attitudes to conflict behaviour in conflict situation and the practical skills to manage and overcome conflicts (Schell-Faucon, 2001).

Change in people's behaviour is pursued in peace education while peace building includes both social and economic justice. They are both essential to actualize human right. It has been asserted that a good peace education enables people to think and reason constructively about events in a sub-structure or super structure which need be resolved and consequently develop constructive attitudes of living harmoniously in a community. Peace education has to be well structured and sustained (www.fmreview.org). Lin (2004) notes that humanity is living at a critical period in the history of man, and has built up high degree of misunderstanding and focused on lives destruction and disagreements. It is obvious that we have the means to destroy the humanity. A typical example is the terrorist attack of a city in United State on September 11, 2011, which compelled a great awareness transformation and

education on the reason for hatred to the extent of opting for killing as the only solution to resolving conflict. This calls for proper education to build a peaceful world. Actually, attention to education has dramatically changed in Nigeria over the years. But in recent time, the world events have compelled a rethink of components of education policy. For instance, in 1996, the Organisation for Economic Co-operation and Development stressed on reform of education so as to meet the basic needs of persons and societies in a changing international economy. Consequently, a focus on ensuring access to education on basic learning skills, literacy, numeracy, and the use of technology, among others is advocated. In addition, the report to UNESCO of the International Commission on Education for Twenty-First Century, *Learning: The Treasure Within* captured so many factors as aessential such as skill acquisition, occupational skill knowledge, attitude and behaviour required of a person to live with others, among others. Living together with others necessitates sufficient focus on education for peace, human rights, democracy, international understanding, forgiveness, and tolerance (CEMC, 2001; OECD, 1996).

In addition, the circumstance of the period as pointed by UNESCO is characterized by transition and accelerated change emanating from intolerance, racial and ethnic acrimony, the emergence of terrorism in all its kinds and manifestations, discrimination, war and violence to certain category of people and the increasing inequalities between the rich and poor at every sphere of humanity, requires efforts targeted to ensuring fundamental freedoms, peace, human rights, and democracy, and the encouragement of sustainable and equitable economic and social transformation which enhances the building of a culture of peace. It therefore involves changing the traditional pattern of educational action. In a similar vein, Nayar, (2004) posits that education is essentially required for a positive force building to ensure peaceful community in a rapidly changing world. The youths actually form a large important chunk of every society who influence and shape the society's future. They are full of optimism, hope and enthusiasm which need to be channelized in a positive direction. Given that there are various positive and negative forces in the society which impacts on the youths in varieties of ways, there is the need for continuous peace education learning process which may be formal or informal. This is expected to help in stabilising the youth and the society when faced with impending disagreement and societal unrest.

Franovic (2007) points out that conflict is an opportunity for change, in the sense that although not liked or unpleasant but by avoiding it, it will not solve a problem. It may worsen situation if conflict is allowed to pile up leading to a violence reaction. So, peace education gives the ability and capability to unravel the existing conflict, deal with them and find ways of creative transformation. Really, conflict is an excellent indicator of something not being right as desired in any angle and it is an indication that a change is required. Society often changes by conflict but adequate peace education makes it easier to handle and manage as it empowers people to eschew hatred, violence and maintain harmonious co-existence. Howlett (2008) in his exposition of the emulative and good roles of Jane Addams in promotion of peace and social justice

points that Jane's focus was on educating the public about socio-economic justice as an indispensable way to achieve global harmony, and that she stressed on the role professional women have to play in the field of education, social work, and world peace. It was lamented that the reality of world peace necessitates addressing the social ills at various home economies and the attainment of this noble goal domestically and globally is through educational awareness. So the educators were frequently reminded that it is with peace that social improvement is guaranteed. A large country such as Nigeria with a population of over 170 million has to intensify peace education in all ramifications through the various agents of social, economic and spiritual reformation. It is only when peace education is considerably established in the consciousness of all and sundry would conflict resolution be readily applied. This really implies the saying that to develop a nation, you have to aspire to develop the individual man through faith, believe and activities of truth in consciousness. Just as Fountain (1999) sees peace education as a process of encouraging the knowledge, skills, attitudes and values needed to bring about changes in life style and behaviour capable of empowering all levels of human being to avoid conflict and violence in all ramifications with a view to resolve conflict peacefully; and also bring about the circumstances suitable for peace to reign, be it at intrapersonal, interpersonal, intergroup, national or international level. Be it as it may, to ensure a sustainable development of both human and physical capital in a developing economy such as Nigeria, efforts should intently be geared toward concretizing peace education in all sphere of human learning process which is an indispensable tool for conflict resolution.

Problem of peace issue in Nigeria

Peace education has not been given adequate attention it deserves in consideration of multi-cultural, multi-ethnicity and various diversities inherent in the country of over 170 million people. Just as Amali and Jekayinfa (2013) posit that Nigeria is a heterogeneous society with ethnic pluralism that is rooted in diverse culture with various languages such as Hausa, Igbo, Yoruba, Gbagi, Tiv, Idoma, Nupe, Egbira, Kanuri, Fulfude, Edo, Ijaw, Efik, Ibibio, among others. The prevailing crises and varieties of disagreement among various interest groups in the country since after independence could be attributed to the diversity of ways of life due to accepted culture, values and norms unique to each ethnic origin. Religious differences have had its part of adverse effect in the encouragement of uniform approach of designing one pattern of education system capable of achieving peaceful resolution of conflict. Besides, the disparity existing between various regions of the country has its debilitating effect on uniform development. For instance, the difference between the Northern and the Southern parts of Nigeria with respect to economic resources and opportunities gave rise to inter-regional rivalry after independence. The Southern part was bestowed with natural resources and access to international water ways which exposed the region to improved economic, social and educational development in contrast to the Northern region (Amali and Jekayinfa, 2013). Uniform development has never been possible in such a way as to bring equal enlightenment opportunities capable of ensuring sufficient knowledge in peace and conflict resolution.

Apart from lack of well defined peace education at all levels of education in the country, various efforts made in the past and present to maintain peace and stability has not achieved desirable success. For instance, the establishments of Council of Inter-Religious Harmony by the federal government under the control of Sultan of Sokoto (the president of Supreme Council of Islamic Affairs) and the National President of Christian Association of Nigeria was aimed at ensuring peace, yet much has not been attained in restoring sufficient peace. Peace education is aimed at re-orientation of the citizenry with a view to reform approaches of conflict resolution which deters wanton destruction of life and property at little or no provocation. Suffice it to point out that lack of good governance has contributed significantly to the problem of education in general and peace education, in particular. Poor economic environment and hardship has increased poverty, disharmony and dissatisfaction among Nigerians to the point of being willing to opt for refugees and asylum immigrants in other countries of the world. Peace education basics have not been inculcated to many Nigerian, and hence many often times resort to violence in resolving issues.

One important problem of peace education is absence of equal education opportunities. In the country's Second National Development Plan in the late 1960s, one of the goals focused on a just and egalitarian society, which aimed at creating equal educational opportunities for all and sundry (Osuka, 2006: Adenle and Uwameiye, 2012). But equal education opportunities for all citizens of the country at all levels of education at present is a mirage. Access to education has not been possible for all who wish to be educated due to bad governance (George-Genyi, 2013). This situation left idle minds in the society who are ready to attack the society at little incentive. Besides, the neglect of education system in the country has compelled a good number of Nigeria to seek for quality education outside the country, and some prefer trading and hawking to being educated. This situation does not encourage effective peace education capable of social reform. It is also pertinent to point that illiteracy level in Nigeria is high. The illiterate parents are not well equipped to give basic informal peace education to wards. At family level which is the primary stage of knowledge acquisition for members lack peace education information required for transfer to future generation. Some parents live like cats and dogs. The siblings learn by example (which is better than precepts). What do you expect in a society that has many of these types of parents? It is more of violence which bothers on ignorance which is a peculiar disease of man.

Peace issue in Nigeria is somehow left to the politicians and theoreticians while the advocates of peace, that is the teachers, are ill equipped and not properly motivated to carry on the role of enlightenment and education of the populace on the need to pursue conflict resolution without violence. Ijaiya (2004) points out that undoubtedly, education is an instrument of change and development for every person and the society in all ramifications and so since culture embraces social, economic, political and technological issues, the role of education is imperative as a tool of cultural re-orientation and development. This is intended to mellow down the aspect of culture that is contrary to the larger societal peaceful co-existence so as to

have harmonious life among people of various cultures. It is difficult to rule out the problem of peace without mentioning politically motivated conflicts and military coups in Nigeria. The impression it created often arouse emotional reactions on the part of the people. Ijaiya (2004) asserted that Nigeria has witnessed several politically motivated tensions emanating from several coups such as that of Gen Murtala, Orkar, Gen Buhari, Gen Babangida, and Gen Abacha. Even at the period of transition from military to democratic period, peace was not easily attained and so the body polity was heated up due to the activities of politicians as a result of personality clashes or inter party rancor, among others. Typical example is the follow up crisis due to the annulment of June 12, 1993 election, the conflict and rivalry between political parties and intra party conflicts at different parts of the country, the third term saga of Obasanjo regime and murder of Dele Giwa, Kudirat Abiola, Chief Bola Ige, among others. From all the aforementioned, it is undoubtful that peaceful atmosphere has been elusive in Nigeria. It is our conviction that the key to social, political and cultural reformation is conscientious adoption of efficient informal and formal peace education in Nigeria.

Peace education and economic development

Peace is the key for development of any economy. It is difficult to promote domestic and foreign investment in a society bedeviled with violence and lack of peace. Ibeanu (2005) asserts that peace is a condition of social harmony deficient of social antagonism. This implies that when a society is devoid of social conflict, there is the tendency for societal members to be able their attain to needs, aspirations, intentions and expectations. In a similar vein, George-Genyi (2013) perceived peace to be absence of fear, conflict, anxiety, exclusion, deprivation and violence aimed at creating an orderly society. Peace in an area involves regular activities of peace issues in the minds of the people. This presupposes regular peace education. However, peace education has been viewed and perceived in different ways by different scholars. The substance of many views is that members of a given society become exposed to a better approach of resolving conflict instead of opting for violence approach which invariably resulted to excessive waste of scarce resources. Noah and Desunmu (2011) posit that peace education is aimed at providing all categories of learners with the required awareness, skill, attitudes and values necessary to eradicate violence and injustice so as to encourage a culture of peace. In addition, peace education is a social action that is capable of positive results on the basis of how it is done so as to develop an ideal society that has desirable goal of peace and social justice. It implies social reform that stresses on regular peace education at informal and formal levels that is linked with issues of peace and social justice. This view can be likened to Hicks (1985) who sees peace education as actions and performances that awaken the understanding, skills and attitudes required to pursue peace initiative, examine impediments to peace at all angles with the intention to settle conflicts with fairness devoid of violence, and devising approaches of designing fair and sustainable alternative for future conflict. Meier (1980) posits that development is a gradual process whereby the real per capita income of a country increases over a long period of time-subject to the

stipulation that the number of people below an absolute poverty line does not increase and the distribution of income does not become more unequal. Unequivocally, peace education has an immense role to play in development of an economy as it promotes smooth economic activity which brings increase in production, resources utilization and income generation. Intuitively, it can be stated that there is a positive relationship between economic activity and social justice and peaceful environment. No sane investor is willing to invest in a country besieged by insecurity. The indicators of development in Nigeria is far from being desirable, hence poverty is on the increase. In spite of this, lack of peace and insufficient peace education has brought about wanton destruction of quality manpower, physical capital and other production factors. This situation has helped to increase poverty situation, especially in a region that regularly experience conflicts and social unrest. The human and physical capital devastation of the North Eastern Nigeria is a case in point.

A World Bank Economist sometime concluded that 40% of the population of developing country, Nigeria included live below absolute poverty defined in terms of income levels that are not sufficient to provide adequate nutrition. When this group of people frequently goes on rampage over every little provocation, it means raising poverty situation directly and indirectly. To guard against this ugly situation, it is imperative to introduce and sustain peace education at every stage of the development and growth of the people of the area. No society grows with frequent waste of acquired productive resources. Economic development involves positive changes in various facets of the economy in such a way as to improve and promote a better environment for the people to function in their economic, social and political aspirations. Economic development involves an environment devoid of conflict and insecurity. Business and economic activity require peaceful atmosphere, and peaceful atmosphere depends on the activities of the government with respect to the influence of the various macroeconomic factors and environmental restructuring. This presupposes that good governance is indispensable in ensuring social overhead capital availability as prerequisites for increased economic activity that will lead to increased productivity, resources utilisation, income generation and sustainable development. Consequently, instability is greatly minimized. George-Genyi (2013) points out that the government's failure or inability to tackle important factors of economic performance such as poverty alleviation, access to education, employment, resources distribution, infrastructural development, among others have denied the country of aspired peace and security required for sustainable development.

This entails the need for good governance that guarantees the government to live up to its responsibility through proper use of available resources devoid of injustice, favoritism and sincerity of purpose. It also implies sufficient provision of social overheads, people oriented policy/programmes, beneficial welfare packages and reduction of selfishness and corruption on the part of resource managers. Unfortunately, the whole of six geopolitical zones in the country have witnessed one form of crisis or the other. For instance: the North-Eastern geopolitical zone which consists of the states of Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe are the most affected

by insecurity at present due to the menace of Boko Haram. The North-West States of Kaduna, Katsina, Kano, Kebbi, Sokoto, Jigawa and Zamfara have on several occasions went on rampage thereby, destroying and wasting both human and physical capital. The North-Central States of Benue, Kogi, Kwara, Nasarawa, Niger and Plateau including the Abuja, Federal Capital Territory have witnessed interruptions of economic activities at different periods of time. Bomb blasts occur frequently in parts of this zone, destroying lives and damaging properties, thereby, retarding smooth business and government operation. The South-Western States of Lagos, Ekiti, Oyo, Osun, Ondo and Ogun are not devoid of conflicts given the happenings that in one way or the other deter economic activity. In addition, the South-South States of Akwa-Ibom, Cross River, Edo, Delta, Rivers and Bayelsa, although relatively peaceful at moment but was the pioneer of kidnapping cum other violence conflicts brought about by Niger Delta Militia which thwarted the operation of crude oil exploration, and finally the South-Eastern States of Anambra, Imo, Ebonyi, Enugu and Abia are not exempted as varieties of crisis and conflicts in the area have affected adversely the people. Aba in Abia state at a certain period disrupted economic activity due the actions of kidnappers. Community clashes in Ebonyi state led to the death of many lives cum other social disability arising from the clash. Besides, the political brouhaha in Anambra state was a thing of worry. No meaningful productivity is possible in a violence and conflict prone environment. The externalities of the conflicts in one geopolitical zone are seriously felt in nearby zones.

It can be seen virtually that no part of the country has been devoid of one form of conflict or the other, and this has in so many ways contributed significantly to the present level of underdevelopment and poverty in the country. Consequently, the situation compelled many local and foreign investors to relocate to other countries that are relatively peaceful. When such happens, the zone experiences backwash effect which is a negative impact resulting from the cumulative effects of withdrawal of productive factors and unemployment of resources. Investors left with their skills, capital and entrepreneurial ability creating unemployment and poverty in the area. It can be pointed out that the rising state of poverty is related to incessant conflicts in Nigeria. The main antidote to this situation is conscious incorporation of peace education in every facet of the economy.

Way forward

In life, every situation or problem has its solution. It is a matter of choosing the best option among alternatives. The aspired peace in Nigeria is possible if and only if the right actions are taken. Every padlock has its special key. So, in our perspectives, some of the necessary steps to change frequent crisis in Nigeria include:

- Designing peace education programme at the informal level in such a way that the community leaders, churches, mosques, town union members and other social organisations will be involved. It means regular teaching by the leaders of each group using the local

language. Every member of a society belongs to at least one of the groups.

- Peace education should be included in Nigeria's education curriculum so that all levels of education are taught right from infants. This will help concretize the use of peace and dialogue to resolve issues in their minds instead of violence at little provocation. Many people act irrationally due to lack of knowledge and so when the lessons of peace stick in their minds positive social change and harmonious coexistence is unavoidable. Besides, peace and conflict resolution taught in the universities should not only be one semester course.
- The National Orientation Agency, apart from intensified media education on peace has to partner with all the 774 Local Government Areas in Nigeria so as to assist in the dissemination of peace enlightenment campaign. It involves eye-ball-to-eye-ball communication with organizers and the people of the area. The essence of repetition is to ensure proper assimilation.
- Good governance is very essential. Manifestoes should not end during campaign. All that are promised by political-position aspirant have to be effected to the letter. Provision of the basic necessities of living and welfare packages are indispensable. The excessive wealth acquisition by government officials few years in service should be discouraged. In other words, public interest should be pursued in all ramifications by leaders and corrupt practices avoided.
- The faith based organisations have to live up to their responsibilities. They should target and aim at the development of the individual man by inculcating discipline, sincerity and honesty. It implies that the major focus of teaching on prosperity by faith based organisation should be refocused to discipline and discipline. Besides, the immutable law of *karma* that is cause and effect; 'as a man sowed so shall he reap' need be emphasized by the faith based organisation. Most actions of man are due to ignorance of this immutable law.
- Free and compulsory adult education should be established in rural and urban areas of the country. This will help in equipping our illiterate parents with necessary information and knowledge to function. The greatest development of infants is from the family, especially the mother. A mother cannot give what she does not have, and so free and compulsory adult education is needed to help our illiterate parents.

Conclusion

The paper has really showed the level of absence of peace in Nigeria which calls for adequate peace education to build a better future. Interestingly, it was able to highlight some crises that have brought about massive destruction of lives and properties which contributed in no small way in wastage of scarce resources cum raising of the poverty situation in Nigeria. Yet situation in the country reflects high level of ignorance of the use of dialogue and peace in resolving conflicts due to inadequate peace education in the formal and

informal education system in Nigeria. Peace and Conflict Resolution taught as a General Study Course which is only in one semester at Nigerian universities is not enough to equip learners the need for the adoption of dialogue as a way of settling conflicts. It is obvious that no condition is permanent and the country will not remain engrossed with violence in conflict issues. The frequent waste of scarce human and physical resources will be a thing of the past if and only if peace education is embraced. A change in view points of Nigerian in settling matters through dialogue amicably is expected in the near future. The desired social change for better management of crisis by every individual and the society require a well designed peace education, which the articulated suggestions will help to achieve.

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