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Peace Education and National Security: The Need for its Improvement in Nigerian Schools

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Abstract: This study delves into the interrelationship between peace education and national security, emphasizing the urgency to enhance it within Nigerian educational institutions. This urgency is heightened due to the prevalent security challenges in Nigeria that serve as barriers to the nation's development trajectory. The paper provides an in-depth exploration of key concepts, including peace, national security, education, and peace education, elaborating on their inherent challenges and anticipated outcomes. The system theory framework was employed to elucidate the symbiotic relationship between peace education and national security. Drawing from both published and unpublished secondary sources, this position paper employed a thematic content analysis approach for data examination. Upon assessing the connection between peace education and Nigeria's national security, the study discerned that enhancing peace education can foster respect for all life forms, promote non-violence, advocate for justice through understanding and persuasion, and encourage communal sharing, tolerance, and unity. However, the research also identified several impediments to the successful integration of peace education. These include the government's hesitancy in fully embracing peace education, financial constraints, and the absence of a comprehensive and relevant peace education curriculum. To address these challenges, the paper puts forth several recommendations. Foremost among these is the call for the Nigerian Government to prioritize the augmentation of peace education within the school curriculum. This enhancement should be harmonized with entrepreneurship education across all educational tiers. Such an initiative would not only inculcate the importance of skill acquisition for societal sustenance in students but would also foster the development of their psycho-motor domain. The emphasis here is that equipping students with both food and skills can potentially curb criminal activities, especially since a significant portion of criminal acts is committed by unemployed youths.

Keywords: *Peace, Education, National Security, Nigerian Schools*

Introduction

Education is universally asserted to be a major catalyst for individual and national peace because it is the process of transmitting knowledge, skills and attitudes of value that engender positive transformation. Education is also regarded as the most important instrument for preparing individuals for life as well as reforming 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 to 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.

Nigeria as one of the most populous African nations is still battling with different challenges ranging from political tensions to religious and tribal violent conflicts. These events constitute factors that have been negatively influencing the development of the country as they are left unattended to the issue of conflict and

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are gradually becoming part of the national culture. The level of national insecurity has become a concern to both citizens and international bodies. According to Orisa (2011), insecurity is simply "Not safe or protected", when citizens do not have confidence about their country and relationship with others. The issue of insecurity has been a wide discussion in our society; it is no longer a new phenomenon, as every state in our country Nigeria has experienced insecurity and the world at large. Orisa (opcit) posited there is an absolute fear of instability in governance. This instability creates tension, and fear and leads to insecurity in our society. Consequently, the situation of conflict and tension continues, and the new generations are not aware of those issues and the need to resolve them. Bearing in mind that Nigeria is a multicultural and multi-ethnic nation where people are raised differently according to the beliefs and customs of their ethnic group. Consequently, by observing one's behaviours it is possible to discover one's origins (Ogunyemi, 2016). With this situation it becomes a problem that this study seeks to look at, and how it can be mitigated using peace education strategy.

The above assertion justifies the necessity of a Peace Education programme in Nigeria since many unresolved issues need urgent attention. Peace education according to Kester (2018) is of very high importance, as it will enable people to adopt a positive attitude regarding the different issues they can face in their lives and to develop the necessary skills to peacefully resolve conflicts. This, in turn, will impact positively on the society. Therefore, it is crucial to develop a Peace Education programme. There has been evidence which had shown beyond doubt, that these are better accomplished where people are educated on 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, 2019). The government's superior force has not been able to roll 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 is 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.

Peace Education is education for peaceful and non-violent co-existence (Ezeoba, 2021). Aguba (2018) noted that it is expedient for educational planners to make Peace Education an integral component of subjects so that Nigerians can be educated on how to peacefully live together as one. Harris and Morison (2021) opined that in the nineteenth century, social reforms considered that the foundation for social change was given by schools, churches, and community groups. Through education, it was hoped that the students' willingness to positively contribute to the development of the study would increase, and consequently, their dislike for violence and war would also increase. By carefully and consistently raising awareness of the disastrous consequences of war worldwide, it was hoped that the student's ability to resolve conflicts peacefully would increase. Peace Education programs are highly needed in Nigeria primary and secondary schools as a means of catching them young to minimize the spirit of tolerance that engenders conflict all over the world (Ogunyemi & Adetoro 2013). This will equally empower the children with the necessary knowledge of peace and the skills to address the issues without resorting to violence.

Again, the teaching of Peace Education will enable the youths to become good citizens who act positively to the nation. Therefore, Peace Education programmes must take a comprehensive approach to addressing the root causes of violence, and to this end, the implementation and practice of Peace Education need to be properly and continuously evaluated to ensure effectiveness (Kester, 2018) and there is need for its improvement in the Nigerian education given its poor concern from primary to tertiary levels. Research has shown that Peace Education needs to embrace the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values, Kiz-zovu (2016) revealed that Peace Education philosophy teaches love, compassion, trust, fairness, cooperation and reverence for the human family and all life on this planet. Despite this, available research disclosed that Peace Education is not fully in operation in our educational system Ikwumelu (2010), Olu-Orungbemi and Olowo (2011). In Nigeria,

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presently, there are cases of conflict, inter-tribal clashes, and ethno-religious violence. It is against this background that this study seeks to examine the effect of integrating Peace Education into Nigeria's education system Based on the above factors, it becomes imperative for this study to bring to light peace education and national development, and to suggest its need for improvement in Nigerian schools.

Literature Review
Peace
The concept of peace is synonymous with development. It involves societal friendship and harmony in the absence of hospitality and violence. According to Albert Einstein cited in Vesilind (2005) peace is not only the absence of war but includes the presence of justice, law, order, or government in the society. In most peace and conflict studies, most researchers have been more in-depth in the analysis of conflict, thereby giving little attention to peace. This also implies that there is more literature on conflict than on peace. However, in any vantage, it may be looked at, we cannot divorce both concepts as they are concerned in a mono utilization. Operationally, peace as a concept 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 policymakers. 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).

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, 2019). 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.

Education
The term "education" although used by many is difficult to define, partly because it has a wide variety of meanings, and partly because it involves not only one but several complex processes. Education is any act or experience that has a foundational effect on the mind, character, or physical capacity of an individual (for instance, a child is educated by his environment through interaction with his environment) (Briggs, Ololube, Kpolovie, Amaele & Amanchukwu 2012). It is the whole variety of experiences in life through which an individual learns something new. In technical logic, education is the process by which society deliberately transmits its accumulated knowledge, values, and abilities from one generation to another through institutions and education (Ololube, 2011). Given the centrality of education throughout the world, education is a powerful tool for social progress, without which no individual can achieve development (Uriah et al., 2015). It was on this basis, that this study is centred on peace education as a panacea for peace and security in Nigeria. This is because education is socializing, as its society (through schools, colleges, universities and other institutions) deliberately transmits its cultural heritage from one generation to another.

Peace Education
Peace education is the process of equipping learners with tools for developing knowledge, skills, values, and attitudes needed for resolving differences and conflicts in non-violent ways and in living peacefully with oneself, others, and the environment. It is concerned with resolving conflict at intrapersonal, interpersonal, and intergroup levels without violence. It also has to do with conflict resolution at local, national, and international levels. Peace education refers to the process of promoting the knowledge, skills, attitudes, and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level (UNICEF 1999). Going by UNICEF's position, peace education has a place in all societies not only in countries undergoing armed conflict or emergencies. This is so because lasting behaviour change in children and adults only occurs

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over time, effective peace education is necessarily a long-term process, not a short-term intervention. While often based in schools and other learning environment, peace education should ideally involve the entire community. Education is also concerned with the acquisition of knowledge, skills, values, and attitudes for creating an atmosphere of peace within the individual or for achieving inner peace (Akudole, 2010).

The nature of Peace Education enables it to embrace the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values. A culture of peace will be achieved when citizens of the world understand global problems; have the skills to resolve conflict constructively; know and live by international standards of human rights gender and racial equality; appreciate cultural diversity and respect the integrity of the earth. Such learning cannot be achieved without international, sustained, and systematic education for peace (Global Campaign for Peace Education, 2019). Turray (2021) opined that Peace Education enables participants to empower themselves with knowledge, skills, attitudes, values, and beliefs which build cultures of peace, non-violence, and sustainability. He added that effective Peace Education enables learners to critically analyse the root causes of violence, wars, conflict, and social justice, and develop alternatives to violence. The existence of peace indicates the absence of both overt and structural violence.

National Security

The issue of national security can only be understood under the concept of security. Security, as defined by Igbuzor (2011) is the condition or feeling of safety from harm or danger, the defence, 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 various 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 behaviour of other members within the system. At the local level, security thus, includes the ability of the state to predict the implication of any 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 a fair amount of predictability on the behaviour of its citizens. However, Aliyu (2012) conceived and presented security as a state of reduced or contained threats and tension in which the stability of a state is not in imminent danger of disruption from within or without.

Where security is lacking in a state, it is referred to as national insecurity. Stability is here viewed as the order, regularity and pattern which characterize 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 the 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 multidimensional concept which has, over the last century, been the subject of great debate.

However, long before that, the history of humanity 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 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. 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. 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 destruction or dangerous threats (Mukhtar, 2012).

Table1: Kidnapping and Attacks by Militants in Niger Delta

S/N	Date	Location	Observations
1.	7th April 2000	Rivers	Kidnapped 40 expatriates made up of 10 Koreans, 15 British and 15 French at Hostage
2.	14th April 2000	Delta	Kidnapped 19 employees owned by shell oil company.
3.	31st July 2000	Bayelsa	Kidnapped 165 persons at two oil drilling rigs.

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4.	29ᵗʰ Jan. 2001	Rivers	Blew up oil flow stations, 40,000 barrels of oil was reported wasted per day.
5.	1ˢᵗ April 2002	Delta	Kidnapped 10 oil workers contracted to shell oil company.
6.	30ᵗʰ Sept. 2010	Delta	Attacked Agip oil pipeline, shut down 4000 barrels of production each day
7.	1ˢᵗ Oct. 2010	Bayelsa	Attack on Agip oil pipeline again.
8.	28ᵗʰ-29ᵗʰ Oct. 2010	Bayelsa	Sabotaged oil minor pipeline.

Source: Extracted from Enyidah-OkeyOrdu (2017)

Table 2: The Fulani Herdsmen/Farmers Attacks on Benue State from 2013-2018

1	February 2013	Fulani attacked Agatu burning Inoli, Ologba, Olegeje, Abugbe communities in Benue and other communities. Many lives were lost.
6	July 31 2013	Herdsmen invade 2 villages in Agatu Local Government Area killing 8 villagers allegedly in retaliation for the killing of 112 cows.
7	November 7 2013	Attackers strike at Ikpele and Okpopolo communities killing 7 and displacing over 6000 inhabitants.
8	November 9 2013,	36 locals killed and 7 villages overrun in an attack by herdsmen in Agatu Local Government Area in Benue State.
9	January 20, 2014,	Gunmen attack Agatu Local Government Area, killing five soldiers and 7 civilians
10	20-21 February 2014,	Herdsmen killed 35 persons in Giner west Local Government Area.
16	April 27 2015	28 persons killed by herdsmen in attack on 3 villages at Mbadiven Gurna LGA
17	Feb. 8 2016	10 killed and 300 displaced in clash between herdsmen and farmers at Tor-Anyiin and Tor-Ataan in Buruku LGA
18	Feb 21-24 2016	Over 500 locals killed and 7000 displaced in an attack on Agatu LGA by Fulani herdsmen.
19	March 11 2017	Seven people were killed when herdsmen attacked a Tiv community, Mkgovur village in Buruku local government area of Benue State.
21	April 8 2018	8 persons were feared dead on a fresh attach on Agatu community by the herdsmen
23	On June 7 2018	15 people were killed in clashes in Benue by the herdsmen.

Source: Godwin Ameh (2018)

Table3: Boko Haram attacks and human casualties from 2009-2018.

S/N	DATE ATTACK	STATE	CASUALTIES
1	July 27, 2009	Yobe State	Three policemen died
2	September 8, 2010	Bauchi	Bauchi centre prison were set ablaze, and their members escaped
3	March 13, 2010	Plateau State	300 people died
4	October 1, 2010	Abuja State	12 lives were claimed
5	December 25, 2010	Plateau State	8 people killed
6	December 13, 2010	Abuja State	10 lives were claimed
7	January 21, 2011	Borno State	Modu Sheriff killed and six others
8	March 2, 2011	Kaduna	Two policemen killed
9	March 30, 2011	Yobe	Bomb injured policemen
10	April 26, 2011	Borno	3 people killed
11	June 16, 2011	Abuja	3 people killed
12	July 9, 2011	Borno	31 casualties
13	July 9, 2011	Niger State	Four killed, others injured
14	July 12, 2011	Borno	Five people died

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15	July 15, 2011	Borno	Five people injured
16	July 23, 2011	Borno	3 soldiers injured
17	August 25, 2011	Abuja	4 policemen and 7 civilians were killed
18	September 13, 2011	Borno	4 soldiers injured
19	January 29, 2012	Borno	2 killed
20	February 7, 2012	Kano	10 killed
21	February 15, 2012	Kogi	A warder killed in Kotonkaji prison and 199 prisoners released.
22	July 8, 2012	Jos	Killing of politicians and 50 others
23	July 6, 2013	Yobe	Attacked on GSS Mamado
24	August 18, 2013	Maiduguri	Attack on Konduga community
25	April 14/15 2014	Borno	Kidnapping of 276 Chibok girls
26	December 10, 2014	Kano	7 people were killed
27	July 2015	Borno	Attack on a mosque, 97 people killed
28	July 2, 2015	Borno	Separated men and boys from women and children then killed the men and boys.
29	July 2015	Borno	11 men killed
30	February 19, 2018	Yobe	Kidnapping of 110 Dapche girls.

Source: Epelle and Uranta (2014) Asua and Okon (2014)

The data presented in the tables highlights the severity and impact of various forms of violence and security concerns in Nigeria, particularly from 2000 to 2018. Table 1 focuses on the activities of militants in the Niger Delta region, detailing instances of kidnappings and attacks on oil installations. These incidents are not only detrimental to the Nigerian economy but also endanger foreign and local workers. The data indicates the scale of the disruption, ranging from the kidnapping of 165 persons in a single event to sabotaging oil pipelines that resulted in substantial financial losses (Enyidah-OkeyOrdu, 2017).

Table 2 outlines the encounters between Fulani herdsmen and farmers in Benue State from 2013 to 2018. The records show multiple instances of unprovoked attacks, killings, and displacements, contributing to social disarray and exacerbating tensions between agricultural communities and nomadic herders (Godwin Ameh, 2018). This data exemplifies the dire need for conflict resolution mechanisms at the grassroots level to tackle these recurrent crises.

Table 3 offers a grim representation of Boko Haram activities from 2009 to 2018, focusing on the states most affected and the human casualties. The table records a range of incidents, from police and soldier deaths to mass kidnappings like the infamous Chibok and Dapchi abductions (Epelle & Uranta, 2014; Asua & Okon, 2014). This data serves as an urgent call to action for stakeholders in security, governance, and international relations.

In summary, these tables provide a snapshot of the complex, multifaceted security challenges facing Nigeria, demanding concerted, multi-agency efforts to restore peace and foster development.

Theoretical Underpinning
Based on the role of various elements in societal survival led the researcher to adopt or anchor the study on system theory. System theory was developed by Von Bertalanify and Godson Heam (1959). Ifedili's (2004) system is a set of elements which are actively interrelated, and which operate in some ways as a bonded unit. In other words, a system could be seen as a set of interrelated and interdependent components designed to realize a set of goals. There are two types of systems - a closed and an open system. A closed system does not interact with the outer environment. It depends entirely on itself. An open system, on the other hand, interacts with the outside environment. The system theory brings together the ideas propounded in scientific management administration, human relations, and behavioural scientists. The system theory insists that all scientific phenomena can be evaluated as a system.
System theory assumption rests on the belief that an institution has different components performing distinct functions in such a way that they are interdependent and interact with the environment around it. Therefore,

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what affects one unit also affects the other unit of the system and its environment. A system can be perceived with parts and their interdependent relationship. It has sub-systems and is also part of a supra system. System theory just like structural functionalism sees a society as a system or organism that has different structures or a human body that has various parts; each part performing a particular role for the maintenance and survival of the system or body. The system theorists are of the view that responsibilities are shared according to social structures or values. This is in a bid to maintain the survival of various parts that make up the entire society. In this case, what happens to any part affects other parts of the entire body. The system theory emphasizes the need for all parts to always contribute to society. It also encourages every part to contribute meaningfully towards the progress and maintenance of the entire society. This will go a long way to reduce societal crises such as crime and insecurity (Okeke, 2020).

An extrapolation from this study, it explains the position of peace education as a system that enhances national security. Thus, national security can be achievable through peace education which should spread through the phases of the Nigerian educational system. The less attention on peace education affects the other systems of society such as the security aspect of society that without it development and harmonious living cannot take place. Hence, to ensure effective national security and development, the government and policymakers should ensure to improvement of peace education across the educational sphere of the society.

Data Presentation
Peace Education and National Security: The Nexus
The role of education in national unity cannot be overemphasized. The overriding goal of Peace Education is to develop in the learner the disposition and confidence as agents of peace who can live in harmony with themselves, others and the natural environment as well as promote peace, human rights, and democracy in the society (Akudolu 2010). This goal of Peace Education is based on the eight keys of Peace Education emanating from United Nations resolutions and the Noble Peace Prize Laureates' Manifesto 2000 (Hawke Research Institute, 2010:2) cited in Oluwatoyin (2016) as presented:

i. Respect all life: respecting the rights and dignity of each human being
ii. Non-violence: rejection of violence, obtaining justice by convincing and understanding.
iii. Sharing: developing attitudes and skills for living together in harmony, putting an end to exclusion and oppression
iv. Listening to understand gives everyone a chance to learn and share through the free flow of information.
v. Preservation of the planet: making sure that progress and development and good for everyone and for the environment.
vi. Tolerance and Solidarity: appreciating that people are different and that everyone has something to contribute to the community. Equality of people; ensuring an equal place for men and women in building society.
vii. Democracy: making decisions by having your say and giving others theirs.

In Nigeria, Education is a process by which individuals are assisted formally through proper direction and guidance to develop their capacities for their benefit and that of 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 fatherland (Enaigbe & Igbinoghene, 2016). There is a need for a total overhaul of the curriculum at all levels of education with a view to providing its recipients, with 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 coexist with and contribute to the development of the society. This calls for cooperation 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 to produce informed citizens who can contribute to the democratic way of life.

Every sovereign, independent state must train, sustain, and nurture people to serve in its security and intelligence outfits. According to Esiemokhai (2005), in Europe and America, these people are selected from the best and the brightest citizens, who are endowed with keen and subtle intellect. Recruitment into defence

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and military intelligence outfits needs a 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 ranked by the federal character formula Education helps to create an informed citizenry which is vital to a 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.

Peace education is an immensely essential element for national security and development. This is true as peace education is given to nurture the behaviour, attitude, emotions, and perceptions of people to embrace peace in all circumstances and plays a key role in the role in the life of individuals and the society at large. These roles are enumerated as follows:

i.   Peace education provides the mind of an individual with a changing vision of peace to encounter violent images that dominate cultures.

ii.   Peace education is the only instrument that will stimulate human imagination to love and embrace peace through generations.

iii.   Peace education provides awareness to the citizens in a country on how to be security conscious and how to achieve security

iv.   Given the diversity in human culture, peace education will help the citizens or learners to show respect for this cultural diversity.

v.   Finally, such education will instil respect for human life, hence eschewing all forms of ethnic intolerance and love for conflict and war and therefore embrace peaceful co-existence.

Challenges in Managing Peace and Security Education in Nigerian Schools
According to Asamonye, Osuagwu, and Kalu (2014), Adeleke (2010); Aliyu (2012) and Abida, (2013), the most noticeable challenges of managing peace and security education in Nigerian schools include:

➢ Inadequate knowledge about the concept of peace education as well as its aims and objectives by the policymakers, members of the 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 of how the programme will be conducted and how it will be modelled 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.

➢ There has been the problem of acceptability of the peace education concept by governments in West Africa, Nigeria inclusive. Adeleke (2010) posited that if the 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.

➢ There has been the problem of political will to adopt it as part of the education policy despite the increasing appreciation of its positive impact on the psychosocial behaviour of children who have already benefited from the programme.

➢ There has been the problem of 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 its human and material inputs. With too little money, education can be helpless. With an ample supply, its problems become more manageable even though they do not vanish.

➢ Equally, there is the conundrum of an appropriate and comprehensive peace education curriculum that can be used to suit the needs of the country. A number of countries have developed peace education curricula for schools, usually including of activities such as communication, cooperation, problem solving, etc without which the objectives of peace education would not be achieved.

➢ It was found that 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 methods instead of the competition learning approach. Abida, (2013) opined that it is the

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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 promote an open atmosphere for discussion in which students feel free to participate.

➢ Furthermore, the basic and primary needs of man in society for survival today are food, water, and shelter. There is this saying that a man who is hungry is always angry. When these needs are not met, peace education will suffer defeat.

➢ Again, parents and guardians are often reluctant to support their children and wards to actively participate in peace education programmes and activities (Aliyu, 2012). Socialization begins at home and is nurtured by the school. However, a cooperative learning environment, conflict management initiative, the constructive use of controversy, and the establishment of resolution dispute centres in the family and schools will enhance a constructive relationship which will help prepare children to live in a peaceful world.

The Need for Improvement of Peace Education in Nigerian Schools
Given the plethora of benefits of peace education in Nigerian schools, it is imperative to advance and improve the programme. Peace education improvement is very necessary in schools because Nigerian society is infested with threats of violence. The essence is because

i.　Obviously, teachers as surrogate parents promote peaceful coexistence among students by resolving conflicts justly in the class. Mutual respect, tolerance and observance of a child's rights help to create love, happiness and a conducive atmosphere for teaching and learning.

ii.　Also, children learn peace education through various approaches and patterns such as discipline, avoiding aggressive tendencies and developing team spirit through academic activities in schools.

iii.　This type of education called peace education helps to create democratic leadership in the class, order, gender equality and healthy interactions (Enaigbe & Igbinoghene, 2016).

iv.　 Peace education and peace culture are global targets capable of achieving quality economic output, and good technological and social development. Therefore, inculcating peace culture to students is the root of quality human resources, civilization, and peaceful coexistence.

v.　The significance 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 intertribal/religious disunity within the country, militancy, cultism in schools, theft, political crisis, rape, prostitution, and killings.

vi.　There are other unscrupulous behaviours that can be expunged such as hatred, prejudice, pride, and murder. Despite all the above crime/insecurity mentioned, peace education can be replaced with love, patience, tolerance, dialogue and understanding. These foster 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 not met the desired results. That is because in spite of 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 of the question of security. Therefore, the Nigerian government should ensure that all tertiary institutions and secondary and primary schools should ensure to include peace education in their curriculum. However, the inclusion of peace education in our curriculum can lead to the following as presented by Kester (2008) Ogunyemi and Adetoro (2013):

i.　The inclusion of peace education in Nigerian secondary school curriculum will pave the way for respect of human rights and children's rights

ii.　The teaching of peace education at the various school levels will reduce crime in Nigeria.

Thus, Ikumelu (2010) acknowledged the fact that the Peace Education element has been in the Nigerian curriculum for a long time through various forms such as Citizenship Education, Global Education, Civic Education and Social Studies. In all these forms of Education according to him, the curriculum touches on peace issues only tangentially or imaginatively without deep implementation in the curriculum. In agreement

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with Ikumelu submission, Mawuaden and Antwi (2007) revealed that in the past, scholars in Social Studies and other social problem-solving disciplines emphasized only concepts like patriotism and man environmental interrelationships. In response to this clamour, considering the complex items and nature of Peace as an indispensable condition in man-to-man interrelationship, the Nigerian government need to put more effort or motion, which can advance Peace Education.

Therefore, the teaching of Peace Education serves as a means of teaching the values and traditions of diverse cultures in Nigeria. For effective utilization of this discipline that is geared towards national development, Peace Education could be taught through games, songs and puppet play etc, also, a separate teaching manual should be developed for the Peace Education curriculum and Peace Education will be relevant for teaching the values and traditions of different culture in Nigeria. This also reflects the reports of Falade, Akinola and Adejube (2009), Olu-orungbemi and Olowo (2011) that Yoruba of Western Nigeria norms meant for social cohesion and smooth-running to their report adopt proverbs to teach the virtues of forgiveness, harmony, and peaceful co-existence. Also, Olu-Orungbemi and Olowo (2011) in their finding revealed that traditional proverbs, folk stories, and songs were frequently used to teach values that build positive relations. They however disclosed that during this ancient time, the nomenclature of Peace Education was not well stated despite its existence in the Nigerian Indigenous Education system.

Conclusion/Recommendations

The paper through its various approaches hinged on peace education for national security. This, therefore, implies that education is also regarded as the most important instrument for preparing individuals for life as well as reforming 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 democratic rule and good governance. There is no doubt that the major challenge to 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 considerable 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. Given the above, the following recommendations are stated as:

> There is a 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.

> In fact, the Nigerian federal government and the State Government should provide adequate funding for the education system. Through this effort, the essence of peace education will be achieved as resource persons and qualified teachers can be employed and well paid.

> Also, the Nigerian government should ensure that entrepreneurship education is introduced at all school levels. This will instil in the learners the need to acquire the skills to sustain society. Such efforts would enable the development of the psycho-motive domain of the learner that would present food and skills to them as most of those who perpetuate crime are mostly unemployed youths.

> Furthermore, there is a need for a review of the education curriculum to include critical subjects that are necessary for the development of informed and well-rounded citizens. The essence is to ensure that the learners are empowered with the development of cognitive, affective as well and psychomotor development.

> Finally, to achieve the essence of peace education, there should be ideal leadership in all the states of Nigeria. Such leadership would ensure addressing the quagmire of youth unemployment by providing employment opportunities to the huge youth population in the country.

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