

Peace and Security for Sustainable Development in Nigeria: Implications for Management of Secondary Education.

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Abstract: *The paper examines peace and security for sustainable development in Nigeria and implications for the management of secondary education. ¹Peace and Security are paramount to every society. But in Nigeria, banditry, kidnapping and robbery have become the order of the day. This has become a threat to the management of secondary schools where students and teachers live in perpetual fear. Major concepts defined in this paper include Peace, Peace Education, Security and management. The paper was further discussed under the following subheadings: the need for Peace Education, the relationship between peace and security, the theoretical pathway of peace and security and its implications. The paper concludes that there is a need to not only advocate for peaceful co-existence with each other but to ensure that actions and inaction work towards peace. The security of every student and staff should be paramount to all stakeholders and levels of government. Students can only learn in a friendly atmosphere, all stakeholders in secondary education should harness every opportunity to promote peace education. It was recommended that peace education should be part of the school curriculum and adequate security should be provided for secondary schools.*

Keywords: Peace, Security, Sustainable Development, Management, Secondary School

Introduction

Peace and security are theoretically linked and are essential for the peaceful coexistence of people in any environment or institution. Management of secondary Education can also be effectively and efficiently carried out where there is peace and adequate security. Isaac (2020) observed that both peace and adequate security are essential for peaceful co-existence. The author further stressed that the definition of peace is linked to the absence of war. Peace can only last where human rights are respected, where people are fed, and where individuals and nations are free (Abraham 2005).

Isaac (2020) sees peace as the absence of physical, psychological and structural violence with justice. The analysis of this definition is that there is peace when nobody is being subjected to physical attacks. This paper is divided into five sub-sections: the definition of peace and security, the theoretical pathway of peace and security; the relationship between peace and security, the need for peace and security and its implications.

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Theoretical Pathway of Peace and Security.

Gordon Allport formulated a well-known contact hypothesis in 1954, the contact hypothesis is a theory which suggests that prejudice and conflict between groups can be reduced if members of the groups interact with each other. The theory has the following postulation:

- a. Allport believed that contact in which members of one group are treated as subordinates and could make things worse.
- b. The members of the two groups have common goals.
- c. The members of the two groups work cooperatively, only the type of contact that leads people to do things together is likely to result in changed attitudes.
- d. There is institutional support for the contact. For the intergroup contact to be successful and accomplish positive changes in attitudes and behaviour, it must fulfil four basic conditions: the contact groups must be of equal status, the contact must be personal and manifold; the groups must depend on each other working for a super coordinated goal, and there must be institutional support for the equality norm. The numerous research projects that tried to verify the predictions of the contact hypothesis provided contradictory results, raising serious doubts about the major cognitive, affective, and behavioural shifts that occur as a result of organized meetings between representatives of conflicting groups. The assumption of this theory is in line with this paper as peaceful coexistence cannot be achieved without having contact with individuals that have a common goal.

Galtung (2020) opines that any peace achieved through the use of force is a “negative peace”. It is negative because it was forced down the throat of the people and not attained through dialogue or a peaceful process. Such a situation may not be sustainable as people are responding to pressure on them to be peaceful. Danesh (2008) proposes an integrative theory of peace which is understood as a psychosocial, political, moral and spiritual reality. The author further stressed that peace education must focus on healthy development and maturation of human consciousness by assisting people to examine and transform their worldviews. Since the early decades of the 20th century, “peace education” programmes in the world have represented a spectrum of focal themes including anti-nuclearize, international understanding, environmental responsibility, communication skills, non-violence, conflict resolution techniques, democracy, human rights awareness, tolerance of diversity, coexistence and gender quality among others.

Concept of Peace and Peace Education

Peace means being at peace with life itself. Having no fear or bitterness. Peace is more than merely sitting still or in silence. Peace, therefore, is a state of mind. Tagore (2007) states that “where the mind is without fear and the head is held high, into that kingdom of freedom my father let my country awake”. Peace is simply having a feeling of security, calmness and restfulness. It should be realised that global peace can only be achieved if each country is settled and at peace. The peace and happiness of each country can only be achieved if the citizens are at peace. This follows that a country can be peaceful and progress if its people learn to live together and tolerate each other (Isaac 2020). Almost everyone wants peace of mind, is peace of mind possible at all in our rushed life? It is up to us. We must come to terms with ourselves though the world may be full of problems and distress. We must see the positive side of it all. We must accept the problem as an opportunity and not as a problem. When there is no peace among persons, then peace in society is threatened. Sometimes this leads to chains of violence, a lack of peace destroys the identity of a country, and our mental and creative energies are diverted from useful activities to destructive ones (Omuya 2017).

However, security is the state of being free from threat and protection from or against potential harm. Every individual needs to be taught how to live with each other peacefully through peace education which impacts the cardinal values that can instill peace for peaceful co-existing.

Peace education is the process of acquiring the values, the knowledge and developing the right attitudes, skills, and behaviours to live in harmony with oneself, with others, and with the natural environment (Omuya 2017). On the other hand, Haruna (2021) defines peace education as the formal and informal method of inculcating cordial existence or relationships between people in any environment. There are numerous United Nations declarations on the importance of peace education. Ban Ki-Moon, U.N Secretary General 21st September 2013 dedicated the International Day of Peace to peace education to refocus minds and financing on the preeminence of peace education as a means to entrench the culture of peace. Peace education encompasses the key concepts of education and peace. While it is possible to define education as a process of systematic institutionalized transmission of knowledge and skills, as well as basic values and norms that are accepted in a certain society. The concept of peace is less clearly defined. Many writers make distinctions between positive and negative peace. Fabian (2020) defines negative peace as the absence of large-scale physical violence. Therefore, peace education is an interdisciplinary area of education whose goal is institutionalized and non-institutionalized teaching about peace and for peace. Peace education aims to help students acquire skills for non-violent conflict resolution and to reinforce these skills for active and responsible action in society for the promotion of the values of peace. Unlike conflict resolution, which can be considered to be retroactive-trying to solve a conflict after it has already occurred, peace education has a more proactive approach. It aims to prevent a conflict in advance or rather to educate individuals and society for a peaceful existence based on nonviolence, tolerance, equality, respect for difference, and social justice (Tagore, 2007).

There have been a lot of controversies about the benefits of peace education in the school system. When looking at the functions of a peace education program, it is an integrated comprehensive education focusing on life skills covering human rights, democracy, international understanding, tolerance, non-violence, multiculturalism, and all other values conveyed through the school curriculum. The program is also for life and immediate relevance, empowering individuals to achieve a just society in which all human rights of all persons are valued and respected. Peace education is the all-round education of each individual which should be extended to every learner. The emphasis is now, on the training of the teachers, education workers and all education stakeholders including staff from ministries of education. Educators promote the development of the whole person, to enable everyone to contribute to society in a caring and responsible manner. The variety of approaches and attitudes on what peace education is leads to the introduction of a series of titles: which include multicultural training, education for democracy and human rights and education for development.

The implementation of principles of peace education into the institutionalized educational system is a better approach, especially within the subjects encompassing the cultural heritage of the dominant society and the ethnic groups belonging to the society and how they can embody peace in the development of education. Peace and security play an important role in the smooth management of secondary education

Iredia (2011) sees security as the ability of a state to overcome any form of challenge. The author further states that security is more than military might, defence or law enforcement and points out other forms like job, water and food security. In the same vein, Abubakar (2005) views security from the perspective of human physiological needs. It is important for the attainment of physical and national security and overall peace and development, as

social unrest arising from the absence of such basic human security can indeed lead to security problems and conflicts.

The UNDP (1994) offered a paradigm with a much broader definition derived from the innovative new approaches calling it "human security" and portraying it as "people-centred", whose principal aim centres around "freedom from fear and freedom from want". This kind of security suggests safety from chronic threats like hunger, disease, and political repression, as well as "protection from sudden and hurtful disruptions in the patterns of daily life".

According to the UNDP(1994) report human security requires the attenuation of a wide range of threats to people. These were grouped under several constituent parts:

Economic security: assuring every individual a minimum perquisite income. Food security guarantees physical and economic access to basic food. Health security guarantees minimum protection from disease and unhealthy lifestyles. Environmental security, protecting people from the short and long-term ravages of nature, man-made threats in nature, and deterioration of the natural environment. **Personal security:** protecting people from physical violence whether from the state from external states, from violent individuals and sub-state actors, from domestic abuse, or even from the individual himself as in protection from suicide.

Community security, protecting people from loss of traditional relationships and values from sectarian and ethnic violence.

Political security: assuring that people "live in a society that honours their basic human rights". However, security is an all-encompassing condition in which citizens live in freedom, peace and safety; participate fully in the process of governance enjoy the protection of fundamental human rights; have access to resources and the necessities of life, and inhabit an environment which is not detrimental to their health and well-being. Canada Human Security Foundation (2000) defines it as "safety for people from both violent and non-violent threats and characterized by freedom from pervasive threats to people's rights, their safety or even their lives". The human security focus is on people (individual human beings).

According to UNDP (1994), the achievement of human security is a collaborative effort involving the individual citizen as an active player but also includes key roles for civil society groups and institutions, non-governmental and international organizations. The broadened definitions of security-including the human security Paradigm-have been challenged on several conceptual and methodological grounds. Scholars have argued that an extension of the construct to a wide variety of social and environmental phenomena runs a risk of rendering it so all-inclusive that it becomes largely meaningless as an analytical tool.

Relationship Between Peace and Security

Analysis of the relationship between peacebuilding and human security should begin with a broad conceptualization of human security that takes into consideration the individual situated in broader social structures. Such a conceptualization should include:

Individual sources of human insecurity: Harmful actions directed against people or property with visible and immediate consequences. They include banditry, lootings, and inter-communal strife, among others. The worst affected are women, children, and the elderly.

Institutional sources of human insecurity: Harmful actions and neglect of institutions that undermine human rights and human security. These include, among others, the collapse of welfare systems, the politicization and neglect of the military, the unprofessionalism and paramilitary and police forces that were once an integral part of the neo-patrimonial system. The specific examples are reduced wages, layoffs or a hiring freeze, and workers

(even soldiers) going for months without pay. Medical institutions such as hospitals without drugs and facilities, dilapidated schools and teachers with low morale, incessant strikes and increasingly corrupt civil servants are some of the effects of the neglect on institutions.

Structural and cultural sources of human insecurity: Harmful actions and results linked to the new modes of thinking and cognition in society at large, including international society. The consequence is tensions heighten between groups within a country, along with an increase in cross-border crimes and violence (Abubakar, 2005)

The Need for Peace Education and Security

Education should be infused with aims and purposes outlined in the charter of the United Nations, the constitution of UNESCO and the Universal Declaration of Human Rights Article 26 states, “education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedom. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace”.

Bajaj and Hantzopoulos (2016) opine that the new dimensions to lasting peace amid various crises should be a matter of urgency to curb incessant cases of insecurity. They went further to say the programme of peace should centre around promoting security and development which typically focused on the social behavioural symptoms of conflict, training individuals to resolve inter-personal disputes through techniques of negotiation and mediation.

Van Slyck, Stern and Elbedour (2019) emphasize that peace education programmes will alter beliefs, attitudes and behaviours from negative to positive attitudes that promote peace, security and development as a basis for preventing violence.

Implications of Peace and Security on the Management of Secondary Education

Chiaha in Haruna (2020) defined management as the efficient use of limited resources, using tools such as planning, organizing, coordinating and communicating to achieve the organizational goals. There are numerous effects of peace and security on the management of secondary education. Students will avoid violence because they are at peace with each other. Students will appreciate their diversity grasp the opportunity for positive relationships and avoid unnecessary bullying and conflict. This will bring about a positive school culture. But where banditry and kidnapping pose a great threat to peaceful coexistence in society it will hurt the management of education. The management functions stated in the definition of management become a mirage in the absence of peace and security. So, there is a positive relationship between management, peace and security.

Conclusion

The peace and security of both the students and the staff are paramount in the management of secondary schools. The students can only learn in a friendly environment. Therefore, all stakeholders in the educational sector should ensure that peaceful coexistence is maintained and adequate security should be provided for both the students and the staff. This will enhance the attainment of the goals of secondary education as indicated in the national policy of education.

Recommendations

Peace education as the all-round education of each individual should be extended to all learners including refugees, and migrant children, children from minorities and the disabled to promote equal opportunities through education. Training of teachers in peace education is very crucial, to enable everyone to contribute to society in a caring and responsible manner. At the state level, the defence of democratic values and good government through the promotion of a peace education policy whose emphasis is on the values of peace; solidarity and social

justice should be encouraged. Adequate facilities for E-Learning should be provided to promote the teaching of peace education to meet the demands and technology of the 21st century.

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