

THE PLACE OF CURRICULUM DEVELOPMENT FOR PEACE EDUCATION AND SUSTAINABLE DEVELOPMENT IN NIGERIA ‘PROCEDURES AND STRATEGIES

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Abstract

Nigerian educational system has gone through various developments and changes viz-a-viz curriculum issues all geared towards sustainable development. This write-up is informed by the dynamic nature of curriculum for peace education and sustainable development in Nigeria. This paper views the retrospect's of peace education in schools, using a national workable curriculum framework in inculcating peace, value, attitudes and cultural and religious diversities in Nigeria for peace and sustainable development of the children through education. In doing so, this paper defines the concept of peace education and curriculum development taking into cognizance mainly school activities procedures and strategies to be employed in the achievement of the goal of peace and sustainable development in Nigeria. Procedures, strategies and teaching- learning in school settings were also made lucid in this paper. The paper also attempts to use a framework or design of instruction in schools bearing in mind the actual teaching process involved with activities of both the teachers and students. This paper places much emphasis on the teachers as the pivot of using education for peace and sustainable development and also advocates the teachers education programme to include peace education as a subject area of its own in the future.

Key words: Peace, Peace education, sustainable development

Introduction

Education can be viewed as a social service all over the world, Nigeria, inclusive. Education if adequately provided could help to change the traditional attitudes, beliefs and practices that promote national and human development. In Nigeria the Federal Government recognizes education as the right of every child. (Oghuvbu; Enamiroro (2013).

The world is in a recession of great technological breakthrough that has brought in 21st century development and advancement. These developments usually characterized by rising incidence of physical, political, ecological and even psychological violence at personal and interpersonal levels as well as communal, national and international levels (Akudolu 2012).

In the real sense, education is a purposive conscience or unconscious psychological, sociological scientific and philosophic process which should bring about individual development in the society in ways that help to mesh security of both individual and society happiness and prosperity (Singh, 2007) consequently, educationalist around the world are making colossal and frantic efforts to realign educational endeavours to equipping learners with the necessary skills and competencies for effective life in a knowledge packed society. Since Nigeria philosophy of education present education as “as instrument for national development (FRN, 2004, p.6).

Concept Of Peace Education

With all these colossal technological 21st century breakthroughs a new era of unprecedented levels of violence, with constant threats are abound posed by intolerance, fanatics, dispute and discordance. These forms of conflicts according to Kesterner and Ray (2002) are a social factual situation in which at least two parties (individuals, group, states) are involved and strive for goals which can be reached by one party, and want to employ incompatible means to achieve a certain goal. Ethical actions, peace and welfare are new challenges facing our great nation today. War and violence occur mainly due to resolved conflicts.

These conflicts usually can be resolved constructively without escalations when proper conflict revolutions are applied. That is why UNESCO in its preamble to her 2009 publication stated that “Since war begins in the minds of men, it is the minds of me that defense of peace must be constructed”

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This leads us to take seriously with consideration a space for peace education within the frame work of the national school curriculum. Education being a significantly long- term process could compellingly be used in clearly subduing escalating trends of or taste for violence, thus building up peace, tolerance , justice, intercultural understanding and civic responsibility. However, education as practiced in Nigerian schools often creates a platform for violence both real and symbolic. These

circumstance abound necessitates the need to reorient education and school curriculum, taking into cognizance peace education as a priority in the sustainable development of our nation. For this reason and more, Enoh (2009) was quite specific in his presentation on education for national development and pointed out that we need to be precise on the aspect of development we are interested and the type of education to make contribution for development.

Education for peace seeks to nurture ethical development , inculcate, values, attitudes and skills required for bringing in harmony with oneself and with others . Peace education as a treasured value, cuts accords all curricular areas, coinciding with and complementing the values therein. Education for peace encompasses respect for human right, justice, tolerance, cooperation, social responsibility and respect for cultural diversity in addition to a firm commitment to democracy and non-violent conflict resolution.

The concern for equality and social justice, which refers to practicing, non-exploitation towards the have-nots, the poor, the low class, and middle class and the under privileged and creating a non-violent social system, is the hall mark of education for peace. For this reason, social justice is an important aspect of peace education. Basically, peace cannot exist if human rights are trampled upon, thus human rights is another central concept in peace education. Human rights are the values of non – discrimination and equality, which contribute to building a culture of peace in society”.

Peace education must be a concern that permeates the entire school life curriculum, co-curriculum, classroom environment, school management, teacher-pupils relationship, teaching- learning process and the entire range of school activities. Hence, it is important to examine from the view point of how they may contribute to children’s sense of inadequacy, frustration, impatience and insecurity.

Education generally, in true sense should empower individual to clarify their values; to enable them take or make conscious and deliberate decision, taking into cognizance the consequences of their action, to choose the way of peace rather than violence to enable them to be makers of peace rather than consumers of peace.

According to Akudolu (2012), there are two arms of peace education being implemented in most societies. These arms are peace education and education for peace. Peace education is concerned with the in and out of school process of inculcating in the learner the knowledge, skill, attitude and values to live in harmony with oneself and others by adopting peaceful resolution to interpersonal

and intrapersonal conflict. The other arm is education for peace, which implies peace as subject of study in schools. Education for peace presents peace as one of the aims of education. Akudolu in her paper “Emerging trends in curriculum development in Nigeria” recognized the two arms of peace education. This paper merges the two forms of peace education, curriculum development in Nigeria, and sustainable development in Nigeria. It is in the same line that the United Nations (UN) has been promoting a global campaign for the establishment of a culture of peace through education by initiating this culture of peace using education as a tool. Achieving this global objective of establishing peace in the society through various aspects in a country’s educational curriculum document, Akudolu (2010, p. 7) observed that “since peace behavior is more caught than taught, it pays to complement school learning of peace behavior with concerted, conscious efforts to promote peace behaviour in a systematic way both in school and out of school”. In – school promotion of education for peace implies integrating basic elements of peace education appropriately into all instructional activities in the school, while out-of- school promotion involves all strategies for the promotion of dimensions of peace education in informal learning. For this reason, Uwagie-Ero and Okosun (2002) have posited that for there to be sustainable peace, the citizen participating approach should be adopted in education especially in the teaching since it has the merit of galvanizing the people (student) into action. These procedures and strategies will be fully discussed later in this paper.

Curriculum Development Framework for Peace Education

Aqusiobo (2003) in Okoro (2007) consider curriculum as a organized framework that sets out the content that children have to learn, the process through which children achieve goals which the curriculum set for them, what educators do to help children to achieve their goals and the context in which teaching and learning occur. In the same view, Ivowi (2008) opines that curriculum is a text designed for educating a person in other to change the orientation, behavior, actions and values of that person whose concern is not only to develop self but also the world around him. It is an instructional guide which is documented to be utilized for teaching and learning for the realization of desirable changes in the learner under the guidance and supervision of the school. A curriculum framework can be seen as a group of related subject or themes which fit together according to a predetermined set of criteria to appropriately cover an area of study. Curriculum frameworks has the inherent potential to provide a structure for designing subjects and a rational and policy context for subsequent curriculum development or subject areas.

In the Nigeria educational system, there is no specific documentation in curriculum development process or framework for peace education been offered as a subject of its own, but there are salient topics in this area that have been added to social studies and civic education curriculum which are being offered to learners in the Universal Basic Education Scheme or Programme (UBE), but just the addition of a few topic to the content of such a curriculum development framework, according to Akudolu (2010) is not enough, thus proposing peace education as a trans-disciplinary education for learning in schools. She proposed a framework in the curriculum development process.

Table 1.0a

Peace Education Dimension	Basic Elements	Students and Teachers Activities
Knowledge	Peace, Justice, Human rights, Civic participation, Emotional literacy, Problem solving (including conflict prevention, conflict management and conflict resolution), as well as understanding (including international and intercultural understanding) etc.	Sharing Feelings: Let children sit in a circle and ask each other, "Which was the happiest day in your life? Why was it so happy?" Let each child answer the question. Let some of the children role play one or more of the experiences. As, children become more familiar with the idea of sharing their feelings, ask more difficult questions such as "What makes you really afraid? Why do you feel that way? How do you feel when you watch someone fighting? Why do you feel that way? What makes you really sad? Why?"
Values and Attitude	Tolerance, Caring, social equity, Peace, Justice, Cooperation and Solidarity, Human rights, Active citizenship, Gender equity, Self awareness, Empathy, Conflict resolution using peaceful means, Promotion of sustainable environment, Promotion of sustainable environment Freedom of religious practices, etc.	Overcome Injustice with Justice: Explain that there are many reasons for injustice in this world, that justice is a basic means for creating peace in the world. Give two or three examples of injustice. Ask the children to give more

Skills

Active listening, Understanding similarities and differences, Cooperation, Mediation, Problem solving trust, Critical thinking, Self reflection, Self reflection, Self esteem, etc.

examples. Then ask the questions: "What was the cause of the injustice? How would you feel in the same situation?" Have some children share their answers with the rest of the class.

Source: Akudolu 2012

Going further, he opined that curriculum development framework for peace education is aimed at the development these basic elements of peace education in the learners in all forms of education (formal, informal and non formal). This shows that such a frame work of curriculum development covers education about peace and education for peace.

"Procedures and Strategies" Using Education for Peace and Sustainable Development in Nigeria

The basic premise in using curriculum documentation in schools for achieving peace and sustainable development in a volatile nation like ours, need's to begin from the basics of child education in other to gain all round development in our great nation. Ethical development does not mean the imposition of do's and don'ts. Rather it calls for devising means and ways of helping children learn to make choices and decide what is right, what is kind and what is best for the common good, keeping in view the broader implication for personal and social values. A state of permanent disaffection amongst the family members in a house, staff and students in school and even parents at home, creates a kind of incalculable fear and depression that often manifests as aggression a few years later in early youth life. Children can understand almost everything they hear and see, but often are not able to reconcile contradiction between what was said and what is done.

Peace and sustainable development, thus can be achieved when these procedures and strategies are inculcated in these children at school through peace and developmental ambits in the education environment. These basic activities are strategies in adhering or gaining much success in peace and sustainable development in the school (education).

- Setting up special clubs and reading rooms in school that enable students interact and concentrate on peace, development in our nation news and event that permeate the sustenance of the norms of social justice and equity

- Computation of a list of films and documentaries that promote values of justice and peace, ills of wars, communal conflicts, oppression and under development. Screening them from time to time for the children in the school
- Co-opting the media as a stakeholder in education for peace and sustainable development in schools inviting influential journalist and editors to address children in the school environment. Ask for space in newspapers and journals for children's views to be published monthly or quarterly
- Celebrating the cultural and religious diversities of Nigerian societies in schools inculcating respect for ones culture and religious affiliation at all times. Teaching them about tolerance
- Organizing programmes to promote an attitude of respect and responsibility toward woman

Conclusion and Way Forward

The National school curriculum should play a very vital role in the molding of our children towards the direction of peace and sustainable development. The school and education is the centre and starting point for achieving this uphill task and no time should be wasted in implementing such great and beneficial ideology. Proper utilization of the earlier or aforementioned procedures and strategies in our school and the education sector will be of immense benefit.

Teachers should make deliberate attempts to attempts to infuse and reinforce the importance of peace-related values that are commensurate with the textual material taught in schools and the development stage of children. Using the curriculum documents these teachers can take advantage of the hidden components in a lesson by using appropriate strategies to awaken positive feelings, identifying experiences with reflecting and exploring, discovering, constructing understand of peace related values. Strategies like questioning, role playing, simulation, dialogues analogies clarification of values and even games are helpful in promoting peace and sustainable development through teaching –learning.

Teachers education program should also consider introducing peace education as an optional subject area; since the teaching and practice of peace and ethics go from personal sphere to social and community- oriented thinking and then link up with global perspective

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