



Peace, Conflict and Sustainable Development: Management Implications for Peace Education in Nigeria

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Abstract. This paper discusses the concepts of Peace, Peace Education and Conflicts and its management implications which always unavoidably rare its head in interrelationships between humans in societies, thereby deterring strong volitions to achieving sustainable development. The paper dwells on the role of peace education as a globally acclaimed measure for achieving sustainable education and to a greater extent, sustainable development. It also highlights the rationale for peace education in Nigeria, while recommendations for achieving sustainable development through peace education were made. Among these, is that peace education should be introduced to teachings and trainings of each age group; teachers; head teachers; public servants and in research institutes both as pre-service and as in-service trainings. The paper also highlighted several management implications on social institutions in Nigeria such as Strategic management, peace building and governance, conflict management and sustainable development goals.

Keywords: Peace, Peace education, Conflict, Sustainable education, Sustainable development and Management

1. Introduction

With globalization and knowledge era, the permeability between the borders of Countries has increased and because of this, cultures have interacted with each other with the help of individuals. During

this process, the representatives of different cultures have had to interact with people from different races, ethnicities, religions, sects, dialects and cultures (Arslan, Guncavdi and Polat, 2015). Within the Nigerian landscape also, there are frequent intermixture of cultures through daily interrelationships between nationals from different tribes and localities. If this interaction process is not desired to cause chaos, it depends on creating environments where peace-focused cultures are dominant.

In the contemporary world where people from different races, ethnicities, cultures, social classes, and political views live together and it is inevitable; being tolerant is of great importance to create the environment with mutual understanding and respect (Totar, 2009). It is necessary to create a culture based on freedom, justice, democracy, tolerance and unity to build a peaceful culture globally (UNESCO 2005). For this sharing culture to blossom and for peace culture to be dominant, it is vital to develop peace culture with the help of education (Demir, 2011). The biggest agent to create peace culture is the human beings themselves, because peaceful relations and structures can be improved through individuals' efforts. For individuals to place peace-loving understanding into their lives, they should be trained with peace education since early ages (Polat 2015), and the quality and the effectiveness of this education, that is, sustainability is closely related to preventing bullying, creating safe and peaceful cultures at schools. To provide this,

children should be taught alternatives of violence and the skills to live in peace (Harris and Morrison 2003).

As a matter of fact, the preponderant percentage of the fora where education is the subject of discourse, the youth automatically become the ultimate focus. There has been a growing concern over several issues that affect the well-being of youths in most nations of the world including Nigeria. Some of those issues are education, health, employment, poverty, drug abuse and involvement in crime. These critical areas have been predominant in the annals of the development of some countries because of its effect on sustainable development.

The conceptualization of the term “youth” varies from one country to the other depending on the interplay of socio-cultural, economic, instructional and political factors. In Nigeria, a youth is any person aged between 12 to 35 years, Federal Republic of Nigeria (FRN, 1999). Although the UN Convention on the Rights of the child defines children as persons below the age of 18 (United Nations, 2002), it appears the age categorization for children and youth by the United Nations are overlapping, this was international in view of the fact that it had no separate plan for a convention on the Right of the youth. However, it is important to note that in many societies, a dividing line is drawn between a child, youth and adult based on a few characteristics and traditions (Ojedele et. al 2015). Several conflicts around the world, in Africa and Nigeria have had devastating effect on the all-round development of the people particularly, the youth’s indicative of lack of qualitative and sustainable education. Besides the psychological trauma, they could be stigmatized for perpetrating violence and its attendant consequences.

Youths are faced with a ‘double disadvantage’ as victims and perpetrators of violence. They represent a sub-group of the population in any community or nation that are vulnerable and susceptible to involvement in violence either voluntarily or by coercion. Moreover, they represent an unlimited reserve of manpower, which could be harnessed negatively to achieve the control of power by the elite through violent means as was opined by the Buhari led administration, in the September 2020 nationwide youth protest against the Nigeria Police tagged #EndSARS, which the government accused the opposition and some elites as the Youths sponsors.

The older generation owes the youth a relatively stable and peaceful world as reiterated by the UN’s Declaration of 2001-2010 as the “International Decade for a culture of Peace and Non-violence” for the

children of the world. In fact, this should serve as a rallying point for fundamental change towards the active involvement of youth in peace building. Sustainable peace in Africa and Nigeria will prove elusive without the involvement of the youth. They are important stakeholders in peace building due to their dual role as victims and perpetrators of conflict (Ojedele et al. 2015).

2. The Concept of Peace

Turkish Language Association (TDK, 2015) defined the concept of peace as the discourse created with harmony, reciprocal understanding and tolerance; and this definition emphasizes interpersonal peace. Keskin-Cosku and Keskin (2009) cited in Polat (2016) described peace as ‘the group of values which includes respecting features such as race, gender, religion physical appearance and age; appreciate diversity, unity, cooperation, tolerance and being fair’. Harris (2012) divided the concept of peace into two levels which are internal peace and external peace. While internal peace is about an individual’s thinking about others and respecting them, external peace represents peace in families, societies, cultures and international relations. Galtung (1969) cited in Arslan, Y et al (2015), on the other hand, dealt with concept of peace as positive peace and negative peace. Negative peace was defined as solving contradicts without any violence. One of the most effective ways to battle with contradicting and discriminating attitudes, to create tolerant communities, and to build a peaceful society based on positive peace culture is to train individuals with peace education UNESCO 1994).

2.1 What is Peace Education?

Peace education is a process during which concepts, information, attitudes, skills and values are taught to individuals which help them live in peace. In other words, peace education is an educational process during which peaceful problem-solving methods, instead of problem-solving methods based on violence and conflict, are taught to individuals. (Polat. 2015). During peace education, which uses adopting an educational understanding for fairer and more peaceful world and making a move in this way as base (Wulf 1999) cited in Polat et al. (2015), individuals and students are taught problem-solving, consensus, reflection, conflict solution skills and attitudes such as love, respect, tolerance, empathy (Sagkal, 2011). Peace education is aimed to teach the peaceful alternatives necessary for solving conflicts without violence, and for building reciprocal harmony. (Reardon, 2002).

Peace education hopes to create in the human consciousness a commitment to the ways of peace. Just as a doctor learns in medical school how to minister to the sick, students in peace education classes learn how to solve problems caused by violence. Social violence and warfare can be described as a form of pathology, a disease. Peace education tries to inoculate students against the evil effects of violence by teaching skills to manage conflicts non-violently and by creating a desire to seek peaceful resolutions of conflicts. Societies spend money and resources training Doctors to heal the ill. Why should they not also educate their citizens to conduct affairs nonviolently. Peace educators use teaching skills to stop violence by developing a peace consciousness that can provide the basis for a just and sustainable future.

The word 'education' comes from the Latin word 'educatio', to draw or lead out. Peace education draws out from people their instincts to live peacefully with others and emphasizes peaceful values upon which societies should be based. Educators from early childhood to adult, can use their professional skills to tell their students about peace. The study of peace attempts to nourish those energies and impulses that make possible a meaningful and life-enhancing existence. (Harris, 2003).

A European peace educator has defined peace education as: "The initiation of learning processes aiming at the actualization and rational resolution of conflicts regarding man as subject of action". (Nor Staehr, 1974) cited in Harris (2003). An American peace educator, Betty Reardon, defines peace education as "learning intended to prepare the learners to contribute toward the achievement of peace" (Reardon, 1982) cited in Harris (2003). She goes on to state that peace education "might be education for authentic security" where a need for security motivates humans to form communities and nations; because individuals disagree about how to achieve security, there are many different parts to peace. An Israeli educator (Salomon, 2002) has stated that peace education programmes take different forms because of the wide variety of conflicts that plague human existence. Each different form of violence requires a unique peace education strategy to resolve its conflicts. Peace education in intense conflicts attempts to demystify enemy images and urges combatants to withdraw from warlike behaviours. Peace education in regions of interethnic tension relies upon an awareness about the sufferings of the various groups involved in the conflict to reduce hostilities and promote empathy for the pain of others.

Peace educators in areas free from collective physical violence teach about oppression within that society, explain the causes of domestic and civil violence, and develop a respect for global issues, environmental sustainability, and the power of violence. From the foregoing, Salomon hinges his proposition on the fact that since conflict is inevitable in human interrelationship, the twin brother of conflict which doubles as the remedy for both violence and nonviolence warfare is peace, and its attainment requires well thought out measures for the purpose of achieving sustainable development through qualitative and sustainable education.

In addition to providing knowledge about how to achieve peace, peace educators promote a pedagogy based upon modeling peaceful democratic classroom practices. They share a hope that through education, people can develop certain thoughts and dispositions that will lead to peaceful behaviours. Key aspects of this disposition include kindness, critical thinking, and cooperation (Harris and Morrison, 2003). Developing such virtues is an important part of peace education. However, it is not the complete picture. The struggle to achieve peace takes place at both individual and social levels. Peace educators work with individuals to point out how the root problems of violence lie in broader social forces and institutions that must be addressed in order to achieve peace.

Peace activists use community education to alert people about the horrors of violence. Working through non-governmental organizations, they use Public Relations techniques-guest speakers, press releases, media interviews, and newsletters – to provide awareness about nonviolence solutions to conflict. Educators from many different academic disciplines also practice peace education. Sociologists in college classrooms talk about violence in civil society. Political scientists describe world order models meant to manage global conflicts. Psychologists explain the structures in the human psyche that lead to violent behaviours. Anthropologists debate about violent and peaceful tendencies of collective human behaviours. Historians write about the history of peace movements. Literature professors review works of art devoted to peace. Professional teachers in primary and secondary schools teach about peace in many settings from early childhood to high school. Most infuse peace themes into their curriculum while some organize peace studies programmes that provide a more comprehensive overview of peace strategies; meanwhile, the role of the school in contributing to community and by extension, the larger society is of immense value. Aside producing educated citizens for the community, the school also directly contributes to

the development of the community. (Ebire, 2020), which is why peace education is one of the main aims of basic education. (Vered, 2015) cited in Polat, 2015).

Peace education encompasses the key concepts of education and peace. While it is possible to define education as a process of systematically institutionalized transmission of knowledge and skills, as well as of basic values and norms that are accepted in a certain society, the concept of peace is less clearly defined. Harris, I and M, Morrison (2003). Many writes make an important distinction between positive and negative peace. Negative peace is defined as the absence of large-scale physical violence – the absence of the condition of war. Positive peace involves the development of a society in which, except for the absence of direct violence, there is no structural violence or social injustice. Accordingly, peace education could be defined as an interdisciplinary area of education whose goal is institutionalized and non-institutionalized teaching about peace and for peace. Salomon G. and Nevo B. (2002). Peace education aims to help students acquire skills for nonviolence conflict resolution and to reinforce these skills for active and responsible action in society for the promotion of the values of peace. Therefore, unlike the concept of conflict resolution, which can be retroactive trying to solve a conflict in advance or rather to educate individuals and a society for a peaceful existence on the basis of nonviolence, tolerance, equality, respect for differences, and social justice.

2.2 Discrepancies in Peace Education

In the active process of achieving positive peace, peace education is faced with a few basic discrepancies, which can as well be referred to as challenges of Peace education, discrepancy between the individual and the group, discrepancy between groups within one society or from different societies, and the discrepancy of conflict as an imbalance of different interests that need to be resolved without violence. Each different form of violence requires a unique peace education strategy to resolve its conflicts. (Ian Harris 2003):

2.3 What is Conflict?

Quicy Wright (1990:19) cited in Oladoyin (2011) defines conflict as opposition among social entities directed against one another, it is distinguished from competition defined as opposition among social entities independently striving for something of which the supply is inadequate to satisfy all. Two points which are directly related to conflict analysis and management can be deduced from this definition.

Conflict and competition are two points of a continuum on which conflict represents aggravated competition. In order words conflict arises when disagreement emerging from competition cannot be resolved. It follows therefore that conflict management has to begin with supposedly ordinary competition. The other point that can be inferred from Wright definition is that conflicts are processes that tend to degenerate from non-violent to violent and from crisis to full-scale war.

Conflicts take on a wide variety of forms and have been classified based on intensity or scale of violence, structural and character of parties in conflict (class, ethnic, groups, religious group, racial group) and so on and manifesting a distinct spatial character (national, regional, inter-state or international). However, non-violent conflict has the potential to become violent if the regulatory mechanism is ineffective.

2.4 Types of Conflict

Conflict occurs among different classes of people and produces different kinds of results. There are many types of conflicts: some are based on where the conflict happens while some are based on the kind of effect the conflicts produce. Oladoyin (2011) dichotomized conflicts as follows:

2.4.1 Conflicts based on Locus/Organization:

Intrapersonal Conflict: This occurs within a person as he takes a decision on the use of time, choice of partner, moral, goals and aspirations etc. This can produce anxiety and tension within the person going through this kind of conflict. This type of conflict can affect the sense of direction or decision of the Educational Manager.

Interpersonal Conflict: This is a conflict that occurs between two or more individuals. It may result from differences in opinion, motives and actions, this kind of conflict is what is seen when two people are having disagreement among themselves.

Intra-Group/Department/Unit Conflicts Conflict: This may occur between individuals within a group. This is like interpersonal conflicts except that it occurs within a particular group. This kind of conflict can be seen when, for example two members of the Labour Union are having disagreement about something which has to do with the Union in a School System.

Inter-Group/Department/Unit Conflict: This is a conflict that occurs between groups of people such as solidarity groups, activity groups and Student's Union. This kind of conflict occurs when, for example

members of the Staff Union are in disagreement with members of the Students Union or one country at war with another country.

Class Conflict: This is the type of conflict that takes place among occupants of different social, political or working classes e.g. head of the School and Staff Union.

National Conflicts: Conflicts within a nation, involving different groups within the nation. This could be inter-ethnic, inter-religious, or competition for resources.

International Conflict: These are conflicts between nations presumably traceable to ideological differences and reasons; territorial claims or political competition.

Conflicts based on the effects produced include:

Functional or Constructive Conflict: This kind of conflict improves the quality of decisions, stimulates creativity and innovation through which problems can be aired and tensions released.

Dysfunctional or Destructive Conflict: This type of conflict leads to retarded communication, reduction in group cohesiveness and a subordination of goals to primacy of in-fighting among members. This kind of conflict produces bitterness, envy, anger and unforgiveness. This type of conflict is usually protracted with no immediate and permanent solution at sight.

2.5 Causes of Conflict

Conflicts have several causes. Albert (2010) identified the major cause of conflict in Nigeria as competition for resources.

Conflict is inevitable in an organization. It starts from complaint by a worker who is dissatisfied with conditions of service in his/her place of work and if care is not taken, complaint graduate to grievances, disputes and conflict. Oladoyin (2011) gave a broad classification of the causes of conflict.

Economic causes – wage, salaries. Profit, etc.

Social causes- low morale, corruption, pollution, mounting, unemployment, etc.

Technical causes – fear of loss of job on computerization, unsuitable technology, technology, etc.

Psychological causes – fear of job, propaganda, instigation, etc.

Market cause – competition loss, recession, etc.

It is also generally believed that abject poverty makes people to be susceptible and thus become what Alabi (2010) refers to as pliable instruments in the hands of conflict entrepreneurs. It then implies that there is a correlation between poverty, natural resource abundance and violent conflict (Agbonifo 2011).

2.6 Sustainable Education

The 2030 Agenda for Sustainable Development unites global development goals in one framework. The fourth global goal on education (SDG 4) succeeds the Millennium Development Goal and Education for All priorities for education.

At the world Education Forum in Incheon, Republic of Korea, in May 2015, representatives of the international education community signed the Incheon Declaration, embracing the proposed SDG 4 as the single universal education goal, which commits countries to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’. SDG 4 and its 10 targets advance a model where learning, in all its shapes and forms, has the power to influence people’s choices to create more just, peaceful, inclusive and sustainable societies. To provide a clear blueprint for implementing SDG 4, the international educational community adopted the Education 2030 framework for Action in Paris in November 2015 (UNESCO, 2015).

3. Sustainable Development

According to Adelakun (2020), development is the efforts put collectively by individuals or groups to improve the well-being of the society. Development is purposeful process initiated by man to improve the well-being of mankind. National Development refers to the growth, changes and improvements occurring in each economy, with the aim of promoting the quality of life among the populace. A nation is developed when it can meet the needs of the present generations and also the needs of the future. When the development in the present can be perfectly forecasted to the future needs, we say such development is sustainable. Sustainable development is when what you have said about development is going and does not stop, also considered the ongoing and does not stop future. But Nigeria of today is not even meeting the needs of the present and it is likely there is no future. Therefore, Nigeria is underdeveloped. According to Nwadiani (2000), Development tends to address all these questions:

- What is happening to employment?
- What is happening to literacy and illiteracy?
- What is happening to health?

- How is the GNP of the people?
- What is the standard of living?
- What is the security state?

When all of these are in the right place and position, then sustainable development occurs. Thus, the overall goal of sustainable development (SD) is the long-term stability of the economy and the environment; this is only achievable through the integration and acknowledgement of economic, environmental, and social concerns throughout the decision-making process.

Sustainable development is the development that meets our present needs without compromising the ability of future generations to meet their own needs (UN/ISDR, 2009). The United Nations asserts that the components that work together to produce sustainable development are economic development, social development and environmental protection (McKeown, 2002; UN General Assembly, 2005). These three must be conceptualized together, planned together and implemented together to achieve the desired results (Sofoyeke et al, 2015).

To achieve sustainable development, there is the need to develop human resources. This becomes imperative as it is the major way of enabling people to free themselves and also think objectively. Volunteering options (2008), corroborates this opinion as it maintains that achieving human development is a measure of freeing people from obstacles that affect their ability to develop their own lives and communities. It further maintains that developmental efforts should be geared towards enabling local people to take control of their own lives, expressing their own demands and finding their own solution to their problems.

It is based on this that Karl Max opines that sustainable development is that which is people centered and enables them to be self-reliant, a condition which would bring lasting satisfaction to their needs and improve quality of their lives (Okly, 2004).

3.1 The Role of Peace Education in Achieving Sustainable Education/Development

Peace education embodies studies and teachers in a process which is change oriented; also it contributes to them behaving peacefully, and to be an accommodationist. The contribution maintains after education has finished, so it makes solution-oriented environments, where no elements of violence exist or where conflicts are resolved functionally, possible; and this is valued as quite important for educational

processes, development and quality of life (Salomon, 2002; UNESCO, 2005). Peace education is taken into consideration with peaceful pedagogy, and the content of this pedagogy is made up of cooperative learning, democratic society, moral sensitivity, critical thinking, tolerance. (Harris 2002). Also, it is stated that individual's aggression tendencies and psychological problems decrease, their constructive conflict solution skills improve, and they have more positive attitudes towards being isolated from violence with the help of peace education. (Sagkal 2011). Thus, peace education is seen as one of the most effective ways to create positive, peaceful culture-oriented societies. (UNESCO, 2005). According to Johnson and Johnson (2005), the basic aim of peace education is to provide peace in individuals' internal worlds, their interpersonal relations, and to provide peace among groups, countries, societies and cultures. (Harris 2002), on the other hand, listed the aims of peace education as understanding the wealth of peace, scrutinizing the fears, providing knowledge about systems for living safely, understanding violent behaviours, improving intercultural understanding, supporting concepts of social justice and peace, encouraging respect for life and ending violence.

In addition to these, Sammers (2002) defines the aims of peace education as ensuring students' evaluating the conflicts with more positive-based thinking methods; approaching more universally towards social problems; increasing tolerance and acceptance of conflicts that result from political, religious or racial difference; bringing individuals' skill of taking responsibilities in decision making; action and reflective thinking, and by doing these maintaining peace both in individuals' internal world and in society.

4. Rationale for Peace Education in Nigeria

We need peace education in Nigeria because the country has lost too much both in the past and in the more enlightened present-day Nigeria when both Nigeria youths and elites are very conversant with the enabling provisions of International Law that provides for fundamental rights of citizens both to qualitative and sustainable education, which are congruently embedded in Peace education. The losses are due greatly to numerous, avoidable incessant conflicts. The negative aftermath of the Nigeria civil war is still with us (Osaghae, Onwudiwe and Suberu, 2002). The Igbo are still left out of the scheme of things in Nigeria (Albert 2002) and this has been creating tensions in the Nigeria political landscape. There is the palpable fear of unending disharmony as a result of the perceived North-South dichotomy. Violent ethnic nationalism and religious fundamentalism is threatening the peace

of the country. The age-long marginalization uproar of the Niger Delta oil rich region has not subsided at all. Also, assassinations, killings campus cultism and related social vices are now more reported by the Nigeria media than ever before. Violent community conflicts are on the rise in the country (Albert, 1998), cited in Ojedele et al (2015). In many parts of Northern Nigeria, Muslims and Christians are locked in seemingly intractable conflict over the practice of sharia, the Boko Haram Insurgence; from Zamfara, to Katsina, Plateau, Adamawa/Bornu and Bauchi to Kano States (The Nation 2014) cited in Ojedele et al (2015). Nigerian Leaders who are supposed to be preaching peace, tolerance and peaceful coexistence, dissipate their energies on setting their constituencies against one another.

The latest of the violent conflicts in Nigeria and which still enjoys global attention and wider coverage is the Nigerian Youths Protest against the purported high handedness, brutalities and flagrant killings of innocent Nigerians, most especially the youths by the arm of the Nigeria Police codenamed SARS – Special Anti-Robbery Squad. The National Protest that lasted for about twelve days was reported (Punch, 2020) to have climaxed into massive shootings of Protests by the Nigeria Army, on Tuesday October 20, 2020 at Lekki toll gate, Lagos a day tagged ‘Back Tuesday’, occurrence which has culminated into setting up of Judicial Panels of Enquiry in Abuja, Lagos and many States of the federation. Albeit, the Nigerian government has apart from disbanding the SARS and replaced it with another body-SWAT, (Special Weapon and Tactics Team) has also acceded to the demands of the Nigerian Youths; the CNN (Cable Network News) – a multinational and internationally renowned Media outfit) and the Nigerian government have not sheathe their swords in vociferous verbal attacks and disenchantment over the shootings at harmless, peaceful Nigerian Youths at Lekki, Lagos, by the Nigerian Army.

In the wake of these protests and attacks that left several government and Nigerian Leaders’ properties razed with loss of very many lives including policemen; schools including tertiary institutions were closed, even when nations and Nigeria in particular has not recovered from the downturn inflicted on citizens by Covid-19 Pandemic.

All these violent conflicts have contributed in no small measure to contemporary underdevelopment of Nigeria, destabilization and destruction as well as distortion of the Nigeria Educational system; for example, children can no longer go to school in most parts of the North – Borno, Kebbi, Gombe, Adamawa

to mention just a little since schools were burnt down, girls were serially kidnaped as occurred to Chibok girls. Young males were forced to carry guns and other animations at warfronts at the expense of being educated appropriately.

5. Conclusion

It is explicitly clear and globally accepted that peace education takes pivotal and a long-lasting precedence over and above all other forms of education. Peace education is the key to achieving enduring, equitable, qualitative and sustainable development. Qualitative and Sustainable education are well embedded in peace education, through which the well-being of human beings can be legitimately taken care of, for the world to become genuinely habitable for everybody living herein. Not all education brings the same benefits to everyone. Time, place, situation and context matter. Peace education has long been recognized by International Law as a critical catalyst for addressing environmental and sustainability issues and ensuring human well-being.

6. Recommendations

Peace education should be applied to each age group and especially to students who are in their puberty age for peace education to reach its aims.

Peace education should be introduced to trainings of teachers both as pre-service and as in-service training. For peace education to be able to achieve its optimum aim, there is the need for teachers to be at peace with themselves, with social sensitivity, to adopt solutions for solving problems peacefully.

The Nigerian government should facilitate meaningful and effective medium for skills acquisition to address the issue of youth unemployment in the Country.

It is essential that the government should embark upon sensitization and orientation of youths on conflict resolution, to inculcate in them, the values and attitudes towards developing a culture of peace. Through this, they will be encouraged on the need for dialogue, negotiation, respect for human rights and other traditional ways of resolving conflicts for the purpose of peace building.

Various governments also need to amplify the opportunity of in-service training on peace education for governments line officers, to de-emphasize overzealousness and insensitivity on the part of government officers, against the citizens and the youths.

Governments at various levels should adhere to the tenets of transparency, accountability and should also avoid paying lip service to enabling and vital policies in governance.

The Federal Ministry of education should endeavor to fast track a realistic process of including Peace education in curriculums, right from pre-school education, as a means of inculcating innate peaceful coexisting interrelationship in the psyche of Nigerian citizens. In many countries with low levels of development, such as Kenya, Ethiopia, Uganda, Somali and Sudan, the peace education is included in curriculums since preschool education (Tumuklu; 2006).

The Nigerian Government should also introduce peace education as a mandatory course in the trainings of all categories of officers of the Nigeria Police, the Army, the Navy, the Air force and all other Security Agencies or bodies, including Private Security Organizations, that are licensed by the Federal Government of Nigeria.

Management implications: Here's the breakdown of the key management implications for Peace, Conflict and

Sustainable Development

Peacebuilding and Governance

Inclusive Governance: Promoting participatory democracy and inclusive decision-making helps reduce marginalization and fosters national unity.

Rule of Law and Justice: Strengthening legal institutions ensures accountability and fairness, which are critical for long-term peace.

Transparency and Anti-Corruption: Reducing corruption builds public trust and ensures resources are used for development rather than conflict escalation.

Conflict Management

Early Warning Systems: Establishing mechanisms to detect and respond to potential conflicts can prevent escalation.

Dialogue and Mediation: Encouraging intergroup dialogue and using neutral mediators helps resolve disputes peacefully.

Controllable Conflicts: Recognizing that some level of conflict is inevitable, management should focus on making conflicts constructive rather than destructive.

Sustainable Development

Peace as a Prerequisite: Sustainable development thrives in peaceful environments where policies can be implemented without disruption.

Equitable Resource Distribution: Fair access to resources reduces grievances that often lead to conflict.

Capacity Building: Investing in education, infrastructure, and technology empowers communities and reduces dependency on volatile systems.

Strategic Management Implications

Area	Management Focus	Impact on Peace Education and Development
Policy Formulation	Inclusiveness and evidence-based policies	Reduce marginalization and builds trust
Human resource	Training in conflict resolution and ethics	Build institutional resilience
Resource Allocation	Transparent budgeting and equitable spending	Prevent resource – based conflicts
Monitoring and Evaluation	Continuous feedback and adaptive strategies	Ensures accountability and responsiveness

All the above we guide in effective implementation of Peace Education in Nigeria towards achieving the Sustainable Development Goals (SDG) specifically the SDG 4.

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