

## CURRICULUM FOR PEACE EDUCATION AND NATIONAL DEVELOPMENT AT THE TETIARY EDUCATION LEVEL

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### **Abstract**

This paper is an attempt to examine the curriculum for peace education and national development at the tertiary education level. Peace education is aimed at inculcating in the mind of learners the knowledge, skills and capabilities to pursue peace and to respond to conflicts and crisis in a non-violent way. Curriculum for peace education has to do with the integration of peace education and concepts into the goals and objectives of learning at all levels of tertiary education programme in order to equip the students with requisite knowledge, skills and capabilities to not only cultivate a lifestyle of peace but to opt for dialogue and peaceful resolution of conflicts. The aims and objectives of peace education were elaborated. Peace education curriculum at the tertiary education level was also explored. Then, the impact of peace education on national development was investigated. Approaches to peace education instruction were also enumerated. Finally, the role of the lecturer in the curriculum for peace education at the tertiary education level was examined. Based on the issues examined, one of the recommendations is that peace education should be integrated into the curriculum of tertiary education in all the departments, especially the general education courses.

**keywords:** Peace education, Curriculum, Tertiary education, National development

### **Introduction**

According to Corkalo (2023), education can be defined as a process of systematic institutionalized transmission of knowledge and skills, as well as of basic values and norms that are accepted in a certain society. 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. Jenkins (2020) defines peace education as education both about and for peace. Education about peace captures the substance of learning and invites reflection and analysis on the conditions of sustainable peace and how to achieve them. It also involves understanding and critically examining violence in all of its multiple forms and manifestation. Education for peace orients peace education towards preparing and cultivating learners with knowledge, skills and capabilities to pursue peace and to nonviolently respond to conflicts. According to Bhat & Jamatia (2022) peace education serves as a preventive measure to keep youngsters from becoming entangled in the societal norms that perpetuate violence. It is about learning the skills, attitudes and values that will help them build and maintain peace.

According to Offorma(2006) curriculum can be defined as the instrument by which schools seek to translate the hopes of the society in which they function into concrete reality. This implies that the school curriculum must be made to reflect the changing needs of the society. The alarming rate of insecurity, kidnappings, ritual killings, violence, tribal wars and crisis, and the devastating effect of boko haram insurgency in Nigeria calls for urgent intervention and there is no better place to begin creating awareness among the citizenry than to integrate peace education issues and concepts into the curriculum at all levels of tertiary education. According to United Nations, the incorporation into curricula at all levels of education, formal and non-formal, of lessons on peace, human rights and democracy is of crucial importance.. They also state that curriculum reform should emphasize knowledge, understanding and respect for the culture of others at the national and global level and should link the global independence of problems to local action. They also state that in view of religious and cultural differences, every country may decide which approach to ethical education best suits its cultural context, ([www.ohchr.org/en/resources/ed](http://www.ohchr.org/en/resources/ed)). Therefore, peace education can be seen as an avenue for observing the fundamental human rights, consolidation and empowering of democratic process in the country, peoples participation in governance as well as prevention of acts and actions

that may lead to violence and conflict in the society. Peace education is an essential component of peace building, supporting conflict transformation, community development and community and individual empowerment. Peace Education seeks to holistically identify issues of war, patriarchy, colonialism, economic violence, climate change, pandemics globally and local manifestations of violence and injustice.

According to the Federal Republic of Nigeria, (FRN,2004:36), tertiary education is the education given after secondary education in universities, colleges of education, polytechnics, monotechnics, including those institutions offering corresponding courses cum programmes. According to FRN, the objectives of tertiary education shall be to:

- a. contribute to national development through high level relevant manpower training.
- b. develop and inculcate proper values for the survival of the individual and society.
- c. develop the intellectual capability of individuals to understand and appreciate their local and external environments
- d. acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
- e. promote and encourage scholarship and community service;
- f. forge and cement national unity; and
- g. promote national and international understanding interaction

The National Policy of Education also recommends that tertiary education institutions shall pursue the goals of tertiary education through teaching, research and development, virile staff development programmes, generation and dissemination of knowledge among others.

UNESCO (1984) states that education should include critical analysis of the historical and contemporary factors of economic and political nature underlying the contradictions and tensions between countries, together with the study of ways of overcoming these contradictions which are the real impediments to understanding true international co-operation and the development of world peace. Similarly, UNESCO (2010) defines a culture of peace as a set of values, attitudes, modes of behavior and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individual groups and nations. Therefore, peace education as an education that promotes a culture of peace, is essentially transformative. It cultivates the knowledge base, skills, attitudes and values that seek to transform people's mindsets, attitudes and behavior that, in the first place, have either created or exacerbated violent conflicts. It seeks this transformation by building awareness and understanding, developing concern and challenging personal and social action that will enable people to live, relate and create conditions and systems that actualize nonviolence, justice, environmental care and other peace values. Hence, it will be most appropriate to incorporate peace education into the curriculum of tertiary education in Nigeria. Swagata (2022) states that peace education is a teaching process that helps to build peace between people, it teaches people to settle their differences with words and not by using any weapon. It is an area of education that teaches about peace and its importance. So, it promotes tolerance, social justice and nonviolence. In Nigeria there has been many cases of inter-ethnic crisis, ethno-religious riots, communal clashes. The rate of armed robbery attacks, ritual killings, murder, kidnappings is most disturbing. Subsequently, there is no doubt a problem of peace in Nigeria. Therefore, it is imperative that peace education be merged into all levels tertiary education to equip the youth with abilities and skills for peace keeping and peace building in the society.

### **Aims and objectives of Peace Education**

According to UNESO (2005) the objectives of peace education is to combine learning, training, information and action. International education should further the appropriate intellectual and emotional development of individuals. It should help develop qualities, aptitudes and abilities which enable the individual to acquire a critical understanding of problems at the national and international levels, to work in a group; to accept and participate in free discussion; and to base value judgments and decisions on a national analysis of relevant facts and factors. They note that the youth might be more vulnerable to a narrative inclined towards violence and competition among scarce resources. It is important to channel the energies of youth to the all-important agenda of peace in the country,

(UNESCO, 2023)www.unesco.org. Brooks & Hajir (2020), observes that peace education aims to prevent 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. Similarly, Corkalo (2023) observes that the aim of peace education is to help students acquire skills for non-violent resolution and to reinforce these skills for active and responsible action in the society for the promotion of the values of peace. Peace education aims to teach every individual to live in peace with each other, discourages violence and promotes equality. One of the aims and objectives of peace education is to make students understand alternatives to war. Developing intercultural understanding is one of the important aspects of peace building. Promoting peace education works when everybody starts respecting other cultures and each other. Encouraging students to build values and skills is one of the aims and objective of Peace Education. Therefore, it will be most appropriate to integrate curriculum for peace education at the tertiary education level. According to Swagata (2022), the role of education in maintaining peace in life includes the following:

- **Education builds confidence and faith:** The more students get educated, the more they become accustomed to peace. It helps to work to maintain peace.
- **Education builds independent thinking:** It lets them build new ideas and make perfect sense of the world. When people are educated, they become leaders who promote peace, positivity and hope around the world.
- **Communication skill is important for peace making:** Students acquire the communication skills necessary for resolving conflicts and peaceful co-existence.
- **Education fulfills the most important need of a person's life:** It gives people food and help them to get rid of poverty. So education helps people to maintain peace and harmony, earn money and become less aggressive.
- **Education equips people with the ability to solve problems in a non-violent way:** The biggest scope of peace education is that it encourages problem solving capability and teaches students to think logically. The main concept of peace education is to make people aware of the importance of peacemaking and develop a peaceful environment.

Brooks & Hajir (2020) observes that peace education interventions in schools result in improved attitudes and cooperation among pupils, and decrease violence and dropout rates. Peace education activities promote the knowledge, skills and attitudes that will help people either to prevent the occurrence of conflicts, resolve conflicts peacefully, or create social conditions conducive to peace. Core values of nonviolence and social justice are central to peace education. Nonviolence is manifested through values such as respect for human rights, freedom, and trust, social justice is realized by principles of equality, responsibility and solidarity. In order to achieve these ideals, peace education programmes across the world address a wide range of themes. These include nonviolence, conflict, resolution techniques, democracy, disarmament, gender equality, human right, environmental responsibility, history, communication skills, co-existence and international understanding and tolerance of diversity. To create public dialogue, different factions of the society are often brought together in peace education programmes – these typically include civil society groups, schools, tribal leaders and the media. Peace education and peace building are therefore intrinsically linked. For peace building initiatives to remain sustainable, it is vital that attitudes towards wars and violence are transformed and translated into long term behavioural change which seek alternative solution to armed conflict, (<https://www.peaceinsight.org/en/theme>). According to Nwafor (2012) where the content of peace education is inculcated and imbibed as well as are practiced by the individuals there will be appreciable level of development. In other words, a situation where there is social justice, equity, gender equality and amelioration of poverty, development will be facilitated.

### **Peace education curriculum at the tertiary education level**

Institutions of higher education play a very important role in peace education since they serve as a central hub where students can easily be taught to imbibe a culture and lifestyle of peace. The introduction of peace education into the tertiary education curriculum will to a reasonable extent address the problems of structural and cultural violence. Structural violence consist of deliberate policies and structures put in place by government that cause human suffering, death and harm while cultural violence includes cultural norms and practices that create discrimination, injustice etc. Peace

education in the curriculum will create an awareness that could minimize the degree of poverty and social inequalities - the basis of social restiveness in many parts of Nigeria, (Nwafor 2012).

Peace education if introduced in the curriculum will help tackle the problem of bribery and corruption which like cankerworm has eaten deep into the fabrics of the Nigerian society. The curriculum content which include human rights, civics and citizenship education would frontally confront corruption thereby boosting the national economy and development. Moreover, the introduction of peace education into the school curriculum will eradicate incidents of school violence resulting from cult related activities and negative attitudes of most students anti-social behavior which has in most cases disrupted educational programmes and led to loss of lives of both teachers and students. According to Jenkins (2019) pedagogy is another development of education. How we teach has a significant impact on learning outcomes and shapes how students will apply what they learn. As such Peace Education seeks to model, a pedagogy that is consistent with the values and principles of peace. Integrating Peace Education into schools is a strategic goal of the Global campaign for Peace Education, as formal education plays a fundamental role in producing and reproducing knowledge and values in societies and cultures. Non formal peace education taking place in conflict settings, communities and in homes is a critical complement to formal endeavours.

According to Queijan (2018:1918), a great bulk of change should begin in all general education courses offered in the universities. Interpretation, analyses and discussions in courses such as languages, literature, education, Philosophy, History, Religion etc.... are limitless. For instance, instead of glorifying war, educators may focus on the fact that wars have always been more destructive than constructive to all those involved. As such, emphasis could be made on how war could have been avoided had appropriate conflict resolution and negotiation skills been applied. .. an interpretation emphasizing that the loss of one life is a loss in human life in general. Moreover, Languages, Literature, and Philosophy courses could be used to highlight cultural similarities instead of differences, which would bring the various cultures of the world closer to each other rather than encouraging discrimination and supremacy of one 'ism' over another. Such courses could be used as panels of discussing local and global problems with the aim of coming up with possible solutions. The same applies to general education courses offered by other faculties. Consequently, university professors, especially of education or any other teaching subject such as mathematics or science, at different levels should be trained to teach all courses with an orientation towards peace.

Therefore, the introduction of peace education will also inculcate into the minds of the youth the value for peace and put a check on the twin problems of ethnicity and religious extremism in Nigeria. According to Nwafor (2012) many conflicts and violence in Nigeria stem from tribal sentiments and religious intolerance. A well conceived and articulated peace education programme that takes the heterogeneous nature of Nigeria into consideration will facilitate national cohesion and integration among the various ethnic and religious groups thereby promoting national peace and development. The introduction of peace education into the school curriculum at the tertiary education level will help to equip the next generation with the right mindset to take their place in the political, social and economic development of Nigeria. To assume political leadership void of tribalism, nepotism, assassination of political opponents, the youth must cultivate a mindset of peace in their university education. This will save Nigeria from further degeneration and collapse. This could be checked through a comprehensive peace education programme on the school curriculum. Peace education in the curriculum at the tertiary education level will equip the future generation with the ability to put a check on tribalism, nepotism, religious intolerance, bribery and corruption, bad political leadership, resource control conflicts, vices which have eaten deep into the fabrics of Nigeria, hindered national development and resulted in the collapse of the political, social and economic development of the country. According to Yahaya (2018) peace education programme is a package of knowledge that teaches us the importance of values, custom and application of the culture to contribute to better understanding of each other by preventing or managing the bad culture of prejudices, negative stereotypes and crisis of misunderstanding among various ethnic groups in Nigeria. It is a tool for societal transformation which encompasses both the school programmes and out of school activities aimed at engaging the society to rob minds and think of cooperation and

understanding between individuals or groups and avoid hatred, misunderstanding, violence and war in the society.

According to Queijan (2018), there is the need for a new global peaceful mentality.....this new mentality has to contribute to providing the young and older generation with a set of knowledge including, not limited to, multiculturalism, human rights, peace strategies, democratic processes, environmental stewardship and proactive communication, a set of learnt skills, which educators must draw into new undergraduate and even graduate courses. According to him, such courses should include analysis of communication, empathy, co-operation, analysis of sources of violence, envisioning of peace and adaptation and some dispositions such as acceptance, respect, service, optimism and involvement necessary to give tolerance and peace an opportunity to prevail. Similarly, Milican, Kasumagic-Kafedzic, Madani & Almanza (2021) opine that students need to be exposed to education on life skills such as negotiation, preventive diplomacy, emotional and empathy management, all-important intra- or interpersonal elements in peace education

### **Peace education and national development**

Salyman, Abrodun, Jubril & Eliasu (2021) observed that conflicts, wars, violence of different forms, fear and general absence of peace have been the major obstacles to the development of Nigeria in the area of political administration, economic affairs, social events, security and education. Therefore, peace education is seen as a vital tool in the education for national development. Emkic (2023) notes that conflict and post conflict countries where civilians have been both victims and perpetrators of violence, consequences like fear, broken trust, social and political division can be found the most challenging obstacles to peace building. Peace education is seen to be useful for rebuilding peace in post conflict environment by reducing economic, social and ethnic polarization and creating conditions for sustainable peace and a culture of dialogue rather than violence. Similarly, Jimba, Agada, and Inyang (2020) state that the characteristics of functional education that can foster peace beyond rhetoric must include themes of relevance, practicability, accessibility, empowerment, emphasis on the acquisition of practical skills and knowledge for gainful daily employment and self reliance. In other words, functional education should emphasize self-reliance in the recipients. Thus, preparing and equipping people to be self-reliant. This will go a long way in reducing potential conflicts and positively enhance prospects of peace. They note that the relevance of peace education to an individual, the family, the society and the world usually manifest itself in the total eradication or reduction in the rate of crimes such as inter-tribal/religious disunity within the country, militancy, occultism in schools, theft, political crisis, rape and killings. Others include hatred, prejudice, pride and murder to what peace education is capable of replacing with love, patience, tolerance, dialogue and understanding which foster peace and unity. Subsequently, Sulyman, Olaniyi & Eliasu (2021:143) enumerated the implications of peace education for national development to include the following:

**Stable education system:** with the culture of peace and other peace-promoting factors, educational system would be stable, safe, orderly and productive. There are many cases of cultist battles and other violent activities that lead to the shutdown of school programmes in Nigeria.

**Citizens friendly government:** many criminal activities are the products of nonchalant government. For example many youth become armed robbers because government do not provide jobs after graduation. But with good governance (that provide jobs for the jobless) as a peace promoting factor, the government becomes friendly to the citizens and peace reigns. **Uninterrupted economic activities:** Trade, employment and other economic transactions become stable, progressive and productive where there is a peaceful atmosphere in the society and this can be attained through peace education.

**Beneficial international relationship:** peaceful life fosters a fruitful relationship including international relationship on the social, educational, economic and political ground.

**Sound health:** Peace is instrumental to physical, emotional, and mental health. Peace itself is spiritual health so peace education should be operational in all levels.

**Security:** The absence of war, conflicts and violence and the presence of peace makes life and properties secure. This is part of national development, in fact people prefer to migrate to live where there is peace.

**Peaceful existence:** FGN (2013) states that unity, harmony and world peace through understanding are among the values in the Nigerian national philosophy which Nigeria education should actualize. Thus peace education can promote unity, harmony and peaceful interactions and relationships among different individuals and societies, for the prosperity of Nigeria environmental peace. With adequate peace education, harmony and stability can be maintained and sustained in the interactions of physical and social components of the environment in Nigeria.

### **Curriculum for peace education and national development**

Curriculum for peace education should be centered on democratic and conflict resolution principles. Students at the tertiary education level must be taught not to resolve conflicts through violence and war but rather through dialogue. This kind of peace education should attempt to foster a positive conflict orientation in the university community by training students and community members to view conflicts as a platform for creativity and growth. The aim is to produce citizens that will eschew violence and wars in the society and maintain peace. Peace education is most effective when the skills and knowledge of peace and conflict resolution are learned and known by the curriculum planners and implementers. A co-operative relationship which will ultimately help prepare the students to live in a peaceful society, (Jimba, et al., 2020).

The high spate of insecurity and violence in Nigeria emanating from Islamic sect insurgency and incessant tribal wars and crisis among the multi-ethnic groups in Nigeria has continuously plunged the country into socio-political, economic crisis surmounting to a total collapse of national development. There has been several cases of inter-ethnic and tribal wars. According to Nwafor (2012) peace education therefore aims at ameliorating the escalating level of violence in various forms so that individuals can live and work in a relatively peaceful atmosphere that could ultimately engender a global culture of peace.

The introduction of peace education into the curriculum of tertiary educational system is germane to national development. Presently, in the Nigerian University curriculum, there is a one semester course offered as GST tagged Peace and Conflict resolution. This is obviously not enough to inculcate the culture of peace in the students. According to Milican et al (2021) peace building through curriculum in higher education context is carried out through civic and transformative education module by the University of Rwanda. Their curriculum covers intercultural teaching and learning, democracy and human rights education, critical discourse analysis in media and contemporary history teaching.

Nwadiokwu (2019) sees peace education as that which the values of respect, understanding and non violence, present skills for analyzing international conflict, educate for alternative security systems and use a pedagogy that is democratic and participatory. Peace education as a practice and philosophy, refers to matching complementary elements between education and society, where the social purposes (i.e. why we teach), content (i.e. what to teach), and pedagogy (i.e. how to teach) of the educative process are conducive to fostering peace. Nkang & Uwah (2020) observe that the state of affairs in Nigeria, the sustainable national development of Nigeria demands the incorporation of peace and conflict studies in the curriculum of tertiary education in Nigeria. They note that Nigeria being a heterogeneous country with diverse cultural and ethnic differences have had a fair share of ethnic conflicts among various tribes and regions, terrorism and mayhem. Boko haram insurgency has paid a drastic toll on the nation's economy with resultant poverty, displacement of communities, economic, religious and political instability in the country. Thus the inclusion of peace education in the curriculum at the tertiary education level is an imperative.

Themes of peace education vital for curriculum for national development include anti-nuclearism, international understanding, environmental responsibility, communication skills, non-violence, conflict resolution techniques, democracy, human right awareness, tolerance of diversity, co-existence and gender equality among others, (McLeod & O'Reilly, 2019). In the present world situation, there is

an urgent need for new strategies of peace based on the common fundamental interest of man rejecting the use of force, recognizing the close inter-relationship between culture and peace and the extension of interdependencies in reducing economic disparities. Therefore, emphasis must be given to developing positive attitudes to peace in the minds of the students at the tertiary education level. This is because a qualitative change in thinking has to occur before international security can be ensured without resort to military alliances and nuclear deterrence. Hence, education for disarmament must be an integral part of peace education. Likewise other connection between peace and other international objectives such as development and human rights needs to be incorporated.

At the tertiary education level, peace education curriculum should not only lead to a greater awareness of problems but also to a sense of responsibility and active involvement in efforts towards promoting equal rights, economic and social development and mutual respect and understanding among nations. The power of informed public opinions internationally in influencing governments towards peace and disarmament should not be underestimated. This will help in identifying and overcoming the structural, conceptual and cultural obstacles to peace. Educators have the responsibility of promoting peace. The goals of peace education include disarmament, the prevention of war, progress towards cultural pluralism and the development of inner peace. Ekanem (2014) opines that if peace education is incorporated in the curriculum, schools will play the critical role of teaching students how to manage and resolve conflicts; how to manage and form interpersonal relationships; how to enforce authority as well as for communicating the values and the skills for peace building which are essential pre-requisite for national development and stability. According to Olowo (2016), in order to solve the problem of communal crisis, terrorist activities and issues of insecurity in Nigeria it is necessary to include peace education in the national curriculum to empower the future generations with the necessary skills to resolve social issues. This is because peace education has to do with training on the avoidance and management of violence, conflict, better human relationship, unity and internal cooperation among various tribes of those aspects of formal and informal education in school and out-of-school aimed at eliminating group prejudice, stereotypes and hatred which make people prefer war to peace, violence and non-violence, exclusion to corporation and destruction to construction.

The 1945 UNESCO constitution states that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constituted, (UNESCO, 2005). Constituting the defenses of peace type of education requires the development of a peace education curriculum. If peace education must be used at the tertiary education, it must not be implemented as a separate subject but the creation of peace dimension across the curriculum as a transdisciplinary education that takes place in all the courses taught in the University. In other words, elements of peace education are mainstreamed into all instructional activities in all the courses in all the years of study. Mainstreaming peace education across the curriculum implies the use of peace prone instructional methods and strategies. These methods and strategies that promote interactive learning processes include co-operation to group work, peer teaching, problem solving, discussion, role plays, mediation, consensus building, negotiations simulation and other learner-centered instructional strategies, (Olowo, 2016). These participatory, instructional methods are used in teaching topics whose learning aims relate to knowledge, attitude and skills of peace education.

### **Approaches to peace education instruction**

**The integrative approach to peace education instruction:** Here, elements of peace education are integrated into all the courses of study at the tertiary education level from 100 level to 400 level with the 8 keys to promoting a culture of peace in mind. According to Akudolu (2010), the integration occurs at the level of content, instructional methods and materials. While developing and presenting the learning content of any subject of study, the teacher endeavours to identify and highlight any items or idea that is related to the basic elements of peace education and the 8 keys of promoting the culture of peace. These peace education elements are integrated appropriately into the learning process and mainstreamed across the curriculum.

According to her, mainstreaming peace education across the curriculum implies the use of peace prone instructional methods and strategies. These are to promote interactive learning processes such as cooperative group work, peer teaching, problem solving, discussion, role plays mediation,

consensus building, negotiations, simulation etc. apart from presenting participatory, cooperative and problem-solving abilities in learners. Each of these instructional strategies are experiential based and these participatory instructional methods are used in teaching topics whose learning aims relate to knowledge, attitude and skills of peace education.

**Cooperative learning technique:** This is a technique in which a smallest group of students study in face-to-face interaction, cooperating to complete a common task. This technique was very successful both in lower and higher grades of elementary school, not only as a teaching method but also for creating a positive atmosphere in the classroom, reinforcing students relationships and creating intergroup friendships. The pedagogy used in peace education is co-operative active participatory, including case studies, story-telling, role plays, empathy activities, negotiation and mediation practices, journaling, discussion circles, ( Agwu & Obeka, 2013).

**Intercultural training programmes:** is another technique developed based on the idea that adopting knowledge and development skills is the basis for gaining positive attitudes and behaviour. This involves a group of techniques that accept the primary notion that differences between cultures are what lead to misunderstandings and conflicts between groups. Such programs assume that information about the values, customs and practices of the members of a different culture contributes to better understanding of others, thereby reducing prejudices, negative stereotypes and tensions between people who belong to different cultures. Educating students about both cultural similarities and differences is a significant factor in reducing prejudice.

**Local Peace Initiatives (LPI):** This is a program run by UNESCO where they implement LPI on peace education in collaboration with local universities. The initiative aims to develop capacities of local youth/students at the universities on peace education and thus promote social cohesion in the society. The LPIs are based on Training of Trainers (ToT) model, whereby UNESCO would train a group of selected university professors and lecturers as trainers in each university, who would then run capacity development workshops with university students/youth. The trained youth would then engage in debates, interactive activities and some action projects to concretize their learning. The project would culminate in a Peace conference or Festival at each university to share the final outputs of the project. UNESCO develops a training module for university professors and lecturers taking into consideration the ground realities and the conflict situation of the country. The training module aims at building a comprehensive understanding of peace with aspects like understanding the concepts of identity and values, conflict resolution skills including dialogue, inner and outer peace. University professors and lecturers are expected to continue to develop capacities of youth to continue to engage in peace activities at the local level, (UNESCO, 2023).

**Universities collaborating to develop peace program:** Purwanto, Suprpto, Munaf, Abana, Marifatani, Sirega & Sumarni (2023) state that peace education should be held by universities considering their important role in peace education for the young since they are the right place to nurture peace education. Universities, including faculty members and students can collaborate with peace education practitioners, international organizations and local communities to promote a holistic approach to peace education and contribute to the development of sustainable peace building initiatives, By fostering collaborative learning, students can gain valuable skills in effective communication, team work, conflict resolution and embracing diverse perspectives. They can develop the ability to actively listen, engage in constructive dialogue and find common grounds with their peers. This is because collaborative learning promotes critical thinking, problem solving and creative approaches to addressing complex issues, (Purwanto et al, 2023).

Advancing peace education within a formal school context requires a multifaceted approach and process. According to Brooks & Hajir (2020), the key principles and approaches that are necessary include the following:

- Promoting healthy relationships and a peaceful school culture.
- Addressing structural and cultural violence within schools.
- Taking account of the way education is delivered in the classroom.



- Connecting peace education approaches focused on the individual as well as wider socio-political outcomes.
- Connecting peace education within schools to wider community practices and non-formal actors, such as non-governmental organization and civil society organizations.
- Where possible having education policies and legislation that support peace education to achieve full integration into formal school settings.

Based on the foregoing, it is therefore believed that the implantation of principles of peace education into the institutionalized education system is a better approach, especially within the subjects encompassing the cultural heritage of the dominant societies and the ethnic groups belonging to it. Hence, the issue of transferring the positive attitudes towards members of others groups – attitudes achieved in safe environments such as classrooms, schools, workshops and the like-to all members of the outer-groups remains the pivotal issue of peace education. Students learn about peace and the need for peace in safe protected environment and then return to a wider society where there is still injustice, asymmetry of power, a hierarchical structure, discrimination and xenophobia, then become agents of peace.

### **The role of the teacher in the delivery of peace education curriculum**

According to Akkas & Henderson (2021) lecturers have the responsibility for developing their profession by updating their teaching method and building collaboration among themselves to create a practical community. Second, lecturers play an important role in post conflict reconstruction by making good use of their specialization to attempt reconstruction, making their students aware of their role to rebuild the country, explaining the impact of war, and rehabilitating students after the conflict. Third, lecturers prepare the country's future by teaching their students to shape a new generation and future leaders. Lectures are responsible for promoting values such as tolerance, respect, responsibility and mutual assistance as part of the world and make students aware that intolerance and ignorance are causes of war.

Akudolu (2010) states that the teacher as being the Chief guide on the implementation of peace education curriculum must demonstrate the following abilities:

- Appropriately integrate elements of peace education into all the learning activities.
- Strive to promote non violent values by manifesting a sense of responsibility, co- operation, creativity, understanding and solidarity in personal and professional endeavours in and out of school.
- Demonstrate a good knowledge of human rights.
- Deliver lesson/instructions using cooperative learning, cooperative games, creative problem solving and other participatory learning strategies.
- Use appropriate strategies to guide learners in the process of acquiring peace loving, peacemaking and peace affirming skills.
- Create learner centered learning climate through the use of appropriate instructional strategies, demonstrate knowledge of the following dimensions of education for a culture of peace: Mutual understanding, peace and nonviolence, human rights, democracy, tolerance; international, inter-faith understanding; cultural and linguistic diversity, active citizenship. Demonstrate skills of care, empathy, tolerance, democracy and conflict resolution in dealing with learners, colleagues, parents, and other stakeholders in education, (<https://www.intannte.com>).

This shows that the Lecturer has a very important role to play in both the successful integration and implementation of peace education into the curriculum of all levels of tertiary education in Nigeria.

### **Conclusion**

The high rate of life threatening activities in Nigeria such as armed robbery, kidnapping, banditry, violence, incessant killings and terrorist activities calls for urgent interventions to tackle the situation. The future of the next generation and the development of the nation will definitely be slaughtered on the altar of colossal failure if the problem is not tackled from the root. Literature has shown that the

introduction of peace education into the curriculum at the tertiary education level is a sine qua non. This allows the youth to be exposed to various aspects of education on peace, techniques of conflict resolution, and all aspects peace building and peace keeping method from their 100 level to the time of graduation. Before graduation, students would have inadvertently imbibed a mindset of making peace a priority and a lifestyle through such exposure. They could then serve as agents of peace in their communities and in times of tribal crisis and wars they could serve as mediators. If there is peace in the country and peaceful co-existence among the citizenry, this will not only attract foreign investors into the country but create a good atmosphere for sustainable national development.

### Recommendations

Based on the foregoing, the following recommendations were made:

1. Peace education should be integrated into the curriculum of tertiary education in all the departments, especially into all the general education courses.
2. Professors and all the lecturers of tertiary education should be made to undergo conferences and workshops on various aspects of peace education sponsored by UNESCO so as to impart the students effectively.
3. The Nigerian government should make funds available for the training and re-training of lecturers on various aspects of peace education.
4. Government should provide adequate instructional materials, journals and books on peace education to aid teaching and learning at the tertiary education level.
5. There should be a forum and town hall meeting every semester where the university community and community leaders meet to discuss issues pertaining to peace.

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