Participatory Means of Teaching Peace Education Concepts in the Universal Basic Education Social Studies Curriculum.

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Abstract
This paper examines the teaching of Peace Education (P.E.) concepts in the Upper Basic Education (U.B.E) Social Studies Curriculum. The paper posits that the conventional rote learning method used in our schools cannot develop in the learners the values, attitudes and skills required for building the culture of peace. The participatory approach is recommended for the teaching of peace education concepts. This will help learners to acquire and demonstrate the values and traits of peace.

Introduction
The development of the culture of peace is an urgent task that must be done in Nigeria and some other nations of the world. This is the reason why the United Nations has declared that the period 2001-2010 is the international decade for a culture of peace and non-violence for the children of the world. Consequently peace education concepts have been integrated into the school curriculum in different nations of the world, Nigeria inclusive. However, the teaching of peace education concepts is often done through the conventional teaching and rote-learning method in Nigerian schools. This method does not promote group roles and group mechanism and hence cannot help to development the required culture of peace in the learners. This is the reason why Patrick Whitaker pointed out that if peace is the destination and the journey then what we teach and how we teach it must not be separated in our preparations for working with pupils (Canadian Centres for Teaching Peace Education - CCTPE, 2009).

Peace Education
Peace according to Fwa (2004) denotes societal harmony and the absence of conflict, discord, hostility or war. Peace can therefore be described as living in harmony, mutual understanding and resolving inter-personal or communal conflicts without degenerating into disharmony and violence. Peace education (PE) is all educational efforts, formal or informal that aims at developing in the learners the attitudes, values and skills to live with others in harmony, mutual understanding, trust and amicable resolution of conflicts.

The Wikipedia Encyclopedia (2009) describes peace education as the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviour to live in harmony with oneself, with others and with the environment. The United Nations (2009) describe peace education as schooling and other educational initiatives that:

- Functions as `zones of peace', where children are safe from violent conflict
- Uphold children's basic rights as outlined in the Convention on the Rights of the Child (CRC)
- Develop a climate that models peaceful behaviour among all members of the learning community.

- Demonstrate the principles of equality and non-discrimination in administrative policies and practices.
- Draw on the knowledge of peace-building that exists in the community, including means of dealing with conflict that are effective, non-violent, and rooted in the local culture.
- Handle conflicts in ways that respect the rights and dignity of all involved.
- Integrate an understanding of peace, human rights, social justice and global issues throughout the curriculum whenever possible.
- Provide a forum for the explicit discussion of values of peace and social justices.
- Enable children to put peace-making into practice in the education setting as well as in the wider community.
- Generate opportunities for continuous reflection and professional development of all educators in relation to issues of peace, justice and rights.

Skills
Communication, active listening and reflection cooperation. Empathy and compassion. Critical thinking and problem solving. Artistic and aesthetic. Mediation, negotiation and conflict resolution. Patience and self control. Responsible citizenship. Imagination. Leadership, vision.

Knowledge
Self-awareness, recognition of prejudice Issues relating to: Conflict and war.
Peace and non-violence.
Environment / ecology.
Nuclear and other weapons.
Justice and power.
Theories of conflict analysis, prevention, and resolution.
Culture, race, gender, religion.
Human right and responsibilities.
Globalization.
Labour.
Poverty and international economy
International law and criminal court
United Nations, international system, standards and instruments
Healthcare, AIDS
Drug trade

Attitude
Ecological awareness.
Self-respect.
Tolerance
Respect for human dignity and difference.
Intercultural understanding.
Gender sensitivity.
Caring and empathy.
Non-violence and reconciliation.
Social responsibility.
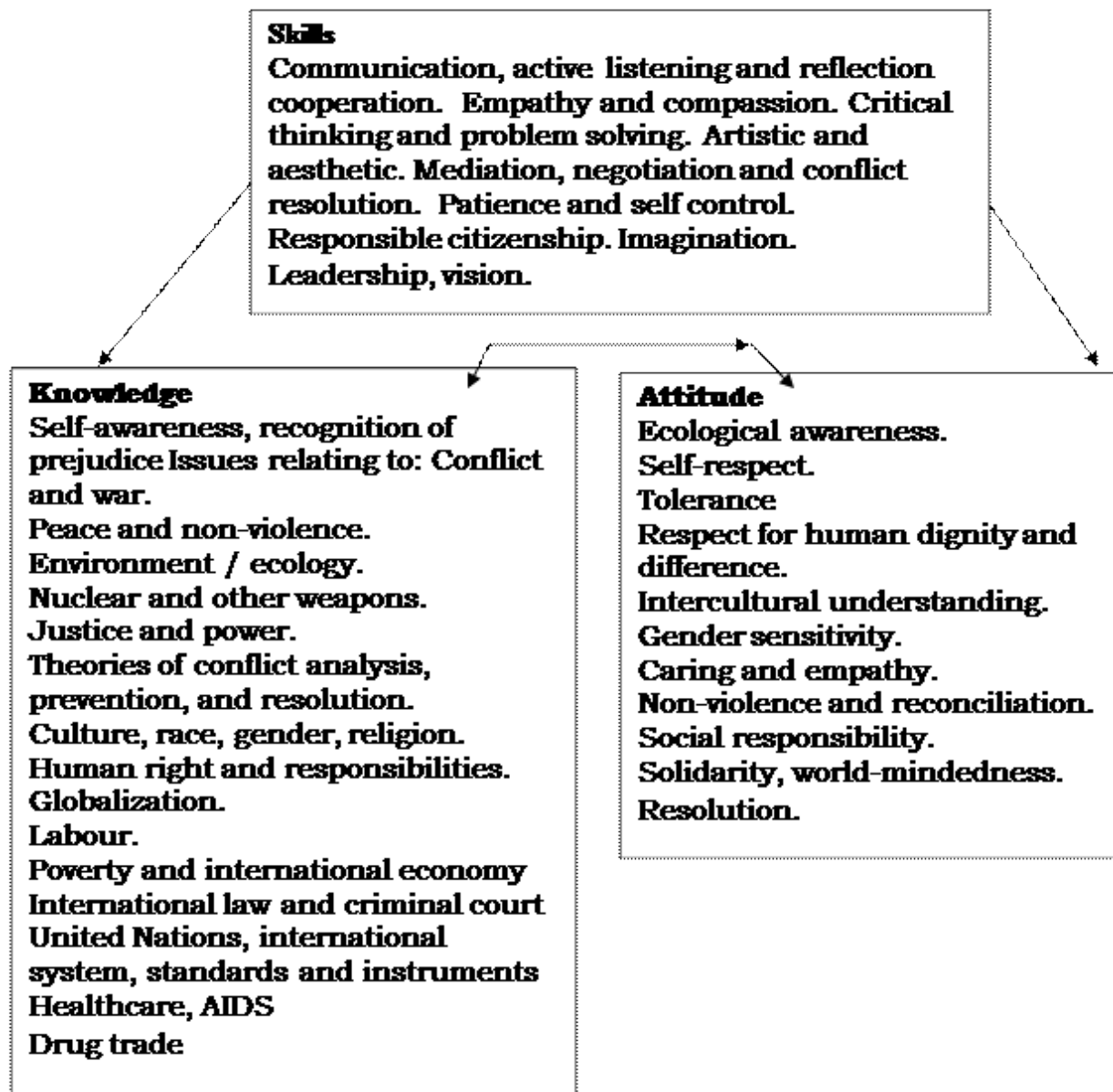Solidarity, world-mindedness.
Resolution.

Figure 1: Skills, knowledge and attitude of peace (United Nations, 2009)

Figure 1 shows that peace knowledge, skills and attitudes are interrelated and interdependent. This is the reason why it is not just enough for learners to have the knowledge of peace concepts without acquiring the skills and attitudes of peace.

Peace Education in Nigeria

The development of the culture of peace can be traced to the indigenous system of education in Nigeria. Traditional education laid emphasis on character training. Falade, Akinola and Adejubee (2009) explain that the Yoruba of Nigeria have norms meant for social cohesion and smooth-running of the community. The Yoruba adopt proverbs to teach the virtue of forgiveness, harmony and peaceful coexistence. An example of such proverb is "bi a ko gbagbe oro ana a ko ni reni ba sire" (unless we overlook the past misdeeds, we will not be able to relate).

In the traditional community, like any other human society, conflicts or disputes arise. Such disputes are settled through dialogue by the family and community leaders. The extended family system and the decentralized political structure in some parts of Nigeria promote conflict resolution, respect for elders' mutual understanding and harmony.

Peace education has therefore become part of the school programme in many nations of the world. In some countries, peace education has been referred to as education for conflict resolution international understanding and human rights, global education, life skills education, social justice education, environmental education etc. The scope and nature of peace education in nations of the world are determined by societal issues and problems.

The Nigerian government introduced the 9-year Basic Education Programme as one of the means of attaining the Millennium Development Goals (NDG) by 2015. This prompted the need for the revision of the existing school curriculum. Hence, the National Council on Education (NCE) in 2005 directed the Nigerian educational research and development council (NERDC) to review, re-structure and re-aligned the existing primary and JSS curriculum into a 9-year Basic Education Programme.

In 2006, the NERDC produced the 9-year Basic Education curriculum which covered current and emerging issues like value reorientation, peace and dialogue including human rights education, family life and HIV/AIDS education, etc. (NERDC, 2007). In the light of this, a new basic education social studies curriculum was developed. The new social studies curriculum incorporate contemporary issues like peace and conflict issues, child/women trafficking, youth unemployment and youth restiveness, gender issues etc. While a new civic education curriculum was disarticulated from the new social studies curriculum, other emerging areas like peace education, gender education, and family life education were integrated into the social studies curriculum.

Peace education is not a separate subject in the new Basic Education curriculum. Rather, peace education concepts have been integrated into social studies curriculum. Table 1 shows some of the peace education Upper Basic Education social studies curriculum.

Table 1: Peace education concepts that are reflected in the UBE Social Studies curriculum.

Class	S/N	Content	Performance objectives	Evaluation
JSS 1	1.	Conflict and conflict resolution within social groups	Students should be able to: explain the causes of conflict within social groups and suggest solution to these conflicts.	State the causes of conflicts in the social groups and how these conflicts can be resolved.

	2.	Meaning of national unity and integration i.e. living together peacefully	explain the meaning of national unity and integration	State the meaning of national unity and integration
	3.	Need for national unity, progress and development of national integrity	discuss the need for national unity and integration in Nigeria.	Describe the need for national unity and integration
	4.	Importance of national unity and integration to nation building	analyze the importance of national unity and integration to nation building.	Enumerate the value of national unity and integration Mention institution that promotes national unity and integration
JSS 2	1.	Types of group behaviour (mass action and communal labour)	student should be able to: identify types of behaviour	Describe types of collective behaviour
	2.	Characteristics of different types of group behaviour (destructive and constructive).	distinguish between the different types of group behaviour	State the distinguishing characteristics of different types of behaviours.
	3.	Benefits of group behaviour	mention benefits of group behaviour	Enumerate the benefits of group behaviour
	4.	Advantages of living together in the family	state the advantages of living together in the family	Mention some advantages of living together in the family.
JSS 3	1.	Meaning and types of peace	student should be able to: explain the meaning and types of peace various	Explain the meaning of peace
	2.	Importance of peace	explain the importance of living in peace with on another	Differentiate between types of peace. State the importance of peace
	3.	Ways of promoting peace (tolerance, social justice, human rights etc).	Describe the ways of promoting peace	Describe those things that can promote peace
	4.	Meaning and types of conflict	explain the meaning of conflict	Define conflict
	5.	Example of conflict	describe the cause of conflict	Identify types and examples of conflict
	6.	Causes and consequences of conflict	explain the consequences of conflict	State the consequent of conflict
	7.	Conflict management and resolution e.g. dialogue, compromise, etc.	suggest non-violent methods of resolving conflicts	Describe non-violent methods of resolving conflicts.
Note: From (NERDC, 2007)				

Teaching Peace Education Concepts: The Participatory Approach

Peace education concepts have some inherent values and skills which are expected to be acquired by the learners. To develop the culture of peace, learners are expected to acquire collaborative inter-personal attitudes like respect, trust, honesty, humility, fairness, empathy, justice, etc. Also, learners are expected to acquire collaborative interpersonal skills like listening, openness, non-judgmental, tolerance, objective rationality and consistency. Other skills necessary for the development of the culture of peace are functional and broad team skills.

The conventional teaching method, that is common in our secondary schools today, has been found ineffective for the development of the values, attitudes and skills required for building the culture of peace in the learners. Nigeria has a traditional classroom setting where teaching is approached through lecture method that leads more to cognitive achievement than affective and psychomotor development. Teachers are trained to get to the classroom and teach by talking to the students for forty minutes and leaving behind a note to copy. This method does not quite agree with democratic culture, it does not favour mutual respect for others opinion, cooperation, positive leadership and followership spirit and inquiry attitude (Akintunde, 2008).

Falade (2009) pointed out that the conventional method of teaching is adopted by JS teachers in Nigerian schools. The method is characterized by indoctrination, memorization and rote learning. The method encourages learners to memorize and recite facts learnt in the classroom in order to succeed in examination. Students are not stimulated to develop and demonstrate the inherent moral values in the concepts that are learnt.

Collaborative and participatory approaches are required for the development of the culture of peace in the learners. Canadian Centres for Teaching Peace Education (2009) express that in the classroom, peace education aims to develop skills, attitudes and knowledge with co-operative and participatory learning methods. Through dialogue and exploration teachers and students are to engage in a journey of shared learning. In teaching peace education, students are empowered to take responsibility for their own growth and achievement. The culture of peace cannot be developed through the autocratic curriculum design and implementation that take place in our society today.

To adopt a participatory approach for teaching peace education concepts in our schools, the peace educator is to move from being a transmitter to being a facilitator. Carter (2006) recommended the following standards for peace educators at the primary and secondary school levels: Facilitating students construction from their collective experience; engage in cross cultural communication with multicultural school participants; train students through molding of dispositions and skills that develop peace, including the practice of nonviolence before and during conflicts; create a nurturing `school-home' environment which nourishes and provides a safe place for communication about concerns related to violence; use strategies that support peaceful interaction with self and all people; model action for peace development on and beyond the school environment, thereby demonstrating a community norm of social justice, cultivate and support the student's responsibility for their own peaceful-problem solving while you are still aware of, and responsive to their needs.

Development of skills and attitude of peace involve group mechanism and participatory activities where groups of students interact and help each other to learn. Learners can be motivated to develop an informal peace education package for learning the peace education concepts in the school curriculum. To do this, the participatory model below can be adopted.

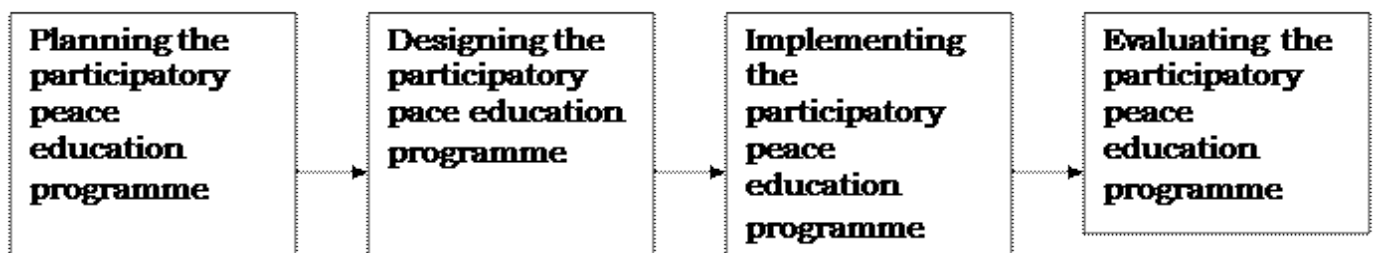| Planning the participatory peace education programme	Designing the participatory pace education programme	Implementing the participatory peace education programme	Evaluating the participatory peace education programme

Figure 2: Participatory model for teaching peace education concepts.

Figure 2 is made up of four stages. The first stage involves planning a participatory peace education programme that can be used to teach the peace education concepts in the syllabus. At the planning stage, the classroom teacher/peace educator can organize the students / participants and sensitize them on the need to work together and come out with a programme that can assist them to learn the peace education concepts in the syllabus.

The second stage in the participatory endeavour is concerned with the development of the participatory peace education programme. The peace educator need to make use of Focus Group Discussion (FGD) to stimulate the learners to identify suitable approach and design a programme that can be adopted to learn peace education concepts in the syllabus. If the learners are well facilitated they may come up with an informal Peace Club. Through the participatory approach, the learners could be guided to design how such club would be run. They can also identify the activities that the club could undertake to enable club members to acquire the knowledge, skills and attitudes inherent in the peace education concepts. Some of the activities that the students could design are:

   i.   Inauguration of a Peace Club
  ii.   Drafting of the club's constitution
 iii.   Election of club officials
  iv.   Club's executive meetings
   v.   Club's general meetings
  vi.   Establishment of conflict resolution / disciplinary committee.
 vii.   Lecture and talk on some peace education concepts
viii.   Video show on some violent crises showing the negative effects.

Conclusion

The imperative of peace education for the development of the culture of peace is emphasized in this paper. The declaration of the United Nations that the period 2001-2010 is the international decade for a culture of peace and non-violence for the children of the world has stimulated political leaders to incorporate peace educationinto the school curriculum.

In Nigeria, peace education concepts have been integrated into the upper basic education Social Studies curriculum. However the conventional teaching method is often adopted for teaching peace education concepts. This method only encourages learners to memorize and recite peace concepts. Learners are not simulated to develop and demonstrate the skills and attitudes of peace. This paper recommends the participatory approach for the teaching of peace concepts in the UBE syllabus.

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