



History and peace education in Nigeria: panacea for national development

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Abstract – *The significance of history and peace education in fostering national development cannot be overemphasized, this paper has skillfully tried as much as possible to uproots the contributions of history education to peaceful coexistence in societies and the roles peace education can play in fostering national development, it found that, Peace education gives rise to tolerance and respect for variety of opinions in a social settings; and it also discovered that, history serves as a milestone and vehicle for personal and cultural identity. In essence, sound historical values and peace education will always give rise to or conceives cohesion which consequently gives birth to peace and development in society. Therefore, it remains a logical fact that no meaningful development occurs nor sustains its gains without recourse to history; in the same vein, progress turns to retrogress in a situation of anarchy! Then, there arises the need to assess the roles of history and peace education to national cohesion and consequent development. It was therefore recommended among others that history and peace education to be made an integral part of Nigeria's educational curriculum at all levels for inculcating tolerance, patriotism and nationalism into the citizen's mindsets.*

Keywords: History, education on peace, national development.

1. INTRODUCTION

In every clime of human existence, little skirmishes and some misunderstandings are said to be

inevitable the world over, therefore, finding a society where there is an total absence of conflicts may not be possible, thus, in this circumstance, the most important thing is putting down some acceptable and humane policies as well as social scrutiny measures to address every possibility of breakdown of law and order among people- through education, because a country that has drifted from her philosophies, ideals, and in need of find turning the remedies to the social vices beclouding her progress such as corruption, ethno –religious conflicts, and other sorts of societal ills, for such a country, going back memory lane to pick some beautiful lessons from her own history and applying them to her present circumstances can go far in taken herself back on the right track. In the distant past, prior to the time of independence, our society is believed to be enjoying some amounts of unison and togetherness devoid of too much religious intolerance, political rancor and social vices. Thus, having idea of those glorious and golden days which can only emanates via the study of history can never be over emphasized, because, history garnished together with peace education in today's globalized and turbulent world, especially in places like Nigeria can go a long way in bringing about rapid transformation and national development.

In an attempt for promoting science and technology, perceived as the only catalyst for development, there has been deliberate undermining of the humanity courses which have history as their core. It's very clear however that, the urgent pursuit and desperation for science and technology in the quest to attain national development objectives is desirable and a



legitimate course but however, we must realize that development is about human beings who should occupy the central place of all such efforts. And hence, it is the knowledge of history that makes change comprehensive and meaningful; history is a facilitator of change and development. In the task of development, people's history cannot be thrown away, as was pointed by Obaro Ikime that, in enabling us to acquire the knowledge of who we are and how we have come to be, history fulfils a definite and salient role in the task of national development. (Ikime 2006). R.V. Daniels defines history in his book, *Studying History, How and Why?* As the memory of human group experience. If it is forgotten or ignored, we cease in that measure to be human. The knowledge we acquires through studying history gives us the idea about our collective existence, helping in solving the puzzles of our common being hood as a people, without it, we would have no doubt end up just like unfortunate people who suffers from adverse circumstances of memory loss or amnesia, derailing so low just like people who gropes or lurks in the dark for their lost identity. It is the developments recorded or obtained from history that gives birth to all emotions, values, ideals etc that makes life meaningful and offers us something to survive for; persevere over and more importantly, to die for. From experience, historical evolutions naturally has in place layers of socialization in different societies, countries, religions, classes including all the sentiments, linkages and loyalties that attaches to them (Daniels 1972:3).

On the other hand, Peace education is the education that aimed at ameliorating the escalating high level of insecurity challenges showcasing in so many forms so that people can live and work in a relatively peaceful atmosphere that could engender a global culture of ultimate peace in the universe. The main goal of Peace education however is to develop in individuals, the skills, attitudes, and knowledge driven through cooperative and participatory learning methods and an environment of tolerance, care and respects.

Where the contents of peace education are inculcated into the minds of people and its lessons imbibed as well as practiced by the individuals, there will be appreciable level of development. Furthermore, in any atmosphere with abundant justice, equity, devoid of gender discrimination, segregation and equality, coupled with poverty amelioration mechanisms in place, no doubt, development might automatically be achieved under such perfect settings. In this regard, peace education is premised on the popular maxim: Since the idea of wars is conceived in the minds of men, it is consequently in the same minds of men that the defenses for peace must be constructed. (Dupuy, K, 1945). Hence the desire for proper implementation of universal policy "Education For All" (EFA), for the purpose of promoting literacy among people, because an educated mind is a peace loving mind, as well as curbing injustice, inequality, discrimination, etc, and in addition, doing away with all the common factors that gives rise to the growth of conflict and violence either through banishment or minimizing them from societies in other to usher in a serene condition of peaceful coexistence and accelerated development for all.

2.STATEMENT OF RESEARCH PROBLEM

The nature of sociopolitical climate in the 20th and 21st century Nigeria is marred by so many tales of ethno religious, socioeconomic and political crises. The crises stretches across all sections making up the country resulting to so many violent episodes and epochs being recorded in the historical emergence of the country, suicide attacks by terrorists, banditry, destruction of both public and private persons property, lost of lives as well as indiscriminate cases of kidnappings to mention but a few becoming a new normal. This therefore motivates the reason behind this paper which intends to bring together, history and peace education in steering the course for national progress, prosperity and development.

3.AIMS OF THE STUDY



This study focuses on the unbreakable nexus between history, peace education and national development; and plans to bring out the relevance of the trio, (history, peace education as catalyst for national development) by dissecting or exhuming

1. The importance of history education to peaceful coexistence
2. Some roles peace education can play in achieving national development

3.1 Conceptual Clarification

The critical concepts mentioned above that are central to this discourse need to be clarified according to the context of their usage in this study; they are history, peace education and national development.

3.2 History

From philosophical perspective, -Marcus Mosiah Garvey (1887-1940), was quoted to have said, people who do not have knowledge of their past, origin and culture, such people are just like trees without root. It should be noted that definition of history is not limited but encompasses all things that have ever happened, including all physical events and occurrences. The concept history is more or less the definition of the past- the sum total of all things that ever happened. However, Williams's view is different; he believes that, the past is not history, to him; things may have happened in the past and yet were not exactly captured by historians. Because history is a subset of the past and as a discipline it studies the past, though, it only reveals some aspects of the past hopefully, objectively.

Another scholar of repute in the person of P.J. Shea believes that, everybody has a history; thus, the more we know all these histories the better it will be for all of us. He views it this way, peace, unity, progress and nation building may best be achieved under the pretext of historical awareness, which deals with the consciousness of the events that happen around. In a nutshell, this study is of the opinion that, with proper understanding and application of good historical lessons, it will open the door and provides

a way forward for attaining lasting peace and speedy national development in Nigeria. There shall also be special pride to national identity, proper position to national integration, sense of belonging and thus enhanced nation-building project. It should further be understood that history as a process, discipline and science, is both interwoven and serves as catalyst that greatly help in the process of national development.

According to E.H Carr, "the past which is studied by the history students is not a dead past, but a past in which sense is still living till the present". This naturally translates into the fact that, for the people to be able to correctly and truly solve the present multifaceted developmental challenges bedeviling their community, society or country in general, the past experiences must always be contracted or consulted (history- the oracle). This is very necessary because "... if men of the future are ever determined to break the chains of the present, they must have to understand the forces that forged and brought them together" Thus, to achieve this goal, they must be well endowed with historical knowledge which is commonly obtained through recollection, retrieval and reconstruction of the past. This is embedded from the fact that time past is part of time present and time present is part of time future. Conversely, human society is surely a one long generational continuum where understanding and having proper appreciation of the present requires good knowledge of what really took place in retrospective so many years ago or at time immemorial.

3.3 Peace Education

It is a common saying in general parlance that one of the highest forms of objectives basically for any education is inculcating peace because it is an essential value to be cherished by every individual. The parent otherwise the family unit is the first teacher and citadel of learning correct morals and values to the children and from it however peace is nurtured in them. Thus, the peace instilled at home is again being enhanced at school and from the



school it then spreads to the whole community. Peace, without mincing of words is a broad concept attached with practical and spiritual connotations, it can also imply to a state of inner calm or strategy that brings an end to any conflict. Peace is generally considered to mean absence of conflict or violence and also the presence of harmony, accord, security and understanding among the people in the society.

Thus, Peace education is simply a planning strategy and methodology of eliminating all forms of conflicts and violence caused by injustice, human rights abuse and violations, inequality as well as devising ways and means of reducing the same through application of appropriate teaching and learning strategies by means of producing responsible global citizens to attain and spread the message of peace world over. Ibeanu (2006) is of the view that there is no generally, universally acceptable, consensus position of scholars pertaining concept peace. According to Rousseau, peace implies the original state of existence in which man was born as “a free gentle savage” – “a state of nature”, is synonymous with a state of ignorance. For Thomas Hobbes, this “state of nature as observed by Rousseau, was marred by incessant conflict and violence, which rendered life a sort of solitary, isolation, poor, nasty, brutish and very short. To avoid bitter scenarios, people entrusted their collective rights to an overriding power- the state, and thus established a social contract for peace, stability and orderliness, (Sabine and Thorson, 1973). Plato, from social context perspective, argues that justice a product of peace is the fulcrum of ordered social life. (Ibeanu, 2006). Consequently, Iwe (1978) observes among other things that, justice just like a tree stands erect on a planted ground of social justice, sincerity, honesty, liberty, fairness and truth with all other virtues as its source of strength while rights, duties and responsibilities as its fruits; order and peace its harvest.

In other words, where justice reigns, peace and stability will prevails over any other consideration, and thus, removing away any form of destructions, skirmishes, rancor and misunderstanding to the

barest ebb impliedly allowing speedy growth in the areas of human and material resources through formal educational activities. Hence, the inevitability of conflict and violence in any human settings has necessitates peace education for stability and peaceful coexistence. A study for peace is clearly therefore about efforts to promote cohesion especially in violent infested areas through advocacy and enlightenment creation etc. there’s no doubt to say that, there is no unison among experts as to the exact meaning of peace knowledge, for it means different things to different opinions. As search, this lack of generally acceptable conceptual clarity has posed a serious restraint to academic attempts to encourage peace building through advocacy. (BenPorath, 2003). This is however, not unconnected with the reason that made scholars like Dupuy (2011) to states that: There is no general vis-à-vis uniform concept on peace education and hence the international discourse on the topic is still in its nascent or infancy state. He further posits that for shared and well established sets of goals in relations to stability to be achieved, the various ideals of socio-economic, political, historical and cultural ideals must be taken into account.

Peace studies can be very wide in scope. (Harris, 2004), for example, identifies five forms of peace education / studies – global peace education (also known as international studies), conflict resolution, violence prevention (including peer mediation), development education (including human rights education) and nonviolence education, typically built around the study of great non-violent figures, peace education is concerned with helping learners to develop an awareness of the processes and skills that are necessary for achieving understanding, collectivism, tolerance and good will in the world.

Peace education brings together different traditions of pedagogy, theories of education and international initiatives for the advancement and promotion of human development through learning exercise. Peace education is premised on the desire



and passion to uplift the totality of the welfare of learners to advocate for fairness and just treatment and it also aimed at promoting cohesive and stable society for all. (Reardon,1998). Believes that, the general ideal for education for peace is to promote a planet where people will become very conscious of themselves by functioning as global citizens who can transform the present human condition by changing the social structures and the styles of thinking that has been created over long period of time. Educating for peace does not start with the belief that the teachers knows it all, the students know nothing and that the onus lies on the shoulder of the teacher to move her/his knowledge into students minds by the most efficient means possible. Peace education recognizes that individuals in educational contexts, whatever their age, bring considerable life experience with them and that this provides a jumping off point for peace. It therefore promotes cooperative learning where the teacher acts as a resource person rather than a 'fountain of all knowledge'. Obviously, this represents a change in teaching style which many teachers would find difficult to accept, given their hierarchical and domineering position in classrooms.

3.4 National development

Longman dictionary of contemporary English defined National as a phenomenon that embraces a whole nation. It further classified it as overall development received from vast collections that helps in smooth advancement of a country or nation, socially, economically, politically and also religiously, more so, it becomes result oriented via constant planning and adoption of strategic measures regularly put in place by the government. No single one definition of development can fit the concept. However, so many attempts were already made by prominent scholars to define the term development. Some of the so many definitions will be examined here. Gboyega (2003) views development as a concept that encompasses all efforts that aims at improving the conditions and very existence of human being from all perspectives. It includes advancement in material well being of

citizenry, not merely the wealthiest in the society but even the downtrodden in a sustainable way such that today's consumption does not endangers the future, and it also requires that, dangerous state of poverty and unequal access to abundant opportunities of life is removed massively or reduced from the society. Consequently, it geared towards increasing physical security by impacting positively on people's livelihood and expansion of their life chances. Naomi (1995) argues that, development usually involves not just abundant growth of the economy, but also existence of equity in the distribution of resources, access to good health care facilities, free or affordable but qualitative education, access to affordable and decent accommodations and other essential services all with a view to advancing the individual and society in general, (Naomi, 1995). Chrisman (1984) perceives it as a means for societal progression, where peoples well being witnesses' rapid transformation and turnaround which is acquired through strong partnerships between all sectors, corporate bodies and other groups in the society. It is reasonable to note that, as observed earlier, development is not only about economic exercise, because it also involves both socio-economic and political issues which encapsulate all social aspects of the life of the society.

In any human society, where there is in place an atmosphere of development in the air, then there should be a calm situation of increased skill and opportunities, state of freedom, sense of responsibility and creativity, self-discipline, rule of law, and guaranteed material well-being amongst the people, (Rodney, 1972). Therefore, we can rightly maintain that there has been development within human society since the origin of man, because human society has multiplied enormously with the capacity to earn a living from nature. Development is a many-faced concept which involved different stages of transformations in social, structures, popular attitudes and national institutions. It also provides accelerated economic growth, reduction of inequality as well as alleviation or eradication of



poverty. (Todaro, 1989). Sen,(1990) conceives development as capacity expansion. To him, good development requires empowering the people and the state itself in such a way that they can be able to discharge their complimentary roles without hindrance. Development in essence requires an enhanced state capacity with institutional and governmental stability, which will ensure societal fulfillment in areas such as the basic needs of life of the citizens. Fanon (1980) posit that, each generation must adequately out of relative obscurity identify its set goals, potentials and strive hard towards fulfilling them or betray them. Against the backdrop of this assertion, a country must rise to her responsibility of developing to a greater height.

A nation that is fundamentally being bedeviled by the problems of unity, managerial inability, ethnic unbalancing in terms of federal character, zoning, geographical spread, creation of more states and local governments areas, etc, needs to look down to the drawing board once again in order to get so much engrossed with her history with a quest to unmasked the recipe and the mechanisms of peace for attainment of national development goals. National development can be achieved when all the right values, beliefs, and consciousness needed to facilitate sense of belonging are internalized and institutionalized (Odey, 2004). For instance, for lasting peace to thrive in Nigeria, Nigerians should embark on some basic activities that are capable of developing the country; by injecting some adequate measures of reciprocated harmony into the system. This entails that ethnic regions should be prepared to engage in some level of interdependency whereby a region appreciates the potential of the other and be prepared to depend on such in areas of need, there must be strict observance of social justice, integrity, discipline and goodness, which combined together forms the essential ingredients of national development, when a nation lacks these ingredients, it shall loom in the backwaters of progress.

Lack of effective governance also militates against national development. Where there is no purposeful

governance, development becomes simply a mirage, chiefly due to bad leadership in the country. In Nigeria for instance, most of the people in authority have jettisoned their sense of patriotism and commitment to national development. Mimiko opines that, (1998). The high level of corruption, gross misconduct and indiscipline is another impediment to national development in Nigeria. The Nigerian state is no doubt very corrupt, and again it is under the control or mercy of corrupt leaders/ policy makers who have made the state an instrument of capital accumulation, mismanagement instead of propelling the country higher for the common good of all its citizens. It is worth noting that, a very good development plan when left under the supervisory role of an unrepentant corrupt state official can hardly bring to bear a very good job. (Mimiko, 1998). Corruption and development are by and large at variance with each other, the two will forever remains strange bed fellows to each other, thus, where one is present, obviously the other one will naturally suffers or disappears. (Mimiko, 1998).

4.OUR HISTORY IN DEALING WITH CRIMES AND CRIMINALITY

Previously in our society, the punishment given for crimes were proportional and deterrent in nature to the crimes committed, the punishments were aimed not only at given the defaulters befitting, reparatory or proportional punishment for the atrocities done but to served as a deterrence by putting fear into the minds of even the will-be or potential criminals. Capital punishment is the most dreaded type of punishment in the sight of average human being, in the past, especially during the military regimes in Nigeria, it was a very common trend to see criminals being executed by firing squad, crimes such as drug dealings like in cocaine, heroin and other hard drugs receives the proportional and severe punishment of death by either hanging or faring, also armed robbery, arms running, treason and treasonable felony enjoys the same amount of justice, the rate of



crimes were moderate due to the grave nature of the punishments allowing peaceful coexistence to thrive thus, killing criminality from the source. Drug abuse is simply the harbinger of all vices which gives room for common violent crimes such as terrorism, banditry, kidnappings etc ravaging peace and development in Nigeria today. General Muhammed Buba Marwa the executive chairman National Drugs Laws Enforcement Agency (NDLEA) was quoted to said that, insecurity is clearly one of the key challenges, if not the most important challenge at the moment facing us as a nation today.... There is enough evidence of linkage between drug use and spate of insecurity in Nigeria. Drugs are a clear triggers and inducers of insurgency, banditry, kidnapping and other criminal activates. Drugs such as Cocaine, Permoline, Tramadole, Raphnol, hemp, meth, exo15 etc, (Chinedu, E, 2021). The adoption of the age long noble crime fighting method in our history has helped in cleansing or weeding our society of severe crimes, consequently, due to membership and signing of some modern international protocols and conventions by Nigerian governments, the old system has been put aside given chance to a new order, however, jettisoning the old practice by adopting new western methods of crime prevention has done nothing but worst to our society, because the mode of punishment is no longer a proportional based where an ear goes for an ear, blood for blood and life for life etc, its common to see murderers, terrorists, bandits coming back to the society after serving their light sentences, de-radicalization or state pardon, putting the life of the citizens under threat and fear once again, truncating peaceful coexistence and stable national development.

The activities of non state violent actors Nigeria is currently experiencing now has never been that bad in the past, then laws were implemented to the later against crimes and all form of criminalities, due to swiftness of law and order, brutal and barbaric forms of taking the laws into the hands of the people by way of lynching, mobbing or meting jungle justice on accused persons and suspects were not

common practice because offenders were instantly punished according to the dictates of the law as enshrined in the country's laws; people's confidence on the courts and law enforcement agencies to prosecute and punish the culprits was sacrosanct and intact, hence putting aside the general fear that justice delayed is tantamount to justice denied, indeed this was our history, the history that portrays our criminal justice, cause for peaceful coexistence in a good light and earmarked as one reason behind our growth. In his famous saying, so often misquoted as "History repeats itself," which of course it can't, because history can't do anything, only people can, George Santayana wrote, "Those who cannot remember the past are condemned to repeat it." And, Carl Sagan wrote, "You have to know and be visible with the past in order to understand the present." Consequently, it is now very clear for all to behold that, the nonchalance to our histories by the majority of our so-called modern leaders, their inability to remember, inculcates and institutionalized our glorious past and it's good lessons of history is part of the reason that is pulling us down as a country and also its not unconnected with the fact that till today, they repeatedly keeps on eulogizing the founding fathers of Nigeria like, Sir. Abubakar Tafawa Balewa, Dr. Nnamdi Azikiwe, Chief Obafemi Awolowo and host of others, with all nostalgia, they do so by using their good names in making empty promises of intending to emulate their unmatched achievements or promising to follows their footsteps if voted into elective offices during every round of political season at venues of political rallies and campaigns, they (today's politicians) identified with our heroes-past mainly due to the assiduous work done by the forefathers towards instilling the spirit of peace, patriotism and nationalism which is embedded in our history, custom, cultures and aspirations of our beloved country and equally appears to become one among the behind the curtain reasons for our speedy development and growth barely few years after our independence in the 1960s.



5. THE IMPERATIVES OF HISTORY, PEACE EDUCATION TO DEVELOPMENT

First and foremost, many definitions have been put forward at explaining the term History as an academic course of study. To many, history is a branch of knowledge that more than anything deals with the past. More so, another group of people viewed history as a vehicle of societal transformation in time and space. However, the academic definitions differently presented by notable scholars such as Usman, Y.B. and P.J. Shea have both made us understand history as a parasite and holistic course of study. For instance Y.B. Usman in his scholarly work argues that history is all about the totality of human existence overtime. P.J. Shea defines history as all about the fact finder of causality, effect, change, facts and evidence regarding all that happened. To M.D. Suleiman, it is all about activities of man in time perspective, i.e. what was done, being done and would be done. History as a reservoir of the past knowledge, past knowledge obtained through unbiased inquiry influenced by interpretations and generalizations arrived at by the historian are available in the nature of true record on paper or in the memory of man. Also a renowned Arab History scholar known as Ziauddeen Sardar stated that: To justify the study of History is to know history as the sum of happenings, the totality of human experiences through which facts are selected, verified, described and analyzed. It also involves the selection of facts, words, styles, accents, imposed logic; footnotes all that bear the impress of the individual historian and his milieu which is garnished together to promote a particular image of the past.

No doubt, history as a discipline is not merely an old ladies tale; it is a very serious academic discipline that attracts the most talented in the civilized countries, it teaches among other things peace building for national cohesion, development and this is why it is very embarrassing that studying history has been thrown into the dustbin of materialism and further relegated to the background in various citadel of learning in Nigeria

and this explains why so much violent acts that threatened peaceful coexistence of the general public including physical and psychological traumas, hatred, mistrusts, etc abounds everywhere and hence, dominates the common foundation of the people as they collectively lack historical consciousness which consequently leads to underdevelopments. The leaders of the country usually act or reacts based on present situation at hand and they pay less or no attention about the past, because such statesmen lack proper background of their own history, thus, rendering politics of the belly or stomach infrastructure to dominate the political space. Merit however, is unfortunately slaughtered on the slab or altar of power profiteering. With all these virulent vices caused mainly by lack of historical awareness, development at all levels in Nigeria has therefore been subjected to a wild goose chase.

It's high time to emancipate oneself from this obvious and wilderness cul-de-sac, the time to act fast is now, the time to rediscover Nigerians with an enduring sense of history by putting some efforts quickly towards salvaging the bad situation from becoming worst, it's not too late, for its better late than never. As Professor J. F. A. Ajayi once submitted, any nation without sense of her/ its own history will surely suffer, such type of nations cannot achieve a sense of purpose, direction or stability and without them the future is for sure going to be very bleak and uncertain. It is because of this that the study of this nature becomes necessary and very imperative as part of the ongoing efforts towards striking a link between history, creating advocacy and awareness through peace education as a gateway to national development. History is the father and mother of all knowledge known to man; it remains the source and the root of all disciplines, because there is virtually no field of study that does not encompass history. For example, Accountants use the 'historical methods' to balance their books, a medical examination cannot proceed without a history of the patient, Lawyers rely on 'precedents' to establish a point of law, to solve a crime the police must



'investigate' the incident from the genesis to the present. The main variance between an architect and a draughtsman is in the knowledge of 'art history' that the architect possesses. Until about seventy years ago, political science, government and international relations were taught as diplomatic history.

The relationship between history and a nation's development is very well summarized thus: History interacts with the nation because the nation itself is a product of history through historical circumstances and events and therefore the nation cannot escape from its past, its history. In the same vein, the nation is shaped by its history; it influences its group memory and defines its nationality. History remains therefore the pillar that binds people together and also designs their identity as well as the uniqueness making them different from other people. (Ade-Ajayi 2005:3). History on the one hand and peace studies can be a catalyst for rapid socio economic growth after all there will be no meaningful development in areas overtaken by violence and conflicts, peace education therefore remains a vehicle through which peace can easily penetrate deep into the nooks and crannies of human endeavors and existence. Meanwhile, development is not merely a turnaround or overhaul on the face of infrastructures, industries, and technology but can take the shape of transformation on the area of social, economy, political and other human centered advancements and progress in the life of a country. The social, economic and technological development of Asian countries like India, china, Japan, Korea etc. cannot have been possible without identifying with their histories, national values and identity. Indeed, what history as a discipline does specially for any nation is to place its development predicament within national time perspectives of human evolution. This is the utility value of history. History helps people not to under-value their selves by going lower than what they really are and over-values their selves by claiming what they are not. It provides confidence-building strategies to any country that is struggling

to overcome present problems and help her plan effectively for her national advancement and development. It makes no meaning to deals with development without recourse to historical knowledge of the group experiences, and one factor that brings about cohesion in group experience is peace and development.

6.HISTORY AND PEACE EDUCATION, SURE WAY TO ATTAINING NATIONAL DEVELOPMENT

The strategic importance of historical knowledge in reconstructing people's past, cultures, heritage as well as arising sense of self-consciousness for national integration and development cannot be deemphasized. It is in realization of the all important roles played by history in fostering development that the Nigerian government in 2016 directed that the history studies be restored back to the general school system at all levels. Furtherance to the implementation of government's directive, the Historical Society of Nigeria (HSN) recommended that graduates from tertiary institutions in Nigeria should be required to have some knowledge of Nigerian History from earliest times to the Post-independence period (Ogbogbo, 2016:12). The point also need be made is that historical consciousness enables critical understanding of social transformation in society and provides people with the intellectual resources to transform existing circumstances. This is the developmental role that history plays. For nothing diagnoses the present more than historical consciousness. Human society is better served when people cultivate a deep consciousness of their developmental trajectory, make amends where needed and envision a progressive future. History study identifies development and determines when it has taken place. For, as is now apparent, not to have knowledge background of history is to remain a child forever. It is a case of not knowing the past, and so comprehending the present is impossible. This means that there cannot be a platform for



planning for the future. It is not possible to talk about development without knowledge of the group experience. For, since development is a process that takes place over time, it falls squarely within the ambit of what historians study. In the sense in which an old man arrogates to himself the achievements of his children, in the same pedestrian can history and peace education rightly laid claim to the national integration and development.

Stability in the national life of every nation encompasses the following factors among other things, political security, social security, economic security, food security, health security etc and to attain all the factors for national growth there must be peace and social justice in place, peace leads to national development hence it cannot be achieved without good citizenry, however, it is good education that gives rise to better citizens and better citizens produce a better country leading to rapid national development and growth. History plays a very significant role in producing good and qualitative citizens as well as inculcating the spirit of love for the national ideals in them, on historical annals, violence and conflicts which are the byproducts of war happened in the developed societies but in solving or addressing their differences they employed several intellectual measures using the philosophies provided by peace and conflict resolution ideologies.

The important place of history and peace education in Nigeria goes beyond independence period, for instance in 1967 to 1970 there was a fierce brother's war (civil war) in Nigeria due to the desperation and overzealousness of the then military governor of eastern Nigeria to secede from the Nigerian federation to form a new republic of Biafra, and that led to mass loss of people's life and properties, consequently creating serious instability on the country's development strides. And because of ignorance of historical knowledge, many young stars from all geopolitical zones making up the country are very furious and desperate to repeat the same mistake of the unfortunate past. Thus

impacting such youths with the lessons of our history, peace and civic education will further paved their ways for better understanding of how to solve any of their differences without recourse to violence and blood sheds.

In India, Mahatma Gandhi nurtured and encouraged the principles of non violence in tackling violence, believing that, the retributive and proportional justice of an eye for an eye will consequently make the whole world blind. For a rapid and speedy development to take place globally war should come as a defensive purpose and not for offensive reasons and must only happen as the last option where all the available remedies put in place by conflict resolution dynamics failed. For peace, progress and national development to flourish, proper knowledge of history, methods of peaceful coexistence and national development should complement one another.

7.RECOMMENDATIONS

To enjoy the benefits of peaceful coexistence and development in Nigeria, the following recommendations were suggested;

1. For proper and rapid national development, cohesion and integration to be attained, history studies and peace learning models should be adequately included in the national educational curriculum from primary and highest level of education in Nigeria. The idea of replacing the core history subject with courses like social studies and civic education has yielded less or no success.
2. Because history brings back the good and ethical morals of a society or group while peace education instills the spirit of love for unity, and mutual respect for one another, when the two concepts are implemented together (history and peace education) into the country's national curriculum, set of citizens who will love their country unconditionally will rise and the implications for the unconditional love is patriotism and hence the quest for developing the country.



3. In a country that is still struggling to overcome the menace of terrorism, banditry, kidnappings and still battling with the effects of ethno – religious conflicts, bringing back the past social interaction among various groups to bare and instilling the ideals of peaceful coexistence through peace education can help in cushioning the social problems undermining that country, and this can assist in fostering development in the whole country.

8.CONCLUSIONS

This work has to some extent studied the meaning of the concepts History, peace education and their major contributions to the national development. It has further suggested that historical and peace scholarship are very essential ingredients that moves a country and its citizens forward through learning about the past for objective comparison with the present situation, even the future as a whole. Bearing in mind the challenges and obstacles currently facing this country in the areas of insecurity, terrorism, corruption and ethno religious crisis, studying history and peace education in-depth can help in influencing dialogue and tolerance, slogans such as change begins with me be encouraged for national orientation and development. Part of the subject matter of history is the study of changes and continuity in society. Development is necessarily a product of change. However, for it to be relevant and meaningful to society, it must have some elements of peace and continuity, even if only at the level of ideas that have informed such development.

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