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## Effective Educational Planning and Development of Education Challenges and Prospects

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**Abstract:** *Education is the bedrock of any meaningful development. This article attempts to examine effective educational planning and development of peace education, its challenges and prospects. It discusses the concept of planning, concept of education, concept of objectives of peace education, characteristic of peace education, relationship between school curriculum and peace education and challenges and prospect of peace education.*

**Keywords:** education, peace education, school subjects, development, challenges, educational planning

### Introduction

Educational planning is complex and diversified. It is still changing rapidly to fit into any single definition or to enclose any simple general theory. "Educational planning is concerned with the problem of how to make the best of the scarce resource devoted to education" Educational planning in its broad generic sense refers to the application of rationale systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society (Coombs in Udoh et al, 2004).

Adesina (1981) sees educational planning as the process of applying scientific or rational procedures to the process of educational growth and development so as to ensure the efficiency and effectiveness of educational system. similarly Beeby in Nuchage (2001) defined educational

planning as the exercise of foresight in determining the policy, priorities and costs of an educational system having due regard for economic and political realities, for the system's potential for growth and the needs of the country and the pupils served by the system.

Therefore educational planning is the process of preparing a set of decisions about the educational enterprise in such a way that the goals and purposes of education will sufficiently be realised in future with the available resources.

### **Conceptual Clarification.**

Education is a key tool for peace through the inculcation of knowledge that makes youth yield to peace. Investing in these youths through education is investing in their future, giving the skills that will enable them shun social vices and uphold peace. Uche et al (2014). Tertiary institutions therefore offer courses that expose students to skills for peace initiative because youths play important role in social development. Individual lectures in collaboration with civil society organisations (CSOS) carry out peace programmes that help to maintain peace in the society. In 1960s, the focus of global peace movement expanded to include not only negative peace which is the absence of war but also positive peace which implies ways of creating more just structure in and between societies. Our society, characterised by injustice, oppression, exploitation and absence of fundamental human rights may seem to be superficially peaceful without actual physical violence but a masked violence is constantly done to the rights and lives of human beings. But broad focused educators of the 1980s would, therefore consider global issues of violence and non-violence, poverty and economic welfare and injustice and justice within their working definition (Donald, 2007). Furthermore, they would also embrace the study of conflict, conflict avoidance and resolution between individuals, groups and nations.

They would want to explore the question of humanity's relationship in the environment and encourage their students to consider whether and in what ways we need to modify our behaviours, expectations and values so as to bring greater harmony to the relationship. Hence, Objectives of Peace Education as explained by **UNESSCO in Afris (2014):**

*Combining learning, training, information and action, interactions, education should further the appropriate intellectual and emotional development of individual. It should also help develop qualities, attitudes and abilities which enable the individual to acquire a critical understanding of problems of the national and international levels to work in a group to accept and participate in free discussion and to base value judgments and discussion on a national analysis of relevant facts and factors.*

From the above objective of peace education, one can see the interplay with school subjects and government activities. Education should include critical analysis of the history and contemporary factors of economic and political nature underlying the contradictions and tension between countries together with the study of ways of overcoming these contradictions, which are the real impediments to understanding true international cooperation and the development of world peace.

### **Characteristics of Peace Education**

Peace education is geared towards peace building. Hence, the following are characteristics of peace education according to Umaru (2010).

- Speaking for a Purpose;
- Listening attentively and reflectively;
- Promoting self-esteem, dignity for oneself and respect for the feelings and rights of others;
- Speaking about oneself instead of the other person; and
- Understanding possible barriers for effective communication and how to diffuse them.

Peace is a necessary ingredient for the survival and development of any society. As such, conscious or deliberate efforts may be required to inculcate the attitude, spirit and skills of peace and per forceful co-existence for the enthronement and sustenance of culture of peace in a diverse and conflict prone society like Nigeria (Orimba et al, 2014). To this end, security, moral and peace education have tremendous contribution in our society. It does not only prevent violent conflict but also offers a culture of peace marked by respect for dignity of the human person, respect for life, liberty solidarity, tolerance, justice, human rights and equality among human beings.

Peace education can simply be defined as “the process of teaching people about the threats of violence and strategies for peace” and may take place inside or outside a classroom (Harris *et al* 2008). From the above definition, one can discern that the history of peace education is arguably as old as human history, as cultures throughout the universe have learned and taught the next generation how to live peacefully with one another.

The teaching of peace education in various institutions of learning is imperative on account of the rising insecurity in the country. It will help imbued youths with knowledge and skills that can bring about peace through tolerance and understanding (Uche et al, 2014). New courses in peace studies should be introduced in schools and tertiary institutions through respective educational bodies and commission. Existing courses need to be reviewed to include content that will improve the communication skills, critical thinking and political skills of students to reduce their vulnerability of being manipulated into engaging into activities that will lead to violence (Veronica, 2012). In the view of Gumut (2004), peace education is a deliberate attempt to educate children and adults in the dynamics of conflict and promotion of peace making skills in homes, schools and communities throughout the world, using all the channels and instrument of socialisation. It provides education for global security and focuses on direct, organised violence, particularly of war and armed conflict. Peace education itself is concerned with human and social dimension of peace; it introduces the concept of human dignity and human rights with specific references to such issues as economic equity, political participation, ecological balance and particularly the formative principles fundamental to international human rights standards. Omada *e tal* (2004) stated that the overall peace education is an investment in the younger minds such that, the virtues of peace, the skills of conflict analysis and management, identification of conflicts and source of conflict, a more peaceable future could be secured for humans.

### **Relationship between School Curriculum and Peace Education**

Peace Education could be inculcated into the students using the existing subjects in the school curriculum in our nation. Such subjects as History, Government, Geography, Religious Studies and Social studies are relevant in this situation. Like History students are made to understand the past and present happenings in their societies and communities and use the knowledge to better their future. History will make students appreciate the factors that promote national unity and global understanding NECO (2002). The contributions problems studied in history can make toward proffering lasting solutions to peace, cannot be over-emphasised.

Similarly, Social studies is meant to transmit a body of knowledge, skill and value that aim at developing effective and broad minded patriotic citizen that will have an objective national integration, promotion of national unity and progress (CESAC, 1993). It is also a very good area of specialty that impacts the values of peace education. Hence, it is a subject that teaches students the development of an understanding of their immediate environment. It also makes students develop useful skill that will enable them deal with and manage the forces of the world within which they live.

Afris (2014) added that social studies would make students learn how to live harmoniously in the society of community where different groups co-exist. Students learn topics such as diversities, human rights, socialisation, conflicts, cooperation, hero, heroes, heroines and emergent problems in the community or society. Also social studies instills in students the acts of discipline, tolerance and such acts would encourage peaceful co-existence of people in the community.

### **Challenges and Prospect of Peace Education**

Peace education goals in Nigeria cannot be achieved without school subjects and curriculum adapted for that purpose. Also peace education encounters challenges which have consistently remained with us. It does not however imply that the actual solution to the challenges of peace education cannot be overcome through effective educational planning with regard to school subjects as a measure. John (2001) stated why school subjects have probably not achieved the aims of peace education. He explained further that the educational system has failed to serve as a means of transmitting the main ingredients of Nigeria culture to the younger generations. He opined that the education system in Nigeria does not prepare the youth towards the real role they ought to play in the society. To this end, education has not fulfilled the ideal objective and so adult becomes a tool of oppression, intimidations and political demagogue. Ingredients for peace education in the educational planning (School Curriculum) have failed to yield peace among the people due to poor teaching adopted by teachers and their inability to drive home their point in solving the challenges confronting people globally.

Educational planners should always search for panacea to Nigeria poor education system so as to achieve peace values in the system. Also re-orientation course should be mounted for teachers and emphasis should be focused on the teaching of value of peace so as to promote unity in Nigeria society. Training and retraining of teachers before practicing in school should be taken into consideration. Conferences, workshops, seminars and displays instead of war should always be encouraged and enhanced in the classroom as the existing teachers are faced with the duty to promote peace.

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