Research Article

INCLUSION OF PEACE EDUCATION IN BASIC EDUCATION ENGLISH LANGUAGE CURRICULUM FOR NATIONAL DEVELOPMENT

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ABSTRACT

This study examined the necessity for the inclusion of peace education in basic education curriculum for peace and sustainable national development. The study also x-rayed the need for the teaching of peace education at the basic education level in order to inculcate in the child the awareness and consciousness to protect their society. Owning to the recent crisis/challenges that bedevilled the Nigerian nation, there is the dire need for the inclusion of peace education in the English language curriculum. There (3) research questions guided the study. The descriptive survey research design was used for the study. Simple random sampling was used to select three hundred head teachers while stratified proportionate sampling techniques was used to select one hundred and fifty teachers. A questionnaire entitled "Inclusion of peace education in basic education curriculum (IPEBBEC)" was developed. The questionnaire contained twelve (12) items on a 4 point likert rating scale was used for data collection. Validity and reliability of the research instrument was also determined. Data was analyzed using simple percentage. From the findings of the study, recommendations were proffered amongst which is there should be a new reform in basic education curriculum which should be highly propagated by effective implementation and adequate funding of basic education in Nigerian school and teachers should be trained for effective implementations of the curriculum at classroom level.

Keywords: Inclusion, peace, education, basic, panacea, national, development.

INTRODUCTION

Education is the key to national development in any nation. At any given time, education is important for any country's socio-economic, cultural and political development. Education includes equipping human index with the rightful skills, understanding, qualities and competences that will enable them to participate effectively in the development of their environment for sustainability. To maintain a long lasting culture of peace among citizens for national development, there is need to provide commensurate peace education that will target at inculcating into individuals the rightful spirit, awareness and consciousness to protect their environment. In essence, this must fully be integrated at the early stages of life (i.e. at basic education level) to enable both children and youth to imbibe the culture of peace for protection of their environment and national development. The National Council of Educational Research and Training (2006) highlighted that education for a long lasting culture of peace is education for life. It is not merely training for a livelihood but also equipping individuals with the values, skills, and attitudes they need to be wholesome persons who will live in harmony with others and as responsible citizens. According to the Programme of Action on a Culture of Peace, the United Nations defined a culture of peace as "a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations" (UNESCO, 2010). As was written in the 2008 National Policy on Education, basic education comprises Primary and Junior Secondary School Education, which spans nine (9) years of learning. Primary education is given in institutions for children

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between the ages of 6 to 12, for duration of 6 years while junior secondary school education consists of both pre-vocational and academic education. It forms part of the Universal Basic Education, which is free, universal and compulsory. At this level, basic subjects are taught, which will enable pupils to acquire further knowledge and skills (Federal Republic of Nigeria & International Labour Organization – ILO, 2004). Likewise, at this level of basic education in Nigeria, education supposedly has the following objectives (i) the inculcation of national consciousness and national unity; (ii) the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; (iii) the training of the mind in the understanding of the world around; and (iv) the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society (National Policy on Education, 2004). In line with the above objectives, Article 29 of the Convention on the Rights of the Child (1989) as highlighted by the United Nations General Assembly further states that: "....the education of the child shall be directed to the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples...." The 1990 World Declaration on Education for All as cited by UNICEF (1999: p2) equally says that:

> Every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The satisfaction of these needs

empowers individuals in any society and confers upon them a responsibility to adhere further the cause of social justice, to be tolerant towards social, political and religious systems which differ from their own, ensuring that commonly accepted humanistic values and human rights are upheld, and to work for international peace and solidarity in an interdependent world.

Therefore, to achieve all these objectives entails providing and embedding children with academic programmes in the English curriculum that will support their consciousness of need towards maintaining peace (through peace and civic education) for continuous development and national development. Peace education however entails the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive for peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. It also encompasses the presence of social, economic and political justices which are essential to the notion of 'positive peace' (UNICEF, 1999). Peace education must also address the prevention and resolution of all forms of conflict and violence, whether overt or structural, from the interpersonal level to the societal and global level. Hicks (1985) defined peace education as activities that develop the knowledge, skills and attitudes needed to explore concepts of peace, enquire into the obstacles to peace (both in individuals and societies), to resolve conflicts in a just and nonviolent way, and to study ways of constructing just and sustainable alternative futures. It covers the content areas of attitude formation including values underlying peace, violence and war, non-violence, economic and social justice, environmental protection, and participation. Cremin (1993) placed a greater emphasis on skills and attitudes, defining peace education as a global term applying to all educational endeavours and activities which take as their focus the promotion of a knowledge of peace and of peace-building and which promote, in the learner, attitudes of tolerance and empathy as well as skills in cooperation, conflict avoidance and conflict resolution so that learners will have the capacity and motivation, individually and collectively, to live in peace with others. UNICEF (1999) summarized and categorized the aims of peace education for peace and national development at the basic education level into three aspects of knowledge, skills and attitudinal aims. The aims of peace education under knowledge involve inculcating into children/youths the awareness of own needs and self-awareness, understanding nature of conflict and peace, ability to identify causes of conflict, and non-violent means of resolution, conflict analysis, enhancing knowledge of community mechanisms for building peace and resolving conflict, mediation process, understanding of rights and responsibilities, understanding interdependence between individuals and societies, awareness of cultural heritage and recognition of prejudice.

The aims of peace education under Skills involve effective Communication in active listening, self-expression, paraphrasing and reframing, assertiveness, ability to cooperate, critical thinking, ability to think critically about prejudice, ability to deal with stereotypes, dealing with emotions, problem-solving, ability to generate alternative solutions, constructive conflict resolution, conflict prevention, participation in society on behalf of peace and ability to live with change. Attitudinal aims inculcate in the children/youths the culture of self respect, positive self image and strong self-concept, tolerance, acceptance of others, respect for social differences, respect for rights and responsibilities of children and parents, bias awareness, gender equity, empathy, reconciliation, solidarity, social responsibility, sense of justice and equality, togetherness and joy in living.

The major frontiers and aspects of peace education for schools' curriculum as identified by the National Council of Education Research and Training (2006) and UNESCO (2010) are:

(a) bringing about peace-orientation in individuals through education;
(b) nurturing in students the social skills and outlook needed to live together in harmony;
(c) reinforcing social justice, as envisaged in the Constitution;
(d) the need and duty to propagate a secular culture;
(e) education as a catalyst for activating a democratic culture; (f)
(f) the scope for promoting national integration through education; and
(g) education for peace as a lifestyle movement.

Others may also include: personality formation (self reflection and self discipline), acquire peace values and national unity, democracy and true citizenship, free gender inequality and bias, national integration, responsible citizenship, negotiation of conflicts with understanding, acquire basic peace skills (i.e. communication skills, thinking skills & personal skills) that will aid living together in harmony, human dignity, equality, social justice, protection of peoples' right and freedoms, sustainable development and active participation (National Council of Educational Research and Training, 2006). Therefore, curriculum planners in the Nigerian basic education system must adopt certain strategies for effective integration of peace education into the English language curriculum. Sani (2013) described curriculum as the educational experiences designed purposely for certain students within a specific time in order to accomplish the set objectives. Additionally, curriculum is defined as planned learning activities for students, ran and monitored by schools in order to achieve its educational goals. Curriculum is fundamental to education. It serves as an instrument for guided instruction. Curriculum entails organized and intended interactions, which involve instructors, learners and learning resources in the school or in other appropriate instructional settings. Thus, curriculum is a means through which societal values are translated by the educational institutions into tangible and memorable attestation. Curriculum portrays and transmits to the learners what the society considers worthwhile. Every society has its own peculiar conception of how its curriculum should be designed and the goals it should be aimed at. Curriculum combines objectives subject matter, learning activities and evaluation techniques as components that together serve as contributors of educational value. It serves as guide for schools to instill in the learners the desired knowledge, skills, attitudes and habits accepted by society. Periodic review of the curriculum to reflect changing realities of the modern world makes it salient to the needs of the society (Sani, 2013).

Mainstreaming peace education across the curriculum implies the use of peace-prone instructional methods and strategies. These are methods and strategies that promote interactive learning processes and they include cooperative group work, peer teaching, problem-solving, discussion, role plays, mediation, consensus building, negotiations, simulation and other learner-centred instructional strategies. Apart from promoting participatory, cooperative and problem-solving abilities in learners, each of these instructional strategies is experiential basis. These participatory instructional methods are used in the teaching of topics whose learning aims relate to knowledge, attitude and skills of peace education. Also when students participate in these types of learning strategies, they listen to one another and this develops in them respect for differences. With regards to instructional materials, care is taken to ensure that instructional materials presented to learners are of such nature and condition that can promote participatory learning.

Above all, instructional materials for implementing peace education in English language curriculum should not present any biased

information or message that may be derogatory to any person or group (Akudolu, 2012). Based on all this background necessitates, this study investigated the essentials/importance of the inclusion of peace education into the Nigerian Basic Education curriculum for peace and national development. The significance of this study is to enable the government, policy makers, all education stakeholders – e.g. school heads/administrators, teachers, community stakeholders, parents, children and youth work towards peace as an instrument for social change and national development in Nigeria.

Statement of the Problem

The recent turbulence, crisis and cases of insecurity challenges (i.e. murder, political thuggery and crisis, kidnapping, armed robbery/theft, bombing, militancy, ritual killings, fraudsters – 419, communal/religious crisis, corruption, pipeline bunkering, among others) in the Nigerian society which continues to draw attention of other nations, governments and people from various parts of the world is a matter of urgency that necessitates peace and national development. The recent bombing and kidnapping especially in the Northern parts of Nigeria and in the world all over e.g. the kidnapping of Chibok school girls and bomb blasts in states such as Adamawa, Yobe, Jos, Kano and Maiduguri have called for the need to integrate peace education into the English language curriculum of the Nigerian basic education. Sani (2013) expressed that presently the Nigerian society faces numerous crises that are weakening its economy and stability. Such crises create rift between tribes and religious groups and undermine unity among the citizens of the country. These crises such as 'Boko Haram', religious conflicts especially among the adherents of the two dominant religions in Nigeria: Christianity and Islam, is occasioned by the failure of Nigeria's education system to serve as the glue that cements the various ethnic groups into a single cohesive entity (Sani, 2013). The Nigerian basic English language curriculum planners must react by taking cognizance of all the crises and challenges eluding the Nigerian society and integrate peace education into its curriculum for peace and national development. Children also at the early stages of life who are 'tabula rasa' (blankslate) must learn to embrace and imbibe peace for national development. Supporting the above, the National Council of Educational Research and Training (2006) is emphatic that the primary stage of education is the ideal time for laying the foundation of a peace-oriented personality. The stage comprises the formative period in the lives of the students. At this stage, children are comparatively less burdened. The number of children who could be exposed to for peace is at the maximum during this phase. Therefore, the need for the inclusion of peace education into the Nigerian Basic Education curriculum for peace and national development is the problem of this study.

Purpose of the Study

Specifically, the study was designed to:

1. Determine the aspects of peace education that should be included into the Nigerian Basic Education English language curriculum for peace and national development.
2. Identify the benefits of integrating peace education into the Nigerian Basic Education English language curriculum for peace and national development.
3. Examine implementable strategies for effective integration of peace education into the Nigerian Basic Education curriculum for peace and national development.

Research Questions

This study is guided by the following research questions:

1. What aspects of peace education should be included into the Nigerian Basic Education for peace and national development?
2. What are the benefits of integrating peace education into the Nigerian Basic Education English language curriculum for peace and national development?
3. What are the various implementable strategies for effective inclusion of peace education into the Nigerian Basic Education English curriculum for peace and national development?

Hypotheses

The following null hypothesis guided the study:

$H0_1$: There is no significant difference in the mean rating of the school heads and teachers on the aspects of peace education that should be included into the Nigerian Basic Education for peace and national development.

$H0_2$: There is no significant difference in the mean rating of the school heads and teachers on the benefits of integrating peace education into the Nigerian Basic Education English language curriculum for peace and national development.

$H0_3$: There is no significant difference in the mean rating of the school heads and teachers on the various implementable strategies for effective inclusion of peace education into the Nigerian Basic Education curriculum for a lasting peace and national development.

METHODOLOGY

Research Design

The descriptive survey design was adopted for the study, which sought to collect data on the opinions of the participants by conducting a field survey in Kogi East in Kogi State Nigeria and likewise gathered information from head teachers who were employed as participants for the study.

Population

The population for the study consisted of all the basic schools' (primary) administrators (head teachers) and all the teachers from the government owned primary schools in Kogi East, Kogi State. This comprised of 1044 head teachers and 12,025 teachers. (Source: Kogi State Universal Basic Education Board, October, 2022).

Sample and Sampling Technique

The sample size for the study involved 800 teachers and 783 school administrators (head teachers) drawn from 12,025 teachers and 1044 head teachers in primary schools in Kogi East, Kogi State. Stratified proportionate sampling technique was used to select the teachers, while simple random sampling was used to select the head teachers. The stratification was done according to the Local Government Area.

Instrument for Data Collection

A questionnaire titled: "Inclusion of Peace Education into Basic Education English Language Curriculum (IPEBBEC) for Peace and National development, containing 40 items and drawn on a 4-point scale of Strongly Agree – SA (4), Agree – A (3), Disagree – D (2) and Strongly Disagree – SD (1), formed the basis for the primary data and was used for data collection. The questionnaire was validated by two experts in Arts Education Department from Prince Abubakar Audu University, Anyigba Kogi state and Educational foundation Department from Prince Abubakar Audu University, Anyigba, Kogi State, in order to establish the face and content validity in line with the purpose of

the study. The corrections and modifications made by the experts on the instrument to ensure its validity were incorporated in the corrected version of the instrument.

For the reliability of the research instrument, a pilot-testing was conducted using 50 teachers and 10 school administrators (head teachers) from 10 public primary schools in Kogi East, KogiState, Nigeria and adopted the test re-test method which yielded a coefficient (r) value of 0.85 using the Pearson Product Moment Correlation Coefficient formula to determine the trustworthiness and dependability of the research instrument. This affirms that the instrument was reliable for the study. The research instrument was finally administered and collected by the researcher and five trained research assistants on a personal, hand delivery and face to face contact with all the participants. The responses from the research instrument (questionnaire) were analyzed using frequency distribution, the mean and standard deviation to answer research questions; while the Z – score statistics was used to analyze the hypotheses at 0.05 level of significance. Any mean that scored above the bench mark of 2.50 was regarded as *agree* while mean rated below the bench mark (2.50) was regarded as *disagree*.

Table 1 Frequency distribution, Mean score and Standard deviation of participants' responses on the aspects of peace education that should be integrated into the Nigerian Basic Education for peace and national development

N = 1,583 (School Heads – 783; Teachers – 800)

Result from the table 1 revealed that the participants responded positively (expect for items 4, 7 & 8 where they disagreed) in strong agreement with the statements which were above the accepted mean of 2.50. The grand means of 3.07 and 3.06 and 3.06 from the school heads and teachers respectively indicates strong positive reaction from the participants.

Table 2 Frequency distribution, Mean score and Standard deviation of participants' responses on the benefits of integrating peace education into the Nigerian Basic Education curriculum for peace and national

development N = 1,583 (School Heads – 783; Teachers – 800).

In table 2, responses from all the participants indicated that all responded positively in strong agreement with the statements in items 17, 20, 21 – 28 which were above the acceptable mean of 2.50 and strongly disagreed with statements in terms 18 & 19. Results from the table using the grand means of 3.04 and 3.07 from both participants likewise revealed the benefits of integrating peace education into the Nigerian Basic Education English language curriculum for peace and national development.

Table 3 Frequency distribution, Mean score and Standard deviation of participants' responses on the various implementable strategies for effective integration of peace education into the Nigerian Basic Education English language curriculum for peace and national development

N = 1,583 (School Heads – 783; Teachers – 800)

Table 3 presents all participants' views on the various implementable strategies for effective integration of peace education into the Nigerian Basic Education English language curriculum for peace and national development. However, responses from the participants also indicated that all responded positively in strong agreement with all the statements which were above the acceptable mean of 2.50 except for item no. 40, where they strongly disagreed with the statement. The grand means of 3.23 and 3.21 from the school heads and teachers respectively indicates strong positive reactions from the participants.

Table 4 Z-test analysis/comparison of no significant differences in the mean rating of the school heads and teachers on the aspects of peace education that should be included into the Nigerian Basic Education English curriculum for peace and national development

Subjects	N	X	SD	A	Df	Z-cal	Z-crit	Decision
School Heads	783	3.07	0.99	0.05	1,581	0.1579	1.960	NS
Teachers	800	3.06	0.97	0.05	1,581	?	?	$H0_1$ Accepted

The above table revealed that the z-calculated value of 0.1579 was less than ≤ z-critical value of 1.960. This means that the null hypothesis is accepted. This further implies that there is no significant difference between school heads and teachers on the aspects of peace education that should be integrated into the Nigerian Basic Education for peace and national development.

Table 5 Z-test analysis/comparison of no significant differences in the mean rating of the school heads and teachers on the benefits of integrating peace education into the Nigerian Basic Education curriculum for peace and national development

Subjects	N	X	SD	A	Df	Z-cal	Z-crit	Decision
School Heads	783	3.04	0.94	0.05	1,581	0.6263	1.960	NS
Teachers	800	3.07	0.97	0.05	1,581	?	?	$H0_2$ Accepted

Table 5 showed that there is no significant difference between the mean rating of the school heads and teachers on the benefits of including peace education into the Nigerian Basic Education curriculum for peace and national development. This was indicated by the calculated z-value of – 0.6263 which was found to be less than $\leq$ the critical table z-value of 1.960. Therefore, the null hypothesis is accepted.

Table 6 Z-test analysis/comparison of no significant differences in the mean rating of the school heads and teachers on the various implementable strategies for effective integration of peace education into the Nigerian Basic Education curriculum for peace and national development

Subjects	N	X	SD	A	Df	Z-cal	Z-crit	Decision
School Heads	783	3.23	0.82	0.05	1,581	0.0471	1.960	NS
Teachers	800	3.21	0.86	0.05	1,581	?	?	H0₃ Accepted

Table 6 revealed that the z-calculated value of 0.0471 was less than $\leq$ z-critical value of 1.960. This means that the null hypothesis is accepted. This further implies that there is no significant difference between mean rating of the school heads and teachers on the various implementable strategies for effective inclusion of peace education into the Nigerian Basic Education English curriculum for peace and national development.

Summary of the Major Findings

The major findings of the study indicated that:

1. Aspects of peace education that should be included into the Nigerian Basic Education English curriculum for peace and national development include: approachable means to conflict resolutions, reconciliation, negotiations and non-violence and tolerance, etc.
2. There are numerous of benefits derivable from including peace education into the Nigerian Basic Education English curriculum for peace and national development. Peace education inculcates in the learners the skills, attitudes and knowledge that will enable them to communicate effectively with people; creates in learners the consciousness for self-awareness and alertness towards national security and environmental protection.
3. The findings also indicated that there are strategies to be adopted for effective inclusion of peace education into the Nigerian Basic Education English curriculum for peace and national development. These include: effective planning with adequate consultations and involvement of stakeholders; adequate funding of peace education; adequate provision of teaching aids, instructional material and ICTs in peace education; adequate deployment of teachers coupled with their constant and consistent training, etc.

DISCUSSIONS

The findings of the study generally revealed that there is need for proper inclusion of peace education into the Nigerian Basic Education English language curriculum. This will enable learners at early stages of their life to acquire and imbibe the consciousness, qualities and spirit of peace keeping for peace and national development. When the culture of peace have been inculcated into learners through peace education; they tend to exhibit and put into practice the aspects of culture of peace which include: peace and harmony,

security, national unity and integration, tolerance for one another, spirit of solidarity and respect for all life; equity of all and togetherness; democracy and respect for human dignity; security and preservation of the planet; social responsibility and sense of justice; effective communication skills/processes; rights, freedom and responsible citizenship; environmental protection and participation; and economic progression through peace sustenance. This has been indicated in table 1 which examined various aspects of peace education that should be integrated into the Nigerian Basic Education for peace and national development. The findings in table 1 agreed with the works of Akudolu (2010) who pointed out the eight keys and aspects to promoting culture of peace as: Respect to all life: (a) respecting the rights and dignity of each human being; (b) Non-violence: rejection of violence, obtaining justice by convincing and understanding; (c) Sharing: developing attitudes and skills for living together in harmony, putting an end to exclusion and oppression; (d) Listening to understand: giving everyone a chance to learn and share through the free flow of information; (e) Preservation of the planet: making sure that progress and development are good for everyone and for the environment: (f) Tolerance and solidarity: appreciating that people are different and that everyone has something to contribute to the community; (g) Equality of men and women: ensuring an equal place for men and women in building the society; and (h) Democracy: making decisions by having your say and giving others theirs. With peace education students/learners seek to achieve a lot as previously highlighted in this study and all gearing towards actualization of peace and harmony, economic/social growth and progress, national security and unity, equality for all, social justice and national development.

Table 2 revealed the benefits of integrating peace education into the Nigerian Basic Education English language curriculum for peace and national development. These include that peace education: inculcates in learners the skills, attitudes and knowledge that will enable them to communicate effectively with people; creates in learners the consciousness for self awareness and alertness towards national security and environmental protection; enables learners acquire the right values for underlying peace for respects of human life and national development; motivates learners towards collective living of togetherness and respect for human right/dignity; prepares learners to work towards promoting national unity, sustainable economic and social development; equips learners with acceptable modes of behaviour, attitudes and ways of life that reject violence; development of mental, physical and social abilities and competencies that enable children to contribute to national development; provides learners with models that will enable them to maintain cordial relationships at home, school and community; and aids learners to have the right thinking and critical sense of abilities that promote peace and national development. This is in line with the statements of UNICEF (1999) and National Council of Educational Research and Training (2006), as earlier pointed out in the study. Education for peace, hence, has a two-fold purpose: (a) to empower individuals to choose the path of peace rather than the path of violence; and (b) to enabling them to be peacemakers rather than the consumers of peace. Education for peace is, in this sense, an essential component of wholistic basic education that aims at the comprehensive development of persons. Peace is often equated with the absence of violence (National Council of Education Research and Training, 2006). Adams (2005) further identified that the culture of peace is a process of moving all aspects of the society towards peacefulness which is an integral approach to preventing violence and violent conflicts, and an alternative to the culture of war and violence based on education for peace, the promotion of sustainable economic and social development, respect for human rights, equality between women and men, democratic participation, tolerance, the free flow of information

and disarmament. Table 3 further showed the strategies to be adopted for effective inclusion of peace education into the Nigerian basic Education for peace and national development. These strategies include: effective planning with adequate consultations and involvement of stakeholders; adequate funding of peace education; adequate provision of teaching aids, instructional material and ICTs in peace education; adequate development of teachers coupled with their constant and consistent training, retraining and development in the area of specialization; exposing learners to the culture of peace through discussion forums, workshops, seminars and intensification of guidance/counselling services; promoting participatory learning on peace education and involvement on effective teaching methodologies. The above strategies are very necessary for consideration when integrating peace education into the Nigerian Basic Education for peace and national development. The curriculum must be versatile to have wider scope and tailored towards tackling/solving the peace, economic, social and insecurity challenges in different parts of the country. The finding also agrees with the statements of Akudolu (2010), who earlier identified the strategies for streamlining peace education across the English language curriculum. Examples of such strategies include adoption of effective instructional technologies and teaching methodologies in order to achieve this cause. However, all the hypotheses revealed that there was no significant difference in the mean ratings of the school heads and teachers. All the null hypotheses were accepted as presented. So far, the study has revealed the importance of including peace education into the Nigerian Basic Education for peace and national development. This also draws the attention of all education stakeholders for new curriculum review and reform in the Nigerian basic education which has implications for proper educational management, administration and practices.

CONCLUSION

The study has examined the essentials of including peace education into the Nigerian Basic Education curriculum for peace and national development. Failure for the Nigerian education stakeholders and government to effectively utilize this process (peace education) in the Nigerian curriculum would create many more problems for educational development, national unity and development coupled with national security in the near future because this is one means of achieving stability in environment and national unity. Therefore, the need to give priority to effective inclusion of peace education into the Nigerian Basic Education curriculum for peace and national development is thus suggested. Based on the findings of the study, the following recommendations have been proffered below.

Recommendations

1. Adequate planning and funding of peace education in the Nigerian basic education curriculum by the government and other stakeholders is highly encouraged. This will go a long way in providing the needed facilities, equipments and resources (both human e.g. professionals and material e.g. ICTs, teaching aids and instructional materials) for effective implementation of the curriculum.
2. New reforms and reviews in the basic education English language curriculum should be highly propagated by effective planning and implementation in such a way that it gives greater attention to the inclusiveness of peace education.
3. School administrators and teachers should be trained professionally for effective implementation of this course at the classroom level through constant and consistent staff training, retraining and development.

4. Learners should be exposed to the culture of peace through constant discussion forums, workshops, seminars and intensification of guidance/counselling services. Participatory learning on peace education must be highly promoted and effective teaching methodologies utilized as well.

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