ENFORCING GLOBAL PEACE & SECURITY IN NIGERIA: REFORMATION OF THE CHILD’S EDUCATION AS AN ADMINISTRATIVE KEY

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Abstract
Every process within an organization for implementation, evaluation and sustenance of a functional decision, is administrative. Experiences on how children respond and learn from different curriculum, resources and methodology has been recorded as universal. The child’s experiences are a rich and conditioned embodiment of what he is taught, based on what he sees, listens to and practices. A suitable administrative structure must be set up for the attainment of these phenomena. This paper firmly emphasizes that the child’s education should be reformed towards attaining the objectives and goals of the global community. For this administrative key to be effective, the paper’s recommendations are hinged on educating the child for global peace and security. An understanding of peace and how it is achieved embed in the child’s curriculum; will give the child the orientation of sustaining global peace and safety for self and people in the larger society.

Key words: Global Peace, security, the Child’s Education, administration.

A. Introduction
Researchers have shown that the explanation to how an individual reacts is based on his educational background. Every individual adult in administration today are functioning according to the training by which they acquired knowledge for daily living. With news of and interactions in recent experiences, global peace and security are two controversial world necessities that seem unattainable. The world is at war with itself. Individuals desire and yearn for peace but who is ready to enforce same? Presently as the world is, there is no need to create an excellent formula to enforce global peace and security when it is glaring that, everything with respect to enforcing peace begins with self and the education available to the child. The axiom by Alexander pope which has been rephrased semantically over the years still maintains that as the twig is bent so is the entire tree inclined.

Definition
What is peace? Peace is the harmony experienced, observed and sustained within individuals and their communities. Francis (2011) sees peace as absence of war, fear, suffering, justice, respect and inner peace. In addition, Peace is seen by Lama (2012) as a situation where people are able to resolve their conflict without violence and can work together to improve their lives. Security is the state of being free from danger or threat. Wikipedia (2018) defined security as freedom from, or resilience against potential harm from external forces. The source adds that beneficiaries of security include individuals, social groups, objects and institutions, ecosystem and other entities or phenomenon vulnerable to unwanted change by its environment. For security to be effective, every safety precaution must be taken into consideration.

B. Requirements for enforcing global peace and security
Francis (2011) is of the view that promotion and practice of human rights can bring about peace. Thus the international alert (2014) outlined administratively implied measures for the sustenance of global peace and security.

1. Everyone lives in safety, without fear or threat of violence and no form of
violence is tolerated in law or in practice.
2. Everyone is equal before the law, the systems for justice are trusted and fair, and effective laws protect people’s rights.
3. Everyone has fair and equal access to the basic needs for their well-being such as food, clean water, shelter, education, health care and a descent living environment.
4. Everyone is able to participate in shaping political decisions and the government is accountable to the people.
5. Everyone has equal opportunity to work and make a living regardless of gender, ethnicity or any other aspect of identity.
6. Peace therefore can only last where human rights are respected, people are fed and where individuals and nations are free.

In respect of these views United nations (2018). In her resolution A/69/2 NO 14 pledges ‘we commit ourselves to promoting the right of indigenous child, in community with members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion or to use his or her own language.’

In addition therefore, the global child must be educated with a peace relevant, security implied and safety emphasized curriculum. Let the child grow up to acknowledge peace as an identity, a personality and a lifestyle.

Types of peace

Ukpepi , Ndifon, Adox-Okujagu and Emanghe. (2015). Explained two types of peace. Intra personal and inter personal peace. Intra personal peace is peace that exists within an individual while inter personal peace is that which exist among people. The authors are of the claim that an individual without peace cannot give peace to another person or others around them. You can only have peace and give peace to others when you are satisfied with what is going on around you. When you are dissatisfied with the happenings around you such as injustice, no employment, good roads, clean drinking water, and no electricity; even you will be deprived of peace and the people around you may suffer.

Reformation of the child’s education

To ensure global peace, Sokari A-Okujagu, & Okujaga. (2015) demanded that the child’s education which requires reformation, harmonization and a functional administrative structure must emphasize Physical growth and development to preoccupy the child actively and improve psychomotor, Intellectual development to get the child mentally engaged, Moral development for conformity to the accepted norms and values of a society and Personality development for the expression of dynamic, wholistic, organized and unique impression of all qualities that characterize the child’s behavior pattern.

Implications for reforming the child’s education as an administrative key.

Reforming the child’s education for enforcing global peace and security cannot be over emphasized. Primary education is the very foundation on which subsequent tiers of a nation’s education are built followed by other levels of education. It serves as a springboard for landing on the higher steps of education as well as laying the foundation for a sustainable development. Okujagu (1997) noted that primary education can be likened to the builders’ foundation which determines the number of floors or story a building can carry. Fundamentally, solidity of its foundation therefore, determines to a large extent the weight of higher education it can sustain.

Similarly the Federal Republic of Nigeria (FRN 2013) asserts that since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole system. Sustainable development in this context will mean the maintenance of already achieved standards in all facets of the nation’s development or advancement strategies which will in turn lead to further progress and prosperity of a nation. Therefore the relationship between the child and suitable development is that an effective implementation of the child’s curriculum will direct the child’s ability for the fulfillment of a vision through education for a
better tomorrow. Sokari (2001) defines the child as the individual pupil at home or in the primary school that would be the adult of tomorrow.

To achieve the objectives of the child’s primary education the government has also made some policy arrangements that would ensure sustainable development in future if well implemented. Further-more, the afore-stated objectives of education are not independent, but are derived from the five main national objectives of Nigeria as stated in the second National Development Plan. These are the building of:

1. **A free and democratic society**;
2. **A just and egalitarian society**;
3. **A united strong and self-reliant nation**;
4. **A great and dynamic economy**;
5. **A land of bright and full opportunities for all citizens**.

These broad objectives as spelt out in Nigeria for example have not been attained due to a poor curriculum content by which the child is being educated. A critical analysis of the five main national objectives stated above reveals that educating the child is indispensable in sustaining development and enforcing global peace. The child, apart from being the adult of tomorrow, his abilities and potentials would be channeled towards the fulfillment of a great future and the attainment of these goals. Every individual child must be meaningfully educated.

A very well organized administration is required as a master to set off this vision. The present adults of today were children yesterday. Whatever education the adults were groomed by has glaringly not provided world peace and security. Therefore the child’s education would of necessity require reformation as to avoid the mistakes experienced today.

The Teacher as an enforcement tool

The child must be taught to understand the relevance of the education exposed to and acquired. Every child should learn to appreciate knowledge for self reliance and service to the larger society. Teachers of children must focus on teaching the child on the path of gaining meaningful knowledge for global peace and security. The teacher should guide, counsel and teach the child to handle problems from simple to complex issues, and he should be further be exposed to the problem solving approach to widen his intellect. This includes learning the ethics of worthwhile education. Krishnan, (2014) added that the child should be taught ethics as a subject area as it cuts across the curriculum.

Sokari A-Okujagu, & Okujaga. (2015) suggest citizenship education would lay the foundation for the child’s effective participation and contribution to the life of the society when he becomes the adult of tomorrow. In addition, the teacher should explain to the child reasons why rules are made for him to adhere to for him to internalize and understand in practice even when there is no threat of punishment. Since the child has confidence, respect and fear for law makers, the teacher must be conscious of the fact that he is the child’s role model, so should set example by abiding by rules. In this respect, the child would understand the life draft of how to pattern his lifestyle to maintaining peace and order in his environment.

In totality, the emphasis of teachers’ role is to keep the child meaningfully occupied as a lifestyle so the child understands that rightful living is not an option but a necessity. Global peace then would have been attained.

**Conclusion**

Ensuring the attainment of global peace and security seems unattainable but feasible through education. The child’s teacher must take advantage of the implications of the physical growth and development, intellectual, moral and personality developmental characteristics of the child as these will pave way for the attainment of both the national objectives and radiate world peace and understanding. By extension the basis of a sustainable development, which will be more enduring and long lasting would also have been achieved.

**C. Recommendations**

This paper therefore recommends

1. **Reformation of the child’s education**
2. **Employment opportunities for youth**
3. **Emphasis on skills acquisition**
4. **Good governance towards defense of rights**
5. The teacher primarily must of necessity ensure the acquisition of meaningful knowledge and application of same.

6. The child must be made to take responsibility for his every action.

7. Stable family life. Families should understand the essence of peace and live in harmony.

Nmom, (2013) opined that basic characteristics of peaceful coexistence is developed from the family. As much as self-concept also plays a tremendous part on personality, the child should be encouraged to realise his worth in the global community by giving him a sense of hope and success rather than developing in the child the impression that he will not succeed in the learning process or could he contribute to world peace. To achieve this, the child should be adequately motivated. This is important because the child learns better when he is protected from ridicule. Consequently he does not develop any inferiority complex nor does he exhibit any sign of frustration in the learning process.

The implication of these is that if he does, he becomes a harm tool to himself and society. The Family support GTN (2014) also recommended counseling and guidance assistance to families for the grooming of children. The education of the child is what we require to ensure global peace, security and a development sustained Nigeria.

References


