Incorporating Peace Building and Conflict Management Studies in Nomadic Basic Education Curriculum towards Curtailing Insecurity in North-East Sub-Region, Nigeria*

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ABSTRACT

A survey to assess the perception of Nomadic education teachers on incorporating conflict management in nomadic basic education curriculum was conducted as a strategy for curtailing insecurity in the North Eastern States of Nigeria. The study was piloted in nomadic schools in Bauchi, Gombe and Adamawa States. The population comprises all Nomadic Education Teachers and Coordinators. A total of 300 nomadic education teachers were selected using simple random sampling technique. Questionnaire and interviews was the instrument of data collection. The instrument was Pilot tested using 10 nomadic teachers from each State. The questionnaire was validated through application of content validity by three (3) experts in the Faculty of Education, Bauchi State University Gadau. Data were analysed using Statistical Package for Social Sciences (SPSS), frequency count and simple percentage. Curtailing the menace of insecurity is an important task that must be taken in to serious consideration as no society will develop in an insured environment. Hence, government should ensure the incorporation of peace building and conflict management study in the nomadic education curriculum.

Keywords: *Nomadic education teachers, incorporating conflict management, education curriculum, curtailing insecurity*

1.0   INTRODUCTION

After the Second World War, numerous approaches to the study of Peace and Conflict management emerged globally. This necessitated many higher institutions across the globe began to develop an interest in the area**.** In Nigeria, inter and intra communal, ethno-religious and political conflicts and wars, present an endless ugly phenomenon

that had provoked the sympathy and engagement of some leaders in a bid to find solutions for peace. No society in the world can survive without peace. Generally, Peace is regarded as one of the essentials pillars for the survival of individuals, communities and society at large. Peace has many dimensions. It has a much broader application which includes every level and sphere of human and social existence. For instance, Nganje (2014) sees peace as an "end of conflict/hostilities. He further explains that peace is a "condition" which is "the final end of dispute. According to Wright peace is 'the by-product of a satisfactory organization of the world'. He explains that "the condition of community in which order and justice prevail, internally among its members and externally in its relations with other communities is a peaceful society. A peaceful society is one that has less or free from conflict.

Peace can be brought only by non-violent means. People cannot live peacefully in a conflict society, even though the conflict perspective agree that violence is in some way central to the maintenance of social order. In the violent environment human beings cannot have secure and peaceful conditions of life free from conflict. Finding the ways in which these competing differences and interest are either resolved or managed is the true goal of analysis. Conflict theorist suggest that conflict is not permanent in our social arrangements as there are period of true and compromises resulting in harmonious co-existence of the competing groups. But even these periods of harmony do not last for ever, and new forms of conflict may eventually erupt (Carmichael, 2022). This entails that society can only stay in a temporary peaceful environment if conflict is managed from time to time. Irene (2014) sees Conflict was originally used to mean "strike at another, to fight with an enemy or to do battle with an opposing force".

Today it equally means to be antagonistic towards others or to be in sharp disagreement with others. The ability to successfully manage conflict within oneself and between persons reduces antagonism, disagreement and hatred which bring peaceful co-existence. Okedare (2023) see Conflict Management as a multidisciplinary field of study that addresses the causes of war and systematic oppression and explores processes by which conflict and change can be managed so as to maximize social justice and minimise violence. Conflict management assumes that conflicts are long term process that often cannot be quickly resolved. The notion of "management" suggests that people can be directed or controlled as though they are physical objects. In addition, the notion of management indicates that the goal is the reduction or control of volatility more than dealing with the real source of the problem. This view is aptly supported by Irene (2014) as he sees conflict management as, "the process of reducing the negative and destructive capacity through a number of measures and by working with and through the parties involved in that conflict

In the last two decades, the world had witnessed security challenges which adversely affected both developed and underdeveloped countries (GPPAC, 2018). Injustice in the distribution of resources causes violence which eventually leads to serious insecurity in the society. Nwanegbo and Odigho (2015) see insecurity as danger, hazard, uncertainty, lack of protection and safety.in the society. According to Beland (2005) insecurity is the state of fear or anxiety derived from lack of protection. This may refer to as an absence of peace, order and security in the society. Similarly, Obi (2015) sees insecurity as the state of fear due to inadequate freedom from danger. Williams (2015) postulated that insecurity is the state of being subjected to danger, exposed to risk and anxiety. Insecurity can affect the entire social formation of human society. A number of factors have been held responsible for creating an insecure atmosphere and these include; poverty, improper socialization, lack of literacy, religio-political indoctrination and above all poor political will (Jamberlang 2021). Nwanegbo and Odigbo (2015) postulated that insecurity affects the development of a nation.

In the same vein, Ewetan and Urhie (2014) explain that business activities are hindered in Nigeria due to incidence of insecurity. They further reported that insecurity affects Nigerian effort towards national economic development. Nigeria as most populated country with strong economy in Africa had witnessed numerous incidence of insecurity such as, insurgency, armed robbery, kidnapping, political and religious crisis and various forms of violence. The current state of insecurity in Nigeria is a major concern to any sensible and reasonable Nigerian. Insecurity in Nigeria has become a topic of daily discussion among Nigerian. It is indeed very unfortunate to a nation that is blessed with human and natural resource witnessing all form of insecurity. According to Williams (2015) existence of several illegal armed and ethnic groups, religious fanatics are some of the evidence of insecurity in Nigeria. He reported that as a result of high rate of insecurity, many people were death and some experienced psychological trauma in the country.

Insecurity is indeed a critical issue that affects almost all social institutions in almost all parts of Nigeria. For instance, North-Eastern Nigeria has been bedevilled with activities of insurgents for quite a number of years. The phenomenon came about as a result of renouncing western education by a group known as Boko-haram. The group is believed to have been formed in Maiduguri, the capital of Borno State. It generally opposes not only western civilization and modernity but it is also committed itself to changing the political atmosphere of Nigeria in a militant approach. It therefore succeeds in initiating bulk of children, youths and adults into it (Jamberlang 2021). Thurston (2016) reported that educational facilities have been demolished by Boko Haram members. An estimated nine hundred and ten (910) schools have been destroyed and over one thousand four hundred (1,400) remained closed due to the

activities of Boko Haram. Report also showed that over six hundred (600) teachers have been killed and almost twenty thousand (20,000) abandoned the schools out of fear of Boko Harm onslaught. In total, one million children have been displaced and 65% of these children could hardly access basic education. Closely related to that was the submission of Agbibola (2014) who opined that from 2009- 2017 the group had destroyed churches, mosques, tertiary institutions, primary and secondary schools, markets, police stations public and private owned facilities.

The members often adopted many tactics such as guerilla warfare, kidnapping and use of bombers. Jamberlang (2021) confirms that economic activities of the region have been brought to a standstill. Indeed great numbers of markets hold on stipulated days have been bombarded. The insecure atmosphere had impoverished the country and affected its numerical advantage and thereby reduces it to a mere contemptible arena capable of breeding and nurturing all forms of crimes. Insecurity challenges range from civil war, election related mayhem, riots and protests, militancy, insurgency, herdsmen/farmer clashes and abduction (Nwosu et al., 2019). The insecurity of life and property of citizens in any nation can negate the sustainable development and educational advancement of such a nation. Nwosu et al. (2019) argued that an insecure school environment affects children; situations of insecurity trigger traumatic disorder and toxic stress that affect learning negatively. Obarisiagbon and Akintoye (2019) see insecurity as the absence of resistance to or protection from harm, peaceful co-existence and development at large. Obi (2015) defined insecurity as a chronic threat to human life, territories, states, religious beliefs, properties and institutions among others. Olu (2023) identified two sources of insecurity; remote factors and proximate factors.

In another development, Olojo (2013) stresses that able-bodied men who are not literate in any forms are more often than not employed by the insurgents to further intensify their activities. He further said that rural dwellers have more or less becomes prey to Boko Haram group. Whenever they conquer any rural area they forcefully initiated the locals into their religious ideology, promising them protection and blissful abode in the hereafter if they eventually attained the so-called martyrdom. Jamberlang (2021) expressed that the insecure atmosphere created by the Boko Haram members made it difficult for the ordinary mind to grasp what the group really want to achieve as great number of Islamic scholars opposing the group got killed while religious centers not necessarily for non-Muslims have been destroyed.

The terrifying region is believed to have forced a significant number of people out of it. This is because people are either afraid of their lives or having their children caught up in the web of circumstances as members of this terrorist group- over which they have no control. UNICEF (2017) and Jamberlang (2021) reported that 83 children

have been employed as "human bombs" while grown-ups or adults who are not literate are deceived in to accepting the ideology and thereby resort to informing boko haram people about those that vehemently oppose them in the society. Olojo (2021) was of the view that re-enforcing and furnishing Nigerian forces cannot eliminate the rate of insecurity in the region as great number of the insurgents has more or less become indoctrinated. Thus, there is need for incorporating peace education programme in rural settlements particularly areas that have been retrieved from the hands of the kidnappers as this will enable the locals that were once under their control become aware of their danger. Thurston (2016) lamented that significant proportion of people who joined this group was out of ignorance hence people need to be educated so that they could not further fall prey to such a danger or threat of Boko haram phenomenon. People are generally left in the web of ignorance and thus become efficient tools in the hand of wicked minds. The activity of insurgent group otherwise known as Boko Haram has created insecurity in north eastern Nigeria in particular states like Borno, Yobe and Adamawa. UNICEF (2020) noted that over 13 million children are out of school and significant number of this drop out stemmed from north eastern Nigeria particularly Yobe and Bauchi States respectively. This study therefore investigates whether the incorporation of peace and conflict management in to Nomadic Basic Education Curriculum will reduce the menace of insecurity in the study areas. There is therefore the need to overhaul the nation`s Nomadic Education Curriculum so as to embrace all the necessary things that could make Nigerian society become relevant in promoting global culture.

Problem Statement
Curtailing the menace of insecurity is an important task that must be taken in to serious consideration as no society will develop in an insured environment. It has not been very obvious before, as it is now a day that insecurity can results in halting all economic and academic activities in the entire region. In the recent years, the North-Eastern part of Nigeria is bedeviled by series of violent conflicts such as Boko Haram, Kidnapping, and Banditry among others that have denied the citizens peaceful coexistence which have accounted for socio-economic and political backwardness. The activity of insurgent group otherwise known as Boko Haram has created insecurity in North Eastern Nigeria in particular states like Borno, Yobe and Adamawa. UNICEF (2020) noted that over 13 million children are out of school and significant number of this drop out stemmed from North Eastern Nigeria particularly Yobe and Bauchi States respectively. There have been numerous studies to provide scientific evidence on how to control insecurity, yet the menace of insecurity is still on increase which necessitated

the need to investigate whether the incorporation of conflict management in Nomadic Basic Education Curriculum could minimize the incidence.

1.3 Objectives of the Study

The research objectives for this study are to:

   i)   Determine the common causes of Insecurity in the Study areas
   ii)   Examine the effects of insecurity on nomadic education in the study areas
   iii)   Examine whether the incorporation of Peace Building and Conflict Management studies in Nomadic Basic Education Curriculum could help minimize the increase of insecurity in the study areas.

1.4 Research Questions

The study generated these research questions

   i.   What are common causes of Insecurity in the study area?
   ii.   Does Insecurity affect Nomadic Education in the Study areas?
   iii. Will the incorporation of Peace Building and Conflict Management minimise insecurity in the North East Sub region?

Review of Related Literature

A study was carried out on effects of insecurity by Owonikoko (2021) the study reports that about 800 secondary school and university students had been kidnapped within six months. Ofuebe (2014) a traditional ruler in Ayemelum LGA reported to the council of traditional rulers that Fulani herdsmen invaded his community. The report indicated that they killed several numbers of people including eight secondary school students and 2 teachers They also kidnapped some and raped some women in their farms. This necessitated the entire community lived in serious fear for some months. This report revealed that students from the community were not attending school.

In Edo State (2015) a report from Umumbo Community in Ayamelum L.G.A indicated that suspected Herdsmen attacked and killed three secondary school students. The community has been in fear of attacks. Worst of all, abduct female students and kill people who cherish and endeavor to pursue western type of education Jamberlang (2021).According to Vernor (2008) the insecurity that bedevils the north eastern Nigeria has significantly affected the rate of children enrolment in basic secondary schools including nomadic schools. Papka (2016) revealed that the attendance turned out to be low due to insecurity and parent always feel that what happened to Chibok girl may most likely come to happen to their children. Unicef (2015) observed that over

one million children were reported to be out of school due insecurity   which was caused by the activities of book haram insurgents.

The report also indicates that most of the children that happened to have stopped attending schools are children and this stemmed from the fact that female senior students in Chibok had been abducted by the insurgents this therefore strikes fear in the mind of both the parents and the children and thereby led to the drop out of considerable number of basic schools children. This submission is in line with the assertion of Papka (2017) who believed that the activity of the insurgent drove many children from north eastern Nigeria out of schools. He also maintained that the insecurity brings about distressing circumstances and hunger which forced the parents to withdraw the children from the schools**.** The activity of insurgent group otherwise known as Boko Haram has created insecurity in north eastern Nigeria in particular states like Borno, Yobe and Adamawa. Unicef (2020) noted that over 13 million children are out of school and significant number of this drop out stemmed from north eastern Nigeria particularly Yobe and Bauchi States respectively

METHOD

Design of the study
The study employed descriptive survey research design to assess the perceptions of the Nomadic education tutors on incorporating conflict management in nomadic basic education curriculum as a strategy for curtailing insecurity in North East Sub-Region.

Location of the Study:
The study was carried out in nomadic schools in the three states (Bauchi, Gombe and Adamawa) in the North-East Geo-Political Zone. The reason for chosen the states was because; the States have higher number of nomadic schools and affected by insecurity.

Target Population
The target populations of the study were Nomadic Education Teachers and States Nomadic Education Coordinators.

Sample Selection and Sample Size:
The target population of this study was arrived at by first obtaining a list of all nomadic schools and their respective teachers from the 3 States nomadic education offices. Nomadic Education Teachers were targeted because they implement curriculum and have direct access to students. State coordinators will be targeted in this study because the make policies. Hence, they provided true and detailed response about the

integration of the curriculum. A total of 300 nomadic education teachers were sampled for this study using simple random sampling technique.

Data Collection Instrument:
The study used questionnaire and Interviews to seek information from the teachers and Nomadic Zonal Education coordinator. The instrument was used due to its anonymity of respondents thereby making it more private communication.

The Instrument of the Study
The instrument was subjected to 3 experts in the Faculty of Education, Bauchi State University Gadau to validate it. They made corrections and offered suggestions which were used to make modifications in the questionnaires.

Pilot Study:
The research instrument was Pilot tested using 30 nomadic teachers, 10 from each state to enhance the validity and reliability of the tool where the unclear instructions, insufficient writing space, vague questions and wrong numbering will be revealed and corrected, thus improving the questionnaire. The responses from the questionnaire were analyzed to check if the method of data analysis was appropriate and suitable.

Validation and Reliability of the Instrument:
The questionnaires were validated through application of content validity. Thus, the researcher sought expert advice, comments and suggestions that they considered and incorporated in order to validate the questionnaires. Test-retest reliability was adopted to ensure the reliability of the instrument. In order to avoid influence of familiarity of the research instrument, an interval of two weeks was given before the administration of the retest. Copies of the questionnaires were administered to respondents. The answered copies of the questionnaires were scored manually. The same questionnaires were re-administered to same respondents after a period of two weeks. The questionnaires responses were scored manually. A comparison between answers obtained in two and four were made. Pearson Product Moment Correlation formula for test-retest was used to compute the correlation coefficient in order to establish whether the content of the questionnaire is consistent in eliciting the same responses every time the instrument is administered.

Data Analysis:
This study adopted both qualitative and quantitative techniques as means of data collection instruments. Any quantitative data that emerged especially with the students'

questionnaire were analyzed and interpreted through simple statistical tools. This is where such data were organized, coded and manipulated using Statistical Package for Social Sciences(SPSS) This entails that data conversation in to percentages, frequencies.

Logistical and Ethical Consideration:
Before the commencement of this study, the researcher obtained a permit from the Ministries of Education of the three States. The data collected were treated with confidentiality and used only for the academic purpose of the study.

RESULTS AND DISCUSSION

Table 1: Causes of Insecurity in the study area

	A	SA	D	SD
High rate of Youth Unemployment and Poverty	98(33.0)	84(28.3)	89(30.0)	26(8.7)
Stigmatization of Fulani herders causes insecurity in the region	101(34.0)	82(27.6)	79(26.3)	35(11.8)
Ethnicity and Religious Differences	124(41,7)	54(28.3)	45(15.2)	44(14.8)
Land Use Disputes causes Insecurity in the North East Region	89(30.0)	164(55.2)	19(6.4)	25(8.4)
High level of Corruption and injustice in the Society	101(34.0)	79(26.3)	62(20.9)	48(16.2)
Security Sector Challenges	98(33.0)	149(50.1)	31(10.4)	19(6.4)
Marginalization of minority groups	89(30.0)	98(33.0)	84(28.3)	26(8.8)
Bad governance and poor Leadership Style	124(41.7)	54(28.3)	44(14.8)	45(15.2)

Source: Survey, 2024

The data presented in table 1 revealed that 182 respondents representing (61.3%) unanimously agreed that high rate of employment and poverty caused insecurity in the North East sub-region. This data obtained from this study confirmed that most of the cases of insecurity in the study areas were attributed to high rate of youth unemployment and poverty among people in the study area. This corroborates with the sentiments of the Nomadic Education coordinators in the three states which aptly depict the circumstances on the ground, and plainly point out that high rate of unemployment among teaming youth in the study areas poses serious challenge to insecurity causing numerous act of violence. An analysis of the study data in table 1 also revealed that 115 representing (38.7%) respondents disagreed with the assertion. This confirmed that insecurity could cause unemployment among the youth which may result to poverty.

Further analysis of the study revealed that majority (183) of the respondents supported the assertion that insecurity in the North East was attributed to stigmatizing the Fulani herders as against 114 respondents who rejected the sentiment. Respondents were categorical in attesting to the fact that stigmatizing the Fulani herders could cause social stigma and discrimination which may lead to mental health problems and stop the Fulani from getting the help they need. This could no doubt turn most of them been involved in one social vices or the other. It is worth nothing that discriminating the Fulani herders affects their social interaction which in a long run necessitated many of them to be involved in criminal act causing serious insecurity in the society.

Table 1 further indicated that more than half (178) of the respondents were of the view that ethnicity and religious differences in the North East sun-region contributed tremendously to insecurity in the region as against 89 respondents with contrary opinion. It is clearly stated that ethnic conflict have affected the government and the people generally and have resulted to political and economic instability, weakened patriotism, breed suspicion, lack of trust and true relationship among different ethnic groups in the country. It is imperative to bear in mind that ethnicity and religious differences caused insecurity not only in the North East sub-region but almost all over the country.

Whether land disputes causes insecurity in the North East sub-region, findings in table 1 revealed that almost (253) all the respondents confirmed that one of the major cause of insecurity in the region is land use disputes which is contrary to the view of minority (44) respondents who disagreed with the view. The result showed that high level of corruption and injustice caused insecurity in the zone. The result indicated that 180 respondents supported the assertion while only 110 respondents have contrary view. Furthermore, security sector challenge was one of the causes of insecurity in the study areas. This can be justified from the results of the study which indicated that majority (247) of the respondents were of the view that lack of strong security personals attributed to insecurity in the areas. Contrary, the finding indicated that minority (50) of the respondents disagreed with the view.

On the issue of marginalisation of the minority groups, as one of the causes of insecurity, in the study area, finding of this study showed that majority (187) of the respondents unanimously agreed that insecurity in the north is no doubt attributed to the marginalization of the disadvantage groups. Bad governance and poor leadership styles also contributed to insecurity in the north east region as indicated in the study that majority (178) of the respondents attested to that.

Table 2: Responses on Effect of Insecurity on Nomadic Education

	A	SA	D	SD
Insecurity in the North East Region disrupts Nomadic schools peaceful atmosphere	105(35.4)	102(34.3)	38(12.8)	52(17.5)
Insecurity affects Nomads Children School enrolment	125(42.1)	130(43.6)	27(9.1)	15(5.1)
Insecurity causes destruction of nomadic school structures and properties	164(55.2)	89(30.0)	25(8.4)	19(6.4)
Discouragement of educational pursuit by nomadic children	132(44.4)	113(38.0)	31(10.0)	21(7.1)
Internal displacement of nomadic pastoralist	89(30.0)	164(55.2)	19(6.4)	25(8.4)
Ruins community`s peaceful atmosphere	86(29.0)	102(34.3)	60(20.0)	49(16.5)

Table 2 revealed that majority of the participants (207) attested to the fact that the peaceful atmosphere of nomadic schools was disrupted as a result of insecurity in the region. The study went ahead to revealed that 90 respondents representing (30.3%) have contrary view. Further, the finding indicated that 255 respondents representing (85, 8%) were of the view that the enrolment of Nomads children in Nomadic Basic Schools was deteriorated due to insecurity in the study areas. This is against 42 participants which represented (24.2%) who have different opinion. This study established that destruction of school facilities, discouragement of nomads' children participation in schools and poor quality of education in nomadic schools were all attributed to lack of peaceful school atmosphere.

To asserting whether insecurity in the study areas caused destruction of nomadic schools structures and properties, finding of this study revealed that more than half of the respondents (85.2%) were in agreement that majority of the Nomadic school structures and facilities were destructed due to attack of insurgency in the region. Discouragement of educational pursuit by nomadic children is caused by insecurity in the north east sub-region. This can be seen in the result of this study which revealed that majority of the respondents (245) attest to that effect. The finding of this study further revealed that insecurity in the North East sub-region caused much causality among the Nomads Pastoralist. This is confirmed in the results of this study which indicated that more than half (64.3%) agreed the assertion. Majority of the respondents (63.3%) agreed that insecurity in the North East Region ruins community`s peaceful atmosphere.

Table 3: Responses on whether Incorporation of Peace Building and Conflict Management will minimise insecurity in the North East

	A	SA	D	SD
Incorporating Peace building and conflict management in nomadic schools will create a more equitable and hospitable society	164(55.2)	89(30.0)	25(8.4)	19(6.4)
Incorporating Peace building and conflict management in nomadic schools will prevent armed conflict and violence in the society	54(28.3)	124(41.7)	45(15.2)	44(14.8)
Incorporating Peace building and conflict management in nomadic schools will Educate nomads on the dangers of conflict and violence on society	102(34.3)	105(35.4)	52(17.5)	38(12.8)
Incorporating Peace building and conflict management in nomadic schools will Promote inter-ethnic difference that prevents violence	130(43.7)	110(37.0)	18(6.1)	39(13.1)
Incorporating Peace building and conflict management in nomadic schools will create security conscious	106(35.7)	81(27.3)	58(19.5)	52(17.5)

Table 3 revealed that incorporating peace building and conflict management will create a more equitable and hospitable society. Finding in this study revealed that majority (85.2%) supported the assertion as against respondents (14.8%) with contrary view. Table 3 further indicated that introducing peace building will no doubt prevent armed conflict and violence in the north east region. This can be justified based on the result of this study which revealed that; majority (178) of the respondents affirmed the statement. Result of this study also uncovered that; peace education can educate nomads on the dangers of conflict and violence in the society. This study revealed that; more than half (80.7%) of the respondents agreed that introduction of peace and conflict management in nomadic basic education curriculum will promote inter- ethnic difference that will prevent violence in their communities. This implies that one of the causes of insecurity in the study areas is inter-ethnic difference. Studies revealed that most of the crisis that happened in this country was mostly as a result of religious and ethnic differences. This study further indicated that incorporating peace building and conflict management in Nomadic Basic Education Curriculum will create security conscious among people in the study areas which in a long run will create peaceful coexistence.

CONCLUSION AND RECOMMENDATIONS

Effective incorporation of peace building and conflict management studies in nomadic basic education curriculum towards curtailing insecurity in north-east sub-region as it is being proposed in this work will provide conducive leaning environment in nomadic schools which will in a long run assist to have peace and stability in the north east sub-region. Furthermore, having the knowledge of the effects and causes of conflict could help in no small amount in addressing the menace of insecurity. It is therefore recommended that:

i.   Government should ensure the incorporation of peace building and conflict management study in to the nomadic education curriculum.
ii. Government should ensure the protection of properties of the citizen in the region.
iii. Government should also take preventive measures before the occurrence of any conflict.

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