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Utilization of Peace Education in Adult Literacy Programmes in Anambra State for Conflict Resolution and National Security

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Abstract

This study focused on utilization of peace education in adult literacy programmes in Anambra State for promoting peace, conflict resolution and national security. The study employed the descriptive survey research design. Three research questions were formulated to guide the study. The proportionate random sampling technique was used in selection of 50% of 1, 222 facilitators in 481 basic and post literacy education programmes within the six education zones in the State. The sample size of the study was 611. A questionnaire titled: Utilization of Peace Education in Adult Literacy Programmes for Promotion of Peace, Conflict Resolution and National Security Questionnaire (UPEALPPPCRNSQ), designed on a Likert type scale was used in the study. Validity of this research instrument was determined and reliability determined through a pilot-testing and measured using the Conbach alpha formula which yielded coefficient value of r = 0.88. Data was analyzed using frequency distribution, mean score ($\bar{X}$), grand mean and standard deviation (SD). The results revealed that effective utilization of peace education inculcated in the learners skills and abilities for peace promotion, conflict resolutions and national security. Therefore, the study recommended that there should be effective financial support of adult literacy programmes from the tiers of government through making provision for sufficient budgetary allocations for this sector of education; professionals of adult education should be employed to teach peace education subjects in adult literacy programmes and they should be supported through adequate remunerations, constant and continuous staff training and retraining; peace education should effectively be integrated and embedded into all adult literacy programmes; government should utilize and implement policies (through adequate consultations) on peace education in adult literacy programmes and effective mass campaign carried out on the subject area for public enlightenment.

Introduction

The recent happenings throughout the world including in the Nigerian society in relations to political wars/thuggery and crises, social crimes e.g kidnapping, theft, murder, etc, conflicts, religious rivalries, economic meltdowns and disturbances and many more which poses a great threat to peace, economic progress/security, social security and national security in the both the human society and throughout the spheres of life necessitate effective utilization of peace education in adult and non-formal literacy programmes. The role of peace education in enhancement of peace, conflict resolution and national development in any educational system (be it formal or non-formal) are enormous. Presently in education, peace education offers new possibilities, strategies and means for empowering individuals on various ways of settling disputes using agreeable terms, conflict resolutions and maintenance of peace for environmental sustainability. According to Educational International (EI) (1998),

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education, whether formal, informal or non-formal, is the key to uniting nations and bringing human beings closely together. In many parts of the world, civil society suffers because of situations of violent conflicts and war. It is important to recognize the crucial role of peace education in contributing to building a culture of peace and condemning instances in which education is undermined in order to attack democracy and tolerance.

Therefore, a culture of peace and non-violence goes to the substances of fundamental human rights which include social justice, democracy, literacy, respect and dignity for all, international solidarity, respect for workers' rights and core labour standards, children rights, equality between men and women, cultural identity and diversity, indigenous peoples and minorities rights, and the preservation of the natural environment. Wherever conflicts are resolved amicably and peace maintained, national security is however achieved. Peace according to Nwafor (2013) is the absence of conflict or violence at a particular time and place which evokes the climate of freedom from fear, intimidation and harassment, oppression and brutalization by external forces or agents. Various World congresses have acknowledged the importance of peace in the society as an instrument for national security and reached certain agreements. For instance, the resolutions endorsed during the World Congress of Education International (EI) affirms the right to peace and pledges its support for the peaceful resolution of conflicts and practice of non-violence through peace education, dialogue and cooperation (EI, 1998). Similarly, in 1995, the Beijing Platform of Action also recognized peace education not only as a human right but also as an essential tool for achieving the goals of equality, development and peace. According to EI (1998), "Literacy of women including citizens of any country is an important key to improving health, nutrition and education in the family and to empowering women to participate in decision-making and society."

Umar (2013) identifying the importance of peace education in adult and non-formal literacy programmes, highlighted that:

> it helps people to deal with real life issues that affect their lives and society in general; it inculcates in people the spirit of unity, nationality and patriotism; prepares people for effective adult life that cherishes and promotes harmonious relationship among members of the society so that they acquire skills necessary to prevent conflict peacefully; instill in people appropriate values and skills in order to enhance their moral development; equip youths with the knowledge and skills that will help bring about peace through better understanding; and inculcate into people such values like compassion, integrity, hope, justice, unity, gender fairness, caring for life, sharing, reconciliation and active non-violence.

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Crawford and Bodine (1996) likewise identified that conflict resolution programmes can likewise help schools promote both the individual behavioural change necessary for responsible citizenship and the systemic change necessary for a safe learning environment. According to Francis (2009), conflict resolution is seen as a variety of approaches aimed at terminating conflicts through the constructive peaceful solving of problems which includes negotiation, facilitation, conciliation, mediation and brokerage. Peace Education is therefore an integrated comprehensive education focusing on life skills covering human rights, democracy, international understanding, tolerance, non-violence, multiculturalism, and all other values conveyed through the school curriculum. According to Kester (2009), the practice of peace education in adult and non-formal literacy programmes/education is to build in every learner the universal values and behaviours on which a culture of peace is predicated, including the development of non-violent conflict resolution skills and a commitment to working together to realize a shared and preferred future. It also enables learners to be able to explore the root causes of conflict, knowing humanitarian and human rights law, envisioning alternative structures of security, and learning skills for managing micro/ macro conflicts without resorting to violence. Education for peace seeks to foster peaceful personal attitudes, behaviours, skills and capacities. It inculcates one with the right values of respect/tolerance for other people and non-violent means of conflict resolution. It also includes the cultivation of peace building skills (e.g. dialogue, mediation, artistic endeavours) and teaches the values of respect, understanding, and non-violence; presents skills for analyzing conflicts, educates for alternative security systems, and uses a pedagogy that is democratic and participatory.

Okolie-Osemene (2012) further envisaged that peace education is the process of acquiring the skills, values and knowledge that promote harmonious relationships among people in the society. The Education International (1998) described peace education as, “the deliberate attempt to educate children, youth and adults in the dynamics of conflict and the promotion of peacemaking skills in homes, schools, and communities throughout the world, using all the channels and instruments of socialization”. To Nwafor (2013) peace education therefore implies all efforts to promote peace, especially in conflict or violence-riden areas through educational activities. It aims at ameliorating the escalating level of violence in various forms so that individuals can live and work in a relatively peaceful atmosphere that could ultimately engender a global culture of peace. Peace education therefore primarily intends to develop in the individuals’ skills, attitudes and knowledge with co-operative and participatory learning methods and an environment of tolerance, care and respects. Where the contents of peace education and conflict resolutions are inculcated in and imbibed as well as are practiced by the individuals, there will be appreciable level of development. In other words, a situation where there

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is social justice, equity, gender equality and amelioration of poverty, development and national security would be facilitated (Nwafor, 2013). Conflict resolution occurs when individuals change from being adversaries in a face-to-face confrontation to being partners in a side-by side search for a fair agreement that is advantageous to both parties (Francis, 2009).

To promote national security and development in all societies, there must be peace which promotes an atmosphere of tolerance, equality, justice, harmony and fairness, co-existence and mutual development. It is an atmosphere where people are aware of their individual differences and learn to understand, relate and accommodate one another and also willing to live and work together. An environment that has promoted peace as to be number one is always free of crimes such as kidnapping, armed robbery, theft, corruption, child-abuse, drug trafficking, discrimination, political thuggery, electoral malpractices, murder, terrorism, religious rivalry, etc. Learners in adult and non-formal literacy education programmes should be taught how to think and be critical about issues. They should be exposed to such issues and events that help in promoting peace in the society and the means of exhibiting the spirit of nationality and patriotism in them (Nwafor, 2013). The absence of peace means absence of national security likewise the existence of peace invariably means the existence of national security. National security as described by Francis (2009) deals with survival and the conditions of human existence which includes peace, development and justice because the absence of all these creates the conditions for conflict and national insecurity.

Adult and non-formal literacy programmes covers a wide range of programmes. This programmes according to Nzeneri (2008) covers a wider scope including basic and post literacy programmes, women/girl-child education, family life programmes, extension education, vocational and technical education, functional literacy programmes, prison literacy, continuing and remedial education, special education, nomadic education, workers education, literacy by radio, etc. Peace education when integrated or utilized in these programmes will go a long way in inculcating in individuals' the spirit of patriotism that enhances peace and national security as highlighted one of the goals of adult and non-formal education in the 2004 National Policy on Education (NPE).

That adult and non-formal education gives adult citizens the necessary aesthetic, cultural and civic education for public enlightenment (FRN in the 2004 NPE) Thus, the present study tried to examine the need for effective utilization of peace education in adult literacy programmes in Anambra State for promoting peace, conflict resolution and national security. To achieve this, the researchers examined the relevance, basic rationales and challenges towards effective utilization of peace

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education in adult literacy programmes in Anambra State for promoting peace, conflict resolution and national security.

Statement of the Problem

Utilization of peace education in adult and non-formal literacy programmes/education is no doubt one means towards achieving peace and conflict resolution for national security. According to Igbuzor (2011), no doubt that many people are angry about the situation of conflict, insecurity and underdevelopment of Africa. Rabiu and Muhammad (2013) further highlighted that the current national crises and violence Nigeria has been facing since 2003/2004 which includes the issue of Boko Haram Insurgency, Niger Delta militancy, armed robbery, Odua People Congress xenophobic strife, corruption, ethnicity, tribal conflicts, negative political/electoral tendencies, etc, constitutes the major hindrance to national security/unity, peace and conflict resolution in Nigeria, drawing agitations for better living conditions across regions and likewise calling for peace and national security throughout regions. Peace education introduced in adult and non-formal education should help to build into learners that level of consciousness which enables them to be prepared to take actions within organizational context. The values of peace which include among other things respect for life, sharing with others, rejection of violence, sense of justice, listening ability and solidarity must be inculcated into stages of educational process to enable learners imbibe the right values that will guide them throughout life time (Igbuzor, 2011).

Nwafor (2013) identifying the importance of peace education opined that the present Nigerian situation which is constantly threatened by security challenges in different parts of the country, it is therefore germane that peace education be introduced into the adult and non-formal literacy education curriculum of Nigerian educational system. This calls for radical and urgent educational reform in the adult and non-formal education sector which is a necessary component of peace process that could engender equity, justice and national unity. Peace education is necessary because every citizen should be so educated in order that he/she can understand the society and the dynamics of social harmony. It inculcates in individual the culture to do what is right and shun what is wrong/evil. The introduction of peace education as an integral part of the adult and non-formal education curriculum at this critical period of our nation-hood is quite imperative and when properly designed and developed, it will meet the near explosive situations which have been compounded by the challenging security problems and armed conflicts in some parts of Nigeria. Therefore, peace education needs to be incorporated in the adult and non-formal literacy school curriculum because all happenings in the society also affect the curricula (Umar, 2013). The recipient of adult and non-formal education who are mostly adults and youths' can be considered as matured and experienced members of

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the society who can transfer their knowledge, skills and experiences to the younger ones and children that are most vulnerable to violence and conflict and more damage is done to children's character during violence because in communities where children witness violence they may grow up thinking that violence is the only instrument for resolving conflict. Since everyone in the society abhors violence in whatever form, adult literacy programmes and their curricula must assist individuals to develop the skills, values, attitudes and behaviours expected of them as useful members of the society. If people are shown how to manage anger, disagreements, disputes and conflict then, the goals of achieving peaceful co-existence among different ethnic and religious groups in the country could be achieved (Umar, 2013).

Therefore, the need to identify the role and importance of utilizing peace education in adult and non-formal education literacy programmes in Anambra State for promoting peace, conflict resolution and national security is the problem of this study. The study however, seeks to address issues by espousing the potentials of managing adult and non-formal literacy programmes through peace education for enhancement of peace, conflict resolution and national security in Nigeria using Anambra State adult literacy programmes as focus.

Purpose of the Study

The main purpose of the study was to examine the need for utilization of peace education in adult literacy programmes in Anambra State for the promotion of peace, conflict resolution and national security. Specifically, the study seeks to determine the following:

1. To examine the relevance/importance of utilizing of peace education in adult literacy programmes in Anambra State for promoting peace, conflict resolution and national security.
2. To determine some basic rationale/fundamental reasons which necessitate the integration of peace and conflict resolution education into the adult and non-formal literacy school curriculum for peace, progress and national security in Anambra State.
3. To identify challenges towards effective utilization of peace education in adult literacy programmes in Anambra State for promoting peace, conflict resolution and national security.

Research Questions

The following research questions guided the study:

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1. To what extent does effective utilization of peace education in adult literacy programmes in Anambra State promote peace, conflict resolution and national security?
2. What are the basic rationales/fundamental reasons which necessitate the integration of peace and conflict resolution education into the adult and non-formal literacy school curriculum for peace, progress and national security in Anambra State?
3. What are the challenges towards effective utilization of peace education in adult literacy programmes in Anambra State for promoting peace, conflict resolution and national security?

Methodology

The study employed the descriptive survey research design which involved development of a research instrument (Questionnaire) that was used in carrying out the survey. This research design involves the development of survey instrument which is widely used for assessing opinions or attitudes towards programmes, events, individuals or attitudes, etc, in order to describe a situation that exists at a particular period (Akilaiya, Opute-Imala and Ezoem, 2002).

The study population consisted of all the facilitators teaching in the 481 basic and post literacy programmes within the six education zones in Anambra State; which constituted a total of 1, 222 (Planning, Research and Statistics Department of the Agency for Mass Literacy, Adult and Non-Formal Education, Awka, Anambra State, November - 2013). The sample size of the study was selected using the proportionate random sampling technique in order to select 611 facilitators from the entire study population of the basic and post adult literacy programmes within the six education zones in Anambra State. The sample represented 50% of the entire population of the study and involved drawing a sample from the various basic and post adult literacy programmes in the six education zones. The Questionnaire was the major research instrument used for data collection. This instrument was constructed and designed by the researchers. The instrument was also validated by two experts in Adult and Non-Formal Education Department and Measurement and Evaluation Department from Federal College of Education (Technical) Asaba, Delta State, who collated each item in the questionnaire in line with the purpose of the study and research questions. The corrections and modifications done by the experts on some items in the instrument were effected and incorporated before distribution of the instrument. The questionnaire was for only the facilitators teaching in both basic and post adult literacy programmes in Anambra State and labeled: Utilization of Peace Education in Adult Literacy Programmes for Promotion of Peace, Conflict Resolution and National Security Questionnaire (UPEALPPPCRNSQ) which contained 32 items. The items

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on the questionnaire were structured on a modified Likert type 4-point scale weighted as follows: Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2 and Strongly Disagree (SD) – 1.

For reliability of the instrument, a pilot-testing was carried out using 30 facilitators from 15 basic and post adult literacy programmes in Delta State, after which the results were collated and measured using the conbach alpha formula. The reliability coefficient of the instrument was r = 0.88 showing that the instrument was significant and its reliability guaranteed. The final copies of the instruments were distributed to the participants using three research assistants who were trained by the researcher on how to communicate on a personal, face to face, hand delivery contact with the participants. These researcher assistants waited for the respondents to fill the questionnaires and retrieved them on the spot (immediately). Data collected was analyzed using Mean Score ($\bar{X}$), Grand Mean and Standard Deviation (SD). Only the mean score of 2.50 and above was accepted while mean score below 2.50 rejected.

Results

Table 1 showed the extent in which effective utilization of peace education in adult literacy programmes in Anambra State promote peace, conflict resolution and national security. Results from the table reveal that all the participants responded positively in strong agreement with the statements which were above the accepted mean of 2.50. While the standard deviation ranging between 0.66 and 0.90 indicated a convergence with the statements which still clustered around the mean scores. The grand mean of 3.28 indicates a strong positive reaction from the participants on the relevance and importance of peace education in adult literacy programmes in Anambra State.

Table 1: Mean rating and Standard Deviation on the extent effective utilization of peace education in adult literacy programmes in Anambra State promote peace, conflict resolution and national security.

N = 611

ITEMS		SA	A	D	SD	MEAN (X)	ST. DEV	DECISION
	Effective utilization of peace education in adult literacy programmes for promotion of peace, conflict resolution and national security was relevant and important in the following ways:							
1.	Peace education enables individuals to abhor violence in whatever form.	255	289	37	30	3.26	0.78	Agree
	Develops in individuals the skills, values and							

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2.	attitude that assist them to become useful in the society.	225	252	89	45	3.08	0.90	Agree
3.	Inculcates the culture to do what is right and shun wrong doing and evil.	276	242	70	32	3.22	0.84	Agree
4.	Inculcates in individuals the spirit of patriotism and nationalism that leads to unity, progress and national security.	298	253	32	28	3.34	0.78	Agree
5.	Enables people to understand the society and the dynamics of social harmony.	266	273	43	29	3.27	0.79	Agree
6.	Arm individuals with peace and conflict resolution skills that aid national security and progress.	276	262	51	22	3.30	0.77	Agree
7.	Enables individuals acquire the skills and competences that promote an atmosphere of tolerance, equality, justice, harmony and fairness.	289	276	35	11	3.38	0.68	Agree
8.	Exposes people to application of rightful problem-solving approaches and processes of resolving conflicts, disputes and disagreements that leads to conflicts.	291	278	33	9	3.39	0.66	Agree
9.	Creates an understanding of individual differences which aid effective communication among people.	244	266	76	25	3.19	0.81	Agree
10.	Enables people to be equipped with information that helps in transmission of the culture of peace to younger generation.	298	268	29	16	3.39	0.70	Agree
11.	Cultivates in people peace building skills that strengthens dialogue, meditation and negotiation.	284	267	38	22	3.41	0.74	Agree
12.	Fosters in people peaceful attitudes, behavior and capacities that enhances national security.	277	265	40	29	3.29	0.79	Agree
13.	Enables individuals to explore the root causes of conflicts and insecurity.	286	259	43	23	3.32	0.76	Agree
14.	Helps people to deal with real life issues that affects lives and the society.	241	285	61	24	3.22	0.78	Agree
Grand Mean & Standard Deviation		**=**				**3.28**	**0.78**	

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Results from the table 2 revealed that all the participants responded positively in strong agreement with the statements which were above the accepted mean of 2.50, except for items 19 and 23 that strongly disagree with the statements. While the standard deviation ranging between 0.75 and 1.22 indicated a convergence with the statements which still clustered around the mean scores. The grand mean of 3.01 indicates strong reactions from the participants on the basic rationales/fundamental reasons which necessitate the integration of peace and conflict resolution education into the adult and non-formal literacy school curriculum for peace, progress and national security in Anambra State.

Table 2: Mean rating and Standard Deviation on the basic rationale/fundamental reasons which necessitate the integration of peace and conflict resolution education into adult and non-formal literacy school curriculum for peace, progress and national security in Anambra State.

N = 611

ITEMS		**SA**	**A**	**D**	**SD**	**MEAN (X)**	**St. Dev**	**Dec.**
	This includes the need/demands to achieve the following:							
15.	Expose people to the dangers and consequences of violence and unresolved conflicts in the society.	256	257	75	23	3.22	.80	Agree
16.	Hostilities that exists in the society	234	134	68	55	3.09	0.92	Agree
17.	Need to control/reduce violence, conflicts and crimes in the society that threatens national security.	388	248	63	26	3.45	0.84	Agree
18.	Need for individuals to be taught how to think and be critical about issues.	279	67	46	38	3.26	0.85	Disagree
19.	Promotion of socio-economic development in the society and world	153	286	134	257	2.19	1.22	Agree

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	peace.							
20.	Solve individual differences that threaten peace and security in the society.	245	251	63	17	3.24	0.75	Agree
21.	Promotion of peaceful co-existence, mutual development, environment of tolerance, care and respect in the society.	285	256	44	31	3.29	0.81	Agree
22.	To tackle ameliorate individual ignorance on issues relating to peace, conflict resolution and national security.	287	75	48	20	3.33	0.76	Disagree
23.	Permanently eliminate climate of intimidation, harassment, oppression and brutalization existing in the society and world.	83		241	212	2.05	1.01	
Grand Mean & Standard Deviation		**=**				**3.01**	**1.02**	

Table 3 revealed the challenges towards effective utilization of peace education in adult literacy programmes in Anambra State for promoting peace, conflict resolution and national security. Results from the table indicates that all the participants responded positively in strong agreement with the statements which were above the accepted mean of 2.50, except for items 30, 31 and 32 that strongly disagree with the statements. While the standard deviation ranging between 0.71 and 0.93 indicated a convergence with the statements which still clustered around the mean scores. The grand mean of 2.79 indicates strong reactions from the participants on the challenges towards effective utilization of peace education in adult literacy programmes in Anambra State which hinders the promoting peace, conflict resolution and national security. Please refer to the tables (1-3) included below.

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Table 3: Mean rating and Standard Deviation on the challenges towards effective utilization of peace education in adult literacy programmes in Anambra State.

N = 611

ITEMS		SA	A	D	SD	MEAN (X)	St. Dev	Decision
24.	Lack of integration/embedment of peace education into the curriculum of all adult literacy programmes.	293	228	55	35	3.27	0.85	Agree
25.	Inadequate facilitators or area specialist to teach the subject.	334	214	45	18	3.41	0.75	Agree
26.	Lack of effective implementation of government policy concerning peace education in adult literacy programmes.	268	245	50	48	3.20	0.89	Agree
27.	Inadequate educational facilities, primas and instructional materials to teach peace education in adult literacy.	271	289	34	17	3.33	0.71	Agree
28.	Poor funding of adult and non-formal education.	330	230	29	22	3.42	0.74	Agree
29.	Lack of constant training and retraining of facilitators on the principles and practices of peace education.	299	273	16	23	3.39	0.72	Agree
30.	Lack of readiness on the part of facilitators to teach peace education.	23	44	223	321	1.62	0.78	Disagree
31.	Unpreparedness of adult learners to imbibe/accept and embrace peace education.	48	62	193	308	1.75	0.93	Disagree
32.	Laziness on the part of facilitators to teach peace education.	31	24	276	280	1.68	0.77	Disagree
Grand Mean & Standard Deviation		**=**				**2.79**	**1.12**	

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Discussion

The results from the research questions revealed that generally effective utilization of peace education in adult literacy programmes played a significant role in promoting peace, conflict resolution and national security. Nevertheless, these roles have not highly been recognized in the Nigerian Adult and Non-Formal Education sector, owing to some challenges that were highlighted in table 3. The findings of the study from table 1 also revealed the extent to which effective utilization of peace education in adult literacy programmes in Anambra State for promoting peace, conflict resolution and national security was relevant and important. The relevance include that peace education enable individuals to abhor violence; develops in people the skills, values and attitudes that assist them to become useful members of the society; inculcates the spirit of patriotism and nationalism that leads to unity, progress and national security; enables individuals to understand the dynamics of social harmony and develop the culture of peace and unity; enables individuals to acquire the right competences that promotes an atmosphere of tolerance, equality, justice, harmony and fairness for peace and national security; and exposes individuals to problem-solving approaches that will enable them apply peaceful negotiations, meditations and dialogue strategies that will promotes peace and national security in the society. Peace education also enables individuals to understand the root causes of conflicts and insecurity and individual differences that aid effective communication in the society. This agrees with the statements of Kester (2009) and Umar (2013) whom highlighted that peace education builds in every learner the universal values and behaviours on which a culture of peace is predicated, including the development of non-violent conflict resolution skills and a commitment towards working together to realize a shared and preferred future. Peace education also inculcates in people the spirit of unity, nationalism, patriotism and appropriate values and skills that enhanced development (Umar, 2013). According to the Education International (1998), the potentials/relevance of peace education includes that: peace education makes it possible for people from all walks of life to be enlightened on issues that concern peace, conflict resolutions, violence and even crisis as well as their connection. This will make it possible for them to appreciate peace which connotes more than a mere absence of hostilities, but rather an absence of conflict as possible. It inculcates and exposes one to apply the rightful problem-solving approaches and processes of resolving conflicts, disputes and disagreement.

Table 2 also revealed the basic rationales/fundamental reasons which necessitate the integration of peace and conflict resolution education into the adult and non-formal literacy school curriculum for peace, progress and national security in Anambra State. Findings of the study revealed that the challenges affecting the society have necessitated effective integration of peace education in adult literacy programmes. These include the issues of violence, unresolved conflicts, hostility, and

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injustices, individual differences that threaten the comfort of peace and national security and crimes in the society. More so, the need for individuals to be taught how to think and be critical about issues; including the need to promote peaceful co-existence and mutual development in the society and also ameliorate individuals' ignorance on issues relating to peace, conflict resolution and national security has likewise necessitated the integration of peace education in adult literacy programmes. According to Nwafor (2013), the present Nigerian situation which is constantly threatened by security challenges in different parts of the country, it is therefore germane that peace education be introduced into the adult and non-formal literacy education curriculum of Nigerian educational system. Francis (2009) also opined that unresolved conflicts have led to massive displacement of people in the country and possible outflow of migrants into neighbouring countries. This has usually resulted in waste of precious time and energy needed for growing of food in the conflict zones. Umar (2013) further highlighted that peace education needs to be incorporated in the adult and non-formal literacy school curriculum because all happenings in the society also affect the curricula. Table 3 further indicated and outlined some of the challenges towards effective utilization of peace education in adult literacy programmes in Anambra State for promoting peace, conflict resolution and national security. These challenges included the following: lack of integration and embedment of peace education in the curriculum of all adult literacy programmes; inadequate facilitators and specialist on the subject area; lack of implementation of government policy to cover the integration of peace education in adult literacy programmes; poor funding of literacy programmes; and lack of constant training and retraining of facilitators on the principles and practices of peace education. This agrees with the statements of Okolie- Osemene (2012) and Nwafor (2013) who pointed out the factors listed above in the findings of the study as challenges towards effective utilization of peace education not only in adult literacy programmes but likewise in the entire education systems. Therefore, there is no doubt that adequate utilization of peace education in adult literacy programmes will assist in boosting peace, conflict resolution and national security in Anambra State. This calls for adequate programme planning and funding of adult literacy programmes in Anambra State by the government and all non-formal education agencies and stakeholders.

Conclusion and Recommendations

The study has examined the need for effective utilization of peace education in adult literacy programmes in Anambra State for promoting peace, conflict resolution and national security. Generally, indications from the discussions in the study revealed that effective utilization of peace education in adult literacy programmes for peace, conflict resolution and national security had great relevance/importance not only in Anambra State but throughout the federation. Its relevance/importance in both the adult and non-formal education sector and country

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is as magnanimous as highlighted in the study, in the sense that, it will lead to maintenance of peace, unity and progress in the society; highlight means of resolving conflicts amicably and promotion of national security for environmental sustainability. Therefore, the need arises for effective management of adult and non-formal literacy programmes in Anambra State through proper utilization of peace education for peace, conflict resolution and national security. Based on the findings of the study, the following recommendations have been proffered:

1. There should be effective financial support of adult literacy programmes from the tiers of government through making provision for sufficient budgetary allocations for this sector of education.
2. Professionals of adult education should be employed to teach peace education subjects in adult literacy programmes. However, boosting their efficiency and effectiveness through adequate remunerations and constant and continuous staff training and development must be highly considered and encouraged.
3. Peace education should effectively be integrated and embedded into all adult literacy programmes.
4. Government should effectively utilize and implement policies (through adequate consultations) on peace education in adult literacy programmes and effective mass campaign carried out on the subject area for public enlightenment.

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