

EDUCATION FOR MILLENNIUM DEVELOPMENT

ESSAYS IN HONOUR OF
PROFESSOR MICHAEL OMOLEWA

1

VOLUME

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Education for Millennium Development: *Essays in Honour of Professor Michael Omolewa*

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Prologue

UNESCO: THE OMOLEWA MAGIC

History will be kind to Professor Tunde Adeniran, former Education Minister who, in 2000, appointed Prof. Michael Omolewa as Nigeria's Permanent Delegate to UNESCO. For in the last seven years, the Professor of Adult Education from Ipoti Ekiti (Ekiti State) has taken the country to higher levels than had been anticipated. Omolewa has been lucky in several respects. First, his appointment came immediately after democracy was restored in Nigeria in 1999. His predecessor, Dr Olusegun Akinluyi (1993 – 1999), an equally brilliant diplomat, was not so privileged. It was his lot to bear the brunt of the international community against Nigeria during the difficult years of the late Gen. Sani Abacha. But the clean break came for Nigeria when President Olusegun Obasanjo was elected, opening up space for the country in international circles.

Second, Omolewa had been consulting for UNESCO for several years before his appointment, so he understood the politics, orientation and language of the world body long before he turned up at the Permanent Delegation in Paris.

Third, Omolewa was most lucky to have a president with a perfect understanding of the importance of UNESCO.

Obasanjo had, by the way, visited UNESCO's headquarters in Paris shortly after his election, but before his installation in 1999. That prompted Mr Federico Mayor, UNESCO's Director-General at that time, to set up an Inter-sectoral Task Force for Cooperation at the secretariat, with the mandate to produce a special Plan of Action for the country in the areas of the organisation's competence.

Fourth, he was also lucky to have had Prof. Babalola Borishade as Education Minister, immediately after the tenure of Adeniran. Borishade supported all of Omolewa's initiatives, which helped to consolidate initial gains. Another plus is his ability to speak both

French and German languages with as much ease as he speaks the English language.

Once appointed, Omolewa aggressively pursued the assignment of pushing Nigeria to the frontline at UNESCO. He started by getting Nigeria elected into several inter-governmental bodies within the organisation. Borishade was elected vice chairman of the E9 Fourth Ministerial Review Conference in Beijing, China in 2001. The E9 is a group of countries with the highest population of illiterates.

He was also, shortly after, elected President of the 46th session of the Conference on Education, (organised by UNESCO), which took place in Geneva, Switzerland in September 2001. Borishade also succeeded in negotiating with UNESCO for partnership in respect of the Open and Distance Learning project in Nigeria. Besides, the former Education Minister secured the placement of Nigeria in China's Great Wall Fellowship, administered by UNESCO. Then in October of the same year, Obasanjo was hosted at the UNESCO General Conference, the first Nigerian President to do so.

Still in pursuit of creating more visibility for Nigeria, Omolewa lobbied UNESCO to allow Nigeria hold an exhibition at UNESCO's headquarters in Paris in August 2002. The strategy was to imprint a positive image of Nigeria in the minds of the international delegates who were billed to attend UNESCO's High Level Contact Meeting on Education for All (EFA), which took place in Abuja on November 18 of the same year. The meeting itself was zoned to Nigeria through Omolewa's lobbying.

The exhibition was successful and attracted over 200 guests. About 24 paintings and many other artefacts about the country were showcased, spearheaded by renowned artist, Mr Kolade Óshinowo, who teaches Fine Art at the Yaba College of Technology.

The most significant of Omolewa's accomplishments came on November 29, 2003, when he was unanimously elected President of the 32nd session of the UNESCO General Conference. He is the first Nigerian to be so elected, and it could take another 50 years or more for any other Nigerian to have the privilege. And

from that point, he has continued to soar higher. He travelled far and wide in this capacity, carrying UNESCO's message of peace and dialogue, as opposed to war.

For instance, when he visited Yemen in 2004 as President of UNESCO General Conference for the International Symposium on Dialogue among Cultures and Civilisations, he emphasised that such dialogues among nations should be based on universally shared values and the protection of the diversity of individuals and cultures. He also affirmed that knowledge was necessary for any successful dialogue, but that knowledge could only be so acquired through education. To attain knowledge through education, Omolewa, at that meeting, suggested a revision of textbooks, teaching material and the training of teachers.

Omolewa also brought more attention to contemporary issues like hunger, terrorism and poverty. For instance, at the informal forum of Permanent Delegates held in Paris in 2004, he urged member nations to confront problems associated with globalisation, non-respect for human rights and underdevelopment. He equally carried his charisma to the Board of the Commonwealth of Learning, based in Canada, made up of only four countries: the United Kingdom, Canada, India and Nigeria. His contributions to the board were enumerated variously when he was conferred with the COL's Fellowship at its forum held in Jamaica in 2006.

Again, Omolewa's doggedness led to the inclusion of Osun Oshogbo and Sukur in the World Heritage List, just as the symbol of FESTAC (Festival of Arts and Culture) 77 now dot the lobby of the UNESCO headquarters.

When Obasanjo visited UNESCO in 2005 in his capacity as the chairman of the African Union (AU), Omolewa achieved two feats: the award of the Artist for Peace certificate by UNESCO to Prince Seven Seven, and the appearance of the Director-General, Mr Koichiro Matsuura in Nigerian attire.

And at his valedictory lecture delivered in December, 2006 at the University of Ibadan where he had taught for several years,

three eminent personalities made remarkable comments about him. The Vice Chancellor, Prof. Olufemi Bamiro described him thus: "Prof. Omolewa's life and achievements signpost what I call the spirit of (the University of) Ibadan: a spirit of commitment to the highest ideals of scholarship and service, not just to the country but to the world at large; a can do spirit of resilience and determination to overcome and be great again even in the face of obviously daunting odds; a capacity to turn problems into catalysts for progress, and to recast challenges in the form of golden opportunities to prove beyond any doubt that the human spirit cannot be broken."

Reading his citation at the lecture, the Vice Chancellor of the National Open University of Nigeria, Prof. Olugbemiro Jegede said,

were the world a grand stage to vie for elective office, and the continents as political parties, Prof. Omolewa would have easily become a unanimously elected world President for peace, friendship, culture, history, humility, respect for human dignity and the promotion of regional and global cooperation, collaboration and partnership.

Match all these with the comments of Asha Kanwar, the Vice President of the COL, who read the conferment citation of the COL award on him. "When I met him a long time ago in India," Kanwar said, "he stood apart from everyone in the room because of his infectious smile and unmistakable laughter. I remember his telling me that when one door shuts, another opens. The quintessential optimist has made opening doors for others almost a career. He is renowned author and has guided many institutions in shaping and developing their responses to the challenges of Education for All and the Millennium Development Goals. Omolewa can be described as "*Okunrin meta, ya ya mefa*" (a strong man with diverse powers of accomplishment).

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Foreword

Once again I am invited to present a foreword in respect of one who I once described as the 'the spirit of Ibadan,' a living symbol of what has come to be known as the Ibadan brand. This is no other person than Professor Michael Abiola Omolewa.

This time around, it is the Faculty of Education of Nigeria's Premier University at Ibadan that is honouring him with a book, titled, *Education and Millennium Development: Essays in Honour of Professor Michael Abiola Omolewa*. I want to say without mincing words that I am glad to associate myself with this great work with contributions from various parts of the world. This further shows that the man Omolewa is not just a Nigerian but a citizen of the world.

Education as a human right was enshrined in the Universal Declaration on Human Rights in 1948, a document that can rightfully be characterised as the Magna Carta of our time. In today's knowledge-driven society, education is perceived as a vaccine that solves all problems. Education, therefore, serves as a catalyst for economic well-being, democracy and good governance, social justice, environmental preservation, peace building, among others, in this age of globalisation and in the realisation of the UN Millennium Development Goals. It is an established fact that education will continue to serve as a catalyst for genuine empowerment, reconciliation and the building of bridges in the context of the 8-point Millennium Development Goals. Education does this not merely through the learning of universally-shared values, but also through everyday practice in classrooms, schools, colleges, and indeed all learning environments, including the non-formal structure. This, I believe, guided the Faculty of Education in the choice of this publication to honour our erudite scholar.

UNESCO, the organisation in which Professor Omolewa is serving as the Nigerian Permanent Delegate/Ambassador, has a culture of promoting education, as it also subscribes to the

principles, goals and target of the United Nations Millennium Declaration. Education is instrumental to poverty alleviation and reduction of hunger, diseases, gender equity, maternal health and sustainable development. The publication of *Education for Millennium Development*, in the present volume aptly pays tribute to the work of Michael Omolewa, the President of the 32nd UNESCO General Conference, and Permanent Delegate of Nigeria to UNESCO, a distinguished Professor in the Faculty of Education, Department of Adult Education. There is no doubting the fact that Professor Omolewa had a distinguished career as a scholar, civil servant, diplomat, and builder of bridges between university and the rural populace. He is indeed a distinguished community leader and a renowned scholar of international repute.

His studies both at home and abroad attest to the fact that education remains the only social vaccine for all problems and for the realisation of the MDGs. To Professor Omolewa, literacy should be perceived in the context of lifelong learning, a basic human right, and an essential skill for both economic and social advancement and improvement of livelihood. No wonder that another group outside Nigeria wrote a book titled, *Widening Access to Education as Social Justice*, to eulogise our distinguished colleague for whom education remains the only tool for realising the UN MDGs. Education is an enduring asset that grows in value the more it is used. Thus, ensuring that education is put to sustained use for development is a big challenge to all stakeholders in education.

I, therefore, join our Faculty of Education at the University of Ibadan to wish the erudite scholar happy retirement and more meaningful contributions to humanity both at home and on the international scene.

Thank you.

Professor Olufemi Bamiro, FNSE

Vice Chancellor,

University of Ibadan, Nigeria.

Preface

I am delighted to have been invited by the editors of this volume to contribute a preface. Unfortunately ill health at the moment prevents me from having a greater share in the production of the book in honour of Michael Omolewa but to write something about him at this stage is a great honour. I share with him his commitment to and practice of the discipline of history as well as adult education – and history seems to me to be particularly important at this stage of the world's life cycle, for it gives perspective to all we do.

For Michael has been on the educational stage in Africa and internationally for many years; and I am sure he will not completely depart from it now that he is retiring from his onerous duties at the university and from some others of his multiple positions. I was minded to write these 'multiple identities' but the great thing about Michael is that whatever task he is engaged in, he remains the same Michael many of us have known for so many years. Almost always quiet, a still and calm presence, he can nevertheless impress his views forcibly when needed. Always cheerful, with a joke or with a smile on his face, he can nevertheless show his strong sense of seriousness which underlies all he does. I kept bumping into Michael in various parts of the world, not just Africa, for he is so widely known; but he was always the same when we met, and we simply picked up the conversation where we had left it off at our last meeting.

I would not outline here his career – others will do that more effectively than I can. But in many ways this collection of papers reveals the widespread of his interests. Most of them concern education in Nigeria at various levels – for Michael feels strongly about the need for loyalty to his native state; not that that prevented him from criticising it when he felt it necessary or deploring the many barriers which slowed down the achievement of the development goals in that country – I heard him lament that progress

was so slow, not just in Nigeria – but also in Africa as some of the essays in this collection show. Beyond that, his work at UNESCO shows Michael is a living tribute to globalisation.

In these pages we see an education which will help the nation, the continent and the world to meet the Millennium Development Goals; education which will lead to poverty alleviation, both in the rural and urban, through better vocational opportunities; higher education to meet national needs and open doors for professional advancement, although the privatisation of education, especially the universities, is not without its problems; bridging the gap between higher education and basic education; harnessing the new technologies to meet new educational needs; education to meet the universal environmental concerns; mobilising Qur'anic schools and other educational institutions to work together to meet the nation's needs; using all forms of schooling including distance education; spreading scientific knowledge and understanding more widely.

Education for special needs is a major concern of his. His experience in this field leads him to passionate engagement with the providers of education for those in greatest need, both the carers and the needy themselves. And who have greater needs than those families affected by HIV/AIDS or abused children?

Concern for women's participation in national life through educational opportunities is a key concern of his – including women's health as well as their schooling; and especially the education of girls as part of the national strategy. Another is the concern for the educationally excluded – how to communicate with them, to learn from them, to use their concerns as the basis for their development?

Some of these papers – like Michael – take a broad sweep; others (again like Michael) concentrate in detail to get one thing right. The secondary school vocational curriculum; the location and construction of school buildings; the training and continuing support of teachers at all levels; the use of mentoring as a strategy for learning; the training and support of teachers and of school managers.

The education of adults (especially adult literacy) too has been a major concern of Michael for many years, along with schooling; whether it is called continuing education, recurrent education or lifelong learning, new educational opportunities need to be fully developed and available to all adults – he has often said it has been inadequately funded and supported; and the promotion of reading among all age groups by libraries and reading circles is a passion of a great reader like him.

But Michael's interest and concerns go beyond education alone, for as these papers reveal, his is an awareness that "education alone cannot lead to the desired change": that however much skills and knowledge are acquired, if the socio-political contexts do not allow for real choices, real opportunities, there will be no advancement; that community development is needed; that both new technologies and appropriate technologies need to be developed side by side; that industry needs to be encouraged and at the same time become more responsible for development. Other developmental groups need to play their part – like the religious bodies of all faiths, like the police. Parents are important alongside teachers to enhance education; promoting scientific understanding in the community is another point. All of these facets of a universal approach to development which Michael has done and continues to do so much to support are reflected in the pages of this volume.

The aim Michael has set before him is no less than the development of both the nation of Nigeria and the continent of Africa and of the individuals in the nation and continent – through education and the mobilisation of people and resources to this goal. Opportunities seem to be the key word: to provide all people – learners and teachers, politicians and workers, men, women, boys and girls, with the opportunity to advance and to help the nation advance. Michael himself will continue to advance in years and

wisdom, in advocacy and practical programmes at international, national and local level. Those who have contributed to this volume and his many other friends wish him well for many years into the future.

Professor Alan Rogers

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Introduction

About three years ago, we conceived the idea of writing a book of Readings in honour of Professor Michael Omolewa, not knowing that other groups across the globe were also planning same, notably, the authors of the "Widening Access to Education as Social Justice." The main reason for embarking on this current book project at this time was to judiciously and sincerely honour Professor Michael Omolewa at his voluntary retirement, in appreciation of his enormous contributions to the development of education both at the local and international scenes.

The book project was the sole initiative of the Faculty of Education, University of Ibadan. However, recognition was accorded scholars from other universities across the globe. Hence the multi-component and diversified treatment of the theme of the book: **Education for Millennium Development**. The contributions received from adult education and education family in general within and without, are a testimony to the enormous span of academic influence of Professor Omolewa as an academic mentor, educationist of international repute and an academic grandfather. This erudite scholar strongly believes in using education to solve all problems including developmental issues. He is also a strong advocate of widening access to education as social justice, as lack of access breeds inequality, marginalisation, pauperisation and other unintended outcomes.

Nevertheless, by a happy historical coincidence, one southern scholar from Ipoti-Ekiti, Nigeria, whose whole life has been one of intense advocacy of **Education for Millennium Development** came to the limelight when he was elected the President of the UNESCO, General Conference on September 29th, 2005 in Paris, France. That scholar is Professor M.A. Omolewa who has also been Nigeria's Permanent Delegate to UNESCO since 1999. It is in the light of this, that the Faculty of Education wishes to honour its

former Dean, for his enormous contributions to the advancement of knowledge, through adult and non-formal education specifically and education in general.

The book is arranged into two volumes of five sections each. Volume 1, which contains thirty-four chapters, has the following sections:

Section I:	Education and Development
Section II:	Adult and Lifelong Education
Section III:	Adult Literacy
Section IV:	Community Development
Section V:	Education and Poverty Reduction

Volume 2, consists of forty chapter and has the following sections:

Section I:	Gender Issues
Section II:	Basic and Teacher Education
Section III:	Health Education
Section IV:	Private Sector Initiative in Higher Education
Section V:	Information Technology

The many issues discussed in this book are challenging, insightful and thought-provoking. The chapters are rich, robust and are written in such a way that educational planners, policy makers, all tiers of government, external donor agencies, NGOs, CBOs, politicians, scholars, students and the general readers are certain to profit from it. This volume, taken holistically should provide a corpus of highly educative literature, which would be of benefit to all who desire a global picture of **Education for Millennium Development**. To ensure quality assurance, contributions of authors were submitted to scholars across the globe for the purpose of peer review.

I would be remiss in this introduction if I fail to acknowledge the contributions of the faculty committee on the valedictory programme for Professor Omolewa, and notably the contributions of its members

and editorial advisors, reviewers and authors too numerous to mention. I could not but appreciate several individuals, especially the members of the Faculty Committee set up for this task, notably its chairman, Professor James Ajala, Professor Morayo Atinmo, Dr Rashid Aderinoye, Drs Bola Jayeoba, O. Abbas, Ayo Ahmed, Dr Abidoye Sarumi, Dr S. O. Adedeji, Mrs Kolade, Dr Kehinde Kester, Dr Ojokheta Kester, Dr Sunday Eniola and Dr D. Adeyemo.

It should be mentioned that the adult and non-formal education family within and without worked together in this piece in the spirit of global unity and support for the development of scholarship in the area of **Education for Millennium Development**.

Commendation should be accorded the Vice-Chancellor, whose words of encouragement motivated us to pursue this project to its logical conclusion. That he agreed to write the Foreword to this book is itself a testimony to his enthusiasm and commitment to the promotion of **Education for Millennium Development**. We are immensely grateful to the Nigerian Permanent Delegation to UNESCO for the financial support towards the publication of this book. To contributors and editors, I say thank you all.

On a final note, I wish to express the faculty's profound gratitude to our eminent Professor Michael Abiola Omolewa who made himself available for the send-forth programmes, particularly the delivery of the valedictory lecture and attendance of the dinner.

Finally, I recommend this book to all as we are in the era of Education for All.

Thank you and God bless.

Professor A. Bunmi Alegbeleye

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2006.*

PEACE EDUCATION: A HARBINGER FOR CONDUCTIVE WORKPLACE ENVIRONMENT

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Introduction

The continuous rise in the number of violent conflicts between nations, within nations/states, industries and even in homes has been alarming that it remains a big threat to global tranquillity. For instance, Olisa (1998), Matsuo (2000) confirm the decimation of millions of human lives and wastage of immeasurable material wealth due to several major upheavals like Vietnam war, Afghanistan war, the Middle East wars etc. Adeyemo (2000) said that by the end of the 20th Century and the beginning of 21st century, Africa stood at a crossroad because of frequent ethnic clashes, military coups and counter-coups, frequent uprising, conflicts and wars as well as religious violence.

Ajala (2003a) observed that at national level, especially in Nigeria, ethnic militia groups like Oodua Peoples Congress (OPC) in the South-West, Movement for the Actualisation of Sovereign State of Biafra (MASSOB) in the East, Niger Delta volunteer Force (NDVF) in the South-South, Arewa Youth Movement (AYF) in the North are creating tension and causing violence. They are aggrieved by the economic depression created by past regimes

coupled with continuous mismanagement and corruption, improper allocation of economic resources within/between different ethnic groups and general impoverishment. These regional agitations had been met with military incursions. For instance, the establishment of military force code named "Operation Restore Hope" in the Delta region in 2004 so as to restore peace has only heightened militancy in the area and kidnapping of expatriates as ransom for peace. The detention of militant leaders of OPC, MASSOB, NDVF has equally worsened the assumed peace in their different areas. All these indicate that the perceived peace have not been achieved thereby suggesting that an alternative approach to the problems should be sought.

In Nigeria, at the industrial level, conflicts of late have resulted from federal government economic reforms like Monetisation (2003), Civil Service Reform (2004) etc. As managements of different industries try to fulfil the reform policies, labour (employees) are always wounded and aggrieved thereby setting the stage for conflict. It has also been observed that sacking of workers, withdrawal of pay and other punitive measures have little redemptive impact on the root causes of much of the conflicts at work place. The continual occurrence of conflict at workplace distracts both management and workers from achieving stated objectives of the company. There is the need therefore for intervention in their thoughts and lives by orientating them towards peaceful and non-violent solutions.

Furthermore, at workplace sometimes, there is a high level of verbal, physical and psychological violence in relationship between management and labour. The existence of such violence, no doubt, affects negotiation between management and labour, and as well detrimental to relationship and conducive work environment. Consequently, the welfare of the organisation members is negatively affected.

It is against this background that this paper looks at peace studies, which requires the contributions of a variety of discipline, an integration of interpersonal and systems-oriented approaches to the problem of industrial conflict and promotion of workers welfare.

Some concepts are closely interwoven in the application of peace education to resolving industrial conflicts and promotion of conducive work environment to boost and protect workers' welfare. These concepts are discussed as follows:

Concept of Violence

The most obvious form of violence is an act to do physical harm to other people. Violence includes physically harming another, shoving, pushing, harassing, intimidating, coercing, brandishing weapons, and threatening. The corollary understanding of peace will aid the definition of violence. That is why Fell (1988) maintained that if we are to be interested in peace, we also have to be interested in violence. Broadly speaking, violence within a society falls into two main categories: overt or direct violence, in which people are physically damaged in some way (this is easily recognised) and covert or structural violence. Violent conflict can be viewed from being either direct or structural.

Direct Violence

This is the common meaning attached to violence. It is referred to as physical injuries and the infliction of pain that is caused by a specific person. Killing and beating, be it at war or at interpersonal situations represent direct violence. Bulham (1985) also confirmed that direct violence might also take the form of verbal and psychological abuse. Therefore, direct violence is a clear subject-action-object relationship where one party hurts the other party through a violent act. Such act leaves behind it the harming effects on the body, mind and spirit of the sufferer (Galtung, 1996).

Despite the assumed negative effect of direct violence, violence in interpersonal relations may be employed as an instrument for robbery, revenge or honour. Moreover, states use organised violence to achieve foreign policy goals (Nicholson, 1992). Furthermore, direct violence is institutionalised in prison systems, concentration camps, military forces and militia settings.

Structural Violence

Structural violence often work slowly in eroding human values and shortening lifespans. It includes poverty, hunger, repression, and social alienation, denial of educational opportunities, free speech and freedom of association. All aforementioned conditions are associated with uneven life chances, inequitable distribution of resources and unequal decision-making power. Galtung (1969) confirmed that structural violence is typically built into the very structure of society and cultural institutions.

Simple illustrations of the components of structural violence are necessary. Freire (1998:37), in confirming oppression as a form of structural violence, which is maintained by manipulation of relations, said that it is:

A situation in which one person exploits another person or hinders his or her pursuit of self-affirmation as a responsible person. Such situation in itself constitute violence, even when sweetened by false generosity, because it interferes with the individual's ontological and historical vocation to be more fully human.

Another component of structural violence is inappropriate economic structures. When economic structures that are necessary for staying alive are not, met structural violence set in. Fischer (1993) confirmed that the loss of life attributed to malnutrition and starvation exceeds the number of people who have been killed by war. This is a confirmation that death by starvation is no better than being killed by a gun. Jeong (2000) concludes on economic structural violence by saying that social stability based on law and order without providing the means for survival is regarded as only a privilege for a select few.

Discrimination is another form of structural violence. Discrimination results in denying people important rights such as economic opportunities, social and political equality and a sense of autonomy and freedom (Jeong, 2000). The gross violation of human rights and dignity prevents the attainment of self-fulfilment of the affected individuals, which is another form of structural violence.

Moreover, when human beings are denied decent education, housing, freedom of expression they are structurally brutalised.

Concept of Peace

The concept of peace is not the traditional definition of peace as absence of war but the inclusion of many situations that guarantee positive human conditions. Peace is obtained by changing social structures that are responsible for death, poverty and malnutrition. It can be either positive peace or negative peace.

Negative Peace

This focuses on the absence of direct violence such as war. Negative peace can be brought about through various ways. Firstly, peace through negotiation or mediation rather than through physical force in order to eliminate manifest of violence.

Secondly, through stable social order. Wenden (1995) confirmed that the notion of a stable social order is a form of negative peace. Therefore, in a negative peace approach, preventing war requires a large array of international agreement and institutions that can support stable relations among nations. It should be noted that since stability and order can be maintained by an oppressive system, then negative peace is compatible with structural violence.

Positive Peace

The absence of direct violence does not explain how to deal with unacceptable social order, therefore changing human conditions has become an important goal of peace. Peace is not only concerned about the overt control or reduction of violence but also about vertical social developments that are responsible for hierarchical relationship between people. Therefore, the concept of positive peace means the removal of structural violence beyond the absence of direct violence.

Equality is an essential element of peace because its absence encourages tensions of all types. In addition, elimination of various forms of discrimination is a pointer to human realisation. Galtung

(1969) mentioned that positive peace would not be obtained without the development of just and equitable conditions associated with equalitarian social structures.

The goals of positive peace touch upon many issues that influence quality of life, including personal growth, freedom, social equality, economic equity, solidarity, autonomy and participation (Galtung, 1973). Thus, Ajala (2003a) in defining peace concluded that “peace involve cooperation and non-violent social change, aimed at creating more equitable and just structures in any society.” He therefore presented a diagrammatic definition of peace thus:

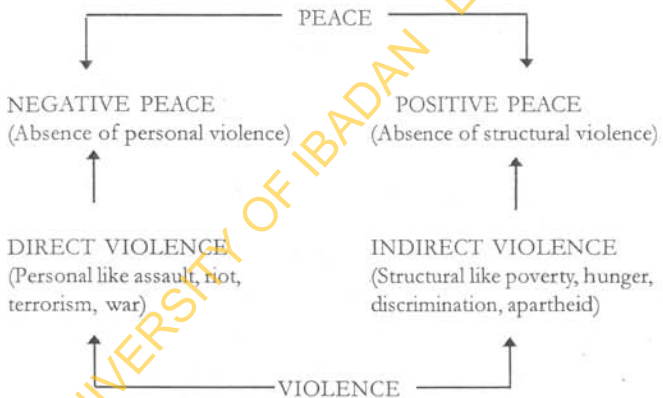


Fig 12. 1: A Diagrammatic Representation of Definition of Peace Using the Dual Concept of Violence and Peace.

Adapted from Hicks, D. (1988), 6. Education for Peace: Issues, Principles, and Practice in the Classroom.

The United Nations (1996) in line with internationally accepted view sees peace as the enjoyment of economic and social justice, equality and the entire ranges of human rights and fundamental

freedoms within society. In line with the UNO's view, Ajala (2003b) using Bjerstedt (1990) idea identifies the interacting goal areas of peace for developing harmonious environment in the world, which can be extrapolated into the workplace. The interacting variables are world citizen responsibility, egalitarian attitude, preparedness for non-violence and readiness to search for alternatives.

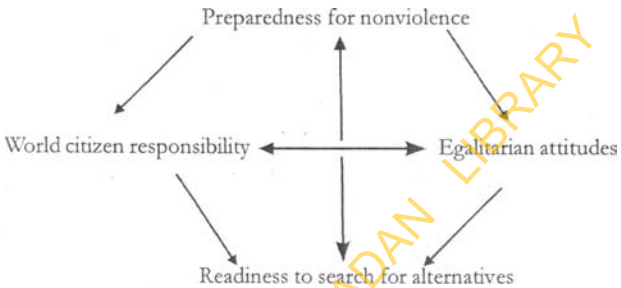


Fig. 12.2: Diagram on Interacting Goals of Peace

Source: Bjerstedt, A (1990): *Education For Peace in the 1990s: University of Lund.*

Peace Education and the Workplace Environment

The creation of peace culture without ignoring the culture of violence calls for proper understanding of peace education. The importance of peace education would be educating workers to recognise both structural and behavioural violence. Workers who recognise the conditions, under which violence is done to human beings without specific human intention, will be freer to participate in the restructuring required for a more peaceable world of work.

Ajala (2003a) agreed that the problem of peace in work place can be classified into five underlying peace values thus and that if these underlying principles are well mastered by management and staff, industrial conflicts will be reduced and a conducive work environment will be guaranteed.

Table 12. 1: Peace Values Underlining Industrial Conflicts

S/N	Problem of Peace at Work	Value Underlying Peace
1.	Violence through strikes, lock-outs etc.	Non-violence
2.	Inequality through pay etc	Economic welfare
3.	Injustice between/within management and workers	Social justice
4.	Environmental damage/ industrial hazard	Ecological balance
5.	Alienation of workers	Participation

Education about conflict involves not only knowledge and understanding of conflict itself- types, levels, causes, and courses – but also encompasses learning for conflict resolution – experiencing the skills and processes of resolving conflict (Burnley, 1988). The objective of resolving conflict through peace education is to encourage the acquisition of skills and attitude by parties involved in the conflict for non-violent behaviour in the course of action.

While peace education involves learning about peacemaking, peacekeeping, and peace building, its ultimate objective goes beyond transmission of knowledge to development of peaceful people through appropriate knowledge, attitudes and skills about peace itself.

Therefore, the aims of education for peace are thus to develop the knowledge, attitudes, and skills, which are needed in order to:

- (i) explore concepts of peace as a state of being and as an active process;
- (ii) enquire into the obstacles of peace and the causes of lack of peace;

- (iii) resolve conflicts in ways that will lead toward a less violent and a more just world; and
- (iv) explore a range of different alternative futures in particular ways of building a more just and sustainable world society (Hicks, 1988).

Promoting peaceful behaviour among workers and management in industries and other pairs in contemporary issues require curricula that will affect their attitudes, values, competence, personal and political beliefs. The applications of such acquired skills are hereby discussed.

Application of Knowledge in Peace Education to Industrial Conflict Resolution

Knowledge and understanding in the following areas will help in stemming industrial conflicts and promote peaceful people who, through collaborative activity, can share their views, work together and achieve jointly identified goals. Workers and management should have knowledge about general principles of peace and conflict that are applicable to all types and levels of conflict. This generic knowledge according to Nelson, Van Slyck, and Cardella (1999) and Ajala (2003b) include:

- Principles about tendencies toward bias in perception of others (e.g. prejudice, dehumanisation),
- Factors in escalation and de-escalation of conflict;
- Causes and consequences of cooperation, competition and violence;
- The role and dynamics of emotion in human relations;
- the importance of reconciliation following conflict;
- effective communication, problem solving, and decision making;
- conflict resolution strategies (e.g. negotiation, mediation, arbitration);
- non-violent methods of social influence (e.g. positive incentives and

- reinforcement, friendly initiatives, nonviolent activism and resistance).

Application of Skills in Peace Education to Industrial Conflict Resolution

Imparting knowledge is not sufficient to create a peaceful person. Teaching the skills necessary for peacemaking, peacekeeping and peace building are required by both employers and employees. Without the necessary skills of conflict resolution, conflict resolution may see no further than win/lose possibilities.

D'Zurilla (1986), Nelson, Golding, News and Blazina (1995), Freney and Davidson (1996), all confirm that problem solving and conflict resolution competencies (skills) can be taught effectively. When peace education skills are properly acquired, parties so involved are more cooperative and less violent in their interpersonal relationships with others.

Assertiveness training is an effective skill for management and labour to influence each other without being aggressive as confirmed by Wise, Bundy, Bundy and Wise (1991). In addition, training in anger management and emotional self-control have also been confirmed to aid conflict resolution skills development (Feindler and Ecton, 1986).

Furthermore, both employers and employees should acquire additional skills to resolve conflict in non-violent ways to stimulate harmonious work environment and promote workers' welfare. These include communication skills of active listening; perspective taking; empathy; methods of conflict resolution like negotiation and mediation; techniques for non-violent social influence; abilities to manage anger, anxiety, tension, and other emotions in oneself and others.

Steps in Skill Acquisition

Liss, Edelman, Tennent and Bellard (1995) suggested the use of "TRIBE" as plausible steps to inculcate the required skills in both management and workers. The steps are:

- T = Tell what's up with you.
- R = Reflectively listen to the response.
- I = Identify what's important.
- B = Brainstorm possible solutions.
- E = Evaluate solutions and try it.

Despite the aforementioned steps, another method of inputting these skills of peace education is known as negotiation process and is described by Bodine, Crawford and Schrupf (1994) as:

- Agree to negotiate.
- Gather points of views.
- Focus on interest.
- Create win-win options.
- Evaluate options.
- Create an agreement.

Application of Attitudes in Peace Education to Industrial Conflict Resolution

Myers, (1996) opined that attitudes and values are important causes of behaviour and that behaving often causes a change in attitudes. The implication of this statement for peace education within industry is that both management and labour should directly address and support the development of peaceful attitudes and values, and work environment that encourages both management and labour to take peaceful actions, which promote development of peaceful attitudes at their workplace.

The following ten values tagged "industrial harmony and equality values" are accepted as educational objectives for peace education in industries and industrial harmony for good workers' welfare:

1. A good life for others (improving the welfare of both management and labour).
2. Rule by the people (industrial democracy – involvement of both management and labour in decision making).

3. Interdepartmental cooperation (having different departments in the organisation working together to help one another).
4. Social progress and social reform (readiness by both management and labour to change their opinions for better decision making).
5. A world of peace (harmonious working environment; absence of violent industrial conflict).
6. A world of beauty (beautification, landscaping, and conducive work environment).
7. Human dignity (respect for each other – management and labour; treating each other as someone at work).
8. Equal opportunity for all (no discrimination of any sort in the establishment)
9. Greater economic equality (ability to move either vertically or laterally within the organisation i.e. occupational mobility).
10. Preserving the natural environment (the attainment of set objectives by both management and labour).

From the points itemised above, the following essential attitudes of peaceful people in a work organisation are deduced:

- a preference for non-violent methods for conflict resolution,
- a preference for collaborative approaches to resolving conflict,
- tolerance and appreciation for human diversity including diversity in attitudes to conflict and peace.

Implications for Industrial Social Work

Peace education should be seen by industrial social workers as conflict mediation and resolution. This approach focuses on analysis of conflict and on ways of resolving such conflict non-violently. This process in peace education guarantees conflict resolution at work place peacefully. However, one needs to recognise the danger of reproducing inequality where an equal balance of power exists between management and labour.

Peace education is further to be pursued as personal peace by industrial social workers. This is primarily interpersonal, stressing the need for empathy and cooperation with a focus on the process of education itself and a need to transform hierarchical structures at all levels of the work environment, which is a peace-building process.

As a helping profession, social worker should see peace education as a problem-solving approach where empowerment skills to resolve conflict non-violently are learnt. This suggest that a curriculum should be designed to incorporate issues like, diversity appreciation, prejudice and tolerance, critical thinking, communication and listening skills, problem solving, peaceable alternatives to social and political injustice within the workplace.

Conclusion

In conclusion, it is hoped that conflict resolution, at industrial level, through peace education will become a real integral part of every workplace, so that it will become an instrument of changing people's minds about violence. This favourable alternative dispute resolution initiative (peace education) will help both management and workers manage conflicts successfully and non-violently both within and outside the work setting. It will allow participants (management and workers) have the opportunity to learn and grow, to increase community and cultural understanding, value diversity, and prevent prejudice by focusing on intergroup relations and create win-win solutions.

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