



PLANNING EDUCATION FOR PEACE AND NATIONAL SECURITY IN NIGERIA

Adiele, Edward E. and Nwamara, Ezinne Nkeiru

Department of Educational Management, Faculty of Education, Ignatius Ajuru University of Education, Port Harcourt, Rivers State

Abstract: *The major thrust of this paper is on planning education for peace and national security in Nigeria. Concepts such as educational planning, peace, peace education and national security were clarified in the paper and the rationale for peace education established. The paper therefore presented the various causes of action that has to be carried out in the education system to achieve defined peace and national security objectives. The overall process of planning peace and security education were highlighted to include environmental diagnosis of the present state of security situation in Nigeria, policy formulation and goal determination for peace and security education; programme generation and rationalization for peace education; programme choice implementation and programme evaluation and monitoring. The paper equally developed a model curriculum for peace education and concludes that peace education has become inevitable in Nigeria following high level of agitations, conflicts and intolerance that is almost bringing the country to a dead end. It was suggested that not only should peace education be planned, it should be an obligatory curriculum at all levels of the education system in Nigeria.*

Key Words: *Educational Planning, Peace, Peace Education, National Security*

Introduction

The most commonly enunciated Nigerian ideals have always been unity, peace and progress. So important are these ideals that they are either conspicuously written in the national anthem or boldly inscribed in the Nigerian coat of arms. In the old national anthem for example, the second and third lines of the first stanza read; “though tribe and tongue may differ in brotherhood we stand”. The concluding stanza of the anthem reads; “O God of all creation, grant this our one request, help us to build a nation where no man is oppressed, and so with peace and plenty, Nigeria may be blessed” (FRN, 1979: V). The concluding part of the new national anthem also reads, “To build a nation where peace and justice shall reign” and lastly the Nigerian coat of arms boldly has inscribed on it: “unity and faith”.

The question that arises here is how valid is the notion of peace and unity today in Nigeria? Today, more than ever before, Nigeria is witnessing high level of insecurity and unprecedented challenge to her unity and peace. There is high wave of religious and ethnic conflicts, political intolerance, and hate speeches. The country is faced with serious security challenges that are threatening her unity. Research findings by Kuna cited in Adiele (2010) reveals that between 1990 and 2002, Nigeria was among African countries with the deadliest conflicts of varying degrees. Between 1999 and 2015, it was equally reported by Adiele, (2017), that over 10,000 Nigerians were slaughtered in the Nigerian political battlefield including military personnel. The 2019 general elections also had its toll of recorded deaths across the country. The same elections that are conducted in other countries without a single soul dying.



In Nigeria today, the agitation for restructuring, secession and resource control has never been so pronounced after independence. It is either armed militants agitating for resource control in Niger delta, or Boko Haram in the North, or Movement for the actualization of Biafra in the east or Odua peoples' congress in the west. It is no longer safe to do business in Nigeria. Market places, the schools and the roads are no longer safe. Once a peaceful nation is now a theater of war. Presently, there is mutual suspicion among the various ethnic and tribal groups; this has deepened the mistrust and created hatred and bitterness. This has far-reaching effects on the psyche of most Nigerians that one begins to think that all that is supposed to hold a society together has failed and Nigeria appears to be heading towards disintegration.

As bad as the Nigerian situation may appear, all hope is not lost yet. In the history of nations, all identified social ills have always been tackled through the process of educational planning. There are countries such as America and India that are even more heterogeneous and multi-cultural than Nigeria and yet they are at peace and strongly united. Nigeria can achieve peace and strong unity through proper education of its citizens. This can be achieved through the process of educational planning as a long term measure. If the present generation of Nigerians has failed to attain peaceful co-existence, the coming and future generations cannot afford to be disunited, hence they deserve different education- one that does not glorify war, but educate for peace, non-violence and mutual corporation.

It is the thinking in this paper that education can be used as an instrument for social reform and to achieve the deserved peace and security in Nigeria. What is required here is to ensure that in the educational planning process, steps are taken to enshrine the values of peace and security into the curriculum content of all the levels and types of education in such a way that such values when imbibed by the children will never depart from them even when they assume adult responsibilities much later in life.

Conceptual Clarifications

Educational Planning

Educational planning has been variously defined. It connotes taking decision ahead of time on how given educational objectives are to be achieved using the available resources most rationally. Adiele, Obasi and Ohia (2017), defined educational

planning as decisions taken by nations on the type of education, the curriculum, content, ideological base and goals to be attained using education. Educational planning is futuristic in approach because it aims at improving or changing existing situations. Hence, it encompasses taking decisions towards the future development of education.

Peace

The term peace has been variously used and understood by people to mean the absence of conflict or war. Peace can apply both to the individual as a living soul and the society as a social group. To the individual, it connotes a stable state of mind devoid of stress, trauma and emotional disaster. To the society, peace connotes situations devoid of group rancour, misunderstanding, crisis, war, and disintegration. In fact, peace entails the presence of mutual understanding, tolerance, brotherhood and an institutionalized system of handling conflicts situations that endangers human existence.

The Oxford Advanced Learners Dictionary (2010) defined peace as a situation or a period of time in which there is no war or violence in a country or an area. It is a noun used to describe or talk about a peaceful state or situation devoid of argument or violence. Ogunsanya (2014:2) describes peace from the spiritual point of view to mean, "A state of mind in which there is the presence of inner calm, harmony, tranquility, accord, serenity and understanding". To Ikediegwu (2014:8), "peace is an occurrence of harmony characterized by lack of violence, conflict behaviours and freedom from fear of violence". A common factor in all the definitions is that peace is a state of harmonious existence devoid of misunderstanding, injustice and mistrust. The hallmark of peace therefore is fairness, equity, justice and mutual trust.

National Security

The term national security is synonymous with protection against harm. The Oxford Advanced Learners Dictionary defines it as the activities involved in protecting a country, building or person against attack and danger. National security therefore is the safety of a nation against threats such as terrorism, wars or espionage. According to Wikipedia, national security is the security of a nation-state including its citizens, economy, and institutions, which is regarded as a duty of government. It equally refers to policy enacted by the governments to ensure the survival and safety of the nation-state including but not limited to the exercise of diplomatic,



economic and military power in both peace and war. (<https://en.m.wikipedia.org>).

National security has several dimensions, which include political security, economic security, safety of lives and properties, or physical security, environmental security, food security, border security etc. National government organize their security to meet their peculiar challenges mostly through the use of military operations such as armed forces and the police.

Peace Education

Peace education is the type of education that assist learners to develop an awareness of harmony and helps them achieve tolerance, and promote security, non-violence and dialogue. It is also a process of acquiring the values, attitude,, skills and tendencies to live in harmony through the process of education. Nweze (2014) sees it as that education which focuses on inculcating values of peace that promotes selflessness and community service in children and youth. Peace education should be geared towards individual and national progress. It is also the process of acquiring the values, the knowledge and developing the attitudes, skills and behaviours to live in harmony with oneself, with others in the society and even with the natural environment, which is other creatures of God (Nwakpa, (2017). Peace education is essential because without peace, there will be no education and without education, there will not be peace as well as its sustenance. It is needed in other to live a “zero” conflict lifestyle. Peace education will helps one to become peaceful first to himself, school, community and the nation at large. Peace education will help to create democratic leadership in the class, order, gender equity and healthy interaction.

Rationalefor Planning Education for Peace and National Security

A number of factors have made it imperative for peace education to be included as an obligatory curriculum in the education system in Nigeria. These factors provide the rationale for the planning of peace education. They include:

1. To save cost in budgetary expenditure on security. If peace education is planned and implemented, it will reduce the level of insecurity and reduce threat posed by ethnic militia and insurgent groups because more of the citizens will see the need for peace and embrace it. When peace is achieved, the extra budgetary allocations for security will be

diverted to a more purposeful venture including the education sector.

2. Peace education will engender and promote peaceful environment for business, social life and educational advancement. The incessant and indefinite closure of schools due to one form of violence or the other and disruption of academic calendar will be minimized.

3. Peace education will help highlight and enthrone love, justice and tolerance. Such atmosphere will give room for peaceful coexistence and promote opportunities for investment and development.

4. If peace is enthroned through peace education, the huge resources wasted in the importation of arms and security votes will be channeled towards other meaningful development projects. This is true because when the values of peace, harmony and equity are taught in the schools, there will be no more need for violence and agitations, and even if there will be, it will be reduced through dialogue.

5. Peace education will promote the desire for people to seek to harmonize conflicting interests. The understandings that will result from institutionalizing peace education will create room for issues to be handled without violence.

6. Peace education will engender faster growth in economic and national development. This is true because no nation can achieve meaningful growth in the face of war and insecurity.

7. Peace education when imbibed by the citizens will help reduce the friction and conflict among citizens, when citizens are at peace, cases of kidnapping, unrest, vandalism, and insurgency will be reduced or completely eradicated.

8. Peace education will bring about good understanding among the federating units in the country and therefore enhance equal distribution and allocation of resources. No group or region will feel marginalized.

9. Peace education will promote value re-orientation on politics, religion, education, economy etc, Such new orientation will promote regional and ethnic integration, hence promote national unity

Planning Education for Peace and National Security

Educational planning is a conscious and deliberate process of defining the various causes of action that has to be carried out in the educational system to achieve some defined educational objectives. Planning education for peace and national



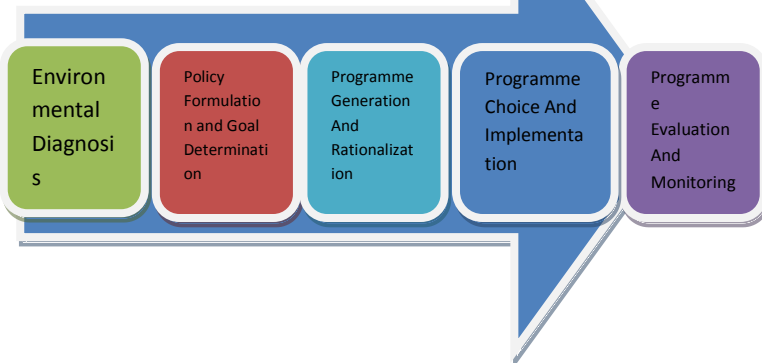
security entails a process of putting into order the right mechanism towards achieving peace within and outside the school now and in the future. This will involve a conscious manipulation of the programmes of education at all levels of the system to ensure that the training offered the citizens bear direct relevance to peace and security needs of the country. The exercise will usually proceed from a determination of the peace and security challenges in the country to a determination of the specific programmes or courses that will be taught to guarantee the inculcation of such peace and security values that are badly needed for national development.

Planning education for peace and security will require an all-embracing effort carried out to streamline the entire structure, content and programmes at all levels of the education system to meet the country's peace and security needs. Peace and national security education will help to pursue the goals of national development by inculcating in the young minds healthy and desirable life habits, nationalistic ideals and sense of patriotism badly needed in national development process.

Peace education will teach and inculcate the values of non-violence, living in harmony with others and brotherhood. Security education will inculcate security consciousness and the need to protect one another from harm. The implications of this, is to achieve a peaceful society while failure to do this will mean that peace will be a mirage to our society.

The general process of planning peace and security education is illustrated in figure 1.

Fig 1: Educational Planning Model



Adapted from Adiele et al, (2017:72) with modification from the author

Environmental Diagnosis of Peace and Security Situation in Nigeria

The educational planning task involved in environmental diagnosis for peace and security education requires situational analysis and an assessment of the peace and security challenges, their dimension and magnitude in Nigeria. The guiding question here will be where are we as a country in terms of peace and security of lives and properties? What are the existing conditions that needed to be changed using planned peace education? The present situation in Nigeria today reveals deepening suspicion among ethnic and cultural groups, religious intolerance, killings, kidnapping, hate speeches, ethnic clashes across the states, arm conflicts, insurgency, militancy, youth restiveness, agitations for resource control and secession. The Nigerian society is also characterized by:

- i. The use of force and violence in the agitation for and resolving of issues.
- ii. Use of non-peaceful demonstrations and strikes in resolutions of industrial disputes by the citizens.
- iii. Arbitrariness in decision-making and autocratic tendencies by those in government.
- iv. Institutionalization of the supremacy of leaders and the entrenchment of the culture of impunity.
- v. Institutionalization of corruption and the widening of the gap between the rich and the poor.
- vi. High incidents of reckless and sponsored killings and torture.
- vii. The prevalence and entrenchment of injustice and inequality.

The above are the prevalent situation with regard to peace and security challenges that needed to be addressed through the educational planning process.

Policy Formulation and Goal Determination for Peace Education

Peace building is premised in the assumption that:

1. Nigerians will be more stable, more secure and more united if there is a culture of peace in the country.
2. Nigeria will be more developed socially, politically, economically, educationally and culturally if we have a peace culture.



3. Individual Nigerians will progress and develop more when there is a culture of peace. (Ogunsanya, 2014:2)

Based on the above, the next step in the planning of education for peace and security will be policy formulation and goal determination for peace education. Having generated all the information and data, which indicates that the country is in dire need of peace and security, the appropriate government agency should take up the vital task of formulating educational policy for peace education. Each policy directive should seek to provide the necessary platform upon which peace education goals are to be set. The process squarely falls under the ambit of the political class through legislative procedures. Policy will help to provide the general guidelines that will give directions for specific peace education programme that will be monitored at all levels of the education system in Nigeria. Such goals to be determined must of necessity include the

following as pointed out by Hawke Research Institute (2012:12):

1. Respect for all life and dignity of each human being.
2. Nonviolent rejection of violence but through dialogue and understanding.
3. Develop the attitude of living together in harmony.
4. Tolerance and solidarity, appreciating the views of others.
5. Believing that everyone is different and has something to offer and contribute to the society.
6. Ensuring equal place for both men and women.
7. Imbibing the spirit of democracy. Having your say and giving others theirs.

With such policy and goals in place, this will then serve as educational road map for peace education and peace projects. Without the appropriate policy directives, it will be quite difficult to achieve any meaningful result in terms of peace education. This is so because unless policies are initiated and documented, it will be difficult to pursue any meaningful peace programme using education since the existing policy on education does not cover peace education, if it does, it is

subsumed under either civic education, security education or social studies all of which lack requisite curriculum content for peace education.

Programme Generation and Rationalization for Peace Education

This entails a critical and technical analysis of the broad goals of peace education as enumerated in the policy framework and a determination of the different programmes through which the stated goals can be achieved. The guiding question here will be “how do we achieve peace through education?” this will be through the generation of alternative programmes of peace education that will result in the attainment of peace and security in the country. In specific terms, the educational planning activities will include:

A. Translating the goals of peace education into specific measurable objectives and targets to be achieved within a given time frame. In this regard, the specific measurable objectives that need to be achieved within a given time frame of ten years and above using education should develop in the citizens the following values as outlined by Harris and synott (2002):

- i. The desire for peace and peaceful coexistence.
- ii. Non-violent alternatives for managing conflict
- iii. Develop in the citizens’ skills for critical thinking and analysis of structured arrangement that produce and legitimize injustice and inequality.
- iv. The consequences of war and social injustice.
- v. The values of peace and just social structure and how to develop such structures.
- vi. Assisting people to examine, expand and translate the world view.
- vii. Develop in the young minds, inter-personal, inter-group and international dynamics of peace.

B. The next step will be to determine the means of attaining the above objectives. That is, which institution will be mandated to teach what peace programme or the other. In this wise, peace and security is a business for all and should not only be left in the hands of the educational institutions alone. Policy directives will further stipulate the role of agencies such as the religious institutions, government agencies such as



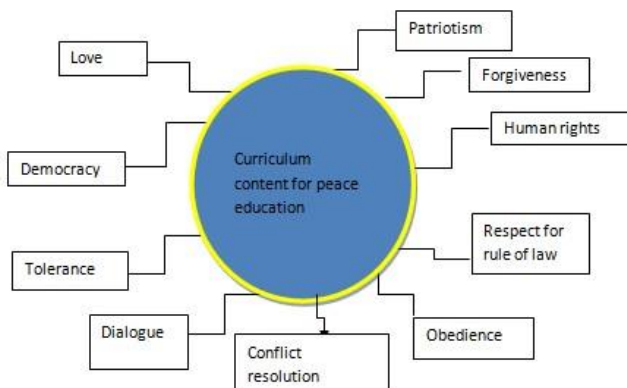
national orientation agency, girls' guild, boys' brigade, red-cross society, and non-governmental agencies.

C. Planning education for peace will be incomplete until the cost implications have been established. This will involve estimating the human and material resources that will be needed to achieve specific programme of peace education. What is required here will be to project all inputs to the educational system in terms of students, teachers, administrators, facilities and financial requirements necessary to achieve prescribed peace education.

Programme Choice and Implementation

The basic task that will be carried out here will be to take decision on the specific peace education programme that will be taught at the different levels of education.

Fig 11: A Model of planned curriculum content of education for peace and national security.



Source: Self-Developed

Nwakpa (2014:29-30) suggests that such program for peace education should include the following:

CONFLICT RESOLUTION: students should be taught various techniques that could be employed to resolve inter-personal dispute to manage anger, to improve communication etc. Teachers should teach students how to alter belief, attitudes and behaviours etc from negative to positive attitudes towards conflict as basis for preventing violence

DEMOCRACY: Students should be taught that political processes are associated with conflict and that with an increase in democratic participation, the likelihood of societies resolving conflict through violence and war decreases. Students should be trained in the skills of critical thinking, debate, freedom of speech, individuality, tolerance of diversity, compromise and conscientious objection. The aim is to produce citizens who will hold their governments accountable to the standards of peace, primarily through adversarial process

HUMAN RIGHT: pupils and students should be taught about their various rights and freedoms in the society, and how they are legally protected from violence, oppression and indignity. The students should be exposed to international covenants and declarations of the United Nations System. Teach students to recognize vocations of the universal declaration of Human Rights and promote tolerance, Solidarity, autonomy and self-affirmation at the individual and collective levels.

LOVE: Our Lord and Master, Jesus the Christ gave us only one law in the place of the Ten Commandments given to us by God Almighty through Prophet Moses, and that one law is to love others as you love yourself. Truthfully, there will be no atom or iota of peace anywhere in the world if love for one another is not practiced. Love is the only magic that brings about peace right from family unit to international unit. If we abide by this singular command practically, there will be peace in every sector of our economy and this will bring about progress. Thus, the various levels of education should be taught how to love one another and also the implications of not loving one another.



FORGIVENESS: The problem of man is not far from our inability to forgive one another. Matthew 6:12 in the Holy Bible says “God forgive us our debts (sins) as we forgive our debtors” (those who sin against us). The implications is that if we fail to forgive those who offend us, God will also fail to forgive us our sins. So, it is imperative that Children at schools be taught how to forgive those who offend them. If we love and forgive one another, peace will be found in every home, village, community, state, nation and every organization. Thus, educational, economic and political growth and development will be assured.

TOLERANCE: Tolerance means accepting every one despite one’s inadequacies in life and personal differences. Tolerance brings about peace, love happiness and progress. So, children should be taught how to tolerate everybody without discrimination.

FEAR OF GOD: fear of God is the beginning of wisdom. One who fears God hardly does evil because he knows that God will definitely punish him. Thus, children of various levels of education should be taught about the Almighty God. They should be taught that God should be feared because He is the only one who can only bless and punish.

OBEDIENCE: Children at schools should be taught to obey their God; parents; teacher; elders; rules and regulations of the school and society and commandments of God as disobedience brings about punishment.

CARE: Students should be taught how to care for one another, how to extend helping hand to one who needs their help. This should be done to whoever is concerned without discrimination.

PATRIOTISM: Children/ students should be taught how to love their society or country, how to be hard working, how to respect any constituted authority, and how to be good citizens. The knowledge, understanding and implementation of the above curriculum in Nigerian schools will actually bring about fulfilled peace education, peaceful and progressive Nigerian society.

The above programmes when fully developed and taught, as part of obligatory curriculum will help to achieve the following:

- develop in young minds the values of peace.
- inculcate in young minds at early stage sense of security.

- promote ethnic and religious understanding and unity.
- inculcate the knowledge for the Peace needed to share ideas, live together and Make progress (Nwakpa, 2017).

Programme Implementation

This will entail making available the human and material resources needed for successful achievement of peace education. Resources should be made available for teachers training and in-service training for existing teachers. It will also be necessary to provide the resources and learning materials to facilitate effective delivery.

Asamonye, osuagwu and kalu, (2014) suggest that the following should be included inside the curriculum: respect the elders, peaceful slogans (against the hate speech that is the order of the day) and qualitative values. The curriculum and educational services should also be planned in such a way that they are culturally and economically relevant to local context with a special focus on minorities, nomadic and other mobile communities, and providing opportunities to the displaced and marginalized youth (www.globalpartnership.org)

Rhymes that talk of peace and instills peace values should be developed and be sung on daily basis just like the national anthem. Plays, dramas, drawings and peace related improvised learning materials should be made available.

At the primary level, which is the foundational stage of formal education, and described by FRN (2014) as the “key to the success or failure of the whole system”, and where the rest of the educational system relies on, teaching peace education is very vital.

At the tertiary education level, peace education should be one of the teaching subjects’ options for trainee teachers. At the postgraduate level, people should have the option of specializing in peace education as an area of academic discipline.

Monitoring and Supervision:

Monitoring is necessary in order to ensure that deviations are avoided, and that strict adherence to programme specifications and guidelines is maintained. (Adiele at al, 2017). It will also include assessing the effectiveness of the programme to ensure that predetermined goals and objectives are achieved. It may also give rise to modification, adjustment and reforms. There



must be monitoring visits to schools to ensure that what is being planned is carried out. This will be done by government officials who have increased knowledge of education for peace principles. Supervisors who are trained and demonstrate the values, attitudes and behaviours associated with Peace will be used at this stage. They must also prepare supervision reports. At this stage, the actual performance and expected performance are measured to ascertain the level of achievement.

Programme Evaluation and Regeneration

The evaluation of the planned education for peace and national security will be evaluated to determine the extent to which the set goals and objectives are realized. According to Agabi (1999), it is carried out to assist planners identify the basic areas of strength and weakness in the implementation process and reveal the reason for plan failure or success. The outcome therefore becomes the ladder for the next line of action. UNESCO (2010) pointed out that the last phase covers the termination of the plan and the evaluation makes it possible for a more effective process.

Conclusion

Within the scope of this paper, it has been rationalized that planning education for peace and national security will engender peace and create atmosphere for peaceful co existence among the citizens of the country. Sustained peace will in turn help to reduce insecurity. For any nation to make progress and develop, peace remains a necessary condition. If peace is enthroned, the huge investment on security will be channeled towards more development-oriented projects. Based on this, the paper concludes that the only means of achieving sustainable peace and a more secured environment is through planned programmes of citizenship training through education that will inculcate in the citizens peace cultures and security consciousness. This has become imperative given Nigeria's present predicaments of high-level insecurity that is a serious threat to national cohesion and unity.

Suggestions

For any development to take place in a country, peace and security education must be planned for. It is based on this that the following suggestions are made;

1. Peace education should be mandatory for all the schools in Nigeria.

2. Policymakers should not only plan for peace education but provide adequate supervision for implementation.
3. Teacher education programmes need to be incorporated with courses in peace education to enable teachers to be conversant with peace and security education.
4. Educational authorities should make funds available for the provisions of necessary instructional facilities, qualified teachers and learning materials for peace education.
5. Peace groups and clubs should be established in schools to enhance students' interest in peace education.
6. The government should invest more on peace education instead of spending so much on security votes and acquisition of arms.
7. Educational planners should include peace education as one of the core subjects and courses at the primary, secondary and tertiary institutions.
8. There should be recruitment and training of staff to run the program at various levels of education in Nigeria.

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