

## **INTEGRATION OF PEACE EDUCATION INTO SECONDARY SCHOOL CURRICULUM TO MEET GLOBAL NEEDS AND CHALLENGES**

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### **Abstract**

Insecurity and conflicts in Nigeria have generated much outcry that has made peace education pertinent. Peace education is all about the awareness of the inner conflicts and violence and finding lasting solutions to such conflicts. Nigeria education system needs to meet up with the challenges of insecurity by tilting the development of the curriculum towards this trend in order to ensure national peace and security. One of the ways of achieving this is through the integration of peace education in secondary school curriculum using English language as a viable platform. English language can serve as a medium for contextualization of peace contents. Materials designed for this purpose would not only teach the grammatical contents of the language, but present components of peace education such as human rights, justice, solidarity, dignity, compassion, cultural values harmony, togetherness, co-existence, love, charity and other attributes of peace education all built into the four language skills. This paper therefore proposes a model for the integration of peace education into English language curriculum to meet global needs and challenges for peace and national development.

**Keywords:** Curriculum, English Language, Global Needs, Peace Education

### **Introduction**

Insecurity is one of the global issues that has destabilized and disrupted the social, economic, political and environmental growth of many countries. In Nigeria specifically, the upheaval of insecurity in the form of terrorism, inter and intra-communal clashes, religious crisis, kidnapping, banditry, unknown gunmen attacks, ritual killings, extra-judicial killings, armed robbery, farmers-herders clashes etc. has become overwhelming and a source of worry to every responsible citizen of the country. There cannot be any form of development if appropriate measures are not taken to curb this menace. As it is a known fact that security is a fragile issue that once it is absent, every other existence of life is affected. Security is believed to be a prerequisite for peaceful co-existence of people and for national development. It is a threshold upon which every other variable that makes a nation can bloom. According to Alemika (2015), security is the first-order or precondition for development of human beings and the society.

In order to put this unprecedented insecurity issues under check, fighting back with arms could only give a temporary respite that will only culminate to loss of lives and properties while leaving many citizens in the coven of fear. Overtime, different approaches have been adopted to end violence and ensure peace but these approaches tend to give temporary outcomes. There is need for a long-term solution to the insecurity issues in the country and one of such effective approaches is education. Educational approach will definitely bring sustained peaceful co-existence. Training of human minds that results to change in attitude ultimately will bring desired peace and national development. This is because, every action of man is always premediated before its manifestation. This assertion is in line with the preamble statement in the constitution of United Nations Educational, Scientific and Cultural Organization (UNESCO, 1945) which declares that 'since wars begin in the minds of men, it is in the minds of men that defences of peace must be construed'. In further corroboration to this declaration, Baba (2015) asserts that since organized education is the key moulder of the hearts of men, then it is acceptable that education which could be used to train human beings to become the most sophisticated annihilators of every existence on earth, also, has the highest potential of educating human beings to live in and with peace and dignity. United Nations (1999) as cited in Saripudin (2022) declared that education has a vital role in developing a culture of peace in individuals and the society at large. The pivotal instrument through which education can bring positive change in human behaviour is the curriculum.

The curriculum is a sacrosanct dynamic educational document that contains approved plans of formal and informal learning experiences that learners engage in, which are implemented by teachers and supervised by school authorities in order to achieve stated educational objectives. Offorma (2015) as cited in Alfayoboh (2021) stated that curriculum is a document, plan or blue print for instructional guide which is used for teaching and learning to bring about positive and desirable change in behaviour. Also, Mandukwini (2016) posits that curriculum is a planned interaction of learners with instructional content, materials, resources and processes for evaluating the attainment of educational goals. These planned learning experiences have to reflect on the attitude of the learners while they are equally equipped with the right skills and values to meet societal needs. Hence, curriculum content, instructional pedagogy and materials must be in tandem with the needs of the society. Sani (2013) as cited in Ofojebe (2014) opined that a periodic review of the curriculum to reflect changing realities of the modern world makes it salient to the needs of the society. Invariably, the curriculum must align with societal needs in which one of them is peaceful co-existence. Amongst other global needs such as equality, social justice, eradication of poverty, sustainable environment, education for all etc., peace and conflict resolution take top position in order of importance. This makes it pertinent to revamp Nigerian education to meet global needs and challenges in post-pandemic era

which requires the integration of peace education into the curriculum and specifically, English language curriculum.

### **Peace Education and its Integration into English Language Curriculum at the Secondary School Level**

Peace education is the education that is concerned with the prevention of conflict and resolution of conflict while promoting a peaceful environment by equipping learners with required knowledge, skills and values. Khaliq et al. (2020) define peace education as the awareness of the inner conflicts and violence and finding the solutions of the conflicts to win the war of mind so that one feels the presence of harmony, understanding, balance, calmness, accord and patience. For Gumut (2007), the concept of peace education connotes an effort to educate people in the dynamics of conflict and the enhancement of peace-making skills in homes, schools, communities and society at large using the channels and instruments of socialization. According to the author, peace education ushers in the idea of human dignity and human rights with particular reference to values as economic equity, political undertakings, ecological balance and the formative principles that are relevant to international human rights standards. Peace education is the promotion of peace in conflict environments through educational activities. According to Akpan (2009), peace education includes different approaches which can transform the behaviours of people through the inculcation of desired knowledge, value, attitudes and skills for effective contribution to the cultural, social, economic and political development of their country.

In support of the above, United Nations Children's Fund (UNICEF, 1999) views peace education as the process of promoting the knowledge, skills, attitudes and values needed to bring about behavioural changes that will enable children, youth and adults to prevent conflict and violence both overt and structural to resolve conflicts. Similarly, Nwafor (2012, p. 133) understands peace education as any education aimed 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". Furthermore, Olowo (2016) sees peace education as the process of equipping learners with tools for developing knowledge, skills, values and attitudes needed for resolving differences and conflicts in non-violent ways and in living peacefully with oneself, others and the environment. Bhuttah, et al. (2020) posit that peace education basically focuses on fully enhancing a person's uniqueness and increasing respect for their rights and freedom by enhancing mutual comprehension, endurance and comradeship among all parties irrespective of their race, class, and social differences thus working as a catalyst for the success of nation in peace keeping missions. It is on this note that Ikwumelu, (2010) sees peace education operating at three phases:

- a. Peace education inculcates relevant knowledge, skills and attitudes in relation to non-violence;

- b. Peace education spurs the students into personal action using the acquired knowledge, skills and attitudes to establish non-violent structure;
- c. Peace education protects the environment/society from wars or conflicts.

Consequently, Dupuy (2011) notes that peace education should be such that is inclusive, since educational inclusion is critical for maintaining peace as it can redress grievances that can motivate individuals to engage in conflicts/violence. Lending credence to this, Nwafor (2012) highlights that peace education, when properly implemented, could minimize, if not eradicate, the incidents of school violence resulting from cult-related activities, and the attitudes or behaviours of some overbearing teachers and unruly students. Peace education is therefore a strategic plan to eliminate conflicts and violence through exposure to knowledge on peaceful living.

The choice for English language curriculum as a medium for promoting peace education is based on the role of English language in Nigeria. English language plays the fundamental role of being a medium of instruction aside from being one of the core subjects that determines students' academic achievement and professional growth in Nigeria. English language is also the language of administration, politics, media, commerce and international negotiations. It is the language of science and technology. Most sources of knowledge are always printed in English language. The Nigerian society is multilingual in nature, having over 450 indigenous languages. The need for mutual understanding devoid of any form of suspicion places English language on the enviable position of being the unifying factor upon which all language differences are demystified. As language differences plague a heterogeneous society like Nigeria, English language serves as a bridge to all the communication gaps. English language is the language of integration as Mishina and Iskandar (2019) clearly point out in the midst of compounding language complexities. Sulyman et al. (2020) view language as a means of communication that has great effects on human thoughts, feelings and actions and it has the capacity to arm the learners and teachers with peace-enhancing words and signs. English language fits into this role of enabling students share common understanding on the concepts and themes of peace education. This informs the submission of Obanya (1982) as cited in Obi (2013) that English language is the only language common to Nigerians based on cultural, religious, social and ethnic diversification. Since every existence of human society is tied to a particular language as argued by Obi (2013), it would be right to state that the existence of Nigeria nation is tied to English language thereby making our unity and development dependent on the language. English language curriculum at the senior secondary level is majorly classified into four skills. They are:

Oracy skills - Spoken English

Oracy skill - Listening comprehension

Literacy skills - Writing for effective communication

Literacy skills – Reading comprehension

Each of these skills has knowledge content which are supported by various classroom activities. For instance, in oracy skills (spoken English) there are oral compositions of different types (speaking to persuade, narration, description, exposition). These contents are followed by engaging activities such as debates, radio broadcast, dialogue, role plays etc. See appendix for excerpts of the English language curriculum for senior secondary school.

**AN INTEGRATED ENGLISH LANGUAGE CURRICULUM  
THEME: ORACY SKILLS – SPOKEN ENGLISH WITH PEACE THEME**

| TOPIC                                                          | PERFORMANCE OBJECTIVES                                                                                                                                                                                 | CONTENT                                                                                                                                                                                                     | ACTIVITIES                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                     | TEACHING & LEARNING MATERIALS                                                      | EVALUATION GUIDE                                                                                    |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
|                                                                |                                                                                                                                                                                                        |                                                                                                                                                                                                             | TEACHER                                                                                                                                                                                                                                                                                                     | STUDENTS                                                                                                                                                                                                                                                                                            |                                                                                    |                                                                                                     |
| Oral composition skills I.<br><br>Narrative<br><br>Descriptive | Students should be able to:<br><br>Describe, narrate orally, using objects, pictures related to peace theme e.g. A picture chart that depicts show of love to one another devoid of tribe or ethnicity | Use of picture charts to develop a narration/description centered on love.<br><br>Use of appropriate adjectives to describe or narrate events, words such as compassionate, adorable, affection, trust etc. | Calls students' attention to the theme of narration/description. Begins by showing them picture charts e.g. picture charts of communal living<br><br>Sets the pace by narrating and describing some events on the picture charts. Pays attention on pronunciation of words and stress and voice modulation. | Students to follow the teacher's directives and examples.<br><br>They should describe, narrate based on the picture charts. It could be a dialogue about their experiences on communal living between two students.<br><br>They should pay attention to pronunciation, stress and voice modulation. | Chalk board<br>Objects<br>Picture Charts<br>Dictionary<br>An audio-visual material | Students to:<br><br>Take part in turns describing and narrating the objects, events in a chart etc. |

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| Oral composition Skills II | The students should be able to:                                                            | Use an audio, audio-visual material or picture chart that depict religious tolerance.                                                                          | Discusses with the students on how to structure their expository essay based on the lesson taught and the instructional materials that they are exposed to. This can be done by using appropriate topics such as "Religious Tolerance: A Panacea to ethnic crisis and insecurity in Nigeria..." | Students to:                                                                                                                                                                                                                                                                                        | Chalk board<br>Audio or audio-visual material, charts.<br>Visual charts<br><br>Dictionary etc. | Students to:                                                                                                    |
| Expository                 | Effectively expose points in a given topic, object or event with appropriate words.        | Use of appropriate words to expose or bring out definite and exact points of events. words such as charity, for bearance, humanity, magnanimity, sympathy etc. | Discusses with the students on how to argue out their points during a debate using common words that are related to the subject matter.                                                                                                                                                         | Students to follow the teacher's directives and examples. They should explain, or expose on issues orally based on the topic of the lesson and instructional materials used. It could be through discussion or a talk show. They should pay attention to pronunciation, stress and voice modulation |                                                                                                | Identify words associated with the topic.                                                                       |
| Argumentative              | Use of convincing words to argue out points, words that are related to the subject matter. | Right words should be used to argue, convince and buttress a point in an argument.                                                                             |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                     |                                                                                                | Engage in an argument<br><br>Dictionary search for both contextual and literary meaning of the identified words |

**THEME: ORACY SKILLS – LISTENING COMPREHENSION WITH PEACE THEME**

| TOPIC                         | PERFORMANCE OBJECTIVES                                                                                                                                                                                                                                                                                                  | CONTENT                                                                                                                                                                                                                                          | ACTIVITIES                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                    | TEACHING & LEARNING MATERIALS                                                                                                      | EVALUATION GUIDE BASED ON BROADCAST ON PEACEFUL CO-EXISTENCE                       |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|                               |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                  | TEACHER                                                                                                                                                                                                                                                                   | STUDENTS                                                                                                                                                                                                                                           |                                                                                                                                    |                                                                                    |
| Listening to identify details | <p>Identify a speaker's tone/mood from a speech or a recorded conversation or a poem.</p> <p>Identify a speaker's purpose. Identify the trend of discussion and details of the discussions as it pertains the topic being discussed.</p> <p>Listen to speeches, conversations attentively in order to identify main</p> | <p>Listening to a Radio broadcast on peaceful coexistence</p> <p>Making contributions towards the topic being discussed.</p> <p>Raising critical questions on life situations</p> <p>Materials dealing with real life situations on peaceful</p> | <p>Leads the students to discuss what they have learnt on peaceful coexistence.</p> <p>Guides the students to differentiate between tones and moods and their effectiveness in conveying the speaker's purpose.</p> <p>Discuss the trend of the radio conversation on</p> | <p>Listen to the broadcast on peaceful coexistence</p> <p>Students discuss and make contributions on the theme being discussed.</p> <p>Identify words associated with peaceful coexistence, examine how they are used and find their meanings.</p> | <p>Radio broadcast.</p> <p>Words associated with peaceful coexistence on flip charts.</p> <p>Illustrations from the broadcast.</p> | <p>Explain how different tribes can live together without any chaos or rancor.</p> |

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|  | <p>points and supporting details.</p> <p>Locate words signifying details.</p> | <p>coexistence.</p> <p>Conversational pieces.</p> <p>Identify words that are associated with peaceful coexistence and transitional words as well.</p> | <p>peaceful coexistence.</p> <p>Guides the students to identify the main ideas and supporting details.</p> <p>Leads the students to identify the words or group of words signaling the details or illustrations</p> <p>Ask questions on presented details.</p> | <p>E.g. words such as tranquility, tolerance, adaptation, co-habitation etc.</p> |  |  |
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**THEME: LITERACY SKILLS – READING COMPREHENSION WITH PEACE THEME**

| TOPIC                                    | PERFORMANCE OBJECTIVES                                                                                                                                                                                                                                              | CONTENT                                                                                                                                                                                                                                            | ACTIVITIES                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                      | TEACHING & LEARNING MATERIALS                                                                                               | EVALUATION GUIDE                                                                                                                                                                                                                                                                       |
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|                                          |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                    | TEACHER                                                                                                                                                                                                                                                                                                                                       | STUDENTS                                                                                                                                                                                                                                                                             |                                                                                                                             |                                                                                                                                                                                                                                                                                        |
| Reading to comprehend supporting details | <p>Students should be able to:</p> <p>Read to identify supporting ideas with peace themes.</p> <p>Differentiate main ideas from supporting ideas in a prose passage with peace themes.</p> <p>Recognize words that signal details/illustrations and examples in</p> | <p>Use:</p> <p>Written passages on peace themes.</p> <p>Short prose passages on peace themes.</p> <p>A documentary that can be watched and listened to on peace themes e.g. documentary on religious tolerance.</p> <p>Students reading texts.</p> | <p>Teacher carefully explains to the students the aim of the reading comprehension.</p> <p>Leads the students to actively get involved in the reading of the comprehension and differentiating main ideas from supporting ideas.</p> <p>Leads them to watch and listen to documentary and differentiate main ideas from supporting ideas.</p> | <p>Students listen carefully and attentively to grasp what the teacher has explained.</p> <p>Read the passage and identify main ideas, differentiate main ideas from supporting ideas.</p> <p>Watch and listen to documentary to differentiate main ideas from supporting ideas.</p> | <p>Printed prose.</p> <p>Students reading text.</p> <p>Audio-visual materials.</p> <p>The dictionary</p> <p>Chalkboard.</p> | <p>Teacher reads and students identify both main and supporting ideas</p> <p>Students to read in small groups and write out words introducing main ideas</p> <p>Students merge information from the text and audio-visual materials and propose solutions to religious intolerance</p> |

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|  | a prose passage with peace theme. | Note: Materials used under content above could form part of materials here so as to enable the students to see clearly the difference between main and supporting ideas/points. | <p>Leads them to identify words that are related to religious tolerance as used in both the passage and documentary.</p> <p>Leads them to identify the meaning of the words and to use them to give examples.</p> | <p>Identify words that are related to religious tolerance as used in both the passage and documentary.</p> <p>Identify meaning of words and use them to give examples.</p> |  | <p>Identify words used in the learning materials that are associated with religious tolerance and find their meanings</p> <p>Answer questions after reading the passage and watching the documentary</p> |
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**THEME: LITERACY SKILLS – WRITING FOR COMMUNICATION WITH PEACE THEME**

| TOPIC               | PERFORMANCE OBJECTIVES                                                                                                                                                                                                                                                                                                | CONTENT                                                                                                                                                                                                                                                                        | ACTIVITIES                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                | TEACHING & LEARNING MATERIALS                                                                                                                                                          | EVALUATION GUIDE                                                                                                                                                                                                                                           |
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|                     |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                | TEACHER                                                                                                                                                                                                                                                                                                   | STUDENTS                                                                                                                                                                                                                                       |                                                                                                                                                                                        |                                                                                                                                                                                                                                                            |
| Continuous writing; | <p>Students should be able to:</p> <p>Express themselves clearly through a descriptive composition using any of the peace themes. e.g. write a composition describing how disputes can be resolved.</p> <p>Select appropriate adjectives for resolving disputes e.g. diplomacy, negotiate, litigate, mediate etc.</p> | <p>Descriptive composition using the following kinds of topics:</p> <p>A dispute in my community.</p> <p>Farmers and herders' clash.</p> <p>Land dispute.</p> <p>Tribal war.</p> <p>People and their gods.</p> <p>Tense forms (present and past) necessary for descriptive</p> | <p>The teacher identifies an appropriate topic on any of the peace themes for description.</p> <p>Discuss the appropriate kinds of adjectives that will vividly give a good descriptive writing.</p> <p>Using a paragraph of a descriptive essay, discuss proper punctuation for descriptive writing.</p> | <p>Students to:</p> <p>Collaborate with the teacher to list topics with peace themes for appropriate descriptive composition.</p> <p>Discuss appropriate kind of adjectives needed for such topics.</p> <p>Collaborate with the teacher to</p> | <p>Excerpts from Newspapers, magazines and students' text.</p> <p>Audio-visual materials such as YouTube or other sources from the internet.</p> <p>Flip Charts</p> <p>Role plays.</p> | <p>Students to:</p> <p>Students to generate ten (10) adjectives used in the passage read or audio-visual material watched.</p> <p>Use the adjectives to make sentences describing an object or a person or event or a situation.</p> <p>Develop a good</p> |

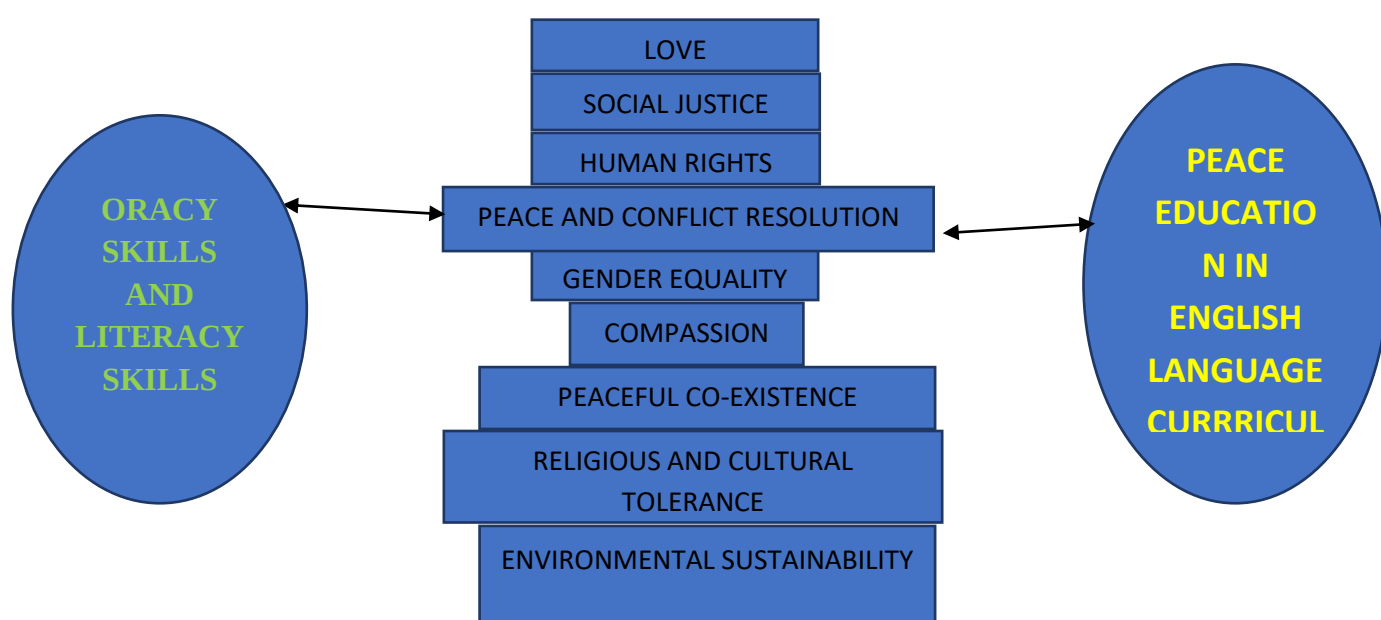
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|  | <p>Write well punctuated sentences using these adjectives for effective communication.</p> <p>Generate topic sentences to be developed into a full composition.</p> <p>Use appropriate tense forms for writing descriptive composition</p> | <p>essays.<br/>Sample paragraphs on descriptive essays<br/>Short, well punctuated sentences.</p> | <p>Explains the appropriate tense forms – present and past – for description.</p> <p>Leads students to analyse the sample paragraph for all the characteristics of descriptive composition.</p> | <p>analyse the sample paragraph for:</p> <p>Adjective types<br/>Sentence types<br/>Punctuation<br/>Tenses</p> <p>Develop a descriptive paragraph following the teachers prompting and assistance.</p> |  | <p>introductory paragraph on any assigned topic on peace theme.</p> <p>Develop the body of the descriptive composition.</p> <p>Develop a good concluding paragraph.</p> |
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(Proposed by Emelogu, Nwafor & Menakaya, 2024)

From the above proposed sample of an English language curriculum integrated with peace themes, one can see that as the students learn various skills in English language, they also learn different peace themes. In each of these language skills, it is expected that peace education themes such as self-awareness, peace and conflict resolution, gender equality, religious and cultural tolerance, human rights, social justice, love, compassion, peaceful co-existence and environmental sustainability which are concerned with Nigeria's situation, form part of the content knowledge in these language skills. For instance, in speaking skills, students discuss and share ideas which are based on peace themes through debates, dialogue, role play, radio broadcast etc. in order to build their own capabilities and also produce their own propositions as it relates to the peace themes. To buttress this point, Tulgar (2017) emphasizes that speaking activities with peace education content, shapes students' ideas and behaviours and teach them how to be more tolerant to others and seek peaceful solutions to problems. Also, the peace themes are good topics to use in teaching writing skills because it opens the gate for students to express their thoughts in organized written essays. Zembylas et al. (2011) establishes that in writing activities students should be expected to try to construct their own meaningful expressions about their expectations of living in peace in the whole world with an emphasis on principles such as non-discrimination and equality. The incorporation of peace education in the writing skills of English language will enable learners gain insights on the need for peace and peaceful writings. These components of peace education can be replicated in listening comprehension and reading comprehension. It is believed that comprehensible input also determines comprehensible output. In putting theory to practice, peace contents will automatically be a way of life for the learners. It is imperative that students become active learners by merging theory with practice through the acquisition of knowledge in terms of pedagogy which is based upon modelling peace themes to ensure a democratic classroom and society as well. When peace themes or components are disseminated from theory to practice, the learners will begin to exhibit peaceful conduct and attributes. This is why peace education is said to be transformative. It transforms people's mindsets, attitudes and behaviours that can result from conflict to peaceful life (Sulyman, et al., 2020).

An integrated is a curriculum that incorporates knowledge and skills from respective disciplines for problem solving thereby making education relevant. Some educational researchers have discovered that an integrated curriculum can result in greater eagerness to learn, improved attitude towards schooling, enhanced problem-solving skills and higher achievement in school (Austin, Hirstein & Walen, 1997; Kain, 1993 as cited in Loepp 1999). Therefore, integrating peace education into English language curriculum will challenge learners' intellectual curiosity, equips them with better attitudes and spurs them to solving real world problems as it relates to peace and conflict resolution. It is a curriculum that will merge theory and practice which is anchored on constructivist theory. Constructivist theory affirms that 'learners create,

interpret and reorganize knowledge in individual ways and this fluid intellectual transformations occur when students reconcile formal instructional experiences with their existing knowledge, with the cultural and social contexts in which ideas occur and with a host of other influences that mediate understanding' (Windschitl, 1999 as cited in Wrenn & Wrenn, 2009, p.260). Integrating peace education in English language curriculum is believed to challenge learners' into putting into practice peace themes that will lead to a sustainable peaceful Nigerian society. Thus, this paper proposes a 'A 10PT (Peace Themes) Model for Peace Education in English Language Curriculum'



Model for Peace Education in English Language Curriculum  
(Emelogu, Nwafor & Menakaya, 2024)

#### Educational Implications of Peace Education in English Language Curriculum:

1. There will be a robust curriculum content that is relevant and meets the needs of the society.
2. It projects a curriculum that meets global needs.
3. It equips learners and educators with knowledge, skills and values for peaceful co-existence.
4. It gives Nigeria a positive outlook internationally which directly translates to national development.

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