THE NEXUS BETWEEN ARMED CONFLICT, SECURITY, PEACE EDUCATION AND DEVELOPMENT IN NIGERIA

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ABSTRACT

This paper examines the interconnection between armed conflict, security, education, peace, and development in Nigeria. Nigeria is found to be a country weighed down by violent and structural conflicts border wars, inter-ethnic armed conflict, political and social imbalances, and so on. Consequently, it is a country virtually in a state of perpetual conflict, especially in the Northeast of Borno, Yobe, and Adamawa which has affected educational development in the area. Nigeria has a low rating in the Human Development Index and consequently has failed to develop because of incessant conflicts, which make peace elusive in the country. The research used secondary data. Frustration aggression theory was adopted. The research recommends that good governance should be totally up-held in Africa to minimize conflicts in our nations and states, through good policies and programmes. The government should create youth employment schemes. There should be a proper process of conflict resolution through good communication, collaboration, negotiation, conciliation, mediation, Arbitration, and Adjudication.

KEYWORDS: *Armed conflict, conflict, peace, education, development*

Introduction

Nigeria is a country blessed with abundant human and natural resources. However, its people are among the bottom billion of the globe's population experiencing widespread insecurity, political instability, criminal violence, ethnic, religious, illiteracy and other social conflicts. Territorial disputes, armed conflicts, civil wars, violence and the collapse of governments and the state have come to represent the greatest challenge to peace, security and stability on the African continent .

Assessing Nigeria's development status, using the Human Development Index (income, life expectancy, education, healthcare, security, etc.), indicates that Nigeria lags far behind other countries of the world. This paper attempts to establish a link between the perennial armed conflicts, in Nigeria on the one hand and Africa's development and security status on the other. The paper hypothesizes that without peace and sustainable development, there will be armed conflict, and armed conflict leads to underdevelopment which can lead to a failed state if appropriate measures are not taken. We shall look at the concept of 'armed conflict', 'peace' and 'development' and how the interaction between these three concepts affect security, peace and development in Nigeria.

Clarification of Key Concepts

Armed Conflict

Conflict is a frustration based attitude or protest against lack of opportunities for development and against lack of recognition and identity' (Akpuru-Aja, 2009: p 12). When weapons are employed in unleashing that frustration, armed conflict is said to occur. Armed conflict is a state of open, armed, often prolonged conflict between nations, states or parties. It can also mean a condition of active antagonism or contention to wage or carry on warfare.

Armed conflicts can be classified according to their causes: whether caused by ethnic, civil or social competition. They can also be classified according to whether they are intra-state (within a state) or international (between states). Torres (2005) and SPRI (Stockholm international Peace Research Institute) classify most post-1945 armed conflicts under three categories, viz:

a. Inter-state conflicts.
b. Internal conflicts.
c. State formation conflicts.

Torres (2005) further submits:

An armed conflict is a contested incompatibility that

concerns government and/or territory where the use of force between two parties, of which at least one is the government of a state, results in at least 25 battle-related deaths in one calendar year. However, other definitions include the armed confrontation between different types of organized groups other than a government, and put the threshold at more than 100 deaths per year.

According to Francis (2007), armed conflict is characterized by the following:

1. The end of the Cold War and the greater possibility of using machinery to maintain and restore peace.
2. Most of the armed conflicts are internal in nature and most of the victims of those conflicts are civilians.
3. Obligations under international humanitarian law aimed at limiting the suffering caused by armed conflicts are constantly violated, due to non-eradication of war. The resultant consequences lie in a continued deterioration of the situation of persons whom the laws intended to protect.
4. the civilian population is becoming more and more frequently the principal victim of hostilities and acts of violence perpetrated in the course of armed conflicts, for example where they are intentionally targeted or used as human shields, victims of odious practice of 'ethnic cleansing' as seen in the case of the armed conflict in Darfur. There is a marked increase in the acts of violence directed against women and children.
5. Contempt for the international rules and the collapse of governmental and military structures in a number of situations makes discussions with authorities inconclusive. Armed conflict, as shown by the characteristics above, is a dire human situation in which scarcely any human progress can be made.

Erin (2007) says a conflict generally is defined as a situation in which two or more parties strive to acquire the same scarce resources at the same time. Conflict is the result of opposing interests involving scarce resources, goal divergence and frustration. It also include incompatibility or "differences in issue position." Mitchell's, (2003) conflict structure simplifies the complex reality in an understandable manner. However, it is complicated by the fact that conflicts often occur in mixed-motive relationships where the parties involved both have cooperative and competitive goals. The competitive element creates conflict and the cooperative element creates incentives to negotiate an agreement. The competitive

element can be expanded to include frustration, obstruction, interference, tensions, misunderstandings, political and economic interests, and historical animosity.

The Concept of Peace

Sociologically, peace refers to a condition of social harmony in which there are no social antagonisms. Peace is a condition in which there are no social conflicts and individuals and groups are able to meet their needs and expectations. Politically, peace entails the institutionalization of political structures. This means that stable structures and secular culture must be in place and political values like tolerance" bargaining and negotiation are made the norm.

Peace is a process involving activities that are directly or indirectly linked to increasing development and reducing conflict. According to Bates (2008), peace relates to existing social conditions, rather than an ideal state or condition. It is a dynamic process and it is possible to precisely identify and study the factors that drive it. It is not a finished condition, but always a 'work-in-progress.' It is never finished because human societies continue to aspire to higher levels of development and less conflict. Peace increases or decreases depending on objective socio-economic and political conditions. It can move from higher levels of peace to lower levels.

Galtung (1990) distinguishes between 'positive' and 'negative' aspects of peace. Positive peace means the absence of unjust structures, unequal relationships, justice and inner peace at all levels while negative peace is the absence of direct violence, war and fear at all1evels. There are also different ways in which people in other societies see peace. According to Francis (2012),

- a society fragmented and polarized by perpetual war and armed conflict will interpret peace as the absence of war;
- a political community driven by unjust structures and policies will equate peace with justice and freedom;
- People suffering material deprivation and poverty will invariably perceive peace in terms of equality, development and access to essential necessities of life.

The Concept of Education

Education is defined as any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from generation to generation.

Education is also a process of imparting and acquiring

knowledge and training to grow one's intellectual and mental capabilities so as to make mature decision in different situations. Education is a learning process by which knowledge can be obtained. It is an enlightening experience. Education is a life long journey that you should never stop learning either from books or experiences.

The Concept of Development

The word 'development' comes from the French verb 'veloper' which means 'to wrap, that is, 'to cause to grow gradually, fuller, larger, stronger and better' (Njoku., 2009). Development can be viewed in economic sense. Economic development is technically interested in National Per Capita in comparing the levels of distribution of incomes m African and European countries (Njoku, 2012). Development according to Dinshak (2013)typically refers to the process and strategies through which societies and states seek to achieve more prosperous and equitable standards of living. This is human-centred development, that is, development which entails raising people's standard of living in terms of their income health, education, food security, etc., through relevant growth processes.

According to Adetula (2012), Todaro's objectives of development are:

i. Raising the people's standard living, that is their incomes and consumption levels of food, medical services and education.
ii. Creating conditions conducive to the growth of people's self-esteem through the establishment of social, political and economic systems and institutions which promote human dignity and respect.
iii. Increasing people' freedom to choose by enlarging the range of their choice variables, for example, varieties of goods and services.

This is defined by United Nation Development Programme (UNDP) Human Development Report 1997 as the process of enlarging people's choices and their level of achieved well-being by expanding their capabilities and functioning. Contrary to the world experience, where life expectancy dominates human development, education has driven progress in African human development during the last half 'a-century (Prodos, 2011). As a synthetic measure of human development, the UNDP (2005) Human Development Index in Prodos 2011 attempts to capture a country's achievements in longevity, knowledge and standard of living through various indicators. These indicators are education, good governance, economic growth, foreign aids, external debt burden and good

health.

In Blair's Clapham, (2002) view, human development has to do with the fulfillment of human potentials. He says that war ('a fight for justice') might be necessary to bring it about (Brown, 2004). Every day human beings make series of choices - some economic, some social, some political, some cultural. Human development is both a process and an outcome. It is concerned with the process through which choices are enlarged, but it also focuses on the outcomes of enhanced choices. Human development thus defined has far-reaching implications. First, human choices are enlarged when people acquire more capabilities and enjoy more opportunities to use those capabilities. Second, it seeks to ensure an appropriate balance between opportunities and capabilities in order to avoid the frustration that a mismatch between the two can create. Third, income makes an important contribution to human well-being if its benefits are translated into more fulfilled human lives. Fourth, the human development concept, by" concentrating on choices, implies that people must influence the processes that shape their lives. They must participate in various decision making processes, the implementation of those decisions, and their monitoring and adjustment to improve outcomes where necessary.

In the ultimate analysis, human development is the development of the people, development for the people, "and development by" the people. Development of the people involves building human capabilities through the development of human resources. Development for the people implies that the benefits of growth must be translated into the lives of people, and development by the people emphasizes that people must be able to participate actively in influencing the processes that shape their lives (Anonymous. Retrieved on 20th may).

Kofi Annan, (2007) shifts the analysis of development to being not only attributes (as is the more traditional utilitarian or even the original basic needs view of human welfare), for instance income, education, health, but also to the possible opportunities available to individuals in a particular state. Streeten (1999) notes that in the absence of these capabilities (an appealing *goal:* for development), few choices could be available to people.

Nanven (2008) emphasizes human capabilities and expanding choices for its own sake as the essence of human development. Human development therefore seeks to enable people to live full, productive, satisfying and worthwhile lives by raising their incomes and improving other components of their standard of living. Such components as life expectancy, health, literacy, control over their own destiny, personal liberty and freedom, and as

essential steps for fulfilling human rights (Anand and Sen, 1994; Griffen and Knight, 1994; UNDP, 2000).

However, human capabilities can be enhanced through the development of human resources like good health and nutrition together with education and skill training. Human development thus represents an equation, 'the left-hand side of which reflects human capabilities, and the right-hand side, economic, political and social opportunities to use those capabilities (Gustav, 2004). These capabilities are measured and compared between countries to ascertain the extent of countries human development achievements considering the given indices.

Moreover, the people in underdeveloped countries are economically backward, as the quantity of the people as productive agents is low.

The manifestations of these are low labor efficiency, factor immobility, limited specialization in occupation and trades, lack of entrepreneurship, economic ignorance and social structure that minimize the incentives of economic change. In these countries, there's also a lack of technical know-how and the illiteracy rate can be very high and that is caused by low human resources development. As such, the population does not participate in development and they remain stagnant to changes. Such situation is Africa, being one of the richest countries in natural endowment in human and material resources but have so many poor people which most of the times, results in violent conflicts.

Measurement of Human Development

- A long and healthy life, as measured by life expectancy at birth;
- knowledge, as measured by the adult literacy rate and the combined gross enrolment ratio for primary, secondary and tertiary schools;
- A decent standard of living, as measured by gross domestic product (GDP) per capita in purchasing power parity (PPP) US dollars.
- Finally, it is also measured in good governance and a vibrant civil society where people are able to participate effectively in the processes and events that shape their lives.

The index is constructed from indicators that are available globally using a methodology that is simple and transparent (Gustav, 2004). In human development classifications, all countries included in the HDI are classified into one of three clusters by achievement in human development: high human development (with an HDI of 0.800 or above), medium human development (HDI of 0.500-0.799) and low human development (HDI of less than 0.500), (UNDP,

Human' Development Report, 1990): Most African countries fall within the third category, showing a very low human development in the region.

In contrast, underdeveloped nations are said to be caught up in a vicious circle of poverty. In such countries, as Asia, Africa and Latin America where financial problems and economic stagnation exist, people live below the poverty line. According to Eric (2003), economic development has much to do with human endowments, social attitudes, political conditions and historical accidents. This implies that underdevelopment is a man-made problem, for which man made solution needs to be found. This rate has been rising and still more in recent years as a result of advances in medical science 'and mortality rate caused by epidemics has been reduced. Violent conflict is an organized physical force, resulting from grievances between two or more parties and leading to injury, death or destruction of properties. For instance in March 2003, Chevron Nigeria United shut down all its operations in the Niger Delta in response to ongoing violent conflict in the area which threatened the safety of its employees. (Oetzel, Kathleen and Adetula, (2012)

Peace, Education and Development in Nigeria

The United Nations High Level Panel on Threats, Challenges and Change (2003) noted that development and peace accompanied by security are inextricably linked; that a secure and peaceful world is possible only if poor countries are given a real chance to develop. Peace is a condition in which there is no social conflict.-and individuals and groups are able to meet their needs and expectations once they are educated (Douma, 2006). In order to survive, a society needs to educate its children, produce goods, govern its affairs and provide security for its members. These functions necessitate a number of structures such as schools, industries, permanents, courts, armed forces and others. One of the widely accepted definitions of development is that it entails socio-economic growth, the provision of healthcare services, education and security and general improvement in infrastructure. Going by this definition, we can say that development engenders peace and peace on the other hand is the fertile ground on which development can thrive, especially in Africa where there is a dire need for it.

A peaceful atmosphere and education has the capacity to greatly enhance development by allowing the process to go smoothly, resources to be put to productive uses, life expectancy to increase, per capita income and other welfare indicators such as food, health and education to rise. Also, the impact of peace on development can be seen in terms of poverty reduction, low rate of HIV/AIDS incidence and effective regional integration in Africa.

Adetula (2012) posits that there is now a new awareness on the impact of peace on African development which has brought about new conceptions on the link between a peaceful environment and development. For example, more than ever before, peace and development are now intimately linked and are often regarded by the UN and other international organizations as inseparable goals. Africa, just like other parts of the world, expected that the end of the Cold War would usher in a period of peace but this was not the case as the early 1990s was clouded with intense insecurity, ethnic conflicts and genocide which resulted in massive deaths and casualties, poverty, suffering and underdevelopment on the continent. It was within this context that it became imperative to rethink the links between development and peace.

We must not forget too that development is a many-sided process which is not just restricted to the economic sphere but is aimed at three objectives raising people's levels through relevant growth processes; creating conditions conducive to the growth of people's self-esteem through the establishment of social, political and economic systemsand institutions which promote human dignity and respect; and increasing people's freedom to choose, by enlarging the range of their choice variables. Based on this broad conceptualization of development, there is a hypothesis that the crisis of African development is at the root of the incessant conflicts on the continent so the only way to building sustainable peace on the continent is by ensuring lasting development that provides the totality of the good life and overall welfare of the people in contradiction to mere economic growth, hitherto erroneously considered as development.

That is why the Constitutive Act of the African Union favours collective peace building efforts as part of Africa's agenda for sustainable development. Therefore, the promotion of peace and security as a pre-condition for .development in Africa depends first on the commitment of African states to redefine development in a way that moves the process beyond statecenteredness to include, among other things, increased participation of the people and their representatives in associations, professional societies, groups, women's groups, as well as political parties, etc., in development processes (Adetula, 2012).

Causes of Insecurity in Nigeria

Below we provide a brief description of the major causes of insecurity and conflicts in Nigeria.

i. **Ethnic competition for control of the state**

This could be seen when groups align along ethnic lines to compete for political power within the state. This is typified in the

political contests in Kaduna state between the Hausa/Fulani on the one hand, and the Kagoro, Kaje and Jaba ethnic groups on the other, which have resulted in several violent clashes.

ii. **Regional or secessionist rebellions**

This happens when one or more regions within a state attempts to forcefully pull out from the state in order to gain autonomy. Eastern Nigeria attempted secession in 1967 and that resulted in a thirty-month bloody civil war.

iii. **Fundamentalist religious rebellion to political authority**

Typical examples are the Islamist fundamentalists in Nigeria such as Boko Haram. Currently, the Nigerian government under the leadership of President Muhammadu Buhari has declared a war against the Boko Haram insurgents, who have killed thousands of Nigerians in the past few years.

iv. **Competitions and struggles for resources**

Tell Magazine (February, 1994) reported a violent clash associated with the struggle for land resources between the Okrika and Eleme ethnic groups of the Niger Delta. This was as a result of the discovery of oil in the area seen as a boundary between the two communities. The violent conflict left several people dead and property destroyed. These activities affected educational system and national development at large.

Political and Institutional Factors:

Crises of state legitimacy and authority, bad governance, repression of political competition, weak (formal) institutions, hybrid political orders, institutional multiplicity, political transitions, succession and reform crises in authoritarian states, state predation, and neo-patrimonial politics are some of the issues under this factor;

i. **Institutional Multiplicity:** States in armed conflicts are often described as places where diverse and competing claims to power and logics of order coexist, namely 'formal' state and 'informal' institutions (Reno, 1998). Informal state institutions are often seen as weak, operating in line with the competing rulers, including traditional authorities, warlords, terrorist group, patronage networks, and social norms and customs (example, Somalia). Some argue that in order to achieve resilience, the formal state in Africa must achieve 'institutional hegemony', that is, it must be able to set the rules by which society is governed (but corruption and greed are the problem).

ii. **Neo-Patrimonialism:** Many have argued that neo-patrimonialism is one of the major causes of armed conflicts in Africa as it has undermined the functioning and institutionalization of formal political systems particularly in

the continent. Informal economic and political neo-patrimonial nature of reciprocity and exchange in Nigeria is instrumental to disorder in the continent (Chabal, et al 1999). But some dispute the assumption that there is a negative relationship between neo-patrimonialism and economic growth (Pitcher A., et al 2009). Others controversially argue that patrimonialism does not necessarily preclude state-citizen accountability.

iii. **Elite Incentives and Elite Predation:** Some researches focus on the relationship between elite incentives and forms of political order created through them (example is elite bargains, and coalitions) as critical to understanding armed conflicts. Underlying this is the notion that states will be stable only if the incentives of rulers and citizens are to preserve order (Bates, 2008). Good examples of this are the maintenance of political god-father, political tugs/body guards and some Niger-Delta militants by the Nigerian government. Once this maintenance is stopped, armed conflict and political disorder become inevitable. The relationship between rewards from predation and incentives for violence is critical. Contemporary research is looking at whether inclusive, as opposed to exclusive elite pacts may be more capable of maintaining political order than others because they help to accommodate social fragmentation and provide a disincentive for violent rebellion (Mcloughlin, 2012).Robert M.B., (eds. 2011)

iv. **Political Transitions:** Transitions between leaders can be destabilizing in fragile situations. Uncertainty and collective fears of the future, stemming from transitions, may result in the emergence of nationalist, ethnic or other populist ideologies and the susceptibility to violent armed conflicts or war. In this context, elections can become arenas of violent contestation and can trigger instability and armed conflicts; as witnessed in April 2011 presidential elections poll in Nigeria, which has in turn given rise to Boko-Haram insurgence in Nigeria started as a tool in the hands of the politicians (political greed).

Insecurity, Armed Conflict, Peace, Education and Development Nexus

Insecurity, armed conflict, peace and development are interconnected in an organic way. Wherever there is armed conflict, insecurity, peace, education and development are often in jeopardy in such a place. On its part, lack of development breeds conflict,

which in turn sustains the quagmire of underdevelopment in Africa (Chabal, 1999).

Hobbes has described a situation where armed conflict or war has taken charge of men's environment, where peace is absent as men engage one another in a fierce competition over scarce resources, rendering the life of man 'solitary, poor, nasty, brutish and short.' (Njoku, 2009 p 238). In the insecure environment, such as Hobbes has described, the indices of progress such as peace and development are absent. It is important to observe that conceptually, issues of conflict and peace building are development issues (Francis, 2012).

One of the greatest hindrances to the development of the continent of Africa and Nigeria in particular is armed conflict. A report by the International Action Network on Small Arms, Safeworld and Oxfam International revealed that, during the past 15 years (from 1990 - 2005), over $300 billion had been spent to prosecute wars in 23 African countries (Marxer, 2009). Without doubt, such huge capital should have been better deployed to tackle developmental issues on the continent rather than squandering it on counterproductive ventures. That is the challenge of armed conflict: resources that should have been channeled into development purposes are used in servicing the machines of war) thereby sustaining underdevelopment. Underdevelopment in turn leads to very fierce competition for scarce resources) which breeds even more conflicts. Smith, (1997)

In many countries in Africa like Democratic Republic of Congo, Niger-Delta militancy in Nigeria, one of the major factors that have hindered development is conflict, insecurity and high level of illiteracy and bad governance. As a result huge sum of money went into the fight against insurgency and communal wars. Education has been hampered due to crises in many communities like Riyom, Barkin Ladi, Jos North in Plateau State. Direct war against education such as the case of Boko Haram in the North East where schools were burnt down, children kidnapped and students and teachers killed for daring to promote western education. In other areas, people live in fear of imminent attacked.

Nigeria and the challenges of Millennium Development Goals (MDG)

The Millennium Development Goals (MDGs) are eight international development goals which were established at a Summit in 2000.192 member states of the United Nations and some international organizations pledged their support and commitment to the achievement of these goals by the year 2015. The goals are:

I. Eradicate extreme poverty and hunger,
II. Achieve universal primary education;
III. Promote gender equality and women empowerment;
IV. Improve maternal health
V. Reduce child mortality;
VI. Combat HIV/AIDS, malaria and other diseases;
VII. Ensure environmental sustainability;
VIII. Develop a global partnership for development (Njoku, 2009).

A fundamental principle of the MDG is the attainment of social harmony and the reduction of conflict, which are pre-conditions for any society in search of development. Nigeria has made progress towards the MDG in the past 13 years, even though that progress has been uneven and slow (Accessed, 28.05.2013). Some countries, such as Nigeria, have made significant progress in areas like universal primary education, HIV/AIDS, maternal health, child mortality, and women empowerment. However, a lot more needs to be done, particularly in the area of poverty and hunger, which arguably is Africa's most daunting challenge. African countries need to create jobs for the teeming mass of the unemployed, in order to effectively combat poverty and hunger. There should also be massive investment in education and healthcare, particularly primary healthcare. Importantly, too, Africa needs to open up more to the rest of the world and discard some retrogressive values which constitute a cog in its wheel of progress.

Conclusion

In this paper, we have discussed armed conflict, insecurity, education and peace and development in Nigeria and then the nexus between the variables of armed conflict, insecurity, peace and development in Nigeria. We also briefly looked at the causes of conflicts in Nigeria and Africa in general. Having established that armed conflict, peace and development are organically related, we adopt the position that Nigeria must pursue human-centered development in order to engender peace to the continent and .free itself from the quagmire of armed conflicts.

Positive development is the general expectation of any given organization ranging from family level to the community and the state at large. Conflict and peace are vital instruments that could enhance development or deter it. Violent conflict (armed conflict) is held responsible for deterring development in Africa. Virtually all the Third World countries, of which Africa is a part, are backward today in terms of positive development as a result of armed conflicts. While what little existing infrastructures in Nigeria are

destroyed during the incessant armed conflicts, the revenue that should have been used to improve them are diverted to acquiring weapons of war, thereby sustaining underdevelopment, which in turn breeds conflict. Thus, without security there can be no development and without development there can be no security.

Frustration-Aggression Theory

Dollard, et al (1939) propounds this theory hinged on the pursuit of goals and what happens in the event that there is hiccup in the process of attaining these goals. They define, frustration as "the state that emerges when circumstances interfere with a goal response", often lead to aggression. Ted Robert Gurr's Relative Deprivation thesis addresses in saying that "the greater the discrepancy, however marginal, between what is sought and what seem attainable, the greater will be the chances that anger and violence will result" (Gurr, 1970, pp. 24).

Recommendations

1. Effort should be made by Nigeria government to ensure the control of armed conflict through disarmament, demobilization and reintegration so as to ensure to peace and development.
2. Peace education should be intensify and be inculcated into primary and secondary school curriculum so as to avert future occurrences of armed conflict in the country.
3. To take care of the external dimension of African conflicts, the states must insist on promoting fundamental reforms for economic growth and human development for Africa within the context of a restructured global economy. This, they could do by pressuring the global economic and financial institutions to adopt policies that would be more human-oriented.
4. African states can only get out of their predicament if they promote and develop democratization, good governance, poverty eradication, transparency, economic reconstruction and infrastructural development.
5. There should be checks and balance to safeguard the rights of the minorities. These can include various measures to share power at the centre.
6. Politics of exclusion should be seriously frowned at, since it is capable of triggering not just conflict but violent crisis, especially in a democratic dispensation where everyone needs to be carried along.
7. Good governance should be totally up-held in Africa to minimize conflicts in our nation and states, through good

policies and programmes.

8. The government should create youth employment schemes.
9. There should be a proper process of conflict resolution through good communication, collaboration, negotiation, conciliation, mediation, Arbitration and Adjudication.
10. There should be in clear terms the role of ethno religious diplomacy in socio-economic factor that would contend against the upsurge of religious fundamentalism, political economy of intra state armed conflict.
11. Early Warning System*:* One is the concept of 'early warning' system. Academics have for some time been proposing types of information that could be fed into databases to provide early warning of possible future conflicts. There is a growing awareness that preventive diplomacy is needed, whereby information gathering, monitoring and the provision of databases can be utilized by governments, international agencies, humanitarian organizations, the media, etc. for action to prevent the breaking-out and escalation of armed conflicts.

Development can only take place in atmosphere of peace, and education can only take place where and when there is peace. Therefore, government at all level should intensify their effort in ensuring peace, education and development of the country.

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