

**PEACE EDUCATION AS A PANACEA FOR ECONOMIC SECURITY AND
ACCESS TO QUALITY EDUCATION IN NORTHERN NIGERIA: SOKOTO
STATE IN PERSPECTIVE**

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ABSTRACT

Until recently Peace Education has not been given adequate attention in our tertiary institutions of learning as part of the curriculum for greater enhancement towards achieving core educational objective. The pivotal role which Peace Education play in the overall survival of mankind cannot be over emphasized. Considering the fragile situation in the country which is poses threat by the emerging Conflicts, Violence, Cattle-Rustling, kidnapping, secessionism and Insurgency that engulfed socio-economic and political settings as a united Nigeria in particular. Likewise, economic growth cannot be developed rapidly if the atmosphere is not conducive. Without peace there will be food insecurity, business insecurity and above all the cardinal principles objectives of education will be held to ransom if security is found absent in that environment. The objectives of this paper are to review the conceptual aspect of Peace Education as well as the relevance of peace education towards economic security and educational development in general. The consolidation for economic security and educational development in Sokoto State due to the reign of peace which lasted for many decades if not for century without record of persistence conflict or violence is part of the paper discussion. The Paper concludes that with all relevant stakeholders in steering both socio-economy stability and educational development in the Sokoto state.

Key Words: Peace Education, Economic Security, Quality Education, Tertiary Institution

INTRODUCTION

Most people desire peace even the animals do so. Peace is precious thing and very expensive to get back if it is lost. But the issue here is that when conflict exist within communities' interaction a considerable agreement is reaching about how to achieve viable peace. But despite parties' interest and grievances every individual is capable of making a contribution towards a more peaceful future. Another common issue related to peaceful coexistence among society is that, there is lack of feeling directly involve in what is going on in the world or lack of people's interest or simply because of ignorance of how they can become involve directly or indirectly on those things that are happening around their environs. At whatever level and circumstances people need to be made aware that they can work towards the creation of a more peaceful world as well. People need to be reminded that an individual who acts with clear conscience can make a profound difference and can influence events that are important to the continuing existence of mankind.

In contemporary Nigerian situation, the threat to peace stems from a multitude of causes such as, bad governance, lack of policy direction and sustainability, abject poverty, environmental deterioration either by war-torn, terrorism, ethnic cleansing, religious bigotry, flood impact or by man-made or natural disasters; as well as social injustice. The situation calls for urgent rescue for the betterment of the future.

The Conceptual aspect of Peace

Peace is not just about absence of war, conflict, violence and state of harmony but the significance aspect of its nature is about bringing a long-term co-existence, developing viable project that seek to bring lasting and constructive changes in institutions that maintain societal hood in general. Ironically, peace is seen as the distribution of social justice, equity and equality in the existence of human philosophy. The conceptual aspect of peace is under discourse even though some scholars are of the view that peace is eminent because it creates the state of calmness, with well-being of daily experience as co-operate entity. The believe

here is that peace is seen as a mechanism of protection and provision of security, self-assurance for one freedom from fear and undue restraint (Kaitholi, 2009).

To enshrine peace among larger communities' other instances, need to put forward under consideration that people have to educate themselves on the need to promote cordial relationship, viable interaction with the view to knowing each other feelings, differences, working together to establish a joint identity for peace to reign everlasting. In normal interaction, conflict is bound to occur either positively or negatively to the interacting people. What do we mean by the positive peace? Positive peace is characterized by a situation where individuals or groups can live in a manner that facilitates the development of their full potentials per their needs and wishes. With regards to positive peace, social institutions do not allow or promote economic exploitation, state of poverty and political repression. What is negative peace? Negative peace connotes the absence of war or other associated forms of directly organised violence such as physical harm. In view of that, negative peace, therefore has to do with the destructive of state of atmosphere.

Education in Perspective

Education is vital for the security of the world. Education is the light of darkness, a pillar of all development. Scholars in various disciplines dwell on conceptualization of what education is all about. In the contemporary definition, education encompasses certain development of the whole man; soul; body; intellectual emotion and physical well-being. This definition attributes the significance of education to overall existence of mankind which without it, remain in darkness (Musaazi, 2010). It is believed that education is paramount an obligation to everyone to transmit from one generation to the next for the essence of accumulation of wisdom, imparting knowledge, acquire skills, acceptable values and attitudes, knowledge of the society, to prepare the young one for the future challenges ahead and to become useful member of the society together with active participation of overall development. Education is an instrumental resource and a means of achieving the wider objectives of human and national development in particular (Musaazi, 2010).

Peace Education an Overview

Education plays a pivotal role in the attainment of solid peace. This is because without peace there will be no concrete transmission of meaningful and fruitful knowledge. There are some assumptions and a number of approaches to peace education which put toward by leading authority in regards to this field. These approaches examined peace education as a process of knowledge-based subject that can be directly taught in the school curriculum or a set of skills and attitudes that can be explicitly taught or more subtly infused in a variety of educational contexts. In this regard the assumption is that peace education combines knowledge, skills and attitudes, or a process that prepares young ones for optimal global challenges, responsibility, enables them to understand the nature and implications of global interdependence. It helps them to accept responsibility to work for a just, peaceful and viable global community at large. The point of argument here is that peace education is perceived as stewardship, citizenship education, awareness for inter-group harmonious relationships and a means to an end or addressing both overt and structural violence in the society (Reaedon, 2017).

Peace education is the process of equipping learners with tools for developing knowledge, resourceful skills, acceptable values and worthy character and attitudes needed for resolving interpersonal differences and conflicts in non-violent ways and in living peacefully with oneself, others and the environment (Oluwatoyin, 2016). Peace education has to do with planning strategy of eliminating the conflicts and violence caused by in justice, inequality and human rights, violations, and implementing the ways and means of reducing the same through appropriate teaching and learning tactics by means of producing responsible global citizen to attain and spread the peace in the world. In a nut shell, peace education is a goal of education and also is a mechanism for the transformation from a culture of violence to a culture of peace through a process of “conscientisation” (Bernard, 1957).

Peace education deals with resolving, solving conflict of intrapersonal, interpersonal and intergroup or intercommunity levels without rancour or violence. It involves conflict

resolution process, conflict management mechanism at local, national and international levels. It is a mechanism of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level (Oluwatoyin, 2016; UNESCO, 2015).

Regan (1993) distinguished between peace studies, peace education, and peace campaigning. Regan, shares the view that ‘peace studies’ covers the content areas of peace education, including values underlying peace, violence and war, non-violence, economic and social justice, environmental protection, and participation. Drawing from the above definition, ‘Peace education’ is more concerned with methodology and attitude formation. It also involves presenting differing views of the causes and possible solutions for conflict, enabling debate about controversial issues. ‘Peace campaigning’ has to do with encouraging students to take part in grassroots social change processes, and sees taking action as essential to the learning process. These three approaches, taken together, integrate the development of knowledge, skills and attitudes with an orientation towards active participation.

The potential aspect of peace education has always been regarded as a tool that empower human sustainability in terms of socio-economic, socio-cultural and to some large extent socio-political developments of the state. For a state like Nigeria to achieve human sustainability coupled with economic security and technological development unless there is effective and sustenance of peace education in all ramifications.

The Relevance of Peace Education Towards Economic Security

The Conceptual Framework of Economy

For better conception, the economy of any state whether small or large no doubt involves economic process which has to do with monetary system, growth of commerce and industries coupled with harnessing of resources and nature endowments utilized by the state. A viable economy comprises the smoothness of the existence of manufacturing sectors, assure supply

of raw material to feed the demand of the industries. Agriculture is the backbone of any state economy because it serves as the supply chain of production and distribution of raw material for the manufacturing sectors. It is an instrument for jobs creation and for economic growth. Economic growth involves trade policy, equality of human capital, physical accumulation and notwithstanding, economic freedom to choose and supply resources, competition in business, free trade with others and secure property rights as representing important ingredients needed for achieving peaceful economic growth for sustainable security development (Kezeem, 2014). For effective and speedy economic development of any country there must be new changes in production structure and introduction of new products, new techniques, new processes of production, raw materials, new energy sources. Apart from that, changes also have to take place in chain of distribution and factors of production.

In realistic term, the contemporary economy deals with translation of physical changes on socio-economic setting of a common man not digits on paper. That is to say changes on curbing state of poverty to a more human productive stage where everyone utilizes and harness enabling environment to earn a living.

The Idea behind state of Security

No one wishes to fight with elements of security or dare its core significance as a whole. The fact is that, security provide sense of belonging, of stability and by and large a sense of new direction for effectiveness. People who lack basic security in themselves, in their family, in their working places and in their community tend to become socially irresponsible. The argument here is that they tend to lose a sense of moderation and behave opportunistically, therefore, when people confronted with mass insecurity, ironically, always bred intolerance, extremism and violence (Organization, 2005).

The issue of security is everyone concern not only by the security agencies' mandate to impose it, but, also at group, local and state levels in general. Everybody must be security vigilant whether direct or indirect for greater safety. Security alone cannot be solidifying

unless insecurity is checked and tackled with viable strategic planning. Security is often linked to three overlapping ideas — participation, agency and empowerment. Participation is seen as the opposite of passivity and social exclusion, agency is seen as the opportunity to make choices on life events, including participation, and empowerment is seen in much the same way (Case, 2014).

What is insecurity?

This is a question that need a long breath for one to attempt to explain in its broader sense. There are notions attached to the answer of human insecurity which overlap and relatively important, that is, ‘poverty’ and ‘inequality’, one could have one without the other. On the other side there is overlapping between ‘inequality’ and ‘insecurity’ because the two variables are integral to one another. In essence, some community might have been confronted with either social, economic or political inequality in their remote environs, but they are not actually poor. Others may feel relatively secure in themselves even if they are poor in an income or property sense. But is beyond reasonable doubt that income, poverty and inequality are major actors of the incidence of insecurity (Organization, 2005).

Ironically, insecurity is instrumentally a bad omen. It induces people to be less innovative, more inactive, unproductive then expected, and to some large extend people decided to take productive risk-taking options. However, it shortens people’s time horizons, makes them more opportunistic and narrows their choices. It led to destruction of peoples’ lives and properties worth billions of Naira not only in Nigeria but in some other parts of Africa. Insecurity led to the establishment of numerous camps of internally displaced persons in many parts of Northern Nigeria. The indicates that Boko Haram insurgents caused a lot of havoc on the state ‘such that it harvested a total of 54, 311 widows and 52,311. Orphans (World Bank, 2018). It induces temptation, desperation, prostrations leading to recruiting many people into all sorts of crimes because of uncertainty of the secured future. It equally developed uncertainty and accentuates vulnerability.

The Perspective of Economic Security

There is this notion that basic security is necessary, because without it, motivation to work, to learn and develop capacity can fade away, and self-confidence will be negated. In an ideal situation without it, people lose control over their lives and lastly become more dependent than ever. From the perspective point of view of international labour organization affirmed that economic security has to do with other indices or apparatus of economic growth because human freedom and dignity matters to every human being. Equally to that economic security is compose of basic social security which include access to basic needs, infrastructure, pertaining to health, quality education, access to free information, social protection of job security as well as work-related security. Can basic social security become realistic if provision of elements of peace is eroded? The answer is no. When government cannot afford to provides social security and human freedom certainly there is bound to be relatively absence of peace on human growth and national development.

The Components of Economic Security

Income Security which has to do with constant, perceive and expected income, either through earned one or in the form of social security and other benefits.

Representation Security refers to both individual representations which is about one rights enshrine in the law as well as individual access to institutions while collective representation means right of any group to be represented by a body that can bargain on their behalf and which is independent sufficiently competent to do so.

Labour Market Security is concern with the available and adequate income-earning activities. The aims of the policies behind this kind of security have included full-employment oriented macro-economic policies, the creation of employment agencies and related services.

Employment Security means absolute protection against loss of income-earning work. In case there are unfair treatment, arbitration dismissal, the organization and countries should protect wage and salary for workers. For the self-employed, it means protection against sudden loss of independent work, and or business failure.

Job Security entails the presence of niches in organizations and across labour markets allowing the workers some control over the content of jobs and the opportunity to build a career.

Skill Reproduction Security includes workers access to basic education as well as vocational training to develop capacities and acquire the qualifications needed for socially and economically valuable occupation (Organization, 2005).

The Role of Peace Education Toward Economic Security

Peace is eminent for meaningful progress, cohesion and co-existence to any state in general. When people learn on how to live in peace with one another, the interaction will be cordial, yielding positive result because no tangible achievement can have produced if the enabling environment is not conducive for smoothness of business activities, for entrepreneurship development and social activities to take place. Violence and conflicts negate economic growth because the provision of human security has been altered or destroyed partially. In essence, the actual cost of peace is highly valued and precious such that one cannot afford to lose the chance of being peace. It is considering precious and fragile because the worst of peace is per better than the best war. In essence the occurrences of turmoil and structural conflict in the North-East, North-Central and North-West of Nigeria are typical example of violence tore zones. In clear term, the economics of above mention zones during the violence devastated if not standstill for some time before it recovery.

Peace education is paramount in the sense that it creates conducive environment where people have freely access to natural resources and other endowments for economic growth. People go about their farming activities to supplement food production to ever increase population. Peace provides more assured supplies of food, not just that peace stimulates degree of urbanization, specialization and supports the ever-increasing population. It is clear fact, agriculture is the main stay economic activity in the larger part of Northern Nigeria (Shehu H. a., 2016). When there is peace agriculture contribute immensely toward a national growth with the provisions of large quantity of food production and job creation which addresses

restiveness, joblessness among the teaming youth. Thus, it tackles both social and economic insecurity among growing population in the country. Peace education provides resourceful knowledge, skills and ideal to embrace peaceful co-existence. Peace education transformed economy, create more attraction for foreign investment, established potential manpower through growing manufacturing sector, changes in employment pattern due to guarantee of safety of life and properties. Every successful businessman at the end of the day wants to make a profit when the business is successfully transacted. But whereby his target of making a profit is not foreseen, his interest is automatically discouraged.

War and conflict cause devastation and surely decline economic activity of the state. For instance, the Boko Haram destruction, devastation create a vacuum that will take many years for the nation for economic activities to resuscitate. It creates horrible life, fear and insecurity in the minds of many residents of Maiduguri. It led many people, traders to search for safe place and had to be relocated. Peace has relatively stated evolving in regard to perspectives interventions from all directions. The economic security has state taking a new phase. Another typical example is Jos, Plateau state where communal clashes, political upheavals and religious cleansing created social and economic tensions as a result of frequent violence for many decades.

Providing enabling environment coupled with giant strife of mobilizations, campaigns and advocacy for peace education by government, non-governmental organizations, together with giant effort of religious bodies who made a crusade possible in ensuring embracement of oneness, tolerance with one another, also to imbibe the culture of peace among diverse ethnic groups in Plateau State. The result is yielding fruitiness because peace is restored in the state. Kaduna is another battle ground for constant inter-communal crises, inter-religious enclave and reprisal which affect all facets of life include commercial and religious activities of the area for many decades (Cynado, 2012).

The governments at various level of these states have taken a proactive measure in ensuring peaceful co-existence among various ethnic groups and religious institutions as well. Advocacy campaign is still going on for proper solutions, addressing issues in relation to the need to understand individual differences, feelings, aspirations, philosophy as well as cultural differences with the view to achieve common goal (Cynado, 2012). Taraba, Benue, Katsina and Zamfara states where all places of conflict tore zone with eroded economic potentials. This is because a lot of communities in the area were deserted with unpredictable future, (as a result of farmer-herders conflict, banditry, TV and Jukun centuries crises).

The community sensitization, awareness towards peace building and national cohesion; gradually peace has relatively started to evolve due to holistic approach of peace process mechanism that involve the states, federal and all relevant stakeholders exclusively. It has been declared by Defence Headquarters (DHQ) that the ethno-religious conflicts, Herders/Farmers clashes, Banditry, Kidnapping, Cultism and tribal militias in violence-prone states of Benue, Taraba and Nasarawa have now been subdued (Headquarters, 2019). Kano is not exceptional of such crisis in this dimension. Kano is well known as the heart of commerce and industries in the Northern Nigeria. But why is this so? The reason behind might be connected to Kano accommodate everyone in respect of their socio-cultural or religious background. Though during Boko-Haram disturbance, Kano was confronted with challenges holistically which become a history. The past administration and the current one provided a provision of an open-door policy for integration, economic growth not only for the state but also for greater national growth.

The Relevance of Peace Education to Quality Education

The Conceptualization of Quality Education

From the perspective point of view quality means, perfection, standard and excellence in terms of learners' satisfaction as well as fulfilment of the need of the society. Thus, quality education involves the process that satisfies basic learning needs and enriches the lives of learners and their overall experience of living. Quality education opens up new vista of development of

humanism. It transforms human being into noble souls and an asset to the universe. Quality education enhances dignity and self-respect of human beings (Nakhat, 2016). Quality education provides people with the knowledge, skills attitudes and creativity needed to solve problem locally and globally, and actively contributes to the sustainable and democratic development of societies (Susan, 2016).

It is imperative to say that peace and access to quality education are inter-woven, because acquiring learning, resourceful knowledge and useful skills cannot be imparted if wars, violence and conflicts engulfed the immediate environment. Wars and other forms of interpersonal conflict clearly have an impact on the learners' mental health and their ability to learn. A good example is Boko-haram destructed social and economic activities in Borno, frequent attacks by bandits in Katsina, Kaduna, Niger and Zamfara states. Communal reprisal in Taraba and Benue states as well as violent act surely caused harm, obstacle and hindrances towards accessing quality education in the affected communities. The Chibok, Dabchi schools' girls' and other schools' abductions in Kaduna, Katsina and Niger all truncated their chances for accessing not just quality but sole education of itself.

It is when there is peace and security that one can travel far in search of acquiring knowledge and skills. Usually, schools and institutions of learning environs should supposedly remain peaceful for the objectives of education to be achieved. When Boko-Haram attacked University of Maiduguri many students abandoned their studies and for the intending ones have to changed their minds to more peaceful learning environment. The core educational value of the prestigious University eroded. Thanks to the government for taking proactive measures. In historical antecedent Ahmadu Bello University, Zaria at a time remained a chaotic environment. It was bedevilled with consistence crisis of un-necessary strikes and for that social milieu, students were not sure of how many years to spend before graduating from the institution. Now the University and the community around it has remained peaceful, co-existence and the environment is secured. ASUU Strikes over the decades also truncated and

destabilized students' studies even though government at all levels share the blame. Peaceful schools and institutions are unequivocally good for education, for learners, students and for peacebuilding (UNESCO, 2015).

For education to lead peace or peace to lead education, it must support transformation processes related to security development. In a nutshell, peace education provides opportunities for continuous reflection and professional development of all educators in relation to issues of peace, justice and rights. The relevance of peace education is paramount to quality education because it includes among others things the realization of the rights of every child, gender sensitivity, responsiveness to diversity and the promotion of quality learning outcomes.

Peace Education a Panacea for Economic Growth and Educational Development in Sokoto State

In historical epoch, the town Sokoto existed even before the advancement of the Jihad as a small settlement, but its position then is less significant until when Muhammadu Bello decided to occupy the settlement in 1809 and converted it as his military and defence headquarter in the execution of the jihad of the nascent Islamic empire. Later, it became one of the largest ever Islamic headquarter in sub-Saharan West Africa (Sale, 2013; Shehu H. , 20119). By the middle of the 19th century, Sokoto became the focus of interregional trade in agricultural products, live-stock and cotton with goods supporting Urban Rural networks conveying into city.

The Caliphate has served as powerful agent for a tremendous and continuous expansion and sophistication of trade routes conveying to central Sudan. Urbanization in the central Sudan was another social development which had also received a big boost as a result of the establishment of Sokoto caliphate. Urbanization was already an established feature of life in the territory and in the 19th century there was a tremendous increase in it. This was because very many new towns were established and numerous 18th century villages were enlarged all to serve as centres of the new Emirate and district administrations, and also as

centres of commerce. Some towns began as frontiers defence posts of the Sokoto Caliphate and later developed in to administrative centre (Shehu, 2019).

At several occasion, Sokoto become a province during the colonial era when the town was finally captured by the British forces on 15th March 1903. The imposition of colonial rule no doubt brought about certain developmental changes such as Western Education, Western type of Administration, Judicial policy, financial control together with some changes on socio-economic patterns of the society. As the struggle proceed, the post-independence events led to the its emergence as the capital of Northern-Western states of Nigeria. The creation of states in Nigeria in 1967 and the changing status of Sokoto town from a provincial headquarters to a state capital have brought about certain changes in the socio-economic life of Sokoto town and its environ. A lot of progress and development emerged as a result of changing status of the state capital and gradually experienced expansion in all ramification. The expansion having to be as a result of enormous wealth by the state and coupled with transforming it institution into urban infrastructures. The huge investment in projects surely aided the dynamic industry that demanded massive semi-skilled and unskilled labour within and outside Sokoto environs (Ibrahim, 2013).

Sokoto State for century is known as the most peaceful state in northern Nigeria if not the whole country. The reason for these remarks is because of consolidation of solid peace inherited from its founder. Peace and economic security had enabled the private small-scale enterprises continue to increase day-by-day in Sokoto town ranging from manufacturing to wholes sale, retailers, warehouses like that of *Dangote, Paterson Plc, Kofar-Kade* Investment among others all situated along Abdullahi Fodiyo road, operating in a conducive atmosphere without any rancour. The city of Sokoto had taken a new dimension due to presence of services which determine the degree of development of any town in modern time.

The reign of peace coupled with economic security pave way for which people from all works of lives flock into the town in order to secure jobs and earn enough income to survive

the urban type of life. The Sokoto of 1960s is not the same as contemporary one because so many developments had occurred which change the face-looking of the city especially places like Emir 264ahaya road where modern plazas with digital economic activities conquered the area. *Sahara, Kasuwar Kanawa, Ahmad Bello Way* where also part of the rapid commercial development from different direction. Apart from that there was growing of numerous outlets, Mini-marts and Malls along *Gawon Nama, Bauchi Road, Gusau Road* etc. The relationship is cordial among different ethnic groups irrespective of their religious and cultural background. From historical perspective, Sokoto was handed down a blissful legacy from its founder because within one hundred years of its survival the caliphate left an exemplary model by creating enabling environment for peaceful co-existence with everyone. This could not be achieved if there is total absent of peace and security in the state.

In the light of peace in Sokoto, it indicates that contact with the Christian European, the level of tolerance and accommodation exhibited during the period by the caliphate leadership is a testimony and worthy of emulation in the contemporary era. In the present events the same spirit of hospitality and generosity has been applied to all ethnic groups who lived without discrimination, going about peacefully as brother's keeper of one another without records of conflict or violence for century (Janaidu, S.A. and M.U. Bunza, 2014).

The Contributions of Peace Education Towards Access to Quality Education of Tertiary Institutions in Sokoto State

Ever since the creation of Sokoto as a state, there had been rapid peaceful development among all strata education is exclusive. Although in recent time, some states experienced horrible menace of Boko-Haram in Borno, banditry in Zamfara, Katsina; ethnic cleansing in Benue and Taraba. The religious bigotry in Kaduna bedevilled their socio-economic and political affairs which require holistic approach to curtail it errantly. The situation in Sokoto State is un-comparable if compare to above states in fragile situations. The past administration and the current one has followed the same patterns of strategy of peace mechanism handed down by the legacy of the Caliphate. Youths in Sokoto State, at any given period, involve in any

conflict resolution programme whether at community level, at religious institutions and by and large at educational institution where all calibre of youths are found for better understanding culture of living together (Mustapha, 2018).

In her efforts to strengthen the education to a more qualitative one, the state government mandate all the tertiary institutions in the state (Umaru Ali Shinkafi Polytechnic, Shehu Shagari College of Education, Schools of Nursing and Midwifery, College of Agriculture, Legal School and Sokoto State University) to include peace education as part of their curriculum content in General studies so as to provide students with extra knowledge, skills, moral values of understanding conflict resolution; peace process and how importantly they are in fast tracking national cohesion, integration and cooperate existence not only for the state but for country at large. The introduction or inclusion of peace education in the state's tertiary institutions has yielded tangible result because more than three decades now there is no single violence or riot which can trigger unbearable condition. Meaning to say peace education has inculcated self-esteem, discipline, morals on the life of students. The graduating students from those institutions in the state are proud wherever they found themselves because of self-discipline inculcate in them.

It is beyond exaggeration to say the tertiary institutions in the state are free from all sorts of social milieu including Drugs Abuse and Cultism. The managements are trying their best in the maintenance of law and order of their respective institutions. The success will not be achieving if state government did not provide economic security and human security strategically.

CONCLUSION

The peace which Sokoto is enjoying could not be actualized, quantified without the relevant stakes' holders involved. In real sense, the government, host community and settler communities are the critical stake holders in synergizing optimal economic security, building cohesion and cooperative society for greater growth and development. The religious

institutions are not left behind in this crusade of peaceful co-existence in the state. Sokoto State is fast growing in many perspectives as such the security of the state is uncompromised. The traditional institution played a significant role in cementing ideal culture and tradition for assimilation to take place. This is to say, there are inter-marriages and kinship between host and settler communities which buttress speedy socio-economic activities within and outside the city of Sokoto.

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