Conflict and Xenophobia in Africa: Implications for Peace Education

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This paper examined conflicts and Xenophobia in Africa, vis-à-vis the role played by peace education in mitigating these crises. With growing leadership crises and economic constraints, conflicts and xenophobia have evolved. The study adopted a Documentary analysis approach. The study was further guided by cultural relativism theory. The study findings would be significant to policy formulators. The results of the survey revealed that conflicts and xenophobia are politically and economically motivated. It was concluded that conflicts and Xenophobia hindered development in Africa. The study suggested the inclusion of peace education in school curricula at elementary and secondary school levels in Africa.

Keywords: crisis, ethnicity, development, imperialists

INTRODUCTION

According to the Collins English Dictionary (2020), conflict is severe disagreement and argument about something important. This implies that when people or groups conflict, they seriously disagree and don't arrive at an agreement. Besides, various scholars (Bright-Brock (2001), Eminue (2004), Nwosile et al. (2005), Omotosho (2004), and Williams (2000) view conflict differently. However, the emphasis that conflicts are violent and inflict injures, leading to loss of human lives. On the other hand, Collins (2020) defines Xenophobia as a strong dislike or fear of people from other countries. In this study, hatred and anxiety are related to black South Africans, and their counter black people from other African countries.

With the formation of the Organization of African Unity (OAU) in the early 1960s, African states agreed to strengthen their relationship at continental and regional levels. The primary aim was a drive for liberty. With most of the African countries attaining independence, there was a shift to regional economic cooperation and trade. The regionalization did not only address economic development and business but also conflict issues. Organizations such as the African Union (AU), the Economic Community of West African States (ECOWAS), the Intergovernmental Authority on Development (IGAD), and the Southern African Development Community (SADC) emerged to address security issues and economic development. The emergence is as a result of the cooperation of countries in specific regions. Subsequently, regional organizations appeared to redress security issues and economic development. With growing leadership crises, conflicts have developed in various areas leading to political unrest. Leadership issues have led to security issues being focal points of concern. As a result, peace agreements have been initiated and signed. However, there are challenges affecting peace initiatives and development in Africa. Particular attention is given to the crises in the Central African Republic, Rwanda, DRC Congo, Ivory Coast, Egypt, Chad Angola, Sudan, Kenya, Zimbabwe, Nigeria, South Sudan, Uganda, Somalia, and South Africa. These countries cut across central, western, northern, southern, and eastern regions of Africa. Hence, they give a real picture of conflict and Xenophobia in Africa. Conflict resolution and

peacebuilding processes are essential in solving African problems. The root causes of conflict are poverty, illiteracy, and poor health. Peace, therefore, focuses more on developmental programs. The other side of programs is good governance and political stability. However, the prospects are hindered by corruption connected to natural resources wealth, weak and opposition, unemployment, and inequality in revenue allocation. Electoral violence, regionalization, ethnicity, and rebel movements sponsored by external or neighboring countries illustrate the further threat to peace. The discovery of new energy resources poses threats to peace in Africa. With economic constraints, Xenophobia has emerged and is evident in South Africa and has spread to other regions in continental Africa. Religious militants like Boko Haram and Al Shabab have emerged and contributed to continental conflicts.

Wadinga (2013) notes that colonial imperialists fueled conflicts in Africa. The divide and rule policies of the colonial government established ethnic differences. This was for the benefit of the imperialists. African ethnical groups were at war at the benefit of colonialists who had to take raw resources from Africa to Europe for the established industries from Africa. Aremu (2010) noted that conflicts in Africa fall under two broad categories: internal and international conflicts. Internal conflicts or interstates conflict is internally motivated by governmental authorities of a state. Mackatiani et al. (2014) were consistent with the studies when they noted that disputed elections lead to violence and tension between various ethnic groups. Within a country, some groups might be dissatisfied by the way political leaders run the government and seek to overthrow the leadership. Rwanda, Central Africa Republic (CAR), Liberia, Angola, Kenya, Zimbabwe, South Sudan, DRC Congo, and Angola. Burundi, Nigeria, Ghana, Libya, Chad, Egypt, and Ivory Coast have experienced internal conflicts. There is also discontent in Cameroon between the Francophone and Anglophone regions. Besides, crises loom in Togo following the disputed presidential elections in February 2020. International conflicts or interstate conflicts are externally motivated. They take place between two or more states. Examples of international conflicts occurred in the Democratic Republic of Congo (DRC), Tanzania, Uganda, Rwanda, Burundi, and Sierra Leone. It is also experienced in Kenya and Somalia when Kenya invaded Somalia to counter the Al Shabaab terrorists. It also had to involve African Union forces and American forces. External powers also support the Al Shabaab terrorists. Authorities beyond these countries sponsor Boko Haram terrorists who cause problems in Nigeria and Cameroon. Conflict is also looming in Benin following a formal request by the president for bank reserves his country deposited with France. It is anticipated that France might support opposing factions to retain the bank reserves.

Terrorism in Sub-Saharan Africa was linked to liberation movements by imperialists. Liberation movements like MAU MAU in Kenya, African National Congress (ANC) in South Africa, National Union for the Total Independence of Angola (UNITA) in Angola, and FRELIMO in Mozambique were listed as terrorists. Besides, the lord's resistance army (LRA) in Uganda was also termed as a terrorist group. However, with the attainment of independence, there has been a shift to the terrorism approach. Terrorism received global attention in 1998 when militants trained by Al Qaeda simultaneously attacked Nairobi in Kenya and Dare Salaam in Tanzania. Since then, regional and national networks of terrorists and insurgents developed. Terrorists are associated with religious extremists. Globally, Al Qaeda and Islamic states are religious extremist groups. Al Shabaab integrated with the Al Qaeda network in 2008. However, Roggio (2013) noted that Boko Haram had reached another jihadist in the Islamic Maghreb (AQIM). However, with the attainment of independence, there was a new turn. The purpose of these linkages is to receive flows of financial resources that sustained these groups.

The occurrence of xenophobic violence in South Africa can be attributed to having been motivated by the ills of apartheid. With the collapse of apartheid, a new era of aggression was ushered in South Africa. The attack being witnessed is between local populations and the growing migrant population. However, violence targets only a migrant population of African descent. The violence has infiltrated South Africa due to social, political, economic, and cultural factors. It is a spillover of the practice of the apartheid regime. This is in light of Džuverovic (2013), who notes that discrepancies between expected economic conditions and reality fuel the feeling of frustration that precipitates violence. Besides, ethnicity has taken a role in xenophobia violence. Africa, with many ethnic groups, would react on ethnic lines. The violence

is directed towards African migrants who are perceived as a hindrance to the accessibility of South Africa's economy.

As observed by Mackatiani et al. (2014), conflict resolution and peacebuilding processes are essential in solving conflicts in Africa to pave the way for development. The development entails positive economic trends and politically stable governance. However, with corruption, weak economies, many ethnical groups, and divided opposition political parties, continental peace is still threatened. Therefore, there is a need to apply Johan Galtung's core concepts in Peacebuilding to be reinforced in Africa. The ideas should be used to redress the problem of conflicts in Africa through the adoption of peace education in the school curriculum.

OBJECTIVES OF THE STUDY

The purpose of this study was to examine conflicts and Xenophobia in Africa vis-à-vis the role played by peace education in mitigating these crises. The following specific objectives guided the study:
- Examine the causes of conflict and Xenophobia in Africa
- Discuss peacebuilding initiatives in Africa.
- Assess the role of peace education on conflicts and Xenophobia.

STATEMENT OF THE PROBLEM

The colonial governments initiated conflicts in Africa through the policy of divide and rule. However, after the Second World War, most African countries attained independence. Though most of the African states achieved independence, conflicts are still rooted in independent Africa. OAU was formed in the early 1960s to spearhead freedom and peace. African countries agreed to strengthen their relationship at regional levels. The regional Organizations such as ECOWAS, IGAD, and SADC were formed to address security issues and economic development. With these structures in place, conflict and Xenophobia are still persistent in Africa. It is in this view that the study surveyed the conflict, Xenophobia, and the possibility of minimizing them through peace education.

SIGNIFICANCE OF THE STUDY

The study might be significant to Sub Saharan Africa, as the findings would be used by curriculum planners on how to include peace education in the National Systems of Education in Africa. Curriculum developers would use measures identified in the development of curriculum on peace education. Findings from this study may also provide suggestions for minimization of conflict and Xenophobia to be shared with people involved in the research and the public at large. Finally, the findings of the study may further add to the growth of knowledge on quality national education systems. This study may add to the current research findings and literature on conflict and peace resolution. Besides, it might help future researchers while identifying priority areas in which to carry out more research. The results may, therefore, be of interest to researchers in conflict and peace development. Finally, the study might be significant to the field of comparative and international Education as it provides data on the relevance of peace education as a mitigating factor in conflicts and Xenophobia.

THEORETICAL FRAMEWORK

The theory of cultural relativism guided the study. Cultural relativism has a basis in philosophical discourses about the differences between reality and relativism. Cultural relativism is linked to the fact that truth cannot be identified, but it is only related. It is manifested only in customs that vary from one society to another. The focus is on the interpretation of concepts that exist in non-Western cultures. The ideas are understood in the languages of various cultures. Ethnicity is, therefore, prevalent in Africa. The

ideology of cultural relativism makes one understand social practices, ideas, and beliefs in the context in which they naturally occur. It is the various cultures that contribute to conflict and Xenophobia.

RESEARCH METHODOLOGY

The study adopted a Documentary analysis where documentary evidence to support and validate facts stated the research was obtained. The continental and global sources of documents on conflict and Peacebuilding were surveyed. Global and African peace and security architecture were also examined. Initiatives by the United Nations on conflict and Peacebuilding had to be analyzed. The prospects that have arisen due to friendship were assessed. Challenges that occur due to peace initiatives were analyzed. Particular attention was given to the crises in the African regions of central, west, east, and south. Electoral violence, regionalization, ethnicity, and discovery of new energy resources as threats to peace in Africa were surveyed.

In-depth analytic reading and review of these written materials on conflict, Xenophobia, and Peacebuilding was done. The data was analyzed and interpreted through the examination of these documents and records relevant to the role of peace education in conflict resolution. The researcher extracted relevant statements of facts to validate the individual research objectives of the study. The objectives of the study were to: Examine the causes of conflict and Xenophobia in Africa; discuss peacebuilding initiatives in Africa; and assess the role of peace Education on conflicts and Xenophobia. Discourse analysis and interpretative analysis were conducted to capture meaning from the texts. The dependent variables of conflicts and xenophobia were surveyed. The independent variables investigated included political leadership, economic constraints, religious extremists and ethnicity. The intervening variable of peace education and the role it plays in conflict resolution was also addressed.

DATA SOURCES AND DISCUSSIONS

This section on data sources and discussions interrogated causes of conflicts, terrorism, and Xenophobia in Africa. Peacebuilding initiatives and the role of peace education on conflicts and Xenophobia were also surveyed.

CAUSES OF CONFLICTS

Conflicts in Africa are attributed to multiple factors. These factors include borders created by the colonial powers, numerous ethnic groups of African states, political leadership, and dependency. Alabi (2006) noted that the colonization of Africa by European powers in the 19th century created governmental units that divided various ethnic groups in some cases and combined rival groups in others. Colonial powers drew the present boundaries of African states on an ethnical and cultural basis. However, some were lumped together. The rival cultures had to cohabit within the same country. These states were heterogeneous. They were not homogenous. The decision was taken in Europe. This was based on the divide and rule policy of colonial masters. The purpose was to create rivalry amongst various African ethnic groups for their effective administration of the continent. After independence, the African governments could not make any adjustments. The structures that existed did not satisfy the aspirations of various cultural identities and self-determination of different ethnic groups that co-existed within African countries. Despite this, dissidents emerged and were harbored in these borders. Armed guerrillas developed, and it led to both internal and inter-state conflicts.

Also, a significant cause of African conflicts is attributed to ethnicity. Africa has got many tribes. Political leadership is skewed towards tribal alienation. The European concept of a nation is new to Africa. Cambridge English Dictionary (2020) defines a nation as 'a large group of people of the same race who share the same language, traditions, and history. Also, people share common economic interests amongst them. These features don't exist in many African states. Africa has witnessed many separatist movements on ethnical lines leading to attempts of secession. These attempts have been evident in

Katanga in Zaire, *Biafra* in Nigeria, Kenya, Uganda, South Sudan, Zimbabwe, Sudan, Ethiopia, and Somalia. Thus it came about that it was Sudanese troops who played a large part in the coup, and Sudanese officers commanded vital positions in the subsequent military regime. The use of foreign forces in such cases tends to exacerbate the cruelties and abuse of human rights inflicted on the civilian population, for these troops feel little affinity on the people they are sent to control.

Bad governance has contributed to the conflict in Africa. Poor leadership has affected political integration and unity in all African states. African political leaders are weak. They don't tolerate criticism. This has led to corruption and anti-patriotism that has hindered national integration and socio-economic developments. Their attitudes have led to widespread violence. This conforms to Adedeji (1999), who notes that African countries lack leaders who are unifiers and chiefs who can pursue a policy of inclusion rather than exclusion. Due to poor leadership, corruption has severely affected Africa. Leaders and their cronies embezzle and misappropriate public funds. This has led to a negative impact on the socio-economic development of Africa. It has paralyzed economic development. Africa's resources are poorly managed, leading to militant nationalism against leaders.

Poor governance in Africa has led to neo-colonialism. There is a lot of foreign involvement in African conflicts, both intra-state and inter-state. This is due to foreign interests in infrastructure and economic integration. The demand for minerals and especially petroleum, has resulted in a hunt for land and exploitation of the resources in Africa by developed countries. The initiative has led to the discovery of oil and gas primarily in Southern, Eastern, and Western Africa.

As a consequence, conflicts, both internally and externally, have risen. Countries that are threatened with conflicts include Angola, DRC, Namibia, South Sudan, Kenya, Mozambique, Nigeria, and Ghana. Developed countries look for markets within the continent. They also source for raw materials and services from Africa. They use divide and rule policy to fuel violence amongst Africans and exploit natural resources of Africa.

CAUSES OF TERRORISM

Robert (2009) has identified several causes of terrorism. However, this study identified only four causes. These causes of terrorism are relative to causes of conflict. The causes include borders meant to be broken, poor governance, a continent saturated with weapons, and natural resources. Boundaries created by colonial masters have contributed to terrorism. Europeans divided up Africa with no attention to cultural groups that were living in the same region. This led to the displacement of these groups. The Somali ethnic group is a good example. They were dispersed among British Somaliland, Italian Somaliland, French Somaliland, and Kenyan Somalis. This situation has led to terrorism in order to create a united Somalia. Sudan had had a wave of civil wars between the Arabic and Muslim north and the Christian south.

Poor governance in Africa has contributed to the upsurge of terrorism. Most leaders in Africa are dictators. Countries that masquerade as democracies are corrupt and inefficient. These states provide a culture for extremism to take root. With the attainment of independence from colonial rule, there was self-determination to fulfill their dream of choosing their own destinies. However, these people never fulfilled their dream. Most African governments have become long-term, one-person autocracies whose rulers stay in power through corruption and intimidation. Cronyism and nepotism are deeply rooted in these countries. People fill government positions without merit. Subsequently, governments don't implement policies for socio-economic development. The inefficiencies create fertile ground for terrorism to breed. Besides, Africa is a continent saturated with weapons. Weapons manufactured in developed countries have found their way in Africa. This is as a result of these countries proving their military prowess. It is also as a result of spreading their political ideologies to Africa. Besides, weapons find their way in Africa as a result of controlling Africa's reach of natural resources. Weapons are also smuggled to Africa by criminals. For terrorists, arms trafficking offers finance to their organization. The terrorists are also accessible to firearms for their use.

Africa is rich in natural resources. However, the resources have become a curse than a blessing. Wars have been fought in regions that are rich in mineral deposits. The areas involved include DRC, Angola, Côte d'Ivoire, and South Sudan. The minerals, including oil, are extracted by developed countries at the expense of the indigenous people and exported as raw materials. Oil-producing nations in Africa rent their oil resources to multinational oil companies. The political leaders who rule the government use the oil money to maintain their status quo. The money, instead of being used for economic development, is used to finance the security apparatus. The security apparatus sustain the corrupt elite on top through violence and intimidation. The dissatisfied groups organize themselves in militant groups to counter the steps undertaken by the government.

CAUSES OF XENOPHOBIA

Causes of Xenophobia are linked to the deprivation theory. This theory relates violence to economic inequalities. The implication is that people from disadvantaged areas display negative sentiments about migrants. Most studies on Xenophobia (Frempong, Ma & Mensah, 2012; Nel, Kistner & Van der Merwe, 2013; Thomas & Quinn, 2007) reveal that violence is predominant in disadvantaged locations (rural mining) in South Africa. This is reflective of the xenophobic patterns in specific areas in South Africa. Xenophobia hasn't been witnessed in educational institutions of higher learning. This is an indication that the majority of the students in universities are economically stable. Therefore, they are not exposed to the economic irregularities that promote xenophobic sentiments. Besides, students in these institutions are enlightened and informed on to apartheid and life expectancy.

According to Pineteh (2017), aggressive responses to migrants' residency have been frequently linked to competition for limited jobs, housing, and business spaces. This implies that South Africans view migrants of African descent as a threat to these emerging conditions. Kersting (2009) notes that low-income areas (informal settlements, townships, and other underdeveloped regions) are hotspots for Xenophobia. These low-income areas are connected to the high levels of poverty and socio-economic insufficiencies. The informal settlements are typically inhabited by low-income populations, mainly natives and migrants of African descent. Both categories strive for meager economic opportunities and social services.

PEACEBUILDING INITIATIVES

Conflict resolution in the traditional African societies involved mediation, adjudication, reconciliation, arbitration, and negotiation. It also included judicial devices and usage of legal procedures to persuade opponents to change their approaches. Mediation involved the non-coercive intervention of the mediators leading to a peaceful settlement. Adjudication involved bringing all disputants in the conflict to a meeting, usually in the chambers or compounds of family heads. According to Olaoba (2005), dialogue is linked to the judicatory processes of society. Reconciliation is the most significant aspect of conflict resolution. This is the restoration of peace in society. Conflict resolution is crucial for peace. It performs a healing function in communities. It also provides an opportunity to examine alternative avenues for reconciliation. Besides, Johan Galtung (1976) noted that Peacebuilding involves addressing and removing the root causes of violence. These root causes are structural and cultural violence. They lead to direct violence. The primary goal of Peacebuilding is to entrench sustainable peace. The Structures should therefore be put in place to remove causes of wars. United Nations (UN) Secretary-General's Policy Committee defined Peacebuilding as strategies coherent and tailored to the specific needs of the country concerned (UN, 2007).

Peacebuilding initiatives are activities undertaken following the close of fighting. The purpose is to heal the wounds of war and rebuild socio-political order in the war **zone.** Researchers have not come up with adequate ways in which peacebuilding activities can be undertaken in the course of armed conflict to prevent violence**.** In Africa, the approach of AU to Peacebuilding is a result of the continental historical experience and lessons from the UN. The plan is to be extended to peace enforcement, not just

peacebuilding. Despite the initiative, peacebuilding in Africa has not been successful. This is due to the inherited norms of colonial governments. It is also expected to the rise of neo-colonialism, which has contributed to the stalling of peace achievement. The continental peace structure provides an institutional framework for implementation. It includes: prevention of conflict; peace making' peace keeping, post-conflict reconstruction, and peacebuilding. At the top of the fabric is the AU Peace and Security Council (PSC). According to Baregu (2011), the role of PSC is to prevent and resolve conflicts throughout the continent.

The AU established regional organizations for the purpose of solving economic and conflict problems. These organizations include ECOWAS, IGAD, SADC, the Economic Community of Central African States (ECASS), and the Arab Maghreb Union (AMU). Subsequently, ECOWAS intervened and participated in peacebuilding in Liberia, Sierra Leone, Guinea-Bissau, Côte d'Ivoire, Burkina Faso, and Mali. According to Olonisakin (2011), ECOWAS intervention achieved success in West Africa. ECOWAS deployed peacekeeping forces In Liberia, Sierra Leone, Guinea-Bissau, and Côte d'Ivoire.

Mediation had to be done, leading to the restoration of peace and stability. SADC in Southern Africa was involved in conflict resolution. Under Article 5, on the creation of SADC, the organization is mandated to promote and defend peace and security in Southern Africa. Hence SADC realized that peace and security are the prerequisites for economic integration and development. SADC had, therefore, to be involved in conflict resolution. The SADC has participated in Peacebuilding in peace in Madagascar, Lesotho, Angola, Namibia, DRC, and Zimbabwe. In addition, EAC has been involved in peace processes. Article 124 of the treaty on the establishment of EAC endorses peace and security as prerequisites to social and economic development. Subsequently, peace and security strategy was adopted in 2006. As a result, EAC was successful in bringing peace back to Burundi and Kenya. IGAD spearheaded Peacebuilding in South Sudan. ECCAS has also contributed to peacebuilding Central Africa. Since 1998, it has been mandated to oversee peace and security issues in Central Africa. ECCAS has, as a result, contributed to Peacebuilding in Chad, Central Africa Republic, Equatorial Guinea, Burundi, and Angola. AMU was mandated to ensure peace and security in the North Africa. AMU initiated peace in Libya, Tunisia, Mauritania, Algeria, and Morocco.

ROLE OF PEACE EDUCATION IN CONFLICT AND XENOPHOBIA

With the aftermath of the Second World War, Education was identified as an essential component for conflict resolution. Subsequently, United Nations (UN) declared education as a fundamental human right in 1948. With declaration of education as a fundamental human, several social problems were to be solved through education. It was viewed as a pathway for peacebuilding. Educated people don't fight. They sit at the table and tactless issues through diplomacy. Despite this, Education is established through collective bargaining to have civil and supportive societies. Globally, it is argued a country with a large population of educated people has a better style of living. Education, therefore, govern property, security, politics, and economy of a state. Knowledge is crucial as it develops a child's sense of self, community, and nationhood. In light of this, Berges (2007) examined the role of institutions in securing the child's right to Education. The study revealed that Education is crucial for human development. According to Sen (1993), it is only significant as it enables one to do something valuable. This conception of global social justice emphasizes the notion of the importance of one's obligations towards others. Individuals' understandings of why we have these obligations are vested in knowledge. Besides, UNICEF (2009) notes that it is only the political will that brings reforms. Citizens should be included in such improvements as active, participating agents. Such changes can only be realized in social institutions.

UNICEF (2016), noted that peacebuilding as a process involves a multidimensional range of measures that are geared towards minimizing violent conflict. Political goodwill is crucial during the peacebuilding process. The excellent will incorporates political reconciliation and addresses the socio-economic aspects. This includes a focus on community involvement for social cohesion. UNESCO (2013), emphasizes the inclusion of peace education in the curriculum of the sub-Saharan education systems. This is as a result of violent conflicts experienced in this region. Subsequently, UNESCO had to

initiate peace education programs in schools. Despite these efforts, sub-Saharan countries have not incorporated peace education in basic Education. However, the goals of Education have included the promotion of peace, tolerance, economic, cultural development, and international cooperation. The inclusion of peace education in the school curriculum would help tackle conflict issues as it will have inculcated a sense of belonging to individuals.

MAJOR FINDINGS OF THE STUDY

- Conflicts were introduced in Africa by colonial powers through their divide and rule policies. These European powers created political units that divided various ethnic groups. The governmental units that evolved into current countries were not on a cultural basis. The rival cultures had to cohabit within the same state. This has led to the eruption of conflicts in Africa.
- Most conflicts in Africa are politically and ethnically motivated due to bad governance. Poor leadership has triggered political dissatisfaction. This has led to widespread violence in most African countries.
- Terrorism in Africa is linked to religious extremism. Globally, Al Qaeda and Islamic State (ISIS) are religious extremist groups that participate in terrorism. Al Qaeda networks with Al Shabaab. However, Boko Haram associates with another jihadist in the Islamic Maghreb (AQIM).
- Xenophobia attributes are linked to socio-economic inequalities. Most studies reveal that violence is predominant in disadvantaged locations in South Africa. Aggressive responses to migrants' residency have been frequently linked to competition for limited jobs, housing, and business spaces. Xenophobia hasn't been witnessed in educational institutions of higher learning since they are not exposed to economic irregularities that promote violence.
- UNESCO has emphasized the inclusion of peace education in the curriculum of the sub-Saharan education systems. It has initiated peace education programs in schools. However, sub-Saharan countries have not incorporated peace education as a subject in schools. Education plays a crucial role in conflict resolution. Galtung's core concepts on Peacebuilding are essential and should be reinforced through peace education in schools.

CONCLUSION

African countries have witnessed the problem of civil wars and interstate conflicts during the post-colonial period. Conflict, in the African perspective, does not have a single definition. Conflicts in Africa take various forms. They range from social unrest to rift, misunderstanding, battles, and wars. Besides, terrorism has infiltrated Africa. This is a result of poverty, injustice, war, crime, a saturation of weapons, ethnic hatred, diminishing resources, diseases, and over-population. These problems have led young people to be affiliated with terrorist organizations. Besides, Xenophobia is predominant in South Africa. It exists in informal settlement areas where the poverty index is high. A widespread negative disposition towards Xenophobia is due to economic inequalities.

Political conflicts, terrorism, and Xenophobia have affected Africa's development in several ways. Economically, the continent has trailed behind. Besides, the loss of human lives has been experienced. Thuggery, looting, arson, and impunity have become Africa's political culture. This has hindered the process of integration and cohesion in Africa. If growth and development are to be witnessed in Africa, then this culture should not continue. A new approach for Peace in Africa should be identified. All must be united to advance this new approach for the order. Peace education will be ideal and realistic. It will ensure the security of life and property in Africa. The root-causes of the conflicts would be removed. It will preserve and ensure harmony amongst individuals.

Every individual would be involved in conflict resolution. Subsequently, foreign investors will be attracted to explore the numerous natural resources for economic growth and development. Besides, democratic and political maturity will be realized.

RECOMMENDATIONS

i) African political leaders should adopt the right leadership style that would curb violence.

ii) Identification of economic opportunities that would serve as the impetus for Peace should be initiated

iii) The study recommended Johan Galtung's core concepts applied in Peacebuilding be reinforced in Africa.

iv) It was also recommended that the intergovernmental authorities in Africa should come up with clear policies to curb conflicts and Xenophobia.

v) The study further suggested the inclusion of peace education in school curricula at elementary and secondary school levels in sub-Saharan Africa.

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