

REPORT OF
THE UNIVERSITY TEACHERS' TRAINING WORKSHOPS
ON
PEACE AND CONFLICT RESOLUTION STUDIES IN
NIGERIAN UNIVERSITIES

ORGANIZED BY

UNIVERSITY FOR PEACE (UPEACE)



University for Peace



AND

NATIONAL UNIVERSITIES COMMISSION (NUC)



VENUES

LEADERSHIP INSTITUTE, JOS (OCTOBER 16 – 19, 2005)
UNIVERSITY OF BENIN, BENIN (OCTOBER 25 – 28, 2005)



Addis Ababa Office

UPEACE Africa Programme
P.O.Box 2794 code 1250
Addis-Ababa, Ethiopia
Tel: (251) 11 1234 026
E.mail: jbutera@upeace.ch
Web: <http://www.africa.upeace.org>

Geneva Office

5 chemin du Rivage, 1292
Chambésy/Geneva, Switzerland
Tel : (41-22) 737-3080
Fax (41-22) 737-3090
E-mail : info@upeace.ch
Web: <http://www.africa.upeace.org>

Main Campus & Headquarters

P.O. Box 138-6100,
San José, Costa Rica
Tel: (506) 205-9000
Fax: (506) 249-1929
E-mail: info@upeace.org
Web: <http://www.upeace.org>

The Africa Programme of the University for Peace would like to express its sincere appreciation to its donors for the generous funding which has enabled the realization of this important programme activity.



Canadian International
Development Agency



Government of The Netherlands



Sida
Swedish International
Development Cooperation Agency



Swiss Agency for
Development and Cooperation

TABLE OF CONTENTS

1.	INTRODUCTION	4
2.	TEACHERS' TRAINING WORKSHOP - JOS.....	4
	I) OPENING	4
	II) KEY PRESENTATIONS.	5
	III) SYNDICATE DISCUSSIONS	7
	IV) COMMUNIQUÉ – JOS WORKSHOP	7
	<i>Preamble</i>	7
	<i>Issues Raised and Observations</i>	7
	<i>Resolutions</i>	8
3.	TEACHERS' TRAINING WORKSHOP - BENIN	9
	I) OPENING	9
	II) KEY PRESENTATIONS	10
	III) SYNDICATE DISCUSSIONS	10
	IV) COMMUNIQUÉ – BENIN WORKSHOP	10
	<i>Preamble</i>	10
	<i>Objectives</i>	11
	<i>Issues Raised</i>	11
	<i>Observations</i>	11
	<i>Resolutions</i>	12
4.	WAY FORWARD.	13
5.	APPRECIATION.....	13
6.	LIST OF PARTICIPANTS – JOS WORKSHOP.....	14
7.	LIST OF PARTICIPANTS – BENIN WORKSHOP.....	15
8.	APPENDICES.....	17
	I) SYNDICATE GROUP REPORTS AT THE JOS WORKSHOP (16– 19 OCTOBER, 2005)	17
	II) SYNDICATE GROUP REPORTS AT THE BENIN WORKSHOP (25 – 28 OCTOBER, 2005)	25

1. INTRODUCTION

Two Teacher Training Workshops were organized for university teachers selected by their respective universities in Nigeria to teach the new general studies course on peace and conflict resolution. The first was held at the Leadership Institute in Jos from 16th-19th October 2005, for teachers from the universities in all of the northern part of Nigeria. The second was held at the University of Benin in Benin City from 25th-28th October 2005, for the teachers from the universities in the southern half of Nigeria. The primary objective of the workshops was to familiarize the potential teachers of the new course: GST 222 - Peace and Conflict Resolution Studies-PCRS on elements of the course as well as to allow them an opportunity to design methodologies for the teaching of the course to make it challenging and student-friendly.

Consequently, this general report has been presented in two sections. Section 1 is a record of the proceedings at the Jos workshop. The second part is a record of the proceedings at the Benin workshop. Both have in common an enthusiastic acceptance of the new course and an anxious anticipation of its immediate commencement in the Nigerian university system. The presentation format takes into account the distinctiveness of each workshop despite the similarities in content and procedure.

2. TEACHERS' TRAINING WORKSHOP - JOS

i) Opening

The opening ceremony of the workshop was chaired by Professor S.G Tyoden, who represented the Vice-Chancellor of the University of Jos. In his opening remarks, he welcomed the organizers and participants from the various universities and students of the Leadership Institute in attendance to Plateau State - the home of peace and tourism. He outlined the workshop objectives as follows:

1. To introduce the course, GST 222 Peace and Conflict Resolution Studies, to the teachers from the different universities who are expected to teach the course.
2. To discuss the syllabus in relation to the approved course content, identify relevant case studies and provide supporting teaching materials.
3. To discuss appropriate methodologies and materials for teaching the course in a way that makes it interactive and student-friendly.

He informed participants that the University of Jos established a Centre for Conflict Management and Peace Studies to support peace research and teaching three years ago with the support of a grant from the British Department for International Development (DFID) and the USAID/OTI. He challenged the teachers to consider their designation as a very important call to promote peace.

In his welcome speech, the Executive Secretary of the National Universities Commission (NUC), Professor Peter Okebukola, who was represented at the opening ceremony by the Director, Quality Assurance of the Commission, Professor Placid Njoku, conveyed the commitment of the NUC to the institutionalization of Peace and Conflict Resolution Studies in Nigerian Universities. He gave a brief history of the introduction of the course on Peace and Conflict Resolution and the impressive facilitative role which the University for Peace with its head office in Costa Rica and the regional office in Geneva,

has been playing financially and technically. He also commended the Vice-Chancellor, University of Jos for partnering with the Commission in mounting the workshop. He then charged all present to accept the unique responsibility to be part of a conscious and systematic effort to entrench peace through education in Nigeria and by extension in Africa and the whole world.

Presenting the format of the workshop, Dr. (Mrs) Rukkayyat Gurin explained that the workshop would have both plenary and syndicate sessions and made necessary corrections to the circulated programme. The format was adopted by a motion for its adoption by Dr. Veronica Ojogbane of the University of Agriculture, Makurdi, and supported by Prof. Bula Karim of the University of Maiduguri. Furthermore, Dr. Gurin led the participants to agree on the dos and don'ts during the workshop which include:

- Punctuality is essential and critical to workshop success
- Switch off all phones
- Be brief and precise
- Respect the views of others
- Avoid repeating what another person had said
- Address the Chairperson all the time

ii) Key Presentations

Four major presentations were made in plenary sessions during the two-day workshop - two on the first day and two on the second day.

Paper 1 titled: *Making Nigerian Universities' Curricula Relevant and Responsive to Nigerian Development* was presented by the Executive Secretary, NUC, Professor Peter Okebukola. He emphasised that the technological developments of the 21st century call for constant review of the education curriculum to make it more responsive. He further pointed out that universities are agents of positive change as they aim at promoting the major objectives of higher education such as:

- The acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society;
- The acquisition of both physical and intellectual skills which enable individuals to develop into useful members of the community;
- The acquisition of an objective view of the local and external environments.

The following issues in relation to the curriculum of Nigerian Universities were also highlighted in the paper:

- The quality of curriculum is directly evaluated using the degree of its responsiveness to individuals and society.
- Minimum academic standards were set in 1989 and reviewed for Nigerian universities in 2001.
- The NUC is implementing the Ministerial directive at the Abuja 2004 Curriculum Development Workshop at which the Minister of Education charged the NUC, the National Board for Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE) to ensure the integration of a new course on peace and conflict resolution

studies into the curriculum of Nigerian universities, polytechnics and the colleges of education by the 2005/2006 academic year.

He confirmed that the Commission was ready to introduce the course in the universities and stated that the workshop was one of the last activities required for the effective take-off of the course.

The second paper titled: *Development of the Peace and Conflict Resolution Studies Curriculum/Syllabus* was presented by Professor Placid Njoku, Director, Quality Assurance of the NUC and the Resident Adviser to the Rector, University for Peace. He drew attention to the philosophy and underlying principles of the Nigerian educational system and in particular outlined the specific objectives of the proposed GST 222 course to include the following:

- To create awareness on issues concerning peace and conflict both locally and internationally;
- To understand the nature of conflict and related issues of social justice, human rights and development; and
- To promote a better understanding of the conditions for peaceful change.

He also informed the participants that the Nigerian University system was made up of seventy-four universities with a population of about 824,000 students. The institutions include twenty-six Federal (1 Mil and 1 Open), twenty-five State and twenty-three Private universities as well as four inter-university centres - the French, Arabic, and Nigerian Languages Centres as well as the Mathematical Centre.

The paper expressed appreciation to the University for Peace (UPEACE) for its sustained support towards the development of the new course and the Reader for the course. He then formally presented the syllabus and the draft copy of the Reader: *An Introduction to Peace and Conflict Studies in West Africa* to the admiration and applause of participants.

There was a brief period of questions and answers during which Professor Njoku further clarified a number of concerns expressed by the participants.

The third paper presented at a plenary session on the second day titled: *Matching the approved syllabus with the Reader for Peace & Conflict Studies* was presented by Dr. Shedrack Best. The author reviewed the different modules of the proposed syllabus and related them to the relevant aspects of the Reader. He identified aspects of the draft Reader which needed to be finalized before its final production.

The fourth paper: *How to make the teaching of the PCRS more student-friendly* was presented by Professor Okey Ibeanu. He discussed the methodologies for teaching Peace and Conflict Resolution Studies and recommended that the unit approach which emphasized the lesson plan is preferable to the traditional approach. He also recommended interactive sessions as imperative in ensuring student-friendly teaching.

At the end of each of the plenary sessions, discussions were held during which the participants raised issues with the paper presented. The questions and answers provided further insight into the possible problems which may be faced in the teaching of the new

course. It was agreed that discussions could be continued in the syndicate session which was to start after the presentations.

iii) Syndicate Discussions

Following each of the pair of the plenary presentations, participants in three groups went into further discussion of the presentations in syndicate sessions.

Each of the three syndicate groups discussed the three critical issues at the workshop. On the first day the syndicate groups discussed the content and structure of the proposed PCRS course. A report back plenary session was held after the syndicate discussions. On the second day, the groups discussed the methodology and materials for teaching the PCRS course and how to match the approved syllabus with the Reader. Each group later presented its observations and recommendations to a full plenary session for final discussions and recommendations. A detailed report of the syndicate group discussions is attached as an appendix.

iv) Communiqué – Jos Workshop

At the end of the workshop a draft communiqué was presented to the participants by the Rapporteur General of the workshop, Professor Mark Anikpo. It was vigorously discussed and some resolutions were agreed upon by all the participants. The communiqué is presented below.

Preamble

A Teachers Training Workshop on “Peace and Conflict Resolution in Nigerian Universities” was organized by the University for Peace and the National Universities Commission for University teachers drawn from the Universities in the North at the Leadership Training Institute, Jos from the 16 – 19 October, 2005. It was primarily aimed at building capacity for the teaching of the new GST 222, Peace and Conflict Resolution Studies (PCRS) among the university teachers who will have the responsibility of teaching the course to students, or of mobilizing others, for the promotion of peace in Nigeria and elsewhere.

Issues Raised and Observations

Four presentations, a syllabus and a Reader for the teaching of Peace and Conflict Resolution Studies formed the basis for plenary and syndicate discussions during the 2-day workshop. A number of pertinent issues were raised which included:

- *The Need for, and the Objectives of, the course on Peace and Conflict Resolution*
- *Availability of Teaching Materials*
- *Time allocation for the teaching the course*
- *Matching the syllabus to the Reader*
- *Ensuring student-friendly teaching and contingent requirements*

Similarly, the following observations were made that:

- *Efforts so far put in and achievements recorded were commended by participants*
- *The PCRS is timely and almost belated*
- *The syllabus is comprehensive and only a few minor issues needed to be reviewed*

- *The introductory chapter in the Reader which was omitted in the draft copy as well as other identified lapses should be rectified during the final editing*
- *For such an important course, the time allotted for teaching should be increased*
- *Responsibilities for the NUC and the Universities should be specified*
- *Diversity of students' background should be taken into consideration in teaching the course in each university.*

Based on the above issues and observations, recommendations were made towards ensuring finalization of all necessary materials and effective teaching of the new course.

Resolutions

On the Syllabus and Reader

To enhance the relevance and functionality of the course on Peace and Conflict Resolution Studies

- *The course was highly needed and should remain compulsory for all university students*
- *Reader should be finalized within the next two months*
- *Issues on inter-faith and inter-ethnic relations should be included in the syllabus*
- *Provide for discussion on the Role of State*
- *Provide for identity conflict and Resource Control*
- *More emphasis on environment as a source of conflict*
- *More emphasis on poverty as a central issue in conflict*
- *Traditional methods for conflicts resolution to be emphasized*
- *The course should focus on the acquisition of "problem solving skills" rather than "professional skills"*
- *Need for policy on lecturer/ student ratio if course must be interactive*
- *Case studies to include more recent conflicts in the country, cultism, etc*
- *Other relevant materials other than the recommended Reader to be used as well*

On the Methodology for Teaching Peace and Conflict Resolution Studies

- *Method of teaching must be student-centred and student-friendly*
- *Unit approach in organizing presentation is preferable to traditional approach*
- *Lesson plan to include objectives, points to be made, questions to be asked, student class activities, reference materials and assignments to be prepared*
- *Students are to be exposed to a full range of materials including audio visuals, documentaries, drama, oral testimonies in the delivery of component parts of the course*
- *Interactive session are imperative*
- *The lesson method is also highly recommended*
- *A Teachers' Manual needs to be provided and participants nominated three colleagues to join the team to produce the document*

On the workshop

- *It was highly interactive and engaging*
- *Participants expressed their willingness to cooperate in the implementation of the workshop's resolutions in their respective universities*
- *They agreed to report back to their Vice Chancellors and to advocate for support towards the take off of the course*

- *Participants agreed to encourage students to form peace clubs and to introduce an affirmative slogan for peace building throughout the country*

3. TEACHERS' TRAINING WORKSHOP - BENIN

i) Opening

At the opening of the workshop, the Chairman, Professor Emmanuel A. C. Nwanze, Vice-Chancellor, University of Benin (UNIBEN) welcomed all the participants to the University of Benin. He drew a comparison between the course on peace and conflict resolution studies (PCRS) and the National Youth Service Corps (NYSC) programme. The NYSC, he said had brought about greater inter-ethnic integration and intermarriages and saw the possibility that the PCRS would bring greater understanding and build bridges across groups and regions. He hoped that in the teaching of the new course every effort should be made to relate it to the culture, values and religions of the peoples in a positive way.

The Executive Secretary of the National Universities Commission (NUC), Professor Peter Okebukola in an opening remark message at the workshop pointed out that peace is inevitable for Nigeria's development as a nation and asserted that where human rights and justice prevail, peace is assured. He contended that by introducing the course on peace and conflict, the Nigerian university system was trying to institutionalize the promotion of peace in the country. Recognizing that the Nigerian effort was a pilot one, he indicated that a successful integration of the course in Nigerian universities would encourage the extension of the course to other West African and African countries. He ended his remarks by inviting participants to appreciate that the need for the new course was necessitated by the diversity of Nigeria and the inevitability of justice for peace.

The workshop format and revised programme were presented by Dr. Gurin. She also led participants towards identifying the following applicable ground rules.

- Switch off all phones
- Be brief and precise
- Respect for others views
- Punctuality critical
- Avoid repetition
- All points through the Chairperson

She finally informed participants of a directive of the Presidency that all Nigerians should observe a minute silence at 12:00 noon in honour of Nigerians who lost their lives in the Belview Airline plane crash on Saturday, 22nd October, 2005 as well as the late First Lady, Mrs. Stella Obasanjo who also died in the early hours of 23rd October, 2005

A motion for the adoption of the format and programme was moved by Dr. (Mrs.) Onifade, from the University of Agriculture, Abeokuta (UNAB). She was seconded by Dr Julius Aizelama, from the Ambrose Alli University (AAU), Ekpoma. The opening ceremony ended with a vote of thanks by Dr. Abdulkareem Obaje, who thanked all collaborating organizations – UPEACE, NUC, UNIBEN and participants for their various roles in ensuring that the workshop was held.

ii) Key Presentations

As in the Jos workshop, four major papers were presented - two on each day of the workshop. The first paper presented at the first plenary session was titled, “*Making the Nigerian Universities’ Curricula Relevant and Responsive to National Development?*” by the Executive Secretary, NUC. The second paper titled: “*Development of the Peace and Conflict Resolution Studies Curriculum/Syllabus*” was presented by Professor Placid Njoku - Director, Quality Assurance, NUC and the Resident Adviser to the Rector, UPEACE. Both papers stressed the importance of ensuring that curricula of Nigerian universities must be relevant to Nigeria’s developmental need. They also brought into context the comprehensive and inclusive development of the new general studies course in peace and conflict resolution studies, the strong support of UPEACE in the effort and the need for the universities to ensure that the course was engaging and student-friendly.

Two papers were also presented at the first plenary session of the second day. The first was titled “*Matching the approved Syllabus with the Reader for the Peace and Conflict Resolution Course*” by Dr. Shedrack Best. The second paper, titled “*How to make the teaching of the PCRS course more Student-Friendly*” was presented by Professor Ibeanu of the University of Nigeria, Nsukka. In his presentation, Dr. Best explained the relationship between the modules in the syllabus and the various chapters in the Reader as well as identified the gaps in the draft Reader which was distributed and confirming that those would be corrected in the final editing. Professor Ibeanu analysed the various approaches that enhance effective teaching. He recommended what he described as the lesson approach as against the traditional approach in the teaching of the course. In the former, which he recommended, the teaching is organized in a lesson plan which includes objectives, points to be made, questions to be asked, students’ class activities, reference materials as well as individual and group assignments. The latter is less interactive and would result in business as usual. He also recommended interactive sessions if the students’ continued engagement must be achieved.

iii) Syndicate Discussions

The participants were aggregated in three syndicate groups to discuss the topics assigned to them. As in the Jos workshop, the groups in the first syndicate session reviewed the “Content and structure of the proposed Peace and Conflict Resolution Studies syllabus”. On the second day, the groups discussed the “Teaching of the Peace and Conflict Resolution Course: Methodologies and Materials” as well as “Matching the approved Syllabus with the Reader”. In each of the two days the syndicate groups reported their recommendations to the plenary. The presentations by the three syndicate groups are attached as an appendix to this report.

iv) Communiqué – Benin Workshop

A draft communiqué was presented to the participants by the rapporteur, Professor Mark Anikpo. With minor amendments, it was adopted as a summary of the resolutions of the workshop. The communiqué is presented below.

Preamble

The second segment of the University Teachers’ Training Workshop for southern Nigerian universities took place at the Banquet Hall of the University of Benin from 25th to 28th October 2005. The workshop was attended by the Vice-Chancellors of the University of Benin, Professor Emmanuel Nwanze, and Benson Idabosa University, Benin, Professor Ebosa Osagie, the Provost Rivers State

College of Education, Port-Harcourt, Professor A. Wokocha as well as 52 participants from 22 Universities.

Objectives

The central objective, as in the first of the two workshops, was to familiarize prospective teachers of the new General Studies course - GST 222: Peace and Conflict Resolution Studies (PCRS) - in all Nigerian universities with the content, structure, methodology as well as review the materials for teaching the new course as a compulsory course to all undergraduate students in Nigerian universities.

Issues Raised

It was significant to note that one of the first comments made by a participant at the workshop was that:

“This course is long overdue in our university system and I am glad that it has finally come to be taught to our students” (Dr. Mrs. C.A. Onifade)

Some other participants later made similar remarks to buttress the urgent need to facilitate the immediate take-off of the course. These other issues were drawn from the following sources:

- The presentations at the opening ceremony by the Vice-Chancellor of the University of Benin, Professor Emmanuel Nwanze, the Executive Secretary of the National Universities Commission, Professor Peter Okebukola, as well as the Resident Adviser to the Rector of the University for Peace, Professor Placid Njoku
- Papers presented by invited resource persons at the workshop
- Discussion of the presentations at the plenary by participants
- Recommendations by the three syndicate groups
- Discussion of the reports of the three syndicate groups

Workshop participants further raised and discussed issues including:

- Objectives and relevance of the PCRS
- Materials for teaching the course – audio-visuals, films, equipment
- Duration and logistics for the course
- Adequacy of course content
- Matching the syllabus to the Reader
- Final editing, production and cost of the Reader
- Ensuring an engaging student-centred and student-friendly teaching
- Sustainability of the course

Observations

Both the trainers and participants made contributions aimed at facilitating the effective teaching of the PCRS and achieving the stated objectives. Such observations included:

- Participants’ commendation of the systematically exhaustive efforts and achievements recorded by the facilitators (NUC, UPEACE and Benefactors) of the course
- The timeliness and near belatedness of the course on PCRS
- The comprehensiveness of the syllabus which, however, could benefit from a few modifications

- *The final editing and production of the Reader was seen as critical to the take-off of the course*
- *The necessity to rethink the proposed one semester duration of the course*
- *The need for NUC to decide on a uniform code to be used by all universities for general studies courses and particularly the new course on PCRS*
- *The diversity of students' background as a major factor to be taken into consideration in teaching the course*
- *The need for multimedia facilities for the effective teaching of the course*
- *The NUC may consider the central procurement of the multi-media equipment on behalf of the universities*

Resolutions

Based on the deliberations above, the workshop reached and endorsed the following resolutions:

- *The decision to integrate PCRS was well received and appreciated. Those associated with the origins were commended for their foresight*
- *While appreciating the value of materials made available to support the teaching of PCRS in Nigerian universities, participants stressed the need for the Federal Government and the University for Peace through the National Universities Commission to do more in support of the teaching of this course*
- *The National Universities Commission was urged to seek further support from the University for Peace and its benevolent sponsors to provide essential physical and technical equipment to the universities to facilitate effective teaching of the course*
- *To make the teaching of the PCRS course more effective, the methodology adopted must be student-centred, student-friendly and interactive*
- *The commendable role of the NUC as the driving force for this course should be extended into new efforts to ensure the procurement of multi-media teaching facilities and electronic equipment as well as auditoria needed by universities*
- *Individual and group problem-solving techniques should be adopted and allocated 30% of the overall score while attendance at classes would merit 10% and the final examination 60%*
- *More teachers with appropriate competencies should be trained to teach the course*
- *Refresher courses and conferences should be organized periodically for the teachers of the PCRS*
- *A Teachers' Manual needs to be produced to standardize the teaching of the course. They nominated two participants to the group to draw this up nationally*
- *The teachers agreed to covenant themselves to do their best in teaching the course and to promote peace on their campuses. They further agreed to form a Network of University Teachers of Peace and Conflict Studies and to maintain a website to be coordinated by Professor Obono of the University of Ibadan*

4. WAY FORWARD.

One of the major lessons from the workshops, at both Jos and Benin, is the need to consolidate on current achievements in the introduction of the course on PCRS. It is therefore necessary to specify the next set of activities to achieve the objectives.

- *There is a need to produce the Teachers Manual before the commencement of the course. The workshops had identified a group of five to produce this; this group should be mobilized promptly*
- *Peace network will be set up among participating teachers in universities throughout the country. It is proposed that a web site be registered for this and the workshop in Benin identified Professor Obono of the University of Ibadan as the coordinator. This needs to be implemented*
- *The Reader needs to be completed and produced*
- *Universities will be encouraged to commence the new course with effect from the 2005/2006 academic year or in the 2006/2007 academic year depending on their schedules*
- *Audio-visual materials and equipment for the teaching of the course need to be procured. Possibilities for the procurement or production of special videos, DVDs and publications for educational use only need to be explored*
- *The training of teachers for the workshop will have to be taken a step further to the various geo-political zones in order to expand the number of universities and teachers participating*
- *It is agreed that the course is necessary, that there are problems to be surmounted, and that all efforts should be made to implement the project*
- *To ensure the sustainability of the course a monitoring mechanism needs to be put in place. For instance, periodic meetings of the Directors of GS programmes and NUC facilitators of the PCRS course may be necessary*
- *The further extension of the course to the polytechnics and colleges of education should be strenuously pursued in 2006*

5. APPRECIATION

The participants commended the National Universities Commission and the University for Peace for organizing the workshops which they saw as an important primer in reinvigorating their desire and commitment to promote peace. Participants were grateful to the Vice-Chancellors and authorities of the Universities of Jos (Professor Monday Mangwvat) and Benin, (Professor E.A.C Nwanze) for the excellent facilities they provided, their hospitality and particularly to the Vice-Chancellor, University of Benin for hosting a cocktail in honour of the participants. Finally, the participants commended the workshop coordinator and Resident Adviser, Professor Placid Njoku and the organizing committee for executing an intensive training programme in a most exciting, friendly but highly business-like manner.

6. LIST OF PARTICIPANTS – JOS WORKSHOP

SN	NAME	INSTITUTION	TELEPHONE	E-MAIL ADDRESS
1.	Prof. M. O. C. Anikpo	University of Port Harcourt	08034070880	manikpo@yahoo.com
2.	Prof. S. W. Bulakarima	Univ. of Maiduguri	08027274376	-
3.	Prof. H. D. Dlakwa	Univ. of Maiduguri	08034678295	hdlakwa@yahoo.com
4.	Dr. Kyari Mohammed	Fed Univ. of Technology Yola	08035605844	Kyarix2@yahoo.com
5.	Dr. Bello D. Bada	Usman Danfodio Univ., Sokoto	08045923782	bada@hotmail.com
6.	Dr. M. J. Kuna	Usman Danfodio Univ., Sokoto	08035075813	mjkuna@msn.com
7.	Dagona Zubairu K	CECOMPS, Univ. of Jos	08036364547	z.kdayma@yahoo.com
8.	Karick Haruna	University of Jos	08035885316	harunakarick@yahoo.com
9.	Ojogbane, Veronica Jummai	Univ. of Agric. Makurdi	08045137118 08059436199	
10.	Ruth A. Reuben Irmuye	University of Jos	08052519025	rutsomiyabe@yahoo.com
11.	Dr. Lydia Umar	Kaduna Polytechnic	08033146543	iyumou@yahoo.com.com
12.	Dr. R. A. Gurin	NUC, Abuja	08033120450	rukya_gurin@yahoo.com rukya_gurin@hotmail.com
13.	Mr. Adejo Haruna	University of Jos	08032289132	matara2uk@yahoo.co.uk
14.	Prof. P. C. Njoku	NUC, Abuja	08033497600	pcnjoku@nuc.edu.ng
15.	L. N. Ogugua	NUC, Abuja	08037864252	lnogugua@yahoo.com
16.	J. L. Formwul (KSM)	Plateau State University	08037112776	
17.	Tony Lat	Plateau State University	08065359031	tonylatn@yahoo.com
18.	Dr. V. S. Molemodile	University of Abuja	080252330807	vickysylvesterm@yahoo.com
19.	Dr. A. Obaje	NUC, Abuja	08023375971	obaje@mail.ru
20.	Prof. Peter Okebukola	Executive Secretary, NUC	09 – 4133176	pokebukola@yahoo.com
21.	Prof. Monday Mangwat	Vice-Chancellor, University of Jos	08037007445	vc@unijos.edu.ng
22.	Prof. Sunday Tyoden	Dean, Soc Sciences, University of Jos	08037016420	-
23.	Shedrack G. Best	University of Jos	08037152879	shedrackbest@yahoo.com
24.	Mrs. Cecilia Kato	Univ. of Abuja	08036172480	cecilkato@yahoo.com
25.	Iorngurum, Don Saa-Aondo	University of Jos /Leadership Inst.	08035904774	siorngurum@yahoo.com
26.	Ass. Prof. V. K. Gumut	University of Jos	08034523005	vkgumut@yahoo.com
27.	Onuoha Gaberiel N.	Nasarawa State University	08032894677	
28.	Dr. I. I. Ekoja	Abubakar Tafawa Balewa Univ, Bauchi	08023853277	ekojai@yahoo.com
29.	M. O. Agho	Abubakar Tafawa Balewa Univ, Bauchi	08053663048	moagho@yahoo.com
30.	Hafsatu D.Kigbu (Mrs)	University of Jos	08037023785	
31.	Imran Abdulrahman	University of Jos	08037000404	Imranabulrahman2003@yahoo.com
32.	Dr. David Tukura	University of Jos	08037038281	tukuradw@yahoo.com
33.	Barry A. Katu	University of Jos	08036074911	katukwab@yahoo.com
34.				
35.	Igbawua James	Leadership Institute		
36.	Terseer Adugba	Leadership Institute	08036278909	terspinup@yahoo.co.uk
37.	Nguamo Faith Igoil	“	08028824054	faith000021@yahoo.com
38.	Dorcas Achohol	“		
39.	Lazarus Nathan	“		lazzyzuall@yahoo.com
40.	James A. Chile	“	08065301707	fgsucess@yahoo.com
41.	Ashiror Geoffrey	“		
42.	Michael Akullah	Benue Sate University, Makurdi	08054547172	tiger000832000@yahoo.com
43.	Shirgba Noah	Leadership Institute	08036329222	nshirgba@yahoo.com
44.	Rhoda R. Embu	“	08035052330	rhodiya@yahoo.com
45.	Oguniran Olukunle	“		kunleisland@yahoo.com
46.	Ekom Usman Okolo	“	08035993796	kinghtokolo@yahoo.com
47.	Lucas Sambo Nashonan	“		
48.	Moses Toklong	“		
49.	Baba Salihu A.	“		
50.	Ejiga John Ejia	“		

51.	Ese L. Akpomic	“		
52.	Ramadan Ayuba	“	08029019696	slidegud@yahoo.com
53.	Christy Choji	“	08065607705	
54.	Linda Zamba	“	08037011912	
55.	Gyang I. Gimbip	“		
56.	R. T. Jimwa Goshit	“		
57.	Abaya Henry	“	08036319724	abayahx@yahoo.com
58.	Layanka I. Mwanteb	“		
59.	Patience Etuk	Leadership Institute	08065391849	patience_tk@yahoo.com
60.	Byencit Gomwalk	“	08037084515	byengon@yahoo.com
61.	Tuna S. Tupshak	“		tupshakz@yahoo.com
62.	Manman Z. Shallow	“		Paliaco20004@yahoo.com
63.	Annabel David	“	08036815438	deonlybel@yahoo.com
64.	Saratu H. Gwom	CECOMPS UNI. Jos		
65.	Dr. Nder O. M.	Univ. of AGRIC. Makurdi	08045202798	mofnder@yahoo.com
66.	Prof. O. Ibeanu	Univ. of Nigeria Nsukka	08033010594	oibeanu@yahoo.com
67.	Peter Mbah	Univ. of Nigeria Nsukka	08035605938	peteroluchi@yahoo.com
68.	Nimfa Mahciti	National Film Industry Jos	08053178793	
69.	Adams Blessing	Leadership Institutes	08029425993	chartwtololuv@yahoo.com
70.	Ilesanmi Adeniyi	NUC	08033141207	niyibob@yahoo.com
71.	Grace Gezele	NUC	08056071737	graceikpemi@hotmail.com
72.	Ulonna Inyama	NUC	08035495842	ulonnia@yahoo.co.uk
73.	Rosemary Okere	NUC	08042159040	rosieugo@yahoo.com

7. LIST OF PARTICIPANTS – BENIN WORKSHOP

NAME	INSTITUTION	TELEPHONE	E-MAIL ADDRESS
Rev. Fr. G.M.A Adedeji	Federal University of Technology (FUT) Akure	08035529309	fadadejiomomaria@yahoo.com
Garba Moses Boyos	Adamawa State University (ADSU) Mubi	08058454836	mosesboyos@yahoo.com
Mr. Fidelis Allen	Rivers State College of Education, (RSCO) Port Harcourt	08057763173	allfidelis@yahoo.com
Isaac Koumoku	Rivers State Univ. of Science and Technology, Port Harcourt	08038717598	
Macaulay Enato	University of Benin	08029743340	macenato@yahoo.com
P.N.C Monyeh	University of Benin	08024104093	
Dr. Leo E. Otoide	University of Benin	08034746464	otoide@uniben.edu
Dr. Salisu Mohammed	Bayero Univ. Kano	08033648634	sasmold@yahoo.com
Dr. (Mrs) C. Aonifade	Univ of Agriculture Abeokuta	08035995405	draonifade@yahoo.com
Chris Ojukwu	Univ of Agriculture Abeokuta	08034162424	chrisojukwu1@yahoo.com
Aghemelo Austine Thomas	Ambrose Alli Univ Ekpoma	08034294147	alstomaghemelo@yahoo.com
Dr. J. U Azelama	Ambrose Alli Univ Ekpoma	08060045896	jazelama@yahoo.com
Dr. Opukri C.O	Niger Delta Univ Bayelsa	08033404745	
Dr. Ambily Etekpe	Niger Delta Univ Bayelsa	08036666194	etekpe@37.com
Prof. S.E Orobator	University of Benin	08023296362	
Dr. Rotimi Omotoye	Univ of ILORIN	08033933033	toyerowi2003@yahoo.com
Jide Ige	Univ. of Ilorin	08036065687	jide_ige@yahoo.com
Dr. Shedrack Best	University of Jos	08037152879	shedrackbest@yahoo.com
Dr. (Mrs) M.E. Umobong	University of UYO	08035079349	umobong_mfon@yahoo.com
Dr. Aniedi E. Ekpa	University of UYO	08060847113	aniekpa2002@yahoo.com
Dr. E.A Ifidon	University of Benin	08023375925	mifidon@uniben.edu
Dr. E.O Erhagbe	University of Benin	08023304531	erhagbe@yahoo.com
Nzeagwu Godwin C	Univ. of Agriculture Umudike	08035397918	sngoddy4christ@yahoo.com
Mrs. N.O Oke	Univ. of Agriculture Umudike	08035681298	okenena@yahoo.com
Barr. Mrs F.O Ewelum	Caritas University	08035448270	

Prof. M.O.C Anikpo	University of Port Harcourt	08034070880	manikpo@yahoo.com
Dr. B.K Girigiri	University of Port Harcourt	08026681501	
Dr. A.W. Obianime	University of Port Harcourt	08037028603	
Dr. P A Aborisade	Federal Univ. of Technology, Akure	08033122965	aborisade2002@yahoo.com
Balarabe Maikaba	Bayero Univ. Kano	08034535977	bmakaiba@yahoo.com
Prof. Peter Okebukola	ES, NUC	09-4133176	pokebukola@yahoo.com
Prof. P.C Njoku	DQA, NUC	09-4133176	pcnjoku@nuc.edu.ng
Dr (Mrs) R.A Gurin	NUC Abuja	09-4133176	rukya_gurin@yahoo.com
Dr. A Obaje	NUC Abuja	08023375971	obaje@mail.ru
Mr. L. N Ogugua	NUC Abuja	08037864252	lnogugua@yahoo.com
Dr. A.O Ikelegbe	University of Benin	08037264836	ikelegbe_austine@yahoo.com
Dr. M.I M Abutudu	University of Benin	08034359685	abutudu@yahoo.com
Dr. Okachi F. Okala	Rivers State College of Education,(RSCOE) Port Harcourt	08034746303	okachiokala@yahoo.com
Prof. E. A. C Nwanze	Vice-Chancellor, University of Benin	08034923336	
Prof. B.E Bafor	Deputy VC (Admin) University of Benin	08022905980	
Dr. Aderonke Adesanya	University of Ibadan	08023271439	ronnxie@yahoo.com
Dr. Oka Obono	University of Ibadan	08033467863	oka142obono@yahoo.com
Dr. O.C Nwaorgu	University of Port Harcourt	08033414286	nwaorgu@yahoo.com
Rev. Samuel I. Odoh	Ebonyi State University, Abakaliki	08037468941	odoh_ituma@yahoo.com
Dr. Godwin Onu	Nnamdi Azikiwe University, Awka	08034089994	godwinonu2003@yahoo.com
Dr. Chioma Opara	Rivers State Univ. of Science and Technology, Port Harcourt	08037085133	cachiom@yahoo.co.uk
Mr. Ejim.Chiadikobi A.O	Rivers State College of Education,(RSCOE) Port Harcourt	08038836661	amesi78@yahoo.com
Prof. Ehsa Osagie	Vice-Chancellor, Benson Idahosa University, Benin		
Prof. A.M Wokocha	Provost, Rivers State College of Education,(RSCOE) Port Harcourt	08033134312	addeonmark@yahoo.com
Mr. U. O Udom	NUC Abuja	08045123509	udom2001udu@yahoo.com

8. APPENDICES

i) Syndicate Group Reports at the Jos Workshop (16th – 19th October 2005).

GROUP 1: REPORT OF THE SYNDICATE SESSION

FOCUS: DISCUSS THE CONTENT AND STRUCTURE OF PROPOSED PEACE AND CONFLICT RESOLUTION STUDIES

The Chairman opened with a brief synopsis of the main structure and composition of the syllabus. Members decided to define the two key concepts: Peace and Conflict. Although, defining and establishing meanings for these concepts were non- exhaustive, the Chairman advised all to hold firmly any definition relative to their cultural setting.

However, the following issues were highlighted as important aspects of the Peace and Conflict Resolution studies which the syllabus does not cover.

- Inter-faith and Inter-Ethnic Relations: should be incorporated or added as major topics.
- The Role of the State as a source and manager of conflicts: This is because the role played by the state as a cohesive instrument for political and community transition in society is significant. More so, the historical roots of a sovereign state like Nigeria promote group control and National stability.
- Identity and Resource control: The issue of identity has constantly triggered conflicts within Africa. Hence, it should adequately be included in the module. Few states both in the north and south have had serious agitations of religious outlook at one time or the other within Nigeria. The result has often metamorphosed into religious bigotry and resource control agenda. Hence, members of group I are of the view that it should be included in the syllabus.
- The Environment as a source of conflict: The question of environment has in the recent past raised a lot of tension especially in the North and Niger Delta regions of Nigeria. Thus, the issue should be given a second thought.

At the second session of discussions by the group, the modules were analyzed one after another. The following were the key elements observed:

- Module I: Basically adequate and timely, since it gives an introduction or background to the major issues of peace and conflict studies.
- Module II: OK and apt, although important peace processes and the issues of conflict/violence should be addressed first in Nigeria before diversifying the outlook.
- Module III: Quite inclusive, but that conflict analysis concepts like political theorizing, elections, question of identity should be included.

Further discussions, in respect to conflict dynamics and other matters, were clarified and fully explained so as to stress and give additional clarifications and understandings to the trained teachers.

- Module IV: Being a case study module, members were of the view that all the cases stipulated with few additional cases of human crisis can be incorporated by teachers.
- However, a geographical title or name should be given to these examples so that they can be broad in outlook. Also, an argument was raised in respect of the concepts of Farmers and Agro pastoralists. That the acceptable and conventional term should be used, i.e. farmers, pastoralists.
- Module V: The issue of women and their role in conflict, particularly gender conflicts and violence must be highlighted. Thus, women and youths in conflicts and peace building be incorporated and clearly spelt out followed by the role of youths in conflict and peace building.
- Module VI: Precise and quite adequate. But the role of AU (African Union) and UNO should be added.
- Module VII: The topic is adequate but not exhaustive because of an omission. Members suggested “Conflict Management and Resolution”.
- Module VII: An alternative title “Non-Violent Practices in Conflict Resolution” should be used.
- Module IX: The examples given are impressive, but other local incidences can be added to provide a wide coverage.
- Module X: OK and adequate
- Module XI: Quite impressive and adequate but other traditional methods should be added.
- Module XII: Quite substantive and adequate
- Module XIII: A topic was suggested thus; “Interventional Efforts”.
- Module XIV: This section is important and forms the core of the course because it involves practical application procedures and field work where students are to engage in verification, clarification and case study work and later report back.
- Module XV: Adequate but too congested for the attainment of desired objectives. Hence, should be split into two.

RECOMMENDATIONS:

Teaching aids/instructional materials should be adequately provided for a smooth take-off of the project. NUC along with UPEACE should contact the Institute for Peace and Conflict Resolution for an important “Module” they have prepared which has fully addressed issues on conflict assessment and other elements relating to peace.

GROUP 1: CONTINUATION SYNDICATE DISCUSSIONS (Day 2)

MANDATE: TO DISCUSS ON TEACHING OF PEACE AND CONFLICTS RESOLUTION STUDIES: METHODOLOGY AND MATERIALS

The members looked at the issue in a critical perspective by x-raying the methods as suggested by Professor Ibeanu and agreed as follows:

- Lecture method should combine different approaches as no single approach can be used in isolation.
- Group Discussions and Debates: In practical terms, these methods are ideal for use but it should be accompanied with presentation because the students will have to prepare prior to the lesson.
- Audio-visuals such as documentaries are good for case studies e.g the documentary on the conflict in Rwanda. The role of the mass media in minimizing conflicts to be highlighted.
- Excursions and Field Trips e.g taking students to Yelwan-shandam camp ground of victims – post conflicts situations (internal displacements)
- Oral Testimonies by participants as peace builders. Government has set up settlement patterns used to promote the teaching of Peace and Conflicts Resolution Studies – collaborative effort with the journalists. Note: false urbanization has erupted.
- Student Seminars: as in-built part of students' assessments.
- Drama sketches along with role plays to re-enact a conflict situation.

MATERIALS:

- Staffing – training – students ratio ideal according to NUC (1 to 100)
- Space: Lecture Halls unavailable
- Audio-visual aids (Hardware and Softwares)
- Back up powers like generators
- Literature – Books and Journals (through the websites)
- Internet access and connectivity
- A networking of the Peace and Conflict Resolution Studies teachers (as suggestions)
- Magnetic chalk board
- Consult with internal resource persons for technical support: drama sketches or in some cases invitation of Management Information System (MIS) Centres in some universities. Artist

CONSTRAINTS AND SUGGESTIONS PROFERRED

Recruitment and training of teachers to teach Peace and Conflict Resolution Studies.

Adequate funding of the programme – taking into consideration existing NUC ratio of funding courses and possibility of increase. NUC would liaise with universities to know the actual rate a student is supposed to pay per course and then suggest the actual amount to budget.

- Agreed for the establishment of a functional staff of GST and

- Make room for their academic/career prospects
- Adequate classroom and space for lecture

In the absence of the ideal in terms of resources, the non ideal can be incorporated in Assessing/Evaluating the Peace and Conflict Resolution Studies. The C.A. can serve as a combination.

A functional website with links to other universities so as to access lecturers' course outlines, Assignment Questions for quality sustenance.

Compiled by: Mrs Ruth R. Irimiye
Secretary Group 1

SYNDICATE GROUP 2

SYNDICATE REPORT OF THE DISCUSSION ON THE CONTENT AND STRUCTURE OF THE PEACE AND CONFLICTS RESOLUTION STUDIES CURRICULUM IN NIGERIAN UNIVERSITIES.

Chairman: V.M Sylvester
Secretary: G.N Onuoha

This group is made up of fourteen participants including the Chairman, Dr. (Mrs) V. M. Sylvester (University of Abuja) and the Secretary, Onuoha G. N. (Nasarawa State University).

The group started reviewing the course syllabus of (GST 222), page after page.

On page 1, the group wondered if the title should not be re-arranged to read "Conflict Resolution and Peace Studies" hence peace is always an aftermath of conflict and its Resolutions. But the group later agreed to allow the title as it is since peace is supposed to be a natural phenomenon that exists before it can be disturbed by conflict.

The group agreed that poverty had not been sufficiently addressed in the course since this is the tap-root of all conflicts. They also agreed that traditional methods of conflict resolution were not recognized and that mention should also be made of the role of national, and not only, international agencies in Conflict Resolutions.

There was some argument on paragraph 3.2, if intellectual capability was a requisite for peace but the group agreed that the teachers needed the intellectual capability to be able to train students who in turn needed to train or to impact or disseminate peace initiative in the communities where they will live and work in future.

4.0 Here, the group asked where the monotechnics fall into, since the course syllabus mentions only the Universities, Polytechnics and Colleges of Education. There is need to include them.

7.0 The group deems it very necessary that participants go back to our different universities and organize workshops and training sessions for more lecturers who could assist in the teaching of GST 222.

9.0 Reference is made to module 13 on page 8, as a diagrammatic rendering but what is found here is more of a reference table.

10.1 Our group would like to know what the Lecturer/students ratio is, especially as it relates to GST classes.

14.0 The group agreed that the NUC should come out with a clear-cut policy with regards to lecturer/students ratio to ensure the course is interactive.

In the detailed Course Outline of modules, the group noticed that other conflict areas like cultism, sports conflicts e.g. teams vs. the others; States against other states, countries vs. countries etc; were not addressed. Also the very recent and controversial Jos (Plateau) crisis was conspicuously left out in module 4.

APPRECIATIONS

We give kudos to the initiatives of this great idea of inculcating Peace and Conflict Resolution Studies into the Nigerian Universities Curriculum i.e. to mention great minds like Professor Placid Njoku and his team in the NUC, Dr. Shedrack Best of the University of Jos, and the wonderful support given by the University for Peace in Geneva.

No mean thanks also to the organizers of this workshop itself i.e the above mentioned and the University of Jos. You tremendously made us happy and fulfilled throughout our stay.

We promise to spread the “gospel” effectively, when we go back to our respective Universities. Remain blessed and more grease to your elbows.

TEACHING PEACE AND CONFLICT RESOLUTION STUDIES, METHODOLOGY AND MATERIALS

OBSERVATIONS:

The Reader is a good resource material to start with: efforts should be made to make up the missing chapters, and make more copies available to universities.

The Reader has satisfied the objectives stated on the front page of Dr. Best’s paper: “Matching the approved Syllabus with the Reader for Peace and Conflict Resolution Studies”.

We agree that the Reader is not the do all and end all, as far as teaching the course is concerned. Teachers should be more resourceful in order to achieve our goal.

Teachers mode of presentations should be articulate and varied.

2ND PAPER – PROF. O. IBEANU’S PAPER

(Methodologies for Effective Teaching of Peace and Conflicts Resolution Studies)

The instructional materials listed on page 4 of the paper are ideal and popular but how handy are these in our universities. Efforts should be made to provide them.

Participation of students – yes as on page 5, but implementation can be difficult bearing our students population for GS courses in mind. Excursion and visits can be done only if the large number of students can be effectively grouped and course visits conducted in batches, but what about time constraints?

All the methods listed on page 5 can all be effective and appropriate. We agree with the author that combinations of these methods can always be made and each has advantages and disadvantages. We also agree that Seminar methods, guest lecturers can also be used. Evaluation: We agree with the author that evaluation of the course can be done by the methods on page 6. But we agree that a good and standard method of students' evaluation of teachers can be formulated based on objectivity.

SYNDICATE GROUP 3

REPORT OF SYNDICATE SESSION ON STRUCTURE AND CONTENT OF THE PROGRAMME / MATCHING THE APPROVED SYLLABUS WITH THE READER

Chairman: Dr. M. O. Kuna
Secretary: Veronica Jummai Ojogbane

Types of Conflicts: There is need to talk about moral conflict which has to do with the individual before discussing other types of conflicts. This is because a morally depraved person who has not handled his/her personal conflict properly may not see conflict in other spheres of life or in any other person.

Population of Students: It was observed that the population of students taking GST courses in tertiary institutions has become too large. Thus, the problem of a single lecturer handling the course successfully is always there. There is need therefore for GST 222 to be taught by all lecturers in General Studies department. To effectively do this, it is imperative that trainers also train other lecturers in our various institutions for effective teaching/learning process. The Vice-Chancellors should supply multi-media equipment for teaching

Dramatizing Conflict Situation to be complemented with well prepared instructional materials. There is need to make course materials ready before the commencement of lectures.

Course Length: The Universities should endeavor to observe the 15 weeks prescribed for a semester. However, where the semester becomes shorter, efforts should be made to compress the lectures.

Modules

- Module I: For better understanding there is need for illustration with symbols and pictures as a starting point.
- Module II: Causes of conflict are based on the perception of people, stereotyping etc. Attention should be drawn to the role of the state in the evolution of and resolution of conflicts.
- Module III: Assignments on conflict mapping skills and identification of conflict mapping stages should be applied.

Module IV: The NUC should make available key primary materials to the universities. This is necessary because some of these conflicts re-occur because we have not been able to apply the suggestions of the previous panels on conflicts. Teachers must be careful in the way they teach this course in order not to generate more conflicts.

Module V: Women bear the brunt of whatever happens in crisis situations. Thus the onus of keeping peace lies more on them. For example, during the Jos crisis, there was a black Wednesday, where women wore black to depict the dark moments of their lives and thus calling for peace. At another time, they wore white to signify peace.

There was a transfer of Modules VI, VII and VIII to come after modules XIII on the paper. Thus module IX on page 7 becomes module VI. Here it was suggested that documents from National Council for Inter-Religious Cooperation, Inter-Faith Council, Institute for Peace and Conflict Resolution and Strategic Conflict Assessment Reports be made available to teachers.

Modules X, XI, XII and XIII on pages 7 and 8 become VII, VIII, IX and X respectively.

Module VI on the paper becomes module XI and it is suggested that literary works and folklores be used also in teaching.

Modules VII and VIII on the Paper become XII and XIII respectively.

OBSERVATIONS AND SUGGESTIONS

The group observed that the curriculum is too loaded for just one semester. We then suggest that the course be spread over two years. First year is to deal with basic concepts of conflict and peace, dynamics, types and the various case studies. The second year would deal with management and resolution of conflicts.

Lastly, all materials needed for the course should be ready on time.

SYNDICATE GROUP 3

Chairman: Dr. M. O. Kuna

Secretary: Veronica Jummai Ojogbane

SUGGESTIONS ON TEACHING METHODS

- Dramatization and folklore will enhance better teaching and understanding
- A CD of the drama was watched here to be distributed to the universities.
- There is need to get a list of the commonest items on peace and dramatize them.

Diversity in different cultures needs to be integrated; a collection of folklore from various ethnic groups and dramatization of them will promote peace. Since case by case presentation of dramatization may not be feasible, a centralized arrangement to stage the play for all students taking the course is a possible alternative. The use of an emblem to promote the formation of peace club on the campus, as well as floating the idea of associations for students should be considered.

- There is need to spread the course over 60 hours i.e two Semesters.

- Who provides the instructional materials, NUC/UPEACE or our various universities?
- Each university to develop a teachers' manual and on time. In preparing the teachers' manual the details of exercise should be incorporated.
- Details must be avoided so as to be able to complete the syllabus.
- Computers, and power point projectors, to be made available to the General Studies Department by NUC/UPEACE to each university.
- To avoid more conflicts/crisis in the class/school, it would be better to refer to conflict regions instead of ethnic groups. For example, Taraba Crisis, Kaduna State crisis as against Tiv/Jukun crisis, Christian/Muslims crisis, etc.
- Module IX: is it event or effort.
- In addition to the Reader, Information on Peace and Conflict Resolution and War College materials can be utilized.
- More copies of the Reader should be brought to the various campuses so that students can have personal copies. However, we advocate that it should be at students' rate – ie subsidized.
- There should be students' involvement and participatory approach i.e questions and answers approach. A combination of two or more methods in teaching will enhance better understanding.

ii) **Syndicate Group Reports at the Benin Workshop (25 – 28 October, 2005)**

Introduction:

As in the case of the Jos workshop, the participants at the Benin Workshop were divided into three syndicate groups for a more thorough examination of the main issues. They examined the content and structure of the proposed syllabus and Reader; the materials and methodology for the teaching of the PCRS, and the fit between the syllabus and the Reader.

Reports as presented by the various groups are recorded below in the Appendix to the general report of the workshops.

GROUP I

ON THE CONTENT AND STRUCTURE OF THE SYLLABUS

- The topics were judged to be generally adequate but the group suggested additions of international and gender dimensions of conflict.
- Root causes of conflict & violence in Africa: The group suggested the addition of Nigeria, to be followed by Africa and then the rest of the world.
- The Indigene/settler cases should be added the refugee phenomenon.
- The specific objectives of the course are deemed not comprehensive enough so the group suggests the addition of capacity building of students in the area of peace and conflict management.
- In addition, NUC should decide on a generic code name for all GS courses since the codes seem to differ from one university to another.
- Ethnical issues in conflict studies, as well as long and short term intervention activities in conflict management should be added to the curriculum.
- There is need for the harmonization of codes of General Studies courses. Should they be GS, GST, GNS etc.

Different universities should generate their own texts, ultimately from various sources, and carry out case studies that can lead to the writing of their own manuals emanating from brain-storming workshops. It was stated that principles of non-violence be added.

The group ended on a very optimistic note that the course should be introduced quickly and thanked the initiators and sponsors for the thorough manner adopted in introducing the course.

GROUP 2

The group began with the opinion that the title of the course could be altered to read Peace Studies and Conflict Resolution.

- On page 7 of the curriculum, terrorism should be brought in as a type of conflict.
- The root causes of conflict should include ideology and ideas.
- The course has nothing about the effects of conflicts and this should be factored in
- The culture of tolerance should also be included.

SYNDICATE GROUP 2

Arising from the group discussion, the following suggestions are put forward to be integrated into the content and structure of the course:

- The title of the course “Peace studies and Conflict Resolution” is adequate and should be sustained.
- Theories of conflict should be integrated into modules 1 – Basic concepts and theories of peace and conflict studies.
- Terrorism is a type of conflict that should be given due attention.
- Factors such as beliefs, ideas, philosophies should be part of the root causes of conflict.
- Effects of conflict
- Culture of tolerance should be entrenched in the content.
- De-emphasise perception of wars as an instrument of conflict resolution.

SYNDICATE GROUP 3

ON THE EFFECTIVE TEACHING OF THE COURSE

The group began by querying whether or not the course is worthwhile, but quickly reached consensus about its necessity and desirability.

Scope and Length: The group generally accepted most of the items listed, but noted the difficulty in achieving and delivering most of them.

It also highlighted the need for further geo-political interaction for the teachers because this workshop is inadequate in meeting the teachers’ needs of the universities, given the large numbers involved. The unfriendly attitude of students to GS courses was noted, and efforts should be made to change it.

Audio visual materials should be introduced to capture the enthusiasm of the students, e.g. Martin Luther King.

The capacity building of teachers should be a continuous exercise, as this workshop cannot suddenly turn participants into experts.

The Reader was closely viewed, accepted as good teaching material but concern was expressed about the price since it was not yet made public. The group hoped that the Reader could be made affordable for students and staff.

The group also queried whether or not any document exists from NUC directing the teaching of this course? If there is, then NUC should make it available to University, since a mere pronouncement by a minister in a workshop is inadequate authority to compel universities to commence the course.

GROUP 3

ON THE METHODOLOGY AND MATERIALS FOR TEACHING PCRS.

The participants examined the course page by page as stated in the approved course. They looked at page on (1) of the above topic and generally support the topic listed and agreed that

Nigerian students need the various topics to realize the objectives but suggested that there be geo-political arrangements of workshops to be organized for many to appreciate the needs. This is because the present participants are not enough to handle a minimum of about one thousand (1000) students normally encountered in the universities system. This is furthermore to make the student friendly to the topic and adjust to the phenomenon, for instance when the law degree was increased to five (5) years the students had no option than to adjust to the programmed years.

On page three (3) they suggested that the present workshop is not enough to make participants experts in the field but this should be regarded as an interactive workshop. In other words, further training needs to be organized for those who handle the course. Special fund for training the participants to broaden themselves in the PCRS course, should be sourced from the federal government and other funding agencies to support this.

On page 4 point 9:0 the participants agreed that under the present situation only normal lectures could be given to the student and for their full participation, all required materials must be provided for efficiency. Also, encouragement must be given for post graduate research in the field. They commend the university of Ibadan and University of Nigeria in this regard.

On page 6 point 15:0 that the realization of the assessment of students can only be met if more teachers are acquired; materials such as tapes on Gandhi, Martin Luther King Jr. other tapes on conflict resolution be shown on screen to captivate the students attention and interests, should be a requirement.

On the Reader to be used, the group suggests that the NUC, the University for Peace and other support groups should make the books available and at affordable prices to students.

The group observed that to enhance student's interest in the course, so that they do not take it as just another GST course which they have to pass, audio visual aids must be provided to individual General Studies Divisions of universities.

***** END *****