



University for Peace  
Université pour la Paix



**UNIVERSITY FOR PEACE  
AFRICA PROGRAMME**

**Curriculum Development Workshop**

*Khartoum - Sudan*

3 - 4 May 2006



**Group Photo with Dr Peter Nyot Kok the Minister for Higher Education**



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## **I. Executive Summary**

Responding to growing demands in institutions of higher learning for the provision of course modules, teaching materials and curriculum guides in peace education, the University for Peace and the Ministry of Higher Education in Sudan held a Curriculum Development Workshop between 3 and 4 May 2006 in Khartoum.

The workshop provided a platform for exchanging knowledge, experiences and curricula activities among university staff and students and civil society actors. Participants from over thirty universities and institutes carried out focused analysis and examined a huge body of information accumulated by peace centres and relevant departments. They attempted to evaluate the current status of peace education in universities and contribute to the envisagement of coherent and consistent plans in the field, as well as the provision of a foundation course to be incorporated in the national curriculum.

## **II. Introduction**

Sudanese universities may be described as 'peace-sensitive' and many of them have developed this natural tendency into operational learning ventures. The culturally diverse and rich provinces of the country have created abundant sources of erudition and knowledge bases through their institutions of higher learning and have continued to nourish the peace process with informed proviso.

Some universities are placed in the middle of war zones. Students witness disputes over the control of natural resources, hear the crossfire during classes and seminars, and probably fear the danger of landmines and unexploded objects on their way to and from their colleges. Their relatives and colleagues are among the casualties of continued fighting. Universities like Dilling, Zalingei, Juba and Kassala have all been through such experiences.

Academic institutions have dealt with the issue of war in different ways seeking to provide an optimal pedagogy to address the multiple sources and consequences of war, and to help local communities in finding methods and techniques to resolve their disputes peacefully.

Yet, these efforts were restrained by two significant limitations: the lack of coherent and consistent planning to establish a comprehensive form of peace education curriculum, and the shortage in material, including scientific and technological resources.

## **III. Abstract**

The University for Peace (UPEACE) Africa Programme in cooperation with the Ministry of Higher Education and Scientific Research in Sudan, held a Curriculum Development Workshop at the new conference centre of the Ministry in Khartoum between 3 and 4 May 2006. The aim of the workshop was to bring together vice chancellors, directors of peace centres, professors and students to debate and lay the foundations for a peace education curriculum.

The idea was initially discussed by Mary King, R. O'.Fahey and Bakri Saeed with the former Minister of Higher Education, Professor Mubarak Majzoub, in Khartoum following a UPEACE workshop on environmental degradation in Darfur in December 2004. A coordination committee consisting of nine professors and chaired by the former Vice Chancellor of Khartoum University, Professor Mudathir Tingari, convened several preparation meetings during the year 2005.

In February 2006, Dr Jean-Bosco Butera the Director of Africa Programme of UPEACE visited Sudan to discuss the arrangements with Dr Peter Nyot Kok, the Minister of Higher Education. They agreed on the significance of the workshop theme as a topical and timely issue, and indicated the first week of May 2006 for convening the workshop. Dr Butera then held extensive meetings with directors of peace centres, professors and higher education departments to discuss the details of workshop issues and programme.

Accordingly, the Workshop was held at the Ministry of Education Conference Hall. Dr Peter Nyot Kok, the Minister of Higher Education addressed the workshop giving a forty-five minute speech on the experience of Sudan in resolving the conflict in southern Sudan and the role of higher education in nurturing peace and development.

The workshop was attended by vice chancellors, deans, and faculties representing the following Sudanese universities: University of Khartoum, University of Juba, University of Ahfad, Sudan University for Science and Technology, University of Alfashir, University of Zalingei, Alazhari University, Ahlia Omdurman University, University of Neelain, Tegana College, Dilling University, Africa International University, Open University. Civil society organisations, research centres and international organisations participating in the workshop included: The Centre for Social Studies, Women Centre for Peace and Development, Centre for Future Studies, Future Trends Foundation, Youth Union, Arab-African Youth Council,

Women and Children Department in the Ministry of Social Affairs, the Sudan's Commissioner for Disarmament, Demobilisation and Reintegration, the Head of Rule of Law in the UNDP, the Director of Civil Affairs at the United Nations Mission in Sudan (UNMIS).

Papers and presentations included Dr Jean-Bosco Butera's presentation on *The Role of UPEACE Africa Programme in Peacebuilding*, a paper by Dr Mohamed Osman, on *Introduction to Optimal Pedagogy and Curriculum on Peace for Education in Sudanese Universities*, a paper by Professor Abednego Akok on *Culture of Peace and Education*, a paper by Dr Shedrack Gaya Best on *Peace Education Curriculum in Higher Institutions, The Nigerian Experience*.



**Dr Peter Nyot Kok the Minister for Higher Education Addressing the Workshop**

Among contributors to the workshop was Professor Mubarak Majzoub, State Minister of Higher Education who made a presentation on *The Evolution of Higher Learning Institutions and the Struggle for a Curriculum on Education for Peace*, in the afternoon session of the first day. Professor Hassan Mohamed Salih, the Coordinator of Peace Centres in Sudanese Universities presented a paper on *Teaching and Research Experiences of Peace Centres*.

The final session included a summary of discussions, recommendations by various participants and concluding remarks and the way forward by Dr Jean-Bosco Butera. The event was well covered by the media, and Sudan TV described the workshop as the first endeavour of its kind in the country and the start of a process for establishing effective peace education curriculum in higher learning institutions, while interviewing several workshop participants.

## **IV. Workshop Objectives**

The workshop emanated from an actual need in the newly established peace centres to transcend the piecemeal methods of teaching to a more comprehensive undertaking. The workshop was organised to:

- Respond to the demand of a growing number of educators in Sudanese higher learning institutions for the provision of learning modules, teaching materials and curriculum guides in peace education.
- Provide a platform for exchanging knowledge, experiences and curricula activities among learning institutions.
- Give comprehensive account and analysis of the current status of peace education and relevant disciplines in the peace centres and institutes.
- Support initiatives taken by peace centres in teaching, research and training and give an overview of existing courses.
- Develop a conceptual framework for substantive and participatory pedagogy and inquiry process.
- Encourage the acceleration of efforts to incorporate peace education into the curriculum.
- Develop methods of appreciation for differences in gender perspective.
- Learn from, draw on, and work for the development of African universities experiences in the formulation of a peace studies curriculum.
- Trace the sources of introductory course in peace education in indigenous experiences and traditional methods of conflict resolution.
- Articulate the rationale for curricula for teaching about peace, reconciliation, tolerance, human rights, gender, environment security, and conflict resolution.

## **V. Content of Education for Peace**

Generally, curriculum modules in Sudanese university colleges have developed throughout the twentieth century and beyond, to address life in almost all its manifestations including areas of war and peace. Faculties of art, education, economics, political sciences and law to medicine, agriculture and sciences offer a range of studies directly and indirectly related to the field of education for peace.

Professor Akok mentioned three methods for organising and providing peace education programmes. First, peace studies programmes could be provided as an area of specialization or academic subjects. Secondly, peace education is to be integrated in the history, geography, political, social and natural science courses. Thirdly, research programmes in peace studies could be organised which will help in making available teaching materials as well as advancing our theoretical understanding of peace issues.

Discussion illuminated the role of the non-formal education system as a source of unlimited opportunities for organising peace education programmes. For example youth organisations, social and sport clubs, trade unions and professional associations can represent suitable agencies for organising and providing a course on peace education. The media is very important in this respect. News coverage of events needs to be changed in order to take care and give proper focus on peacebuilding rather than on “war making”.

The presenter elaborated on five strategies and methods of teaching suitable for use with all parties and forms of peace education programmes. They include the theoretical discussion strategy, the skills approach, the case study and the personal involvement approach.

The political context was described as follows:

As we are in the process of implementing the Comprehensive Peace Agreement (CPA), there are several reasons for us to be more than ever concerned about peace. A number of political, technological, economic and social changes, development, challenges and problems are creating along with their positive impacts, dangers that if left stray will threaten our existence both material and spiritual.

On the political side, during the last fifty years three major changes have occurred in the political texture. The first one was the dismantling of colonial rule, resulting in the foundation of Sudan's independence. The second change was the peace agreement in 1972 ending the 17 years war, also resulting into formation of Southern region self – government. Thirdly, as a result of these major changes, a new awareness of both intercultural relations and cultural identity among national and sub-national groups has arisen.

In discussing the question of subject matter, participants referred to positive ingredients of local cultures and the challenge of how to integrate them into the curriculum. Professor Akok cited the following stipulations for planning curriculum content.

- (1) The content is to be designed to respond to and satisfy the needs and characteristics of very broad and different categories of peoples (children, young men and women and adults) and at the same time suitable and applicable to all types, levels and forms of education structures and systems, formal and non-formal.
- (2) The sources for the content of the education of peace programmes should include positive traditional methods, the ethical, religious and philosophical bases of human rights, democracy, the International Declarations and Conventions related to the various rights and obligation in addition to materials related to the development and contributions to peace and pertinent issues.

- (3) The contents of education for peace are to be organised and provided as formal course, or as projects or units integrated with the existing course or part of extra curricula activities.
- (4) At the basic education level, peace education is to be provided and integrated with the social studies and religious or moral education courses. Emphasis should be laid mostly on values acquisition and creating positive attitudes related to peace.
- (5) As the content of education for peace programmes is related to different disciplines it is relevant to suggest that its approach is to be of an interdisciplinary character



**Part of the Workshop First Morning Session**

## **VI. Centres Advancing Distinct Areas of Expertise**

Discussion on the paper about *Introduction to Optimal Pedagogy and Curriculum on Peace for Education* highlighted the fact that universities have started to advance certain areas of expertise in the field of peace education. Universities like Dilling and Zalingei were cited as developing a specialisation in indigenous approaches to peaceful settlement. They adopt methods of fieldwork, seminars and workshops to study the possibility of envisaging solutions based on the experience of local communities. Sudan University undertakes a similar home-grown approach in its teaching and research programme with particular emphasis on issues of demobilisation and reintegration and the role of drama. Juba University attaches high importance to development as the basis of sustainable peace and social stability. Ahfad University takes an engendered approach to the field and considers women education as the forefront of peace studies. Khartoum University fosters political analyses of different aspects of peace studies and works for the promotion of national reconciliation among major political actors.

Areas of interest for each centre were determined by a convergence of academic and geographic factors. Professor Hassan Mohamed Salih, the coordinator of peace centres, told the story of establishing the peace centre at Sudan University as a unit in the Drama and Music College and how this fact has dictated its teaching methods and courses.

It was mentioned that across various disciplines, students receive academic courses relevant to peace studies such as history of war and peace agreements, history of pacifist thoughts, philosophy of violence and antagonism, theories of perpetual peace and collective security, sovereignty, democracy, intercultural understanding, anthropology and African languages, development and stability of local communities, war and economic depression, psychosocial issues of violence, eradication of endemic diseases ... etc.

It had been attested that the lack of subject interconnectivity between areas of education for peace is obvious; however, together they make significant

contribution to the overall development of a curricular in the field. Yet, it was stressed that there are no figures from subsequent disciplines showing the number of students receiving courses with peace studies component, but the large majority of students are involved in such learning schemes.



**Session on Introduction to Optimal Pedagogy and Curriculum on Peace Education**

## **VII. The Nigerian Experience**

Dr Shedrack Gaya Best illustrated the Nigerian experience in the development of curriculum throughout the past two years. He explained that Nigerian efforts started by a UPEACE workshop organised in Abuja in 2004 drawing lessons for curriculum production which requires:

- Identification of needs based on national and regional circumstances.
- Determination and hard work from planners.
- The presence of a higher institutional authority is invaluable.
- Political support.
- Identification of a team of technical persons to provide support.
- Preparation and sourcing for teaching materials.
- Funding for the evolution of the course.
- A deliverable and portable curriculum.

- Support from the implementing universities.
- Identification and preparation of teachers.
- Follow up to sustain enthusiasm

Participants raised several questions on the implementation process, the timing for actual start, targeted levels of students, availability of teaching staff and teaching materials.



Workshop Group Photo

## VIII. Course Developing Experiences

The workshop was acquainted of three different experiments of teaching and training projects from three different institutions which can be summarised as follow:

### *The first experiment*

The first experiment was provided by the Centre for Peace Culture in Sudan University, which developed courses in: DDR, peace culture and development, drama for peace and conflict resolution. Each of these short courses runs for three weeks with forty participants from different constituencies of the community. Six of the 'Regular Courses' are organised six times in the academic year. The centre is planning with the Conflict Resolution Institute in the USA to consider these courses as part of a Joint Transformative Diploma. A mass education programme has also been introduced by the centre to transform the violent behaviour in the

traditions of some tribes in conflict zones and to promote patterns of peaceful coexistence. A participatory workshop was held for the Messeria and Dinka-Mok tribes of Abey with the purpose of eradicating assaults and raids over herds of cattle. In July 2004 the centre organised a workshop in the form of a ceremony for the farmers and nomads of Misseria-Alhumur and Dinka-Malwal in Mirum area, which was concluded by forming an association for peaceful coexistence in the region. In Darfur, the centre helped to establish the Wadi-Salih Association between the African and Arab tribes. In partnership with The United Nations Children's Fund (UNICEF), a DDR meeting will be held in Mirum, with the participation of ten representatives from Rizaigat and Messeria tribes to forge a plan for demobilisation and arms control in the area. The holistic approach of Sudan University in the inculcation of peace culture is unique in reaching a point where it will be hard to distinguish between the 'academic' and the discourse of real life aspects.

### *The Second Experiment*

The second experiment was from the peace centre in Zalingei. The University of Zalingei is a community university which provides education and training services for the local population as well as for its regular students. One of the major projects of the peace centre purports to rehabilitate the Women Development Centre of Zalingei, by helping in the designing of programmes for women, children and youth, in addition to supporting it with necessary equipments and facilities. The peace centre has also made innovative plans for the training of Hakamat, local women singers, from different tribes, on peace culture dissemination. Current proposals for the year 2006 include a project on the effect of tribal conflict in western Darfur on the lives of children and women. The teams of field workers and consultants undertake to collect and analyse data on the effect of conflict on educational, cultural, economic and social life of women and children. Random samples of villages, schools and children together with the

general surveys and interviews conducted in conflict areas should be adopted as a method of research.

### *The Third Experiment*

The third experiment was by Ahfad Univeristy. Ahfad students represent active agents of change in communities of Sudanese women. Most of the academic courses involve elements of social interaction and collaboration, with emphasis on situations of women and children affected by war. Three years ago an extension programme that allows students to spend a few weeks among rural communities was launched by the School of Rural Extension, Education and Development (REED). Around sixty groups of students, each group consisted of ten to fifteen students, are dispatched every year to different parts of the country, as a learning process through data collection and interviews. One of the main objectives has been to promote health awareness and literacy among locals and in refugee camps. It also capitalises on women with leadership qualities by giving them the opportunity to come to Ahfad campus for a period of three to nine months, during which they receive training through specially designed workshops, interact with students and staff and benefit from the library and communication facilities.

The Department of Geography at Liverpool University and Ahfad's School of Rural Extension are developing a range of research issues on poverty reduction. They also work together in contributing to Ahfad's MSc in Women, Environment and Sustainable Development utilising outreach resources and materials accumulated by students from rural areas in Sudan as part of their extension courses. In May 2003 Dr Amna Rahama and professor Ali Taha Ayoub from Ahfad, led seminars at Liverpool on issues of 'Women Changing Position in Rural Sudan' and 'Dust Storms in Sudan and Desertification'. The two scholars were constructing a new MSc course on sustainable rural development and had used their visit to make the most of library resources and get early responses to the

framework and content of the course which started at Ahfad soon after in July 2003.

The two graduate schools of nutrition and gender offer a Master degree through taught courses and dissertation. The School of Human Nutrition aims to provide students with advanced knowledge and training to assume leadership in the community. Courses include nutrition and food hygiene, food and nutrition policy and planning, malnutrition and developing countries, nutrition and health education methods, economics and management of family food, nutritional care in health institutions. Students should complete and defend a research work of originality. The School of Gender and Development offers courses on theoretical and conceptual bases for gender and women's studies, theories of development, methods of research, culture and social change, women and the state and gender challenges in the 21<sup>st</sup> century. Only fifteen students are accepted each year. In both graduate schools, students study for sixteen months through four semesters.

Dr Hassan Mangouri, the Director of the Graduate School at Khartoum University acknowledged the progress achieved by some universities, but highlighted the gap between their goals, the existing situation and actual capabilities of their universities. Dr Abdurahman Osman of the Open University stressed the same point referring to the inadequate resources available for lecturers and their low and sometimes irregular salaries.

In his presentation on *Struggle for Peace Education Curriculum*, Professor Mubarak Majzoub, State Minister of Higher Education stated that Sudan is at the pivot point of post-war reconstruction issues as Sudan is in a period of transformation from war to peace. Challenges of rehabilitation, reconciliation, demobilisation, reintegration, de-mining, reunification and sustainability of peace should be addressed by the higher learning institutions and their evolving pertinent methodologies and curriculum.

## **IX. Recommendations**

- The curriculum development should be a participatory procedure involving all concerned faculties, vice chancellors and decision makers.
- The formulation of peace education curriculum should derive from a community's indigenous culture of tolerance, reconciliation and methods of peaceful settlement.
- It should reflect on the country's series of negotiation rounds, peace agreements and subsequent political and constitutional change.
- The Ministry of Higher Education was called upon to show commitment and assume a more engaging and coordinating role and provide tangible support.
- Curriculum should include formal and informal contributions in order to ensure the incorporation of community initiatives.
- Adopt engendered approaches and gender sensitive methods in establishing curriculum for peace education
- Students should be fully involved in discussions over curriculum contents and teaching methods.
- The establishment of curriculum for peace education has to be a life experience and a process, and benefit from other people's experiences.
- Take into account the role of IT and maximise its utility as effective tool of peacemaking and peacebuilding.
- Build bridges of support among various stakeholders to achieve a reasonable level of connectivity and the flow of information.
- Include a mechanism for continuous evaluation, reform and inquiry.

## **X. The Way Forward**

Participants in the workshop were profoundly enthused and determined to move forward and advance the current process. The present report will be introduced to a committee of academics representing university peace centres and colleges for discussion and to decide on further steps to be undertaken. The committee will look at feedback and comments from education departments, academic resource persons and experts in curriculum formulation.

There is wide agreement among peace studies scholars and lecturers that the production of curriculum will be achieved through intellectual and skilful academic process to be shared by all concerned individuals and institutions.

However, it was equally agreed that the process needs to be owned by and the responsibility taken by Sudanese faculties and centres, supported by national education departments and international academic entities.

## APPENDIX I

### UNIVERSITY FOR PEACE AFRICA PROGRAMME

## Curriculum Development Workshop

*Khartoum - Sudan*

3 - 4 May 2006

### Programme

#### **First Day**

Wednesday 3 May 2006

8:30-9:30 Registration

#### **Opening Session**

Chair: Professor Hassan Mangouri

9:30 – 9:45

Introductory Remarks - Dr Bakri Saeed

9:45 – 10:10

The Role of UPEACE in Building Peace in Africa, Dr Jean-Bosco Butera, Director of Africa Programme, UPEACE

10:10 – 10:30

Opening Speech – H.E. Dr Peter Nyot Kok, The Minister of Higher Education

10:30 – 11:00

Group Photo

Breakfast

11:00 – 11:45

*Education for Peace in Sudanese Universities, Introduction to Optimal Pedagogy and Curriculum*

Mohamed Awad Osman - - Abednego Akok

Chair: Dr Sidiga Washi

11:45 – 12:30

*Discussion*

12:30 – 13:15

*The Evolution of Higher Education and the Struggle for Peace Education Curriculum*

Professor Mubarak Majzoub, State Minister of Higher Education

13:15 – 14:15  
Discussion

### **Evening Session**

19:30 - 20:10

*The Development of Curriculum on Education for Peace in Nigerian Universities*  
Dr Shedrack Gaya Best

Chair : Professor Zakaria Bashir

20:10 – 21:30  
*Discussion*

### **Second Day**

Thursday 4 May 2006

### **Morning Session**

09:30 – 10:30

*Incorporating Education for Peace in University Curriculum*

Professor Hassan Mohamed Salih, Coordinator of Peace Centres, Ministry of Higher Education

Chair : Dr Jean-Bosco Butera

10:30 – 11:00  
Breakfast

11:00 – 12:00  
Summary of Discussion

Mohamed Awad Osman

Chair : Professor Hassan Alsaoury

12:00 - 12:15  
Coffee Break

12:15 – 13:30  
Recommendations and

The Way Forward  
Jean-Bosco Butera

Vote of Thanks  
Mr Abu Elbasher Yousif

## APPENDIX II

### UNIVERSITY FOR PEACE

### AFRICA PROGRAMME

### Curriculum Development Workshop

*Khartoum - Sudan*

3 - 4 May 2006

#### List of Participants

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94. Salim, Elhassan	University of Khartoum	0918159700
95. Shabu, Huyda	Women Centre for peace and Development	0912152233
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97. Washi, Sidiga	Ahfad University	0912132000
98. Yousif, Abu Elbasher	Director of Peace Centre, University of Alfasher	0912953392
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