



**Department of Peace Studies**  
Africa Centre for Peace and Conflict Studies



**Centre for Peace and  
Conflict Studies**



**Fourah Bay College,  
University of Sierra Leone**

Report of Two-Day Curriculum Development Workshop

# **Developing a Bachelor of Arts Degree Programme on Peace and Conflict Studies at the University of Sierra Leone**

**in**  
**Committee Room, University House, Mount Aureol**  
Fourah Bay College, University of Sierra Leone  
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Report Prepared By:

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## Preface

In January 2002, the University of Sierra Leone (USL) in partnership with the Department of Peace Studies, University of Bradford (UoB) in the United Kingdom formally established the *Centre for Peace and Conflict Studies*, Fourah Bay College (FBC) in the University of Sierra Leone. This was achieved with the assistance of the Department for International Development (DFID) through the British Council in Sierra Leone, within the Higher Education Link Programme (HELP). The purpose of the link is to assist with the development of curriculum on Peace and Conflict Studies and staff development in the USL, as a viable and long-term strategy for a culture of peace and non-violent conflict transformation.

Specifically, the primary objects for the Centre for Peace and Conflict Studies at USL include:

- (a) Development of the professional and intellectual knowledge and skills of peace advocates and practitioners;
- (b) Introduction of students and researchers to various aspects of peace and conflict studies;
- (c) Provision of a sound academic foundation for graduate courses in peace and conflict studies;
- (d) Provision of an enabling environment for researchers and practitioners to share ideas;
- (e) Encouragement of academics and practitioners to conduct research on issues relating to peace and conflict, worldwide;
- (f) Development of capacity for applied and practical-based research and conflict resolution-related skills, through community outreach programmes.



In general, the Centre aspires to develop as an academic and policy think tank that will contribute to winning the peace and democratic consolidation in the war-torn Mano River Basin states of Liberia, Sierra Leone and Guinea, and West Africa.

The British Council Sierra Leone, University of Bradford initiative in Sierra Leone was a response to the specific request made by the Chancellor of the University of Sierra Leone, His Excellency the President of the Republic Dr Ahmad Tejan Kabbah in his 1999 Congregation Address. In recognition of the leadership role played by USL, British Council and UoB in the establishment of a curriculum for education for peace, the President, in his 2002 Congregation Address stated:

I am delighted that in response to the appeal I made some time ago, for the university to contribute to the process of consolidating peace and national reconciliation, a peace and conflict studies program has begun to take shape. I understand that as presently conceived some of the courses would target a wide range of students in all disciplines and faculties of the university. I must commend this interdisciplinary and multidisciplinary approach to the learning process. In this area, I look forward to the expansion of the curricula in order to provide more profound teaching and research opportunities in matters that reflect our experience as a nation . . . Aspiring to such heights in the University's goal of expanding the curriculum of the constituent parts may not be asking for too much.



## Executive Summary

The 10 years of bloody and violent civil war in Sierra Leone led to state collapse and societal fragmentation, with devastating effects on community cohesion, socio-economic development, and stable political order. The greatest and most pressing challenge faced by the country and people, emerging from years of bitter and traumatic war, is how to build a sustainable foundation for education, for peace and for peaceful co-existence.

The curriculum development workshop on developing the contents, staff development and teaching strategy for a degree programme in peace and conflict studies, the first in the history of the country, is a proactive response to lay the foundations for a peaceful, non-violent, stable society through education in post-war Sierra Leone. The primary objectives of the curriculum workshop included:

1. Development of the aims, objectives, learning outcomes and contents' outline of a fully fledged bachelor's degree programme in peace and conflict studies
2. The development of elective/optional modules that are context specific to Sierra Leone, and available to continuing students in the University
3. Development of outlines of teaching materials and research of methodological issues to assist in the delivery of the degree programme
4. Sharing of ideas and strategies on staff development and teaching capacity needs for the delivery of the programme.

The two-day curriculum development workshop was built on the process of practical development and integration of peace and conflict studies into the curricular of the University. Since the establishment of the British Council-DFID-HELP partnership between the USL and University of Bradford, specific programmes have been



introduced in the constituent colleges of the University. At FBC, the programme started with the integration of a Peace and Conflict Studies module into the Foundation Course for all first year students. The successful integration of Peace and Conflict Studies into the Foundation Course led to the development of a middle-level diploma programme targeting peace and development practitioners. In addition, Peace and Conflict Studies Elective/Optional modules were developed and made available to continuing students. Since 2002, the Peace and Conflict Studies programme has been the most over-subscribed academic programme at FBC. At Njala University College, a Peace Education module was developed by the Faculty of Education for integration into the University's Foundation Course programme. The postgraduate programme has a Peace and Conflict Studies project/dissertation programme at the Centre of Curriculum Sciences. The Milton Margai College of Education and Technology (MMCET) had developed a programme on Peace Education and International Relations, focusing on teacher education and training. There is, therefore, a solid foundation with the USL system for the development of a fully-fledged degree programme in Peace and Conflict Studies.

In addition to the huge demand for academic courses and programmes in Peace and Conflict Studies, there are a variety of peace and conflict resolution related training programmes, developed by NGOs and civil society organisations. But they have been largely *ad hoc* and short-term, lacking an established system of accreditation and evaluation, and most importantly lacking standardisation and continuity. The rationale for the degree programme is therefore to link and effect standardisation, continuity and accreditation to the community outreach programmes organised by NGOs and civil society.

The two-day curriculum development workshop brought together academics, researchers, civil society, educationalists, policy and development practitioners, from the USL, UNAMSIL, UoB, and both the Sierra Leone Police Training School and the Army Educational Centre. The broad range of participants reflected the particular and



specific post-conflict and transitional context of Sierra Leone, with international representation reflecting the global dimension of the study and discipline of Peace and Conflict Studies.

The workshop was jointly funded and organised by the British Council in Freetown, the Centre for Peace and Conflict Studies at FBC, the Africa Centre in the Department of Peace Studies at UoB, and the Washington-based United States Institute for Peace.

The thematic focus of the two-day workshop included:

1. Experience sharing on capacity development in peace and conflict studies by the constituent colleges of USL, civil society organisations working on peace and conflict resolutions-related training programme, INGOs and inter-governmental institutions such as UNAMSIL and UNESCO.
2. Curriculum contents for the bachelor's degree programme in Peace and Conflict Studies, the staff capacity development needs, and the strategy for implementation.

The BA in Peace and Conflict Studies was based on a modularised system of delivery, with core and elective/optional modules, taught and assessed over three years. An important component was the development of community outreach programmes such as Peacekeeping in Complex Political Emergencies for the Military in Sierra Leone in Basic Conflict Mediation and Resolution Skills for Civil Society Organisations.

It was recommended that the curriculum workshop report and contents be developed into an official 'BA in Peace and Conflict Studies Course Handbook' published by UoB Press, and outlining the following: course structure, aims and objectives,

*Executive Summary*



expected learning outcomes, duration, entry requirement, target group, mode of delivery, assessment and module outline for each year of the degree programmes.



# **I. Plenary: Promoting and Developing a Degree Programme in Peace and Conflict Studies**

## **1. Opening Remarks**

The opening ceremony for the Bachelor of Arts Degree Programme Curriculum Development Workshop in Peace and Conflict Studies started at 9.30 am, with brief opening remarks by representatives of the principals of various colleges at the University of Sierra Leone, the British Council Director and representatives from the University of Bradford.

On behalf of the Principal of Fourah Bay College, Dr, Dominic Ashley, Dean of the Faculty of Social Sciences and Law expressed support for the newly established Peace and Conflict Studies, and committed the full institutional support of the faculty. He expressed the view that within a year, the Centre and the Programme would develop to a level, qualifying it to be recognised as a fully-fledged academic department within the college.

Dr. Jah expressed wishes for the success of the workshop on behalf of the Principal of Milton Margai College of Education and Technology. He praised the efforts of the Peace Studies Unit at F.B.C. for introducing a Diploma in Peace Studies and Peace Education. Dr. Jah said that the Senate had already approved the Bachelor of Education degree programme in Peace Studies at Milton Margai College. The Vice-Principal of Njala admitted that his college is yet to start the Peace Studies programme.



The Director of the British Council in Sierra Leone Mr. Rajiv Bendre, in his opening statement, recalled the early start of the link programme with the University of Bradford, facilitated by the British Council. He, however, expressed concern that the initial three year-period of the programme would soon come to an end in March 2004.

Speaking on behalf of the Department of Peace Studies, University of Bradford, Dr. David Francis expressed his appreciation with the gradual development of the Peace and Conflict Studies Curriculum, in particular the development of the community outreach dimensions such as peace education, human rights and democratic governance, and capacity building for the military in Sierra Leone.

The chairperson of the University Intercollegiate Committee on Peace and Conflict Studies, Dr. J.A.D. Allie, thanked the organisers of the workshop and the entire peace studies programme. He also welcomed the visiting resource persons from Bradford and praised the support of the British Council. He described peace studies as a vital programme, not only for the University but also for the whole Mano River sub-region. He said that there is a great need to foster peaceful co-existence and stability. Regarding the organisation of the workshop, Dr. Allie added that they had benefited from the co-operation of all the colleges of the University. He maintained that all constituent colleges have demonstrated strong commitment to the sustainability of the programme; that even in the event of the restructuring of the University, the Intercollegiate Committee will continue to exist as the mechanism for overseeing the Peace Studies programme in Sierra Leone.



## **2. Experience Sharing on Peace and Conflict Studies in Sierra Leone: Feedback on Teaching, Training, and Research by Colleges, NGOs and Civil Society Organisations**

This open forum was chaired by Mr. P.K. Saidu, the Vice Principal of Njala University College. Various participants and beneficiaries of the Peace and Conflict Studies Programme, shared experiences and feedback on successes, problems, challenges and opportunities encountered in teaching, training, research and developing peace and conflict resolution related programmes in peace and conflict studies.

### ***1) Fourah Bay College Centre for Peace Studies Experience***

Mrs. Memunatu Pratt, Lecturer and Link Co-ordinator, British Council - DFID Higher-Education Link Programme, recalled the Development Workshop held in 2001 in order to solicit inputs for a peace and conflict studies curriculum. At that session, core and elective modules such as: 'Introduction to Peace Studies', 'Conflict Resolution', and 'Human Rights' were developed. The range of the elective modules developed covered 'Religion and Conflict Resolution', and 'Peace, Security development'. Mrs. Pratt said that a team teaching method was developed as a mode of delivery. Basic teaching materials were also developed. All the courses developed were introduced into the existing BA courses as Elective modules with the hope of developing them into core modules.

A three-month certificate course in Peace Studies designed for those working in NGOs, was also developed and taught at the Faculty of Social Sciences and Law. Its mode of delivery was by usual means, though the programme had to rely on part-time lecturers and 'hired' tutors from various fields.



Plenary discussion following Mrs. Pratt's presentation raised a wide range of questions and issues. These are:

- ❖ Modes of assessment.
- ❖ Alternative ways of teaching e.g. need for teaching teams, to fill the gap in the dearth of staff.
- ❖ Development of a wide range of elective modules with specification of which should be taught at what level and in which sequence e.g. year 1-3 progression.
- ❖ How to strengthen outreach programmes in order to enhance their contribution to communities.
- ❖ Development of the capacity for training of trainers.
- ❖ Materials needed to develop the resource base of the programme e.g. basic textbooks and teaching materials.
- ❖ Development of opportunities for joint research and publication.
- ❖ Sharing of expertise with other institutions. This issue is to be explored by the Inter-collegiate Committee.

Mr Desmond George Williams, Lecturer in Peace and Conflict Studies, presented a case study. He stated that when he was appointed lecturer, he was full of excitement at the possibility of passing on his knowledge from Bradford University stating, 'My initial nervousness was balanced by the challenges of passing on my knowledge'. The overwhelming enthusiasm displayed by the general body of students was very inspiring. They were very helpful in getting the new programmes into the existing college timetable and lecture rooms. He highlighted some of the problems he had to face and his attempts at solving them. The first problem was that of teaching materials. Though much had been photocopied and basic books brought in from the University of Bradford, they were not strictly relevant to the African situation. Some materials that have been developed were accessed from the Internet. The second problem was that of delivery. The only available lecture space to accommodate over



70 students was the Mary Kingsley Auditorium. To project his voice in that large hall, he had to train in voice projection. There remained the problem of maintaining interest whilst lecturing. This, he said, he managed to achieve by encouraging student participation.

The experience of teaching peace in Foundation Studies, to over 400 students, was different since it is a compulsory module. Students therefore had little interest. But still, there were those who were very eager. The number of those interested kept mounting as they began to see the relevance of the course. The Inter-collegiate Committee was very helpful in setting papers for the examinations, marking schemes, and moderating courses. He ended his comments on the note that since the Centre had begun running the only peace modules on campus, response from students had been overwhelming. The conclusion was that programme started with basic teaching materials, improvisation and only two lecturers.

Mr. Leslie Shyllon, a lecturer in the Department of Theology, expressed his delight at being part of what he described as ‘this new experience of education for peace in Sierra Leone’. He developed and teaches a module on Conflict, Religion and Peace. This module was developed to share knowledge on the link between religion, conflict and peaceful co-existence, from domestic and global perspectives. It has attracted many of the university’s successful Honours’ students. His experience was that in the absence of texts, much of the information was sourced from students, which had never been recorded before. He further explained that the programme was largely translating theory into practice. On the future of the programme, Mr. Shyllon stated that the Christian-based Theological Hall could also expose its students to this module. He is also engaged in networking and in partnership with UNAMSIL, for a community outreach dimension, with a proposal for a symposium on the role of religion in peace.



On community outreach activities, Mrs. Pratt outlined the programmes that have been accomplished through partnership with various organisations such as UNAMSIL and civil society organisations. One such outreach activity involving UNAMSIL is the training of new staff on peace and conflict mediation skills.

UNAMSIL is also supporting the development of modules for the teaching on Human Rights and Peace Studies. In addition, UNAMSIL has given further support for the printing of teaching and course materials on Human Rights and Human Development, and Human Rights and Citizenship Education. These teaching materials are to be produced and distributed to NGOs in the field for use in the training of their personnel.

In collaboration with the Ministry of Education, Science and Technology, the FBC Peace and Conflict Studies Centre has organised workshops sponsored by the World Bank. One such workshop involved the training of teachers across the whole country. In partnership with the United Nations Organisations for Youth, the Centre organised a Mano River Union Training for Youths in Freetown. The 5-day conference was also supported by UNESCO. The Centre has also been involved in other programmes in the University with the Gender Resource Centre, in teaching gender, human rights and conflict. Academic Support has also been given to graduate students in the Gender Resource Centre.

In partnership with an NGO, 'No Peace Without Justice' (NPWJ), the Centre has also organised many public lectures, including a presentation by the President of the Special Court, Judges of the Klar Crimes Tribunal Court and other distinguished visitors from the United Nations and elsewhere. As a manifestation of interest in promoting the work of the Centre, NPWJ donated a computer. Support for the Centre's programmes has also been received from Book Aid International.



To encourage students' participation and ownership, a campus-based society for peace and conflict resolution has programmes, including a three-day campaign on peaceful co-existence on campus. This was sponsored by a local NGO. The workshop brought together all the on campus students' societies and clubs, in a candlelight peace vigil. Seminars and lecture stickers displaying peace messages, were distributed.

Mr. Tarawallie, a lecturer at the Milton Margai College of Education and Technology shared his experience on the College's efforts to develop programmes. The Peace Studies programme started with support from the Fourah Bay College Centre for Peace. Dr. Jah, a specialist in peace education, heads the team working with Mr Tarawallie. Their collaborative work resulted in the development of modules such as:

- a) Security and Peace
- b) Moral Education and Peace.

Students are very much interested in the programmes. The demand was so great from the students that some had to be diverted to other courses.

Since Dr. Jah assumed headship of the unit last year, he has reviewed the programme and reduced the number of modules from nine to seven. A particular module called 'Conflict Analysis and Peace Research', which started with only seven students, has now registered one hundred applicants; thus creating problems of teaching space and course materials.

Dr. Jah outlined a number of other problems which the programme is facing, including lack of computers and the availability of affordable textbooks. They are forced to produce pamphlets for the students. He also expressed the need for in-house training of staff to effectively teach programmes.



## 2) Njala University College Experience

Dr. Buck of Njala University informed the workshop that they have just started running the programme. The following actions have been taken to develop the programme:

- ❖ Both Dr. Buck and Prof. Mansaray now represent Njala University on the Inter-collegiate committees.
- ❖ Aspects of Peace Studies are being incorporated into the Njala University curricula.
- ❖ Njala has established its own peace education collegiate committee with Dr. Pessima as its Chairperson.
- ❖ The University, is at present, reviewing the curriculum in social studies so as to enable it to incorporate the peace studies component. Dr Buck ended with the following appeals:
  - a) That representatives of colleges be sent to Bradford to gain further experience on curriculum development and staff training.
  - b) That Mr. Shyllon and Mr. George Williams, both of FBC, be engaged in helping them to deliver the programmes.

Rev. Kabo, a representative of civil society, commended the services rendered to civil society by the FBC Peace and Conflict Studies Centre. He suggested that the Centre should collaborate with INSTADEX, as they have the experience of working with civil society.

Dr. Pessima suggested that all first year university students at Njala should take a core course in Peace Studies, using or replicating the FBC model. To this Dr. Jah responded by saying that at MMCET, a peace and conflict resolution module has been integrated into the College's curricula, and taught across the board.



Dr. David Francis emphasised the importance and the need for the development of an exchange programme of lecturers and teaching resources materials by the Intercollegiate committees. He suggested breaking from ‘wholesale dependence’ on the University of Bradford, as it cannot do everything. He indicated that a core set of textbooks on peace and conflict studies has been made available with the assistance of the British Council to FBC. He encouraged Milton Margai College and Njala University College to work closely with Fourah Bay College. Dr. Francis said that an invitation would be extended to representatives from both colleges to attend the forthcoming peace and conflict studies curriculum development workshop organised by the UN-affiliated University for Peace Africa Programme.

Another contribution to the discussions came from Mr. M.S. Kambe, the Commandant of Sierra Leone Police Training College. He highlighted the new role that the police has been assigned in peace-time Sierra Leone. Before the war, the role of the police was compromised by political ethnicity and patrimonial politics, thus contributing to the fuelling of the bloody civil war in Sierra Leone. The government is undertaking the restructuring of the police force through the programme of security sector reform. There is a particular interest in peace training in the Police Training programme. The Commandant requested that a similar workshop, organised for the military, would be very useful to help the police college as they embark on a review of their curriculum. The Commandant also said that although they have sent their staff to western universities for training and education in human rights, local human resource development is far more useful and sustainable.

In response, Dr. Francis reassured the representatives that the peace studies programme initiative with the military would be included in the Police force training and education programme. He proposed a meeting of the representatives of the Police with Mrs. Pratt to see how to carry out this initiative. Dr. Francis acknowledged that the two representatives from the police at the workshop for the military was very encouraging.



Prof. Amy Joof, Director of GRADOC made a plea for a course on gender to be incorporated into the Peace Studies programme. She also acknowledged the close collaboration between GRADOC and the Centre for Peace Studies at Fourah Bay College.

From the experience sharing exercise, several key issues emerged including:

- There is an overwhelming demand for education for peace and peace studies programmes from students and the wider community.
- 90% of the staff involved in teaching and developing the peace curriculum have little or no disciplinary expertise or background in peace and conflict research.
- The programmes developed are based on improvisations in terms of curriculum contents, teaching materials and methodology.
- There is additional demand for applied and skills-based community outreach programmes.
- The USL, in particular FBC, has demonstrated leadership in the development of peace and conflict studies.



## **II. Curriculum Contents and Strategy for Implementation**

### **1 Key Issues on Curriculum in Peace and Conflict Studies**

Dr. David Francis in his presentation emphasised that he had not come with a blueprint. He said that he could only provide a guide, drawn from the way Bradford University has developed its own programmes, based on acquired knowledge and experience accumulated over the past thirty years. ‘It is this wealth of knowledge and range of experience that we want to share with you’, he emphasised. Dr Francis stated that the Department of Peace Studies currently runs five BA undergraduate degree courses and three MA degree courses in the broad areas of Peace and Conflict Studies.

Dr. Francis then went on to outline key issues to be considered when developing peace and conflict studies programmes. He stressed the need to be mindful of the different cultural backgrounds in setting up the courses. He said a course module should reflect the realities of the society, but at the same time, be broad enough in scope to reflect the global perspectives of the discipline, so that everyone, regardless of background, could identify with its content. A peace and conflict studies course module should be clear about the basic aims of the programme; and these should be conveyed in simple, clear and precise language, and should specify the learning outcomes. A course handbook should be prepared which clearly states what the programme is about, and what a graduate in Peace and Conflict Studies is expected to know and understand, in particular what a graduate in Peace and Conflict Studies should be able to do on successful completion of the degree programme. The learning outcomes should include:



- Levels and contents of understanding or knowledge;
- Discipline skills;
- Personal transferable skills;

An example of a BA programme content should include:

- Clear Core and Optional/Elective modules.
- The credit ratings for each course unit based on the particular university system.
- Duration or length of time for each module, whether a single hour unit or a double unit.
- The number of credits to be taken in each semester.
- And most importantly, a brief module description, Course outlines, which details the course and show indicative readings.

In addition, a progression pathway should be indicated. This is important because there must be a clear indication of what percentage students must attain to enable them to move from one stage to another. For example, Year one foundation year should be made compulsory with no electives. In Year two, students should choose what they would like to do or specialise in.

The handbook should also indicate the mode and nature of assessment, whether by essays, projects or exams. It should also specify the relevance of dissertation. Admission requirements need to be clearly stated. It was noted that there are already standard university entry requirements. But consideration should to be given to those seeking entry into the programme such as NGOs and development practitioners. Therefore, flexible admission requirements should be possible without compromising content and quality.



On teaching strategies, Dr. Francis said that given the innovative and multidisciplinary focus of the field, it was important to use a combination of interactive skills, using group discussions, simulative methods, seminars and visual aids.

An important aspect of the course handbook is its focus on future career prospects, as a result of opting for the programme. When students sign up for a programme, they do consider career prospects and what they could do with the qualifications. It is therefore relevant to give a brief indication of what the course could lead to.

Dr. Nick Lewer, the Director of the Centre for Conflict Resolution in Bradford's Peace Studies Department, in his contribution, stated that he had been teaching Peace Studies for fifteen years and still finds it challenging. His approach to teaching has always been to link theory and practice, using a lot of case studies, role-plays, and simulation exercises. He specifically highlighted negotiation exercises, which he said could be particularly interesting.

In addition, Dr. Lewer noted how positive personal philosophies could be developed through teaching Peace Studies. To this end, he prescribed the ethos of non-violent conflict resolution to students. Depth and rigour should be evident throughout in this multidisciplinary programme and not just 'scraps and bits of materials'. The skill component should also be firmly harmonised with academic aspects.

The plenary discussion focused on the following:

- Field visits to historical places of interest to peace students.
- Need for flexible entry requirements to the programme.
- Development and translation of peace education courses in local languages, in particular, the Lingua Franca-Creole.
- Need to develop a course in community development studies.



The afternoon session was chaired by Mrs. Pratt and the primary focus was on a group session to develop the curriculum contents.

According to the guidelines prepared by Mrs. Pratt, each group was to accomplish the following tasks:

- ❖ Identify different contents of the six suggested core modules.
- ❖ Suggest topics/contents for each of the levels up to year 4.
- ❖ Suggest various teaching methodologies for each level.
- ❖ Suggest modes of assessment for each level.
- ❖ List of recommended readings, and teaching materials.

It was however recommended that the research component be incorporated into each of the modules. The two groups went on to work, with each group having a resource person from Bradford University. The group sessions were allocated two hours for substantive discussions.

## **2 Group Work Sessions**

### **Group 1**

- Dr. Mohammed Faal – Resource Person
- Dr. David Francis – Resource Person
- J.P. Stevens
- Samuel E. Tarawallie
- Alice Malamah-Thomas
- Blanche Macauley
- Helga Gibbons
- S.K. Tarawally
- Dr. J.L. Pessima

### **Group 2**

- Dr. Nick Lewer – Resource Person
- Mr. Desmond George-Williams – Resource Person
- Dr. A.O. Jah
- Ahmed Adarkwa Koroma
- M.S. Kambeh (Supt.) – SLP
- Christiana Solomon
- Revd. Morie Kabo



The second day of the workshop started at 10 a.m. with the presentation of group reports from the two groups on the core modules. This first group developed objectives and contents for the core modules: Introduction to Peace Studies, and Introduction to Peace Education.

The first core module had one main objective that was to expose students to the basic concepts of Peace and Conflict Studies and their application nationally and internationally. Seven topics, including definition of the concepts of peace and conflict and their application to other areas of life, were included.

On Introduction to Peace Education, the group stated the objective was to expose students to Peace Education and its application nationally and internationally. Seven content areas were identified including definition of Peace Education, various approaches and theoretical debates, institutions promoting peace and the relationship, role and effects on other areas of life such as development, justice and armed conflict.

### **3 Course Contents, Staff Capacity Development and Strategy for Implementation**

The following are the core modules to be offered in year one:

- ❖ Introduction to Conflict Resolution
- ❖ Introduction to Peace Studies
- ❖ Human Rights and International Humanitarian Law
- ❖ Introduction to Peace Education
- ❖ African Security Studies

In year two, the followings core modules were developed:



- ❖ African Approaches to Peace and Conflict Resolution
- ❖ Conflict, Order and Peace in Sierra Leone
- ❖ Research Methodology
- ❖ Democracy and Governance.

The content and outlines of the core modules have been developed and published in the course handbook for the BA in Peace and Conflict Studies.

The afternoon session commenced at 1.10 p.m. and was chaired by Dr. J.A.D Allie, Head of the Department of History and African Studies. He opened the reporting and discussion session by introducing two related assignments:

- a) The Elective Modules
- b) The Outreach Programme.

The afternoon session was devoted to the development of the content and outlines of Elective/Optional modules, including:

- ❖ Peace, Conflict and Development
- ❖ International Security, Terrorism and Peacekeeping
- ❖ Diplomacy and Conflict Resolution
- ❖ Citizenship Education
- ❖ Psycho-social Counselling and Trauma Healing
- ❖ Religion, Conflict and Peace
- ❖ Peace and Security in the Mano River Basin
- ❖ Post-conflict Security Sector Reform in Africa
- ❖ Disarmament, Demobilisation and Reintegration
- ❖ Communication, Media and Peace building
- ❖ Peace, Security and Democratisation
- ❖ Gender, Development and Conflict



- ❖ Indigenous Approaches to Conflict Prevention and Peacebuilding
- ❖ Peacekeeping and Conflict Resolution in Africa
- ❖ Arms Control and Proliferation in Africa
- ❖ Programme and Project Management in Conflict
- ❖ Post-war Reconstruction and Peace building
- ❖ Disaster Preparedness and Management

During the plenary discussions, it was agreed that the Centre for Peace and Conflict Studies, together with the Peace Inter-College Committee to further develop the Core and Elective modules for each semester during the four years of the degree program.

The next report to be presented was on the Community Outreach Programme. The group focused on the following tasks:

- ❖ Identification of the target groups
- ❖ Formulation of objectives and learning outcomes
- ❖ Publicity and marketing of programmes
- ❖ Organisation of various training fora
- ❖ Development of strategies for implementation.

In identifying target groups, the following institutions and personnel were listed:

- ❖ The Sierra Leone Police Force
- ❖ The Sierra Leone Military Forces
- ❖ Sierra Leone Prison Personnel
- ❖ Medical Personnel
- ❖ Public Service Personnel
- ❖ Local Government Personnel
- ❖ Principals of Secondary Schools



- ❖ Heads of Primary Schools
- ❖ Religious Organisations
- ❖ Youth Clubs and Organisations
- ❖ Student Groups
- ❖ Traditional Rulers
- ❖ Civil Society Leaders and Community-based Organisations
- ❖ Community Animators

On the strategy for implementation, the group suggested various mechanisms through which community outreach programmes could be organised such as:

- ❖ Community Sensitisation
- ❖ Vacation courses with peace education and conflict prevention components;
- ❖ Weekends/evening classes
- ❖ Short duration workshops or executive seminars (2 or 3 days)
- ❖ Mobile training teams
- ❖ Distance education using residential tutors and lecture notes
- ❖ Non-formal methods of teaching in the Sierra Leonean languages.

The plenary discussion that followed made these observations, suggestions and conclusions:

- ❖ That the Outreach Programme is important. Though it is more difficult to organise than the formal university sector, it has the potential for great impact.
- ❖ That there is a need for more brainstorming sessions with a view to further development of the programme.
- ❖ There is evident need to outline training components. It was suggested that tailor-made short courses, requested by specific groups to meet their specific needs, should be developed.



- ❖ That the Programme should also focus on developing capacity in conflict early warning and early response.
- ❖ Public sensitisation approach on the link between environment degradation and conflict.
- ❖ That there is evident need to develop education and training in societal moral values and tolerance.
- ❖ The curriculum must be revisited to ensure that it meets the present realities, and that it fosters peace and cohesiveness. An important recognition was that the programme should not be driven by funding or donor pressures, but by the realities and needs in the society.
- ❖ That to contribute to issues of transitional justice and reconciliation, mediation and negotiation skills and the knowledge of judges and chairpersons of the lower courts should be developed.

### **III. Workshop Conclusions and Central Recommendations**

The workshop ended with a word of thanks from the head of the Centre at FBC, Mrs. Pratt. In her appreciation, she thanked the University of Bradford for its academic expertise and partial funding of the workshop, and then thanked joint organisers, British Council Sierra Leone and the Washington-based USIP.

The central conclusions focused on the following:

1. The 2005/6 academic year would be the realist date for the commencement of the degree programme. This timeframe would ensure that the degree programme was approved by the University Senate, and the necessary teaching and course materials would have been developed.
2. The most urgent priority before the start of the programme was to embark on staff development. It was suggested that the best and most cost effective strategy was to organise an in-house staff development seminars, with support from Bradford University and other agencies.
3. To ensure the sustainability of the programme, it was agreed that USL and its constitute colleges buy-into and invest in the degree programme, with each constitute college adapting the course programme to suit their own specialities.
4. That it was important to develop course programmes that are context-specific and reflect the peace, security and development challenges of post-war Sierra Leone.

## **About the Africa Centre**

Established in August 2002, the Africa Centre for Peace and Conflict Studies (Africa Centre) is based at the world-renowned Department of Peace Studies, University of Bradford, UK.

The objectives of the Africa Centre include

- ❖ To contribute to the development of a rigorous, proactive and empirical understanding of the nexus of conflict, peace, security, and development in contemporary Africa. A core emphasis of this process is on the interface between the theory and practice of these inter-related concerns.
- ❖ To develop and execute an international research, teaching and practical training specialism on various African concerns to complement and strengthen the existing African programme and expertise of the Department of Peace Studies at Bradford.
- ❖ To develop the Africa Centre in the long-term into a leading policy research institute with a reputable research-cum-publication profile and the capacity to influence international policy directions, processes and responses in Africa.

Based within an academic institution in Europe, the Africa Centre is strategically located to contribute meaningfully to processes both in the global North and in Africa. The Africa Centre is guided by the following principles:

- ❖ The Africa Centre is committed to influencing and shaping the debates on international policy, development and crisis intervention in Africa.
- ❖ The Africa Centre emphasises the primacy of African institutions, agencies and civil sector in the ownership of conflict prevention, management, resolution and peacebuilding processes in their countries.
- ❖ The Africa Centre's partnerships with other institutions and bodies are based on equal and mutually beneficial collaboration.

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