UPEACE-GREAT LAKES PROGRAMME WORKSHOP II
August 12-14, 2010 – Addis Ababa, Ethiopia

COMPREHENSIVE REPORT

Done at Addis Ababa, Sept 12, 2010
INTRODUCTION

The University for Peace (UPEACE) Great Lakes Programme Workshop II was held in Addis Ababa from August 12 to 14. Participants included Partner University Junior and Senior Fellows as in Workshop I and faculty and staff from UPEACE.

Facilitated mainly by GLP Junior Fellows the Workshop set out:

- To demonstrate the preparedness and progress of the Junior Fellows during their Preparatory Training in Addis Ababa and develop a common understanding towards curriculum design and development and
- To share ideas and elicit support from the Senior Fellows in curriculum development proposal drafting, and strengthen the UPEACE partner university relations.

The first day consisted of presentations on the workshop overview and discussions on the learning thus far acquired by the Junior Fellows as well as the curriculum concept. On the second day, participants embarked on country and university based dialogue on curriculum proposals, which were consolidated as draft documents on the last day and exchanged with participants.

Strong links to the April workshop were drawn with a session on systemic thinking, critical pedagogy and future thinking. The junior fellows then showcased interactively, the various key learning points from their summer training.

The outcomes of the intense consultations were finally presented on the last day of the Workshop.

Day I

Session I

Junior Fellow, Mumbere Mbassa opened the session by inviting the Director of UPEACE Africa Programme, Dr Jean Bosco Butera, to present the welcome address.

Dr Butera welcomed the participants to the second GLP workshop. He stated that this second Workshop was a significant step forward in the implementation of the GLP, from establishing formal contact and setting up partnerships, the first set of selected fellows were now ready to go to UPEACE-Costa Rica to proceed with obtaining their Master of Arts degrees in Peace and Conflict related subjects.
He stressed the objective of the workshop being to evaluate what the junior fellows had acquired in the last 7 weeks, and together with the Senior fellows and UPEACE academic staff, give recommendations and input on concrete course curricula to be developed by the fellows and make suggestions on the way forward, which remains a shared responsibility and a joint commitment to a successful implementation of this capacity building project.

Mr. Mbassa then invited fellow, Rosemary Chilufya to give the welcome note on behalf of the Junior Fellows. Rosemary extended a warm welcome to all participants, thanked the Director of UPEACE and the staff, as well as the junior fellows for giving her the opportunity to introduce the Workshop. She noted the strategic significance of GLP, whose goals are crucial for the Great Lakes region and thanked the initiators for conducting it. UPEACE, she said, as a leading institution in facilitating the smooth flow of the programme, is already achieving two of its objectives namely:

- to offer high quality professional, academic and training programmes in collaboration with partner institutions across the continent and;
- to develop a network of people and institutions working in the area of peace and security in Africa.

She noted the linguistic advancement that her Francophone mates had manifested as a result of their intensive English language training and the Summer Preparatory Training. She acknowledged the unique interaction they have experienced, which will be demonstrated throughout the workshop as it would be facilitated mainly by the Junior Fellows.

After giving a summary of events that unfolded as part of the Summer Training starting with the English Language Training for Francophone fellows, (June 2010) and the Academic preparatory training (June-August 2010) she thanked the participants for their attention and welcomed them to the workshop.

Fellow, Mbassa, then called up co-facilitator Sophie Komunjuni to facilitate the introductory session. Sophie asked all participants to pair up and make self introductions to each other. She then asked each person to report the information collected from their partner to the entire group of participants. Each person introducing a partner would have to come up with one word that summarizes what s/he thought of the new acquaintance; the word starting with the first letter of the latter’s name.

After the introductions, a third facilitator, Frank Omona, presented an overview of the Workshop. He began by outlining the specific objectives, which in line with the general objectives of the GLP, read as follows:
To demonstrate to the Senior Fellows the preparedness and progress made by the Junior Fellows during their Preparatory Training in Addis Ababa
To develop a common understanding towards curriculum design, development and implementation.
To elicit full support/cooperation from the Senior Fellows in curriculum development and implementation.
To share ideas and seek advice (enrich skills) on curriculum proposals.
To strengthen collaboration and networking between UPEACE and GLP partner Universities
To develop an initial plan for the Senior Fellows’ visit to Costa Rica.

Omona also discussed the planned schedule of the Workshop as follows: Day 1 would consist of presentations on the workshop overview and discussions on the learning thus far acquired by the Junior Fellows as well as the curriculum concept. On Day 2, participants would embark on country-based dialogue on the curriculum proposal; then a similar discussion would continue in the afternoon but university-based. Consolidation would mostly be covered on Day 3. He also presented some of the themes for the workshop - African traditional knowledge, early warning systems (prophecy), collaborative research, web-based communication, fundraising, etc.

When asked if there were any questions/suggestion one of the participants suggested that the use of the word ‘prophecy’ in the presentation could be interpreted as negative; hence it would be better to substitute the word with a alternative term, such as ‘skills’.

**SKIT**

Following the tea-break, facilitator Frank introduced the SKIT. In this session he noted, the Francophone junior fellows would act out a scenario reflecting on the English training given and also to demonstrate the levels of English language communication obtained.

The Francophone fellows then presented a play about their English language training. Facilitator Justin Njorha gave an overview of the procedures followed during the three week intensive English language training when another Francophone fellow, Adolphe Kilomba intervened by complementing his articulation, wondering how that had been possible in the short period of language training. Another Francophone English trainee Mbassa joined the discussion by mentioning some techniques used in their language learning, highlighting the study of ‘homophones’. Adolphe said that he was impressed because he felt that he had learnt a new concept from the discussion they had just had.

Another Francophone fellow, Chantal Gatore shared about ‘self-organization’, a concept introduced within the later 6 week training. She noted that this is a concept that developed
from biology that can be discussed both at individual or social levels. Self-organization, she added is also found in the African context - the notion of *Ubuntu* (brotherhood) as practiced in a funeral.

Melchisedec Nduwayezu then spoke about ‘peace-keeping’ in which he mentioned concepts such as mediation, negotiation, etc. He cited Africa’s 25 missions of peace keeping and the undesired resulting conditions where almost 50% of the countries re-experienced war. This, he said, manifested peace-keeping as not the absolute approach to establishing peace but that there required more sustainable peace building methods. Philippe Shirambere then spoke about ‘dialogue’ which he acknowledged is very important for his country the DRC and the region as a whole to maintain peace and sustainable development. Rebuilding society is more than rebuilding infrastructure he noted; DRC has the Inter-Discussion which he identified as a sector he could make contributions to, by using skills obtained from the workshop and training in Costa Rica.

As the discussion continued, Anglophone Junior fellows also discussed concepts obtained from the 6 week training. Frank Omona spoke about ‘co-facilitation’ in which case a lecturer/educator allows students to co-facilitate learning. He acknowledged that this was a method he will use when he returns to teaching at his university because it helps with learning process. Rosemary spoke about ‘resource mobilization’ and highlighted that often in fund raising, local resources (e.g. MPs, churches, etc) are often forgotten. Fr. Lwango Njoroge then added on the concept of ‘dialogue’; he said it includes appreciating and accommodating others; but also giving chances to other people, etc. He also said that dialogue is very possible in conflict areas.

Eugene-Methode Ruzindana then spoke about ‘systemic-thinking’ which emphasizes knowledge about, and consideration for entire systems and not just parts of it. He elaborated with an example of a former radio station in Rwanda that spread messages of killings and hence facilitated the genocide of 1994 in the country. He added that essentially without knowing how a system functions it would be impossible to make sustainable changes and predict future shortcomings. Francis Okot then talked about ‘bio-pedagogy’. He stressed the importance of making people develop an understanding and this can be done through care giving. He gave an example of a poorly performing student, the teacher, he stressed should be able to look beyond the poor performance and see whether the actual cause could be home situation, e.g. hunger. He noted that the knowledge educators give students should aim to be effective 10 years along.

Ignatius Mukunto then talked about ‘partnership’ a concept through which students become partners in the learning process. The idea is not to change the existing pedagogical system but to add to it, and understand student’s learning environment. John William talked about ‘critical pedagogy’ and situated knowledge. Knowledge developed in the Great Lakes may not be useful in another region; knowledge production should be relevant to cultural systems, country
context, etc. Kamugisha Marsiale focused on the ‘earth’; he talked about a film called ‘Mother Earth’. He reflected on what is happening to our environment, citing recent events in China (landslides), Pakistan (floods), etc and the loss of life caused as a result of environmental neglect. He asked the participants what they thought can be done to deal with the man-made effects on the environment. Abdallah Henku then intervened and discussed the ‘mind-map’ theory which he said is a useful tool in designing curricula. Samuel Njura talked about ‘futures thinking’ which assists with planning for the future at present. Mukamurenzi Celine talked about ‘identity’, acknowledging the different ways of expressing oneself and asked participants to suspend judgment. Sophie Komunjuni talked about cultural awareness application, the learning of Latin dance ‘salsa’ as part of the preparatory steps towards integration into Latin America.

Lastly, an English skill exercise involving ‘deductive meaning’ was conducted by fellows. This exercise was conducted among the Francophone fellows to show the improvement in peace and conflict vocabulary but more importantly understanding English.

Frank Omona then thanked the fellows for the Skit and introduced the afternoon’s thematic discussion points - future thinking and critical pedagogy. He then opened the session for reactions, comments, and questions.

**Plenary Session**

A Senior Fellow began by congratulating the Francophone fellows on their English language improvement and also acknowledged a feeling of deep respect, if not envy, for how much improvement they have made. He also said that he had been impressed by the concept of future thinking which resulted in questions such as ‘where are we, what is our contribution; have we suspended our thoughts to just accept what we gain from abroad?’ The methods of transferring theories done through the presentations by the fellows had been very effective and a departure from the common way of educator-centered learning. He urged participants to not only look into theory and concepts but should also grasp ways of transferring information and creating participation. Bringing in salsa was an important aspect to show that learning is more than just being serious but can be done through playful and engaging ways.

Another Senior Fellow noted that systematic thinking and critical pedagogy are very important. He also discussed scenario planning as organizing and teaching students about topics, skills, etc relevant in 20 years and designing appropriate back-up plans in cases of failed outcomes. A Senior Fellow commented that she had learnt a new way of learning, but highlighted that community outreach had been omitted from the presentations but should be considered in the curriculum design. She further stated that the idea of future thinking is not to predict what will happen but to acknowledge that we do not know and prepare for alternative likelihoods. In the
end, a senior fellow noted that there was need to come to an agreement to abandon the ‘senior’ and ‘junior’ fellow apppellations.

UPEACE Professor, Dr Mahmoud Hamid, visiting from Costa Rica, thanked the GLP fellows for the presentations and learning imparted. He said that he is impressed by the energy geared in the bringing together of teachers from 20 countries, to learn from each other. He also stressed on regaining some African heritage; and that the initiated process would continue in UPEACE.

**Session II**

The second junior facilitation group led by Junior Fellow Elly Musafiri dealt with critical pedagogy, future thinking and systemic thinking. In the presentation, Elly presented the different inter-linkages that should be considered in developing curricula with a foundation on these concepts. The participants formed 6 groups of seven members to discuss the following questions:

Keeping in mind the various points of the slides you have just seen:

1. Analyze factors which negatively influence our learning systems
2. Identify institutions’ strengths which we can build on

The participants were instructed to discuss for 40 minutes and use the materials offered (paper, markers, etc) to present output of the discussion to the rest of the participants at the end of the time allocated for discussion. Celine Mukamurenzi facilitated the outcome sharing session; each group was given 5 minutes to present their findings.

**Group I:**

Factors which negatively influence learning systems

1. Voice space: contexts where student do not question knowledge given by seniors; minimal chances for questioning and input
2. Universities determine the learning process
3. Academic ideologues: what is to be taught?
4. Religious bias: female/ male segregation
5. Colonial factors: teaching-learning systems that have been sustained for a long time, not contextualized

Strengths:

1. Wisdom from traditions: use of traditional knowledge
2. Resilience: environment should not break one down
3. Structures: buildings, books, etc
4. Community outreach: culture, conversation with community to create meaningful learning
5. Human resources
6. Research: institutions have research capacities

Group II

Factors which negatively influence learning systems:

1. Political will needed to support academics e.g. academia could be highly politically influenced
2. Peace is important for the learning process; often forgotten
3. External influences: external institutions that set standards that countries should follow academically
4. Economical factors: poverty hinders the learning process
5. Limited availability of ICT support
6. Social factors that impede learning around schools, e.g. factors that limit the learning of the female child for instance
Strengths:

1. Partnerships with other universities
2. Human and financial resources though limited are available
3. Land and infrastructure are also available, curricula, vision, mission, have market for the schools,
4. Public trust
5. Alumni /create strong relations/
6. Establish projects that can generate income
7. Use ICT even if limited
8. Media

Group III

Factors which negatively influence learning systems

1. Absolute truth which undermines knowledge formation; in other words, an educator holds and imparts incontestable information.

Strengths:
1. Partnerships
2. Specialists /many universities have experts
3. Conviction /strong will to spread knowledge
4. Vision for inter-disciplinary communication

Group IV

Factors which negatively influence learning systems:

1. Poor staff and student housing
2. Student population against available resources
3. Physical environment: pollution, crime
4. Student motivation /low/
5. Hierarchical relations within institutions
6. Psychological aspects/moods of the teachers
7. Political, economic, social factors

Strengths:

1. Capability for strategic planning
2. Human resources
3. Partnerships and networks
4. Opportunities for staff development
5. Government and CSO investment in academics
6. Untapped resources: extensive land

Group V

Factors which negatively influence learning systems:

1. Status: in some countries, a teacher obtains a relatively low status in society
2. Donors: dictate the teaching-learning process
3. Religion
4. Yellow pages: no research, every year researchers/educators use the same literature
5. Neo-colonialism: learning borrowed from the west
6. Insecurity: peace is not guaranteed, conflict may erupt and destruct the learning process
7. Gender issues influenced by culture

Strengths

1. Population: large numbers of students
2. Patience and perseverance: salaries could be bad but lecturers should develop patience
3. Network
4. Research
5. Human resources
6. Student population becomes marketable
7. Libraries/ infrastructure
8. Community outreach and the hunger for learning

Plenary Discussion: What is ‘indigenous knowledge’?

*Ubuntu* was given as an example of African renaissance. A question followed about its peculiarity. One senior fellow said that *ubuntu* contends the hegemony of scientific knowledge. *Ubuntu* is powerful because it is often associated with powerful voices and consists of tangible resources. He further stressed that, intangible knowledge is equally useful.

In contrast, one participant noted and emphasized that traditional knowledge is scientific, and if otherwise, traditional knowledge could be easily disregarded as irrelevant. Citing the issue about increased pregnancies in universities, he said that the more female students were not able to be accommodated in the university the more unwanted pregnancy increased because female students engaged in sexual activity to support residence outside the campus.

Strength of plurality was highlighted as wealth. Sexual orientation being conceived as an extensive debate in African universities; it was noted that it should be recognized and stigma against associated people often affects the latter’s learning. Another participant highlighted the need to consider the surrounding community; learn from contexts and use what is available within and around universities. She also underlined the need to coordinate university community outreach programmes to avoid confining information creation/ sharing within universities.

Other thoughts on the subject included cultural and ethical resources which are often under-utilized because of the dominant materialistic outlook and preference. Political influences on academic learning were linked to government policy input in schools. An example was given about Kenya where a new government came to power in 2003 and subsequently declared free primary education. This resulted in a primary school enrollment upsurge; hence infringing the provision of quality education standards. Another example was given of Uganda. A peace and conflict faculty was set up at Makerere University, but after a while, the president of the nation argued with some of the students and the budget of the faculty was substantially reduced causing deteriorating functionality. A case of Tanzania was given about a professor whose lecturing contract was denied renewal by the government of the country because he was allegedly involved in politics.
With such issues at hand, a fellow questioned whether it was advisable to start the process of reforming academic standards through advocacy? (Consider the nature of action to be taken and the objection/trouble that can develop.) A UPEACE example was given where alumni were wary of teaching Human Rights courses in Egypt as taken in UPEACE. One fellow noted that motivation, discipline, perseverance and will to work for transformation were essential in the process.

The facilitator, Junior Fellow Philippe Shirambere thanked the participants for their contributions and then asked them to write one word on the card given to capture their impressions of the day’s session.

**Day II**

Junior Fellow, Ignatius Mukunto opened the session by reminded the participants that issues discussed the previous day were complimentary. The university strengths thus identified would continue to be used in shaping institution/country specific peace and conflict curricula. The next facilitator, Francis Okot then gave a presentation entitled ‘Basis Proposed for Curriculum Development’ to help with structuring the day’s discussions. According to the presentation, the participants would discuss:

**Standards:** As set by the universities and government for students/teaching-learning;

**Issues:** Countries in Africa have issues: for example North Uganda is just emerging from war;

**Strategic Plan and Priorities** for universities: What do we want to focus on in the curriculum?

**Population:** Some universities do not have faculties that deal with peace and conflict studies;

**Academic Community:** There are a variety of non-academic institutions handling peace and conflict, we can network/learn from these organizations and fill in gaps to avoid duplication;

**Government Priorities:** To develop a curriculum we should consider government policies and the capacities to extend nationally;

**Output profile:** Skills, values, attitudes and knowledge;

The following were guidelines for discussion:

- Elaborate on issues: look at the needs of the people, it is important to be in good terms with governments but what is the will of the people in charge; even if approved, how much have they understood the curricula they are approving especially in context of peace and conflict studies?
Come up with Foreseeable challenges to the different understandings of peace as a concept itself; which is often negative peace in many contexts. What is our role to sensitize on peace and conflict studies?

Following, the third facilitator Chantal Gatore instructed the participants to form country-based groups and present the groups ideas on flipcharts. After a 30 minute group discussion, the participants were asked to visit/tour other groups’ work. The concept of touring an art gallery was used at this time.

After the gallery visit, country based groups were asked to discuss the following questions

1. What are the challenges we might face in gathering information for curriculum development?
2. How can we manage all the challenges keeping in mind the uncertainties of the environment, context and the necessity to plan for 15-20 years ahead?

Photo: A group presentation in progress
**Plenary Session:**

A Senior Fellow opened the plenary session by noting a gap of preparedness as he would have inquired into university protocols and make specific needs assessment from the community. Another Senior Fellow emphasized the need to form a collaborative partnership between the Senior and Junior Fellows to develop the curricula; between August and October information gathering could be strengthened by both groups.

A question was asked regarding the UPEACE orientation on conflict analysis, conflict resolution and advocacy; what is the orientation of UPEACE on the three pillars, is it a focus on one?

Dr Mahmud responded that UPEACE adopts a combination of the three and the will to mainstream peace education in these programmes. At UPEACE he added, visiting faculty from internationally renowned universities are incorporated, and with an open environment focusing on helping students dig out, invent, and create knowledge, a limitation to one orientation is not advantageous. Mainstreaming of these concepts is very important but it is crucial to maintain autonomy as peace schools and centers and make it homegrown and relevant; given peace and conflict studies is dynamic.

A senior fellow suggested the need for special a training course on how to approach stakeholders for funding for the junior fellows if it is not part of the academic content of their MA. The challenge of duplication was also highlighted; 2 or 3 people from one university are doing the same course, what courses will they develop? Beyond curriculum, what else? There could be a justification for the selection of courses to be studied by the Junior Fellows and the pairing up; however, focus should be based on academic needs.

Professor Anne Roberts (UPEACE) explained that each curriculum to be developed will be unique and that the emphasis is on developing a reviewable written document through different class environments. Each course at UPEACE differs every academic year because the facilitator/ class composition is different even if the name remains the same. The fact that two people with similar backgrounds take the same course should not be a cause for concern, could be seen as complimentary.

She also added that on the question of needs assessment, it depends on what the issues to be addressed by the university are. UPEACE has offered the basis for curriculum design based on what skills are expected as output, what issues are in respective countries and/or the regions which partially cover the needs. Needs are often perceived in a negative gap outlook; she questioned why it has not been possible to think of it in broader terms from a perspective of strengths, issues that need addressing nationally, regionally, etc. It is equally important to view needs from a positive perspective, she noted. Basing on these strengths, it could mean that the curricula to be developed have differences. For the sake of the enlargement and diversity of
capabilities; it is important to look into what is available/what is lacking to attain a vision of a whole institution. She concluded by saying that this notion drives the preference for diverse people in different disciplines and noted that the Rwanda Peace Academy for example, consulted with their junior fellows before taking decisions on what the fellows would go to learn. It is a question of collaboration between fellows - juniors and seniors.

Another senior fellow noted that the peace and conflict field is not as yet very marketable. Several cases were cited about the lack of job opportunities. The participants agreed that liaisons with governmental organizations to market peace and conflict studies should be started since it is a new and very important field. Accordingly, a question was framed ‘how do we positively educate leaders about peace and conflict studies?’ An experience was shared about the National University of Rwanda which is driven by a growing need amongst people to see things change in the country. Hence it is important to think beyond the financial gains often attributed to academic choices. We have to make sure that there is a market ready for the academic output; identify who can work with and need peace and conflict studies oriented professionals. There are great opportunities developing to support the growth of peace and conflict studies; no need for fear of unemployment, but how interested one is on seeing the greater achievement of peace in the region of the Great Lakes.

Another senior fellow suggested giving future professionals social entrepreneurship skills in relation to peace and conflict studies. Students who take these courses come from a diversity of disciplines; it develops from a pool of people from a variety of undergrad disciplines. We should also discuss the real issues and content we need to include in the curriculum. Important to see peace and conflict studies as a way of producing knowledge, it’s a method of socializing. On future productivity, Professor Anne said if the skills and sensitivity are available, that is a good beginning.

Session II

The afternoon session began by facilitator, John William reminding the participants about the previous exercises in which strengths, factors needed for curricula development were developed. He then asked the participants to sit in groups based on institutions represented and brainstorm/draft probable course curricula that will be developed by Junior Fellows in Costa Rica, i.e. the content, type of curricula to be developed, etc. The discussion continued for the most part of the rest of the day. Participants were tasked with finalizing their thoughts to share with other partner institutions on the following morning.
Day III

The day’s session started with a cultural orientation exercise. The junior fellows gave a salsa dance show. The senior fellows appreciated the show saying that it had been a good way learning through the involvement of learners.

The facilitating group then distributed copies of each university’s two day output to participants to read and acquaint themselves with each partner university’s plans. Participants then split into their respective universities to discuss on the way forward.

After the tea-break, the participants were given evaluation sheets to fill in. The workshop ended with a lunch session. Senior fellows remarked on the workshop’s productivity and evident learning. They appreciated the transfer of theoretical knowledge through various routes and the collaborative student-centered facilitation.

The overall outcomes of the workshop – the proposals drafted per university were as follows:
Philippe Tunamsifu and Mumbere Mbasa

I. UNDERGRADUATE (MAJOR)

First year

1. Culture of peace I (Conflicts resolution, law and peace); -4 credits: Philippe Tunamsifu
2. Sociology of conflicts;
3. Peace education. –2 credits: Prof Vincent -

Second year

1. Culture of peace II (Good governance); - 3 credits: Philippe Tunamsifu
2. Current issues (peace and conflicts, natural resources, land conflicts, environment conflicts, political conflicts, insurgency and insecurity, refugees repatriation, inter-intra-ethnic conflict, violation of basic human rights); -3 credits: Prof Karafuli
3. Culture of peace: teaching methodology-3 credits: Mbasa

Third year

1. Culture of peace III (Non violence); - 3 credits: Mbasa
2. Seminar: Education for culture of peace teaching;

II. GRADUATE

First year graduate

1. Epistemology of psychology;
2. Special issues in psychology;
3. Scientific research seminar;
4. Docimology;
5. Experimental pedagogy;
6. Introduction to conflict analysis prevention and resolution;
7. Theories on peace, justice, state and public order;
8. Trauma and psychosocial healing of conflicts victims;
9. Theories on conflicts, violence and war;
10. Systemic psychopathology;
11. Animation and interview techniques;
12. Behavioral psycho pathology and case analysis

Second year graduate

1. General theory of management;
2. Group seminar applied to education;
3. Labor law and sociology security;
4. Conflicts transformation: theory and practice;
5. Conflicts and international relations;
6. Theories and techniques of negotiation;
7. Identities religions, cultures and conflicts;
8. Comparative psychology of personalities: clinical and trans-cultural aspects;
9. Professional ethics;
10. Internship;
11. Gender and peace;
12. Thesis writing

III. POST GRADUATE IN PEACE EDUCATION (MA)

1. Seminar of introduction to conflicts analysis, prevention and resolution;
2. Seminar of theories on peace, justice, state and public order;
3. Seminar of peace building and post conflict sustainable development;
4. Seminar of conflicts and international relations;
5. Seminar of reparation justice: Hopes and challenges;
6. Seminar of conflicts transformation theory and practice;
7. Seminar of gender and peace;
8. Seminar of trauma and psychosocial healing of conflict victims.
Goals:

BA: Create 4 new undergraduate courses and revise existing undergraduate courses.

MA: Gradually develop a Masters Degree in Peace and Conflict Studies within the existing Graduate Program of the Department of Political Science and Public Administration. This will entail creating approximately 8 new courses at the masters’ level. As courses are created they will be offered as part of existing degree programs in Public Administration, Politics, and International Relations.

Target Population:

- People working with or hoping to work with CSOs.
- Government Officials (Local Government, Ministry of Home Affairs, Ministry of Foreign Affairs, Commission for Good Governance, Vice President’s Office).
- Security Personnel.
- Academic Staff at Tanzanian and Regional Universities.
- University graduates.

Output Profile:

Knowledge: Theories and concepts to understand, analyze, manage, resolve and transform and prevent conflicts.

Skills: Conflict prevention; analyzing conflicts; negotiation, mediation, and dialogue; critical thinking, advocacy.

Attitudes: Open-minded; suspend judgment; question conventional wisdom; respect; courage; empathy; critical thinking; desire to make positive change; desire to create positive peace.

Values: Settling disputes peacefully; inclusion; fairness; transparency; love; freedom.

BA Level:

Existing course to be revised: Conflict Resolution and Peacemaking (Introductory Course)

New course: Governance, environment, and conflicts.

Masters Level:

Existing Course to Revise: Conflict Management and Resolution in Africa

New courses:
1. Peace and Conflict Studies: Theories, Approaches and Issues I
2. Peace and Conflict Studies: Theories, Approaches and Issues II
3. Environment and Conflict
4. Human Security in the Great Lake Region
6. Media, Peace and Conflict Studies
7. Organizational Management and Conflict
8. Case studies in Tanzanian local and cross-border conflicts.
9. Gender Peace and Conflict Studies

UGANDA MARTYRS UNIVERSITY

PROGRAMS: MASTERS

Elective Courses:

MA in Peace and Local Government

- Refuge law
- Internally displaced persons
- Disaster management
- Social entrepreneurship

MA in Peace and Environment Security

- Natural resources management
- Sanitation and Sewerage
- Water security and Peace

MA in Peace and Human rights

- Social justice
- Gender
- Public and private Security

MA in Peace Studies and Conflict Management

- Project development
- Urban planning
- Urban security

By Sophie K. and Marsiale Kamugisha
GULU UNIVERSITY - INSTITUTE OF PEACE AND STRATEGIC STUDIES

BACHELOR OF ARTS IN PEACE AND CONFLICT STUDIES (BAPCS).

COURSE OUTLINE

YEAR ONE - SEMESTER ONE

- PCS 1100 → Evolution of peace and conflict studies
- PCS 1101 → Conflict theory
- PCS 1102 → Peace theory
- PCS 1103 → Communication skills and peace building

YEAR ONE - SEMESTER TWO

- PCS 1200 → Conflict analysis
- PCS 1201 → Human rights and peace
- PCS 1202 → Human behavior and social interactions
- PCS 1203 → Conflict management and resolution

YEAR TWO-SEMESTER ONE (CORES)

- PCS 2100 → Social movements and social justice in Africa
- PCS 2101 → International relations and diplomacy
- PCS 2102 → International humanitarian law
- PCS 2103 → Conflict early warning systems

ELECTIVES:

- PCS 2104 → Ethnicity and religion
- PCS 2105 → Mediation
- PCS 2106 → Alternatives to violence

YEAR TWO - SEMESTER TWO (CORES)

- PCS 2200 → Gender and peace building
- PCS 2201 → Regional politics and security
- PCS 2202 → Peace research and conflict monitoring
- PCS 2203 → Media, peace and conflict
ELECTIVES:

- PCS 2204 → Civil society and peace building
- PCS 2205 → Networking and resource mobilization
- PCS 2206 → Communication and peace building

YEAR THREE – SEMESTER ONE (CORES)

- PCS 3100 → Human security
- PCS 3101 → African traditional mechanism of peace building
- PCS 3102 → Development ethics
- PCS 3103 → Governance

ELECTIVES:

- PCS 3104 → Minority rights and peace building
- PCS 3105 → Refugees and IDPs
- PCS 3106 → Narratives and memory (Victimology)

YEAR THREE – SEMESTER TWO (CORES)

- PCS 3200 → Sustainable development
- PCS 3201 → Peace education
- PCS 3202 → Conflict sensitive programming
- PCS 3203 → Environment and peace building
- PCS 3204 → Research project (Not applicable)

ELECTIVES:

- PCS 3205 → Political history of Africa
- PCS 3206 → Pluralism knowledge
- PCS 3207 → Strategic planning and project design

By:

- Okot Francis Odwong
- Frank Omona
1. Context
Africa continues to suffer from intra-state conflicts that have direct negative impact on the continent’s human security and sustainable development. Some countries on the continent are still undergoing unsolved conflicts often leading to reoccurrence and prostration. Poorly managed intra-state conflicts tend to spill over to neighbouring countries hence affecting the entire region and geopolitical landscape. Analysis indicates that due to complexity of the intra-state conflicts in Africa, standard international approaches have proved inadequate. They have been continuous search for context-specific and home-grown mechanisms for preventing, managing and transformation of conflicts.

Rwanda is one of the few countries in Africa that have demonstrated the necessity for using home-grown approaches such as Gacaca (traditional Justice), Ingando (Civil Education Camps), and Abunzi (Local Mediators). Rwanda Peace Academy was created in 2009 with the purpose of strengthening these approaches through training, research, conducting short and medium term courses in areas of conflict transformation through application of the earlier mentioned home-grown mechanisms. The Executive Masters Program at Rwanda Peace Academy (RPA) comes into existence with the purpose of filling gaps in this niche through teaching courses that are tailored to Rwanda’s home-grown mechanisms.

2. Description of the Program.
Executive Masters Program is a two year program situated in Rwanda. The program seeks to tap from Rwanda’s home-grown resources and initiatives through a two year training program at masters level and the students will be drawn from the public sector, private sector, civil society, etc from Rwanda and the region (see details, target beneficiaries section).

Most importantly, the program will specifically be practically-oriented and its methods of teaching are expected to be participatory, interactive and in most cases participants-cantered. Relevant best practices existing in our local contexts such as the Council of Elders (Iyangamugayo) for Gacaca, Ubudehe (Collective planning and development), Ingando (problem-solving workshops/Solidarity Camps) will be validated, packaged and showcased through publications, seminal discussions, conferences. The courses to be taught will have peace and conflict transformation dimension but with special focus on application of indigenous and endogenous mechanisms (see details on the description of courses section). As the international mechanisms to conflict transformation are continually becoming inadequate to address conflicts—it is high time Africans started to revisit and re-active invisible positive cultural values as solutions to societal problems.
3. Executive MA Courses  Description

<table>
<thead>
<tr>
<th>#</th>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
<th>Lecturer</th>
<th>Expectations</th>
<th>Target Pop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundation in Public and Conflict Studies.</td>
<td>4</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Research Methods.</td>
<td>3</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Peace Keeping Operations.</td>
<td>4</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Home Grown Peace Building Mechanisms.</td>
<td>4</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Peace and Conflict Prevention</td>
<td>4</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Media and Conflict Resolution.</td>
<td>4</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Gender and Peace Building.</td>
<td>3</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Peace and Democracy.</td>
<td>3</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Restorative Justice in Rwanda Post Genocide.</td>
<td>3</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Conflict Management: Mediation and Negotiation.</td>
<td>4</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Development, Peace and Security.</td>
<td>3</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>African Human Rights Traditional Mechanisms for Settlement of Disputes</td>
<td>4</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Necessity of the Executive Masters Program (EMP) in Home-grown Approaches in Conflict Resolution
   - **Relevance;** due to complexities of intra-state ethno-cultural conflicts, home-grown mechanisms have proved to me more fitting than over-reliance on the international conflict resolution standards. The success story of Gacaca system in Rwanda proves that thinking outside the box is vital;
   - **Filling human resource gaps;** the critical need for knowledgeable professionals in the field of conflict resolution and peace studies especially through applications of the readily available resources (indigenous and endogenous knowledge) and initiatives cannot be underestimated;
   - Bridging the existing gaps in the field of democracy, development and human nexus, peace, development and conflict nexus, etc.
   - The program will act as a new impetus towards sharing Rwanda’s unique experiences of the genocide and unique strategies to achieve post-conflict recovery with the other countries in the region

5. Expected Results
• The graduates from this program will have obtained both theoretical and practical knowledge of mainstream conflict resolution mechanisms alongside the indigenous and endogenous/traditional knowledge/mechanisms for conflict resolutions. Worth noting, the earlier mentioned novel approaches from Rwanda’s cultural heritage can be adapted to the new situations in the region (East African Community, CPGR and Africa as a whole);
• The participants will have better understanding of the causal linkages between key concepts such as peace, democracy and development from a practitioner’s perspective as well as scholars’ viewpoint.
• Rolling out the program in Rwanda is expected to send a signal to the post conflict societies from Africa to search from their own existing cultural heritage to solve their conflicts than overlying on international mechanisms that sometime critiqued to be inadequate and inappropriate
• Graduates will have practical skills in application of innovative home grown approaches in settlement of societal disputes in their communities, workplaces etc

6. Teaching Methods/Approach
• Learner-cantered approach
• Facilitation
• New technologies(to submit results, practical assignments and other communications)
• Use of community role models in conflict resolutions focusing on people with demonstrable best practices in reconciliation, co-existence, forgiveness, etc

7. Target Beneficiaries
• Military & police
• Public servants
• NGOs
• FBOs
• Career diplomats
• Other interested persons in and outside Rwanda

8. Strengths, Challenges/Assumptions and Solutions

<table>
<thead>
<tr>
<th>Strengths &amp; Opportunities</th>
<th>Possible challenges/Assumptions</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political will and donors’ support</td>
<td>• Political interests override the academic interests;</td>
<td>• Effective strategic planning</td>
</tr>
<tr>
<td></td>
<td>• “Do it as we please”—donor-driving syndrome (DDS)</td>
<td>• Clear Rules of Engagement (RoE)</td>
</tr>
<tr>
<td>Strategic partnerships with Universities in and outside Rwanda</td>
<td>Temptations of duplications with mainstream peace studies</td>
<td>• Effective communication</td>
</tr>
<tr>
<td>Best practices in field of innovative</td>
<td>Dividing the line between</td>
<td></td>
</tr>
<tr>
<td>(indigenous and indigenous mechanisms of conflict resolution—Gacaca, Ubudehe, Ingando, etc)</td>
<td>traditionalism and intellectualism; traditional healing Vs academic learning</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Human resource—University for peace alumni and Inyangamugayo/Persons of Higher Integrity</td>
<td>Applicability, adjustability to local needs—relevancy? Afro-pessimism</td>
<td></td>
</tr>
<tr>
<td>Passion for home-made solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The timeliness of the ideas, its originality and relevancy to the needs—Great Lakes Region as epic centre of conflicts</td>
<td>Risks falling in One-size-fits problem by other societies</td>
<td></td>
</tr>
<tr>
<td>Needs assessment and tailoring to context specific needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustainability and continuity issues</td>
<td>Local ownership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategic advocacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource Mobilization</td>
<td></td>
</tr>
</tbody>
</table>

9. **Program duration**

The program will last for 18 months (two years maximum). It will have a sandwich characteristic.

10. **Sustainability strategy**

![Sustainability strategy diagram]

- **Strategic Advocacy & Public Relations**
  - Assured political and donor’s will
  - Media for visibility
- **Quality Control**
  - Program evaluation
  - Value addition
  - Students end of year thesis
- **National Ownership**
  - Community integration & outreach
  - Accountability & transparency
- **Resource Mobilization**
  - Students’ fees
  - Fundraising
  - Short seminars
  - Inter-university exchanges
National University of Rwanda (NUR) - Center for Conflict Management (CCM)
Short Courses in Peaces and Conflicts Studies

Curricula to be developed by Celine MUKAMURENZI
- Education for Social Transformation
- Gender and Peacebuilding

The table below is showing Units that will be covered by each course

<table>
<thead>
<tr>
<th>Education for Social Transformation</th>
<th>Gender and Peacebuilding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding the concept of social transformation</td>
<td>1. Understanding gender and peacebuilding</td>
</tr>
<tr>
<td>2. Conflict analysis and peaceful transformation</td>
<td>2. Systemic thinking and gender mainstreaming</td>
</tr>
<tr>
<td>3. Self organization and creativity</td>
<td>3. Gender equity and conflict transformation</td>
</tr>
<tr>
<td>5. Transformative leadership</td>
<td>5. Gender and reconciliation process</td>
</tr>
<tr>
<td>7. Gender mainstreaming</td>
<td>7. Women’s empowerment</td>
</tr>
<tr>
<td>8. Environmental Education</td>
<td></td>
</tr>
<tr>
<td>9. Social entrepreneurship</td>
<td></td>
</tr>
</tbody>
</table>

CURRICULUM DEVELOPMENT FOR ELLY MUSAFIRI

1. Building sustainable peace
2. Reconciliation
3. Peacebuilding for sustainable economic development
4. The role of international economic corporations
5. Conflict analysis and transformation
6. Social entrepreneurship
7. Gender equity in peace building
8. Human rights and peace

2. Responsible Management and Sustainable Economic Development
Unit 1: Introduction to responsible management and Sustainable Economic Development
Unit 2: Accountability and development
Unit 3: Project management, planning and evaluation
Unit 4: Resource mobilization
Unit 5: Good governance and sustainable development
Unit 6: Globalization and sustainable development
Unit 7: Future and systemic thinking in sustainable economic development
Copperbelt University

PROGRAMMES

The Dag Hammarskjöld Chair shall offer three (3) postgraduate programmes namely:

1.0 Human Rights, Governance and Peace Building
2.0 Human Security and Development
3.0 Environment, Sustainable Development and Peace

Each programme consist of course work followed by a dissertation

STAGE I INTRODUCTION

2.1 CORE AND COMMON COURSES

ESD/HRP/HSD 500  Introduction to Human Rights Concepts
ESD/HRP/HSD 520  Conflict Prevention and Management
ESD/HRP/HSD 580  Cultural Heritage and Indigenous Knowledge Systems
ESD/HRP/HSD 590  Introduction to Research Methodology

The core and common courses are applicable to all three programmes

2.2 MASTERS IN HUMAN RIGHTS GOVERNANCE AND PEACE BUILDING

STAGE II

HRP 610  Political Systems and Institutions of Governance
HRP/ESD 630  Land Rights and Land Acquisition
HRP 640  Democratization Process and Gender
ESD/HRP/HSD 690  Research Methodology in Peace Studies

STAGE III

ESD/HRP/HSD 700  Research Proposal, Presentations and Approval
HRP/ESD 770  Housing, Dislocations and Evictions
HSD/HRP 780  Civil Military Relations and Peace Building

2.3 MASTERS IN HUMAN SECURITY AND DEVELOPMENT

STAGE II

HSD 610  Regional Economic Communities
HSD 630  Security and Development
HSD 640  Humanitarian Assistance and Refugees
ESD/HRP/HSD 700  Research Proposal, Presentations and Approval

STAGE III

ESD/HRP/HSD 700  Research Proposal, Presentations and Approval
HSD 750  African Development Initiatives
HSD 760  Regionalism and Integration
HSD/HRP 780  Civil Military Relations and Peace Building
2.4 MASTERS IN ENVIRONMENT, SUSTAINABLE DEVELOPMENT AND PEACE

STAGE II
ESD 610 Urban Environments and Conflict
HRP/ESD 630 Land Rights and Land Acquisition
ESD 640 Bio-diversity and Eco-development
ESD/HRP/HSD 690 Research Methodology Peace in Studies

STAGE III
ESD/HRP/HSD 700 Research Proposal, Presentations and Approval
ESD 750 Mineral Resources and Sustainability
ESD 760 Natural Resources Conflict and Pollution
ESD 770 Housing, Dislocations and Evictions

STAGE IV DISSERTATION
ESD/HRP/HSD 800 Dissertation (20,000 words)
Research data collection, data analysis, report writing and a Defense
Each of the courses will consist of 48 hours teaching hours. Above all the students are expected to carry out further study and research in their own time.

Ignatius and Rosemary will develop the following courses:
ESD/HRP/HSD 520 Conflict Prevention and Management
ESD/HRP/HSD 580 Cultural Heritage and Indigenous Knowledge Systems
ESD/HRP/HSD 590 Research Methodology
ESD 610 Urban Environments and Conflict

Catholic University of Eastern Africa

AREA- MA Environmental Peace and Security

COURSES:

1. Foundations and principles in peace building
2. Water security and peace
3. Land policies and peace
4. Management of the natural resources
5. Environmental conservation and peace
6. Human and environmental conflict management
7. Disaster management
8. Church social doctrine and peace building
9. Urban development and environmental security
10. Biodiversity development and peace
11. Environmental research project/theses writing
CATHOLIC UNIVERSITY OF BUKAVU/DRC

I. CURRICULUM DEVELOPMENT

The programme is articulated in three levels:
- **BA.**
- **MA.** With two possibilities as follows: Regular Masters and Professional Masters
- Short Training courses of certain categories of the population to build their capacities to intervene in peace and conflicts issues through workshops, conferences, etc.
- The Catholic University of Bukavu intends also to insert two courses of peace and conflicts studies in all faculties.

II. CONTEXT and JUSTIFICATION.

The province of South-Kivu where the Catholic University of Bukavu is located is one of the provinces of the Democratic Republic of Congo which were really devastated by the war. This province has experienced more than one decade of war with several consequences. This long war led to the total poverty of the whole population, several women were raped, insecurity, a lot violations of human rights, to name only a few. Many conflicts emerged also in the whole province based on natural resources, ethnicity, the hard access to land, etc.

Despite many efforts of the central government to decentralize the management of the country in sight, to enable provinces to face their own problems, it is still really hard to find a noticeable improvement of the aforementioned situation.

Based on those previous elements, it is easy to infer that the South-Kivu province needs really the establishment of the specific programme of peace and conflict study to address those issues. The sexual violence is as dangerous as the total insecurity. Otherwise, this situation could, at the end, collapse in another civil war.

The current situation full of conflicts in South-Kivu constitutes a permanent threat to the fragile peace process. Those conflicts jeopardize the peace expensively acquired.

To face as strong as possible those crucial issues, the Parliament of the Democratic Republic of Congo has legislated strictly in the matter of sexual violence in order to discourage authors of those crimes.

In others words, the aforementioned context show clearly that this proposal in fitted in the National Government priorities.

III. TARGET POPULATION

1. **BA.**

This programme is articulated in three steps: The Pre-Degree and the Bachelor Degree. The PRE-DEGREE is an intermediate degree in sight to empower all candidates to do pretty quickly the undergraduate studies. The training shall provide them the pre required skills in peace and conflicts studies. All applicants from any discipline are welcome in the PRE-DEGREE.
However, the applicants who have studied already peace education in the first degree are directly admitted to do the second degree without doing the PRE-DEGREE.

2. MA (Regular Master and Professional)
This programme aims at the whole population for the Great Lakes Region.

3. THE SHORT COURSE TRAININGS
This programme aims at the local government, NGOs, the civil society (human rights actors), the non professional actors, etc.

IV. COURSES (BA)

A. PRE-DEGREE.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Culture of Peace I (Good Governance and Nonviolence)</td>
<td>45</td>
</tr>
<tr>
<td>2. Sociology of Conflicts</td>
<td>45</td>
</tr>
<tr>
<td>3. Peace Education</td>
<td>45</td>
</tr>
<tr>
<td>4. The role of media in conflict areas</td>
<td>45</td>
</tr>
<tr>
<td>5. Research Methodology in Peace and conflict studies</td>
<td>45</td>
</tr>
<tr>
<td>6. Seminar of Education of culture of peace</td>
<td>30</td>
</tr>
<tr>
<td>7. Introduction in analysis, prevention and resolution of conflict</td>
<td>45</td>
</tr>
<tr>
<td>8. English Training in Peace and Conflicts studies</td>
<td>30</td>
</tr>
<tr>
<td>9. Social Pathology studies</td>
<td>30</td>
</tr>
<tr>
<td>Total hours</td>
<td>360</td>
</tr>
</tbody>
</table>

B. FIRST UNDERGRADUATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peace and justice Theories</td>
<td>45</td>
</tr>
<tr>
<td>2. Conflicts, violence and war theories</td>
<td>45</td>
</tr>
<tr>
<td>3. Techniques of conflicts prevention</td>
<td>45</td>
</tr>
<tr>
<td>4. Technique of conflicts transformation</td>
<td>45</td>
</tr>
<tr>
<td>5. Interethnic and inter-institutional conflicts</td>
<td>30</td>
</tr>
<tr>
<td>6. Political institutions of Congo studies</td>
<td>30</td>
</tr>
<tr>
<td>7. Congolese Constitutional Law</td>
<td>30</td>
</tr>
<tr>
<td>8. Introduction in politics science</td>
<td>30</td>
</tr>
<tr>
<td>9. Seminar in peace and conflict studies</td>
<td>30</td>
</tr>
<tr>
<td>10. Natural resources and conflicts</td>
<td>45</td>
</tr>
<tr>
<td>11. English Training in Peace and Conflicts studies</td>
<td>30</td>
</tr>
<tr>
<td>Total hours</td>
<td>405h</td>
</tr>
</tbody>
</table>

C. SECOND UNDERGRADUATE
<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Techniques of negotiation</td>
<td>30</td>
</tr>
<tr>
<td>2. Techniques of conflicts resolution</td>
<td>45</td>
</tr>
<tr>
<td>3. Good governance and non violence</td>
<td>45</td>
</tr>
<tr>
<td>4. The Congolese system of accessing to the land and land conflicts</td>
<td>45</td>
</tr>
<tr>
<td>5. Humanitarian International Law</td>
<td>30</td>
</tr>
<tr>
<td>6. English Training in Peace and Conflicts studies</td>
<td>30</td>
</tr>
<tr>
<td>7. Seminar in peace and conflict studies</td>
<td>30</td>
</tr>
<tr>
<td>8. Ethics in conflict areas</td>
<td>45</td>
</tr>
<tr>
<td>9. Thesis</td>
<td>90</td>
</tr>
<tr>
<td>Total hours</td>
<td>390h</td>
</tr>
</tbody>
</table>

**D. MA (Academic)**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Theories of conflicts, violence and war</td>
<td>45</td>
</tr>
<tr>
<td>2. Identity, Religions, cultures and conflicts</td>
<td>30</td>
</tr>
<tr>
<td>3. Peace building and sustainable development in post conflict period</td>
<td>45</td>
</tr>
<tr>
<td>4. Conflicts prevention, transformation and resolution advanced</td>
<td>45</td>
</tr>
<tr>
<td>5. Techniques of negotiation advanced;</td>
<td>45</td>
</tr>
<tr>
<td>6. International relations conflicts</td>
<td>45</td>
</tr>
<tr>
<td>7. Foundation course in peace and conflict studies</td>
<td>45</td>
</tr>
<tr>
<td>8. Research methods</td>
<td>45</td>
</tr>
<tr>
<td>9. Seminar in peace and conflict studies</td>
<td>45</td>
</tr>
<tr>
<td>10. Theses</td>
<td>90</td>
</tr>
<tr>
<td>Total hours</td>
<td>465h</td>
</tr>
</tbody>
</table>

**V. CURRICULA TO BE DEVELOPPEP BY 2010 JUNIOR and SENIOUR FELLOWS.**

1. **Professor Jean Claude Mubalama**
   - Techniques of Negotiation: 30h
   - Two seminars in peace and conflict studies: 60h.

2. **Adolphe Kilomba**
   - Introduction in analysis, prevention and resolution of conflicts: 45h.
   - Peace, Justice and State theories: 45h.

3. **Justin Rudahindwa Nyora**
   - Sociology of conflicts: 45h.
   - Good Governance and Non Violence: 45h.
University of Burundi

The Courses proposed in our curricula will be integrated in an existing Programme Diplome d’Etudes Superieures Specialisees (DESS) ‘In Human Rights and Peaceful Conflict Resolution’ as an attempt to stress on Conflict Resolution and Transformation and include a Gender approach in Human Rights, Conflict transformation as well as in Peace Building.

1. Introduction to conflict and Peace analysis
2. Conflict prevention and Resolution

DESS (MA)

1. Gender approach and Peace building
2. Sustainable development and Peace

1. Transitional Justice and Peace
2. Peace Building and International Community

1. Peace building and Conflict Transformation
2. Peace Politic Policies