

**CONFLICT RESOLUTION AND  
MANAGEMENT EDUCATION**  
CASES AND PROPOSITIONS

*Editors*

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# **CONFLICT RESOLUTION AND MANAGEMENT EDUCATION**

## **CASES AND PROPOSITIONS**

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## Foreword

Conflict is a universal and inevitable phenomenon, cutting across individual, societal, and institutional domains. However, its management and resolution remain some of the most critical and complex challenges facing humanity. In today's rapidly evolving world, the need for structured education and capacity building in conflict resolution and management has become more imperative than ever. This book of readings, titled *Conflict Resolution and Management Education: Cases and Propositions*, brings together a collection of scholarly perspectives and practical insights, providing a comprehensive resource for understanding and addressing conflict in various contexts.

The chapters in this volume are contributed by distinguished scholars and professionals who bring their diverse expertise to bear on the subject. They explore the meaning, scope, and theoretical frameworks of conflict resolution and management, delve into historical and philosophical perspectives, and examine practical strategies for addressing conflicts in education, society, and beyond. Together, these contributions illuminate the interdisciplinary nature of conflict resolution and management education, presenting it as a tool for fostering peace, justice, and harmonious coexistence. From the exploration of indigenous approaches to conflict resolution in Africa, to the application of philosophical and psychological principles, to the innovative use of gamification in conflict education, this book covers a remarkable range of topics. It further explores specific challenges of conflict within educational institutions, from primary schools to universities, and examines the crucial roles of various actors, including traditional rulers, women, older adults, and even libraries, in the peacebuilding process.

Furthermore, *Conflict Resolution and Management Education* doesn't shy away from the difficult questions. It addresses the impact of historical legacies, the influence of religious and cultural beliefs, the challenges of climate change, and the importance of transparent communication in conflict resolution. It also acknowledges the need for robust evaluation models to ensure the effectiveness of CRME programmes. This commitment to exploring the multifaceted nature of conflict makes this book an invaluable resource for students, educators, practitioners, policymakers, and anyone committed to building a more peaceful and just world.

This book is not just a compilation of theoretical discussions; it is a practical guide for educators, policymakers, community leaders, and students. Its interdisciplinary approach and diverse thematic coverage ensure that it serves as a critical resource for anyone interested in fostering a culture of peace and conflict sensitivity.

I commend the editors and contributors for their commitment to advancing the discourse on conflict resolution and management education. Their collective efforts have resulted in a volume that not only contributes to academic scholarship but also offers practical pathways for addressing real-world conflicts.

It is my hope that this book will inspire its readers to adopt innovative, inclusive, and transformative approaches to conflict resolution and management in their respective spheres of influence.

**Professor Bashiru Garba, B.Sc. (UniSok), M.Sc. (UniJos), Ph.D. (UDUS),  
FCSN, FSESN, FICCON, FRAES, FCAI, FIICA, FCEnt, CChem, MRSC  
The Vice-Chancellor, Usmanu Dan Fodio University, Sokoto, Nigeria**

## Preface

Conflict is an inevitable aspect of human interaction, manifesting across various societal spheres, including education, governance, and interpersonal relationships. Addressing and managing conflict effectively is essential for fostering peace, development, and social cohesion. *Conflict Resolution and Management Education: Cases and Propositions* is a collection of insightful studies that explore theoretical foundations, practical applications, and emerging trends in conflict resolution and management education. This book brings together diverse perspectives from scholars and practitioners, offering a comprehensive discourse on conflict resolution strategies tailored to various contexts, particularly within African societies.

The book opens with Chapter One, *Meaning, Scope, and Framework of Conflict Resolution and Management Education* by Ayodele Fajonyomi, which sets the stage by defining conflict resolution and management education (CRME). The chapter distinguishes between resolution, which aims at eliminating disputes, and management, which focuses on mitigating conflict effects. It underscores the interdisciplinary nature of CRME and its relevance in an increasingly interconnected world.

Chapter Two, *Theories of Conflict Resolution and Their Application within the African Context* by Idowu Biao, delves into theoretical perspectives on conflict resolution. It highlights global and African-specific models, using South Africa's post-apartheid experience as a case study to demonstrate the importance of inclusive reconciliation efforts. This discussion naturally transitions into Chapter Three, *Indigenous Leadership, Conflict Resolution, and Learning Environment: The ILCRALE Framework* by J.B. Babalola & A. I. Atanda, which examines the role of indigenous leadership in conflict resolution. It argues for the integration of indigenous knowledge systems with modern educational frameworks to foster inclusive and culturally sensitive conflict management strategies.

Building on indigenous approaches, Chapter Four, *Conflict Resolution and Management Education: Profiting from Historical Tools* by L. K. Kazeem, critiques the Western dominance in conflict resolution discourse and explores how traditional Yoruba mechanisms, such as proverbs and communal mediation, contribute to conflict resolution. This historical reflection sets the foundation for Chapter Five, *Philosophical Perspectives on Conflict: Implications for Conflict Resolution and Management in Education* by A.J. Olaniyi & P. A. Oshodi. This chapter explores the role of philosophical inquiry in conflict resolution, advocating for ethical reasoning, empathy, and strategic engagement in education.

Extending the discussion, Chapter Six, *Rousseau's Social Contract and Conflicts in Education* by M. Usman & M. Abba, applies Rousseau's political philosophy to education, examining its implications for balancing individual and societal needs. This theme of psychological and sociological dimensions continues in Chapter Seven, *Psychology in Peacebuilding and Peaceful Coexistence in a Plural Society* by Y. H. Usman, which emphasizes the role of psychological principles in fostering societal peace. Similarly, Chapter Eight, *Sociological Reflections on Conflict Resolution* by Halima Sarkinfada, integrates sociological theories to understand conflict dynamics and their broader social implications.

Shifting focus to practical applications, Chapter Nine, *Better to Start Early: Resolving and Managing Conflicts among Children in Learning Environments* by K. E. Obafemi, Taiye O. Obafemi & F. Y. Moodu, underscores the significance of early intervention in conflict resolution. The discussion on childhood conflict management is expanded in Chapter Ten, *Counselling Strategies for Managing Conflicts Among Adolescents in School Environments* by Mary G. Fajonyomi, D. O. Adebayo & O. K. Ogungbade, which highlights the role of counselling in fostering a harmonious school environment.

Higher education institutions often serve as conflict hotspots. Chapter Eleven, *Mapping Action-Plan for Prevention and Management of Multi-Dimensional Conflicts in the Nigerian University Environment* by K. O. Ojokheta, proposes a structured action plan to mitigate conflicts within Nigerian universities. This focus on educational settings extends into Chapter Twelve, *Adaptation of School Policy on Safety and Conflict Sensitivity in Non-Formal Learning Centres: Roles of Scheme Organizers* by M. Alkali, Taiwo T. Ambali & A. Fajonyomi, which examines the need for conflict-sensitive policies in non-formal learning environments. Complementing this, Chapter Thirteen, *Creating a Conflict-Free Non-Formal Education Learning Environment in Nigeria* by M. A. Yusuf & I. O. Mkpa, provides strategic approaches to fostering stable and inclusive learning spaces.

A unique perspective is introduced in Chapter Fourteen, *Peacebuilding with Compassion: Customising Conflict Management Education for Older Adults* by Elizabeth A. Ajayi, which highlights the role of older generations in peacebuilding efforts. This focus on inclusivity is further explored in Chapter Fifteen, *Empowering Women for Conflict Resolution and Management* by Mary O. Adedokun & A. O. Kolawole, which emphasizes the critical role of women in sustainable peace efforts.

Religious dimensions of conflict resolution are tackled in Chapter Sixteen, *Cases and Challenges of Deploying Biblical Principles in Resolving and Managing Conflict* by Caleb O. Ogunkunle, and Chapter Seventeen, *Islamic Resolution of the Effects of Matrimonial Conflict on Children's Upbringing in the 21st Century*

by *S. Muhammad-Busayri & Y. O. Imam*. These chapters explore how religious frameworks can contribute to conflict resolution in familial and societal settings.

Libraries and information dissemination are integral to conflict management. Chapter Eighteen, *Information, Library Information Resources and Conflict Resolution* by *O. J. Fajonyomi, K.T. Omopupa & Titilayo A. B. Abdussalam*, explores the evolving role of libraries in peacebuilding. This theme of effective communication continues in Chapter Nineteen, *Building Trust Through Transparent Communication in Conflict Management* by *Rose E. Ebohon*, which underscores the importance of transparency in conflict resolution.

Traditional authority structures remain influential in conflict resolution. Chapter Twenty, *Conflict Resolution and Management Education: Demand on Traditional Rulers in Sokoto Community* by *S. D. Danbaba, A. Ismaila & H. Abdullahi*, discusses how traditional rulers mediate disputes in Nigerian communities. Addressing a global concern, Chapter Twenty-One, *Climate Change Echoes in Conflict Resolution: A Call for Climate Change Education in Nigeria* by *O. F. Mbalisi & Virginia E. Ironbar*, links environmental factors to conflict resolution.

Innovation in conflict resolution education is a growing field. Chapter Twenty-Two, *Gamifying Conflict Resolution: Turning Disputes into Playable Solutions* by *O. S. Koledafe, A. M. Aderoju & Aderinola O. Dunmade*, explores how game-based approaches can enhance conflict resolution skills. Finally, Chapter Twenty-Three, *Evaluation Models in Conflict Resolution and Management Education* by *Mayowa O. Ogunjimi*, provides a critical assessment of evaluation frameworks used to measure the effectiveness of conflict resolution programs.

Together, these chapters present a rich tapestry of theoretical, practical, and innovative approaches to conflict resolution and management education. By bridging historical, cultural, philosophical, and technological perspectives, this book contributes valuable insights to academia, policy, and practice, guiding stakeholders toward sustainable peace and conflict transformation strategies.

## **The Editors**

## **Acknowledgements**

This legacy book of readings was conceptualised by Ayodele Fajonyomi as a mark of his one-year sabbatical leave in the Department of Adult Education and Extension Services, Usmanu Danfodiyo University, Sokoto, Nigeria, between 21<sup>st</sup> December, 2023 to 20<sup>th</sup> December, 2024. It was however nurtured to fruition by the input and guidance provided by every member of the editorial team which is highly appreciated.

As a book of readings, it mirrors a truly collaborative effort and the editors would like to express gratitude to the authors who contributed chapters for their time and resources at a time like this in the history of Nigeria and the globe when peace is fragile. Professor Idowu Biao (University of Abomey, Calavi-Benin), Professor Kester Ojokheta (University of Ibadan, Nigeria), Professor Mary G. Fajonyomi (University of Ilorin, Nigeria) and Associate Professor Murtala Yusuf (Usmanu Danfodiyo University, Nigeria) are also valued for participating in the blind review of the chapters. The peaceful environment enjoyed during the processing of the book is not taken for granted and so, the Almighty God is unreservedly thanked and the Management of the Usmanu Danfodiyo University, Sokoto, Nigeria is cherished. We are especially grateful to the Vice-Chancellor, Professor Bashir Garuba for writing the Foreword to the book; it is a testimony to commitment to the promotion of peace within and outside of the academia.

Also, we would like to thank our spouses for their unwavering support.

The cover design was adapted from the design on the HP Pavilion x360.

### **The Editors**

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**Dr. A. M. Aderoju** is a lecturer in the Department of Educational Technology, University of Ilorin, and a dynamic entrepreneur specialising in reconciliations, analysis, and strategic consultancy. His expertise spans communication design, educational assessment, and higher education, with a research focus on ergonomics, technostress, and social media in education. He has led projects on ICT's sociological effects in education and curriculum design, particularly 'CED 606 - Curriculum Design and Development.' Dr. Aderoju has contributed 34 publications to academic discourse, advancing knowledge in education and technology integration.

**Professor M. Alkali** is a seasoned scholar with 27 years of experience in academia and consultancy for international organisations on education and development. He is a faculty member in the Department of Adult Education and Extension Services at Usmanu Danfodiyo University, Sokoto. Alkali holds a B.Ed. and Ph.D. from the University of Maiduguri and an M.Ed. from the University of Benin. His research focuses on material development, school safety, and creativity in non-formal learning. With extensive contributions to education and development, he remains a key figure in advancing innovative learning strategies and educational policies in Nigeria and beyond.

**Professor Taiwo T. Ambali** is an educationist and specialist in adult education and community development. She earned her B.Ed., M.Ed., and Ph.D. from the University of Maiduguri and has over 28 years of academic experience. A Professor at the University of Ilorin, she has published 46 scholarly works and focuses on inclusive education, women in development, community participation, and resource mobilization. She has served as Head of the Department of Adult and Primary Education and is currently the Director of the Centre for the Deaf at the University of Ilorin, contributing significantly to educational inclusivity and community empowerment.

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**Professor J. B. Babalola**, a renowned expert in Educational Management at the University of Ibadan, specialises in the Economics of Education, focusing on financing, policy, and leadership. Earning his B.Ed., M.Ed., and Ph.D. from Ibadan, he became a professor in 2001 and has taught across Africa. With over 150 publications and an H-paindex of 23, he ranks among Nigeria's top 3% of scholars (AD Scientific Index 2024). Founder of HERPNET, he has secured major funding for education projects, including UBEC–FTS and Phonics initiatives. His research on Indigenous Knowledge and African Leadership continues to shape Nigeria's education landscape.

**Professor I. Biao**, a distinguished scholar in lifelong learning, has dedicated his post-doctoral career to teaching and research across Nigeria, Lesotho, and Botswana, with professional engagements spanning Benin, Ghana, Côte d'Ivoire, Mali, Malawi, South Africa, the UK, Uganda, Eswatini, and the USA. Currently affiliated with Université d'Abomey Calavi, Cotonou, he has mentored numerous postgraduate students and contributed nearly 100 publications to adult and lifelong learning. His research includes Learning Cities in Africa and the Human Development Index Literacy theory (Biao, 2011). His work continues to shape global discourse on lifelong learning and social development.

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**Professor Y.O. Imam** is a Professor of Islamic Studies at the University of Ilorin. He joined the university in 2012 after 23 years at the University of Maiduguri, where he served as Postgraduate Coordinator and chaired various committees. At Ilorin, he was appointed Professor of Islamic Studies and Research Manager, attracting training grants and assisting with award-winning proposals. He also served as the Pioneer Director of the Centre for Research and Development at Borno State University during a sabbatical and leave of absence. Professor Imam is currently a member of the TETFUND National Research Fund Screening and Monitoring Committee.

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**Prof. K. T. Omopupa** is a distinguished Certified Librarian of Nigeria and the University Librarian at the University of Ilorin. With over 15 years of experience in lecturing and librarianship, Prof. Omopupa has made significant contributions to the academic community. His expertise is reflected in numerous publications across local, national, and international journals. Prof. Omopupa's dedication to the library and information science field has earned him a respected reputation as an educator, researcher, and leader. His work continues to impact students and professionals, fostering a culture of knowledge and excellence within the academic world.

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