PARTNERSHIP WITH COMMUNITIES FOR CONFLICT RESOLUTION IN RIVERS STATE OF NIGERIA: THE ROLE OF ADULT EDUCATION

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Abstract

This paper is on partnership with communities for conflict resolution in Rivers State of Nigeria. It focused on various conflict situations in the area limiting the functions of the drilling companies and engendering youth restiveness. One area where partnership may be fostered is through community leadership but the unfortunate aspect is that community members distrust the leadership since they seem to have pocketed the stipends paid the communities. Nevertheless, it is possible to overcome this constraint if the oil drilling companies are able to partner with the organizations which form the human resources in the area and ensure that the entire community is carried along in their activities. The implications for adult education have also been dealt with, especially as adult education should engage in sensitization seminars and workshops to stem the incidence of volatility through peace education.

Keywords: Partnership, Community, Conflict, Conflict Resolution, Adult Education.

Introduction

The phenomenon of communal conflict poses potential danger in this era of Nigeria's democratic development. The incessant occurrences of community conflict have raised cause for great concern among the polity. Adult education is seen as a means for conflict resolution and a laudable venture which is yet to deliver on the expectations of the citizens. A number of steps had been taken in the past to address the issues of conflict, but, it will be more significant if these steps will be considered alongside the benefits that can accrue from the application of adult education model as a tool for conflict resolution in the communities.

Adult Education is a necessity for man in order to articulate himself and achieve his full potentials. The formal system, which is elitist and discriminatory, cannot alone help man to attain all the education he needs for achievement of self-fulfillment. Adult education plays both complementary and supplementary roles in education in a country. Consequently, Nigeria should heighten efforts in adult education so as to afford citizens opportunities to attain self-fulfillment and fullness in the twenty-first century through partnership with Communities for conflict resolution in River State and Nigeria as a whole.

Adult education is pragmatic and functionally related to needs of individual and society, whether short-term to long-term (Amirize, 1998). It is also change-oriented in the area of felt-needs which it seeks to address. Adult education instills in the individual the ability to get along with other people without behaving like a beast. It teaches people how to communicate with others amicably in the community without resorting to shouting and quarrelling which will enhance harmony in the society, respect for the feelings of others, tolerance of divergent views and peaceful coexistence among people. As Amirize (1998)

rightly put it, genuine development is not without conscience and concern for human values in the individual.

Since Adult education provides a means for self-discovery and self-advancement there is no limit or restriction in the line of what an individual chooses to learn, and when every individual embarks on learning something new every day, it will enhance national growth. It is therefore important for disputants to know that conflict resolution could be a learning process, where people will understand each other better, and live together tolerating and accommodating each other's strengths and weaknesses. In the process of dialogue, they share their view sane thereby learn from each other what they did not know before. Consequently, this paper examines the concepts, dimensions, causes, possible conflict resolution processes, in the past and present. It also examines the role adult education can play in conflict resolution.

It explores partnership with communities for conflict resolution in Rivers State of Nigeria. This has become essential to enable its causes and dynamics to be situated in perspectives for better understanding and proffering solutions to curb it. The changing contours and security dilemma of communal conflict in Nigeria with particular interest on Rivers State were discussed. The study, therefore, posited that the various communal crises experienced have enthroned developmental crisis not just in Rivers State but in Nigeria at large, and if not tackled squarely can aggravate the governance and overall development of the nation. This paper will provide Government, Adult Educators, policy makers and other major Stakeholders with data, which should help in the effective implementation, monitoring and evaluation of educational policies and literacy programmes in Nigeria. It is necessary to give attention to the key concepts explicit in this paper.

Conceptual Framework
Adult Education
Adult education, just like the concept adult has varied definitions for varied social settings (Ezima, 2004) in Nzeneri (2010). However, UNESCO's international conference in Nairobi, Kenya as reported in Nzeneri (2010: 10) defines adult education as:

> The entire body of organized educational process, whatever the content, level and method, formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in the two fold perspectives of full personal development and participation in balanced and independent social, economic and cultural development.

According to Wikipedia, the free encyclopedia (2015) Adult education is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values. It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their needs. Driven by what one needs or wants to learn, the available opportunities, and the manner in which one learns, adult learning is affected by demographics, globalization and technology. The learning happens in many ways and in many contexts just as all adults' lives differ.

The above definition is broad and encompassing in the sense that it does not only define adult education but it also defines its content and scope. Nzeneri (2008) suggested that adult education is any education given to adults based on their social, political, cultural and economic needs or problems to enable them adjust to the changes and challenges in their lives and society.

Adult education is therefore an integral part of lifelong education which contributes economic and cultural development, social progress and world peace, as well as the development of educational system. Adult education provides dynamic and flexible educational programmes to all adults based on their needs. Since the programmes are voluntary and democratic, they are built on the assumptions that adults are generally voluntary learners who withdraw from any educational programme (formal and non-formal) they perceive as irrelevant and not capable of addressing their immediate needs and interests.

Partnership

A partnership, according to Wikipedia the free encyclopedia (2015) is an arrangement where parties, known as partners, agree to cooperate to advance their mutual interests. The partners in a partnership may be individuals, businesses, interest-based organizations, schools, governments, or combinations of organizations. These may cooperate together to increase the likelihood of each achieving its mission and to amplify its outreach. In what is usually called an alliance, governments may partner to achieve their national interests, sometimes against allied governments holding contrary interests, as occurred during World War II and the Cold War. In education, accrediting agencies increasingly evaluate schools by the level and quality of their partnerships with other schools and a variety of other entities across societal sectors. Some partnerships occur at personal levels, such as when two or more individuals agree to domicile together, while other partnerships are not only personal, but private, known only to the involved parties.

Partnerships present the involved parties with special challenges that must be navigated unto agreement. Overarching goals, levels of give-and-take, areas of responsibility, lines of authority and succession, how success is evaluated and distributed, and often a variety of other factors must all be negotiated. Once agreement is reached, the partnership is typically enforceable by civil law, especially if it is well documented. Partners who wish to make their agreement affirmatively explicit and enforceable typically draw up Articles of partnership. It is common for information about formally partnered entities to be made public, such as through a press release, a newspaper ad, or public records laws (Wilmot and Hocker, 2011).

While partnerships stand to amplify mutual interests and success, some are considered ethically problematic. When a politician, for example, partners with a corporation to advance the latter's interest in exchange for some benefit, a conflict results; consequentially, the public good may suffer. While technically legal in some jurisdictions, such practice is broadly viewed negatively as corruption.

Governmentally recognized partnerships may enjoy special benefits in tax policies. Among developed countries, for example, business partnerships are often favoured over corporations in taxation policy, since dividend taxes only occur on profits before they are distributed to the partners. However, depending on the partnership structure and the jurisdiction in which it operates, owners of a partnership may be exposed to greater personal liability than they would as shareholders of a corporation. In such countries, partnerships are often regulated via anti-trust laws, so as to inhibit monopolistic practices and foster free market competition (Wilmot and Hocker, 2011). Enforcement of the laws, however, varies considerably. Domestic partnerships, recognized by governments typically enjoy tax benefits as well. It is necessary to understand the concept of community.

Community

Onyeozu (2007) state that the term "community" is sometimes referred to as a territorially bounded social system within which people live, sharing common social, economic and cultural characteristics. Oni and Bello (1981) in Kobani and Alozie (2015) listed four major characteristics of a community:

     i.   Population, no matter the size;

     ii.   Geographical limits, whatever the size;

     iii.   Common socio-economic problems or characteristics such as poverty or affluence, highly industrialized or agricultural, lacking infrastructures or having lots of infrastructural facilities, highly socialized or very apathetic; and

     iv.   The feeling of oneness amongst members or a great sense of belonging, which enables them to pursue common goals such as development of the people and their physical environment.

A community may contain more than one ethnic group which has different ways of life, still the social and economic problems which face them and which they fight together to eliminate remain the common bond that tie them together (Onyeozu, 2007).

Kobani and Alozie (2015) define a community as a group of people in a geographically delimited territory who have common goals and interests and whose patterned relationships help the individuals and group to meet their needs and ensure their continued existence on earth. The concept of conflict will next be explicated.

Concept of Conflict

According to Adepoju (2003) a hostile environment will result in low productivity, inefficiency, under-utilization and hostility. He also opined that where there are suspicions, aggressions, insecurity and restrictions arise. Such environment is also characterized by tension and apprehension. Where these entire variables exist, productivity tends to be low or event eliminated. He therefore stressed the need to minimize the rate at which conflict and aggressive behaviour occurs.

According to Forstyth (1999), the origin of conflict is from a Latin word called conflitus meaning "striking together with force". Conflicts exist in different forms according to the value placed on issues. Conflict is seen as a struggle over values and claims to scarce status, power and resources where the other party will want to eliminate their rivers using any possible means. Conflicts are more destructive and harmful in rural areas than urban areas due to strong emotional involvement amongst the rural dwellers. Conflict is the expression of disagreement over something important to both (or all) parties to a dispute. The first important thing to grasp is that it is entirely dependent on the people involved. It depends on their having a particular point of view, which may or may not have independent facts and evidence to support it, and on how they behave when they encounter an opposing point of view. Violence is only one kind of conflict-behaviour.

Wilmot and Hocker (2011) described conflict as a felt struggle between two or more independent individuals over perceived incompatible differences in beliefs, values, and goals, or differences in desires for esteem, control, and connectedness. Conflict occurs when people are nested by some sort of social cords. It does not occur in isolation, people must be relating or be depending on one another. Conflict can be defined in terms of good or bad outcome. When the outcome of a conflict scenario is positive, it is defined as a functional or constructive conflict. Conflicts that end up in negative outcomes are regarded as dysfunctional conflicts. Hoelscher and Robert (2002) viewed conflict as the underlying power that stimulates innovation.

Conflict is a characteristic of human existence. It is part of the dynamics of life that drives us into the future. But it needs to be managed constructively. When associated with violence, destruction and killing, it is no longer a healthy part of living. Violent conflict solves few problems, creates many, and breeds more unhealthy conflict to come.

According to Otite (1999), the structure and process of conflicts are much the same, whether a conflict is between individuals or between groups and nations. The first thing to look for is the immediate cause, the event that triggered it off. Then it is necessary to look for the root causes – the state of affairs which makes that explosion likely. It is the root causes that are particularly important to target.

Otite further noted that there is hardly any community where conflicts do not exist among the people. The causes of these conflicts which undermine genuine development are dynamic and could be peculiar in various situations. Some causes/sources of conflicts are politics, competition, rivalry or intrigue, Federal Government Allocation, boundary adjustment, rural/urban marginalization, religion/ideology, maladministration, group/ethnicity, conceit and ego-domination, cultism, boredom, drug abuse, development programmes and chieftaincy tousle. In the face of conflict, concern of adult education is usually how to resolve them.

Conflict Resolution

Conflict resolution, otherwise known as reconciliation, is conceptualized as the methods and processes involved in facilitating the peaceful ending of conflict and retribution. Often, committed group members attempt to resolve group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group (e.g., intentions; reasons for holding certain beliefs), and by engaging in collective negotiation. Dimensions of resolution typically parallel the dimensions of conflict in the way the conflict is processed. Cognitive resolution is the way disputants understand and view the conflict, with beliefs and perspectives and understandings and attitudes. Emotional resolution is the way disputants feel about a conflict – the emotional energy. Behavioural resolution is how one thinks the disputants act – their behaviour. Ultimately, a wide range of methods and procedures for addressing conflict exist, including, but not limited to, negotiation, mediation, diplomacy and creative peace building (Wilmot and Hocker, 2011).

The term conflict resolution may also be used interchangeably with dispute resolution, where arbitration and litigation processes are critically involved. Furthermore, the concept of conflict resolution can be thought to encompass the use of nonviolent resistance measures by conflicting parties in an attempt to promote effective resolution. Conflict resolution as an academic field is relatively new.

Otite (1999) noted that, it is a situation with the potential for developing constructive dialogue, cultures and trading and rebalancing of interests, in the process of changing the nature and intensity of conflict. Civic education as part of adult and non-formal education is an important tool for conflict resolution since the family remains very important in the quest for bringing education to every Nigerian. Civic education emphasizes peace and conflict resolution, environmental education and health issues. Therefore, it must be given to the people or provided for the people/parents who will in turn educate their children on the right path to follow rather than involving themselves in communal or ethnic conflicts. However, to facilitate conflict resolution with adult and non-formal education as a tool, adult and non-formal education must be recognized fully in budgetary allocation and adequately funded for qualitative and quantitative project or programme performance. Human and material resources must be effectively mobilized to achieve the goal of conflict resolution using adult education as a tool. It is also important to note that, in order to sustain peace in a particular African Community, relevant adult education activities must be carried out in such endemic

conflict zones. Those activities could be aimed at job creation or equipping the irate youth with self-employment skills to enable them fit into their world.

According to Otite (1999) conflict resolution requires openness to change, flexibility, and the ability to peacefully modify approaches and learn from processes. Adult educators must adopt an integrated approach that will enable them structure activities which will accommodate these qualities to achieve success. Adult education must also take into consideration, displaced people as a result of conflict. They should be provided with welfare programmes meant to alleviate their problems. Adult and non-formal education must also welcome support from other social organizations or non-governmental organizations knowing that, no effort is wasted. In essence, the role of adult and non-formal education as a tool for conflict resolution, is for prevention of conflicts, job creation, skill development, creation of communal awareness, dispelling rumours that arouse conflicts through effective information dissemination, citizenry sensitivity, fostering entrepreneurship and personal ennoblement by continual engagement, promoting healthy and responsible use of leisure time and conscientization.

Models of Conflict Resolution

Conflict resolution could be traced back to pre-colonial and post-colonial era in Africa, with the use of traditional and modern approaches in conflict prevention and aversion. The traditional approach was used to mange intra-community conflicts, intra-territorial disputes as well as inter-community and inter-territorial conflicts. The traditional model was also used in checking and preventing disruption of peace, law and order generated from inter-religious conflicts and inter-state conflicts. The models of traditional approach used were;

- Direct voluntary intervention by parties that were not involved in the crises. They are seen as peace-mediators and arbitrators; they do this due to their general concern for peace tranquility in the region. They could use dialogues in persuading the two groups or threaten to use force where dialogue cannot solve the problem.
- Council of Chiefs and elders intervention was another model used in resolving disputes and conflicts easily due to the process adopted which was culture bounded, because the Indigenes trust in these traditional institutions.
- Invitation of a third party by one of the fighting group was another model used, instead of waiting for voluntary intervention which might take time, highly placed personalities were invited to oversee and settle their problems.
- Another model used was spiritual priest and ancestral spirit conflicts resolution model. Even with the religious practices of Christianity and Moslems, some Nigerians still believe in traditional religion. During conflicts ancestral spirits were invoked to peacefully settle conflicts and any party that refused to stop fighting, at the invocation of the ancestral spirit would stop due to fear of the anger of the spirit coming upon them. (Akinwale, 2010).
  The modern approaches or models used are:
- Policy and Judiciary model – Government's policy strategies were used in mediating, resolving and effectively managing disputes in our society.
- Non-governmental organization model – according to Olusola (2003) respectable organizations such as the African refugee foundation, and another institutions play prominent roles in peace education and conflict in Africa.
- Mass media model – Amirize (2004) observes that the electronic media and print media facilitate the culture of peace building. However, he cautioned that facts must be held sacred. The mass media explores different avenues to communicate needs, views, findings, concepts, beliefs, messages, perceptions and sentiments to large

bodies of people at the same time. Disseminate the right information to the people thereby contributing their own quota in peace-keeping.

- Conflicts committee transformation model – in Nigeria, recently committees have been formed to resolve issues whenever conflicts arise so as to investigate the root cause of the problem with intentions of proffering solutions.

Dual Concern Model:

The dual concern model of conflict resolution according to Pruit and Rubin (2012) is a conceptual perspective that assumes individuals' preferred method of dealing with conflict is based on two underlying themes or dimensions: concern for self (assertiveness) and concern for others (empathy). In line with the model, group members balance their concern for satisfying personal needs and interests with their concern for satisfying the needs and interests of others in different ways. The intersection of these two dimensions ultimately leads individuals towards exhibiting different styles of conflict resolution. The dual model identifies five conflict resolution styles/strategies that individuals may use depending on their dispositions toward pro-self or pro-social goals.

Social Indicators of Conflicts in River State

The volatile nature of the polity has captured the attention of many researchers who seek to determine the causes of the conflicts in the area. Thus, in the just concluded general elections in Nigeria, of all the states, Rivers state appears to have recorded the highest number of deaths. Guns were freely used and residents were murdered at will. People resident in the state from other states were beckoned on their relations to leave the state.

Nwakaire, Ume and Eze (2015) captured the situation when they opined that the situation in Nigeria today is one characterized by absolute poverty, crime, illiteracy, women disempowerment, exam malpractice, depletion of the environment in the Niger Delta Region, conflict in the Niger Delta Region, increase in youth restiveness/ethnic conflict. Unemployment is another social reality in Nigeria and this has engendered criminality especially among youths who band themselves together to fight against the society they perceive as unfair to them. Having the "man-must-wak" attitude many have turned to touting thereby constituting themselves into a menace to the society.

One very sensitive and volatile area that must be mentioned, according to the authors, is the Niger Delta Region of Nigeria. The atmosphere has become charged with youth restiveness resulting from, as some suggest, endangerment of human organism. The oil drilling companies should realize the environmental impact their harnessing oil has on the oil rich area. Acid rain resulting from pollution, oil spillage, and other activities associated with oil tapping has had serious negative environmental consequences on the area. The social dichotomy prevalent in the area should also not be ignored, as more people have cash to exhibit while others wallow in penury. As more cash becomes available, some degenerate to laziness but wanting to feed as fat as the hardworking ones. Rivers state is located in the Niger Delta Region.

Tamuno (2011) however noted that efforts have been made to resolve the conflicts in the region. Thus, the oil drilling companies have resorted to placating the communities by giving cash to the community leaders with the conviction that it would reach the community members. Unfortunately this had engendered more conflicts as the leaders merely settle loyalists and leave the majority of the community members still impoverished. Government on the other hand has adopted a top-down approach to resolving the conflicts by developing infrastructure devoid of community participation. One such infrastructure is the Niger Delta Development Corporation. Millions of Naira has been invested in this corporation and still

youth restiveness persists. This indicates the inadequacy of the government programmes, especially, since these programmes are more of top-down approach devoid of community participation not to talk of community partnership. It is therefore necessary to develop a framework for effective community partnership to stem, the volatility evident in Rivers State of Nigeria.

Partnership with Communities as Means for Conflict Resolution
As has been espoused in the conceptual framework, partnership is an arrangement where parties known as partners agree to advance their mutual interests. It is also true that whereas the oil drilling companies have maximized their benefits, this has not been done hitch free as the communities have resisted the environmental pollution incidental to oil exploration. The top-down approach adopted in conflict resolution has also not been mutually satisfactory – lose of lives of community members have been experienced sometimes due to this approach. Against this background, Lanre (2009) stressed that a mutually accepted procedure must be worked out which should be agreeable to both parties. This process must mean that the beneficiaries from oil exploration – the government, the oil drilling companies and the communities, must sit together and work out an arrangement where parties known as partners agree to advance their mutual interests. This dialogic approach must be carried out in such a way that oil community members' interests are represented. It must not be carried out with only the community leaders since presently the community member do not trust the leaders. It is at this point that the role of the adult educators as conflict managers becomes critical.
Adult education thrives when the processes involved in community development are duly followed. These processes involve need identification, objective selection, programme development, programme implementation and evaluation (Aghalino, 2009). Adult education, through a critical needs assessment, must identify the root-cause of the conflict in Rivers State. To be able to do this human resources available in the community must be mobilized. Such human resources as, youth organizations, women organizations, community leadership-including the Igwe in council or council of elders, must be properly mobilized in the conflict resolution process.
This process may involve, particular activities such as seminars, workshops, talkshops, meetings – where the stakeholders involved must participate. If agreements should be drawn, then parties to the agreement must respect the terms of such agreement. But there are constraints to the partnerships suggested which will now receive attention (Dozie, 2010).

Constraints to Partnership with Communities in Conflict Resolution
Some Sociologists argue that the family has lost a number of its functions in modern industrial society. Haralambos and Holborn (2008) gave a vivid explanation of the transition of family socio-economic expectations in the following lines:
> "Prior to industrialization, the family was a self-supporting productive unit; children received their education within the household, and learned all that they needed to know from their parents or older brothers and sisters. Gradually, however, economic production passed from the home to the factory, and it became necessary to earn money so that goods could be bought. The parents' ability to pass on to their children all the knowledge and skills which they required to enable them to earn their own living steadily declined, and now, of course, the education of children has largely been transferred from the family, to the school and other educational institutions".

In actual sense, there is a paradigm shift in the socio-economic role of the family, and this fact is buttressed by the opinion of Haralambos and Holborn (2008) that Institutions such as

businesses, political parties, schools and welfare organizations specialize in functions formerly performed by the family. This assumption strengthens the fact that the family is gradually losing its cultural and traditional role in the modern day and this is critically affecting the social and academic structure of many individuals. It is the family that initiates socialization and education in individuals which reduces the likelihood of conflicts in the community (Harlambos, and Holborn, 2008). When this situation is lacking, the consequences to any community are not jolly. Women-mothers of the present and future generation are also seriously lacking the education to bring up the right attitudes in our young today.

The success of communities lies heavily on local leadership to elicit the enthusiasm of the people. Local leadership enhances participation and ensures that it is not only the change agents but also the local leaders who act as the agents of development in their communities. When local leadership compromises standards and integrity, they lose the confidence of the community. Once suspicion sets in the minds of followers, a sense of betrayal and disrespect could lead to conflicts and restiveness in the community.

There is no adequate provision by the Agency for Adult and Community education in Rivers State to fully equip and establish viable and functional centres at the grassroots to intensify efforts on the re-orientation and sensitization of community members of the hazards incidental to conflict in the region. This would enable youth, women and other organizations integrate into the whole spectrum of development agenda through partnering for conflict resolution in the communities.

The lack of engagement of qualified Adult Educators and Community Development Agents in the rural communities and literary centres to meet the demands of educated, uneducated and functionally illiterate adults, especially youths, to improve themselves educational (formally and non formally), in order to guarantee a leverage to a better livelihood could be detrimental to communal peace and development. As the saying goes, "An idle mind, is the devil's workshop". Idle and unskilled youths in any community are tantamount to restiveness, crime and conflict.

Cherlin (1992) observed that adolescents from two-parent families have better academic achievement than adolescents from single-parent families. To Astone and Mclanahan (1991) adolescents who grow up in two-parent families also have lesser dropout rates than those with step-parents. Parental involvement has been said to affect the social roles of children (Payne, 2003).

Recommendations

Based on the above, the authors make the following recommendations:

1. Parents (especially, the mothers), community administrators and all stakeholders should continuously improve themselves so as to face the challenges of managing conflicts and aggressive behaviour beginning from the homes, Institutions and Communities. This can be achieved through conferences, seminars and workshops attendance. Women's education is paramount as the saying goes, "Educate a women, you educate a nation". Women are needed to inculcate good education (peace education) in our young for peace in the communities.

2. It also behooves on the Community heads to attend training programmes and refresher courses within and outside the country where they can be taught various management techniques of handling conflicting issues.

3. The need for community leaders to be proactive and pragmatic in any of the approaches adopted in resolving conflicting issues is very expedient since conflict is inevitable in any human organization. It needs to be stressed here that not all

conflicts are dangerous enhance; some of them help the community to grow and develop.

4. Community heads should always be conscious of their styles of administration as this will go along way in their acceptance by community members. Where the community leader is respected by his followers who have faith in him, conflict and aggressive behaviour will not be difficult to manage.

5. There is the need to engage only qualified Adult Educators and Community Development Agents/workers in the rural communities and literacy centres so as to meet the educational demands of the local populace, especially the youths and women, to improve them educationally for a better livelihood.

Conclusion

This paper has taken a look at partnership with communities for conflict resolution in Rivers State of Nigeria. In it, the key concepts have been clarified leading to the discussion on the state of the art with reference to conflicts in the Niger Delta Region with particular reference to River State of Nigeria. The paper examined some models of conflict resolution and went ahead to examine the conflict resolution already adopted in the Region. All these have bordered on top-down approach devoid of community participation but with reference to this paper community partnership. It is based on the gaps identified that the following recommendations are made.

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