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AN EXAMINATION OF CONFLICT PREVENTION MODEL IN THE FEDERAL COLLEGE OF EDUCATION (SPECIAL), OYO, NIGERIA

Jean-Marie Kasonga Mbombo PhD
Centre for Peace and Strategic Studies,
University of Ilorin, Nigeria
jm.mbombo@yahoo.com

&

Ruth I. Ejechi
Michael Imoudu National Institute for Labour Studies,
Ilorin, Kwara State

Abstract

Violent conflicts involving students and the management of tertiary institutions occur at an alarming rate in Nigeria. Despite various methods applied to prevent these outbreaks, including closure of institutions and proscription of Student Union Government's activities among others, there seems to be no tangible progress in this regard. The main objective of the study was to develop a model of Conflict Prevention in tertiary institutions, using the Federal College of Education (Special), Oyo as a case study. The paper adopted exploratory research design which utilized In-depth Interviews (IDIs) and Focus Group Discussions (FGDs) to obtain data from 18 staff respondents selected purposively and 48 College community members selected randomly. Findings revealed that the conflict prevention system in FCE failed to either adequately engage the College community as a whole or prepare the members to respond to communicated warnings. The paper therefore recommends the establishment of a recognized office for the operations of the system which can eventually be tested in similar institutions of learning across the country.

Keywords: Tertiary Institutions, Conflict Prevention, Students, Early Warning Systems

Introduction

Tertiary institutions provide post-secondary education (also known as higher education) in various disciplines to students in order to maximise their chances of contributing positively to the development of human society. Various groups abound on the grounds of tertiary institutions, namely academic and non-teaching staff, students and service providers. Prevalent among the conflicts that characterize tertiary institutions is the discord between students and school authorities as a result of displeasure over issues directly related to students' welfare. A major change in the dynamics of handling such disagreement occurred in 1971 at the University of Ibadan, when the Vice Chancellor invited the police to control week-long students' demonstrations. The ensuing confrontation between the police and the students led to the death of a student. Since then, Nigeria's tertiary institutions have transmuted into violent arenas, as students choose violence to express discontent, rendering the educational setting unfavourable to the objectives of tertiary education (Etadon, 2013). Despite palliative measures employed in preventing the emergence of conflicts such as deterrence policies often

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presented to students in handbooks, and those aimed at containing the spread of violence on campuses such as school closures and proscribing of Student Union Governments, there seems to be no end in sight for the occurrence of perceived contradictions between the two parties. Some sections of the society have come to accept students' protests as a norm and the trend of violent conflicts affecting tertiary institutions in Nigeria has extended to Colleges of Education.

Initially known as Federal Advanced Teachers College for Special Education, Federal College of Education (Special), Oyo was renamed through the decree no. 4 of 1986, and as amended through the decree no. 6 of 1993, which conferred autonomy on Colleges of Education in Nigeria. With a population of 55 students and 15 staff at the start, it has grown over the years and has a current population of approximately 9,000, over 300 of which are persons with disabilities (PWDs). There is a great ethnic diversity, due to the admission policy which includes the whole nation as the catchment area, and the Federal Character in employment of personnel (Ajobiewe, 1998, 2014). In September 2017, FCE Oyo came into focus when students protested violently against the school authority. The main objective of this research was to formulate a suitable model of Conflict Prevention for tertiary institutions in Nigeria. The study adopted exploratory research design, using qualitative methods of data collection. Being a case-study research, the primary data were sourced from the responses of the population of study drawn from FCE Oyo, namely members of staff, students and residents of the host community. The purposive sampling technique was used in selecting members of staff while the students and members of the host communities were selected by random sampling technique. The study population was made up of a total number of 66 respondents consisting of 37 males and 29 females. 34 were students, 12 of which had special needs, i.e. 5 with hearing impairment, 6 with visual impairment, and 1 with physical challenges requiring a wheelchair for mobility; 18 were staff members; 4 were business owners from the market area of the College; and 10 were people from Akinmoorin and Jobele communities of Afijio Local Government area of Oyo State where the College is situated. Data for the study were collected through In-depth Interviews (IDI), Focus Group Discussions (FGD), and Non- Participant Observation, and analyzed descriptively. A brief literature review around the concept of early warning systems (EWS) is followed by a theoretical framework of preventive diplomacy before engaging the discussion on the study findings in an attempt to formulate a new model of conflict prevention in Tertiary Institutions.

Literature Review

Hazards – either natural or human in origin – have different time frames and they constitute a threat to the community if they are not addressed. The International Federation of Red Cross and Red Crescent Societies (IFRC, 2012) defines Early Warning (EW) as a message issued prior to the arrival of imminent danger intended to prevent loss or damage. Chinwokwu (2015) portrays EW as well-timed actions taken to hinder unwholesome social conditions from spreading and becoming a disaster. Early warnings are generally statements that are subject to consideration using a variety of viewing lenses, regarding the likelihood of the occurrence of a hazard with capacity to negatively affect the society and environment (Glantz, 2004). According to Austin (2004), EW is about acquiring knowledge which is then used to help in assuaging conflict. The scholar views it as an essential constituent of conflict prevention since it aids prediction about when/why/where conflict will emerge. Van Walraven and van der

Vlugt (1996) opine that EW is a mechanism of Preventive Diplomacy which endeavours to discover at an early stage, incidents that may lead to the emergence of violence. They argue that the phrase 'any form of violence' is key to the definition of EW since aggression on a large scale is believed to be a feature of a later stage of conflict. Haye (2014 quoted in Chinwokwu, 2015) describes EW as the foiling, reduction and control of violence within a physical setting. This establishes the relevance of Early Warning System in the community of tertiary institutions which is the focus of this study.

Comparable to many concepts in Social Sciences, EWS has no singular definition and it often adopts a political or geographical description. The word 'system' connote a collection of organised things or arranged structures, institutions, laws, policies, actions, etc. Austin (2004) depicts EWS as any enterprise that deals with systematic collection and analysis of data, communication and risk assessment, with the possibility of leading to recommendations, regardless of the subject matter or methodology – scientific or otherwise. The scholar however overlooks the recipients of the warning, a key factor that enhances evaluation of the system. According to Amamkpa and Mbakwe (2015), EWS is a set of procedures involving data collection, analysis, and transmission of information gathered to appropriate authorities for necessary action. Defined thus, the responsibility to act is denied to the people at risk, who might be in a better position to take immediate action to limit the impact of hazards. Basically, EWS is a call for watchfulness to local hazards. Hence, Chinwokwu (2015) states that local content is essential for EWS, concurring with what IFRC (2012) portrays as community-driven EWS. This implies that the people are involved as managers in steering the course of the system, utilising local capacities in all the stages of the effort. Over the years, EWS has been adapted to anticipate any activity that may threaten peace, be it that of the individual or the society. The United Nations (UN) defines EWS as:

An integrated system of hazard monitoring, forecasting and prediction, disaster risk assessment, communication and preparedness activities, systems and processes that enables individuals, communities, governments, businesses and others to take timely action to reduce disaster risks in advance of hazardous events (UNISDR, 2017).

Accordingly, EWS finds application in different fields including medicine, education, economics, politics, environment (Tsunami EWS, Earthquake EWS, and Fire EWS), human security (Drought EWS, GIWES), military, development, and conflict to mention a few (Wulf and Debiel, 2009). EWSs are relevant for all kinds of changes in human activities that someone has interest in. Consequently, the components of EWSs vary widely, depending on the functions which they are expected to serve. As far as conflict is concerned, EWS is to forestall the loss of lives and resources (Amamkpa and Mbakwe, 2015). Odote (2016) submits that despite the attempts to build Conflict EWS, success is yet to be achieved in arriving at a universally recognized framework. This might be due to the fact that no two conflicts are the same, and EWS should consider among other things, goals, as well as actors to conflict. ISDR (2006) lists possible components of 'people-centered' EWS to include four interconnected factors: (1) risk knowledge founded on methodical gathering of data and risk assessments; (2) detection, monitoring, analysis and forecasting of the hazards and possible outcome; (3) dissemination and communication, by an official source, of authoritative, timely, accurate and actionable warnings and associated information on likelihood and impact; and (4) preparedness at all levels to respond to the warnings received. Similarly, IFRC (2012)

proposes EWS with 4 components – Risk knowledge, monitoring, response capability and warning communication. Appearing on the surface to be same as the UNISDR version, the IFRC version places priority on proactiveness: building the capability of the at-risk people to respond to the warning that may be communicated.

Within the United Nations architecture, the early warning function is somewhat articulated: Department of Political Affairs; UN Development Programme; Department of Peacekeeping Operations; Office for the Coordination of Humanitarian Affairs; Office for the High Commissioner for Human Rights; Office of the Special Adviser of the Secretary-General on the Prevention of Genocide; and The Global Pulse (formerly known as the Global Impact and Vulnerability Alert System - GIVAS). Examples of EWS at the regional level include: Organization for Security and Cooperation (OSCE) in Europe's Conflict Prevention Centre; African Union's Continental EWS; Intergovernmental Authority on Development in East Africa (IGAD)'s Conflict Early Warning and Response Mechanism (CEWARN); Southern African Development Community (SADC)'s Regional Early Warning Centre (REWC); and Economic Community of West African States (ECOWAS)' Warning and Response Network (ECOWARN). Despite the consensus by scholars on the relevance of EW for conflict prevention, and that major conflicts develop from small conflicts, a view supported by van Walraven and van der Vlugt (1996), the area of Conflict Prevention Early Warning System (C-PEWS) for tertiary institutions has attracted little attention in this regard. Conflicts involving students has been a common feature in the Education sector of many countries. It seems however that none of the EWS examples seen around the world possess all the features which are relevant to tertiary institutions under study. Adapted from the definitions given by erudite scholars, and multilateral organisations, EWS for the purpose of this research, is understood as a system that gathers information and assess risk, evaluate it to anticipate emergence, intensification or resurgence of violent conflict, communicate warning of same and actionable options to at-risk population as well as relevant authority, empower to act to forestall violence, and provide for review of cycle through feedback.

Theoretical framework

Diverse postulations attempt to explain prevention of conflict in theory. One of such is Boutros-Ghali's description of conflict prevention as Preventive diplomacy developed in *Agenda for Peace*. According to Boutros Boutros-Ghali (1992), Preventive diplomacy is action to prevent disputes from arising between parties, to prevent existing disputes from escalating into conflicts and to limit the spread of the latter when they occur. It entails confidence building measures, early warning signals, fact-finding mission and in some cases, preventive deployment. The then UN boss emphasized the need to engage diplomatic means to forestall violence between parties and reliance on institutional networks. Notably, the effectiveness of preventive diplomacy is determined by the prevailing situation and disposition of parties in conflict. Desperate measures are often adopted in order to limit personal and economic effects of violent conflicts involving students and school authorities. These include among other things, closure of school premises and suspension of student union activities. However, preventing a conflict from occurring seems to be the preferred strategy which is both cost effective and sustainable. Conflict prevention implies the approaches/methods/mechanisms applied to forestall, limit or control potential violent conflict; and in post-conflict environments, it helps hinder violent conflict from reoccurring

(Haider, 2014). Miller (2005) defines conflict prevention as an anticipation of conflict that seeks to redress causal grievances to avoid the escalation of violence, to curtail the occurrence of violent exchanges or some combination of these elements. Depending on the chosen approach conflict prevention can be either direct when it focuses on controlling a violent situation, or indirect when it targets structural or economic factors in an attempt to prevent the occurrence of violence. It is often difficult however to identify such mechanisms in operation in Nigeria's tertiary institutions even where such measures actually exist.

Conflict prevention in tertiary institutions can be explained by some but not all the components of Preventive diplomacy concept developed by Boutros-Ghali (1992). These include confidence building, fact finding and early warning signs. In this case, confidence building measures consist of reducing the possibility of conflict between students and authorities, creating platforms for free flow of information, and monitoring of implementation of adopted recommendations of committees to enhance school community wellbeing. Fact-finding could take the form of gathering and analysing information regarding issues of concern in the structural/economic/social and political aspects of school community. Early warning can be generated from careful evaluation of information gathered through fact-finding and other open or informal sources in school, particularly for structural indicators that can help predict the emergence of violent conflict. The components of Boutros-Ghali's Preventive diplomacy appear to be adaptable to tertiary institutions given its emphasis on free flow of information with regards to indicators that can be assessed to alleviate threats to peace but it is limited by the fact that in practice, a third party or an over-arching authority activates the processes of Preventive diplomacy, with or without the consent of the parties, following monitoring of relations between conflict parties. Early warning would need to be communicated to the necessary persons, and in the case of this research, the population at risk and prevailing authorities.

The preventive deployment component somehow explains the mounting of guards by police and security services at the request of the school authority, as seen in several cases of students' unrest but the status of autonomy conferred on tertiary institutions in Nigeria by establishing policies, suggests that an effective conflict prevention approach has to be self-sustaining. Melander and Pigache (2008), as well as Wulf and Debiel (2009) catalogues three types of conflict prevention in practice. The first is known as direct or operational prevention which involves the use of short term efforts to prevent conflict or forestall the escalation of violence; the second is the structural prevention which utilizes developmental or economic measures to address the root causes of conflict, aiming at risk reduction and calls for better regulatory frameworks; and the third, known as systemic prevention attempts to reduce conflict on a global scale. It goes beyond mechanisms focused on any particular state to address issues that can only be efficiently dealt with collectively through global partnerships. Though some scholars argue that structural and systemic preventions could be inadequate in some cases requiring early action, they appear most suitable to achieve preventive diplomacy components agreeable with the objectives of this research.

Discussion of Findings

Existing Conflict Prevention Early Warning System (C-PEWS) in FCE (Sp.), Oyo

Table 1 – Existing C-PEWS in FCE (Sp.), Oyo:

Category of Respondent	Number of Respondents	Existing System to anticipate Conflict?	Feature of Existing System
Students	19	Yes	Student affairs unit, ASO guards, Staff advisers, HODs, SUG, Security unit, reps in each department, Porters
	3	No	-
	8	Cannot say	-
Staff	14	Yes	Student affairs unit, ASO guards, Staff advisers, HODs, SUG, Security unit and committee, reps in each department, Academic board

Source: Field Survey (2018).

The table above reflects the opinions of some respondents on the existence of Conflict Prevention in the College under study. Majority (19) of student respondents opine that there is a system to anticipate conflict in the College. They refer to department/people/groups of people that have the duty to identify and evaluate hazards and vulnerabilities including the Student Affairs unit, ASO guards which is an out-sourced security outfit, staff advisers in each department, Heads of Departments (HODs), Student Union Government (SUG), the College security unit, class and course representatives in each department and Porters in the hostels. All the 17 staff asked about the existence of a system that anticipates conflict in the College answer in the affirmative. According to them, people/groups of people/departments involved include Security committee and Academic board in addition to all the students mentioned.

Assessing the Efficacy of C-PEWS

The ability to accurately predict the eruption of conflict also served to assess the merits of the existing conflict prevention early warning system (C-PEWS). Irrespective of whether warning was heeded or not, the eruption of conflict can help to ascertain the usefulness of the various components to anticipate conflict. Respondents are asked whether the existing system has an established office location that serves as a warning centre where information is processed, and whether it operates a 24-hour service. Many students identify the Student Affairs (SA) unit and departments earlier noted to be part of the system which opens between 8am and 4pm. They also include the CSO which heads the College-operated security unit, ASO guards and porters that are in operation 24 hours on shift basis. However, some respondents express doubt about the availability of equipment for the operations of the system such as body scanners, car scanner, walkie-talkies, and vehicles (and motorcycles) for patrol. Others claim that the management information system, academic planning unit, the bulletin and the handbook serve the purpose of preventing conflict.

The question as to whether the existing C-PEWS was efficient enough draws divergent views. One student respondent remarks: 'I can say these ASO guards used to relate with students very well; they also get information from the SUG'. Few students claim that the

system has not been successful due to a lack of specific information gatherers. However, a staff respondent observes that the system has successfully forestalled up to seven or eight violent conflicts in the last three years. Asked about how the system gathered information, one staff replies:

We give stipends to some informants for their phones recharge cards, so they give us information when they are going to hold their meetings somewhere and we get ourselves prepared, that's the most important...if it is within the college, we also have informants among the students also (IDI: Security Officer; Security Unit).

Another staff reveals that the conflict anticipation mechanism of the College is working with the help of informants to prevent cultism; the system also liaises with the SSS to curtail conflicts. Revealing that everyone was involved in feeding the existing system with information, a respondent expresses that 'once an abnormal situation occurs we alert the necessary authority.' Another staff, a female, discloses that intelligence officers mingle with students to gather information. As she puts it:

They have ASO guard intelligence officers, they are not always in uniform, they are everywhere, students may not identify them, they go about listening to what students are saying in the campus; the students may not recognize them, even lecturers may not recognize them but they are part of ASO guard (IDI: Staff; School of Early Childhood Care Education, Primary Education, Adult and Non-Formal Education).

To find out who gets warned if violent conflict is predicted, a staff respondent holds that the management is given priority: warning is communicated to the management that is headed by the Provost. Another respondent substantiates the above by saying that 'the management warning goes to the student affairs head before reaching the person concerned' (IDI: Staff; School of Secondary Education – Science Programmes). Shedding more light on this, a respondent states that following the decoding of security information or EW in some instances, the management takes certain measures such as:

Staff sensitization, then SSS in plain clothes will be invited to the campus for them to gather information, that information will now lead to the next line of action that will be taken by the management; if the security report shows that students will be striking tomorrow, the management will contact the Police and by tomorrow morning you will see their Police van. Those are measures that are usually taken (IDI: Staff; School of Special Education).

It is not unusual for warnings against unlawful assembly to be issued to students in the form of posters, as made clear by a respondent. Expatiating on this view, another respondent from the warning centre reveals the way warning is disseminated:

We write the president of SUG through the dean of students, and the CSO so that they can mount eagle eyes on the student activities; we copy the deputy Provost, the Registrar, the Provost that we have observed this and that. Then we will notify the student population by pasting on the notice board what the College has observed and what it doesn't want to occur and we warn that they should desist and stay away from making such an act to materialize (IDI: Staff 2; Student Affairs Unit).

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Respondents were asked to comment about the communication channels used to get the EW out to the relevant people. Some students mention that some representatives in the departments including ASO guards disseminate information aside memos that are posted on notice boards. In emergency, bulk text messages are sent to the College community. Some special students with visual impairment comment that they have to rely on second-hand information when memos are sent out; the reason being that the format of presentation, i.e. print, is not accessible to them (FGD: VI Student; FCE Special). Another explains that not all Visually Impaired students have the relevant application to access text messages. The staff respondents cited phone calls, memos, staff congregation meetings and HOD meetings as channels of communication of early warnings. In addition, it is acknowledged that the SA unit plays an important role in dissemination of information.

Were there responses to warnings from the College community when predictions of violent conflict got to their attention? Some students respond that though people feel bad, particularly when advised to leave school, they have to heed the advice because disregard implies risking being arrested. Others remain in hostels and desist from coming into school (FGD: Students; FCE/UI). Staying back in the hostel according to some, is premised on inadequate funding to take their journeys home, some forms of disability, or other reasons that are acceptable to the management. In instances of seeming defiance, hierarchy is used to achieve compliance.

How are people getting prepared ahead in response to warnings? Some student respondents maintain that there is no empowerment of any sort while others mention that orientation course given on admission to the College encompasses the subject. A respondent with special needs had this to say: 'To some extent, they do train but they should have it monthly or annually; majorly in our courses that we do such strategies are being put in place; when you undergo such course as someone who is disabled, you will be able to know how to guide yourself in terms of any problems (FGD: VI Student; FCE Special). In response to the question of whether predicted violence erupted in some instances, one student and two staff respondents attest that the conditions put in place following the forecast of violence prevented the manifestation of the predicted violence. Usually students are sent home as a means of disarming them. Given that about 80% of them live off campus, such measure prevents students from entering the College to carry out their plots and forestalls outbreak of violence (IDI: Staff; School of Special Education).

In assessing the efficacy of the existing system, students had their opinions regarding the causes of previous conflict experiences while staff respondents credit the success of the system at discovering the causes to various ad hoc and standing committees. Questions were asked to understand how the College management handled the past violent conflict. Some special students explain that the instability of the SUG made the situation difficult, necessitating the invitation of the Police. Staff respondents reveal that an attempt was made by the Provost and other key staff to address the protesters prior to the violent turn in event during the incidence of September 18th, 2017. However, the students proved to be unapproachable, so they had to leave the scene to avoid mob attack. The College security was alerted, and Police invited to prevent protesters from damaging the College property further (IDI: Staff; Library).

Towards Homeostatic Conflict Prevention (HCP) Model

Checklist for Developing EWS (ISDR, 2006), Community Early Warning Systems Guiding Principles (IFRC, 2012), and relevant variables deduced from literature have proved to be valuable tools in the process of conducting this research. The Conflict Prevention Model developed in the realization of the study's objective requires that every member of the College community be engaged in the prevention of conflict so as to maintain homeostasis. It implies any self-regulating process by which systems tends to maintain stability while adjusting to conditions that are most advantageous for continued existence. Alluding to biological systems in which all cells interact to ensure proper functioning and maintenance of stable internal environment, this model of conflict prevention – Homeostatic Conflict Prevention - (HCP) suggests the maintenance of the College's internal harmony through complex interactions between all departments/units/groups of people and the control centre, the office of the Provost.

The stimulus that would set off self-regulatory processes in the College is the conflict (contradiction) between students and management while the receptors of the stimulus represent information gatherers and monitors of risks. The input (data) is extracted from the information gathered about risks in the College and the scenario generated would be sent to the control centre through the afferent pathway. The output, the communication of EW with actionable options would be channeled to the relevant part(s) of the College community through the efferent pathway (e.g. newsletter, radio, phone service). The action taken to forestall escalation of conflict would stand as the response of the system to the stimulus. Data on EWIs deduced from IDIs and FGDs, as well as gaps observed in the process of conducting the research were used to fulfil the study's objective. The HCP model stands on five pillars, namely collection of information/risk knowledge and risk assessment; detection, monitoring, analysis and forecasting of conflict and potential outcome; building capacities to respond to communicated warnings; dissemination/communication and retrospection.

1) Collection of information/risk knowledge and risk assessments

The existing system derives information from closed sources. There is need to open up the system to receive and filter information from open sources to improve its effectiveness. Fundamentally, there is need for baseline research regarding threats to peace which will provide EW indicators that can feed into the system for medium to long-term conflict prevention. Inputs can also be derived from structural indices which could be gathered from students' complaints. Supposedly, the inadequate resources as well as the assumption that students' needs are insatiable have led to the discounting of students' plight by some staff who, as alleged by some students, rather than collect information for the EWS in existence, pay little or no attention when approached in attempts to express their grievances. Where reports have been raised, some students are of the opinion that no action has been taken since no visible change has been recorded.

The collection of students' complaints by the College management in a standardized format that can be processed by the necessary organs and incorporated into a model for monitoring and necessary attention would help to prevent violent conflict. Both quantitative and qualitative sources should be explored to generate data continuously for EWI to be inputted into the new HCP for analysis. The existing organs of the College tasked with anticipatory duties could build their capacity by involving student volunteers including those

with political inclination (e.g. SUG/SRC members), members of civil society organizations and market men and women within the College, as well as members of host communities who will be trained to identify and evaluate the vulnerabilities of the College to violent conflict.

2) Detection, Monitoring, Analysis and Forecasting of Conflict and Potential outcome

This entails continuous observation of the situation to detect changes in the status of indicators with the view to predict escalation of conflict or eruption of violence, and generating scenarios with advice on response options that will best help to forestall violence. Currently, this task is undertaken majorly by the SA and Security units and committees of the College in what can be described as top-bottom approach. For best results, it is essential to involve students, marketers and members of the host communities so as to have a bottom-up method, one that benefits from information beyond the classrooms. Importantly, there is need to broaden the options proffered with predictions of violence. Focusing on the detected root causes of conflict, HCP responses would include relief (the provision of the needed resources), economic (sourcing for scholarship and agencies to subsidise end cost of services), and social (relationship management), in addition to others. In acknowledgment of the importance of institutional networks as highlighted in Preventive Diplomacy, it is important that a network comprising all relevant organs of the College, the host communities, security and civil society organizations be established so that efforts would not only be complimentary but resourceful. The provision of resources such as computers and supplementary power supply, CCTV cameras, improved wireless internet services, and office base for HCP would facilitate the effort.

3) Build the capability of the College community to respond to communicated warnings

The College community should be trained on how to respond in conflict situations to avert violence. Conflict prevention can be achieved through trainings on communication, conflict handling styles, peace education, and alternative dispute resolution mechanisms. Considerations should be given to PWDs to ensure their safety. Public awareness on how to identify warnings and respond accordingly should also be carried out. Efforts should be made to ensure that every member of the College community is connected to the warning system. Tests and drills should be rehearsed regularly and updates made to the strategies of preventing conflicts.

4) Dissemination and Communication

This is the core of HCP as it ensures that the Provost who has the responsibility of ensuring the safety of all within the College is made aware in good time before the emergence, escalation or impact of the predicted violence. Warning should be disseminated by recognised officials. It is essential to be able to ascertain that the warning and available option are received by the intended people. Therefore, a two-way communication channel is preferable for this function where applicable. This implies that communication gadgets must be functional and powered at all times to avoid delay in sending/responding to messages. What is obtainable in the College is short of the above. Multiple channels should therefore be adopted to send out concise messages in languages understood by the recipients. The College could consider installing a central public address system (or radio) to relay audio messages to the College community.

5) Retrospection

This component presents an opportunity to review the procedures utilised in the preceding processes of Conflict prevention, particularly in the aftermath of an episode of EW communication to assess response as well as observe and effect necessary improvements. The reports of various units and committees should be assessed to monitor implementation of recommendations. Basically, it is a feedback component that generates input into the system to advance it.

Conclusion and Recommendations

The study has revealed that Federal College of Education (Sp.), Oyo, has a system that anticipates violent conflict. Various units and committees of the College serve the function of predicting conflicts that may arise from students' dissatisfaction towards the school authority. To some extent, the system has succeeded in preventing violent conflicts through its established formal and informal information gathering apparatus, watchfulness and prediction, and warning dissemination features. However, the existing anticipatory system for conflict prevention does not adequately prepare people on how to respond in order to keep themselves from being overtaken by the danger or to limit the spread of conflict. The host communities and marketers were not engaged in the effort of the College to prevent conflict despite the potential wealth of knowledge gained from their formal and informal interactions with the student population in particular. Despite the recognition of the College as a special school with the largest concentration of PWDs, consideration was not given to their peculiar nature during communication of warnings. In order to attain homeostasis in Tertiary Institutions and the FCE (Sp) in particular, the study recommends the implementation of Homeostatic Conflict Prevention (HCP) that expands the existing model in the College. In other words, there is a need for every member of the College community to be engaged in the conflict prevention measures rather than relying on the services of a selected group of people. Comprehensive conflict prevention must dynamically engage the College community, raise public awareness and educate them about the dangers, send out warning and alerts, and see to it that they are always ready to act. Warning should be communicated in simple language and format repeatedly for easy understanding by policy makers. Considering the presence of persons with disabilities (PWDs) in the College, such warnings should be also communicated in accessible formats as applicable to various disabilities. The study also recommends the establishment of a recognised office for the operations as obtainable in regional systems which has successfully engaged EWS in conflict prevention.

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