EXPERIENCES AND CHALLENGES OF MILITARY PERSONNEL IN PURSUING PEACE AND CONFLICT STUDIES: A STUDY OF ZAMBIA ARMY

By

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DEDICATION

This work is dedicated to my lovely family particularly, my dear wife Cleopatra. All your sacrifice was not in vain. To my children Rodwel and Blessings, I know you may be too young to understand why I was always away from you at a certain point in time, but I am confident that one day you will grow to understand what my intentions were, because I wanted to achieve a better life and future inspiration to you. I love you all.

DECLARATION

I, **Sitali John,** do hereby declare that this dissertation represents my own original work as it does not contain any work that has ever previously been submitted for the award of a degree at the University of Zambia/Zimbabwe Open university or any other University.

I further declare that all sources cited are indicated and fully acknowledged through a detailed list of references.

Signature of Author: ……………………………………………………………

Date: ………………………………………………………………………………

CERTIFICATE OF APPROVAL

This dissertation by **Sitali John** has been approved as fulfilling the requirements for the award of the Degree of Master of Science in Peace, Leadership and Conflict Resolution of the University of Zambia/ Zimbabwe Open University.

Examiners' Signatures

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ABSTRACT

This study sought to establish the experiences and challenges of the military personnel in pursuing peace and conflict studies by the Zambia Army. The study, was guided by the following objectives: establish the number of military personnel pursuing Peace and Conflict Studies in Zambia Army; determine the relevance of Peace and Conflict Studies to military personnel; establish the experiences of military personnel in pursuing Peace and Conflict Studies; establish the challenges faced by military personnel in pursuing Peace and Conflict Studies and suggest alternative strategies aimed at addressing challenges that military personnel face in trying to pursue Peace and Conflict Studies.

A qualitative research approach using a descriptive phenomenological research design was used to conduct the study. The study targeted military officers from Military Training Establishment of Zambia (MILTEZ), Arakan, Mikango and Chindwin barracks. The participants for the study sample were 40 and these included: Commandant Defence Services Command and Staff College (DSCSC), the Chief of Training, the Chief of Operations and the Commandant of the Peacekeeping Mission Training Centre (PMTC), by virtue of their positions. On the other hand, convenience sampling was used to select the sample for the study. The study established that few military personnel were pursuing peace and conflict studies in the Zambia army. It was also established that peace and conflict studies helped the military personnel to handle peace and security matters of the nation professionally, helped the officers to manage and resolve national, regional and international conflicts and also help the officers to remain current in knowledge and skills. On the experiences of the officers in pursuing peace and conflict studies, it was established that the officers found it interesting and easy to pursue such a programme despite the challenges of securing study leave and inadequate financial resources for undertaking of the programme.

Based on these findings, the study concludes that peace and conflict studies are relevant to the military personnel because the knowledge and skills acquired from these studies help them to perform their duties professionally during management and conflict resolutions at national, regional and international arenas. In view of the above findings and the conclusion drawn, the researcher made the following recommendations: The Government of Republic of Zambia (GRZ) through the Ministry of Defence (MOD) to ensure that study leave is made available to deserving officers so as to increase the chances of the military officers pursuing peace and conflict studies; the M.O.D to ensure that officers who are granted study leave to pursue peace and conflict studies are elevated in rank upon completion so as to motivate them and also encourage others to undertake similar studies; the M.O.D to introduce education loans at lower interest rate to officers under taking a course of study in peace studies to facilitate payments of tuition fees by the officers under taking the studies and finally, the MOD to ensure that the curriculum for the military personnel training is revised to include the component of peace and conflict studies at all levels of training so as to help each and every military personnel acquire the knowledge and skills in peace and conflict management and resolution.

ACKNOWLEDGEMENTS

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ACRONYMS

CBU	Copper Belt University
DSCSC	Defence Services Command and Staff College
GRZ	Government of Republic of Zambia
MILTEZ	Military Training Establishment of Zambia
MOD	Ministry of Defence
NCOs	Non Commissioned Officers
NDU	National Defence University
NS	Not Sure
UN	United Nations
UNZA	University of Zambia

CHAPTER ONE
INTRODUCTION

1.1   Overview

This introductory chapter gives the background to the study. The chapter also presents the problem of the study being researched, the objectives and questions, a brief statement of the significance of the study, the theoretical and conceptual frame work showing the relationship between variables involved in the study, the limitations and finally definitions of key terms.

1.2   Background to the Study

Peace and Conflict Studies is a social science field that identifies and analyses violent and non-violent behaviours as well as the structural mechanisms attending conflicts with a view towards understanding those processes which lead to a more desirable human condition (Botes, 2003). Peace and Conflict Studies entails understanding the concept of peace which is a political condition that ensures justice and social stability through formal and informal institutions, practices and norms (Schlabach, 2007).

It is an interdisciplinary programme that deals with conflicts ranging from the interpersonal to the global level. The programme is designed to bring out the dynamics of peace and conflict that contribute to the creation of more just and peaceable conditions in the world (Schmitz and Matyok, 2014). It is a discipline field of study with varying themes and foci, including but not limited to conflict analysis, conflict management and conflict resolution.

Military personnel serving on United Nations peacekeeping operations are deployed into highly challenging post-conflict environments, where the likelihood of violence remains high (Schmitz and Matyok, 2014). They are deployed as part of a wider peace process, and are thus situated as an anchor point in a transition from war to peace (Schlabach, 2007). The dimension of their work therefore means that a range of skills and techniques are relied upon, which come not only from traditional military training, but also from other, non-traditional military fields.

Non-traditional military fields are those that do not fall under normal conventional military warfare training, the field of Peace and Conflict Studies inclusive (Human Security Center, Human Security Report 2005). This is the gap the academic field of conflict resolution has made a valuable contribution to understanding international peacekeeping (Curran, 2017). The non-traditional military studies seek to understand peacekeeping as a necessary stage in

conflict de-escalation, and ultimately transformation (Loode, 2011). The field of conflict resolution and the enterprise of UN share a similar agenda that the central aim of peacekeepers is not to defeat a national enemy but to support peace processes, protect civilians and fulfil legitimate international mandates to enhance peace (Ramsbotham, 2011).

Peacekeepers need non-traditional military skills because without non-military skills troops face challenges when deployed on peacekeeping operations. Norwegian peacekeeping troops stationed in Lebanon and the D R Congo in 1976 when asked for their opinions on 'how UN forces should be better able to carry out their job?' In response, troops wished not for 'better military training', but for 'better police training', and a number of them felt that they 'should be better informed about the conflict', as well as being 'better trained in dealing with people from other countries' (Galtung, 1976 as cited by Ryan, 2000).

The Norwegian troops said this because police training mostly consists of non-traditional military skills. This theoretical expansion has opened up the conceptual space for other, more focussed studies of how the experiences of peacekeepers and peacekeeping operations fit into a conflict resolution framework. Importantly, if peacekeeping is to be a conflict resolution process, the peacekeepers should be viewed as potential conflict resolvers with skills from interdisciplinary fields (Botes, 2003 as cited by Schmitz and Matyok, 2014).

Military personnel deployed on peacekeeping operations can facilitate closer relations with the local population, though better arms and equipment are just as critical in bringing about success in a peacekeeping operation (Schlabach, 2007). However, the reasons military role is inadequate is for the closeness needed with the population in low temperature situations where the closeness will be needed to really understand the social and human conditions of the deployment area (Galtung, 1976 as cited by Ryan, 2000). There are skills peacekeepers may need to assist them in their day to day activities such as understandings of civil-military relations, approaches to negotiation, mediation, and cultural awareness, and the role that international peacekeeping play in wider projects of conflict resolution (Curran, 2017).

Today, humankind remains in conflict with wars everywhere from the Central African Republic to Afghanistan to Chechnya to Yemen. Some conflicts have been ongoing for decades, while others have sprung up only recently (Schmitz and Matyok, 2014). Others, meanwhile, will emerge in the future. As much as we may hope for a world without war, conflict is part of the fabric of society. While peace and conflict studies may not put an end to

all war, it can yield new insights into how best to reach resolutions. Peace and conflict studies explore a broad range of topics, such as conflict theory, this history of nonviolent protest, and human rights (Schmitz and Matyok, 2014).

Degrees in peace and conflicts studies also draw on a number of different disciplines when exploring the reasons for conflict and identifying potential approaches to conflict resolution. Topics covered may include philosophy, anthropology, political science, history, geography, economics, psychology, sociology, religious studies, gender studies, international relations, and others (Perry and Smith, 2013).

While these and many more benefits of peace and conflict studies are seen to be of greater significance to the military personnel, undocumented evidence indicate that there are very few military personnel in Zambia, for example, pursuing these studies. In addition, a literature search found no studies exploring or describing the experiences and challenges of military personnel in pursuing peace and conflict studies in Zambia and/or elsewhere. Against this background, this study was intended to explore the experience and challenges of military personnel in pursuing peace and conflict studies in the Zambia army.

The underlying principle of this study is based on the premise that Peace and Conflict studies are of paramount importance to military personnel earmarked for deployment as peacekeepers on peacekeeping operations. It can assist the peacekeepers in skills of mediation and negotiation during peacekeeping operations (James, 2007).

1.3   Statement of the Problem

The field of Peace and Conflict Studies addresses some of the most enduring and intractable problems confronting humanity. It is primarily concerned with an analysis of the origins and nature of violent and non-violent conflicts within and between societies in order to understand the dynamics of the conflicts for the facilitation of workable conflict resolution processes (Perry and Smith, 2013). Peace and Conflict Studies are therefore important components of the Military at global, African as well as national levels because the Military personnel need skills of this field to effectively participate in the processes of conflict management, conflict prevention and conflict resolution. The Military also need these skills to assist them as they participate in peace building, peacekeeping and peacemaking (Curran, 2017). However, in Zambia, despite the fact that many military officer participate in the United Nations peace building, peacekeeping and peacemaking programmes, undocumented

evidence shows that very few Military personnel pursue peace and conflict studies thereby undermining the important role such studies play. In addition, little had been done in the Zambian context to explore the experiences and challenges by Military personnel in pursuing Peace and Conflict Studies. Against this background, this study was intended to fill this gap by exploring the experiences and challenges by the military personnel in pursuing Peace Conflict Studies.

1.4   General Research Objective

The general objective of this study was to explore the experiences and challenges of Military personnel in pursuing Peace and Conflict Studies in Zambia Army

1.4.1   Specific Research Objectives

The specific objectives were to:

Establish the number of military personnel pursuing Peace and Conflict Studies in Zambia Army.

Determine the relevance of Peace and Conflict Studies to military personnel.

Establish the experiences of military personnel in pursuing Peace and Conflict Studies in Zambia Army.

Establish the challenges faced by military personnel in pursuing Peace and Conflict Studies in Zambia Army.

Suggest alternative strategies aimed at addressing challenges that military personnel face in trying to pursue Peace and Conflict Studies.

1.5   General Research Question

The general research question was:

What are the experiences and challenges that military personnel face in trying to pursue Peace and Conflict Studies in Zambia Army?

1.5.1   Specific Research Questions

The following were the specific research questions:

What is the number of military personnel pursuing Peace and Conflict Studies in Zambia Army?

What is the relevance of Peace and Conflict Studies to the military personnel?

What are the experiences of Military personnel in pursuing Peace and Conflict Studies in Zambia Army?

What are the challenges that military personnel face in trying to pursue Peace and Conflict Studies in Zambia Army?

What are the alternative strategies that can address the challenges military personnel in Zambia Army face in trying to pursue Peace Conflict Studies?

1.6   Significance of the Study

The findings of this study may help policy makers to formulate policies that can motivate the military personnel to undertake peace and conflict studies. The findings may also help the military personnel to appreciate the value of the peace and conflict studies and so undertake such studies. It is anticipated that the study can make a positive contribution in terms of documenting and understanding the experiences, challenges and coping strategies of military personnel in pursuing peace and conflict. The study has also made recommendations on possible future research. Finally, the findings may enrich the existing literature on peace and conflict studies especially from the Zambian perspective.

1.7   Theoretical Framework

Creswell (2009) explains that a theoretical framework is used as a support structure for theories utilized in conducting a research. A theoretical framework also describes the theory that provides a particular perspective through which to conduct the study. The researcher employed Knowles' adult learning theory in this study. Accordingly, Knowles (1973) distinguishes between pedagogy and andragogy, recognising that adults and children learn differently. Knowles (1970:54) defines pedagogy as "the art and science of learning in childhood" and andragogy as "the science and art which assists adult learners to learn". Andragogy includes any intentional and professionally guided activity that aims at behavioural change in adult persons. An environment that enhances learning in adults is a setting viewed by adults to be informal, comfortable, flexible and non-threatening (Knowles 1970).

Knowles' adult learning theory identifies three main concepts that guide the design and implementation of adult learning programmes: the goals and purpose of learning; the individual and situational differences, and the six principles of adult learning. These three concepts are interrelated and influence the design and conduct of adult learning programmes (Knowles, Holton and Swanson 2005). The researcher was guided by Knowles' adult learning theory in identifying the study variables. The dependent variable is military personnel pursuing peace and conflict studies while the independent variables are

demographic factors, knowledge on peace and conflict studies, work environment, perception and career and family needs.

1.7.1 Goals and Purpose of Learning

According to Nafukho, Amutabi and Otunga (2005:8), "the mission of adult education is one of satisfying the needs of the individual, the institution and the society. Adult educators have the responsibility of helping individuals to satisfy their individual needs and achieve their set goals. Institutions that promote adult education programmes have a need to improve their ability to operate effectively and establish adult learner understanding and involvement". Nafukho et al (2005:8) add that the overall development of society requires programmes to equip adults with core competencies and skills that enable them to perform in uncertain and ever-changing work environments.

1.7.2 Individual and Situational Differences

Adult learners bring to the classroom a diversified range of individual differences related to their experiences, interests, background, goals and preferred learning styles. A learning programme should provide for these differences among adult learners by creating activities that tap into adult learners' experiences such as group discussions, problem-solving activities and simulations (Nafukho et al 2005). Individual, situational and subject matter differences privilege some learners while at the same time acting as barriers to others in relation to their participation.

1.7.3 Core Adult Learning Principles

This section discusses the core adult learning principles and their implications for learning programmes for the military personnel. These six principles guided the researcher in developing the questionnaire. For adult learning to be effective six main principles should be used as a guide for designing and implementing their learning programmes (Knowles et al 2005). The six core principles are the learner's need to know; self-concept; prior experience; readiness to learn; orientation to learning, and motivation to learn.

1.7.3.1 Learner's Need to Know

Adult learners would like to know the reason why they should learn something before undertaking to learn it. This principle deals with what, why and how of learning. According to Knowles (1970), when adults undertake to learn something on their own they are noted to invest considerable energy in identifying the benefits they will gain by learning it and the negative consequences of not learning it.

1.7.3.2 Self-concept

As people mature and reach adulthood they attain a new status in non-educational responsibilities such as worker, spouse, parent and citizen. Adults see themselves as being able to make their own decisions, face the consequences and manage their own life. Consequently, the adult develops a need to be perceived by others as being self-directing and autonomous (Knowles 1970). Adults therefore need to be treated with respect and given room to make their own decisions. However, they tend to avoid, resist and resent situations in which they feel they are treated like children and told what to do, threatened, or judged. Adults tend to resist learning under conditions that are incongruent with their self-concept as autonomous individuals (Knowles 1970).

1.7.3.3 Experience

Adult learners enter learning situations with different backgrounds which they bring from their past experience. Adult learners should therefore be used as resource persons or mental models. The experiences create a foundation for which adult learners relate their new learning and also act as fixed habits and patterns of thoughts which should be "unfrozen" leading them to be more open minded (Knowles 1970). Learning programmes (peace and conflict studies) may enhance the use of adult learners' past experiences in the learning process by ensuring that the programmes designed emphasise use of experiential techniques, including, for example, group discussions, case methods, critical incident processes, simulations, role playing and field projects. The programme should also emphasise the application of learning to day-to-day activities through the development of action plans and guiding learners to learn from these experiences (Knowles 1970).

1.7.3.4 Readiness to Learn

The principle of readiness to learn recognises that adults just as children learn best those things that are necessary for them to know in order to advance from one phase of development to the next. Adults also undergo phases of personal growth, reaching certain developmental tasks, which show readiness to learn (Knowles 1970). The developmental tasks of adulthood are as a result of evolution of social roles such as the roles of being workers, mates, parents, homemakers, sons or daughters of aging parents, citizens and friends, members of an organisation, religious affiliates and users of leisure time. The requirements for performing each of these social roles change as one moves through the three phases of life, namely early adulthood, middle age and later maturity. These phases are

characterised by changing developmental tasks and therefore changing readiness to learn (Knowles 1970).

In the role of workers, adults' first developmental task is to be employed. The worker is ready to learn anything required for getting a job but at this point is not ready to learn tasks related to a supervisory role. Having secured a job they are faced with the task of mastering it so that they do not get fired thus the workers are ready to learn the special skills and standards expected of them and how to get along with fellow workers. Working up the occupational ladder is the task that follows and at this point the workers are ready to learn supervisory roles. Finally, after reaching their ceiling they face the challenge of dissolving their role of worker and are now ready to learn about retirement or substitutes for work (Knowles 1970:46). This means, then, that adults are ready to learn when they feel that they need to know the information or have the desire to increase their knowledge whereby the new knowledge could contribute to their being more effective in accomplishing tasks.

1.7.3.5 Orientation to Learning

Adults enter into education from different time perspectives compared to children. To a child, education is the accumulation of knowledge and skills that may be used later in life when the need arises. Adults would like to apply knowledge and skills learnt immediately (Knowles 1970). For instance, the military personnel would like to know how the acquired knowledge and skills would enhance their military practice. This implies that the learning programmes should provide for the involvement of the military personnel in identification of gaps and learning needs in their current practice.

1.7.3.6 Motivation

All adults respond to both external and internal motivators. Adults are motivated to keep growing and developing in relation to their career. It is important to note that as adults mature the motivation to learn is more from within (intrinsic motivators). Intrinsic motivators include increased job satisfaction, self-esteem and quality of life. External motivators include better jobs, promotions and higher salaries (Knowles 1970).

The researcher considered Knowles' adult learning theory appropriate to guide the study as it provides the framework within which to identify and describe the characteristics of peace and conflict studies as adult learning programmes. Knowles' model acknowledges the self-driven nature of adults to learn and the experience accumulated by adult learners as resources in learning. It can be applied in any adult learning setting or programme as it encourages the mutual diagnosis of learning needs and evaluation of the programme by programme designer,

educator and learner (Knowles 1970). The model recognises that learning does not take place in a vacuum. Adult learners interact with their environment during the learning process. When applied to peace and conflict programmes, then, the model addresses the individual, organisational and societal differences that affect learning (Knowles et al 2005).

1.8   Definition of Key Terms

Peace: A political condition that ensures justice and social stability through formal and informal institutions, practices, and norms.

Peace and conflict Studies: An interdisciplinary field of study with varying themes and foci, including but not limited to analysis of conflict, management of conflict, and resolution of conflict; non-violent sanctions; peace paradigms, peace building, peacekeeping, and peace enforcement; social and economic justice; war's causes and conduct; and a variety of conceptions of international and domestic security.

Experience refers to knowledge or practical wisdom gained from what one has observed, encountered, or undergone.

Challenge refers to the situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability:

Military Personnel refers to a member of an armed force or uniformed service who holds a position of authority. In its broadest sense, the term includes non-commissioned and warrant officers.

1.9   Summary

The chapter was an introduction of the study which has defined the background of the study, statement of the problem, objectives to the study. It also comprised research questions, significance of the study, theoretical framework and definition of key terms. The next chapter reviews literature related to the study.

CHAPTER TWO
LITERATURE REVIEW

2.1 Overview

This chapter presents literature related to the study under investigation. It addresses among other things: the nature of peace and conflict studies; some definitions of peace and conflict studies by different scholars; a brief background; the aims/goals; some perspectives and the nature of peace and conflict studies in the Zambian context. It also presents the research gap and finally a conclusion of the chapter.

2.2 The Nature of Peace and Conflict Studies

Peace and conflict studies is both a pedagogical activity, in which teachers transmit knowledge to students; and a research activity, in which researchers create new knowledge about the sources of conflict (Hill, 2014). Peace and conflict studies entails understanding the concept of peace which is defined as political condition that ensures justice and social stability through formal and informal institutions, practices, and norms. Peace studies can be classified as:

Multidisciplinary: As it encompasses elements of Politics and International Relations (particularly critical international relations theory), Sociology, Psychology, Anthropology and Economics (David, 2014). Critical theory is also widely used in peace and conflict studies. Multilevel: Peace studies examine intrapersonal peace, peace between individuals, neighbours, ethnic groups, marriages, states and civilisations. Both analytic and normative: As a normative discipline, Peace Studies involves value judgements, such as "better" and "bad" and finally it is both theoretical and applied (David, 2014).

Peace and conflict studies as a discipline is now well established within the social sciences. It comprises many scholarly journals, college and university departments, peace research institutes, conferences, as well as outside recognition of the utility of peace and conflict studies as a method (Bush, 2003). It allows one to examine the causes and prevention of war, as well as the nature of violence, including social oppression, discrimination and marginalization. Through peace studies one can also learn peace-making strategies to overcome persecution and transform society to attain a more just and equitable international community (Galtung, 2007).

Schmitz and Matyok (2014) point out that the field of peace and conflict studies as an academic field of study has an active base of scholars, a growing body of disciplinary literature, an established curriculum, and a pedagogical tradition that includes classroom teaching, experiential learning, internships, and international study.

Peace science and peace research are rapidly growing fields of study oriented toward conflict management, peace building, and developing appropriate interventions (Schmitz and Matyok, 2014). Peace and conflict scholars are united not by ideology or political perspective, but by a commitment to understanding the causes of violent conflict and finding effective and sustainable nonviolent solutions to world problems. Peace and conflict studies curricula cover a wide range of issues related to peace, conflict, violence, justice, inequality, social change and human rights. The field of study and practice is now applied at all levels of conflict from interpersonal to global (Perry and Smith, 2013).

As an emerging field of study and practice, the shape and terminology of the discipline have expanded and transitioned from an amateurish to a professional framework. In fact, many practitioners now believe that conflict is not resolved; rather, it is transformed as part of a creative process. As a result, conflict transformation has moved forward as the core constructs shaping the field (Botes, 2003 as cited by Schmitz and Matyok, 2014). Peace and conflict studies prepare individuals for a wide variety of careers. Graduates become negotiators, mediators, government officials, educators, business managers, activists, and professionals in organisations focused on human rights, dispute resolution, environmental protection, international law, and human and economic development (Schmitz and Matyok, 2014).

2.3 Definitions of Peace and Conflict Studies

Peace and conflict studies is a social science field that identifies and analyzes violent and nonviolent behaviours as well as the structural mechanisms attending conflicts (including social conflicts), with a view towards understanding those processes which lead to a more desirable human condition (Islam, 2013) A variation on this, peace studies, is an interdisciplinary effort aiming at the prevention, de-escalation, and solution of conflicts by peaceful means, thereby seeking "victory" for all parties involved in the conflict. This is in contrast to military studies, which have as its aim on the efficient attainment of victory in

conflicts, primarily by violent means to the satisfaction of one or more, but not all, parties involved (David, 2014).

According to Martin (2010), peace studies is a broad, interdisciplinary activity, which includes research, reflection, and dialogue concerning the causes of war, conflict, and violence and the orientation necessary to establish peace, conflict resolution, and nonviolence. Scholars, researchers, or students from nearly any discipline can participate in the systematic and careful study of peace issues.

The Department of Peace and Conflict Studies is an integrated grouping of programmes that affiliate, interrelate and synergize around core themes and perspectives in conflict analysis and the challenges to peace building (Elias and Turpin as cited by Islam, 2013). The programmes share a common goal of providing a critical understanding and analysis of root causes of conflicts and violence in diverse local, national, global and societal contexts, while specifically focusing on various dimensions, strategies, sectors, institutions and levels of conflict resolution and transformation to build a peaceful world (Elias and Turpin as cited by Islam, 2013).

Similarly, David (2014) argues that peace Studies is an inter-disciplinary field of study, with a particular concern for developing an understanding of the origins of violent conflicts and possibilities for their resolution and transformation, as well as the conditions for building sustainable peace.

According to Schmitz and Matyok (2014), peace and conflict scholars and educators seek to understand the causes of conflict. They examine ways to prevent and transform conflict situations. They seek to build peaceful and just social systems and societies. They achieve these goals by educating specialists and engaging with policymakers and the broader community of governmental and nongovernmental organizations in creating the context for nonviolent conflict management (Loode, 2011).

Peace and conflict studies primarily engage a practice-centered form of scholarship, with academics and students actively involved in numerous forms of fieldwork (Odierno, 2012).

2.4   Brief Background of Peace and Conflict Studies

Peace and Conflict Studies is a very well-articulated academic discipline now, which 'systematically study the cause of war and violence and the conditions of peace (Elias and Turpin as cited by Islam, 2013) It does not come overnight rather the endeavor for establishing an academic discipline like peace and conflict studies has started only hundred years ago. Various actions, activities and approaches like peace movements, peace research, peace education and arguably peace action are rigorously associated with its evolution (Fahey, 2010).

Academics and students in the world's oldest universities have long been motivated by an interest in peace. American student interest in what we today think of as peace studies first appeared in the form of campus clubs at United States colleges in the years immediately following the American Civil War. Similar movements appeared in Sweden in the last years of the 19th century, as elsewhere soon after. These were student-originated discussion groups, not formal courses included in college curricula (Galtung, 2007).

The First World War was a turning point in Western attitudes to war. At the 1919 Peace of Paris where the leaders of France, Britain, and the United States, led by Georges Clemenceau, David Lloyd George, and Woodrow Wilson respectively, met to decide the future of Europe Wilson proposed his famous Fourteen Points for peacemaking (Elias and Turpin as cited by Islam, 2013). These included breaking up European empires into nation states and the establishment of the League of Nations. These moves, intended to ensure a peaceful future, were the background to a number of developments in the emergence of Peace and Conflict Studies as an academic discipline (Islam, 2013).

After World War II, the founding of the UN system provided a further stimulus for more rigorous approaches to peace and conflict studies to emerge (Islam, 2013). Many university courses in schools of higher learning around the world began to develop which touched upon questions of peace, often in relation to war, during this period. The first undergraduate academic programme in peace studies in the United States was developed in 1948 by Gladdys Muir, at Manchester University a liberal arts college located in North Manchester, Indiana (Rogers, 2010).

It was not until the late 1960s in the United States that student concerns about the Vietnam War forced ever more universities to offer courses about peace, whether in a designated peace studies course or as a course within a traditional major (Rogers, 2010). Growth in the number of peace studies programmes around the world was to accelerate during the 1980s, as students became more concerned about the prospects of nuclear war. As the Cold War ended, peace and conflict studies courses shifted their focus from international conflict and towards complex issues related to political violence, human security, democratisation, human rights, social justice, welfare, development, and producing sustainable forms of peace (Fahey, 2010).

Peace and conflict studies today is widely researched and taught in a large and growing number of institutions and locations. The number of universities offering peace and conflict studies courses is hard to estimate, mostly because courses may be taught out of different departments and have very different names (Lawler, 2008).

2.5   The Goal of Peace and Conflict Studies

Peace and Conflict Studies is a well-established and well-functioning academic discipline now across the globe, which 'systematically study the causes of war and violence and the conditions of peace (Elias and Turpin as cited by Islam, 2013). As an academic discipline this subject adheres to some basic principles for maintaining its own standard, which clearly distinguishes it from other established disciplines. The principles of peace and conflict studies are to maintain rules of sound pedagogy and rigorous scholarship, to exercise interdisciplinary and multidisciplinary approach of education, to focus more on civil society rather than policy experts, to focus more on non-violent approaches of conflict management than coercive approach, to emphasize values, morality, ethics, justice and world community, and to reform and transform existing structures in order to sustain peace (Fahey, 2010).

The discipline does not come overnight rather a number of other methodological and analytical approaches of studying conflict and war issues, and different historical peace proposals and plans, movements, peace education programmes, and arguably peace actions are well associated with the development of this discipline (Elias and Turpin as cited by Islam, 2013). Beside religious motivations, peace movements, in this respect, is also a key contributing factor for the genesis of the discipline that does not expect to see results immediately, but tends to focus on a possible peaceful future world (Overy as cited by Islam, 2013). The overall commitment of peace and conflict studies is not merely to keep peace, but

to building, furthering and promoting it from an ethical ground as well as to pursuing 'cooperation between states' for world peace (David, 2005).

A major institute devoted to peace studies describes the goal of peace studies ("peace") in the following way: Within peace studies, "peace" is defined not just as the absence of war (negative peace), but also the presence of the conditions for a just and sustainable peace, including access to food and clean drinking water, education for women and children, security from physical harm, and other inviolable human rights (Martin, 2010). This idea is rooted in the understanding that a "just peace" is the only sustainable kind of peace; an approach that seeks merely to "stop the guns" while ignoring the denial of human rights and unjust social and political conditions will not work in the long run (Martin, 2010).

2.6   Some Perspectives of Peace and Conflict Studies

The study of peace and conflict is a complex emerging field of study and one interesting development is the number of military personal enrolling in such courses. It is understandable that military personnel might see peace and conflict studies as a field of study within their own sphere of professional competence (Curran, 2017). Military personnel train for war and may have direct experience in conflict situations. Yet the phenomenon of military personnel studying peace provides an interesting challenge from a peace education perspective, given that the military is an institution which ultimately exists for war and given that military training is ultimately training for war (Loode, 2011).

One could argue that the project of teaching peace to the military is therefore counter to the essence of the military and counter to assumptions central to military training. From a military perspective, teaching peace to the military may be seen as an extremely disruptive and even subversive activity. Teaching peace to the military is therefore a complex concept and an even more complex undertaking (Perry and Smith, 2013).

2.6.1   The Need for Peace and Conflict Studies for Military Personnel

Barrett (2004) as cited by Schmitz and Matyok, (2014) observe that peace and conflict studies should be deliberately integrated into the Army's professional education curriculum at all levels. Peace and conflict studies, as part of professional military education and training, can reduce the size of forces needed by providing conflict transformation and management skills to military and civilian personnel. This can be a force multiplier. In an environment of

shrinking resources, peace studies and conflict management training require little in the way of assets.

Odierno (2012) states that today's Army is positioning itself to respond to conflict as a flexible force based on the escalating complexity of contingencies worldwide. The force must be prepared to meet a range of challenges, including the increasing need for the prevention and management of regional conflicts. Peace and conflict studies are uniquely positioned to contribute to the development of a breadth of responses (Neufeldt, 2007). As a continuum of approaches develops, a balanced narrative regarding military intervention is needed. It should include a discussion of policing and community development, with less focus on national security and more on human security and the protection of individuals (Lederach as cited by Schmitz and Matyok, 2014).

According to the Human Security Report (2005), 95 percent of violent conflicts are intrastate. The nature of intrastate conflict implies that military forces need to maintain proficiency in skills other than those used for large-scale, interstate war fighting. Creating room for peace and conflict studies in military professional development has numerous possibilities, such as the inclusion of military personnel in existing peace and conflict studies programmes, and the inclusion of peace and conflict studies curricula within the Army's professional military and civilian education systems (Curran, 2017).

Schmitz and Matyok, (2014) further proposes that processes that contribute to building the capacity for meeting human needs complement conflict prevention and management activities. The learning is multidirectional, with military professionals providing another dimension of understanding and critique to peace and conflict studies and its application as part of a broad peace building and development strategy. In other words, military personnel have much to contribute to the field of peace and conflict studies (Loode, 2011).

In their paper, Schmitz and Matyok, (2014) indicated that some scholars would certainly disagree with their suggestion that there was a proper role for peace and conflict studies in professional military education. They added to say civilians may judge it as a form of "sleeping with the enemy." Instead, they thought this was a shortsighted view. They argued that if war was too serious a business to be left solely to the generals, then peace was too important to be left to those without military experience because members of the military could support informed decision making (Perry and Smith, 2013). Creation of a just,

sustainable, and lasting peace was seen to be everyone's business; certainly, it was the business of those on the ground. All those involved in peace making, peace keeping, and peace building should be welcomed to the peace development table (Schmitz and Matyok, 2014).

Kreisberg (2001) notes, as the conflict resolution field had developed it offered many strategies and methods that were relevant for partisans in a fight as well as for intermediaries seeking to mitigate destructive conflicts. Conflict resolution, one component of conflict transformation and management, is more than negotiation and mediation. The focus is on responses to conflict that are contextually driven and grounded in theory and practical experience. When we discuss peace, we are talking about the study of conditions that are advancing inclusive, sustainable development within political, economic, and cultural contexts. Conflict management and conflict transformation address activities occurring on the ground that prevents peace from breaking out (Loode, 2011).

Peace development needs more than good intentions. Far too often, individuals believe their good intentions alone are all that is required for success in resolving conflict and building peace. Experience proves otherwise. Effective peace development requires the participation of subject matter experts regarding conflict. A just, sustainable, and lasting peace is brought into existence through hard work. Skill mastery and individuals educated in trans-disciplinary responses to conflict and violence are essential (Perry and Smith, 2013).

The approach outlined here for integrating peace and conflict studies into Army professional education is premised on a three-tier approach that correlates with the strategic, operational, and tactical levels of war. Our definitions here do not mirror exactly those found in Army doctrine; rather, they are used to construct an approach that would complement existing doctrine. Strategic peace building is grounded in the analysis of conflict (Odierno, 2012). It is heavily weighted toward the understanding and development of the foundation of peace theory. Students follow an interdisciplinary approach to conducting analysis primarily at mega levels of conflict, toward societal and regional peace and peace operations (Schmitz and Matyok, 2014).

Operational peace building encompasses the macro and meso levels and bridges the theoretical aspects of peace building found at the strategic level with tactical approaches to conflict transformation and management (Odierno, 2012). Students at the operational level of

practice integrate theory into practical responses to conflict. Theory translates into practice, and feedback from practice refines theory in a constant feedback loop. The focus at the operational level is construction of the institutions and structures of peace such as community justice centers, training programmes in conflict transformation and management, and transitional justice activities (Odierno, 2012).

Tactical peace building includes the interpersonal, grassroots, and community contexts. This is where the rubber meets the road. Students gain hands on experience in conflict transformation work and peace building. Skills such as mediation, negotiation, group problem solving; restorative practices, community building, and facilitation are major components of a conflict studies curriculum at the tactical level (Schmitz and Matyok, 2014).

Pursuing just peace connects to the military ethos captured in the United States Military Academy motto, "duty, honor, country." We suggest a curriculum informed by this ethos. Peace and conflict studies can contribute to a new type of force based on Odierno (2012)'s suggestion that military units, in the near future, may need to be configured based on expertise. We ask, "Why not a unit schooled in conflict management? What might be included in a peace and conflict studies curriculum? What competencies might be addressed?" These questions can inform an expanded dialogue regarding peace building within an evolving military context (Loode, 2011).

Just policing introduces an approach to conflict transformation and management configured similarly to a methodology employed by the Metropolitan Police Service in London. Unit members rely primarily on conflict resolution skills to confront issues within communities. The word service replaces force as a way of communicating a new role within a military context (Odierno, 2012). Armed military forces can be held in reserve as a way of contributing to a graduated response to conflict. Gerald Schlabach as cited by Schmitz and Matyok (2014) suggests that Reserve Officer Training Corps programmes could build closer relationships with justice and peace studies programmes and that this collaboration can create "think tanks for trans-armament from potentially lethal and military forms of defense to nonviolent civilian-based defense.

Odierno, (2012) further argues that language and, perhaps most important, sustained dialogue are critical. Developing a common language of peace and conflict studies can contribute to a seamless integration of humanitarian organizations in peace operations. Shared competency

in a common language can help break down barriers of mistrust, which sometimes exists between military professionals and humanitarian organizations. Integrating peace and conflict studies into Army professional development can also contribute to an increased competency in working with the nongovernmental humanitarian organizations increasingly present in intrastate conflicts (Odierno, 2012).

Peck (2004) observes that knowledge and practice must inform each other and that conflict resolution and management programmes need to be constructed to assist conflict practitioners not simply to add to theory development. If peace is the desired outcome of any conflict, it must be achieved through conflict transformation and management. Too often, it is simply assumed that individuals possess the skills necessary to address conflict. In fact, multiple skill sets undergird the process of conflict transformation. Mediation and negotiation, nonviolence, restorative justice, and joint problem solving skills can be integrated into existing military education and training (Perry and Smith, 2013).

Education underpins the need for military forces to be prepared at all times and to have the ability to adapt to changing strategic and operational environments. Consequently Hauser, Orndorff and Rawls (1996) as cited by Esterhuyse (2007) argue that militaries need to study the use of force in the context of the social, political, economic, technological and moral factors that influence military institutions and operations. In this particular argument, the ability to cope with the ever-present threat of conflict and the need to minimise the likelihood and severity of international violence forms the bedrock of the need for strategic and military knowledge. With the acceptance of war and violence as constant features of the international system, this outlook represents a very realistic view on the need for education and knowledge on strategic and military affairs (Ramsbotham, Woodhouse and Miall, 2011).

The intellectual expertise and maturity acquired through prolonged academic studies is the only vehicle providing the understanding and sensitivity necessary to deal with the complex security landscape. Keeping in mind that education is something that the military cannot do on its own; Sarkesian et al as cited by Loode (2011) argue that education offers a channel for mutual beneficial interaction between the military and the broader society and between the military and the academic community in particular. In the long term, this interaction benefits both the military and society. In particular, it helps breaking down rigid stereotypes in broad society, the academic and the military worlds.

In the 1980s and 1990s, Esterhuyse (2007) points out that military personnel education was associated with the peace studies school of thought in which ideas, such as non-offensive defence and non-threatening defence that rose to prominence in Europe and elsewhere – also in South Africa – emanate from this school of thought. These ideas represent an inherently idealistic outlook on the need for knowledge on military and strategic affairs. In view of the nature of South African security thinking for example, Ramsbotham, Woodhouse and Miall, (2011) observe that this argument alone should feature very prominently in an educated South African National Defense Force's need for military and strategic knowledge.

2.6.2 Experiences and challenges in pursuing peace and Conflict studies

Woodhouse and Ramsbotham (2005) points out that no other issue in the study of international relations has attracted as much interest, than questions concerning the use of armed force. The reason for this, Garnet (2002) argues, is because war is generally considered a human disaster, a source of misery on a catastrophic scale, and in the nuclear age, a threat to the entire human race. "Strategic studies," according to Gray (2002) "is a practical subject and not a fine art". The pragmatic and practical nature of military force and strategy often leads to critique that the study thereof is not a scholarly subject but rather a pseudo-science, using apparent scientific methods to give it a spurious air of legitimacy. In addition, because of the practical nature of strategy and because strategists often advise governments, strategists are criticised for operating in a manner incompatible with the integrity of scholarship.

Esterhuyse (2007) points out that the education of military officers is also tremendously complicated by the nature of the military itself. To be specific, the bureaucratic nature of armed forces makes it not very receptive for academic studies. Firstly, the compartmentalisation that is a necessary outcome of military secrecy often makes it difficult to engage in a free exchange of ideas. The cloud of secrecy usually associated with all military activities inhibits free debate about contentious strategic and military affairs within and outside the military.

Secondly, military organisations by definition are designed to operate in a medium of very great uncertainty, namely armed conflict (Curran, 2017). The need to be successful in such an uncertain environment has always caused militaries to put a premium on subordination, discipline, hierarchy and rigid social structures, all of which represent the direct opposite of

flexibility. This is not really an organisational culture and climate that is conducive for academic studies.

Thirdly, Ramsbotham, Woodhouse and Miall, (2011) state that the need to operate in highly uncertain, confused, and stressful environments has caused armed forces through the ages to invent their own form of communication. It is a form of communication that is, as far as possible, stripped of ambiguity and redundancy. The military, for example, is well known for their use of acronyms. Militaries, in general, try to create a form of language that is the opposite of what the academic world consider as indispensable for free, undirected thought (Creveld, 1991).

Finally, Esterhuyse (2007) argues that the responsibility to be operationally capable – the need to prepare for present challenges – often promotes negative attitudes within the military towards education. Being short of money, manpower and equipment, the military often views education as a luxury. The education of militaries then often falls victim of "short-termism" and "a flavour of the week mentality.

Crackel (1994) as cited by Perry and Smith (2013) assert that the problem with the military educational system does not end with "short-termism" and "a flavour of the week mentality". Education of officers is also complicated by the nature of the military education system. Some are of the opinion that officers entrusted with delivering professional military education are not always capable of defining and implementing a true educational system. Even in the contemporary era, whenever officers are gathered together for the purpose of education, some elements of training are imposed into the curriculum. In most cases, this is done for no other reason than to remind learners that they are part of a military establishment and not just members of the general population (Loode, 2011).

Ramsbotham, Woodhouse and Miall (2011) further argue that the education of officers is also complicated by the military need to use education for specific purposes. Academics argued that "… practical experience reveals, however, as has often been the case throughout the history of military education, that what has been taught in civilian universities has been corrupted at military schools to fit the 'needs' of the military". This influence, together with distortion via a dictated curriculum, moving standards of pass/fail, and a host of other "client- or patron"-led differences, marks the traditional differences between military and civilian educational institutions (Ramsbotham, Woodhouse and Miall, 2011).

It is these influences, together with the demand from the military for a better "product", which has distorted the fabric of the educational process at military educational institutions (Woodhouse and Ramsbotham, 2005). Civilian educators always have an indispensable role in pointing the military in the right direction and being a vital part of the success of the whole educational process. It is maintained that the military often forget that education is all about people and ideas and bringing the two notions together in an environment that encourages the free flow of ideas between people (Garnet, 2002 as cited by Loode, 2011). It is obvious that the military in general accept that education is necessary but then do not do justice to it. The real challenge is thus not only resistance to education by the military but, rather, either bad or superficial education or credentialism instead of the real thing (Ramsbotham, Woodhouse and Miall, 2011).

The last factor that complicates military education is a restricted budget. Money will always be a factor in all environments (Gray, 2002 as cited by Esterhuyse, 2007). Yet, in the education of officers it sometimes becomes the single determining factor. This often leads to a restriction and narrowing of the skills and knowledge that are required from officers to permit the contraction of many programmes, the sabotage and non expansion of others, and the "introduction" of new schemes through the retrenchment and abandonment of others (Crackel, 1994 as cited by Loode, 2011).

2.6.3 Motivation for the Military Personnel in Pursuing Peace and Conflict Studies

James (2007) proposes five principles which might provide some guidance for this task. The first principle being: respect but do not privilege military experience. One of the problems for peace education is that we live in a society where popular culture continually elevates war experience. War experience is often considered the ultimate test for leadership and at times even the ultimate test for human character. Moreover, military personnel will often come into peace and conflict courses with specific experience in conflict zones, and sometimes with combat experience (Odierno, 2012).

This sets up a dichotomy of theory and practice, with an unstated implication being that those who have not experienced armed conflict ultimately cannot comment on this, or at least not with any credibility. It is thus understandable that military personnel may be deeply suspicious of non-military persons who write and teach about peace and conflict, in that such theorizing is supposedly out of touch with the practicalities and realities of human nature and human conflict (Loode, 2011).

Ramsbotham, Woodhouse and Miall (2011) observe that the solution may lie in recognising that there is a mythology which elevates war experience and not to surrender to this mythology. To use a medical analogy, not to have suffered from a particular disease does not preclude a scientist from writing effectively and credibly about that particular disease. So too, not having experienced a conflict zone and combat does not preclude a political scientist from writing about peace and conflict. Moreover, peace and war is the business of every person.

Indeed non-military persons, and especially those in caring and nurturing roles, may well have special perspectives on peace and conflict that the military do not have (Charles, 1985 as cited by James, 2007). At the same time, those with military or conflict experience can bring to questions of peace and conflict much insight. This does not necessarily mean that they are authorities on conflict, although it does mean that personal experience may mean that they may be in a position to bring insight into the origins and resolution of armed conflict.

The second principle, according to Odierno (2012), is: emphasize the just war tradition. The just war tradition is often seen as concentrating on jus ad bellum and jus in bello, although it would seem that what is involved in just action within war, that is, jus in bello, is or ought to be well covered within military training as such. This involves such areas as the rules of engagement and protocols for dealing with prisoners and civilians. What is of more direct interest from a peace and conflict studies perspective is jus ad bellum, including the criteria of last resort, proper authority and proportionality, developed from Augustine in Chapter 19 of De Civitas Dei and Thomas Aquinas in II.II.Q40 of Summa Theologica (James, 2007).

What makes the notion of just war important is that the recourse to war within the modern era is often predicated upon this notion and indeed it is arguable that the existence of the military forces is underscored by just war theory (Ole, 2001 as cited by Odierno, 2012). Just war theory offers an ethical rationale for the military profession, and it is thus logical that the military ought to be aware of this theoretical tradition. Of course, being aware of just war theory also implicitly involves being aware of the controversial aspects of just war theory. One of the controversial implications of just war theory is that, given the destructive nature of modern weaponry and the extent to which violence tends to encourage further violence, under the proportionality criterion there is no such thing as a just war in the modern era (Robert, 1986 as cited by James, 2007).

Similarly, the existence of alternatives to armed conflict in the modern era, such as diplomacy and nonviolent resistance, tends to suggest that there may be no such thing as a just war in the modern era. Just war doctrine also implies the problematic notion that for a soldier there is a duty to refuse to participate in a war which is unjust or to participate in unjust conduct in war. Just war theory does carry with it the implication that there are times where there is a moral obligation upon soldiers to refuse orders, a prospect which any military authority would see as being very serious (Donald, 2003).

Loode (2011) states that the third principle suggested for teaching peace and conflict studies to the military: students should be aware of the case for nonviolence. One of the immediate problems for teaching nonviolence to the military is that there is a tendency for those within the military to see nonviolence as either not a solution or totally impractical. This is only to be expected, as nonviolence is generally not taught within military colleges nor is nonviolence an element within military tactics and strategy. The answer is for the military to be taught a) exactly how nonviolence works and b) the historical evidence indicating where nonviolence has worked, such as documented by Sharpe (1973) and more recently Ackerman and DuVall (2000) as cited by Odierno (2012) Of course, it is not surprising that nonviolence might at surface level be seen as being the opposite of military science (Perry and Smith, 2013). One might even define military science as the study of conflict resolution through the use or threatened use of violence. However on a deeper level nonviolence and the military are not necessarily mutually exclusive entities. The notion of the just war presupposes the exhaustion of all other means of conflict resolution, including nonviolent conflict resolution (Woodhouse and Ramsbotham, 2005).

Therefore it follows that the military ought to be trained in what exactly nonviolence resistance involves (Feaver, 2003 as cited by Loode, 2011). Moreover the increasing use of the military in peacekeeping operations means that there is much to be learned from techniques of nonviolence, including negotiation skills, the power of restraint, deflecting aggression and personal empowerment (Ramsbotham, Woodhouse and Miall, 2011). Much of this is already taught within the official peace keeping manuals of the United Nations, although it is useful to acknowledge the impact of nonviolent techniques.

The fourth principle, according to James (2007) is that students ought to be encouraged to deconstruct and demythologize. Notions which do need deconstruction and demythologizing include defence, the inevitability of violence and the nationalism. Defence is something of a

political shibboleth and in reality can be extended to include justification of almost any form of violence. It is interesting how defence has become so entrenched as a rationale for the military that we now not merely refer to defence as a policy but also to defence to denote an institution and establishment (Ramsbotham, Woodhouse and Miall, 2011).

The inevitability of violence is a particularly insidious notion as it is ultimately self-fulfilling. If we believe that violence is inevitable then we will prepare for violence and more readily commit ourselves to violence, thereby confirming our original belief (Anatol, 1989 as cited by James, 2007). Nationalism is important for the military in that the existence of the military is interlinked with nationalism. Past military sacrifices and glories provide the definition of what it means to be a nation, and conversely it is the need to preserve national unity and integrity which provides the rationale for keeping the military (Odierno, 2012).

The difficulty of encouraging critical consciousness within the military is that there is a sense in which political questioning is not part of the role of the military (Charles, 1985 as cited by James, 2007). Military science normally focuses on the achievement of tactical and strategic objectives, rather than dealing with political questions. This is especially so in liberal democratic societies, where there is a strong tradition that the military ought not to be involved in civil affairs (Ramsbotham, Woodhouse and Miall, 2011). Yet this does not mean that the military ought not to be politically illiterate.

The fifth principle is: recognize the validity of military virtue. These military virtues include self-discipline, commitment, loyalty, physical and mental endurance, compassion, civility, respect for authority, respect for country, self-sacrifice, and, above all, courage (Curran, 2017). For those committed to the cause of peace, there may be a tendency to see the military as part of the problem, and in this study it is suggested that there is a sense in which this is true. However, the problem is that it is too easy to move from a critique of the military as an institution to a failure to recognize the idealism inherent within those who are committed to serving within the military (Curran, 2017).

What complicates this situation is that military virtue tends to be quite grotesquely exaggerated within popular culture, within the movies, fiction, nonfiction which frames our thinking. I suspect that this exaggerated view of military virtue stems from something of a moral vacuum, where there are very few ideals to hold on to (Ole, 2001 as cited by Odierno, 2012). At the same time those within the military are keenly aware that this exaggerated view

of military virtue is unrealistic. From a perspective of peace and conflict studies, it is important to recognize that there are valid military virtues, and the military, even if a flawed institution, can nevertheless serve to encourage human excellence (Odierno, 2012 and Curran, 2017).

There is, however, an important additional military virtue that is suggested as appropriate for a contemporary understanding of teaching peace to the military, and this is what might be called the post-modern virtues of self-criticism and reflection (Woodhouse and Ramsbotham, 2005). The idea of a professional ethic of self-criticism and reflection is indeed a central one for a notion of professionalism. Donald (2003) refers to a professional as a reflective practitioner. The true professional is prepared to work so that he/she no longer has work to do, such as, for instance, the doctor working to promote health and wellbeing in his/her practice. So too, those within the military ought to hold a commitment to a situation when their work will no longer be necessary or that there will be at least the transformation of the role of the military. All this is highly problematical, as it involves questioning the purpose of the military, and not merely how existing aims ought to be achieved (Woodhouse and Ramsbotham, 2005).

Peace and conflict studies offer an opportunity for those within the military to engage in such questioning. One of the objections that may be raised to any concept of purposefully teaching peace to the military within existing peace and conflict studies is that one may be involved in sacrificing overall educational goals to suit a minority of students (Odierno, 2012). After all, it would rarely be the case that military personnel constitute the majority within any university course in peace and conflict studies. The majority of students would most likely still be civilians.

There is a sense, however, in which those who engage in organized violence are not merely the military. The military, at least in democratic theory, only acts on behalf of elected governments and thus the challenge of how we can integrate the military into any peaceful model of society is one that confronts both military and non-military individuals alike (Loode, 2011).

2.7   The nature of Peace and Conflict Studies in the Zambian Context

Although there has been a considerable amount of literature published in the area of peace and conflict studies, Zambian literature related to this research is scarce. Numerous studies

conducted elsewhere in the world have elaborated more on the need for peace and conflict studies for the military personnel (James, 2007, Loode, 2011, Matyok, 2014 and Curran, 2017). Despite the scarce literature in the area of peace and conflict studies from the Zambian context due to inadequate research conducted, some undergraduate and postgraduate programmes are being offered to students in some higher learning institutions such as the university of Zambia and the Copper belt University. It was from this perspective that the researcher was motivated to undertake this study so as to enrich the existing literature in the area of peace and conflict studies by the military personnel.

2.8   Research Gap

The current study was designed to explore the experiences and challenges of the military personnel in pursuing peace and conflict studies in the Zambia army. This makes it different from other studies that have either focused on the challenges, benefits or challenges only. Similarly, an expansive check from the related literature from the Zambian perspective shows that little had been done to document empirical findings on the topic under investigation hence this study. It is also clear that the studies reviewed in the literature above have not brought out significant statistics about the military personnel participating in peace and conflict studies. This study went further to establish statistics in this area under investigation.

Secondly, although, the benefits, challenges and experiences in peace and conflict studies are clearly explained in the studies reviewed above, it was however, not known as to whether what was obtaining in other countries was also the case with the Zambian soldiers, hence this study. In addition, the above studies reviewed were mostly quantitative in nature where only surface information could be obtained on the issue under investigation where as the current study employed a qualitative descriptive approach where detailed information was obtained to understand the phenomenon fully.

2.9   Summary

This chapter was a review of literature related to the study. It has reviewed literature related to peace and conflict studies, the need for peace and conflict studies to the military personnel, the experiences and challenges with peace and conflict studies by the military personnel and finally the chapter has conclude by looking at some strategies for making peace and conflict studies more compatible with the nature of work for the military personnel. In the next chapter, the methodology to be used to carry out the study is discussed.

CHAPTER THREE
METHODOLOGY

3.1 Overview

This chapter is a discussion on the methodology employed to conduct the study. It discusses the research design, the population, sample and sampling techniques that were adopted, the research instruments used, data collection and data analysis procedures and finally ethical issues.

3.2 Research Design

Research design refers to the plan and structure of the investigation used to obtain evidence to answer research questions (Bulmer and Warwick, 1993). It indicates how the research is set up and explains what happens to the participants and methods of data collection used.

In this study, the researcher adopted a qualitative research approach using a descriptive phenomenological research design to investigate the challenges and experiences of the military personnel in pursuing peace and conflict studies. It was qualitative in nature but it also employed some quantitative elements in order to address the phenomenon under investigation. Phenomenological studies examine human experiences through the descriptions provided by the people involved. These experiences are called lived experiences because the respondents describe experiences as they perceive them (Creswell, 2009).

3.3 Study Population

A population is a collection of individuals, objects or things from which samples are taken for measurements (Kombo and Tromp, 2006). In this study, the target population comprised senior and junior military personnel from Miltez, Arakan, Mikango and Chindwin barracks. The participants for the study sample included: The commandant at Staff College; the chief of training, the chief of operations, the commandant of the peace mission training centre; specialised senior officer in peace and conflict studies and soldiers.

3.4 The Study Sample

A sample, according to White (2005:252) is "a group of subjects or situations selected from a larger population". The study sample consisted of 40 participants broken down as follows:
1 commandant at Staff College, 1 chief of trainings officer, 1 chief of operations officer, 1 commandant of the peace mission training centre, 2 specialised senior officers in peace and conflict studies and 34 soldiers.

Table 1: Participants by Age and Gender

Age	Male	Female	Total
< 30 years	5	2	7
30 to 40 years	14	6	20
> 40 years	11	2	13
Total	**30**	**10**	**40**

Table 3.1 above shows that there were 5 male and 2 female participants aged less than 30 years, 14 male and 6 female participants aged between 30 and 40 years and 11 male and 2 female participants who were above 40 years of age.

Table 2: Participants by Qualification and Gender

Qualification	Male	Female	Total
Certificate	9	3	12
Diploma	12	4	16
Degree	6	2	8
Masters Degree	3	1	4
Total	**30**	**10**	**40**

Table 3.2 above shows that there were 9 male and 3 female participants with certificates, 12 male and 4 female participants with diplomas, 6 male and 2 female participants with bachelors' degrees and 3 male and 1 female participants with masters degrees.

3.5   Sampling Procedure

Mason (2002:120) provides a broad definition of sampling and selection as "principles and procedures used to identify, choose and gain access to relevant data sources from which you generate data using your chosen methods". To explore the experiences and challenges for the military personnel in pursuing peace and conflict studies, purposive and convenience sampling procedures were used in this study to select the participants. Purposive sampling is based on the judgment of a researcher regarding the characteristics of a representative sample. The strategy in purposive sampling is to select elements that are deemed to be typical of the population under investigation.

Purposive sampling was used to select the Commandant at Staff College, the Chief of Training, the Chief of Operations, the Commandant of the Peacekeeping Mission Training Centre by virtue of their positions and the specialised senior officers in peace and conflict studies by virtue of their expertise in the area under investigation. On the other hand, convenience sampling was used to select the officers and 34 soldiers (NCOs) that were readily available to participate in the study at the time of data collection.

3.6 Research Data Collection Instruments

Data collection instruments are tools used to gather information and these include the following: Observations, questionnaires, interview guides and focus group discussions (Kombo and Tromp, 2006). In this study, questionnaires, document analysis and interview guides were used as data collection instruments. Questionnaires were used to collect data from the thirty-four officers and (34) soldiers (NCOs) while interview guides were used to collect data from the six (6) senior officers participants. Document analysis was used to establish the numbers of military personnel pursuing peace and conflict studies in the Zambia Army.

3.6.1 Self-administered questionnaires

All the questionnaires were self-administered since all the participants were conversant with English, the language used in the study. The questionnaires contained both closed and open-ended questions. Closed ended questions responded to the quantitative needs of the study while it was hoped that responses to open ended questions would provide deep insight into the issues under investigation. The questionnaire was preferred because it made it possible to collect data from a large sample within the shortest possible time. It also ensured confidentiality while saving time during data collection and analysis. Furthermore, objectivity was assured as the same questions were asked to all participants (*see appendix A*).

3.6.2 Semi-structured Interviews

In order to get as much information as possible about the participants' views on the experiences and challenges for the military personnel in pursuing peace and conflict studies, the researcher supplemented self-administered questionnaires, with in-depth, face–to-face, one-on-one semi-structured interviews to collect data from senior military personnel in the Zambia army. Interviews are an appropriate technique to solicit information from all key informants. The purpose and advantage of using interviews was to elicit in-depth information

about opinions, attitudes and beliefs of the participants through interacting with them, information that could not possibly be obtained through other data collection techniques such as questionnaires and documents.

Interviews allowed the participants to express themselves fully and during an interview the respondent can bring out useful information that the researcher may not even have thought about. Interview questions accorded the participants an opportunity to express their thoughts when responding to questions. Furthermore, semi-structured interviews accorded the researcher the advantage of being able to ask many follow up questions to obtain more detailed information than is possible through a set of pre-determined questions and also provided a flexible platform for the interviewer to engage in casual conversation with the participant to increase rapport, while maintaining structural consistency between all interviews in order to ensure credibility (Mazerolle, Bowman, and Klossner, 2015).

Consequently, the interview guides were prepared in such a way as to enable the researcher provide answers to the research questions. The researcher recorded each interview verbatim to ensure accuracy of interview data. The interview guide for the Commandant at Staff College; the Chief of Training, the Chief of Operations, the Commandant of the Peacekeeping Mission Training Centre and the specialised senior officers in peace and conflict studies that were sampled consisted of the same eight questions (*see Appendix B*).

Each interview focused mainly on five issues: these were participants' understanding of the number of military personnel pursuing peace and conflict studies, the relevance of peace and conflict studies, the experiences and challenges in pursuing peace and conflict studies and suggestions on how to overcome the challenges faced in pursuing peace and conflict studies. Similarly, they were found very useful in the case of this study as they helped to generate insight into the participants, and what made them say what they said or perceive what they perceived and the way they perceived it. Further, the purpose of the one-on-one interviews was to triangulate the information collected through other means within the same institution and thereby strengthen reliability of the data.

3.6.3 Document analysis
In addition to the self-administered questionnaires and in-depth interviews, documents were also used to collect data on the number of military personnel that had pursued peace and

conflict studies. These included analysis of human resources development records from the Zambia Army Headquarters and also enrollment records from both CBU and UNZA.

3.7   Data Collection Procedure

Data collection refers to gathering specific information for the research problem and aimed at proving or refuting some facts. Data collection is important in research as it allows for dissemination of accurate information and development of meaningful programmes.

The data collection procedure involved administering of questionnaires and conducting interviews with the participants. The process was preceded by adequate preparation in terms of developing questions, instruction guidelines, seeking permission and making appointments for conducting interviews.

3.8   Data Analysis Procedure

Data analysis refers to examining what has been collected in the field and making deductions and inferences. It involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions. It involves scrutinizing the acquired information and making inferences (Kombo and Tromp, 2006).

The data collected in this study was analysed manually and thematically. Questions employed in the interview guide and questionnaires formed the central themes on which the analysis was based. The processed data was then descriptively narrated according to the major themes.

3.9   Pilot Study

The study was piloted with 15 participants so as to perfect the study instruments. Specifically, the instruments were pilot-tested in order to determine the degree to which the data collection instruments were able to provide consistent results after repeated trials with the same respondents and also to ensure that the words, phrases, expressions and sentences in the instruments were clear to the respondents so as to enhance their understanding of the meaning of each and every question. In the process, all corrections, omissions, grammatical errors, and other forms of ambiguity were rectified.

3.10   Limitations of the Study

There are some threats to the validity of this study which were taken into consideration when interpreting findings and making conclusions. The 40 participants to participate in this study were taken from a list of many military personnel. This "selective" sampling decreased the generalisability of its findings as the views of these informants may not be fully representative.

3.11   Ethical Considerations

The study took into account all measures to ensure compliance with all possible and potential ethical issues of concern. In order to adhere to research ethics, the researcher took the following measures; firstly, permission was sought from the University of Zambia Research ethics committee. Secondly, at the study sites, the relevant authorities were briefed on the importance of the research and the procedures the researcher would use to collect data. Thirdly, anonymity and confidentially were ensured by not allowing participants to write their names on the questionnaires. This helped to minimise fears of victimisation and promote honest among participants in the way they were to respond to the questions. In addition, the participants were also informed in advance that the questionnaires and interview questions were intended to collect information for a specific academic purpose and not for other purposes which were likely to infringe on the rights of individuals or groups of people participating in the study.

3.13   Summary

In summary, this chapter has discussed the methodology used to collect the required data for this study. It has provided highlights on the research design, population, sample and procedure used to generate the information required to support the study. Data collection procedure and how analysis of data were done, has also been given in order to help the reader understand how the findings of the study were arrived at. The chapter has ended by providing ethical considerations which were made with regard to this study.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Overview

The previous chapter discussed the methodology which was adopted for this study. This chapter presents the findings of the study that were obtained through the questionnaires, interviews and document analysis. The study was designed to explore the experiences and challenges of the Military personnel in pursuing Peace and Conflict Studies.

The findings are presented according to the research questions employed in this study thus:

i. What is the number of military personnel pursuing Peace and Conflict Studies in Zambia Army?

ii. What is the relevance of Peace and Conflict Studies to the military personnel?

iii. What are the experiences of Military personnel in pursuing Peace and Conflict Studies in Zambia Army?

iv. What are the challenges that military personnel face in trying to pursue Peace and Conflict Studies in Zambia Army?

v. What are the alternative strategies that can address the challenges military personnel in Zambia Army face in trying to pursue Peace Conflict Studies?

4.2 Presentation of Findings

These were the findings presented by the researcher. The findings came from the questionnaires administered to thirty four (34) participants, face to face interviews with six (6) senior officers and document analysis. The findings are provided as regards to the main themes emanating from the data.

4.2.1 Question One: Number of Military Personnel Pursuing Peace and Conflict Studies in the Zambia Army.

4.2.1.1 Inadequate Numbers

According to the findings from 2013 to 2018, statistics show that very few military personnel have pursued peace and conflict studies in the Zambia Army. To obtain answers to this research question, questionnaires were administered to thirty four (34) junior officers; face to face individual interviews were conducted with the six (6) senior army officers and also a review of the Human Resources development documents. The table below shows the responses of the 34 junior officers. The participants were asked to either agree (A) or disagree

(D) to a questionnaire item aimed at establishing the number of officers who had pursued peace and conflict studies in the Zambia army.

Table 3: Participants' Responses on Pursuing Peace and Conflict Studies

Questionnaire Item	A	D
I have done peace and conflict studies before	5 (15%)	29 (85%)
I am currently pursuing peace and conflict studies	2 (6%)	32 (94%)

The responses in table 4.1 above indicate that only 5 % of the participants had pursued peace and conflict studies and that only 2 % of the same participants were, at the time of the study, were pursuing peace and conflict studies.

The participants interviewed also indicated that there were very few military personnel who had pursued the peace and conflict studies programme. For example, the Chief of Training indicated that from inception of the programme, there were very few officers who had made attempts to pursue the programme. The officer said:

'Currently from over 18000 officers in the Zambia Army and, there are many of them pursuing studies in different areas but specifically for peace and conflict studies, very few have made attempts'.

From the documents analysed, the table below shows the exact number of officers who had pursued and those who were currently pursuing peace and conflict studies.

Table 4: Statistics of Military Officers Pursuing Peace and Conflict Studies

Intake	Institution		Total
	CBU	UNZA	
2013	1	-	1
2014	2	-	2
2015	2	-	2
2016	1	1	2
2017	3	3	6
2018	3	1	4
Total	12	5	17

Table 4.2 above shows that there were only 17 officers who had attempted to pursue peace and conflict studies in the Zambia army from 2013 to 2018.

4.2.2 Question Two: The Relevance of Peace and Conflict Studies to Military Personnel

4.2.2.1 The Relevancy of the Programme

The second research question addressed the relevance of peace and conflict studies to the military personnel. The findings to this research question are presented in two ways: firstly, the findings established from the junior military personnel through questionnaires and also the findings established from the senior officers through the face to face interviews. The table below shows the responses of the 34 officers and soldiers (NCOs) on the relevance of peace and conflict studies. The officers were asked to agree (A) or disagree (D) and also indicate not sure (NS) to a statement associated with the relevance of peace and conflict studies.

Table 5: Participants Responses on the Relevance of Peace and conflict Studies (N=34)

Category	A	D	NS
There is need for me to pursue peace and conflict studies	32 (94%)	2 (6%)	0 (0%)
I am willing to pursue peace and conflict studies	25 (74%)	4 (12%)	5 (14%)
Peace and conflict studies programme is relevant to my work	30 (88%)	4 (12%)	0 (0%)
The knowledge acquired in peace and conflict studies is not of immediate use	5 (14%)	28 (82%)	1 (4%)

From table 4.3 above, 94% of the participants indicated that there was need for them to pursue peace and conflict studies and only 6% did not feel the need for peace and conflict studies. The relevance of peace and conflict studies was also demonstrated by the number of officers (74%) willing to pursue the programme. It was also established that 88% of the participants indicated that the peace and conflict studies programme was relevant to their work and finally, 82% of the participants were of the view that the knowledge acquired through peace and conflict studies was of immediate use while only 14% of them felt that the knowledge acquired could not be applied immediately.

4.2.2.2 Enhancing conflict Management Skills

From the individual interviews, in addition to what came from the junior officers, the senior officers also indicated that peace and conflict studies were relevant to their job as military personnel because their skills of managing and resolving conflicts were enhanced. For example, one participant had this to say:

The programme is very relevant in my current job because it avails me the competent officers qualified to undertake various assignments in peacekeeping related fields. In addition, the world has transformed from looking at security from a national lens but from the human security and environmental security lenses just to mention a few. Furthermore, having pursued similar courses, I am, able to understand the importance of peace, security and the role security forces play in ensuring that peace is maintained in the nation

Another participant also added:

The course is relevant in that as senior military personnel, we should be able to demonstrate an understanding on the management of conflicts and this can be done through pursuing such programmes. It is also important in that when the civil authorities fail to resolve any conflict, they turn to the military for solutions.

4.2.2.3 To undertake Various Assignments

It was also established that peace and conflict studies enabled the officers undertake various assignments in peace keeping related fields competently. One officer had this to say:

In peace related fields like the United Nations peace keeping missions, the officers can demonstrate competence and so attain the intended goals.

4.2.2.4 Safeguarding the Sovereignty of the Nation

In addition, the study established that pursuing peace and conflict studies by the military personnel was necessary in order that the sovereignty of the nation is safeguarded. For example, one participant said:

This programme is important to military personnel because the core business of the military is to safeguard the sovereignty of the nation. Therefore, if they understand peace and the causes of these conflicts, then they would be in a better position to advise the political authorities on the best practices of governance to avert conflicts.

4.2.2.5 Restoration of National Peace

Finally, the study established that peace and conflict studies were relevant to the military personnel because the military personnel were better placed to restore peace where it had collapsed. One of the participants, for example echoed the following:

...in the same vein, the military personnel are better placed to bring peace where it has collapsed though it requires political solutions and not military solutions. Therefore conflict resolution must be well understood by military personnel.

4.2.3 Question Three: Experiences of Military Personnel in pursuing Peace and Conflict Studies in Zambia Army

4.2.3.1 Interesting and Easy to Study

The findings from answers to this research questions are presented in two ways: firstly, the answers obtained from the 34 junior military personnel through questionnaires and also the responses from the senior officers through the face to face interviews. The table below shows the responses of the 34 junior officers, on the experiences of the military personnel in pursuing peace and conflict studies. The officers were asked to agree (A) or disagree (D) and also indicate not sure (NS) to a statement associated with the experiences and challenges of peace and conflict studies

Table 6: Participants' Responses on the Experiences and Challenges (N=34)

Questionnaire Item	A	D	NS	Remarks
I find the studies for peace and conflict interesting	30	0	4	Interesting
It is not easy to pursue peace and conflict studies	7	23	4	Very easy
My work load cannot allow me to pursue peace and conflict studies	1	26	7	Not a challenge
My work environment is not supportive to enable me pursue some studies	3	25	6	Not a challenge
It is difficult to access study leave for me to study	19	15	0	A challenge
I find it difficult to study under the distance mode of learning	11	20	3	Not a challenge
My salary alone cannot support my studies	21	11	2	A challenge
My family is against the idea of me continuing to study	1	28	5	Not a challenge
I have no time for studies because I have to many social roles	0	34	0	Not a challenge

The findings in table 4.4 above shows that the officers found it interesting to pursue peace and conflict studies as this was indicated by 30 out of the 34 participants. The findings also indicate that the participants' experiences with peace and conflict studies were that the programme was easy to pursue as the majority of them agreed to the questionnaire item on peace and conflict studies being easy. In summary the majority of the participants indicated that it was interesting and not difficult to pursue peace and conflict studies.

Similarly, the senior officers interviewed individually indicated that academically, the military personnel find it easy to pursue peace and conflict studies. One of the officers said:

> *Academically, the military personnel; find peace and conflict study an interesting discipline to pursue. And at the same time officers find peace and conflict studies not difficult discipline to pursue.*

4.2.4 Question Four: Challenges Military Personnel face in pursuing peace and conflict studies in Zambia Army

The findings on this research question was according to the data obtained from the questionnaires administered to participants, the challenges encountered by the military personnel in pursuing peace and conflict studies were: Difficult to secure study leave and financial constraints because the programme is not Army engineered. The participants, however, did not consider distance mode of study, work load, family and social roles to be challenges in pursuing peace and conflict studies. Table 4.5 below shows the participants' responses on the questionnaire questions asked.

Table 4.5: Challenges faced by the Army Officers

Questionnaire Item	A	D	NS	Remarks
My work load cannot allow me to pursue peace and conflict studies	1	26	7	Not a challenge
My work environment is not supportive to enable me pursue some studies	3	25	6	Not a challenge
It is difficult to access study leave for me to study	19	15	0	A challenge
I find it difficult to study under the distance mode of learning	11	20	3	Not a challenge
My salary alone cannot support my studies	21	11	2	A challenge
My family is against the idea of me continuing to study	1	28	5	Not a challenge
I have no time for studies because I have to many social roles	0	34	0	Not a challenge

Clearly from this table, the officers categorically brought out two challenges namely: difficulties in accessing study leave and financial constraints.

4.2.4.1 Lack of sponsorship

Similarly, the senior officers interviewed individually indicated that academically, the military personnel find it easy to pursue peace and conflict studies except that they normally had challenges with issues of sponsorship. One of the officers said:

Academically, the military personnel; do not face any challenges at all. However, they may face challenges of sponsorship from the institution due to paucity of funds but most have managed to sponsor themselves to undertake the programme

Another officer added to say:

'Yes, lack of funds, has made many officers stay away from further studies because in most cases individual officers have to pay for these studies'.

4.2.4.2 Not Engineered by the Army

It was also established that the studies were usually done on voluntary basis and not as a requirement at the work place. As such, the officers were sometimes not accorded an opportunity to do so. For example, one office echoed:

'The studies are individual and not as part of the requirement by the army and as such, some of the officers are not accorded the chance to undertake these studies'.

Another officer also said:

'The programme of study is usually done individually, therefore, making continuity difficulty due to office demands and officers end up abandoning the course'.

4.2.4.3 Difficulties to Access Study Leave.

From the officers interviewed individually, it was also established that officers faced many challenges in accessing study leave. One officer for example said:

I think the biggest problem we have is the issue of study leave. Many officers would wish to undertake full time programmes but this situation has never been possible to some of them. For this reason, many of them have ended up pulling out of a study programme because the feel un comfortable to take the distance mode of study.

4.2.5 Question Five: Alternative strategies to address Challenges faced by the Military Personnel in pursuing Peace and Conflict Studies

4.2.5.1 Programme be part of Professional Military Training

The findings from the study on the alternatives strategies to overcome the challenges were that the curriculum in the military training institutions should not be too specific but it should be diversified to include issues of peace and conflict studies. In other words, peace and conflict studies should be a compulsory programme for everyone joining the Zambia Army. One participant explained:

> *The curriculum should be updated sir. It should include the component of peace and conflict studies so that everyone, whether they like it or not, should pursue peace and conflict studies.*

A senior officer interviewed said:

When the peace and conflict studies are part of professional military training, especially military training in military training institutions, training be categorised as: Training for Strategic/Operational Commanders; Training for Battalion Commanders/Equivalent; Training for Company Commanders/Equivalent; Training for Junior Officers and Training for NCOs

4.2.5.2 Sponsorship

According to the findings from all categories of participants in this study both during face to face interviews and questionnaires it was established that military officers intending or considered to pursue peace and conflict studies should be authorized to go on paid study leave not unpaid study leave, so as to enable them have ample time to read more books. The officers should be awarded sponsorship regardless of the mode of study. For example, some officers said:

> *It is logical for Ministry of Defence (M.O.D) to consider giving study leave to officers pursuing peace and conflict studies for them to have enough time to focus on their studies. It is a struggle to find yourself on study leave so they should increase the number of officers on study leave.*

The officers also proposed that if the M.O.D cannot afford to sponsor all of them, then they should at least introduce loans.

The following is what they said:

"The ministry should be ready to be paying for officers who want to further their studies by introducing educational loans with reasonable interest rates".

Another participant also added to say:

> *If they cannot sponsor us, then it is better they even introduce soft loans for those pursuing some studies where they can pay back that loan slowly at a lower interest so that the officer does not fill the impact of the loan recovery as is the case when you get a loan from many financial lending institutions*

Another officer said:

> *The M.O.D should increase on the number of scholarships to officers who want to pursue peace and conflict studies. The Government should increase funding, it has always been a song and when that funding is available, it shouldn't be restricted to only those that have got immediate access to it. Instead, it should trickle down to the grassroots.*

Another one also added to say:

> *We go to school so that the knowledge gained can benefits the ministry and the nation at large. Therefore the government through our ministry (MOD) should be sponsoring us and also granting officers study leave so that we can just concentrate on the books and propound more theories.*

4.2.5.3 Establishment of Defence University

The findings also from the officers on the alternatives strategies to overcome challenges faced by military personnel in pursuing peace and conflict studies were that a National Defence University or indeed War College be established as part of the military training curriculum where these programmes would easily be accessible.

4.3   Summary

This chapter has presented the findings of the study according to the research questions. The findings are that; there are still inadequate numbers of military personnel pursuing peace and conflict studies; that the peace and conflict programme is relevant to the military personnel as it helps them to enhance their knowledge and skills. The study noted also that the officers

pursuing peace and conflict studies required space in form of study leave as well as the financial support in their quest to do their studies.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1   Overview

This chapter discusses the findings of the study presented in the previous chapter and the implications of these findings to the understanding of the experiences and challenges of military personnel in pursuing peace and conflict studies in the Zambia Army. The discussion is guided by the specific research objectives namely: establish the number of military personnel pursuing Peace and Conflict Studies in Zambia Army; determine the relevance of Peace and Conflict Studies to military personnel; establish the experiences of military personnel in pursuing Peace and Conflict Studies in Zambia Army; establish the challenges faced by military personnel in pursuing Peace and Conflict Studies in Zambia Army and suggest alternative strategies aimed at addressing challenges that military personnel face in trying to pursue Peace and Conflict Studies.

5.2   Military Personnel Pursuing Peace and Conflict Studies in the Zambia Army.

The first objective was to establish the number of military personnel pursuing peace and conflict studies in Zambia.

5.2.1 Inadequate Numbers

It was established that there were very few officers undertaking this programme in the Zambia army. Statistically, the study established that from 2013 to 2018, there were only 17 officers who had attempted to pursue peace and conflict studies in the Zambia army. Accordingly, many Zambian military personnel were expected to undertake these studies so as to sharpen their peace keeping skills at national, regional and international level. However, the situation was different from what some scholars have emphasised on the need for the military personnel to undertake peace and conflict studies. The small numbers of military personnel pursuing peace and conflict studies can be attributed to factors such of lack of funding for such a programme, difficulties for offices in accessing study leave, and that the programmes are usually undertaken voluntarily and not as a requirement thereby some officers are never accorded the opportunity to do so. One interviewed senior officer had this to say in line with the above:

Currently from more than 18000 officers in the Zambia Army only few officers attempted or are pursuing peace and conflict studies because the programme was not considered as a requirement by the Army.

Contrary to these findings, some scholars, For example, Curran (2017) observes that peace and conflict studies are important components of the Military at global, African as well as national levels because the Military personnel need skills of this field to effectively participate in the processes of conflict management, conflict prevention and conflict resolution. The Military also need these skills to assist them as they participate in peace building, peacekeeping and peacemaking. The Zambian military personnel were often times deployed on the UN peace keeping missions to war torn countries. This implies that many of the Zambian military officers would have been eager to pursue peace and conflict studies so as to enhance their skills during the peace keeping missions. Nevertheless, the opposite is true for the Zambian military personnel.

According to the Knowles adult learning theory used to guide this study, adult learners would like to know the reason why they should learn something before undertaking to learn it. This principle deals with what, why and how of learning. This implies that if the military personnel are not oriented on the significance of peace and conflict studies and what they would benefit thereafter completion of the studies, chances are high that their response towards such studies will be poor. Similarly, Nafukho, Amutabi and Otunga (2005) assert that the mission of adult education is one of satisfying the needs of the individual, the institution and the society. Therefore adult educators have the responsibility of helping individuals to satisfy their individual needs and achieve their set goals. This also implies that the military personnel must be helped to define their study priorities so that they can go for programmes that will later help them satisfy their individual and societal needs.

One interviewed participant had this to say in line with the above:

The reason why there are few officers pursuing peace and conflicts studies in the Army is that after completion of studies the officers are not rewarded by Army and so the officers do not see the need to spend money on studies that Army can not recognize.

5.3   The Relevance of Peace and Conflict Studies

The second research objective was to establish the relevance of the peace and conflict studies to the military personnel. The participants, both junior and senior officers indicated that the

programme was of great significance especially with regard to their work. Among others, the study established that peace and conflict studies helped the military personnel to handle peace and security matters within and outside the country professionally.

5.3.1 Enhancing conflict Management Skills

Both the junior and senior officers indicated that peace and conflict studies were relevant to their job as military personnel because their skills of managing and resolving conflicts were enhanced. The officers indicated that they were able to undertake various assignments in peacekeeping related fields. In addition, the officers were able to understand the importance of peace, security and the role security forces play in ensuring that peace is maintained in the nation. One senior officer interviewed had this to say in line with the above:

The military personnel as stakeholders in the management and resolution of conflicts are required to pursue this programme firstly, as a requirement to understand the operational and mission variables that impact the subject of the study and secondly, as a theoretical approach to gaining practical experience when on peacekeeping missions.

5.3.2 Undertake Various Assignments

It was also established that peace and conflict studies enabled the officers undertake various complex assignments in related fields competently. For example, the officers assigned to undertake various peace related tasks like the United Nations peacekeeping, are able to demonstrate competence and so attain the intended goals. One senior officer interviewed had this to say in line with this:

The peace and conflict studies programme is relevant to military personnel in all aspects of levels of command and employment of troops because they require skills to undertake various complex assignments during the processes of conflict management and resolution.

The above finding is in agreement with Perry and Smith, (2013), who established that the field of Peace and Conflict Studies addresses some of the most enduring and intractable problems confronting humanity. Therefore, it is and important components of the Military at global, African as well as national levels because the Military personnel need skills of this field to effectively participate in the processes of conflict management, conflict prevention and conflict resolution.

5.3.3 Safeguarding the Sovereignty of the Nation

The study also established that pursuing peace and conflict studies by the military personnel was necessary in order that the sovereignty of the nation is safeguarded. This is because the core business of the military is to safeguard the sovereignty of the nation. Therefore, if officers understand peace and the causes of conflicts, then they can be in a better position to advise the civil authorities on the best practices of governance to avert conflicts.

One participant had this to say in line of the above:

The military personnel can only competently safeguard sovereignty of the nation, when they can carry out conflict analysis and able to determine when the national sovereignty was under threat. To do this they require necessary knowledge and skills which can only be attained from programmes such as peace and conflict studies.

5.3.4 Restoration of National Peace

The study finally established that peace and conflict studies were relevant to the military personnel because the military personnel were better placed to restore peace where it had collapsed. This implies that for the military personnel to perform this task of restoration of peace, there was need that they understand what is involved in peace and conflict management through peace and conflict studies.

The findings on this objective on the relevance of peace and conflict studies are in agreement with Galtung (2007), Loode (2011) and Schmitz and Matyok (2014) who established that peace and conflict studies were relevant to the military personnel in the sense that they allowed one to examine the causes and prevention of war, as well as the nature of violence, including social oppression, discrimination and marginalization. Through peace studies one can also learn peace-making strategies to overcome persecution and transform society to attain a more just and equitable international community (Galtung (2007). According to Schmitz and Matyok (2014), peace and conflict scholars and educators seek to understand the causes of conflict. They examine ways to prevent and transform conflict situations. They seek to build peaceful and just social systems and societies. It was obvious that the Zambian military personnel understand and appreciate the significance of peace and conflict studies to their career despite the fact that only a few had so far shown interest to pursue these studies.

The poor response to these studies despite the realization that such studies were of paramount significance can be attributed to lack of financial muscle by most of the officers to carter for tuition and other fees attached to these studies. In principle, the officers undertaking further studies in the area of their expertise were supposed to be helped by the institution financially. Nevertheless, in reality, the individual officers end up paying for their studies from their own pockets. In this way, the value of ensuring many military personnel undertake peace and conflict studies is usually undermined by many officers who have financial challenges.

The findings of this study are also in line with one of the six core principles of adult learning as described by the Knowles adult learning theory. According to the orientation to learning principle, adults enter into education from different time perspectives compared to children. To a child, education is the accumulation of knowledge and skills that may be used later in life when the need arises. Adults would like to apply knowledge and skills learnt immediately (Knowles 1970). In this case, the military personnel are very much aware of how the acquired knowledge through peace and conflict studies would be applied in their professional practice.

One senior officer when asked whether officers in the Army were willing to undertake peace and conflict studies said:

The majority were more willing to do so it is just that they face financial constraints because they are not sponsored.

It is for this reason that the majority of the participants when asked, they indicated that they were willing to undertake peace and conflict studies. This is because the officers understand and appreciate the significance of undertaking such studies. The onus is then on the Zambian government through the Ministry of Defence to devise a system where many officers would be accorded opportunities to pursue peace and conflict studies in the Zambia army.

5.4   Experiences in Peace and Conflict Studies
The third objective was to establish the experiences of the military personnel in pursuing peace and conflict studies in the Zambia army.

5.4.1 Interesting and Easy to Study
The study established that the officers found it very interesting and easy to pursue peace and conflict studies. In other words, those officers who had done peace and conflict studies clearly indicated that their experiences with this programme was very interesting because

they covered many aspects that were closely associated with their professional task. The knowledge they gained from such a programme enhanced their performance at the work place and also during peacekeeping missions.

This finding is in line with the readiness to learn principle. The principle of readiness to learn recognises that adults just as children learn best those things that are necessary for them to know in order to advance from one phase of development to the next. Adults also undergo phases of personal growth, reaching certain developmental tasks, which show readiness to learn (Knowles 1970).

The developmental tasks of adulthood are as a result of evolution of social roles such as the roles of being workers, mates, parents, homemakers, sons or daughters of aging parents, citizens and friends, members of an organisation, religious affiliates and users of leisure time. The requirements for performing each of these social roles change as one moves through the three phases of life, namely early adulthood, middle age and later maturity. These phases are characterised by changing developmental tasks and therefore changing readiness to learn (Knowles 1970).

The military personnel demonstrated interest and willingness to undertake peace and conflict studies because they were aware that the knowledge acquired through these studies can help them for example, develop from one phase of ignorance to another one of being knowledgeable, from junior rank to a senior rank and or from performing a particular task to performing another one which will ultimately bring about self-satisfaction at the work place and outside the work place. In this case the tasks of conflict management and resolution.

5.5 Challenges faced by the Military personnel

The fourth objective sought to establish the challenges faced by the military personnel in pursuing peace and conflict studies in the Zambia army. The study established that the major challenges faced were difficulties in securing study leave and financial constraints.

5.5.1 Lack of sponsorship

Both the junior and senior officers involved in this study indicated that officers intending to pursue some studies normally had challenges with issues of sponsorship. Accordingly, the desire to learn is there but because of other social responsibilities, it becomes difficult to divide their income between the social obligations at home and manage to pay for tuition fees. For as long as the officers continue to pay for tuitions using their own money, the

number of military personnel pursuing peace and conflict studies will continue being insignificant.

5.5.2 Not Engineered by the Army

The participants also pointed out that since these studies were self driven, many officers were not given such opportunities to undertake these studies. In short there are a number of conditions attached and so making it difficult for many officers to undertake peace and conflict studies. The interested officers usually do it on voluntary basis and not as a requirement at the work place. Ideally, it would work well if say this programme was a requirement at the work place implying that everyone would be compelled to do so. For example, if it was a requirement for officers renewing their practicing certificates to provide evidence of having undertaken peace and conflict studies, as is the case with other professions, then all officers would have been compelled to study.

5.5.3 Difficulties to Access Study Leave.

Study leave was another aspect that the participants brought out as a challenge in trying to pursue further studies. Clearly, study leave would enable the officers have ample time to concentrate on their studies. However, if it is not granted to the officers pursuing studies, it becomes difficult to combine both work and studies. The participants felt that the Ministry of Defence needed to devise a system where everyone willing to study is accorded study leave.

Given that funds for officers intending to study are made available, study leave procedures made easier and that peace and conflict studies programme be a requirement for everyone, many officers would have been seen undertaking such studies. This situation however is not in agreement with the self-concept principle of adult learning.

The self-concept asserts that adults like to resist learning programmes where their identity as adults is undermined. It points out that as people mature and reach adulthood they attain a new status in non-educational responsibilities such as worker, spouse, parent and citizen. Adults see themselves as being able to make their own decisions, face the consequences and manage their own life. Consequently, the adult develops a need to be perceived by others as being self-directing and autonomous (Knowles 1970). Adults therefore need to be treated with respect and given room to make their own decisions. However, they tend to avoid, resist and resent situations in which they feel they are treated like children and told what to do,

threatened, or judged. Adults tend to resist learning under conditions that are incongruent with their self-concept as autonomous individuals (Knowles 1970).

In this study, self-concept was not considered as a challenge by the participants, with regard to pursuing peace and conflict studies. This may be so due to the fact that most learning institutions were aware of the adult learning principles and so care was given to ensure that adult learners were treated like one.

The findings also disagree with Esterhuyse (2007) who points out that the education of military officers is tremendously complicated by the nature of the military itself. To be specific, the bureaucratic nature of armed forces makes it not very receptive for academic studies. Firstly, the compartmentalisation that is a necessary outcome of military secrecy often makes it difficult to engage in a free exchange of ideas. In this study, the participants indicated that the work environment and the entire system did not present to them as challenges in pursuing peace and conflict studies.

However, the current study findings are in agreement with Loode (2011) who observed that the factor that complicates military education is a restricted budget. He adds that money will always be a factor in all environments, yet, in the education of officers it sometimes becomes the single determining factor. This often leads to a restriction and narrowing of the skills and knowledge that are required from officers to permit the contraction of many programmes, the sabotage and non-expansion of others, and the "introduction" of new schemes through the retrenchment and abandonment of others. Indeed almost all the participants in this study indicated that funds were not made available for their studies especially, that such studies were self-engineered and not as a requirement by the army.

5.6   Overcoming Challenges faced by the Army officers in Peace and Conflict Studies
The fifth objective was to suggest ways of overcoming the challenges faced by the military officers in pursuing peace and conflict studies in the Zambia army. A number of themes emerged from the responses of the participants: The study established that in order to overcome the challenges faced, Programme be part of the professional military training; Defence university be established to offer such programme and additional funding to the Army to cater for such programmes.

5.6.1 Programme be part of Professional Military Training

The participants in the study were for the view that peace and conflict studies should be introduced as a compulsory programme at the military training centres. This was thought so in order that each and every military personnel should be equipped with the necessary skills from such a programme. The participants felt that if this programme was to be incorporated into the military training curriculum, it can work well if it can be categorised as: Training for Strategic/Operational Commanders; Training for Battalion Commanders/Equivalent; Training for Company Commanders/Equivalent; Training for Junior Officers and Training for NCOs

5.6.2 Sponsorship

The participants strongly felt military officers intending or considered to pursue peace and conflict studies should be authorized to go on paid study leave and sponsorship made available for such officers. The officers should be awarded sponsorship regardless of the mode of study. Granting the officers study leave would allow officers have more time to concentrate on their studies and offering sponsorship will help the officers with financial challenges to undertake these studies without any financial challenge and so concentrate on their studies. The implication here is that many officers would be seen willing to undertake peace and conflict studies thereby improving on their professional proficiencies.

5.6.3 Establishment of Defence University

The participants also suggested that a National Defence University or indeed War College be established as part of the military training curriculum where these programmes would easily be accessible. It was thought so because the participants felt that this was going to be more helpful to them because everyone was going to be compelled to have some skills and knowledge in peace and conflict studies.

The findings of the current study on the alternative ways of overcoming the challenged faced by the army officers in pursuing peace and conflict studies are in agreement with Mizinga (2004) as cited by Schmitz and Matyok (2014) who established that the army officers suggested certain interventions towards enhancing their participation in higher education. These interventions included: increasing allocation of funds for college and university education, improving conditions of service of graduates, develop and implement a clear policy on higher education, reduce on red tape and creation of a career guidance cell.

Similarly, the current study findings are also in agreement with Barrett (2004) cited in Schmitz and Matyok, (2014) who observed that peace and conflict studies should be deliberately integrated into the Army's professional education curriculum at all levels. Peace and conflict studies, as part of professional military education and training, can reduce the size of forces needed by providing conflict transformation and management skills to military and civilian personnel.

The implication here is that when these perceived barriers to pursuing peace and conflict studies are eliminated, many officers will be encouraged to undertake peace and conflict studies. As such, the officers will be equipped with the skills needed to execute their duties efficiently and effectively. It is very clear that peace and conflict studies are of great importance to the nature of the task assigned to the military personnel and so any interventions designed to encourage more officers to acquire knowledge and skills in peace and security issues should be supported by all the stakeholders.

5.7   Summary

The chapter has discussed the implications of the findings established by this study. It is observed that peace and conflict studies for the military officers are very important with regard to the enhancement of their skills and knowledge. Accordingly, the programme is known to be beneficial in meeting the needs of the individual as well as those of the larger society despite the fact that at the time of this study, only a few military officers had managed to pursue these studies. It is also true that without the skills acquired through peace and conflict studies, the officers were more likely to possess out dated knowledge and skills. For this and other reasons, the government of the Republic of Zambia through the Ministry of Defence should address the identified challenges so as to encourage more officers to pursue peace and conflict studies. The next chapter presents the summary, conclusion of the study and outlines some recommendations on the possible measures to be undertaken by the Zambian government.

CHAPTER SIX
CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter looked at the discussion of findings of the study. This chapter presents the conclusion of the study and the recommendations.

6.2 Conclusion

This study on the experiences and challenges of the military personnel in pursuing peace and conflict studies has established some empirical information that may be useful to the military officers themselves, the employers, policy makers and other stakeholders. Peace and conflict studies in this context, is defined as a social science field that identifies and analyses violent and non-violent behaviours as well as the structural mechanisms attending conflicts with a view towards understanding those processes which lead to a more desirable human condition (Islam, 2013). A variation on this, peace studies, is an interdisciplinary effort aiming at the prevention, de-escalation, and solution of conflicts by peaceful means, thereby seeking "victory" for all parties involved in the conflict.

Clearly, in an era of rapid organisational changes, information technology, increasing public expectations and increased demand for peace world over, military officers must demonstrate professional competence in the manner they execute their duties. The military officers face myriad of challenges in embracing new methods of maintaining national and international peace. Participation in peace and conflict studies will surely help the officers to gain competence in their areas of work leading to accountability to society for an ongoing commitment to remain current and safe to practise in the profession. Generally, continuous learning helps to reduce gaps between learnt theory and practice, enhances security and legal competence and promotes the acquisition of knowledge and skills necessary for continued professional competence and practice.

The researcher regards peace and conflict studies as an essential programme for the military officers if they were to maintain and develop their professional competence and awareness. It is expected that the military officers need to keep abreast of the technological and societal changes that affect the security and legal concerns of the general public. It can therefore be achieved by the provision of adequate, affordable, suitable, flexible, and quality peace and conflict studies that take into account the needs of the individual officer, the employer and the

general members of the public. In view of improving the provision and participation of the military personnel in peace and conflict studies, the next section offers recommendations for actions to be undertaken by Zambian government.

6.3   Recommendations

Based on the findings of the study, the researcher made the following recommendations.

1. The government of the Republic of Zambia (GRZ) through the Ministry of Defence to ensure that study leave is made available to deserving officers and procedures for acquiring it are well explained to all officers so as to increase the chances of the military officers pursuing peace and conflict studies.

2. The GRZ through the Ministry of defence to ensure that officers who are granted study leave to pursue peace and conflict studies are elevated in rank and taken as professionals upon completion of their programme so as to motivate the officers and also encourage others to undertake peace and conflict studies.

3. The GRZ through the Ministry of Defence to introduce education loans at lower interest rate to any officer wishing undertaking a course of study in peace and conflict, whether or not granted study leave in order to facilitate easy payments of tuition fees by the officers under taking the studies.

4. The Ministry of defence through Zambia Army to ensure that the curriculum for the military personnel training is revised to include the component of peace and conflict studies so as to help each and every military personnel acquire the knowledge and skills in peace and conflict management and resolution.

5. The GRZ through the Ministry of Defence to ensure that funds are made available for the military personnel who specifically pursue peace and conflict studies so as to encourage more officers to undertake such programmes.

6. The Ministry of defences should consider creating awareness programmes to the military personnel on the significance of the peace and conflict studies so as to cultivate more interest in the officers to pursue peace and conflict studies.

6.4   Suggestions for Future Research

1. Performances of Military Personnel deployed on peacekeeping operations without knowledge in peace and conflict studies.

2. Experiences and Challenges of Military Personnel deployed on peacekeeping without knowledge in peace and conflict studies.

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Appendix A: Questionnaire for Soldiers

Dear participant,

My name is Sitali John Sitali, a post graduate student pursuing a Master of Science in Peace, leadership and Conflict Studies the University of Zambia and Zimbabwe Open University. I am carrying out a study on the experiences and challenges of the Military personnel in pursuing Peace and Conflict Studies. You have been randomly selected to participate in this study by providing information sought for. You are also assured that the information you will give is specifically for academic purpose and it will be treated with confidentiality. Your co-operation will be highly appreciated.

Instructions:

Mark with a cross **'x'** in the box provided **[x]** for an appropriate response for each question in this section.

Do **not** write your name or identity number on this questionnaire

SECTION A: DEMOGRAPHIC DATA

1. What is your Sex?

I. Male   [ ]

II. Female   [ ]

2. What is your age in years? ……………………..

3. What is your highest academic qualification?

I. Certificate   [ ]

II. Diploma   [ ]

III. Bachelors degree [ ]

IV. Masters degree   [ ]

V. Doctoral degree   [ ]

4. How long have you been in service?

I. < 5 years   [ ]

II. 5-10 years   [ ]

III. 11-15 years   [ ]

IV. 16-20 years   [ ]

V. > 20 years   [ ]

5. What is your current rank? …………………………………

6. Are you currently married?

I. Yes   [ ]

II. No   [ ]

7. How many children do you have? ………………………….

SECTION B   EXPERIENCES AND CHALLENGES IN PURSUING PEACE AND CONFLICT STUDIES

Mark with a across '**X**' in an appropriate box for each question for either **A, D** and **NS**. (**A**=Agree, **D**=Disagree and **NS**=Not Sure).

Relevance of Peace and Conflict Studies

S/N	Category	A	D	NS
1.	There is need for me to pursue peace and conflict studies			
2.	I have done peace and conflict studies before			
3.	I am currently pursuing peace and conflict studies			
4.	I am willing to pursue peace and conflict studies			
5.	Peace and conflict studies programme is relevant to my work			
6.	The knowledge acquired in peace and conflict studies is not of immediate use			

Experience and Challenges

S/N	Category	A	D	NS
1.	I find the studies for peace and conflict interesting			
2.	I not easy to pursue peace and conflict studies			
3.	I have not heard about peace and conflict studies			
4.	My work load cannot allow me to pursue peace and conflict studies			
5.	My work environment is not supportive to enable me pursue some studies			
6.	It is difficult to access study leave for me to study			
7.	I find it difficult to study under the distance mode of learning			
8.	My salary alone cannot support my studies			
9.	My family is against the idea of me continuing to study			
10.	I have no time for studies because I have to many social roles			

Strategies to Minimise the Challenges

1. Suggest any ways in which the military personnel can be encouraged to pursue peace and conflict studies.

………………………………………………………………………………………………………

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Thank you for your Cooperation

Appendix B: Interview Guide for the Senior Military Officers

Dear participant,

My name is Sitali John Sitali, a post graduate student pursuing a Master of Science in Peace, leadership and Conflict Studies the University of Zambia and Zimbabwe Open University. I am carrying out a study on the experiences and challenges of the Military personnel in pursuing Peace and Conflict Studies. You have been purposively selected to participate in this study by providing information sought for. You are also assured that the information you will give is specifically for academic purpose and it will be treated with confidentiality. Your co-operation will be highly appreciated.

Questions

1. What is your highest academic qualification?

2. How long have you been in service?

3. What is your current rank? …………………………………

4. Have you undertaken such studies before? …………………………

5. In your view how relevant is this programme to your job?

6. From you experience, why do you think the military personnel need to pursue peace and conflict studies?

7. From your experience, what challenges do the military personnel face in trying to pursue peace and conflict studies?

8. Suggest any four ways in which the challenges faced by the military personnel in pursuing peace and conflict studies can be addressed.

Thank you for your Cooperation