
TITLE: A MODEL OF CO-OPERATIVE EDUCATION ON PEACE SUPPORT OPERATIONS
IN AFRICA

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Appendix A: Results of Survey Questionnaire

ABSTRACT

The focus of this study is on a Model of Co-operative Education on Peace Support Operations (PSO) in African defence forces, civil policing and diplomatic core. The post-1994 era has seen an increase in pressure for South Africa to become involved in United Nations (UN) and/or African Union (AU) driven Peace Support Operations (PSO) in Africa. The market for Education, Training and Development (ETD) in the field of PSO is growing rapidly, as South Africa is becoming increasingly involved in peacekeeping missions on the African continent. At present, there is no Higher Learning programme on generic PSO presented by any of the major universities in South Africa. The objectives of this project are to determine the need for a Model of Co-operative Education on PSO, and to write a comprehensive Instructional Design Report (ISD) and Curriculum. The principal product will consist out of a Model of Co-operative Education on PSO in Africa presented by means of correspondence instruction and co-operative education. The key factors in production of the learning programme include scientific instructional design, co-operative education and the forming of partnerships. The target market of potential learners includes military practitioners from the SANDF and SADC countries, diplomats, civilian employees of ministries of defence, foreign affairs, employees of NGO's, scholars and serious citizens who could benefit from a Model of Co-operative Education on PSO in Africa.

ORIENTATION IN PEACEKEEPING OPERATIONS SUPPORT (PSO)

For the near future the highest demographic risk of civil conflict are concentrated in sub-Saharan Africa, in the Middle East and in South Asia (Cincotta et al. 2003:13). The international community may respond to complex emergencies such as civil conflict in Africa by deploying assets to crisis zones that have multiple functions. Such crisis response

operations generally describe as Peace Support Operations (PSO) and may be co-ordinated under the auspices of organisations such as the United Nations (UN) and the African Union. Initial engagement with the host nation may be limited to development and relief agencies. However, should the crisis develop and further political engagement become necessary, the situation may demand military intervention. A UN commanded force or, in the case of high-risk operations, a regional organisation such as the SADC under the auspices of the AU may conduct military engagement (Wilkinson, 2000:5).

The end of the Cold War reduced the military-strategic importance of Africa in world politics and established a new world order. Increased claims for democracy encouraged civil conflict in various African nations (Neethling, 1999:15). Sources of conflict – economic, ethnic and religious – that were suppressed, but not always forgotten, suddenly surfaced and had free scope (Cilliers and Hilding-Norberg, 2000:6). This led to complex conflicts marked by the most despicable abuses of human rights in the midst of lawless conditions. 'Peacekeeping' operations launched where there was no peace to keep. Moreover, consent was absent because authority has collapsed, or was meaningless because of a proliferation of groups claiming authority. Agreements were non-existent or worthless, and international law and conventions openly disobeyed. Two of the most relevant examples of this type of operation in Africa are Somalia, and Rwanda (Malan, 1996:3). Future conflicts will be complex or multidimensional moving away from 'a clear front line', to one in which antagonists have a growing range of coercive options, almost independent of distance, and in which multiple actors with multiple interests interact in ways very different from the traditional conflict. Conflicts marked by asymmetry concerning the differences in military skill and technological capability, but also to the respective level of commitment and brutality. Increasingly, conflicts are politicised, involving a struggle for the hearts and minds, particularly in the case of intra-state conflict or external intervention (Hansen, 2000: 13).

All of this points to the fact that PSO will be launched in increasingly difficult conditions. The core of PSO in Africa is no longer about the deployment of armed forces only, but the focus is shifting towards a more integrated approach including reconstruction, development, stability, civilian involvement and humanitarian aspects (info@iqpc.co.za).

Conflict, instability, and lack of security in Africa have been the key factors both in frightening off investment and in making self-funded economic development difficult. The challenges and constraints of PSO in African countries such as Somalia and Rwanda led to a greater unwillingness by the major powers to become involved in PSO in Africa. This correspond to calls made by President Thabo Mbeki for an Africa-renaissance that amount to Africans accepting responsibility for their own destiny and accountability for keeping the peace in Africa (Neethling, 1999:15-22). According to Thiart (1997:12), Africa needs to accept responsibility for conflict prevention and resolution on the continent through co-operation at regional and sub-regional level.

The New Partnership for Africa's Development (NEPAD) is arguable the most important socio-economic plan ever to emerge from Africa. What makes it unique is that is an 'African solution to African problems'. The programme links aid to good governance. It is widely acknowledged that NEPAD will only succeed if Africa is at peace and stable. If NEPAD is to be viable, the role of African armed forces in PSO needs acknowledgement and expansion. (Engelbrecht, 2002:22). Key African actors and others with a serious interest in the future of Africa recognise that. Back in January 2001, South African President Thabo Mbeki told the World Economic Forum at Davos that the key priority for Africa was "creating peace, security and stability and democratic governance, without which it would be impossible to engage in meaningful economic activity". South African Defence Minister Mosiuoa Lekota has been blunter, stating flatly, "there will be no development without security". African leaders and senior AU officials share that view; hence, the establishment of the AU Peace and Security Council and the African Standby Force (Heitman, 2005:21).

South Africa has declared itself willing to contribute to PSO under the auspices of the United Nations (UN), the African Union (AU), and SADC (Kent and Malan, 2000:1). The White Paper on Defence (1996:20) accepts the expectation that South Africa will participate in PSO. The Defence Review (1998:36) stipulates the conditions under which South Africa may become involved as part of a multinational peace force in an attempt to prevent conflict. The GOVZA White Paper on participation in International Peacekeeping Operations (1998:2) state that, South Africa's potential contributions may include the voluntary services of a diverse group of civilians with expertise and experience in areas which may be fundamental to the success of a peace mission such as conflict resolution, election monitoring, medical care, demining, telecommunications, etc. In an interview with Helmoed-Römer Heitman

(2005:34) the Chief of the SA Army, Lt Gen Solly Shoke said, "It's our duty to participate in PSO".

It is against this background that the South African National Defence Force (SANDF) becomes a major role player in the peace environment in Africa. Since April 2001, the SANDF has been sending armed forces to various African countries as part of a UN mission or under the auspices of the AU (Tsedu, 2002:6). Unfortunately, HIV/Aids and other health problems as well as the reluctance of political leaders to weed out ineffective personnel undermine the military in its efforts to make a lasting contribution (Katzenellenbogen, 2004:1). An index published in the International Security Review, is of the opinion that South Africa's military potency is slipping (Trench, 1998:15). Jankielsohn (2003:21) MP, Democratic Alliance spokesperson on Defence writes that government must acknowledge that the SANDF has a limited capacity to deploy troops in PSO over long periods.

In the words of Morris (2003:12), "Popular criticism of South Africa's defence-related activities elsewhere in Africa stem from the idea that the money could have been better spend on problems at home. Crime, HIV/Aids and Poverty, people say, could be better tackled if South Africa reined in its expansive initiatives and concentrate on domestic issues". However, there are good reasons for SA to help to resolve conflicts elsewhere on the continent – because ignoring them could mean instability, which would impinge on South Africa economically and otherwise. The greater risk is that the success of PSO is difficult to measure and South Africa might be setting itself "almost impossible" goals. South Africa is a country with enormous potential for economic development and success; however, it faces many challenges that have an influence on the productivity and its competitiveness in the global market. This is mainly due to low levels of education and training.

STATEMENT OF PURPOSE

The purpose of this research paper is to determine whether there is a need for a Model of Co-operative Education on Peace Support Operations (PSO) in Africa. The following critical questions are relevant:

1. Critical Question 1: Is there a problem concerning PSO Education and Training in South Africa?
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2. Critical Question 2: Is there a need among officers in the SANDF for a Model of Co-operative Education on generic PSO in Africa?
 3. Critical Question 3: If yes, how will programme design deliver a model of Co-operative Education?

RATIONALE FOR THE RESEARCH PAPER: DOES A PROBLEM EXIST FOR PSO CO-OPERATIVE HIGHER EDUCATION AND SANDF TRAINING?

The proliferation of challenges that peacekeepers must respond to, in conjunction with the introduction of new peacekeeping participants, has led to the creation of a variety of new national peacekeeping doctrines. When different armies speak of consent, neutrality and impartiality, they no longer refer to the same things. In the absence of a uniform peacekeeping doctrine within the UN, different nations tend to emphasise different aspects of concepts. It is impossible to have a coherent peacekeeping mission, when troop contributors fail to agree on the purpose, strategy, and conduct of an operation (Potgieter, 1996:1). There is a need for conceptual clarity on principles and doctrine for the conduct of increasingly complex peace operations. Consequently, it is important that the African doctrine for PSO should not only derive from abroad. African realities should inform operations that are inevitably different from the environment that has shaped European and American doctrinal development (TFP, 2004:1).

From experience, the researcher knows that, in preparing its forces for peace support missions, the SANDF rely almost exclusively on a core of general-purpose combat training, supplemented by mission-specific training during the pre-deployment phase. The reliance on general-purpose combat training base on the conviction that troops well trained for high-intensity warfare would be well prepared for any scenario falling short of combat, including peacekeeping. It assumes that peacekeeping draw on the same set of skills as conventional warfare, but test soldiers to a lesser degree. It assumes that any necessary training beyond general-purpose combat training is achievable within the relatively short period between the notice of mission and a unit's actual deployment.

Regrettably, this traditional approach to training is not adequate to give military personnel either the full range of skills or the appropriate orientation necessary to meet the diverse and complex challenges presented in African peace support operations. The topics relevant to

training for peace support operations are numerous and complex, and could not be covered adequately in the pre-deployment phase, particularly in cases where that period is measured in days. The failure of the formal training plan to provide adequately for these non-combat skills arise primarily from the lack of doctrine recognising the need for such training, and the lack of supporting training materials and standards.

According to Malan, (1996:11) one should avoid doctrinal elasticity and attempts to train soldiers "across the spectrum of conflict from stability operations to war", for they imply a complex and confusing mix of the use of armed force on the one hand, with concepts such as neutrality, impartiality and the use minimum force on the other. Southern Africa simply lacks the foundational capacity to create forces, which are ubiquitous and capable of discharging tasks across the spectrum of 'peace operation' roles. Nor, at the conceptual level, would it be desirable for African countries to attempt to do so. A more realistic vision would be the creation of a readily available, multilateral pool of competent peacekeepers at the regional or sub-regional level to prevent the reigniting of conflict.

Van Dyk et al. (2001:175) differentiate between three types of problems: managerial, systems, and performance. The absence of Model of Co-operative Education on PSO in Africa, at South African Tertiary Institutions, point towards a performance problem. Van Niekerk (1991:60) suggests a solution for a performance problem, for example the lack of ability to do a certain task, is to give members additional Knowledge, Skills, and Attitudes. Therefore, a much wider array of knowledge and skill is required than is normally covered under General-Purpose Combat Training. To succeed the SANDF, government and non-government organisations (NGO's) involved in PSO must educate, train, and develop its people to develop a capacity to participate in PSO.

Invariably, only people who are educated, trained, and developed can be productive and contribute significantly (Erasmus and Van Dyk, 1999: xv). The White Paper on Defence (1996:10) states, "Education, training and development (ETD) are a cardinal means of building and maintaining a high level of professionalism". Van Dyk et al. (2001:5) articulate that in an environment of rapid change, ETD has become the driving force for meeting the demand for skilled workers to manage the new social and economic challenges. Van der Westhuizen (1998:34) agrees by stating that countries and organisations will only be able to cope with a fast changing world if they adopt an innovative approach to ETD. Allen (1998:2) says, "Training is absolutely the fundamental point of getting more productivity. The only way

you could really improve anybody, other than improving the method of how they work, is to train them". Heitman (2003:12) is of the view that "An army lives and dies – literally – by its training".

Broadening the Knowledge and Skills base through Higher Education is a way of shaping appropriate attitudes and setting the right expectations to help the SANDF, government and NGO's adapt to the demands of PSO. Langholtz, de Beer, and Mostert (2003:7) acknowledge that direct supervision and field exercises is necessary to instruct hands-on technical skills. Yet, Institutions of Higher Learning can provide Co-operative Education on PSO that are cognitive or knowledge based. This Knowledge could include the United Nations Institute for Training and Research Peacekeeping Operations Correspondence Instruction (UNITAR POCI) courses, Geo-political and Security studies, International perceptions on PSO, International humanitarian and the Law of Armed Conflict, and other knowledge-based topics that peacekeepers need to understand in order to serve effectively on UN or AU missions.

OUTCOME

From the abovementioned, it is clear that there is a problem concerning PSO Education and Training in South Africa. The discussion indicates that at there is a lack of Education, Training, and Development (ETD) opportunities at South Africa Institutions of Higher Learning on generic PSO. At present, there is no Model of Co-operative Education presented by any of the major universities in South Africa. Broadening the knowledge and skill base through Higher Education is a way of shaping appropriate attitudes and setting the right expectations to help SANDF members and NGO's adapt to the demands of peace support missions. In future, the demand for education and training in South Africa and the SANDF will increase. Traditional training methods in the SANDF will not be able to satisfy the present and future human resource development needs. The Department of Defence (DOD) has to align the ETD of all its members with international and national trends. The broad solution to this challenge is a Model of Co-operative Education on PSO in Africa.

IS THERE A NEED AMONG OFFICERS IN THE SANDF FOR A MODEL OF CO-OPERATIVE EDUCATION ON PSO IN AFRICA?

To answer this question it is necessary to describe the aim of the proposed Model of Co-operative Education on PSO in Africa. This higher learning programme is for SANDF

peacekeepers, diplomats, enlisted personnel, civilian employees of ministries of defence, foreign affairs, employees of NGO's, scholars and serious citizens, envisaged to take part in peace support missions in Africa. Through this Model of Co-operative Education, peacekeepers will develop that knowledge, skills, and attitudes needed to become unbiased diplomats under the United Nations flag or African Union. It will satisfy the need for tertiary education, improved knowledge, and changed attitudes towards peace missions in Africa. The programme will strive to meet the needs of the learners and their organisations, society and the economy.

RESEARCH DESIGN

Research defines as the search for and the generation of new knowledge through scholarly work (Bless & Higson-Smith, 1995:43). The overall plan followed is a non-experimental design. In a non-experimental design there is no manipulation of the independent variable, nor is the setting strictly controlled (SANDF College of Educational Technology, 2003:9). Based on the four-dimensional framework, it is possible to categorise the study as one of an empirical nature using primary and secondary sources, numerical and textual data type with medium control (Mouton, 2001:146). The research is generally descriptive by nature and its main advantage is immediate application after having obtained results. Instructional technology is "applying scientific knowledge about human learning to the practical tasks of teaching and learning". Instructional technology translates and applies basic research (Newby, 2000:10). Learning theory is part of the descriptive sciences, which describe the way things function in the natural world; while instructional design (ISD) is part of the design sciences, which offer ways to perform certain human-defined tasks. Descriptive sciences is the law, while design sciences are roadmaps, as there is always more than one way to get from point A to point B (Clark, 2000:15).

TARGET POPULATION

The researcher has the responsibility of defining the population to be studied (Bless & Higson-Smith, 1995:85). The study included all officers in the SANDF (population) irrespective of rank, age, or gender. However, in light of the size and complexity of the SANDF, the respondents (target population) selected from force employment units in the South African Army (SA Army). The proposed units (sample frame) from which the respondents was drawn, obtained bmo probability cluster sampling, included all units in the

SA Army. These units are representative of the mainstream of SANDF units and selected because; it forms part of the full time component; its members are utilised for force employment operations internally or externally; its members is used for PSO under the auspices of the United Nations (UN) or African Union (AU).

SAMPLING PROCEDURE

A sample of approximately 90 officers randomly drawn from the units of the SA Army reflect as closely as possible the characteristics of the entire population, although the selected sample can rarely, if ever, be a mirror image of the population. The practice of tasting or testing a tiny part of the whole is an ancient one (Lategan et al. 2003:32). Representativeness implies that the sample has the same properties as the population from which it was drawn but in smaller numbers (Welman & Kruger, 1999:45).

DATA COLLECTION

A literature review determined whether there is a problem with regard to PSO Education and Training in South Africa. A survey established whether there is a need for a Model of Co-operative Education on PSO in Africa. Officers in the SANDF completed a questionnaire. The rationale for using a questionnaire is that it identifies and describes the characteristics of the sample (Welman & Kruger, 1999:164). Advantages include potential to generalise to large populations (Mouton, 2001:153). It is easily standardised; low drain on time and finances; very little training of researchers (Bless & Higson-Smith, 1995:114). Disadvantages include lack of depth and insider perspective sometimes leads to criticism of "surface level" analysis (Mouton, 2001:153). It is difficult to check that subject understands the questions (Bless & Higson-Smith, 1995:114). The respondent may choose not to answer a question or questions (questionnaires are therefore not always complete); the respondent may guess the answers if uncertain (this may lead to inaccurate results) and; the researcher cannot clarify any response provided by the respondent (SANDF College of Educational Technology, 2003:48).

The researcher made contact with the officers commanding of each unit to get authorisation and to determine a suitable date, time, venue, and a contact person to administer the completion of the questionnaire. The researcher personally handed out the questionnaires to respondents at the respective units, as arranged, and then collected it after completion on the same day.

DATA ANALYSIS

Statistical analysis is a method of rendering quantitative information meaningful (SANDF COLET, 2003:62). The appropriate method for interpreting data is descriptive statistics as described by SPSS computer software (SPSS, 1999). Data recorded as numerical values enabled the analysis of data by statistical means. Measurement took place on an ordinal level in order to rank data in terms of a formulated order. Descriptive frequencies converted to percentages illustrating the levels of agreement.

In designing the data-collection methods, the researcher concentrated on two important aspects that could have a significance influence on the credibility and acceptability of the results. These two concepts were the reliability and validity of data-collection methods (SANDF COLET, 2003:56). Proper questionnaire construction ensured measurement reliability and proper controls high construct validity (Mouton, 2001:153). Instructional design based on the principles of Educational Technology makes a big contribution towards the improvement of training quality. It not only facilitates the implementation of a systems approach, it places training on a scientific base from where informed decisions is possible (Walkinshaw, 1992:13). A pilot study assessed the validity and reliability of the questionnaire, the correctness of some concepts, the adequacy of the method and the instrument of measurement (Bless & Higson-Smith, 1995:43).

LIMITATIONS

This study worked within the following limitations. An attitude scales questionnaire does not directly observe the behaviour of subjects, but individuals report on it in terms of the questions put to them. Therefore, these measuring instruments are susceptible to measurement reactivity, the consequences of which may vary from withholding of cooperation to deliberate deception. The participant's awareness that they are completing a measuring instrument may have affected their responses to the subsequent completion of the questionnaire. Participants might have responded in a manner not consistent with their true opinion but what they think is the most suitable response or what they think will portray them in a positive light. Respondent bias may be possible due to biases introduced by

unresponsive participants, by uncooperative ones answering at random, but also by respondents who give false information on purpose due to mistrust, fear, conformity, or social status pressures. Moreover, one can add here answers based on the misunderstanding of a question or a word, or the difficulty experienced by respondents in expressing themselves. The design and development of a learning programme will require a considerable amount of funds for the procurement of books and other material, the development and production of instructional materials, the possible utilisation of consultants, printing costs, etc. The choice of instructional methods and strategies may be a constraint that needs consideration, as the fulltime, availability of learners is in doubt; it restricts programme design options. It is possible to underestimate the development of a new programme, especially if the design of the programme is subject to proper evaluation before implemented. According to Langholtz, de Beer, and Mostert (2003:11) problems may arise, in extending the learning programme to other countries in Africa in support of the NEPAD initiative. Therefore, proper evaluation and refinement of the programme is necessary before offering such product to other African countries.

RESULTS

See appendix A for the results obtained in the attitudinal survey.

The results of the attitudinal survey indicate that:

Sn	Question	Agree/Strongly Agree
1	The SANDF rely on general-purpose combat training (GPCT), supplemented by mission specific peace support operations (PSO) training to prepare for peace missions	80%
2	GPCT on its own is not adequate to give military personnel the full range of skills necessary to meet the challenges present in African PSO	79%
3	Training in non-combat skills is as important as GPCT if one is to succeed as a peacekeeper	80%
4	Respondents need more peacekeeping training and experience to do my job as a peacekeeper well	83.3%
5	It is necessary for all members of the SANDF to undergo peacekeeping training	71%
6	PSO courses should be in more depth	55%
7	Members will be motivated to attend additional training if the programme is accredited at an external tertiary institution.	80%
8	The SANDF needs a culture of lifelong learning	65.6%

9	Training enhances confidence	92%
10	All warrant officers and officers in the SANDF should get the opportunity to obtain a relevant tertiary qualification	91%
11	They would attend a UN accredited, National diploma/degree course in PSO	86.7%
12	A National diploma/Degree in PSO will allow the SANDF to create a competitive advantage in developing new knowledge and skills for the future	92.3%
13	Correspondence instruction with regular contact sessions is a good idea	85.5%
14	A National diploma /Degree qualification will assist warrant officers and officers towards a new career after leaving the force	91%

Using the results of the survey the researcher concludes that there is a definite need among officers in the SANDF to participate in a programme of Higher Learning based on a Model of Co-operative Education.

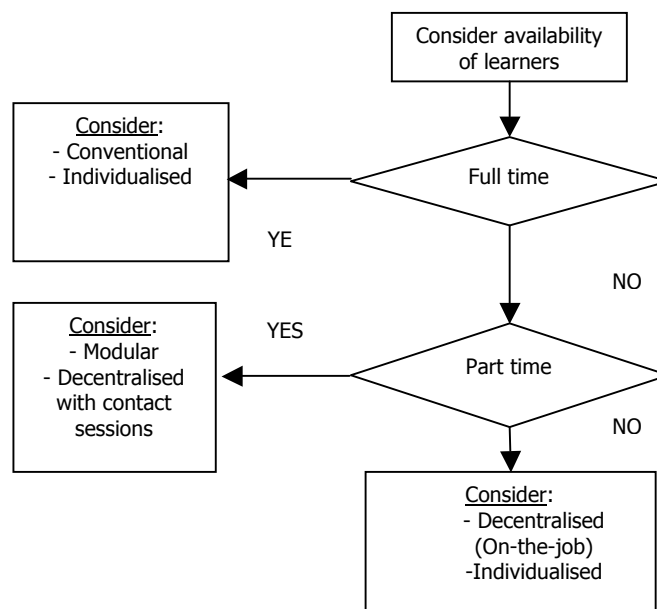
SUGGESTED SOLUTIONS

According to Van Niekerk (1991:61), should a training problem exist, it is necessary to determine whether the solution justifies a learning programme. Figure 1 assisted in the consideration of relevant factors concerning the availability of a suitable learning programme.

Figure 1: Consideration of the learning program situation

according to one's own standards. Legislation such as national standards and qualifications, unit standards, outcomes-based education and training, relevant role-players etc. govern outcomes (SANDF COLET, 2003:67). Figure 2 assisted in the choice of a broad training approach. A prediction is that the learner target group will not be available on a full time basis. The probably learning approach is distance (decentralised) education with contact sessions. However, not all the factors that could influence this solution are available and thus a final decision with regard to programme approach is not possible at this stage in the study.

Figure 2: Consideration of Training Approach



Source: Van Niekerk: 1991

CRITICAL QUESTION 3: HOW WILL INSTRUCTIONAL DESIGN (ISD) DELIVER A MODEL OF CO-OPERATIVE EDUCATION?

Besides Instructional Design (ID), there are several traditional systematic approaches to training such as Performance-Based Training (PBT) and Criterion Referenced Instruction (CRI). According to Clark (2000: 1), these approaches have some common elements: It is Competency Based (Job Related); Sequential (Lessons are logically and sequentially

integrated); Tracked (A tracking system is established that allows changes and updates); Evaluated (Evaluation and corrective action allows continuous improvement).

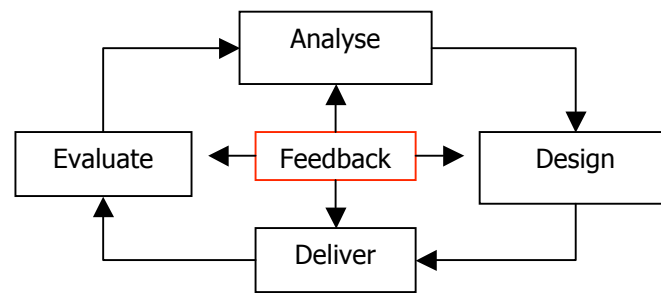
So, why use Instructional Design? Simply stated, this process provides a means for sound decision making to determine the elements who, what, when, where, why, and how of training. The concept of a system approach to training obtains an overall view of the training process. It is characterised by an orderly process for gathering and analysing performance requirements, and by the ability to respond to identified training needs. The application of a systems approach to training insure that training programs and the required support materials are continually reviewed and updated in an effective and efficient manner to match the variety of needs in an ever rapidly changing environment (Clark 2000:1).

If one had to choose a simple description for instructional design, you might consider a road map. It shows many ways to get to your destination. Similarly, when developing learning programme there are many routes to get there, depending on your needs. The Education, Training, and Development (ETD) process forms the basis of the instructional design. An instructional design model further enhances the ETD process.

As point of departure, the Education, Training, and Development (ETD) process forms the basis of the study. An instructional design model further enhances the ETD process (Walkinshaw, 1992:13). This process forms the base line for ETD matters (Jerling, 1999:5).

Figure 3 illustrates the ETD process developed for the Department of Defence (DOD). It is a systems approach to determine ETD needs, design, and develop ETD opportunities, delivery of ETD opportunities, and the evaluation of the ETD system. According to SANDF COLET (2003:18), the ETD process is a self-sustaining system, which continuously improves and updates based on the feedback fed into the system.

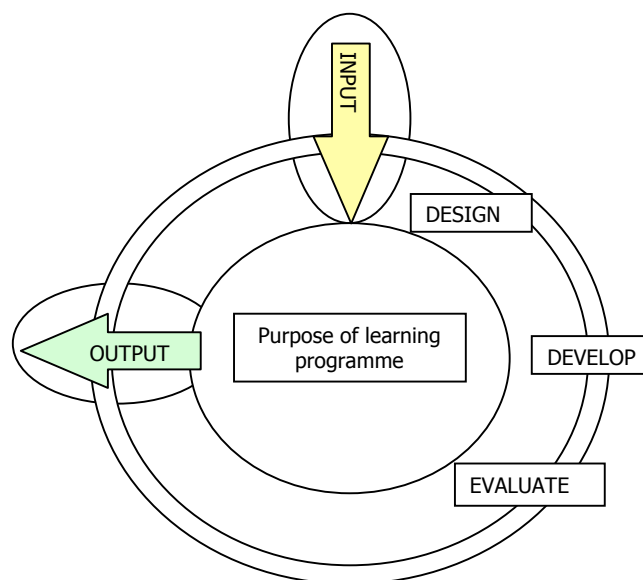
Figure 3: ETD process



Source: Adapted from SANDF COLET, 2003:18

According to Van Dyk et al. (2001:162), the designer of training programmes has a variety of systems approach models, to explore in the design and development of a learning programme. There is no single systems approach model for the design of instruction. Some of the models examined included the High-Impact Model, Nadler's Critical Events Model, and the model of Camp, Blanchard, and Huszco. Another model reviewed was the COLET Basic Model. The model accommodates the Department of Defence learning programme research and development requirements. The model states completely the steps for research and development. According to COLET, (2003:13) the Basic Model complies with all the requirements of an instructional design model.

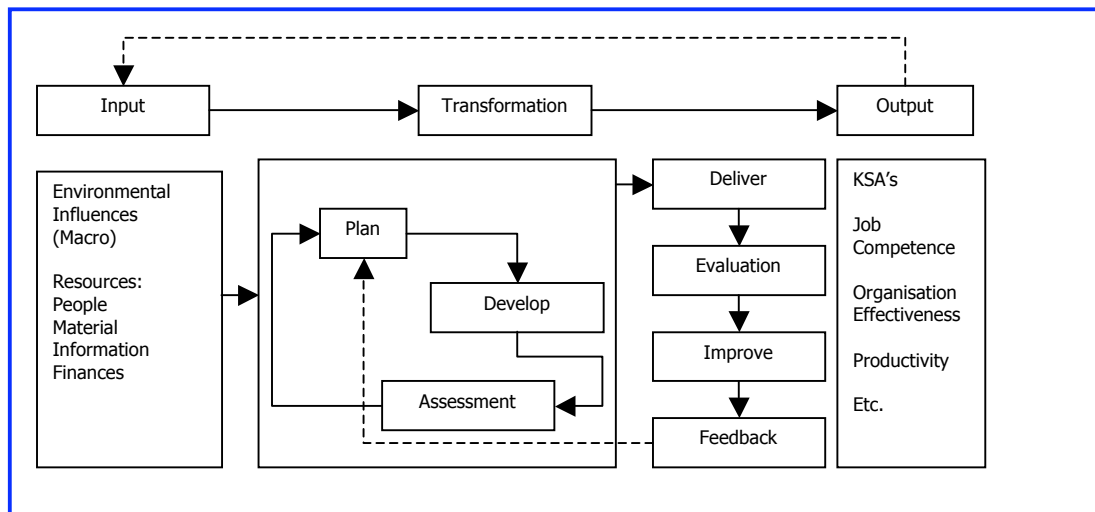
Figure 4: Basic Colet Model

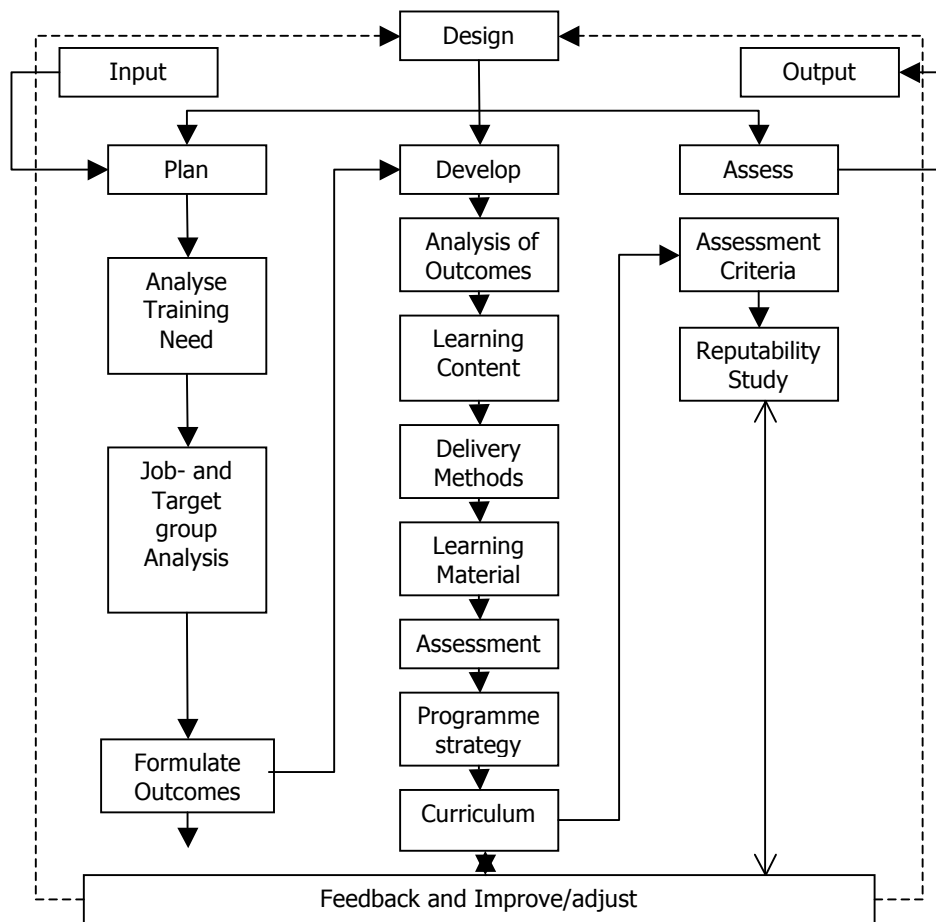


Source: COLET 2003, 14

An adapted model (PDA) that incorporates the various elements and steps of training design singled out the COLET Basic Model as foundation for use during the design of this learning programme. The PDA model meets the terms of an instructional design model as it: adjust to the SANDF's training system and training approach; provide for all the essential activities; is scientifically justifiable; is simple and logical; clearly shows the mutual relationship between the components; makes provision for a feedback system across the entire system; and is suitable for the particular situation. The model has a built-in validity check and openness in the form of the evaluation and feedback loop that is part of each event in the model. The researcher can think of no reason why this model should not be suitable for the requirements of the design and development of the proposed learning programme. The model has definite inputs and outputs and the following main steps of Plan, Develop, and Assess. The PDA model consists out of the components and steps illustrated in figure 5.

Figure 5: PDA Model of Instructional Design





Source: Adapted from COLET 2003, 14

IMPLEMENTATION

The PDA Model applies as follows:

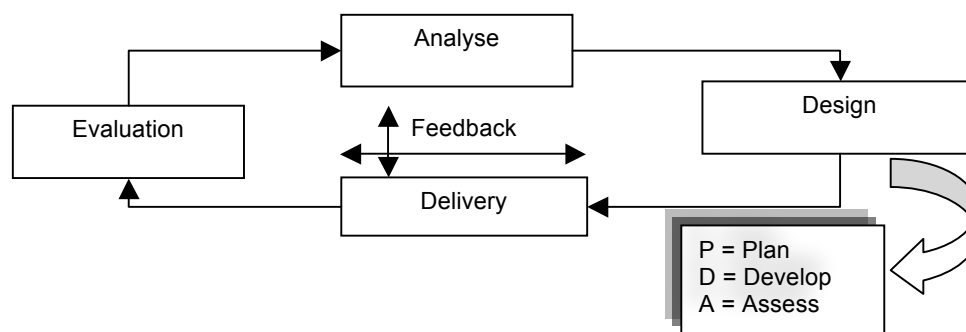
- All the steps of the models planning component is utilised in the design of the learning programme.
- Use all the steps of the models development component during the development phase.
- The application of two steps of the models assessment component is relevant to this the final report. Planning assessment criteria and reputability study.

The phases are ongoing activities that continue throughout the life of a training program. After building a learning programme, the other phases do not end once the learning

programme is implemented. The phases are continually repeated on a regular basis to see if further improvements can be made. The steps in each phase should not be thought of as concrete in nature. That is, one step does not have to be completed before the next one is started. Every training project will develop its own rhythm. The developers must find the natural flow of the steps required to produce a successful training program. Although the process is a formal one, in that the different phases should be performed as shown in the flowchart, it requires both art and science in its implementation. Also, in many instances, steps may be bypassed.

A simple map of the model as illustrated will guide the design of the learning programme. Figure 6 shows integration of the PDA Model into ETD process.

Figure 6: ISD Model integration



Source: Own and Jerling, 1999:5

CONCLUSION AND RECOMMENDATIONS

The purpose of our presentation can be summarised under the following findings:

- to establish whether there is a problem with regards to PSO Education and Training;
- to determine if there is a need for a model of Co-operative Education among officers in the SANDF; and
- if yes to indicate how the design of the envisaged programme will be implemented

We conclude with the following observations: The near future continues to hold a high demographic risk of civil conflict in Africa. South Africa remains a state in transition and will

for some time to come. There is a huge transformation in the education and training field, with the NQF forming the centre of gravity. The international community expects South Africa to become more involved in peacekeeping missions. Therefore, the focus of main effort of the SANDF should be PSO in Africa. Unfortunately, the country faces many challenges that have an influence on the productivity and its competitiveness in the global market. This is mainly due to low levels of education and training. The SANDF has a limited capacity to deploy troops in peace support missions over long periods. It has neither the logistical nor the personnel capacity to do so. The defence budget remains under pressure to such an extent that South Africa military potency is slipping and will drop further if the lack of political will continues to hamper the effectiveness of the SANDF. Most important of all is that the SANDF need to have a strong military-civilian corporation mindset, as there is prior deployment of other organisations in the conflict region. The focus of the SANDF force from the onset should thus be one of development in cooperation with other stakeholder organisations. There is a need for conceptual clarity on principles and doctrine for the conduct of complex peace operations - especially those where there are "spoilers" bent on using violence to derail the peace process. In preparing its forces for peace support missions, the SANDF rely almost exclusively on a core of general-purpose combat training, supplemented by mission-specific training during the pre-deployment phase. Unfortunately, this traditional approach to training is not adequate to give military personnel either the full range of skills or the appropriate orientation necessary to meet the diverse and complex challenges presented in African peace support operations. Broadening the knowledge and skill base through higher education is a way of shaping appropriate attitudes and setting the right expectations to help SANDF members and NGO's adapt to the demands of peace support missions. It is not possible to plan and undertake ETD in South Africa in isolation, nor according to one's own standards.

As PSO will increasingly play a significant role in foreign policy of South Africa, the following recommendations are for consideration:

- The non-availability of a Model of a Co-operative Education on PSO in Africa within Institutions of Higher Learning makes this a feasible research project, as these institutions will be able to contribute to education and research in the field of PSO.
 - Partnerships for co-operation should be formed with Institutions of Higher Learning such as: the University of Technology, Free State (CUT), the University of South Africa (UNISA), The SA National Defence Force College of Educational Technology
-

(COLET), The Northern Cape Institute for Higher Learning (NIHE), and the South African National War College (SANWC) of the SANDF, in order to establish a sound knowledge base on PSO in Africa.

- Marketing strategy should be to aggressively enhance, promote and support the fact that the envisaged product will be unique, because no Institution of Higher Learning in South Africa currently has a similar programme based on scientific Instructional Design. (ISD).
- Sales strategy need to consist out of making the product available at a competitive price in order to capture market share before the entrance of other competitors especially from the international arena.
- Profit goals could be established later when the Institute of Higher Learning has a consistent sales volume and customer base. Financial projections indicate that the exit of investment will be achievable within one year.
- The SANDF could subscribe to the programme in order to give its officers a higher learning qualification (tertiary) in an applicable field.
- To the SANDF could subscribe to the programme in order equip its members with non-combat skills that includes a wide variety of PSO subjects.
- The learning programme would be of great assistance to educate the SA community and humanitarian aid organisations with non-combat skills on PSO.
- The Institute of Security Studies (ISS) could become an important role player in the compilation of instructional content focussed on the African continent.
- The ISS could form a partnership with the other mentioned role players to further, and enhance a culture of peace in the South African community.
- Offering the programme to other African countries in line with NEPAD initiatives could enhance capacity building.

The consideration, development and adoption of these recommendations will provide the different stakeholders an avenue for the effective participation of Institutions of Higher Learning in the peace drive in Africa by presenting a Model of Co-operative Education on PSO in Africa.

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CONTACT PERSONS:

DR KJ DE BEER kbeer@cut.ac.za Cell phone: 082 789 735 7COL PJ DE MONTFORT demontfort@webmail.co.zaAPPENDIX A TO MODEL OF
CO-OPERATIVE EDUCATION
ON PSO IN AFRICARESULTS: IS THERE A NEED AMONG OFFICERS IN THE SANDF FOR A MODEL OF
CO-OPERATIVE EDUCATION ON PSO IN AFRICA?

Peace missions are multi-dimensional operations with a political, economical, social, and legal and security focus.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.3	3.3	3.3
	Disagree	2	2.2	2.2	5.6
	Uncertain	9	10.0	10.0	15.6
	Agree	42	46.7	46.7	62.2
	Strongly agree	34	37.8	37.8	100.0
	Total	90	100.0	100.0	

The military is one of many role players in the processes in which civilians and police officers have become essential to the success of PSO.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.4	4.4	4.4
	Disagree	8	8.9	8.9	13.3
	Uncertain	6	6.7	6.7	20.0
	Agree	37	41.1	41.1	61.1
	Strongly agree	35	38.9	38.9	100.0
	Total	90	100.0	100.0	

The SANDF rely on general-purpose combat training supplemented by mission-specific training to prepare soldiers for peace missions.

Total		90	100.0	100.0	
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.4	4.4	4.4
	Disagree	4	4.4	4.4	8.9
	Uncertain	11	12.2	12.2	21.1
	Agree	55	61.1	61.1	82.2
	Strongly agree	16	17.8	17.8	100.0

General-purpose training on its own is not adequate to give military personnel the full range of skills necessary to meet the challenges presented in African PSO.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	13	14.4	14.4	15.6
	Uncertain	20	22.2	22.2	37.8
	Agree	33	36.7	36.7	74.4
	Strongly agree	23	25.6	25.6	100.0
	Total	90	100.0	100.0	

Training in non-combat skills is as important as general-purpose combat training if one is to succeed as a peacekeeper.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.3	3.3	3.3
	Disagree	6	6.7	6.7	10.0
	Uncertain	9	10.0	10.0	20.0
	Agree	47	52.2	52.2	72.2
	Strongly agree	25	27.8	27.8	100.0
	Total	90	100.0	100.0	

I need more peacekeeping training and experience to do my job as a peacekeeper well.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.4	4.4	4.4
	Disagree	3	3.3	3.3	7.8
	Uncertain	8	8.9	8.9	16.7
	Agree	40	44.4	44.4	61.1
	Strongly agree	35	38.9	38.9	100.0
	Total	90	100.0	100.0	

It is not necessary for all members of the SANDF to undergo formal training in PSO.

Total		90	100.0	100.0	
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	26	28.9	28.9	28.9
	Disagree	38	42.2	42.2	71.1
	Uncertain	8	8.9	8.9	80.0
	Agree	10	11.1	11.1	91.1
	Strongly agree	8	8.9	8.9	100.0

Current SANDF courses on PSO are too short.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.2	2.2	2.2
	Disagree	9	10.0	10.0	12.2
	Uncertain	43	47.8	47.8	60.0
	Agree	21	23.3	23.3	83.3
	Strongly agree	15	16.7	16.7	100.0
	Total	90	100.0	100.0	

There is enough time to put theory into practice.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.4	4.4	4.4
	Disagree	30	33.3	33.3	37.8
	Uncertain	28	31.1	31.1	68.9
	Agree	22	24.4	24.4	93.3
	Strongly agree	6	6.7	6.7	100.0
	Total	90	100.0	100.0	

The PSO course content should be more in-depth.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	9	10.0	10.0	11.1
	Uncertain	31	34.4	34.4	45.6
	Agree	32	35.6	35.6	81.1
	Strongly agree	17	18.9	18.9	100.0
	Total	90	100.0	100.0	

The PSO course content focuses too much on general-purpose combat training (conventional warfare).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	14	15.6	15.6	16.7
	Uncertain	39	43.3	43.3	60.0
	Agree	27	30.0	30.0	90.0
	Strongly agree	9	10.0	10.0	100.0
	Total	90	100.0	100.0	

The variety of PSO courses in the SANDF is limited.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.3	3.3	3.3
	Disagree	8	8.9	8.9	12.2
	Uncertain	34	37.8	37.8	50.0
	Agree	38	42.2	42.2	92.2
	Strongly agree	7	7.8	7.8	100.0
	Total	90	100.0	100.0	

Everybody has equal access to current PSO training.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	17.8	17.8	17.8
	Disagree	28	31.1	31.1	48.9
	Uncertain	23	25.6	25.6	74.4
	Agree	18	20.0	20.0	94.4
	Strongly agree	5	5.6	5.6	100.0
	Total	90	100.0	100.0	

I enjoy attending long courses away from home.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	15.6	15.6	15.6
	Disagree	35	38.9	38.9	54.4
	Uncertain	10	11.1	11.1	65.6
	Agree	21	23.3	23.3	88.9
	Strongly agree	10	11.1	11.1	100.0
	Total	90	100.0	100.0	

I prefer training to take place at my local unit.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	8.9	8.9	8.9
	Disagree	25	27.8	27.8	36.7
	Uncertain	10	11.1	11.1	47.8
	Agree	32	35.6	35.6	83.3
	Strongly agree	15	16.7	16.7	100.0
	Total	90	100.0	100.0	

Members will be more motivated to attend military courses if the courses are accredited at an external tertiary education institution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.4	4.4	4.4
	Disagree	6	6.7	6.7	11.1
	Uncertain	8	8.9	8.9	20.0
	Agree	33	36.7	36.7	56.7
	Strongly agree	39	43.3	43.3	100.0
	Total	90	100.0	100.0	

The SANDF does not need a culture of lifelong learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	33	36.7	36.7	36.7
	Disagree	26	28.9	28.9	65.6
	Uncertain	12	13.3	13.3	78.9
	Agree	10	11.1	11.1	90.0
	Strongly agree	9	10.0	10.0	100.0
	Total	90	100.0	100.0	

Training enhances employee confidence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	4	4.4	4.4	5.6
	Uncertain	2	2.2	2.2	7.8
	Agree	35	38.9	38.9	46.7
	Strongly agree	48	53.3	53.3	100.0
	Total	90	100.0	100.0	

Officers and WO's will be more motivated to attend courses if the focus is on self-development.

	Agree	41	45.6	45.6	62.2
	Strongly agree	34	37.8	37.8	100.0
Valid	Strongly disagree	2	2.2	2.2	2.2
	Disagree	2	2.2	2.2	4.4
	Uncertain	11	12.2	12.2	16.7

All WO's and Officers in the SANDF should get the opportunity to obtain a relevant tertiary qualification.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	2	2.2	2.2	3.3
	Uncertain	5	5.6	5.6	8.9
	Agree	33	36.7	36.7	45.6
	Strongly agree	49	54.4	54.4	100.0
Total		90	100.0	100.0	

I would attend a United Nations accredited, National Diploma/Degree course on PSO if given the opportunity.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	2	2.2	2.2	3.3
	Uncertain	9	10.0	10.0	13.3
	Agree	25	27.8	27.8	41.1
	Strongly agree	53	58.9	58.9	100.0
Total		90	100.0	100.0	

A national diploma/degree on PSO will allow us to create a competitive advantage in developing new knowledge and skills for the future.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	2	2.2	2.2	3.3
	Uncertain	4	4.4	4.4	7.8
	Agree	33	36.7	36.7	44.4
	Strongly agree	50	55.6	55.6	100.0
Total		90	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly disagree	3	3.3	3.3	3.3
	Disagree	3	3.3	3.3	6.7
	Uncertain	7	7.8	7.8	14.4
	Agree	38	42.2	42.2	56.7
	Strongly agree	39	43.3	43.3	100.0
	Total	90	100.0	100.0	

Correspondence instruction with regular contact sessions is a good idea.

A national diploma/degree qualification will assist officers and warrant officers towards a new career after retrenchment, early pension etc.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	2	2.2	2.2	3.3
	Uncertain	5	5.6	5.6	8.9
	Agree	33	36.7	36.7	45.6
	Strongly agree	49	54.4	54.4	100.0
	Total	90	100.0	100.0	
