

A Critical Analysis of Counselling Principles that Teachers could Use as Teaching Methods to Resolve Intra-Personal Conflict of Learners with Disabilities in Zimbabwe

Phillipa Mutswanga¹

¹Lecturer in the Department of Disability Studies at Zimbabwe Open University
Harare, +263, Zimbabwe
phillipamutswangah@gmail.com

Norman Chivasa²

²Adjunct lecturer in the Department of Peace, Leadership and Conflict Resolution at Zimbabwe Open University. Harare, +263, Zimbabwe
normanchivasa@gmail.com

Abstract: *Using authors' experiences and related literature, this opinion-based paper analysed and justified how counselling principles could be used to resolve the intra-personal conflicts and issues of learners with disabilities both as agents of change and teaching tools. Counselling is a helping mechanism which has existed in different institutions for a long time. This concept assists people to cope with life circumstances such as intra-personal conflicts and educational issues. As observed by the authors, teachers and schools have realised that students spend more time at schools than with their parents, thus, most of their life issues which occasionally manifests in the form of intra-personal conflicts are more felt by schools than their homes. Though the paper acknowledges all that, it is also aware that some learners bring issues and concerns from their homes which may impact on their learning in various ways. Thus, counselling may be institutionalised. This awareness has made schools take over the task of providing psychological support to all learners. In the past schools have generally concentrated on teaching leaving counselling issues to counsellors within or outside their schools but a shift in thinking and consideration is developing. This paper persuades teachers to play the dual teacher/counsellor role so as promote prompt learning, coping with life situations where feedback is a reality and matches with the learners' immediate focus. At the same time referrals to specialists should be afforded when necessary or when need-be.*

Keywords: *(counseling principles, teaching methods, intra-personal conflict, learners with disabilities, Zimbabwe)*

1. INTRODUCTION

There are myriads of principles that the teacher can use in various situations in the lives of people with disabilities (PWDs). This conceptual paper is more focused on the 8 key counselling principles that are applicable to PWDs. The paper's main focus is to critically analyse possible therapeutic approaches that teachers could use as teaching methods to teach certain issues and concepts while at the same time resolving intra-personal conflicts/issues involving PWDs. Art, role playing, music and extra are some of the therapeutic approaches to counselling. It is important to note that the meanings of counselling and guidance have often been used interchangeably (Teachers Forum, May 1985: 35). Conflict resolution relates to the process whereby the parties to a conflict engage each other in order to reach a mutually satisfying solution to their disagreement. An intra-personal conflict is an internal dilemma, internal tug of war or a problem (Tillet, 1999). Although, the paper is focused more on counseling than guidance, it is important to show their differences here since most people confuse these terms. The term counselling is often used together with guidance but these two have different meanings. Guidance helps pupils to achieve their future goals while counselling is directed more towards improving the emotional and psychological well being of pupils. Such a state of mind? may enhance the achievements of future goals. Thus, one can safely say the two terms are interlinked and they support each other because an emotionally-charged mind is likely to suffer psychological huddles

in terms of achieving future goals. Thus, counselling paves the way for guidance. In support of this, Chuenyane (1990:45) referred to counseling as, “the heart of the guidance programme.” In other words, counselling are conversations in which one person helps another to manage his/her situation(s).

As a result counselling could also be taken as a change agent, a cure or preventive agent. In essence, it is a learning process and a conflict resolving tool. When successfully done counseling teaches clients new and better relationships between selves and their world. This paper is therefore guided by the following selected principles: 1) confidential; 2) voluntary; 3) genuine; 4) based on mutual respect of client and counsellor; 5) non judgmental; 6) the client is in control; 7) enabling and lastly it is about immediate concerns. The paper is experience and literature based and it was developed after the authors noticed that, counselling permeated most issues of PWDs and could be used as a teaching as well as a counselling and conflict resolution tool.

1.1 Counselling is Confidential

This guiding regulation means, whatever goes on in the counselling room or conversation should be kept a secret. In other words, the teacher should never divulge discussed matters or information during a teaching and a counselling session. In addition to that, nobody should have access to it. Here, it means that, the information should be kept under lock and keys which should strictly be kept by the teacher. Where the teacher wishes to use the information he/she should seek for the permission from the client/student but where the client declines, the teacher should abide by the student’s decision. This principle is the most important aspect of counselling and it applies to all principles, that is, the 7 other principles in this paper.

1.1.1 Confidentiality as a Teaching Method

Counselling is as confidential could be used in teaching morals, religious education, in story telling an conflict resolution. The teacher could tell a story on importance of confidentiality or being a trustworthy being. In turn students could also tell similar stories. Afterwards, students may conclusively give suggestive views on characters they admired or did not admire and give reasons for that or just discuss what they learnt from the stories. Another example of a biblical story could be about Samson and Delaila, where Delaila revealed the secrets on where Samson’s power lay and that resulted in Samson being conquered by his enemies (Judges 16). The same story could also be used on choosing friends or lessons on how to choose good and reliable friends. Story telling resolves intra-personal dilemma as pupils are able to make informed decisions based on the observed and cherished values portrayed in the story.

As observed by the authors, generally students with disabilities enjoy watching drama and/or dramatising, thus, that interest could be exploited by asking students to dramatise the told stories and later on discuss the preferred character from the story. As students dramatise the teacher/counsellor should listen carefully to what they say. As follow up to that, the instructor could grab this chance to list down some of the untrustworthy traits continuously prevailing in the class or particular child and discuss them without relating them to concerned students. As days pass the teacher may document noted changes in the particular individuals or class and further ask students who feel the exercise has transformed them to narrate how they have been transformed. However, according to the researchers’ experiences, this principle is usually difficult to maintain where the teacher uses Sign Language (SL) interpreters. Here, issues of confidentiality are likely compromised because the private information is revealed to both the teacher/counsellor and the Sign Language SL_interpreter. In such a scenario, the authors recommended that specialist teachers needed to be skilled in SL.

1.2 Counselling is Voluntary

“To offer counselling in educational settings is to offer a learning process in which the student can determine what is most important to him/her” Collins (1991:24).

This principle means that the child is not forced to confide his/her needs or problems to the teacher. The same is true with conflict resolution. A conflict resolution facilitator does not force him/herself to assist conflictants when resolving conflict. There has to be some consensus between conflictus (Tillet, 1999). Ideally, the student should willingly choose a person or a teacher whom she/he is free to share concerns with. Where the students voluntarily sought

counselling, the teacher should be observant as the dialogue takes off and also takes shape. However, the teacher should stay alert to resistance and all displayed body language and should not force the student to disclose things/concerns they are not yet ready to do so. Here, it is important to be aware that, one of the most important aspects of counselling is self exploration. This refers to the elaboration and awareness that should occur during counselling. The immediate aim of counselling is to help students set their intra-personal conflicts within proper context and also to recognise and understand the important variables associated with their problems (Carson, Butcher and Coleman, 1988). Basing on their experiences, the authors observed that, this principle fits very well people with visual impairments (VI). They noted that, most people with VI more often voluntarily and openly shared their problems with their teachers or counsellors than people with other disabilities. The reasons for that may be a grey area for further analysis. It was further noted that, they on the other hand tend to resent problems of truancy. Thus, here there would be need to emphasise the importance of always saying the truth to the teacher as someone who trusts them too and as a confidant at the same time.

As follow up to the above, the authors noted that, people who were intellectually challenged lacked self exploration skills due to the fact that most of them had underdeveloped self awareness. As a result, this group of children may not make voluntary advances for counselling. In such a situation the teacher has then, to assist through questioning and calling them for counselling. This would involve asking children questions that are designed to prompt them to reflect upon what has been happening in their lives. Exposure to various drama activities could be the starting point of opening up especially if the drama has some relationship to their situation. This could help them recall and relate their experiences. In support, Cormier and Hackney (2001) suggest that role-playing or drama could be used with families or peer groups when a particular event or experience must be relived in order to be more real.

1.2.1 Counselling is Voluntary as a Teaching Method /Conflict Resolution Method

This principle is likely to apply to most special needs children with mild to moderate intellectual capacities and less likely so to students with severe to profound intellectual challenges who mostly depend on the teacher. This principle could be used in group counselling where students are involved in non-directive play. In conformity to this, Van Hoose, Pietrofesa and Carson (1973) portray play as a form of psychotherapy that is used with young children in response to their limited ability to express themselves verbally (Nelson, 1972; Hetherington and Park, 1986). Here, students maybe exposed to familiar toys through which they freely express unconsciously their impulses and conflicts. This is intended to help the student gain insight into her/his unconscious psychodynamics while on the other hand; it gives the teacher a window into the student's unconscious mind. Although, here the teacher watches and does not interfere, the child also gains emotional insight and at the same time builds a trusting relationship with the teacher. Thus, after sensing that a child has intra-personal conflict through play, the child is likely to confide in the teacher for further counselling if necessary.

Hence, prompts or remarks from teacher could also be of good help to restore acceptable behaviour. For example, limits like, "I know you would like to hurt Joe, but we do not hurt anyone in here." The child concerned, may stop the act and concentrate on his play. Group counselling may be reinforced as they interact, share toys and help each other solve games or join/construct toys. As a follow up of what will have taken place, the teacher might have to call some in the storeroom for counselling while the rest are pre-occupied. This line of thinking of non-directive is also preconceived by one of the most influential psychotherapists (Rogers, 1951, 1961 and 1966) the advocator of client-centred therapy, in Carson et al, 1988:602-605) concluded that:

Rather he/she simply listens attentively and acceptingly to what the client wants to talk about, interrupting only to restate in other words what the client is saying.

1.3 Counselling is Genuine

This principle explains that the teacher should not emphasise on the professional roles and should also avoid stereotyped views. Ideally, teachers and PWDs may rarely meet as people free to exchange their genuine thoughts and feelings but meet in formalised situations (Collins, 1991).

The teacher must then, play the other role of counsellor skillfully. The students should be left to verbally put things in their own words during dialogue without interruptions. The teacher's empathy should be conveyed through actions and that should reflect teacher's readiness to do something practical to help (Van Hoose et al, 1973). That should also benchmark the starting point of a working alliance as proposed by Cormier and Hackney (2001). For example, areas where the student has little power and staff member is responsible, the teacher should accompany the student.

Here, counselling could help the students grow out of the unrealistic demands or ideas. Rogers in Carson et al (1988) portrayed that, as students lose touch with their own genuine experiences, impaired personal relationships and various forms of maladjustments are likely to lead to lowered integration. One wonders the impact it would have on a student already with special needs. It is this incongruence that needs to be resolved to assist the child accept self. It means then, there is need to establish a psychological climate where a child is valued as a person and can feel unconditionally accepted. Thus, Carson et al (1988: 604) suggests that, where self concept is more congruent with the actual experiences students are likely to be better integrated and eligible to actualise their potentialities. Every person brings to a situation his/her cultural or religious values. Here, although such values may unknowingly interfere with all one does, they should never be allowed to interfere with the session on both sides but they should be respected. Here, the researchers caution the teacher/counsellor to be aware of the role conflict and its impact.

1.3.1 Genuineness as a Teaching Method

The above example is usually taken for granted yet it is very essential in the education and learning of all children with special needs. Teachers need to stay aware that, a tension free classroom is conducive to learning. Thus, the teacher should always create such a free environment which facilitates the satisfactory social, psychological, physical and emotional adjustment for each child. A warm and friendly gesture before lessons begin is likely to counsel out some of the students. A teacher may begin the day by warmly greeting students, sharing with them her/his morning experiences first or asking them to share their experiences first. This way, some may reveal problems that might later during the day be found to haunt their learning or behaviour. Such observation should not be left unattended but the teacher may attend to such students in the store-room to find out the actual problem and facilitate appropriate assistance. However, some constraints may go unnoticed during this period because morning inquiries are never taken seriously yet they can reveal a lot if the teacher/counsellor observes closely the children's body language and listen carefully to what they say. For example, generally PWDs have memory span problems and poor perceptions of events. The authors' experiences showed that, within a period of an hour or two, most of them are rarely able to perceive past scenes, thus, the earlier the teacher intercedes the better. In addition to that, genuine probes as to why one is behaving the way he/she is doing could give clues on the originality of the issue. That could in turn help to distinguish natural failure from failure attributed by other agents and it could give clues on the most appropriate type of therapy.

However, besides remarks also smile and nod approvals could reinforce good teacher-pupil relationship and understanding. In support, Nelson (1972) points out that, a smile is a better non-verbal signal of empathy than a frown; or a nod than a disapproving shake of the head and a steady eye contact is better than a remote gaze out of the window. Where PWDs come from homes where they are less loved and given attention, they are likely to be less free and show signs of fear. Thus, a teacher who fully accepts them may be able to get all confidential information from the students if a spirit of trust and working alliance is established between them. In teaching students who are deaf, eye contact is import to read facial expressions and speech clues. Special needs students, as generally taken as an inferior group always require eye contacts with teacher to evaluate approval of what they are saying or doing.

1.4 Counselling is Based on Mutual Respect of Client and Counsellor

This principle proposes that, counseling is based on the mutual respect of the student/client and the teacher/counsellor. The teacher, like a conflict facilitator is therefore expected to de-role. Thus, Collins (1991:25) asserted that, "they should meet as equals to ensure the safety which the client needs..." This would oppose the expected formal patronising or covert oppression of the

formal teacher. Here, the teacher/counsellor roles should be taken with caution without authoritarian views (Hutchins and Cole, 1986). Here, the teacher should not take the authoritarian position of sitting behind the table but sit in semi-circular leveled manner with the child/client, to establish good working relationships.

1.4.1 Mutual Respect of Client and Counsellor as a Teaching Method

In line with this guideline, the teacher could here use the fantasy monopoly approach. According to the authors, this approach is mostly successful with maladjusted and poor parented students. So through fantasizing the students may act the role of father while teacher acts the role of student and exchange. By so doing it is hoped that, in such a role play the child would probably show aspects of the home situation(s) or his/her actual problem(s) in his/her actions and roles. News and story telling could also assist in the same manner. Hence, the teacher/counsellor should always remember to counsel complex matters privately while the rest are engaged with something else.

1.5 Counselling is Non Judgmental

In line to this principle, the teacher as a counsellor should not pass or fail a counselling session but must accept all the students tells, probe for further elaboration and later believe all the student/client says. Regarding this, a teacher/counsellor may project using diplomatic enquires when some inconsistency prevails (Collins, 1991; Hutchins and Cole, 1986). The consensus is that, students should fully play a part in deciding action to be taken because it's the student who lives with the problem and has to react to it (Hutchins and Cole, 1986). It therefore means that, the teacher should adopt a neutral stance and should never take sides. However, the teacher should play the mediator's and help students/clients play a responsible role in initiating changes and solutions to their problems. Here, the teacher/counsellor may make the study aware of the pros and cons of his/her solutions and probe further how the student/client intends to mitigate them.

1.5.1 Non Judgmental as a Teaching Method

In relation to this guideline, the teacher/counsellor should never attribute problematic issues to stakes of previous assessment report in the office but deal with the issue as presented and should not be influenced by the student's past unless it's the student's view. Here, the teacher should observe closely, probe and counsel to get immediate causal factors for displayed behaviours. For example, when the student always comes to school dirty, there is need for closed door counselling on child or parents if necessary.

1.6 The Client is in Control

This implies that, the student decides how far and how fast the session will go. On the other hand, the student is used to the teacher deciding the content of sessions but here, the student has to be in control although teacher is there to keep the session focused. If the student responds willingly a lot will be talked on, but if not forthcoming a lot of problems or refocusing will take place. There is need to probe questions as a way of analysing truthfulness and guarantee any changes in statements. Here, role conflict may influence the sessions but the teacher should show the client/student that he/she is there for the child/client.

1.6.1 The Client is in Control as a Teaching Method

Here, by leaving the ball in the student's hand, the student is able to come to terms with the self and design new ways of relating and of living (Van Hoose, 1973). That is, the teacher facilitates learning by solving problems that are claimed to interfere with learning. By making the child aware that he/she is in control of the session, the child may reveal all his problems and be able to solve them himself/herself through the teacher's guidance. The task analysis approach would suit a situation, where tasks are broken down step by step depending on mastery by the child. It applies to all areas of special needs children but it is more often used to teach living skills to students with intellectual challenges. Success in any of the previously failed activities is likely to relieve the children from previous tension of, for example, not being able to dress self, add numbers or write short stories. Here, the teacher/counsellor would have taken the child at his/her

own pace. Furthermore, that may also assist PWDs grasp some of the concept and experience success in their learning.

1.7 Counselling is Enabling

According to Collins (1991) this means that, the child solves her/his problems and not the counsellors. That is, the teacher should keep focusing on the student who should do most of the talking while the teacher listens attentively, showing that he/she is interested in what is being said. Here, the teacher may make probes that will drive the student to share their experiences with him/her. Such a scenario is likely to empower the child and further strengthen his/her capabilities.

1.7.1 Enabling as a Teaching Method

This guideline means that the teacher should give students with special needs an enabling assistance to cater for educational, social and any other needs. A conducive learning environment with individualised programmes would mean catering for the individual with his/her problems without associating them to any other student in the class. Exposure to plenty of problem solving, such as, puzzles or quizzes could also be of great assistance. By solving puzzles students learn to solve own problems. Here, children would learn in a play form without straining themselves.

1.8 Counselling is About Immediate Concerns

Counselling is about immediate concerns, that is, it is concerned about the direct communication of thought and feelings. The teacher solves immediate problems displayed and not what is hoped or what one assessor concluded 5 years ago.

1.8.1 Immediate Concerns as a Teaching Method

Educationally, it emphasizes that educators should not allow or let a student's mistakes or problems grow with him/her but help him/her get out of them (Collins, 1999). According to the author's experiences, everyday a student carries different or regular problems with him/her. It is the duty of the teacher then, to play a reciprocal role of counsellor and teacher at the same time. This is likely to help detect early students with problems and to apply therapy before they go out of hand especially concerning the special needs students. The teacher should always document progress and outcomes of sessions for future referrals. However, the teacher/counsellor should always acknowledge and reinforce any noted improvements. This is likely to encourage clients/students to keep on improving in their tasks or behaviour. Above all, the principles of evaluation should provide reliable and valid information for decision making and that information should help improve the quality of the programme and at the same time improve the learners' learning, situations and behaviour.

2. LESSONS LEARNT

The paper alerts its readers that, while the purpose of teaching is to impart knowledge to learners, the paper authors realised that, this is only enabled when the learners have intra-personal harmony stability. To create the stability counselling is inevitably called for. In a school where this is practiced, collaboration between teachers and learners is likely to be good and promote the learners to learn in a practical manner. Thus, the need for counselling in school is paramount in order to promote the well being-of learners with disabilities and the even of the non-disabled (www.unesco.org/education/mebam.module_2.pdf).

The paper showed that, counselling helps PWDs to understand themselves in terms of dealing with their intra-personal conflicts, their capabilities and weaknesses. Furthermore, it helps PWDs [learners] develop their potential and it also helps them become aware of their challenges and opportunities. Thus, effective counselling should help PWDs improve their self image and facilitate achievements in life tasks. In other words, it is strength based. One of the learnt lessons is that, both teaching and counselling must always be sensitive to all levels of communication with PWDs. That then, means listening should always be central in all teaching and counselling sessions so as to read correctly both verbal and non-verbal cues. Counselling is therefore a tool which brings; joy, success and intra-personal peace rather than create a threatening environment (www.sagepub.com/upm-date/42517_6_pdf.pdf). The paper also showed that, counselling can help PWDs cope with life difficulties and help them make positive changes. The major message is

that, teachers of PWDs should incorporate counselling in their teaching activities because it is likely to help pave the way for improvement and understanding in learners with disabilities.

3. CONCLUSIONS

The 8 selected principles or guiding regulations all show or valued the student/client to be counselled. The concerned student/client should always be in control of the situation and has to learn to solve and dispel his/her intra-personal problems on his/her own under the guidance of the teacher/counsellor. This ability to solve handle intra-personal problems is very useful for later life and immediate life too. It is the student who highlights the problems while the teacher gives direction where possible, from which the student can choose, but where students with intellectual challenges would need more of the counsellor/teacher's interference. To implement or utilise a better learning programme, the teacher, through observations and probes should be able to make hypothesis about the student by combining verbal and non verbal behaviour aspects of the students. It is from the similarities and discrepancies between the student's thought, feelings and actions that clues are drawn in order to understand the student/client. Generally, the principles are then, essential tools for general counselling and can also be used to develop counselling as a teaching method. However, it should be noted that, the teacher is likely to perform the other role of counsellor with difficulty. In summary, counselling should never be seen as an end in itself because it is an ongoing process. For instance, through the nonverbal or even the verbal cues children can reveal their problems through Art drawings and painting. As teacher probes, students would reveal their experiences or their tension through it. It is from here then, that the teacher can widen the problem further through closed individual counselling to bring the student to reality but in every instant, the message from this paper is that, every child should be recognised as a potential being in his/her own area of context despite his/her condition. Counselling should be applied to enhance these potentialities. Thus, counselling is then an agent of change or a catalyst which should help enhance both classroom learning and coping with ones circumstances.

4. RECOMMENDATIONS

Based on the highlighted principles, related literature reviews and the authors' experiences, the paper recommended the following:

- There is need to have counselling as a core course in teachers training programmes to enable the teachers to play the role of the counsellor as well as conflict resolvers.
- Teachers should play both roles of counsellor and teacher without compromising them
- Counselling should permeate the educational systems of all children especially of those with disabilities
- Counseling should be recognised as an agent of change in learning and any other issues affecting the learners
- Teachers should be aware of key counselling strategies and principles which can be used both as counselling and teaching tools
- Teachers should timely intervene to resolve behaviour, learning and other possible disturbing issues in the education of people with disabilities
- Teachers should always stay alert to the possible potential of conflicts due to the dual roles of teachers and counsellor so as to minimise it.

REFERENCES

- Carson, R.C., Butcher, J. N. and J.C. Coleman, J.C. (1988). *Abnormal Psychology and Modern Life*. London: Scott, Foresman and Company.
- Chuenyane, M. Z. (1990). *School Guidance and Counselling*, Cape Town, Blackshaws (Pvt) Ltd.
- Collins, N (1991). *New Teaching Skills*. New York: Oxford University Press.
- Cormier, L.S. and Hackney, H. I. (2001). *The Professional Counsellor*. Massachusetts, Pearson Education Company.
- Hetherington, E. M. and Parke, R.D. (1986). *Child Psychology: A contemporary view point*. New York: McGraw-Hill Book Company.

- Hutchins, D. E. and Cole, C. G. (1986). *Helping Relationships and Strategies*. California: Brooks/Cole Publishing Company.
- Sage Publications (undated), *Counselling*, www.sagepub.com/upm-date/42517_6_pdf.pdf accessed 10/10/2014.
- Nelson, R.C. (1972). *Guidance and Counselling in the Elementary School*. New York: Holt Rinehart and Winston, Inc.
- Samkange, M. P. (1985). *The need for guidance and counselling services in Zimbabwe*. Teachers Forum, May, p.35.
- Tillet, G. (1999). *Resolving conflict: a practical approach*. Oxford: Oxford University Press.
- UNESCO (undated), *Models and Approaches of School counselling*, www.unesco.org/education/mebam.module_2.pdf accessed 05/10/2014.
- Van Hoose, W. H., Pietrofesa, J. J. and J. Carson, (1973). *Elementary School Guidance and Counselling: A Composite View*. Boston: Houghton Mifflin Company.

AUTHORS' BIOGRAPHY



Phillipa Mutswanga is currently a Doctor of Philosophy candidate. She is a holder of the following qualifications: Master of Education Degree in Educational Psychology- University of Zimbabwe-2002; Bachelor of Education in Special Education- University of Zimbabwe-1988; Certificate in Education-United College, Bulawayo-1981; Certificate in Special Education-United College, Bulawayo-1988 (Specialised in Hearing Impairment) and Further Teacher Education Diploma- HEXCO, Bulawayo Polytechnic-2001. She has currently authored and co-authored 8 publications and carried out two consultants for Lenard Cheshire and RATN. In addition to that she has authored and co-authored 15 modules for the Counselling department; Special needs education; Development Studies and Early childhood Education.



Norman Chivasa Holds a diploma in theology, 1997; Bachelor of Theology, 2004; Bachelor of Theology (Hons), 2005; Masters in Conflict Resolution & Peace Studies, 2008; Post-graduate Diploma in Development studies, 2010. He is currently associated with Southern Peace Review Journal which is run by the Southern Institute of Peacebuilding (SIPD), where he is currently serving on voluntary basis in the area of peace research. He has developed his dissertation into book and has been published under the title: '*The nature, extent causes and consequences of conflicts involving pastors*' through LAMBERT ACADEMIC PUBLISHING. [ISBN NO. 978-3-659-16246-6]. His current research interests centers around the role of indigenous courts in promoting peace. N. Chivasa is a minister of religion, development practitioner and a peace educator. Currently is studying towards a PhD in Conflict Resolution and Peace studies with the University of KwaZulu-Natal, Durban, South Africa.