

# Character Development Challenges and Opportunities Influencing Anglo-Kenyan Diplomatic Relations

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## Abstract

Military professionalism has three characteristic: expertise, social responsibility and corporateness. Education is a universal characteristic of all professions, including the military profession. Indeed, if a long-term military career is foreseen, one that will culminate in high rank, officers are advised to pursue a robust professional program. Military officers should have the intellectual expertise required to employ a nation's armed forces all its military resources in support of and within the larger totality of a nation's security. They have to understand and deal with military relations and other aspects like military, economic, technological and other societal changes in an intellectual manner. While the independence period has witnessed cordial diplomatic, trade and economic relations between the two countries, the ideal military professionalism is a key factor in interstate diplomatic relations. Anglo-Kenyan diplomatic relations has been beset with challenges embedded in military professionalism on both sides. These include challenges in character development in terms of military relations. Specifically the study sought to: examine character development challenges and opportunities influencing Anglo-Kenyan diplomatic relations. The study was based on a theoretical frame work that encompassed realist theory. The study used descriptive survey research design. A sample size of 384 was used and was determined by the formula recommended by Mugenda and Mugenda and Nassiuma. The study used simple random sampling method and purposive sampling to distribute 196 KDF and BATUK soldiers across Archer's Post training area, survey research design was used for the 188 key stakeholders, key informants and knowledgeable locals (indigenous) bordering the training area. The instruments used for collecting data from the field were questionnaires and In-depth interview guide. Frequency distribution and descriptive statistics were used to determine a general profile of the informants through summing and categorizing variables such as gender, age, qualifications, years of experience and other items. Cross-tabulation was used to help understand the relations between the two variables. Data were analyzed with the aid of statistical package for social sciences software (SPSS) version 22. The findings are presented in percentages, bar-graphs and pie-chart. The finding indicated that the specialized trainings are undertaken by young soldiers below 35 years of age for "group bonding". One challenge is soldiers are trained to kill by desensitisation and behavioural conditioning. Some of the opportunities created are; foreign exchange in favour of Kenya but the trade balance between Kenya and Britain is in favour of Britain. Challenges were: terrorism, religious tensions and environmental degradation.

**Keywords:** Character development; Challenges and opportunities; Influencing; Anglo-kenyan; Diplomatic relations.

## 1. Introduction

During most of history, the use of military force was regarded as a craft or an art. The idea that it has a substantial theoretical and intellectual foundation that could and should be studied was a product of the Enlightenment and the philosophical period that was dominated by the Romantic philosophers (Malik, 1999). The history of military professionalism from the 18th century onwards is, thus, also the history of the development and growth of military education. Today the military profession is not a particularly intellectual one, but it cannot afford to be anti-intellectual either.

Education is a universal characteristic of all professions, including the military profession (Reddel, 1998). Van (1990) pointed out that two factors underpinned the nature of the military profession in this particular era: the expansion of civilian higher education and the shifting definition of war. In combination, these factors led to a world-wide revolution in education within armed forces, to the extent that today, most armed forces require their officers to be educated to have a university degree. Indeed, if a long-term military career is foreseen, one that will culminate in high rank, officers are advised to have an advanced degree.

Military officers should have both intellectual and professional expertise required to manage a nation's military resources in support of and within the larger totality of a nation's security. They have to understand and deal with military relations and other aspects like military economic, technological and other societal changes in an intellectual manner. Throughout history and across all nations, military education had only one purpose, encouraging open minds to accept the need for continual adaptation (Esterhuyse, 2005).

The British military enjoys a string of military bases in Kenya under the Status of Foreign Forces Agreement (SOFA) signed by the two countries where Kenya has permitted the British military to use its hinterlands for military training. Nevertheless by leaving the precise role and mission of British military in Kenya unresolved, the looseness of this arrangement has not only opened the way to the period of tension in the relations between Kenya and Britain as was witnessed in 2005 when both countries had a diplomatic spat, but has also helped understand Britain's global

military posture in the wake of the collective security initiatives as molded by the geo-strategic interest of its biggest ally, the United States of America. This global reflection has also had some greater social and political consequences on the national security, foreign policy and internal political dynamics of Kenya as the host nation (Truda and Brian, 2008).

This study is inspired by the general concern that while the British military was branded an enemy military during Kenya's pre-independence and decolonization period and viewed with hostility during the independence struggle, Kenya's post-independence political dispensation continues to sustain these relations. Britain too continues to pursue these relations relentlessly to date. Currently, in Kenya, there has been a greater Kenyan public and academic interest especially in defence and national security issues and this has brought into attention the continuous long-term stationing of the British military in Kenya as an armed foreign force in peacetime (Esterhuyse, 2005). These observations lead to interrogating the problem that warranted this study.

### **1.1. Statement of the Problem**

The armed forces as a distinct social group occupy a significant position in the political life of any state. The uniqueness stems from the fact that the military establishment is the only organized body of women and men constitutionally invested with the monopoly in the use of coercive force. The bearing of arms and use of force by national armed forces are directed at maintaining internal law and order and the protection of the political community against external aggression.

Anglo-Kenyan Military Relations is one of the enduring colonial legacies within Kenya's independence period and political dispensation. While the independence period has witnessed cordial diplomatic, trade and economic relations between the two countries, the ideal military professionalism is a key factor in interstate diplomatic relations. Anglo-Kenyan diplomatic relations has been beset with challenges embedded in military professionalism on both sides. These include challenges in professional training, academic training and character development in terms of military relations. This study, therefore, sought to examine character development challenges and opportunities influencing Anglo- Kenyan diplomatic relations.

#### **1.1.1. The Objective was to**

Examine character development challenges and opportunities influencing Anglo- Kenyan diplomatic relations.

#### **1.1.2. Research Question**

The objective was supplemented by the following corresponding research question: How do character development challenges and opportunities influence Anglo-Kenyan diplomatic relations?

### **1.2. The Anglo-Kenyan Military Diplomatic Relations**

The view that the idea of sovereignty in international relations theory is increasingly being subjected to unprecedented challenges by forces of globalization. One can as well talk of imperial globalization in reference to globalizations direct subordination of territories that proffer a regime of global surveillance. The West has established means of disciplinary surveillance through bilateral agreements under which pacts of military alliances between African countries and Western countries are being hammered out (Aseka, 2005). Adar (2001) and Nying'uro (1999) have focused on the broader US-Africa relations without an in-depth look into the specific military relations between Kenya and Britain. An attempt has been made to review literature of relevance to this study. This study borrowed from studies by Percox (2004), Parsons (2003) among others who have systematically highlighted the military relations between Kenya and Britain in the immediate period before and after Kenya gained independence.

Shiroya (1992), reveals in his study that the Second World War in 1940's affected Africa-European relationship in more than one way and more so militarily. Kenya he notes contributed significantly (although many of them were conscripted to join the British military and more so the Kings African Rifles) into the British Army recruitment in the East Africa region and a significant number of Kenyan African soldiers fought alongside British soldiers in the British Army's 21 brigade for the freedom of Britain. Shiroya's study is relevant to this study as it lays foundation and also forms part of the colonial legacy in the present Kenya-British military relations. As a stark reminder of this legacy, each year the British government and more so the British High Commissioner joins other Kenyans and Commonwealth countries representatives and veterans in remembrance day to commemorate the ex-world war soldiers who died in the struggle outside the war cemetery in Nairobi. However it does not highlight or touch on the challenges and opportunities of military professionalism affecting Anglo-Kenyan diplomatic relations and, therefore, this study looked into challenges and opportunities of military professionalism affecting Anglo-Kenyan diplomatic relations since 1963.

### **1.3. Military Professionalism: A Conceptual Perspective**

According to Western academic theory, civil supremacy is the sine qua non of a professional military force. Huntington has argued that the military can be professional only if it does not interfere in political affairs. Military professionalism is an influential but controversial concept in the study of civil-military relations. First defined by Samuel Huntington in 1957, the explanatory power of the concept has been subjected by the continuing contention in the academic community (Huntington, 1957). Most scholars now agree that Huntington has overemphasized the effects of professionalism (Pion-Berlin, 1997).

### 1.4 Character Development

While military is strongly influenced by the language of virtue ethics, writings in military ethics generally display a very poor understanding of the theory of virtue ethics, particularly Aristotelian virtue ethics (Wolfendale, 2007). Virtuous action requires not merely the performance of virtuous action but the exercise of rational moral agency. As Miller (2004) argues, while military institutions are happy to adopt the rule-based role-model approach to teaching ethics, they are far less comfortable with the process of philosophical reasoning and questioning that is also a central part of inculcating virtuous behaviour.

Character entails qualities of moral excellence which compel a person to do the right thing despite pressure or temptations to the contrary. As Roosevelt said, “to educate a person in mind and not in morals is to educate a menace to society.” Character is an integral moral compass and Anglo-Kenyan military relations has the objective of graduating officers who: Have forthright integrity and voluntarily decide the right thing to do and do it; Are selfless in service to the country, the military and their subordinates; Are committed to excellence in the performance of their personal and professional responsibilities; Respect the dignity of all human beings; Are decisive, even when facing high risk; Take full responsibility for their decisions; Have the self-discipline, stamina and courage to do their duty well under extreme and prolonged conditions of national defence; Appreciate the significance of spiritual values and beliefs to their own character development and that of the community (Streight, 2013).

## 2. Theoretical Framework

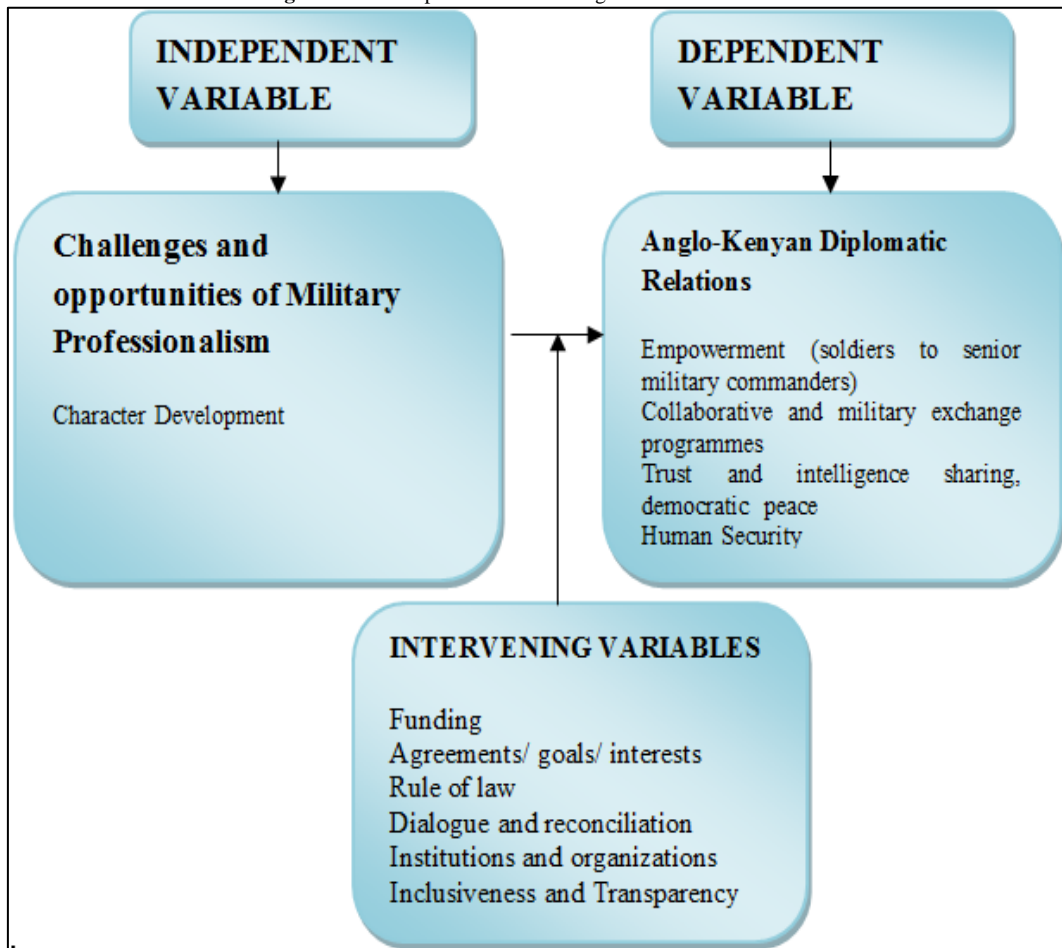
The purpose of theory is practice. We do not need to interpret and understand reality for its own sake, but to act upon (practice) and affect it. Our presence and actions always affect reality positively or negatively. Theory is not permanent or fixed, it is constant dynamic and constantly being constructed, as we keep trying (but never fully succeeding) to catch up in our understanding of reality.

### 2.1. Realist Theory

The study borrowed from realist theory of international relations, to give an analysis of the military relations between the two nations. The leading scholar of the realist school of thought is Morgenthau (1985). He argues that power remains a key variable in the conduct of affairs in the international system. For him, the international system is anarchic since there is no morality in the conduct of affairs and there is no international government to oversee the conduct of affairs by the government.

### 2.2. Theoretical Model

Figure-1.1. Conceptual Model showing interactions of variables



Source: Researcher (2019)

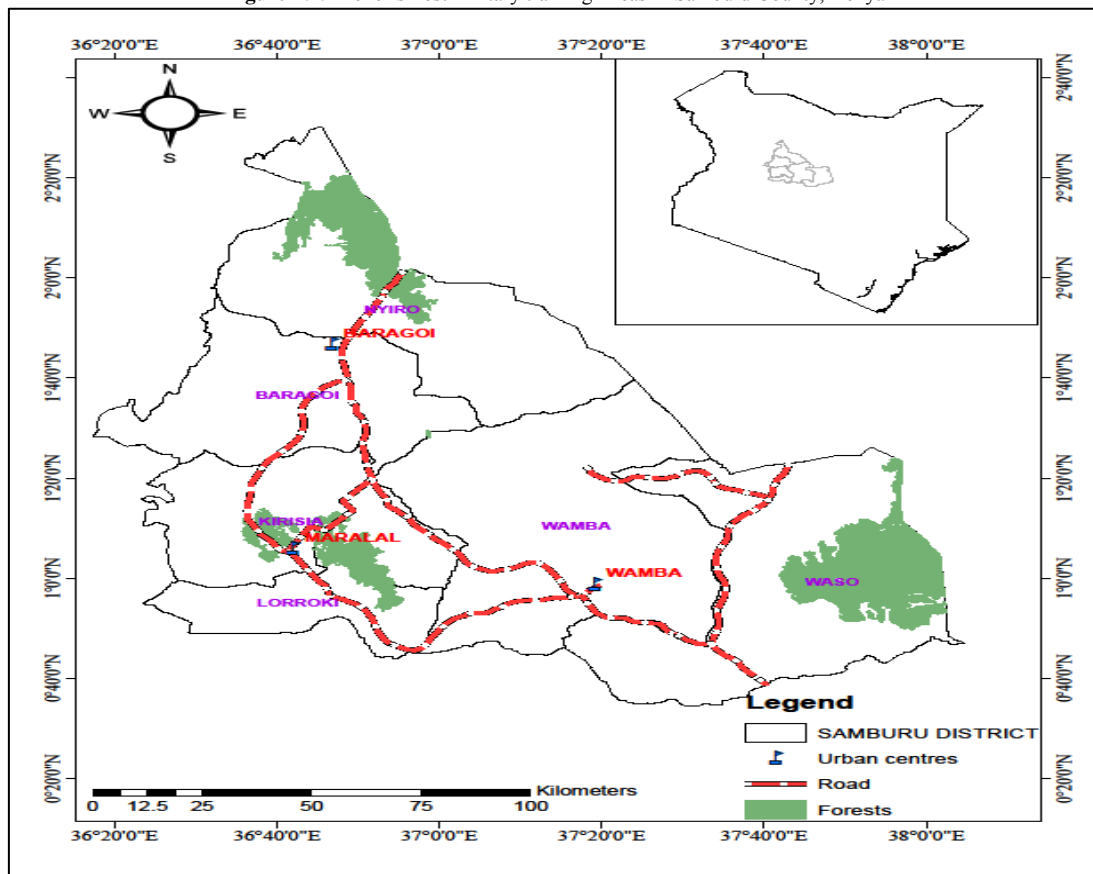
### 3. Research Design

The study used descriptive survey method. [Kothari \(2004\)](#) and [Okoth \(2012\)](#) describe descriptive survey design as a method used to collect detailed description of existing phenomena with the view of employing data to justify current conditions and practices or to make more intelligent plans for improving them. It was concerned with finding out who, what, where and how a phenomenon which was the concern of the study [Orodho \(2008\)](#). The design intended to give relevant statistical significant information for policy.

#### 3.1. Study Area

The study was undertaken in Samburu County which lies within the Arid and Semi-Arid parts of Kenya and has an area of 21,022.1 sq. Km. It is situated in the northern part of the Great Rift Valley. Samburu is bordered by Turkana to the Northwest, Baringo to the Southwest, Marsabit to the Northeast, Isiolo to the East and Laikipia to the South. The county lies between latitudes 0°30' and 2° 45' north of the equator between longitudes 36°15' and 38° 10' east of the Prime Meridian. In particular the study was conducted in Waso division where Archer's Post military training facility in Samburu County is located. Archer's Post military training area was an outpost base for white settlers and hunters and a cozy retreat for the white settlers during the colonial days and it falls under the infamous white high land. The British Army presence has been in existence intermittently since 1963 when Kenya gained independence. They have maintained a base at Nanyuki town which also hosts 1<sup>st</sup> Kenya Rifles, 10 Engineers, 4<sup>th</sup> Brigade and Laikipia Air Base. The BATUK trains in Archer's Post which is after Isiolo town. The British Army to date conducts training at ranges and private ranches located at some distance from the local villages ([British Army Training Unit Kenya, 2004](#)) as indicated in [figure 1.2](#)

**Figure-1.2.** Archer's Post military training Areas in Samburu County, Kenya



Source: Samburu Country Development plan (2019)

#### 3.2. Target Population

The target population for this study included the British and the Kenyan army personnel training in Archer's Post. The British Army trains troops in Kenya and prepares for operations in countries such as Afghanistan. The Unit is known as the British Army Training Unit, Kenya (BATUK). It is a permanent training unit with stations in Kahawa, Nairobi (which is a smaller unit) and Nanyuki. BATUK provides logistical support to visiting units of the British Army. It consists of 56 permanent staff and a reinforcement of 110 personnel. An agreement with the Government of Kenya allows six infantry battalions to train in Kenya annually. They have six-week exercises. There are also three Royal Engineering Squadron exercises which carry out civil engineering projects and two medical company group deployments which provide primary health care assistance to the civilian community ([Turner, 2013](#)). According to one British MoD spokesperson, the UK has a long-standing, mutually beneficial, defence relationship with Kenya. The troops train in Kenya as part of a 40-year military cooperation agreement. About 10,000 British troops train in Kenya annually. Annually approximately 4000 Kenyan troops train in Archer's Post military training camp.



### 3.2.1. Sample Size

The target population was more than 319,708 members from the County. This according to [Mugenda and Mugenda \(2003\)](#) is more than 10,000 hence the appropriate number for sampling ought to be 384 as demonstrated in the sentences that follow. However, the sample size one adopts depends on what one wants to know, purpose of inquiry, its usefulness and credibility [Patton \(1980\)](#). In a survey research design 30% of the target population appropriately represents the entire group ([Mugenda and Mugenda, 2003](#)). On this basis, 30 % of the target population was used in this study of which 384 respondents were sampled. It has been established that in a survey research design like this one involves sub-groups ([Gall et al., 1996](#)). The minimum recommended size of each sub-group is 15 respondents, Samburu East Sub-county has two divisions Wamba and Waso. Archer's Post military training area is located in Waso division which has four administrative locations which were taken as sub groups.

### 3.2.2. Sampling Strategy

In determination of sample size, the researcher used the formula provided by [Mugenda's Gall et al. \(1996\)](#). While in determination of sample size of sub-groups Borg and Gall formula was used ([Mugenda and Mugenda, 2003](#)). The formula is presented hereunder.

$$N = Z^2 pq / d^2$$

Where: N= desired minimum sample size

Z= the standard normal deviate at confidence interval of 99% (1.96),

p= proportion in the target population estimated to have the characteristic of church leaders and congregation under Study (0.8)

q = 1-p (0.2) and

d= level of statistical significance of estimates (0.05) for desired precision thus derivation of multi-stage random sample size was

$$N = 1.96^2 \times 0.8 \times 0.2 / (0.05)^2 = 384$$

For Kenyan and British soldiers, the sampling as a process of obtaining a proportion of items from the selected people as representative of those people was used ([Orodho, 2008](#)). The selection of a representative sample was made with respect to the inferences the researcher intended to make ([Mugenda and Mugenda, 2003](#)).

The sample size was determined by the following formula recommended by [Nassiuma \(2000\)](#)

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$

Where:

n the sample size was the population

C was the Coefficient of variation (0.5)

e was the level of precision (0.05)

Substituting this value for strata obtained:

For British soldiers

$$n = (0.5 \times 0.5) \times 5601 / 0.25 + (5601 - 1)(0.05 \times 0.05)$$

n=98 British soldiers and for the Kenyan soldiers obtained:

$$n = (0.5 \times 0.5) \times 4922 / (0.25 + (4922 - 1)(0.05 \times 0.05))$$

n=98 Kenyan soldiers

Therefore, for (local) indigenous peoples residing next to the training camp were:

Whole Sample size

$$N = 1.96^2 \times 0.8 \times 0.2 / (0.05)^2 = 384 \text{ minus}$$

For British soldiers

$$n = (0.5 \times 0.5) \times 5601 / 0.25 + (5601 - 1)(0.05 \times 0.05)$$

n=98 British soldiers and for the Kenyan soldiers obtained:

$$n = (0.5 \times 0.5) \times 4922 / (0.25 + (4922 - 1)(0.05 \times 0.05))$$

n=98 Kenyan soldiers

384-196=188

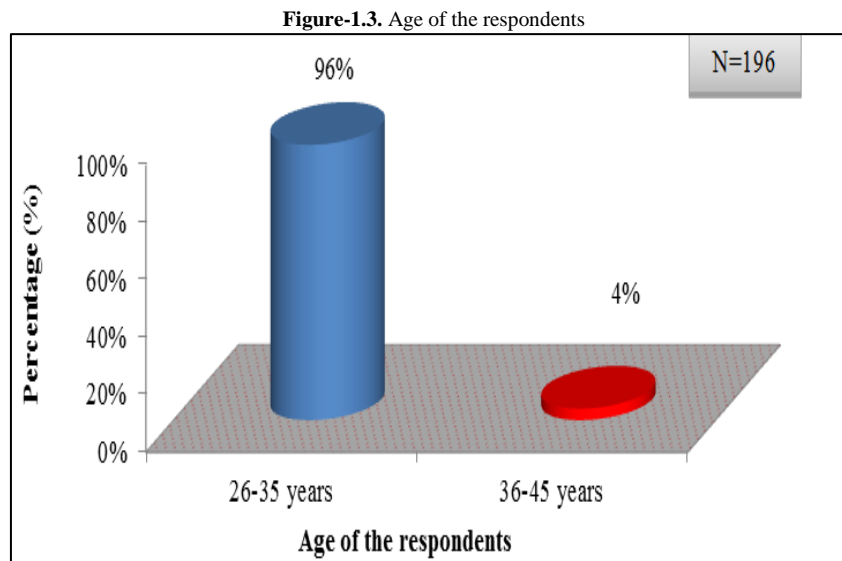
Indigenous people (opinion leaders) residing next to Archer's Post training camp were allocated 188 informants. After the sample size was obtained, the researcher used simple random sampling method, lottery method. This was the most popular method and simplest method. In this method the researcher numbered all the items on separate sheet of paper of same size, shape and color. They were folded and mixed up in a box. A blindfold selection was made. This was done until the 98 British and 98 Kenyan soldiers were obtained which was the desired sample. After obtaining 196 soldiers from KDF and BATUK the researcher used purposive sampling to distribute them in Archer post military training camp. Simple random sampling technique was an appropriate technique because it ensured that all commissioned officers, non-commissioned officers and the local (indigenous) people of those sampled had an equal chance of being included in the samples that yielded the data that were generalized within margin of error that could be determined statistically ([Mugenda and Mugenda, 2003](#)).

## 4. Result and Discussions

The results and discussions follows

#### 4.1. Age of the Respondents

Respondents sampled from the KDF and BATUK were asked to include their ages and the findings are shown in Figure 1.3.



Source: Field Data, 2019.

The analysis indicates that the 96% (188) were between 26 – 35 years of age, while 4% (8) were between 36 – 45 years of age. Pearson Chi-Square value (showed that there was highly significant ( $P < 0.01$ ) variation in age distribution of military respondents. This means that the occurrence that there were more young officers from the two militaries who were junior in rank than the older ones who were few but senior in rank, hence it was not by default. The interview with a key informant informed the researcher that the reason for taking younger military officers to take up specialized training was because most of them were just starting their military careers and hence more flexibly to the physical, psychological and mental hardship of the training. For example most BATUK trained in Kenya so as to be deployed in Iraq and Afghanistan. As shown in figure 1. 3 those between the ages of 26-35 were 96% (188) and between 36 – 45 years were 4% (8) were senior officers in charge of the training. A KDF officer said:

Because of the physical demands on service members, young people between ages 18-25. Potential service members should be in good physical condition, of appropriate weight and able to pass a standard physical screening prior to entry (Interview with a KDF Officer, Archer's Post, May17, 19).

This is corroborated by Hearn (2001) who says that young people not over 35 years of age are best suited for military training because these training programs would max military recruits out physically in every exercise they attempt from pull-ups, pushups, situps, etc...Personally, this was the key to mental toughness as they become tougher by working out harder to get the body an increased ability to build its pain tolerances without getting themselves injured.

#### 4.2. Age of the Respondents and Group Bonding

The first and perhaps the most formative experience for new military personnel is immersion in the intense, all-encompassing, group-oriented training environment. The new recruit is removed almost entirely from the civilian world and finds himself/herself in an environment where everything she/he does is observed by her/his superiors and her/his peers. The effects of such immersion and “professional socialisation” Hartle (2004) on the character and independence of new recruits cannot be underestimated. Because of the nature of the military world, military training must, therefore, develop the dispositions necessary for living and working in an authoritarian hierarchical group-oriented environment. This is achieved through the strict discipline of the training regime with its emphasis on drill and ceremonial training, through the constant emphasis on duty, obedience, and loyalty, and through unofficial bonding processes. As on the recruitment age in military culture in KDF one officer argued:

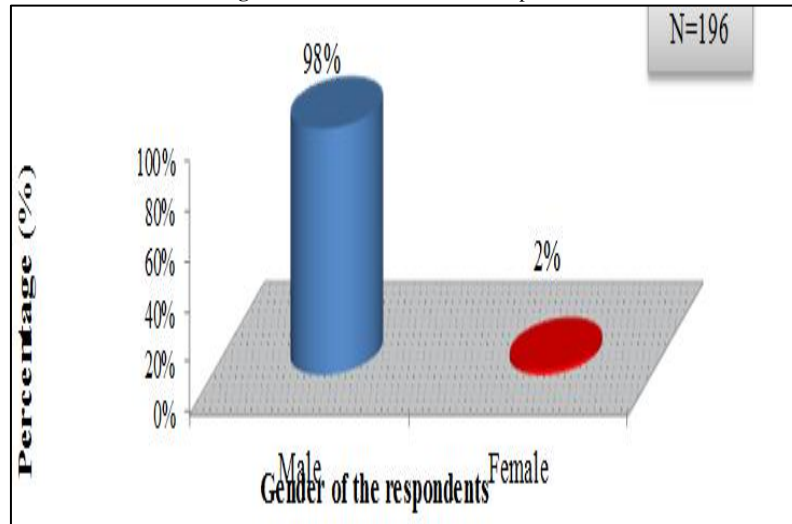
As a result of its distinctive mandate and the need to instill organizational loyalty and obedience, most military organizations develop a culture unto themselves, distinguished by an emphasis on hierarchy, tradition, rituals and customs, and distinctive dress and insignia (Interview with a KDF Officer, Archer's Post, May17, 19).

#### 4.3. Gender

Gender refers to the social attributes associated with being male and female learned through socialization and determines a person's position and value in a given context. This means also the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. Notably, gender does not equate to woman (Persson, 2011). The numbers of respondents sampled from the two armies found

out that in KDF 98% (192) were males, compared to females who were only 2% (4), while in BATUK 96% (188) were males, compared to 4% (8) who were females. The finding on KDF is in [Figure 1.4](#)

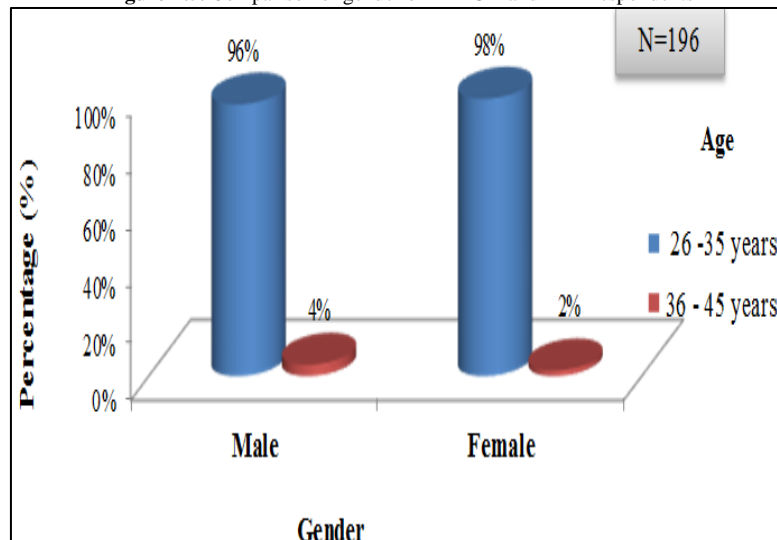
Figure-1.4. Gender of the KDF respondents



Source: Field Data Analysis, 2019

The analysis indicated that 98% (192) or the respondents were males, as compared to females who were only 2% (4). Cross tabulation between age and gender descriptively shows that both male and female taken for specialized training, are young, as proved by the chi-square analysis, which shows that Pearson Chi-Square value (showed that there was highly significant ( $P < 0.05$ ) association between the gender of BATUK and KDF military officers and their ages, as in shown in [Figure 1.5](#) In both BATUK and KDF militaries women are not given equal opportunities to participate in specialized military training. Both military troops show that there are more numbers of male while [Figure 1.5](#) showed Comparison of Gender between BATUK and KDF respondents

Figure-1.5. Comparison of gender of BATUK and KDF respondents



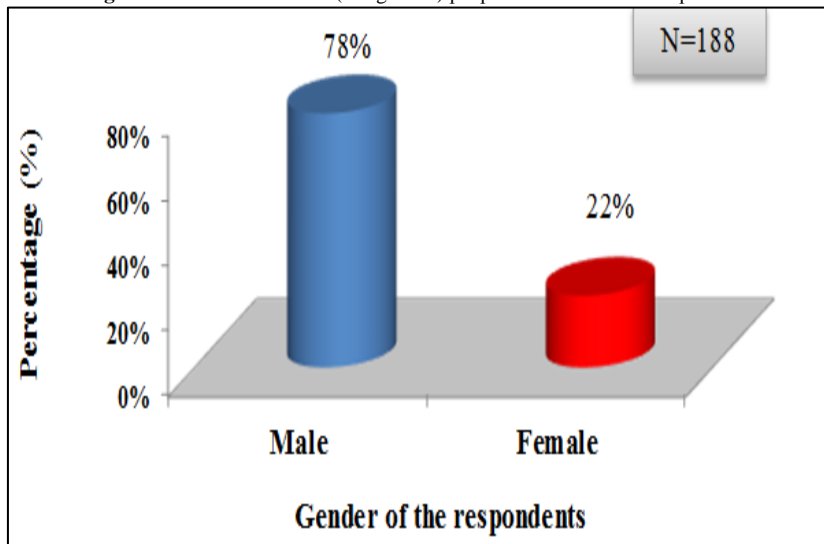
Source: Field Data Analysis (2019)

The finding of this study that gender equality which refers to the equal rights, responsibilities and opportunities for women and men, and girls and boys was not taken into account by KDF and BATUK taking specialized training in Archer's Post where 98 for KDF and 96 for BATUK were men. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born female or male is corroborated by a study conducted by [Matthews et al. \(2009\)](#) who examined the attitudes of West Point cadets, [Reserve Officer Training Corps \(ROTC\)](#) cadets, and non-military-affiliated students from civilian colleges toward a variety of roles that women may serve in the military. The results showed that military cadets were less approving of women being assigned to certain military jobs than non-military students.

#### 4.4. Gender of Local (Indigenous) People at Acherspost

The response on gender as indicated by those not from the two armies' respondents at the Archer's Post was analyzed and presented as shown in [Figure 1.6](#).

Figure-1.6. Gender of Local (Indigenous) people at Archer’s Post respondents



Source: Field Data Analysis (2019)

The male respondents were 78% (147) while women were 22% (41). This is a patriarchal society where male are more empowered compared to female. This was due to observation made, where it was obvious that in some cases women preferred to call any male closer to respond to the researcher. This is attributed to culture where women believed culturally that male should be responsible for any role. It was also clear that the women, who responded to the researcher, are those empowered through Non-Governmental Organizations, Community based Organizations and faith based Organizations working in the area. This finding where women were minority respondents confirms that traditional ideas about the roles of women restrict their contributions. These ideas hold women back from contributing to important development goals; especially in the areas of economic growth, nutrition and food security. A male local (Samburu) respondent said:

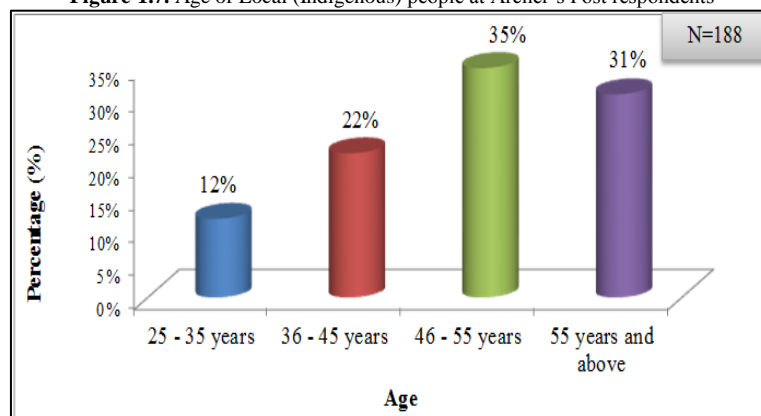
With definitive gender roles, the Samburu tribe separates men and women in all aspects of their lifestyle. Traditionally, men are responsible for protecting their tribe and defending their cattle. While the men are the heads and give directions in all family decisions, act as warriors and cattle care-givers, the women gather vegetables and roots from the area for their families. The women also cook, milk the cows, gather water, tend to the huts, and raise the children (Interview with a male local (Samburu) respondent, Archer’s Post, May17, 19).

The Samburu are a proud warrior-race of cattle-owning pastoralists. To protect the tradition and culture every male child is circumcised. As soon as a male of tribe has been circumcised, he joins an age-set comprised of all the young men so initiated within a period of about fourteen years and he will maintain a close affinity with these peers until death. Girls do not have any age-set grouping, passing instead through two stages of life, namely girlhood and womanhood. The men on the other hand pass through three, boyhood from birth to adolescence before entering an age-set, moranhood, from circumcision to marriage when they are warriors and elder-hood, from marriage until death. This is corroborated by Omtatah when he said, women in Samburu are underrepresented in decision-making positions. They also have less access to education, land, and employment. They spend long hours collecting water and firewood; leaving them with little time to earn money or engage in other productive activities (Omtatah, 2008).

#### 4.5. Age of Local (Indigenous) People Respondents at Acherspost

The age of the respondents was crucial in determining the level of history and experience the respondents have had in Samburu County in relation to undetonated ordnance. The result on the analysis of age as indicated by the respondents is shown in Figure 1.7.

Figure-1.7. Age of Local (Indigenous) people at Archer’s Post respondents



Source: Field Data Analysis (2019)



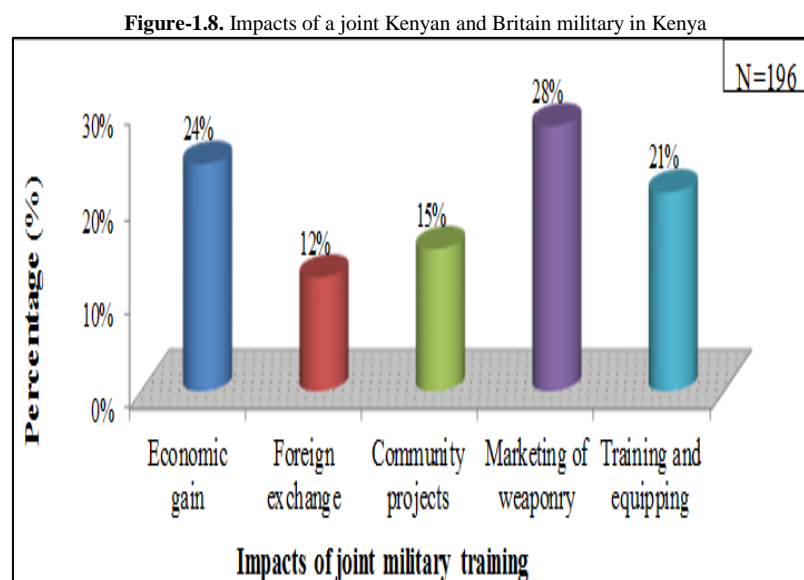
The analyzed results indicated that the age of the residents interviewed in Samburu County, ranged from 25 years to above 55 years. Those respondents within 25-35 years were 12% (23), 36 – 45 years were 22% (41), 46 – 55 years were 35% (66) and those above 55 years were 31% (58). This gave wide information, considering that most of these residents (66%) had enough experience on the impact of undetonated ordnance, given that they had lived in the area for more than 46 years. This, therefore, gave the researcher an insight in trying to find out the experience they have had since KDF and BATUK started training in Achers Post in 1945.

#### 4.6. Opportunities Influencing Anglo-Kenyan Diplomatic Relations

Training must be vibrant, exciting and challenging in order to be effective. If military instructors and soldiers are afraid to make mistakes, then training will be without enthusiasm. The training that is then conducted will make soldiers look good although not competent to defend the country against external aggression which is their core mandate. The diplomatic relationship between Kenya and Britain has advantages to both sides. Kenya benefits from Britain economically and learning new technologies in military hardware while Britain and her army benefit from training ground, opportunity for live firing in training and testing of the effectiveness of their new weapons. Both armies have together participated in community development.

##### 4.6.1. Impacts of Joint Military Training in Archer's Post

Skills for joint operations between KDF and BATUK are paramount. Present and future operations will be increasingly joint and progressively integrated between infantry (ground elements) air, maritime and space. The Somalia incursion also reinforced the need for a more integrated approach to war fighting between the Services. They will need to work with other civilian agencies whose contribution may be equally critical to strategic success. The human dimension of command remained paramount. Joint military training has many advantages, which can create opportunities between the two states, and its citizens. The military officers were asked to give some of the benefits that they have enjoyed from the joint training. The results were analyzed and presented as shown in Figure 1.8.



The results showed that there are a range of opportunities that the joint military training created, 24% (47) indicated that the relationship results to economic gains for Kenya, 12% (24) indicated that the joint military training leads to foreign exchange especially due to tourism. Both military troops from two states have participated in community development projects 15% (29), the respondents 28% (55), reported that British army marketed new weaponry to Kenyan army, while 21% (41) reported that the joint training had resulted to improved training for Kenyan troops and even equipping them. It is worth noting that 28% (55), British respondents said that joint military training helped British army to market their new weaponry to KDF, while 21% (41) reported that the joint training had resulted to improved training for both armies to kill the enemies in the actual battle field like in Somalia and Iraq.

##### 4.6.2. Training to Kill

As killing is an unavoidable part of war, training military personnel to deal with killing is essential for the achievement of military goals. The training process must therefore develop the character traits that will enable military personnel to kill on command and to order others to kill, and that will minimize the psychological impact of killing (Wolfendale, 2007). In most modern military forces, this is achieved by the use of training environments that aim to recreate the experience of killing a real human being as closely as possible. These training methods worked by utilizing a combination of desensitisation and behavioural conditioning, unlike previous training methods that primarily used bulls-eye targets and firing ranges (Grossman, 1995).

#### 4.6.3. Desensitization and Behavioral Conditioning

The training process desensitises military personnel in different ways. First, military personnel are desensitised to their own physical suffering through the intense physical training, and through the “hazing” and bullying rituals they become desensitised to the infliction and endurance of pain and humiliation on other recruits. Military personnel are then desensitised to the idea of killing by the use of slang and barrack chants that make the idea of killing enemy combatants’ part of the everyday barracks atmosphere and training environment. By referring to the enemy by derogatory nicknames such “towel-heads” and by depicting them as morally, racially, or physically inferior the enemy becomes dehumanised and demonised (Osofsky *et al.*, 2005). This corroborates the findings where 12% (24) of respondents from KDF and BATUK saw the joint training in terms of earning foreign exchange to Kenya.

To confirm the importance of joint training which included live firing in Archer’s Post military training area, the researcher found out that the effectiveness of this training process in altering combatants’ experience of and attitude towards killing is best described in the words of military personnel themselves. One of the soldiers who fought against Al-Shabaab terrorist group in the 2015 Battle of Kismayu in Somalia said of his experience of killing:

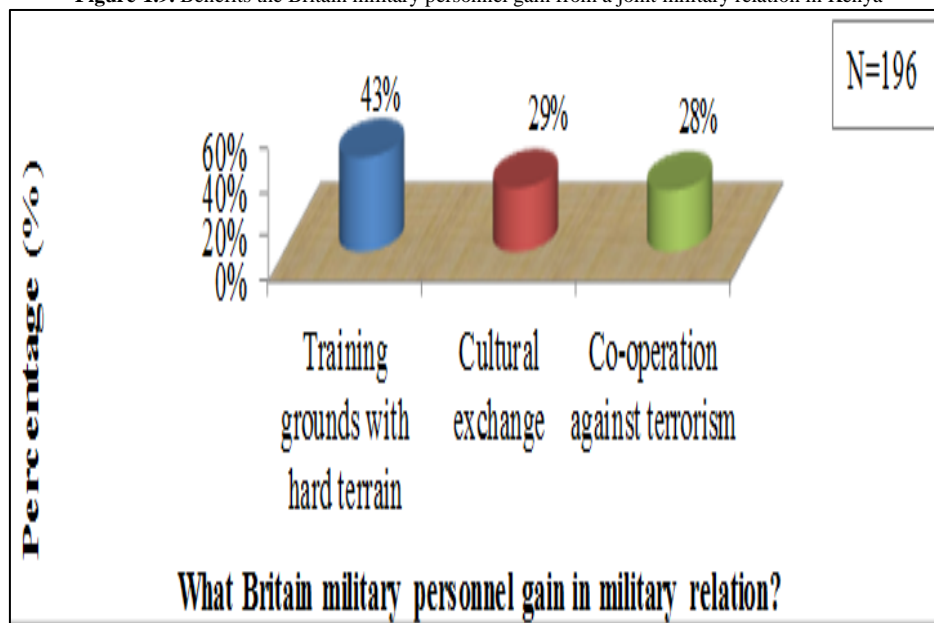
I just started picking them out as they were running across the intersection two blocks away, and it was weird because it was much easier than you would think. You hear all these stories about “the first time you kill somebody is very hard.” And it was so much like basic training, they were just targets out there, and I don’t know if it was the training that we had ingrained in us, but it seemed to me it was like a moving target range, and you could just hit the target and watch it fall and hit the target and watch it fall, and it wasn’t real. They were far enough away so that you didn’t see, or I didn’t see, all the guts and the gore and things like that, but you would just see this target running across in your sight picture, you pull the trigger and the target would fall (Interview with a soldier who fought against Al-Shabaab, Archer’s Post, May17, 19)

The interview with a soldier who fought against Al-Shabaab, shows that emotional distance allows a person to kill at closer ranges and allows him to justify it more easily. While cultural distance is defined as viewing the enemy as an inferior life form. The enemy is dehumanized and considered inferior. Like the Nazi’s classified Jews and blacks as inferior and subhuman, putting them outside the human species and thus little more than an animal to be killed. Hornsby (2012) corroborates the importance of joint training, he illustrates a long-term response in the form of the International Mine Action Training Centre, a joint British-Kenyan military project inaugurated on 17 February, 2005 in Embakasi to specialize in training and equipping the Kenyan and regional militaries with the skills in mine clearance and explosive ordinance disposal (EOD).

#### 4.7. Batuk Gains on Anglo-Kenyan Military Diplomatic Relations

Kenyan military has majorly benefited from the British military relations ranging from military equipment, training, and community participation. The researcher sought to find out how the British military benefit from this relationship. The military officers were asked to name the benefits and the results were analyzed and presented as shown in Figure 1.9.

Figure-1.9. Benefits the Britain military personnel gain from a joint military relation in Kenya



Source: Field Data Analysis (2019)

The respondents 43% (84) indicated that Britain military troops enjoy a good terrain of its kind as their training grounds in Kenya, 29% (57) indicated that the interaction between the two states military has led to cultural exchange, while 28% (55) believe that it is due to this relationship that cooperation against fighting terrorism has been witnessed.

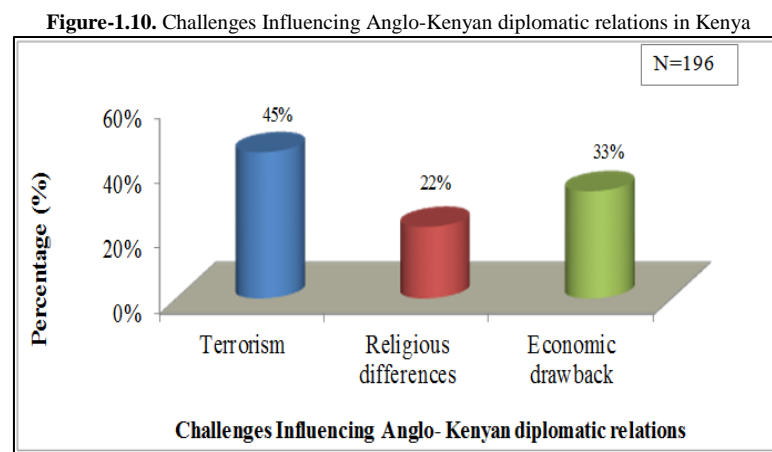
In an interview with one Britain soldier, he said that:

I enjoy being in Kenya it's a good country, we enjoy training on its grounds, I love the people and I may even get to marry from here, like one of my colleague. We have also carried good community development projects with Kenyan troops and we have enjoyed working together and getting to know how Kenya has transformed socially, culturally and economically, since independence (Interview with a British soldier, Archer's Post, May 20, 2019)

This finding showed that one of British foreign policy toward Kenya because of its geo-political location was "forward basing" (practice by major military power of establishing an enduring military presence in a foreign country as a means of projecting force and furthering national interests). An important Strategic benefit often attributed to forward military presence is its contribution to contingency response by enabling military forces to respond quickly to a wide range of situations and geographic regions. Indeed, British overseas posture has its roots in contingency responsiveness, particularly where there have been threat of wars epitomized by positioning BATUK in Kenya. Just like [Olewe \(1977\)](#) explained, Kenya's politico-military cooperation with Britain guarantees Kenya's support against foreign aggression.

#### 4.7.1. Challenges Influencing Anglo- Kenyan Diplomatic Relations

Technology from the developed countries like United Kingdom has not only affected the Kenya Defence forces in the last two decades but the entire country but in particular Archer's Post where KDF and BATUK trains and as such raised the socio-economic living standards of the locals at Archer's Post immensely. 11 soldiers out of 98 soldiers of KDF respondents from found the training life incompatible with their individual expectations, while 87 soldiers were attracted by the training ethos and values. Training and education continues to play a major role in helping to instil the core values that provide the moral framework for military personnel to meet the physical and mental challenges of the present and future battle. The success in the opportunities created is at times hindered by various character development challenges affecting Anglo-Kenyan diplomatic relations. The researcher asked the military officers to give the challenges encountered. These challenges were analyzed and presented in [Figure 1.10](#).



#### 4.7.2. Terrorism

Terrorism is one of the major challenges affecting the diplomatic relationship between Kenya and Britain, as indicated by 45% (88), 22% (44) said that the relationship resulted to religious differences, while 33% (65) said that the relationship resulted to economic drawback. A respondent indicated that:

This relationship is of mutual benefit, creating so many opportunities for advancement, especially for Kenyans. However, this relationship at times has had negative impacts on Kenya economy. Especially on the frequencies of British Foreign Office advisory against travel to parts of Kenya like Coastal region which is tourist attraction (Interview with a respondent, Archer's Post, May 23, 2019)

The main threat comes from extremists linked to Al Shabaab, a militant group that has carried out attacks in Kenya in response to Kenya's military intervention in Somalia. Attacks could be indiscriminate in places frequented by foreigners including hotels, bars, restaurants, and nightclubs, sporting events, supermarkets, shopping centres, beaches, buses, trains and transport hubs. Coastal areas have been the target of a large number of attacks ([Odhiambo et al., 2015](#)).

A respondent told the researcher:

Terrorism is a global issue, it affects developed and developing countries alike. I have not heard the British issue travel advisories against Paris (where terrorists attacked the headquarters of a satirical magazine in January). I have not heard the British issue travel advisories against other European capitals (Interview with a respondent, Archer's Post, May 23, 2019)

#### 4.7.3. Religious tensions between Christians and Muslims

According to this finding, it is crystal clear that Kenya not only benefits from this relationship, but also suffers the consequences. This diplomatic relationship has put a lot of pressure and threat to Kenya's national security. The fact that the training of British soldiers in Kenya is followed by their subsequent deployment in trouble spots areas in

the world including the Middle East, Iraq and Afghanistan had all put stress upon Kenya's relations with these countries. Locally, too, these Anglo-Kenyan military diplomatic relations have impacted heavily on the Muslim population in the country that is seen as suspect community in the war against terrorism by Western Nations who are perceived by Muslims to be fighting their religion, Islam [Mogire \(2008\)](#). This was confirmed by 22% (41) respondents who said that BATUK training in Archer's Post was causing religious Suspicion between Christians and Muslims, with the latter saying that BATUK is against Islam. In the words of one respondent,

The war on terror is war against Islam religion. The British, USA and their allies are killing mainly Muslims and particularly those living in Hindu Kush (Afghanistan and Pakistan), Yemen, Libya, Syria and Iraq. They use lethal force against "perceived terror threats in Somalia, Yemen and elsewhere," perceived threats that always happen to consist of Muslim men and their dependants. (Interview with a respondent, Archer's Post, May24, 19)

This finding concurs with [Njagi \(2013\)](#), who discussed the major threats to Kenya's national security and showed that national security interests with the emergence of non-state actors like terrorism as the global threat to peace has become one of the biggest challenges of the 21<sup>st</sup> century in the global quest for peace. Kenya though acting realistically in its relations with Britain, has fallen victim of several terrorist attacks in the independence period notable being the 1998 bomb blasts of the US embassy in down-town Nairobi that left several of its citizens dead and many injured, the Westgate Mall Attack on Saturday 21st September, 2013 and On April 2, 2015, when gunmen affiliated with Somalia's Al-Shabaab jihadist-terror group, entered Garissa University College in Garissa, Kenya, killing 148 and wounding dozens.

## 5. Economic Challenge

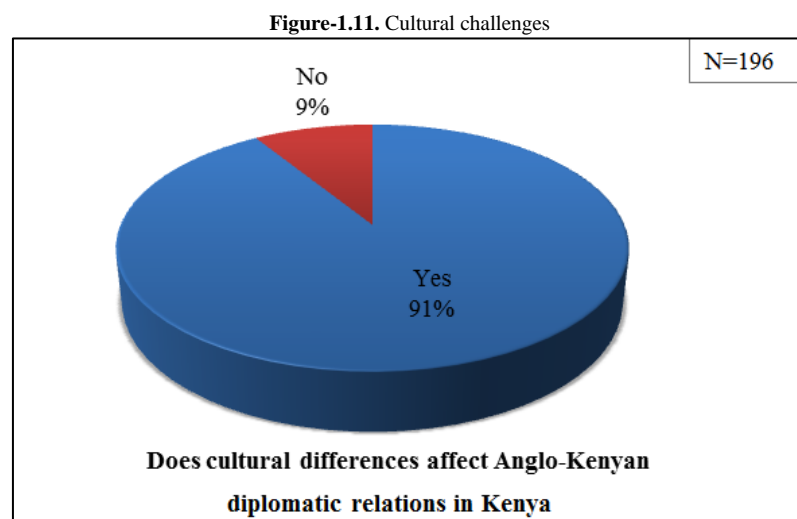
According to the findings, 33% (65) male said that KDF and BATUK relationship resulted to economic challenge and opportunity not only for the soldiers themselves but also to the surrounding communities. 18 female interviewed said that the presence of BATUK and KDF in Archer's Post and Nanyuki was an opportunity and a boom to the economy. According to the female respondents, their main source of income was "sex work" which refers to the practice of providing sexual services in exchange for money and other material compensation for KDF and BATUK military personnel. Sex work is a highly stigmatized occupation within the Kenyan cultural milieu. Cultural attitudes towards sex work and sex workers are predominantly negative and conservative. Sex work is categorized as an offence against morals, a threat to the moral fabric of society and a nuisance under Kenyan law.

### 5.1. Economic Opportunity

Income from sex work varies widely ([Federation of Women Lawyers, 2008](#)). 19% of respondents earn between Kshs. 1001.00 (£ 6.7) and 30,000.00 (£200) per week. Estimates of average incomes in Kenya for the overall population range from \$7 to \$30 per week. Ten respondents said they did not keep records of their earnings and therefore could not answer this question. These respondents also noted that their earnings were often spent immediately on their daily needs and the needs of family members. Only 9 owned property and operated savings accounts. Of these, six respondents reported owning buildings (acquired from their savings from sex work) for rental and income generation and 7 operated personal savings accounts.

### 5.2. Cultural Challenges

Cultural Challenges influence every aspect of the society, far beyond what is commonly recognized. The residents at Archer's Post were asked to indicate if there were cultural challenges between the community and the army training in their areas. The results were analyzed and presented as shown in [Figure 1.11](#).



Source: Field Data Analysis (2019)

The analysis revealed that 91% (178) of the respondents agreed that there are cultural challenges that arise between the locals and the army soldiers, while 9% (18) reported that the cultural differences were negligible. The



chi square test of independence conducted for Pearson Chi-Square value ( $\chi^2_{6,0.05} = 5.677$ ) showed that there was highly significant ( $P < 0.05$ ) variation in the level of cultural difference resulted from the interaction of BATUK and the locals in the Samburu County. One of the cultural challenges according to respondents 91% (178) was cross cultural communication which refers to communication between people who have differences in any one of the following: styles of working, age, nationality, ethnicity, race, gender, sexual orientation among others. Cross-cultural communication can also refer to the attempts that are made to exchange, negotiate and mediate cultural differences by means of language, gestures and body language. It is how people belonging to different cultures communicate with each other.

One respondent said:

We should go down to the grassroots of our culture, not to remain there, not to be isolated there, but to draw strength and substance there from, and with whatever additional sources of strength and material we acquire, proceed to set up a new form of society raised to the level of human progress (Interview with a sex service provider respondent, Archer's Post, May 27, 19)

This respondent comments, agrees with that of [Ybema and Byun \(2009\)](#) when two people of different cultures encounter each other, they not only have different cultural backgrounds but their systems of turn – talking are also different. This finding of cultural challenge agrees with the findings of [Jolly \(2008\)](#) that found that in Asian countries people tend to express themselves inexplicitly, while in Western world people are straight when talking. [\(Richardson and Smith, 2007\)](#) noted that, life pressure varies from country to country where as in low life pressure countries, people pay more attention to fulfil one's self-worthiness, which enhances the initiatives at work. While in high life pressure countries people struggle with their lives and follow superior's instructions as the best way to keep their job.

The KDF and BATUK have outreach programs like having medical camps for the Archer's Post locals. Face uplift of schools and engaging the people living around Archer's Post military training area of the dangers of UXO (Interview with a KDF Officer, Archer's Post, May 27, 19)

This corroborates [Onditi \(2015\)](#), findings that there is cultural challenge is strengthened when he explains that in civil-military relations, the theme of character development is to convert a civilian into a soldier, while cultivating professional pride, response to the military command system, either individually or as a member of a team; and instill the ability to appreciate service discipline, customs, norms, values and traditions. To develop individual character traits (integrity, commitment, sense of responsibility, honesty, self-sacrifice and mutual trust) and potential for leadership so that at the end of the initial training, are able to act and react as an officer, think and communicate as a commander. This is shown in [plate 1.1](#) as cultural bonding between KDF, BATUK soldiers and indigenous Samburu civilians

**Plate-1.1.** Cultural bonding between KDF, BATUK and indigenous Samburu Civilians in Samburu County Kenya



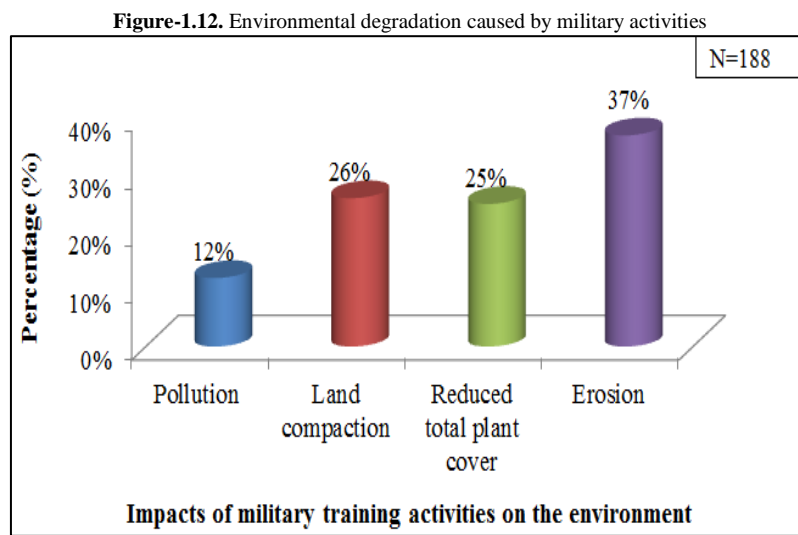
Source: Ministry of State for Defence (2019)

### 5.3. Environmental Degradation

Archer's Post military training area provides a conducive environment for strategic security environment. The Kenya defence forces have to be prepared well for an enduring requirement for high intensity war fighting skills in order to deter and, if required, fight and win wars. This was underlined during the KDF incursion into Somalia in



mid October, 2011 for the need to prepare for a possible limited conventional war. But they should also be ready for a wide spectrum of operations, including the growing requirement for counter insurgency/terrorist operations. However, given the constraints in terms of resources and time, they will need to carefully manage the balance between training for conventional war and other operations in the spectrum of conflict. Individual training must provide the basic skills that can support conventional war and high intensity operations, but needs to be supplemented to meet other scenarios. The emissions from military hardware fired during KDF and BATUK military training in Archer's Post had exacerbated effects on the ecosystem. The respondents were asked to give effects on the environment of KDF and BATUK military training operations. The results were analyzed and presented as shown in Figure 1.12.



Respondents reported that military training had various challenges on the environment; 12% (23) reported that these activities caused pollution, 26% (49) Soil compaction (soil structure degradation), 25% (47) and 37% (70) reported that these activities caused soil erosion. Pearson Chi-Square value ( $\chi^2_{6,0.05} = 5.677$ ) showed that there was highly significant ( $P < 0.05$ ) variation of military activities on the environment. The results are in agreement with a study done by Quist *et al* [52], in Central Plains grasslands at Fort Riley Military Reservation in northeast Kansas, where he examined military Maneuvers, which showed that there was increased bare soil, reduced total plant cover, and compositional shifts in plant communities. Military training in terrestrial environments can be broadly categorized into two major types of disturbances ground maneuvering with Military vehicles which include all land combat and transportation vehicles (tracked and wheeled vehicles) and air-to-ground impacts and non-statist actors like terrorists who uses “technical” (light improvised fighting vehicles), typically a civilian or military non-combat vehicle, modified to provide an offensive capability similar to a military gun truck. It is usually an open-backed civilian pickup truck or four-wheel drive vehicle mounting a machine gun, light anti-aircraft gun, anti-tank weapon, or other support weapon. Typically, maneuvers by militaries involve large vehicles that can cover large areas in a single training exercise, therefore, the available land base for training has a strong influence on the intensity and frequency of usage and thus on the emission effects (Demarais *et al.*, 1999). This corresponds to the findings where 12% (23) respondents said that the KDF and BUTUK training caused air and environmental pollution.

Environmental damage is an inescapable consequence of combat operations. In ancient times, the massing of armies destroyed the harvest and turned the battlefield to mud. In recent times, the destructive power of weaponry and maneuver has dramatically increased the environmental impacts that result from military operations. These impacts are magnified by the exponential expansion of the world's population, the intensive use of natural resources and the systemic destruction and fragmentation of habitat world-wide by urbanization, agriculture, mechanized land clearing and transportation systems. Consequently, the environmental effects of military training are devastating and proportionally greater than any time in history (Hartle, 2004). This confirms the findings by respondents that KDF and BATUK training caused pollution, 26% (49) Soil compaction (soil structure degradation), 25% (47) and 37% (70) reported that these trainings caused soil erosion.

## 6. Conclusion

On the basis of the findings of this study, the following conclusions are made. Character development challenges and opportunities influencing Anglo-Kenyan diplomatic relations, are economic growth, improved military and equipment and cultural exchange. The opportunities have also attracted challenges such as terrorism, economic draw back and religious mistrust between Christians and Muslims in Kenya.

## Recommendation

On the basis of the finding and conclusion, the following recommendation is made. As much as “group bonding” and “desensitisation and behavioural conditioning” are important, as a result of their distinctive mandate and the need to instil organisational loyalty and obedience, most military organisations develop a culture unto themselves, distinguished by an emphasis on hierarchy, tradition, rituals and customs, and distinctive dress and insignia. Military personnel are desensitised to their own physical suffering through the intense physical training, and through the “hazing” and bullying rituals they become desensitised to the infliction and endurance of pain and humiliation on other recruits. Therefore, the government should review the military training curriculum and aspects of human rights be incorporated.

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