

University of Nairobi
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Conflict Management and the Threat to Children Education
A Case Study of South Sudan

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NAIROBI**

NOVEMBER, 2015

Conflict Management and the Threat to Children Education

DECLARATION

This research paper is my original work and has not been presented for examination in any other university.

.....

.....

Catherine Waruguru Kinyua

DATE

REG NO: R52/80325/2012

Declaration by Supervisor

I hereby declare that this research proposal will be carried out under my supervision

DR. PATRICK MALUKI

DATE

Signature

.....

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DEDICATION

This Research paper is dedicated to my family and friends for the endless effort and faith they have in me.

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ACKNOWLEDGEMENTS

Special thanks go to my supervisor Dr. Patrick Maluki for his guidance and insights into this work and the professional supervision that led to the completion of this report.

I am also grateful to the whole entire university, for providing the right facilities and resources that enabled me to research and fine tune my work over the years.

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To my classmates and group members at the Institute of Diplomacy and International Studies, thanks for the support.

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DEFINITION OF TERMS

In this study Conflict is used to mean that society is in a endless state of perpetual conflict due to factors such as inadequate resources, political unpredictability, worldwide interference and possible negative approaches that lead to objectification and culture in the case of South Sudan.

Conflict Management in this study aims to limit and avoid upcoming violence by promoting positive behavior changes in the parties involved.

International community will refer to both the western countries and nearby countries to South Sudan who have made attempts to manage the conflict in South Sudan either genuinely or out of their own self-centered economic interests.

International non-governmental organisations will refer to establishments such as the United Nations and European Union,

Conflict management mechanisms in this study refer to the measures that the worldwide communal and the Government of South Sudan (GoSS) have used in the past and are still using to curb down the uncertainties and violence in South Sudan.

Causes of conflict are the activating factors as to why viciousness comes to be in the society. The research will look at backgrounds such as poverty, ethnicity, government instability among many, and how they have intensified and continue to fuel the conflict in South Sudan

Survey Monkey is a web survey expansion cloud based (SaaS) company, founded in 1999 by Ryan Finley. Survey Monkey delivers free, customizable surveys as well as a suite of paid back end suites that include data analysis, sample selection, bias abolition, and data representation tools.

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CHAPTER ONE INTRODUCTION

1.1 Introduction

This study seeks to ascertain the efficiency of Conflict Management and the Threat to Education by visa contending the case of south Sudan. Indeed education is a very essential human need but yet remains a right so far for the deprived children in conflict areas. The insistent problem of children growing up without getting and realising their right to education has attracted increased worldwide and public attention in recent years. More than 180 countries have re-affirmed to address the rights crisis to education by vowing that every girl and boy must receive excellence education by 2015. The target was fully established and permitted in the Millennium Development Goals ¹(MDG's)

Globally, thousands of children² have been affected by struggle and have suffered viciousness, including rape used as firearm of war. And, “over 39 million children do not have access to education in conflict affected states of which more than half are children” (PLAN, 2008:23). Worldwide statistics show that in 1999, 96 million children were out of college. This number diminished to 72 million in 2005 (EFA Global Monitoring Report 2008). According to DFID (2005), violence and sickness coupled with illiteracy and financial weakness are drawbacks and intensively concentrated in struggle affected areas.

¹ The year 2000 saw the eight millennium goals adopted by the international community as a means of measuring development process across the globe up to 2015. MDG goal number two seeks to ensure that by 2015 both girls and boys should be able to complete a full course of primary education.

² For purposes of this study, a girl is anyone up to age of 18.

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1.1.1 Background of the study

The conflict in the Great Lakes region has added a lot to the sorrow of millions of children in this part of Africa. Many of these children have wasted out on educational chances, which often resulted in illiteracy. These exhibits in (northern and other conflict affected areas) in Uganda as well as in the Democratic Republic of Congo and Sudan. The Re-public of Uganda has gone through bloody struggles since it got its liberation. The recent conflict in Northern Uganda started at least in 1986 when the present regime of the National Resistance Movement took over political controls. The war was between the Lord's Resistance Army (LRA), Democratic Peoples Movement and Holy Spirit Movement, that was defended by a woman named Alice Lakwena (Gersony 1997:25), and President Yoweri Museveni's regime. According to Barnes and Lucima (2002:5) the surfacing of the conflict was created by the NRM ruling methods that would see the association have control over the northern parts of Uganda. In actual sense, the belief is shared and universally spread among the population that was affected by the struggle (Warue, 2006). The fighting resulted in the renunciation and abuse of the right to education of children in the then engaged districts of Acholi, Teso, and Lango sub-regions that include Gulu, Kitgum, Pader, Amuru, Lira, Soroti, Katakwi and Kaberamaido districts. The battle also had its postponements in Sudan and Democratic Re-public of Congo.

As a result of which even after all the remarkable expansion in the areas of Information Expertise, space science, atomic technology, oil exploration, industrial manufacture etc., India is still not able to eradicate its difficulties of poverty, ignorance and underdevelopment completely and effectively due to various reasons. Nearly one-fourth of the populace is still below poverty line; one third of the population is uneducated and disparities among rich-poor, urban-rural, educated uneducated are high, which are pretention hindrances in the developmental phenomena.

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One would therefore ask themselves if education would help solve some of the cited problems the state is facing.

African states are also facing the same problem. Looking at the current situation in Nigeria, a recent item in the Eagle newspaper had the title 'Education is greatest threat to extremists'. The article tries to explain why Boko Haram as a extremist group is committed to eliminating education for children in Africa. One of the main aspects struggle management scholars look at is the role of women in amity building and conflict resolution. Rwanda is a case study that illustrates the role of women in amity building. The women were involved in ³decision making. Education and learning was part of Rwanda's peacebuilding plan where the women were involved in ⁴organizing socio-economic activities.

In the ten years since the embracing of the Education for All (EFA) goals in Dakar, Senegal in 2000, many regions of the world have shown amazing gains toward meeting the Education for All necessities by 2015. However, as the 2010 EFA Global Monitoring Report states, there are still many states that remain far from attaining their commitments⁵ due to conflict which is a major impairment for the apprehension of the EFA and Millennium Development Goals⁶

Encounters, especially when they turn into civil war or extermination, have permanent consequences for people. The impact is not only financial, but also on education. Given that conflicts vary in duration, intensity and localization, informative systems may be affected in

³ Izabiliza J. The role of women in Reconstruction: Experience of Rwanda, P 3

⁴ Izabiliza J. The role of women in Reconstruction: Experience of Rwanda, P 3

⁵ Education under attack. Report by UNESCO 2010. Published by United Nations Educational, Scientific and Cultural Organization. 7, place de Fontenoy, 75352 Paris 07 SP, France

⁶ UNESCO Institute for Statistics 2010. The hidden crisis: Armed conflict and education. The quantitative impact of conflict on education. Think piece commissioned for the EFA Global Monitoring Report 2011, P 4

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different ways⁷, as research indicates many dimensions of the informative system that are harmfully affected by conflict, especially with regard to existing inequalities within societies. In this regard, Africa has not been spared.

Africa presently represents about 40 per cent of the global conflicts and several of the wounded wars. Between 1970 and 2002, 35 fights occurred, most of them being civil wars. In 2003, 20 per cent of the African people and 15 countries were involved, generating eight million immigrants. The Rwanda genocide in 1994 abolished a predictable almost one million victims. The civil war in the Democratic Republic of Congo caused the hasty death of about 7 per cent of the population, around 3-4 million people. Conflict shakes education in many ways. Most sadly, it results in the death or movement of teachers, staff and students. For example, more than two-thirds of teachers are slayed as a result of genocide in Africa (Buckland 2005, xi).

In the late 1970s, battles left many education systems in ruins with almost no trained or knowledgeable teaching professionals⁸; in addition to beleaguered attacks on education⁹. The World Bank information that as a result of the encounter, 50% of its schools have required repair or rebuilding; and 58% of schools have been closed or demolished as a result of long civil war¹⁰. In Sudan, the civil war between northern and southern parts of the state extended over two decades, killing two million people and making six million moves away. This harsh conflict once solved, a new crisis supported by the state burst out in the western region of Darfur, which has led over two million people to move from their homes, among which are 200,000 who fled to

⁸ UNESCO Institute for Statistics 2010. The hidden crisis: Armed conflict and education. The quantitative impact of conflict on education. Think piece commissioned for the EFA Global Monitoring Report 2011, P 5

⁹ UNESCO Institute for Statistics 2010. The hidden crisis: Armed conflict and education. The quantitative impact of conflict on education. Think piece commissioned for the EFA Global Monitoring Report 2011, P 5

¹⁰ UNESCO Institute for Statistics 2010. The hidden crisis: Armed conflict and education. The quantitative impact of conflict on education. Think piece commissioned for the EFA Global Monitoring Report 2011, P 5

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Chad. As a result, there have been complications in consistent school calendars across war-affected regions¹¹ while schools continue being closed for an indefinite period of time, and this has had a destructive and malicious socio-psychological influence on students. In addition, the battle has resulted in reduced access to school, averting the opening of schools, threatening student's safety while travelling to school and attending class, and increasing teacher absenteeism¹². There has further been increased drop out this dropping educational existence rates due to movement, military recruitment or financial hardship.

In addition, other factors like increased overlook for youth involvement in the military¹³, has affected schooling since the academic year may be interjected or shortened due to drop outs who opt to leave school to battle conflict or in most cases is Africa, be the catalyzers in conflict circumstances. Concentrating more on South Sudan, we see that since individuality in 2011, the South Sudanese government has been steadily transformation its education system by assigning a large share of its countrywide budget to education. In addition, aid activities have been directing funds into education to help shore-up the levels of knowledge in the oil-rich country, and members of these unpredictable groups now find themselves part of the diaspora as they try to address conflict. However, there has been limited progress, and this battle appears to be a more extended issue¹⁴.

In order to improve educational plan responses during and after battle periods, it is essential to understand the multifaceted effects of conflict on education. In all, the existing study is clear that the effects of battle represent important challenges for national education systems. Therefore searching for the main causal factors of conflict incidences and understanding how to

¹¹ UNESCO Institute for Statistics 2010. The hidden crisis: Armed conflict and education. The quantitative impact of conflict on education. Think piece commissioned for the EFA Global Monitoring Report 2011, P 70

¹² UNESCO Institute for Statistics 2010. The hidden crisis: Armed conflict and education. The quantitative impact of conflict on education. Think piece commissioned for the EFA Global Monitoring Report 2011, P 111

¹³ UNESCO Institute for Statistics 2010. The hidden crisis: Armed conflict and education. The quantitative impact of conflict on education. Think piece commissioned for the EFA Global Monitoring Report 2011, P 5

¹⁴ Brian L. and Thyne C. The effect of civil war on education, *Journal of Peace Research* 44, no. 3 (May 2007): 277-292.P 284

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better manage conflict could be important in ensuring the security of education. Some international organizations see battle as both a major encounter and a major opportunity, as the post-conflict environment may be fruitful ground for considerable education development and transformation. On the other hand, we shall look at Uganda more specifically Northern Uganda and how Education was used as a tool in peacebuilding that has helped the state manage conflicts as well as complicated war affected youth in peace plans in various schools.

1.2 Statement of the Problem

Today, so many conflicts threaten the understanding of the right to schooling of children. However, the fact remains that the vital element of children is no longer exclusion but a growing reality that inspires the belief that children are fundamental actors and great global changers for development. Although there are many tests that affect children such as poverty, insecurity, dislocation and abuse, children in conflict affected areas remain a special category that deserves stern attention. Attitudes towards children and their participation in education reflect the level of development. When children who have been able to accept an education in society realize their independence, their benefit of having attained education leads to political, social and economic development

Since independence in 2011, the South Sudanese regime has been progressively rebuilding its education system by assigning a large share of its national budget to education. In addition, aid agencies have been directing funds into education to help shore-up the levels of learning in the oil-rich state. However, these regime efforts to improve the education system in South Sudan have met little achievement due to conflict¹⁵. More than 1,000 people, mostly youths, have been reported killed and an projected 200,000 have been internally expatriate. The Overseas

¹⁵ Plan International on 'Education at threat in South Sudan. Report was published on 6 January 2014

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Development Institute (2012 Report) found that less than 10% of the inhabitants had finished primary school education and it appears that most families are slumbering in the open, schools have closed, teachers have fled, and those looking for education have left for the diaspora because of conflict¹⁶.

In addition, an all-inclusive survey on the state of South Sudan colleges revealed that only three universities were able to satisfy a sensible number of the set criteria. These are the universities of Juba, Upper Nile and Bahr El Ghazal. Even these are beset by many difficulties (USAID, 2013). If this condition continues, the South Sudan schooling delivery system will be steadily destroyed affecting service delivery.

1.3 Objective of the study

1.3.1 General Objective

This study seeks to ascertain the effectiveness of Conflict Management and the Threat to Education by visa vying the case of south Sudan.

1.3.2 Specific Objectives

- i. To investigate the causes and effects of conflict in South Sudan and why violent conflict continues to prevail in the society.
- ii. To find out how conflict management strategies in the past have threatened education in South Sudan.
- iii. To investigate the role of the international community in managing conflict in South Sudan

¹⁶ Save the children. Those Who Live It: An Evaluation of Children's Education in Conflict – Affected Fragile States. Global Evaluation Report 2008.

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- iv. To document possible strategies of managing conflict to reduce its threat on education in South Sudan

1.4 Research Questions

- i. What are the causes and effects of conflict in South Sudan? How have conflict management strategies threatened education in South Sudan?
- ii. What is the role of the international community in managing conflict?
- iii. What are the possible strategies of managing conflict to reduce its threat on education?

1.5 Justification of the Study

The aim of this study is to consider how much weight schooling and education access is vital to struggle management. There seems to be a relationship between low levels of schooling and conflict as exemplified by low education levels for the case of South Sudan.

The study will also try to clarify how past struggle administration strategies have led to the increase of struggle, further affecting the education system in South Sudan.

The study will also seek to show the significance of the study by providing findings that:

Will help the South Sudan government realize the magnitude of the effects of the conflict and the need to manage conflict more effectively?

Contribute to the Education for All agenda of the World Bank. Through the findings, neighboring governments may come up with more informed strategies of managing conflict to reduce its threat on education; and Help improve on the existing body of knowledge on conflict management and its threat to education.

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1.6 Literature Review

The right to education of children is an important human right. There is a need to acknowledge that the non-realization of the right to schooling of children in conflict affected areas has significant undesirable impacts on development. 'Development' in battle affected areas is often related with charitable aid, gender equality, human rights, governance, and education. Most donors, scholars as well as UN agencies fail to recognize the practical problems of development as most children "forfeit their right to education" (INNE 2006: 6). Education is the basis for important choices in life. According to a UNICEF information (2005:32), during struggle circumstances education upsurges knowledge about equal rights and roles of men and women as well as boys and girls.

The literature review involved a critical review of both theoretical and empirical literature on Education threat which is as a result of the antecedents of Conflict, its impact on conflict management and how the international community contributes to the management of conflict. It further examines the relationships between these variables. Looking at scholars like Atwood whose study focuses more on the general causes of conflicts. Out of these causes the researcher derived the causes that are rooted in South Sudan. Conflict strategies have been attempted in the past to solve conflict in South Sudan, but the world is still watching with concern at the bloodshed and increased insecurities in the country. Failed ceasefires have taken the country backwards in terms of security. International efforts to make English the national language as a way of reducing differences between communities has also failed. It is suffice to say that the international community in the past has failed due to ulterior motives. In the case of South Sudan, the international community is most certainly interested in the oil and the fact that it is a new state, hence an economic attraction.

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By its very nature, the right to education of children should be a priority in the area of human rights. In most cases, the basic access to life, the basic access to health, the fundamental access to education, the right to freedom of expression and rights of vulnerable groups are all related to the educational expansion of kids. It therefore becomes vital to focus on rights-based approaches to the subject, so as to enhance the realization of the right to education and all other human rights entitlements.

An inquiry into the literature on issues relevant to the right to education of children in conflict affected areas in Uganda reveals the great surprise that most of the literature emphasizes the impacts of conflict on children education but leaves out the aspect of how to realise the right to education of children. As far as the right to education in armed conflict is concerned, Boyden and Ryder (1996:9) in their book reached the conclusion that: Education needs to be given major priority in areas affected by conflict since it can offer many benefits additional to those provided in peace time. It can, for example, fulfill many important security and social functions. Children in war zones who are deprived of an education are thus doubly jeopardized.

Heidi Eschenbacher (2009:2-6) stated that education in conflict affected countries has gained much attention since the World Education Forum meeting in Dakar. Education of children in conflict affected areas was highlighted as a major concern in the EFA goals by global charitable agencies. Schooling is one way in which conflict can be prevented and can help prevent the impact of conflicts on children. Peter Buckland (2006:9) shows clearly that education does not cause wars but cannot end them either. But realising the right to education of children can help prevent the impact of conflict in the society.

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Often neglected gender dimensions are of critical importance in needs-based analysis of the right to education particularly in contexts characterized by human rights violations and internal displacement in Uganda. Not only are patriarchal structures a big blockage in realizing the right to education, most analyses of battle are mostly 'ungendered' (Byrne, 1996) which is a potential cause of incompetence of programmatic responses.

Education is a key component and a right of children. Geiger (2002:3) indicated that the benefits of education relate to more or less all aspects of development. Education empowers people to participate in public and political life. The denial, as well as violation of the right to education of children, spoils a girl's capacity to develop her own personalities, to maintain and defend herself and her families and to take part sufficiently in economical social and political life. On society level, the denial of the right to education damages the cause of democracy and social development and by extension, may harm human security and global peace. In addition, schooling can be observed at as more than reading, and education to write or calculate, it's a real necessity and indispensable right

A number of human rights frameworks address the right to education of children as a people right. The Agreement on the Rights of the Child which is the mostly widely ratified human rights instrument preserves education as a fundamental human right for children. In addition the Convention on the Elimination and Discrimination against Women, ACWRC, Art 11, and national legal documents address relevant issues. While the CRC is not a child' agreement, the non-discrimination belief is strongly exemplified in it. Accordingly, children should enjoy and have equal rights. In fact, all CRC rights are to be granted to all persons below 18 years of age (art. 1) without discrimination of any kind (art. 2).

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The right to schooling as a human right can be characterized as an empowerment right. In fact, the enjoyment of political and civil rights such as the freedom of expression and information, the right to vote and to be elected among others necessitates a minimum level of education. On a further note, socio-economic and cultural rights including the right to work and equal payment can only be exercised and become meaningful after a person has acquired at least some level of education. According to Kumar (2004:237-242), education is imperative for addressing life challenges and promotion of human rights; it is both a human right in itself and a necessary means of realizing other human rights. It is the prerequisite for enjoyment of economic, social and cultural rights. Civil and political rights and social rights such as the right to vote, proper decision making, access to public service can only be fully put into effect with a minimum level of education. Education as a fundamental right has been recognized and authorized by many international human rights instruments. In actual sense, education should be free, non-costly and accessible at least on primary level by all children and children. It is also an important tool of protecting children especially against various forms of exploitation such as sexual exploitation, slavery, trafficking, recruitment into rebel and military forces. In other wards the progression of education helps children to learn about their rights, duties and how the society functions.

According to article 26 of the Universal Declaration of Human Rights “Everyone has the right to education”. Basic education should be obligatory and that the technical and professional education must be made available and higher education should equally be accessed to all persons with an emphasis on quality. Education has to be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. Accordingly, every individual, irrespective of race, nationality, ethnic or origin, gender, religion, political affiliation, age or disability has a right or is entitled to free elementary education

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(Huggins et al, 2005). The right to education is also addressed in the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW art 10) which prohibits any form of discrimination against women regarding the right to education and states parties to the convention shall take appropriate measures to eliminate discrimination and ensure equality.

1.7 Theoretical framework

1.7.1 Theory of Peace

This study adopted ¹⁷Fisher et al's (2001:7) theory of peace. He says that bringing about peace in conflict situation is a process which involves dissimilar stages, the finest and most critical of which is conflict alteration. The stages he highlights are struggle prevention, conflict clearance, battle organization and battle resolution.

Since we have already established that battle is unavoidable, basing our understanding on scholars such as Dahrendorf R. whom just like Coser L. sees conflict as universally present in all human relations. The study focused on battle administration as the main instrument necessary for South Sudan. Zartman described struggle administration as the abolition, neutralization of conflict from erupting into crises or to cool a crisis in eruption.

The study tried to bring out Struggle Management as the dependent variable; and education and conflict as the independent variables. Conflict managing goes hand in hand with struggle transformation and this entails restructuring in any society that experiences violent conflicts. Many scholars have ignored the fact that education plays a key role in transformation. They talk about transforming institutions such as the military, the health, economic structures but ignore the fact that education helps shape the minds of human beings from a tender age. National open

¹⁷ National Open University of Nigeria (PCR 701). Theories in Conflict Management

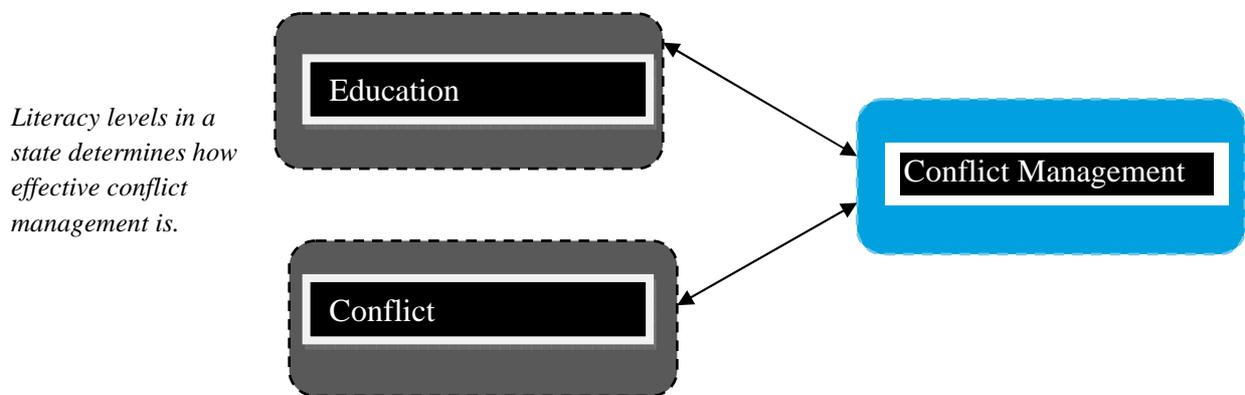
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university of Nigeria came up with a progression outline that concentrated on ‘Theories in Conflict handling’. In their study they focus on schooling as a key issue in peace making.

Education for Mutual Understanding (EMU) or multi-cultural schooling focuses on children and fresh adults, and pursues to produce generational variations in attitude. Such educational programs stress reason, fancy, critical thinking, honesty and love of truth. Studies have shown that this has been successful in Ireland.

The study shall demonstrate the danger of education in South Sudan and what possible consequences the state could suffer from if this is not addressed by the régime and also how education can be a key factor to bringing about positive conflict management in South Sudan.

Figure 1: Conceptual Model



Supporting booklets on South Sudan will try and illustrate contextual of South Sudan Conflict and how education learning has dropped significantly, affecting the refurbishment of peace and how the global community play a part in all these.

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1.7.2 The Convention on the Rights of the Child (CRC) Model

The Convention on the Rights of the Child was established in 1989 as the first globally binding legal instrument to incorporate the full range of human rights -civil, political, financial, cultural and communal – specifically appropriate to children. In general, the agreement provides for four dissimilar kinds of rights that include existence rights, development rights and children's right to express their views and also put into consideration the required and minimum living standards and health care, i.e. provision. Like CEDAW, the CRC (art. 2) repeats prohibition of any kind of discernment irrespective of the child's or his or her mother's or legal guardian's race, color, sex, language, faith, nationality, ethnic or social origin, property, incapacity birth, activities, expressed sentiments, or beliefs of the child's parents, permissible guardians, or family members, or other status.

CRC Article 28 calls for States to make primary education obligatory and free to all, and to encourage the development of available secondary and other forms of education. Quality and significance is detailed in Article 29, which directives an education that builds on a child's potential and supports his/her ethnic identity. Psychosocial support and augmented curriculum for conflict-affected children are both highlighted in this article.

In addition, Article 29 defines the aims of education, that education shall be directed to the development of the child's personality, talents and mental and physical aptitudes to their fullest imaginable. This echoes the over-riding values of the CRC, which are stated among others in Art. 3 on the best interests of the child. It requires child-friendliness in all aspects. Article 12 proclaims that children are permitted to express their views on all matters of concern to them. This in turn applies to all aspects of childhood education inclusive of children. According to the

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UNESCO *EFA* Global Monitoring 2009 Report, the principle of participation in schooling was buttressed in the Agreement, with similar rights to freedom of expression, faith, and association.

CRC article 38 notes the obligation of States Parties to respect and safeguard respect for international charitable law as it relates to children, as well as to take all achievable measures to ensure the guard and care of children affected by conflict. Article 39 focuses on the treatment, recovery and social rehabilitation of children who are victims of battle. Schooling has a special role to play in the contentment of both of these articles, since it can be an important medium of defense and also of recovery and social restoration in the setting of conflict.

Uganda was among the first states in the world to ratify the Agreement on the Rights of children¹⁸. The CRC applies with equal force and in particularly important ways to the right to education of children in conflict affected areas. Despite Uganda's leadership on the international stage in ratifying the CRC, in practice, the government is falling short in implementation (Human Rights Watch, 2010) where it is most required, that is in areas that were affected by conflict.

1.8 Research Methodology

The study seeks to find information through online means using the survey monkey tool and primary means by interrogating a random sample of Foreign South Sudanese scholars who now live in Kenya. These are students who have travelled in search of better living standards and better education.

Survey monkey is an online tool which the researcher used the tool to upload the questions onto the system and circulate a link to the specific individuals through a personalized mailing

¹⁸ Convention on the Rights of the Child, G.A. res. 44/25, annex, 44 U.N. GAOR Supp. (No. 49) at 167, U.N. Doc. A/44/49 (1989), entered into force September 2, 1990, ratified by Uganda, on August 17, 1990

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system. The tool is able to summarise the results and provide a report that is both detailed and summarized into pie charts and graphs. The one on one interview will be used to add on more information that would not otherwise be captured by the survey monkey.

The researcher used qualitative and quantitative analysis focusing more on human behavior and what motivates them towards fierce conflict. Data collection was done through primary sources such as surveys, surveys and interviews. This enabled the researcher to illustrate the relationship between education and conflict, education and conflict management and how improved education systems can lead to a sustainable peace in the case study of South Sudan.

This study population covered students of South Sudan who migrated from Sudan between 1994 and 2013 and have subsequently then been in Kenya. Thin focus is on the 52 South Sudanese scholars at the University of Nairobi.

University of Nairobi has a total of 52 South Sudanese students at the moment. 40 are doing a bachelor's degree and 12 are undertaking a post alumnus degree. Using the Krejcie and Morgan (1970), an accumulative of 52 (fifty two) respondents were selected to constitute a sample size. The study adopted the stratified random sampling method. The strata were based on the category of students in the University of Nairobi. A sample of 20 students was selected in order to collect data from the respondents. A simple random sample was then done for each stratum using proportionate and uneven sampling methods (Sakaran, 2003). A disproportionate simple random sampling procedure was used for small strata where information obtained was non demonstrative of the respondents (Sakaran, 2003).

The study relied on primary sources of data. Primary data was collected from respondents using a planned self-administered questionnaire and interviews schedule. Reliant on the

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approachability of the respondent, some surveys were self-administered while others were sent through mail. The questionnaire entailed of mainly closed ended questions and a few open-ended questions for purposes of clarity. The questionnaire was designed in accordance with the study objectives.

To improve the validity of the questionnaire, the researcher moderated the tools to fit the study objectives. This catered for language lucidity, significance, and completeness of the content and standard length of the questionnaire. In addition, 10% of the questionnaires were then pilot tested on selected respondents in order to pretest their validity. To ensure reliability of the research instrument, the Cronbach Alpha Coefficient was used. Cronbach coefficients of 0.5 and above were considered adequate (Sambasivan. et al., 2009).

The collected data was organized and edited at the end of each step to ensure correctness, completeness and steadiness of the information given by the respondents. The results of which were used for data coding. Coded data was then examined using SPSS to establish the correlation among the variables.

1.9 Scope and limitation of the study

1.9.1 Scope of the Study

The study is limited to understanding the causes and effects of conflict, how conflict management has threatened education, and the role of the international community in handling conflict. The study emphasizes on the period between 2000 and 2013. This is because this period has witnessed the bloodiest armed conflict in South Sudan.

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The study constitutes South Sudan students in Nairobi due to close proximity. Due to the state of security, the researcher shall also circulate the online survey to South Sudanese students in South Sudan whom through internet access can fill in the online survey.

1.10 Chapter Outline

Chapter I – This chapter details the background content to the topic of research, problem statement, objectives of the study, study justification the Literature Review, theoretical orientation, study methodology employed and finally the chapter outline

Chapter II – **History and Causes of Conflict in South Sudan**

.Chapter III – **Conflict Management in South Sudan**

Chapter IV – **Children Education in South Sudan**

Chapter V – **Findings, Conclusion and recommendations**

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CHAPTER TWO

HISTORY AND CAUSES OF CONFLICT IN SOUTH SUDAN

2.1 Introduction

This chapter involves a critical review of both theoretical and empirical data in existing literature on the causes and effects of conflict, how conflict management has threatened education, the role of the international community in managing conflict, and the possible strategies for managing conflict.

2.2 Causes and Effect of Conflict on and Education Sector in South Sudan

The Republic of South Sudan was come into being on July 9, 2011, as a result of a secession war waged against Arab-dominated north Sudan in the 1950s. The decades of brutal civil war left two and a half million dead. However, secession from Sudan marked a major milestone and opportunity for South Sudanese, but the nascent state has persisted being delicate. During its first years of freedom, an oil standoff with adjacent Sudan, inter-communal viciousness, persistent revolts by splinter militia groups, progressively constrained political space, fraud, and limited economic opportunities troubled the new nation. Barely two ages after freedom, a major military conflict erupted on December 15, 2013 (Joak, 2014).

From Juba, the capital city, the military conflict spread to other towns and states. As the conflict continued beyond the capital city, it increasingly moved along ethnic lines. What began as a political power struggle soon took on an ethnic character. While Kiir's Presidential Guards engaged in attacks on Nuer civilians in Juba, Machar's forces meted human rights abuses against citizens, most Dinka, in Bor and oil workers in Unity state. The rebels and administration forces have clashed for control over the state's major cities: Bor, Malakal, and Bentiu.

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In its wake, the current battle in South Sudan has brought with it widespread dislocation, mass killings, carnal violence, and other dire penalties with the possible of setting South Sudan's growth back by years. The conflict has demanded the lives of more than 10,000 people and over 900,000 people have been banished which is nearly a 10th of the entire South Sudan population (Pratt, 2014). Refugees have fled to neighboring states including Ethiopia, Kenya, Sudan, and Uganda.

Attempts to solve the conflict, spearheaded by East African heads of government through IGAD with the sanctifications of the Africa Union (AU), have been made in Addis Ababa, Ethiopia, with slow and snail-pace results.

2.2.1 Dismissal of Dr. Machar and Political Dissidents

The conflict was as a result of long-standing power fight between President Salva Kiir and his former Vice President, Dr. Riek Machar. In July 2013, Kiir sacked Machar from his position of Vice President along with all the other associates of the cabinet. Machar accused Kiir of abusing his administrative authority. Kiir in turn appointed a new cabinet, welcoming traditional antagonism figures into the fold. Tensions smoldered until early December, when a group of former regime officials held a press conference challenging President Kiir's leadership of the party. By mid-December, after a tense meeting of the dominant party's most senior leaders, President Kiir accused Machar and other frontrunners of trying to coup him militarily. Soon, both leaders and their allies took up arms (Poni, 2014).

2.2.2 Tribalism, Nepotism and Unfair Allocation of Positions

The root cause of internal conflicts among Southern Sudanese over the past is based on an unfair distribution of positions (question of power). In government spots, one single tribe

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(Dinka) has always upheld a dominant role over other tribes. South Sudan; as it's known locally and globally, is a multi-ethnic and multi-cultural society with more than sixty (68) ethnic groups.

The rampant favoritism and tribalism, which is the making of the so-called "land seizing", denial of job opportunities and the discerning promotion of SPLA officers and other security organs are based on a kind of setup where checks and equilibriums are not relevant at all levels of Administration of South Sudan. The political Bureau (PB), which is the highest radical organ of the ruling SPLM is a rubber stamp used by one cultural group (Dinka) to dominate others by using their numbers to impose decisions on others (Joak, 2014).

Some Government institutions like Ministries of Finance, In-house Security, Public Service, Exercise, SPLA Affairs, Bank of South Sudan, Regional Collaboration (Foreign Affairs) and all the safety organs are dominated by the Dinka making it hard for other ethnic groups to voice their concerns openly. Such tribes like Anyuak, Lokoi, Taposa, Didinga, Lokoro, Acholi, Murle, Balanda, Abakaya, Mondu, Nyangwara, Baka, Makaraka, Jurbel, Maban, Boya among others are not represented at any level of government from Government Of Southern Sudan ministers, Independent commissions or Administration Of Southern Sudan under-secretaries and yet they possessed most capable personalities capable to manage such institutions. While during the war each community mentioned above participated actively in defending the Southern's cause against the successive governments in Khartoum (Mabiei, 2014).

Additionally, politicians use their societies as the tools of political advantage, causing the huge conflict in nation. Tribalism and nepotism is well-entrenched in Kirr's structure where his close circles and henchmen are the ones tapping the resources of the state through "our turn to eat" philosophy (Sangmpam, 2014).

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2.2.3 Corruption, Exploitation and Mismanagement of Resources

Corruption and misuse are rampant. Since vote and independence of South Sudan nearly 10 years, there has been ongoing dishonesty and misconduct of resources where leaders have more benefits confidentially. The vast majority of the people from the South-Sudan are poor and neglected by the present leadership. The state has failed to provide substructure, education, or a stable asset climate which has meant that young South Sudanese have few chances. Especially in the oilfields of the Greater Upper Nile region, where huge wealth from under the soil is exported out of the area with no noticeable benefits to the communities, a huge pool of uneducated adolescent boys has been easy enlisting fodder for rebel commanders and opportunistic politicians who use them to further their own ambitions (Zambakari and Kang, 2014).

Upper Nile and Unity which have oilfields get only 2% each of the oil incomes and the rest of 96% is being reserved by the central government in Juba where the monthly payments of oil money that amount to over 500 million is being kept in external banks accounts in East Africa states by the President Salva and his close families. Both the Minister of Finance and the governor of Central Bank are the leader's friends who are involved in mishandling and unaccountability over the resources. It is claimed that the President's fears of collective leadership made him disband the Political Bureau, National Liberation Council, discharge of former Vice President Dr. Machar, Secretary General of SPLM Pagan Amum, some critical governors and replaced them with strangers who have zilch much to contribute in the SPLM leadership (Joak, 2014).

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2.2.4 Poor System of Governance

Since 2005, both the Independent and the current Republic of South Sudan have been receiving not less than 18 billion USD in oil revenues without implementing any major developmental projects like roads networks connecting different States in South Sudan, conducive learning universities from basics to universities levels, referral medical facilities, clean drinking water in distant areas throughout the country, setting up lively and credible organizations which can adhere to rules of law. All these things have not been applied due to poor system of supremacy. Most of the counties have no roads connecting them with their State capitols, schools, health centres etc. South Sudanese populace in the rural areas throughout the country still lives in the same circumstances as they were under Khartoum's rule in terms of scarcity of growth (Sangmpam, 2014).

2.2.5 Army and Disarmament

Another measurement is the army. South Sudan's national army is poised mainly of different groups that fought against the administration in Khartoum. Several of these dissimilar groups were combined into a national army when the Complete Peace Agreement was being negotiated and more were combined during the provisional period that followed. The army has been insecurely structured and key leaders have retained loyalty to their former militia leaders. The process of disarmament, disbandment, and rehabilitation (DDR) has ultimately been a failure. Only 10,000 have been discharged of an estimated 150,000 former militia. The long simmering challenges associated with the amnesty and integration splinter dissident factions came to a boil in December, when large parts of the nationwide army defected to join the armed opposition (Mabiei, 2014).

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2.3 Involvement of Ugandan UPDF, SPLM-N and JEM Mercenaries Forces In

The presence of Ugandan troops and Sudanese rebel forces in South Sudan has intensified the current conflict between the administration and the SPLM in opposition. The participation of external troops allegedly lent by President Kiir has worsened the skirmish. This peripheral army has passed out want on and culturally motivated massacres in Great Upper Nile States of Jonglei, Upper Nile and Unity (Joak, 2014). However, Uganda stated that their armed approach in South Sudan was stimulated by a mission of “securing dangerous infrastructure and installations in South Sudan.” The rebels have demanded the withdrawal of Ugandan forces and the same enunciated by Ethiopia and the United States. However, without an thoughtful of the key stakeholders and issues driving fight through South Sudan, in addition to the radical crisis within the SPLM/A, long standing peace cannot be built on armed intercession by external actors such as Uganda.

2.4 Over politicization of Issues

Like its counterparts in Africa and Asia, South Sudan is an over politicized state. Over politicization is the differing of liberal negotiation at the basis of liberal democratic rule in Western democracies. One of its main indicators is the failure of political rivals to take off the table their irresolvable issues. As a result, political competition barely leads to institutional and policy concession. Instead, it often results in unpredictability. South Sudan is heavily dependent on oil for its incomes - 98 percent of the total financial plan (Sangmpam, 2007). Since liberation, oil revenues and oil policies have been hampered by an amount of factors, chief among them corruption and misappropriation. The penalties of this economic situation have been hyperinflation (around 80 percent in 2012), joblessness, and administration’s change of heart

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about disbursing tuition for university students. This reality inevitably became part of the political rivalry in South Sudan. It triggered a pattern of over politicized manners. Among these is armed rebellion, human rights destructions by state officials, ferocious land disputes, and intertribal violence (Sangmpam, 2014). The December 15 military battle is, thus, both an outcome and parcel of these over politicized manners (Poni, 2014).

That South Sudan's political landscape allows for no public disapproval implies the existence of dissatisfied citizens lacking alternative platforms to escape their frustrations (Sangmpam, 2014).

2.5 Education issues in conflict affected and fragile states

The fact that two million children have perished in the past decade as a result of armed battle, and six million have been wounded or permanently incapacitated, indicates the degree to which children have been impacted by ferocious conflict (Save the Children, 2006a). Out of the 77 million children internationally who are out of school, 40 million live in battle affected fragile states where schooling is at best conceded and at worst non-existent. A plain example of this can be seen in Somalia/Somaliland, a nation unenlightened by long term civil war, where only 22 per cent of children are getting an education (Save the Children, 2007).

Delivering basic amenities in delicate states has attracted cumulative international attention, both from the perception of human haven and as part of the global pledge to assist Southern states to reach the MDGs. The term 'delicate states' tends to be seen through the prism of donor priorities: security, economic stability and service provision capacity and is variously defined 'in terms of the functionality of states, of their outputs (including safety), or of their relationship with donors. Such definitions characteristically encompass all those states that are

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either reluctant or unable to provide on basic amenities. Although many delicate states are those in conflict or developing from conflict, delicacy is not limited to states affected by conflict. State flaw or fragility occurs for a number of dissimilar reasons, and a superfluity of typologies have arose from various agencies attempting to define the types and features of delicate states. In contrast the OECD-DAC delicate states work stream in its final merger paper on service delivery restrained attempts at typologies and applied three relatively standard definitions of fragile states: refining, failing, and in violent battle (OECD-DAC, 2006).

While identifying the various definitions and typologies for subtle states, Save the Children uses a specific list of states which it describes as ‘struggle affected and delicate states’ (CAFS) as a gadget to analyze the provision of schooling aid to these states by donor. One of the major consequences of the overall insufficiency of funding to CAFS is that competing priorities mean that limited finance goes to education. This analysis specifies that while there is an increasing gratitude of the importance of schooling and an overall increase in funding for education to emerging countries, the majority of aid typically goes to better performing states including those considered low income states (LICs).

Donors are reluctant to risk financing funds into schooling in conflict-affected states where states may be unable (and some reluctant) to provide basic amenities to their populations. They tend to be most ‘risk averse’ when they believe it is challenging to provide the optimum mode of fiscal support, (characteristically budget support). Funding modalities in these states are problematic and many contributors are reluctant to take the associated dangers of funding state authorities, while others are concerned of the danger of undermining state building if funding is through non-government structures. Regardless of population size, the overall education aid per

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capita in CAFS is considerably lower than that provided to LICs, as demonstrated in Figure 1 below. In 2004 for example, less than a third of schooling ODA commitments to low-income countries were allocated to CAFS. The remaining 33 low-income countries – just over a half of the total number – were given more than two-thirds. In the same year, less than a fifth of multifaceted aid for education in low-income states went to CAFS. The subtext is clear: donors do not prioritize schooling in CAFS to the same extent as in other LICs (Save the Children, 2006c: 4). What this validates is that funding for education in CAFS is recurrently inadequate. Levin and Dollar for example argue those delicate states ‘received 43% less than their privilege according to population, poverty, policy and institutional enactment levels’ (Levin and Dollar, 2005). Accordingly, ‘Children in CAFS are less likely than other offspring around the world to have the chance to go to school’ (Save the Children, 2006b: 1). In fact they are four times less likely to go to college than children in other low-income states.

Yet, children badly want to continue their schooling even under the most difficult conditions. An example from the recent situation in Lebanon has emphasized this: “I don't want to die. I want to go to college,” says Jamal, a four-year-old Lebanese boy scarred by the Israeli bombing of his state. Home for Jamal is now a "dislocation centre" in the southern town of Jezzine, where his family escaped in fear for their lives (The Independent, 3rd August 2006).

Children and paternities are very clear that tutoring is what they want. Yet most donors still do not prioritize education in spite of the clear security risks of not doing so. The lack of prioritization and funding to education has implications that mean education systems that should be protective, inclusive and promote tolerance of miscellany, can often be influenced to be the very opposite. In addition large numbers of idle, unschooled youth (often left out of the

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education loop by the focus on primary schooling), are in effect a ticking time bomb (Sommers, 2001). Donors need to devote in education in CAFS not only from a moral and rights based imperious, but also to ensure that the safety risks of not providing superiority, inclusive schooling can be mitigated.

Schools and instructors are often marks of war and can sometimes be contributors to conflict concurrently. They can be places of defense or agents of propaganda where children are more easily recruited into armed forces. Therefore, while funding is a critical issue affecting schooling in delicate states, there is a less obvious issue for schooling, i.e. the role that education plays in either worsening or mitigating fragility and/or conflict. There is a critical need to recognise that while education should be defensive, that ideal is not always the case.

There has been growing recognition of this paradox of the ‘two faces’ of schooling where schooling can be used in a negative and harmful way through the guidance of textbooks either for political purposes or through inculcation of arrogances of superiority of gender, culture, religion or race (Smith and Vaux, 2003). Consequently, Smith and Vaux suggest that because schooling can contribute to and even impair conflict, the relationship between education and conflict should be a core element of educational planning in countries undergoing or emerging from conflict (Smith and Vaux, 2003). Recognition of the two-sided nature of schooling therefore can add to breaking an ongoing sequence of violence, by protecting children against the risks posed by the ‘negative face’ of schooling. Bush and Salterelli for example indicate how good quality schooling can have cumulative aids as a mechanism for conflict prevention, but equally when describing the inconsistency of education, they argue that:

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If it is true that schooling can have a socially positive impact on inter-group relations, then it is similarly evident that it can have a socially negative impact (Bush and Salterelli, 2000: 9). Schools and educators therefore can become part of, or topic to, manipulation and regulator, as oppressive regimes often regard schooling either as a threat to their power or as a tool for instruction. This has been painted most recently in Afghanistan where the Taliban have bombed schools and slayed teachers. In Helmand province in the last eight months almost half the institutes have either been burned down, or the educators have been intimidated into closing... Schools are soft targets, the night letters instill fear into the people, and the purpose is to slowly erode the power of the democratically-elected government (BBC, 2006).

Nevertheless, the undesirable potential of bad quality education should never be used by agencies as a justification not to engage in backup education activities and systems. It is the very fact of why quality, inclusive schooling needs to be a major part of any response to conflict affected states. Therefore educational planning, using impartial approaches and protective surroundings might assist not only in averting conflict, but also in prevention of employment of children into armed forces. In order to provide children affected by armed conflict, (particularly Children Associated with the Armed Forces - CAAF) with hope, to alleviate further conflict, to develop a sense of future, as well as to promote financial growth and a healthy population, it is vital that education is providing in all situations.

Education should provide such guard of children and prevention of further recruitment by: providing physical protection (ensuring institute buildings and the surrounding atmosphere are safe spaces) where children are not in danger of (re-) employment offering psychosocial protection from conflict-related trauma and emerging cognitive protection (developing suitable

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life skills which children need to endure and cope in a conflict-affected environment, such as landmine consciousness or critical thinking skills).

The growth of an effective protective component of schooling can make children less vulnerable to staffing by armed forces. For example warring parties may recognize schools as safe spaces which will not be targeted. Furthermore, children can convert more discerning of outright propaganda and ideological handling, as a result of life skills education. Education is also vital in post-conflict situations when children are reintegrating back into their societies. These children have often experienced a huge shift in identity during their time with the armed forces, perhaps becoming a spouse or even mothers, or acting as commandants. For some, to revert to being a 'child' again, might be an unbearable task. Quality education however in its holistic sense can help children affected by battle to develop a sense of stability to be able to reintegrate more positively into their communities. This has been verified in Sierra Leone, where children who were provided with schooling skills, were shown to be more fruitful in their incorporation than children who had not received an schooling (Save the Children, 2006c).

Another factor that is linked both to the lack of finance for education in CAFS and the direct significance of the conflict itself, is the lack of competent teachers. The availability of competent teachers is compromised for example where colleges and teachers are targets of armed occurrences. The result is one of two things, that colleges close, or that unreserved teachers are employed to replace competent teachers who have fled the attacks. While the use of unqualified 'para-teachers' is not desirable in the long term, they are often a essential feature of conflict situations to ensure colleges remain open. As an oddly positive value of conflict these para-teachers can in some cases provide chances for educational innovations to take root. The

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BRAC model in Bangladesh and Escuela Nueva programme in Colombia for example, has demonstrated the possible to provide rapid and cost-effective replacements to teacher teaching. These models have proved prosperous in two ways. Firstly as a rapid quicker learning approach to ensuring that more offspring gain access to education in circumstances where administrations are unable to deliver education to all, and secondly, because donors are unwilling to fund what are perceived as corrupt or unable governments, are able to fund schooling programmes. In Bangladesh, the accomplishment of the programme meant that finally it became mainstreamed and was sustenance to the overall system. What this highlights is that good quality accelerated learning programmes is an effective device for getting excluded and marginalized children into schooling (this is particularly so for children who are CAAF and often benefit less from Decommissioning, Demobilisation and Restoration (DDR) initiatives³). Education is the most obvious reintegration tool for CAAF, but is regularly ignored by many traditional DDR processes as mentioned in more detail below.

The combination of these particular trials, the dearth of education funding in emergency situations and in CAFS, education's two faces and the lack of properly trained and qualified teachers, means that appropriate informative opportunities for children connected with the armed forces are harshly limited. As a result they are more vulnerable to re-recruitment into armed forces and are less likely to alter negative identities into positive ones or to move on from the horrific and determinative experiences during the conflict. Furthermore, the existence of large numbers of children and youth, who are illiterate, is a obligation in any conflict-affected state and a lack of schooling will only hinder their rehabilitation into community life.

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In order to provide children affected by armed conflict, (particularly Children Associated with the Armed Forces - CAAF) with hope, to alleviate further conflict, to develop a sense of future, as well as to promote financial growth and a healthy population, it is vital that education is providing in all situations. It is the very fact of why quality, inclusive schooling needs to be a major part of any response to conflict affected states. The undesirable potential of bad quality education should never be used by agencies as a justification not to engage in backup education activities and systems. Therefore educational planning, using impartial approaches and protective surroundings might assist not only in averting conflict, but also in prevention of employment of children into armed forces.

Education should provide such guard of children and prevention of further recruitment by: providing physical protection (ensuring institute buildings and the surrounding atmosphere are safe spaces) where children are not in danger of (re-) employment offering psychosocial protection from conflict-related trauma and emerging cognitive protection (developing suitable life skills which children need to endure and cope in a conflict-affected environment, such as landmine consciousness or critical thinking skills).

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Another factor that is linked both to the lack of finance for education in CAFS and the direct significance of the conflict itself, is the lack of competent teachers. The availability of competent teachers is compromised for example where colleges and teachers are targets of armed occurrences. The result is one of two things, that colleges close, or that unreserved teachers are employed to replace competent teachers who have fled the attacks. While the use of unqualified military teachers is not desirable in the long term, they are often a essential feature of

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conflict situations to ensure colleges remain open. As an oddly positive value of conflict these para-teachers can in some cases provide chances for educational innovations to take root.

The existence of large numbers of children and youth, who are illiterate, is a obligation in any conflict-affected state and a lack of schooling will only hinder their rehabilitation into community life. The combination of these particular trials, the dearth of education funding in emergency situations and in CAFS, education's two faces and the lack of properly trained and qualified teachers, means that appropriate informative opportunities for children connected with the armed forces are harshly limited. As a result they are more vulnerable to re-recruitment into armed forces and are less likely to alter negative identities into positive ones or to move on from the horrific and determinative experiences during the conflict.

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In order to provide children affected by armed conflict, (particularly Children Associated with the Armed Forces - CAAF) with hope, to alleviate further conflict, to develop a sense of future, as well as to promote financial growth and a healthy population, it is vital that education is providing in all situations. It is the very fact of why quality, inclusive schooling needs to be a major part of any response to conflict affected states. The undesirable potential of bad quality

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2.6 Chapter Summary

Atwood¹⁹, studied the threat to the global systems and came up with a link amid “*poverty and violent war*”. Poverty is widespread in African states and is perceived to be one of the major causes of wars. Especially intra conflicts, where properties are fought over by different groups. States such as South Sudan, Kenya, Rwanda, Burundi and Congo are strong examples. Wallerstein²⁰ in his model “World Systems Theory,” discusses of class brawl: a conflict between a possession class that controls creation and a dispossessed laboring class that provides the labor for production. When you have two collections of people in a society who are divided because of capitals then there is bound to be conflict²¹. The resource owners are too greedy to share and the rest contest by all means necessary to achieve access to the same resources.

²²Sampson, Raudenbush, and Earls, in their 1997 study of regions and violent crime, examined race and class exclusion in poor neighborhoods and its impact on “shared efficacy,” or social cohesion among fellow citizen. They found that “isolation, exploitation, and dependence wrought by resource deficiency acts as a centrifugal force that stymies shared efficacy.” The greater the effect of this resource deficiency a phenomenon the authors called the “concerted disadvantage” factor the stronger the association to the level of violence. Meaning that the less

¹⁹ Atwood J.B. The link between Poverty and Violent Conflict. New Engalns Journal of Public Policy

²⁰ Wallerstein I. (1974). The Modern World System: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteen Century, New York. Academic Press

²¹ Martinez-Veta C. (2001) World Systems Theory

²² Page 160 - The Link Between Poverty and Violent Conflict by J Brian Atwood

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fortunate militarized together for a joint goal, which was to fight for their basic rights and what they felt had been embezzled from them by the other groups. This goes to explain that indeed poverty and resource deprivation leads to conflict. The World Bank report entitled “Breaking the Conflict Trap” argues that an unequal supply of wealth exacerbates societal tensions and “increases the insight of relative deprivation.” This, in turn, the report states, leads to “alleged grievances and possible strife.”²³

Though to some disparity maybe linked to poverty, this is not usually the case. Disparity may come about due to various aspects such as governance positions, land ownership or even ethnic origin. ²⁴ Professor Frances Stewart argues that most studies on the link between dissimilarities and conflict look at the delivery of income across the whole inhabitants of states, which she calls ‘vertical inequalities’, But she finds that inequalities between different groups matter a lot more: “When cultural differences concur with economic and political differences between groups, this can cause deep dislike that may lead to violent struggles.”

Lack of or scarcity of natural resources has over the recent years played a key role in fights throughout the world, and Africa is no dissimilar according to Mwiturubani and Jo-Ansie van Wyk. ²⁵In many of the extended conflicts in Africa, the controller of natural resources and land is a major essential issue. The Congo war, one of the main in the history of Africa, saw numerous actors intricate in the exploitation of the state’s vast and rich resources. To this day, violence in North Kivu, in the Eastern Democratic Republic of Congo (DRC), is largely fired by the drive to control these capitals. This is the case with many other African states including South Sudan.

²³Page 160 - The Link Between Poverty and Violent Conflict by J Brian Atwood

²⁴ When do inequalities cause conflict? Focus on citizenship and property rights article by Rens Willems | December 2012

²⁵ Page 7: Natural Resources, Environment and Conflict, by Alida Kok, Walter Lotze and Salome Van Jaarsveld. Project Funded by the European Union. Printer: Fishwicks, South Africa

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²⁶Economic need is a more recent cause of fight in South Sudan. Cattle/livestock raids and allied armed attacks were apparent in September 2013. During the exit relocation of the Fellata tribe, an Ingassana refugee, who had been employed by the host community in Renk County, of Upper Nile State, was killed and the 176 sheep in his flock were stolen and brought back to Sudan. The “Nezir” (highest-level chief) apprehended the thieves, expelling them back to Renk, where they had to pay the “diya” (blood reimbursement payment) to the family of the dead.

²⁷Concordis lead a research study in Northern Bahr el-Ghazal State recognizing the areas of actual and possible dispute over water access and found dangerous water access problems for both livestock and communities, resulting from the detachment from the state capital, low water tables, uncertainty and additional demand from Sudanese pastoralists, internally displaced persons and returnees. Water sources represent more than just drinking water, as they provide means of revenue generation as well. Additionally, contact to water (and grazing) is dominant to the Sudanese pastoralist role along the Sudan-South Sudan border, as both administrations compete for effect among the pastoralist societies to help achieve their political aims.

Concordis also stated that a ²⁸ number of borderline territories are still unresolved between Sudan and South Sudan, the most globally well-known of which is probably the Abyei Administrative Area. Though there are/could be financial benefits from the natural incomes in most of these territory disputes- namely oil and water- the disputes are deeply engrained in

²⁶ Page 2: Is economic need the primary cause of conflict? South Sudan Case Study by Concordis International – Building relationships for sustainable peace.

²⁷ Page 3: Is economic need the primary cause of conflict? South Sudan Case Study by Concordis International – Building relationships for sustainable peace.

²⁸ Concordis International – Building relationships for sustainable peace. Is economic need the primary cause of conflict? South Sudan Case Study (Article) P3

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national identities, which also makes it more inspiring to get societies to sit together and dialogue. In 2012 Concordis encouraged the Ngok Dinka and Misseriya communities in Abyei to dialogue but without the readiness of both sides to engage (with the violence of the 2011 attacks still too fresh in their minds), the dialogue was incapable to move further at that time.²⁹

Language has also been a cause to the battle in South Sudan³⁰. In 2005 after the signing of the CPA, in which Southern Sudan became semi-autonomous, the administration declared education to be a top priority for improved human and economic expansion.³¹ Upon independence, the Government of South Sudan (GoSS) proudly confirmed English to be the national language, as a symbol of the break with Sudanese values, an effort to unify South Sudan in a common identity, and as a strategic economic move to link South Sudan to East Africa trading partners and international donors. However this has ever since caused some friction among the South Sudanese since the state is faced with the challenge of being linguistically and culturally diverse, with more than 60 tribes and 53 languages spoken all over the country.

Despite the efforts of making English an worldwide language. South Sudan still faces the issue of recognition and change. Arabic was their main linguistic of speaking and many teachers also know only how to teach in Arabic. This pauses some queries as to whether the teachers will need to be taught English first, and if so wouldn't this mean time is misused and cause a delay in schools, could there be an option of welcome external teachers who would help teach English to both the students and teachers.

²⁹ Concordis International – Building relationships for sustainable peace. Is economic need the primary cause of conflict? South Sudan Case Study (Article) P3

³⁰ Mabiei M. I accept to blame my president in all the crisis in South Sudan. (Article). Published on 9 February 2014 (<http://paanluelwel.com>)

³¹ International Affairs Review (2013) Volume XXI, Number 2. P 8

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Reeve R. studies the reconciliation situation in South Sudan and came up with the conclusion that ³²the economy of South Sudan is without query the peace factor most dynamically affected by independence. Against prospects, the transition has brought short-term hardship to a large part of the inhabitants affected by the blockade of inter-sudanese trade, the arrival of half-a million returnees and immigrants from Sudan and, in 2012, the suspension of oil production and the possibility of huge cuts to investment in development. In the context of sternness, the divisions between rich and poor are likely to become more unambiguous and feed discontent over corruption, favoritism and the economic interests of strangers.

Meanwhile, in administration, factionalism and chronic dishonesty present enormous challenges. The cleavage between Riek Machar and his Nuer followers, and Salva Kiir, who like Garang is a Dinka, have quietly continued. In July 2013, Kiir abruptly dismissed Machar from his position as vice president, as well as frequent other members of his cabinet.

Blanchard stated that ³³the present crisis reflects underlying strains and mistrust among South Sudanese leaders and cultural groups that date back to Sudan's civil war (1983-2005), and before. While the war was labeled broadly as a north-south conflict, bickering among southern rebel commanders in the 1990s nearly disrupted the southern bid for self-determination, as leaders of the rebellion, the Sudan People's Liberation Movement/Army (SPLM/SPLA), competed for power and organized supporters along ethnic lines, causing in carnages by all sides. The Sudan government in Khartoum fueled SPLM splits by bankrolling and arming breakaway factions. The major factions submissive in the early 2000s, although several smaller southern militias sustained to operate. Differences in both Riek's and Kiir's supporters escalated the

³²Reeve R. Peace and Conflict Assessment of South Sudan; Understanding Conflict, Building Peace (2012) P7

³³Blanchard L.P The crisis in South Sudan (January 9,2014). Published by Congressional Research Services (January 9, 2014)

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conflict in the country. Therefore mistrust within top army and political control has escalated the conflict.

In addition, political instability leads to weak and unethical institutions. Rule of law lacks in such circumstances drawing violent conflicts. The government is unable to defend its citizens and as result rebel groups tend to rule the state. A recent report by Taddele Maru stated that ³⁴political instability has been enhanced by rampant corruption that is suggestive of the country's weak legislative, supervisory and enforcement mechanisms. Without military, judicial and other state institutions being resilient to abuses and misuse by the political wing of the relevant deliverance movement, autocratic elements of the liberty movement may take over'. Basic institutions are necessary for a state to be steady, but in the case of South Sudan, ³⁵the Administration of Southern Sudan (GoSS) was established on a feeble foundation.

Structural difficulties in the formation of political establishments add another dimension to the current crisis says Wassara. The end of long civil war observed integration of numerous strata of civil and military administrations into political units like the civil service, political parties and security sector organizations. They recruited armies of body guards from their family members, tribes or regional clusters. Despite the efforts of erection of a democratic state little attention was paid to national reunion. Political leaders missed the opportunity to promote post-conflict peace building among people and establishments after the unity of South Sudan confirmed during the Referendum vote of January 2011.

Tribal conflicts are also widespread among the South Sudanese says Wassara. South Sudan is a home to dozens of tribes that originate from three main groups. The major is the Nilotic group, representing 65 percent of the inhabitants and the tribes with the highest political

³⁴Taddele M. A report on Aljazeera. P 39 - 51

³⁵Wassara S. A Report on Aljazeera (23rd January 2014)

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influence. Within this group, the Dinka—President Kiir’s tribe—make up 40 percent, and the Nuer—the second major group and previous vice-president Riek Machar’s tribe, accounts for about 20 percent. The dissimilar tribes have brought about ethnic variances and struggles.

The inability of the South Sudanese state to protect citizens is perhaps the central driver of violent battle across the country. Despite a range of safety crises (re)emerging along the sudanese border, the evolution to independence has had relatively little impact on the dynamics of safety and protection of civilians. Massive proliferation of small arms, cattle raiding, militia rebellions and domestic violence all continue to be widespread. Promoting collaboration, mutual, answerability, and interests and behavior within existing establishments in order to support national objectives and peace is the central contest of building peace in South Sudan.

³⁶ Perceived disparities in the delivery of development support favoring one tribe, clan, state/county/payam, gender or faction over another are bent through prisms of historical grievance and do donate to (if not cause) violent struggle in many parts of South Sudan (Reeve, 2012). In consequence, the need for mainstreaming of conflict-sensitive methods to development cannot be overstated.

Negative effects are inevitable to any state that experiences violent conflicts. South Sudan is no compromise³⁷.

After its independence, corporate men, women and large firms flocked South Sudan due to the economic opportunities. But this has long changed since December 2013, different corporate men and women found means and ways to go back to their home states and global organizations were seen to transit from the state. There is no doubt that the state is facing an

³⁶ Reeve R. Peace and Conflict Assessment of South Sudan; Understanding Conflict, Building Peace (2012) P9

³⁷ Shamdasani R. (December 2013) CNN report

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financial turmoil. Economic disorder comes with it high deficiency rates and insecurity in the state.

Political insecurity seems to be a visible significance in South Sudan (Reference). Exploitation and poor institutions have only fueled the variability in South Sudan. A system like the education system no longer works in the state.³⁸ Armed conflict and dislocation continue to threaten the education of many scholars, especially in the northern states bordering Sudan and in Jonglei state. The continued arrival of immigrants and returnees from the North, the inclusion and immersion of marginalized and displaced cultural groups of the South, the incorporation of former child soldiers, and the addition of students who have experienced violence, loss and instability present vast challenges to schools, educators and communities.

In every conflict the women and children agonize the most. In the case of South Sudan, the children are raided of their right to education and the free will to grow as a child. They are forced to grow up so quickly and take accountability in a negative manner. The women face the sexual wrath from both the military and dissident groups.

Increase of child militias is on the rise in South Sudan. In a report by BBC News on 30th April 2014, UN human rights Chief Navi Pillay has said that South Sudan wings 'recruit 9,000 children to fight' by both the army and rebel groups. Where is the hope for war management if the children have no access to schooling and more so peace education?

³⁸International Affairs Review (2013) Volume XXI, Number 2. P6

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CHAPTER THREE

CONFLICT MANAGEMENT IN SOUTH SUDAN

3.1 Conflict management strategies towards education development in South Sudan

³⁹The field of conflict administration continues to expand as the sources and nature of contemporary wars change in varied ways. New actors, newly emergent issue areas and novel approaches challenge customary paradigms. There is a rapidly mounting body of knowledge and practice that now fall under the prolonged rubric of conflict prevention, war resolution, conflict administration, and peace building. Despite this rapid progress, two nagging hitches persist. The first relates to the sustained absence of voices from conflict-affected states. The second, which is unavoidably linked to the first, relates to the continuing detach between local and international approaches to conflict administration and peace building (Welle, 2014). This uncertainty has further rendered schooling situation dangerous. A collaborative effort is called for from both the locals and the worldwide community. However in Africa, most war management efforts have not succeeded because of lack of collaboration from both parties. The local community is at the heart of the war; hence they do know and are aware of the origin causes of the conflict. They should play a role in providing raw information to help administrations such as the United Nations in tailor making war mechanisms to curb down conflicts. But this has not been the case, instead global organizations have picked conflict management mechanisms used in other states and this could and has led to failure since not all conflicts have the same root causes and war environs.

The situation in South Sudan has failed to progress despite a second peace agreement signed on May 9. As the conflict between the regime and rebel forces continues, the country is also facing a collapsing economy, a massive escalation in internally displaced persons and

³⁹Tschirgi N. Conflict Management and Peacebuilding: Examining the interface between local and international approaches (July 3 – 6, 2011) (Paper presented at the 24th Annual International Association of Conflict Management Conference Istanbul, Turkey)

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refugees, imaginable famine, and a cholera outbreak. So far the South Sudanese regime has proven unable of dealing with any of these subjects on its own.

Initially the UN had their sole determination in nation building. This was a disappointment on their part since they did not focus on other boiling core issues such as employment of child soldiers by the dissident groups. This exposed education in South Sudan. Now, due to human rights abuses of the conflict, such as the recruitment of over 9,000 child soldiers by both wings, the UN Security Council voted to change the UN assignment in South Sudan from one of nation building to civilian guard. To this end, the UN Security Council also approved the deployment of three battalions of peacekeepers from Ethiopia, Kenya, and Rwanda.

Conflict management approaches have worsened the conflict situation in South Sudan and intensified effects on education. In 2005 the GoSS proposed to make English the main central language to be used in all schools. But this did not development due to the Arabic background in South Sudan. The GoSS did not play its role in guaranteeing this was achieved and as result, South Sudan today is attacking with low literacy rates.

Failed cease fires have increased the level of uncertainty in the country. On Saturday (10.05.2014), Germany's Foreign Minister Frank-Walter Steinmeier issued a confident statement on the new South Sudan cease-fire agreement. He praised the "practical and persistent" mediation by Ethiopia and the East African regional body IGAD (Intergovernmental Authority on Development) and celebrated the agreement as "a vital step on the path to a political resolution of the struggle." Barely 24 hours later the "sign of hope" Steinmeier raised appeared to be fading. Both camps let the guns do the talking and in their usual manner accused each other of cease-fire damages (Report by Deut

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This has further led to more migrants; immigrants have sought refuge in neighboring and distant countries. Hopeful youth have opted to stay away from their home state which has stemmed to a brain drain. According to the GoSS, 2012, “The President of the Republic of South Sudan, H.E. Gen. Salva Kiir Mayardit publicized that the government will work diligently to attract and retain skilled citizens in the state and stop brain drain. The President explained that South Sudan has lost its best sophisticated people to other states over the past several decades. Education continues to be at stake in the state.

The learned refugees prefer to rove permanently to safer states or remain in the foreign states than take back home their knowledge power.

3.2 Role of international community in South Sudan

Africa has been known to ask for aid; be it in form of financial, resources or manpower. Being an economic hub many shareholders have streamed into Africa paving way for the global community to take part in our financial, political and social choices. This would explain the reason why they sought to intercede in other country’s conflicts. (Blanchard, 2014)

Blanchard points out how the ⁴⁰international community has mediated in most African countries due to economic benefits. In the case of South Sudan, states such as China and Beijing have interests in South Sudan due to the oil manufacture. South Sudan produced an projected 350,000 barrels per day (bpd), accounting for 98% of government incomes. However the oil production has been a major cause of dishonesty and instability, alarming the global community. Intervention is necessary in determining policies of a state. Military intervention has worked in states like Libya⁴¹. Chapter 7 of the UN Charter provides a outline within which the Security Council may take implementation action. The Security Council can “decide the existence of any

⁴⁰Blanchard L. P The crisis in South Sudan (January 9, 2014). Published by Congressional Research Services. P 4

⁴¹Ramion F. E. (January 25, 2012). Why intervention in Libya was justified

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threat to the peace, breach of the peace, or act of violence” and take military and nonmilitary action to “restore worldwide peace and security”. It was under this UN statute that France, the United Kingdom, and Lebanon planned the adoption of the United Nations Security Council 1973. The vote on UNSCR 1973 provided the legitimate basis for military mediation in the Libyan Revolution by first challenging an immediate truce, and then authorizing the worldwide community to enforce a No-Fly Zone—approving “all necessary measures to defend civilians and civilian occupied areas”

In the past there have been concerns from previous researchers and students, that the worldwide community does not take it’s time to dig out the underlying issues that cause conflict before they come up with conflict organization measures for a country. Knowing that this will never change in a world where gluttony and power are what circumstances fight for, what we could propose is in the fore front of their selfish needs, the worldwide community should make sure that they fix the glitches and ensure lasting peace, realizing that it is the only way to have access to the natural resources and maintain good relations with the African states as well. A win win situation is necessary; the worldwide community can draw examples from countries like Ethiopia. The UK’s Department of Worldwide Development like a number of other bodies has made it clear it is prepared to increase expansion assistance because of the impressive enactment of aid money in growth in Ethiopia. In fact, the level of co-operation Ethiopia now has with almost all sections of the worldwide community is highly significant.

A different opinion from world frontrunners is that they believe the crisis in South Sudan is political and requires a political answer.⁴² Many, including President Obama, U.N. Secretary-

⁴²Blanchard L.P. The crisis in South Sudan (January 9, 2014). Published by Congressional Research Services P12

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General BanKi-moon, and Pope Francis have warned South Sudan's leaders and participants in the conflict that their actions threaten gains made since liberation and the future of the country.

At the 24th Annual International Association of Conflict Administration Conference in Istanbul, Turkey, July 3 – 6, 2011, it was stated that the worldwide actors underestimate the deep rooted social, cultural and historical scopes of a conflict. The international actors, while assessing their volumes for peace are not able to connect with the locals since they are mostly directed towards working with the régime. This may cause peace building measures to stagnate or fail especially when the regime has its own selfish interests.

International actors such as distant states have had economic interests in both Sudan and South Sudan due to the flow of oil in the two states (The World Post, 2014). The instability therefore in South Sudan proves a threat towards distant states; hence their interests in helping the nation settle its arguments. During 2013 ⁴³China played an active role in pressuring both Khartoum and Juba to resolve their arguments and resume the flow of South Sudanese oil to global markets via Sudanese pipelines. Countries like Beijing replaced the oil that it lost from the standoff between Sudan and South Sudan with imports from Angola, Russia, Venezuela and several Middle Eastern states. But even with its success in looking for auxiliary countries, Beijing recently stated its interest in endorsing a negotiated settlement to the conflict, similar to its intercession between Sudan and South Sudan during 2013.

Neighboring countries like Kenya and Uganda whose economies are emerging have much to lose with the battle spillover in South Sudan⁴⁴. For instance, Uganda's oil fields are situated within 200 miles of the South Sudanese boundary, with this Uganda has sought to position itself as a powerful investor in the new country by integrating road, rail and energy

⁴³ Regional Implications of a South Sudanese Civil War (The world post). Published on January 7, 2014.

⁴⁴ Regional Implications of a South Sudanese Civil War (The world post). Published on January 7, 2014

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substructure with South Sudan. To ensure continued economic development in East Africa, neighboring states should strive to restore peace in the state of South Sudan.

On the surface, one may think that the worldwide community is working hard towards handling the conflict. In reality there could be high probabilities that the western powers are fueling the fight in South Sudan to further their own selfish benefits. Due to the oil in South Sudan, the western forces could be inciting the dissimilar ethnic groups in the South against each other. Causing them to lose focus on the richness of their state, while the west benefits by maneuvering on how to gain admission to the oil. So the question of whether the global community is there to help the state remains a dilemma. Today there has been struggle over South Sudan from the great powers. China is swapping its reserved negotiation for a hands-on approach to help determination a more than five-month-old rebellion in South Sudan that threatens Beijing's oil savings⁴⁵.

In South Sudan, China and Beijing are having a influence struggle over the oil in the country, instead of concentrating on the real subjects behind the conflict in South Sudan⁴⁶. While Chinese officials have been in consistent contact with Western envoys to help regional African mediators push for a halt to struggling, Beijing has been awakened by China's plans to abandon its oft stated strategy of steering clear of Africa's interior politics. With China now Africa's biggest transaction partner, Beijing could face pressure to outspread its new approach to other regions of Africa where it has increasing economic interests.

This has prompted China to push rival groups loyal to President Salva Kiir and dissident leader Riek Machar to talk. It also led Beijing to halt negotiations over an arms deal with the administration. China has also given more than \$1 million to an IGAD-proposed monitoring

⁴⁵ International Affairs Review (2013) Volume XXI, Number 2

⁴⁶ International Affairs Review (2013) Volume XXI, Number 2. P6

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instrument to record violations of a second truce deal, which was agreed in May after the January deal collapsed swiftly after it was agreed. These power fights between China and Beijing has made the worldwide community translucent to their economic reasons as to why they are intervening to bring about harmony settlement in South Sudan. "We have enormous interests in South Sudan so we have to make a superior effort to persuade the two sides to stop aggressive and agree to a truce," Chinese Ambassador Ma said in an interview at the Juba embassy.

3.3 Possible strategies of managing conflict to reduce its threat to education

⁴⁷Inter-ethnic violence, cattle storming and drought have forced families to abandon their homes, life-threatening poverty, rural sidelining, devastated post-war substructure and a struggling new regime amplify the enormous charitable challenges facing children staying in South Sudan. In this acutely delicate environment, inhabited by more than 60 native ethnic groups and additional expatriate people, the South Sudan education system must find a way to bring education to all children to lay groundwork for improved maintenances, peace prospects and improved social well-being.

Looking at some of the deep rooted causes of the conflict in South Sudan, Linguistic is seen to have played a part through the various indigenous groups. ⁴⁸According to Breidlid (2013), the roots of the war have been attributed to the fundamental ethnic and spiritual differences among the southern, non-Arab population and the northern, Muslim, Arab-dominated government. The National Congress Party (NCP) of the North expected to impose Muslim values and the Arabic language on the South in a power to unite the two areas into a powerful Islamic

⁴⁷International Affairs Review (2013) Volume XXI, Number 2. P3

⁴⁸ International Affairs Review (2013) Volume XXI, Number 2. P4

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state. While the Northerners deprived of the African elements in them, South Sudan is made up of more than 60 separate tribes, with 53 different dialects, and diverse religious beliefs.

Peace building, state-owned building, country building, development and charitable aid plans should strongly be synchronized in South Sudan. While extending service delivery is not a panacea for South Sudan's many wars, how and where aid is delivered, substructure built and services protracted, and by and to whom, matters very much to the human and physical security of South Sudanese as well as to their country's investigate with simultaneous nation and state building.

The global community should also convey their focus to maintainable peace in South Sudan. Instead of concentrating on the oil, foreign states should realize that they may not have complete access to the oil if the state goes down under. Therefore uniting with the locals to come up with lasting answers to the battle in South Sudan could be one way to bring about peace. The inhabitants know what is happening on the ground and they know best answers that fit into their societies. For example, if it's more schools and instructors they need, they would be the best to plug that into the conflict controlling mechanisms. Therefore the global community should learn to take a back seat and listen to the resident's needs. In the end they will have a peaceful state that works out for their help at the end. It will be a win - win condition for both the locals and the global community.

Since 1990, the weak national Sudanese education system has been based on Islamic values and linguistic at all levels. All instruction was to be conducted in Arabic language, irrespective of the fact that many instructors and students in the South did not speak the dialect. Distributed textbooks encouraged only Northern Sudanese history, religion and culture,

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discharging the vast assortment and heterogeneity of the Southern Sudanese. While only 30% of school-aged children were registered in primary school in the South, 78% took the eighth grade exam in the North (Breidlid, 2013).

One of the reasons for Southern youth's taking up arms against the NCP was that they were denied scholastic opportunities and that the North was "robbing our state and our religion." iii: "In the crusade we regard education as number one among our urgencies. It is the backbone of growth. Some people think we can liberate this state by only using the gun. We need different ways and plans to liberate the people of Sudan—modern schooling is one of them." iv

3.4 Chapter Summary

Causes of fights have been discussed and more so precisely to South Sudan. The chapter has analysed the factors firing the conflict in South Sudan, from political militaries, to greed and selfish interests from the worldwide community. But after all is said and done, schooling remains as either a obstacle towards peace of an instrument that South Sudan can use to make steps towards a passive society. Children, teenagers and youth are the upcoming of a country and therefore peace should be embedded in them to ensure lasting peace.

African states have come to the awareness of how vital education is to a state's growth and stability. Therefore South Sudan should address its root causes so as to diminish the conflict's hazard to education.

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CHAPTER FOUR

4.1 Introduction

This chapter covers data presentation and analysis. The main objective of the study was the analysis of Conflict Management and the Threat to Children Education in South Sudan. In order to simplify the discussions, the researcher provided tables and figures that summarize the collective reactions and views of the 15 respondents from the embassy of South Sudan.

4.2 Demographic Information

The study sought to establish the demographic information in order to determine whether it had influence on Conflict Management and the Threat to Children Education in South Sudan. The demographic information of the respondents included age, gender and education levels of the respondents.

4.2.1 Gender of respondents

The table displays demographic information according to gender.

Table 1.1: Gender of the respondents

	Frequency	Percentage
Male	9	62.7%
Female	6	37.3%
Total	15	100.0%

The study found it paramount to determine the respondents' gender in order to ascertain whether there was gender parity in the positions indicated by the respondents. The findings of the study are as shown in table 4. According to the analysis it was evident that majority of the respondents

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were male which represented 51.7% while 48.3% were female. It can therefore be deduced that males were the most dominant gender in the Sudanese embassy.

4.2.2 Age Bracket of the respondents

The researcher sought to determine if the respondents were old enough to provide valuable responses that pertain to the Conflict Management and the Threat to Children Education.

Table 4.2: Age Bracket of the respondents

	Frequency	Percentage
19 and below	0	0.0%
19-25years	2	9.0%
25-30years	8	56%
30 and above	5	35.1%
Total	15	100.0%

The respondents were required to indicate their age where the study findings indicated that majority (9%) indicated that their age bracket was between 19 and 25 years. Analysis of findings also indicated that 56% of the respondents were between 25 and 30 years of age. The findings further indicated that 35.1% were 30 years and above. The finding therefore implies that the respondents were old enough to provide valuable responses that pertain to the analysis of conflict management and the threat to children education in South Sudan.

4.2.3 Reason for leaving South Sudan

The researcher sought to find out the reason to why the respondents left South Sudan. The results were recorded in the table below.

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Table 4.3 reason(s) for leaving South Sudan

	Frequency	Percentage
Increased insecurity	6	55%
Education opportunities	1	6%
Forced society displacement	3	20%
Job opportunities	2	8%
Marriage	1	3%
Business opportunities	2	8%
Total	15	100.0%

The study above shows that majority of the respondents left due to increased insecurity as supported by 55%, on the other hand, 6% left due to education opportunities. 20% were forced society displacement, 8% Job opportunities, 3% Marriage while 8% business opportunities.

It is therefore clear that increased insecurity led to displacement and migration as supported by 55%. It can be argued that In the past there have been concerns from previous researchers and students, that the worldwide community does not take it's time to dig out the underlying issues that cause conflict before they come up with conflict organization measures for a country. Knowing that this will never change in a world where gluttony and power are what circumstances fight for, what we could propose is in the fore front of their selfish needs, the worldwide community should make sure that they fix the glitches and ensure lasting peace, realizing that it is the only way to have access to the natural resources and maintain good relations with the African states as well. A win win situation is necessary; the worldwide community can draw examples from countries like Ethiopia. The UK's Department of

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Worldwide Development like a number of other bodies has made it clear it is prepared to increase expansion assistance because of the impressive enactment of aid money in growth in Ethiopia. In fact, the level of co-operation Ethiopia now has with almost all sections of the worldwide community is highly significant.

4.2.4 Major factors of conflict in South Sudan

The study sought to establish the causes of conflict in South Sudan. The results were recorded in the table below.

Table 4.4 Major factors of conflict in South Sudan

	Frequency	Percentage
Political instability	5	36%
Fight for power	3	25%
Ethnicity	2	16%
Poverty	1	5%
Poor and weak institutions	1	5%
Foreign intervention	1	5%
Scarcity of natural resources	0	0
Militarization of the society	1	5%
Breakdown of traditions and values	1	5%
Total	15	100.0%

The study above indicates that majority of the respondents fled South Sudan due to political instability as indicated by 36%. 25% Fight for power, Ethnicity were 16%, while 5% for both

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Poverty, Poor and weak institutions, foreign intervention, Scarcity of natural resources, Militarization of the society and Breakdown of traditions and values.

The study above seems to cite political instability as main cause of conflict in South Sudan as supported by 36% of the respondents. However, the findings argue that Inter-ethnic violence, cattle storming and drought have forced families to abandon their homes, life-threatening poverty, rural sidelining, devastated post-war substructure and a struggling new regime amplify the enormous charitable challenges facing children staying in South Sudan. In this acutely delicate environment, inhabited by more than 60 native ethnic groups and additional expatriate people, the South Sudan education system must find a way to bring education to all children to lay groundwork for improved maintenances, peace prospects and improved social well-being.

Looking at some of the deep rooted causes of the conflict in South Sudan, Linguistic is seen to have played a part through the various indigenous groups. According to Breidlid (2013), the roots of the war have been attributed to the fundamental ethnic and spiritual differences among the southern, non-Arab population and the northern, Muslim, Arab-dominated government. The National Congress Party (NCP) of the North expected to impose Muslim values and the Arabic language on the South in a power to unite the two areas into a powerful Islamic state. While the Northerners deprived of the African elements in them, South Sudan is made up of more than 60 separate tribes, with 53 different dialects, and diverse religious beliefs.

A different opinion from world frontrunners is that they believe the crisis in South Sudan is political and requires a political answer. Many, including President Obama, U.N. Secretary-

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General BanKi-moon, and Pope Francis have warned South Sudan's leaders and participants in the conflict that their actions threaten gains made since liberation and the future of the country.

At the 24th Annual International Association of Conflict Administration Conference in Istanbul, Turkey, July 3 – 6, 2011, it was stated that the worldwide actors underestimate the deep rooted social, cultural and historical scopes of a conflict. The international actors, while assessing their volumes for peace are not able to connect with the locals since they are mostly directed towards working with the régime. This may cause peace building measures to stagnate or fail especially when the regime has its own selfish interests.

4.2.5 Effects of the conflict in South Sudan

Table 4.5 shows the effects

	Frequency	Percentage
Increased migration	7	52%
Close down of institutions	3	26%
Shut down of oil fields	1	4%
Increased tribal conflicts	1	4%
Economic degradation	2	11%
Regional instability	1	4%
Increased marginalization	0	0%
Total	15	100.0%

The study above indicates that the conflict in South Sudan has increased migration as supported by 52% of the respondents. Close down of institutions with 26%, Shut down of oil fields 4%, Increased tribal conflicts 4%, Economic degradation 11% while Regional instability 4%.

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The study clearly shows that the conflict in South Sudan has resulted to increased migration 52% of the respondents. Amidst other diverse effects, Close down of institutions has been witnessed as supported by 26%. It's vivid from the previous studies that the conflict in the Great Lakes region has added a lot to the sorrow of millions of children in this part of Africa. Many of these children have wasted out on educational chances, which often resulted in illiteracy. These exhibits in (northern and other conflict affected areas) in Uganda as well as in the Democratic Republic of Congo and Sudan. The Re-public of Uganda has gone through bloody struggles since it got its liberation. The recent conflict in Northern Uganda started at least in 1986 when the present regime of the National Resistance Movement took over political controls. The war was between the Lord's Resistance Army (LRA), Democratic Peoples Movement and Holy Spirit Movement, that was defended by a woman named Alice Lakwena (Gersony 1997:25), and President Yoweri Museveni's regime. According to Barnes and Lucima (2002:5) the surfacing of the conflict was created by the NRM ruling methods that would see the association have control over the northern parts of Uganda. In actual sense, the belief is shared and universally spread among the population that was affected by the struggle (Warue, 2006). The fighting resulted in the renunciation and abuse of the right to education of children in the then engaged districts of Acholi, Teso, and Lango sub-regions that include Gulu, Kitgum, Pader, Amuru, Lira, Soroti, Katakwi and Kaberamaido districts. The battle also had its postponements in Sudan and Democratic Re-public of Congo.

As a result of which even after all the remarkable expansion in the areas of Information Expertise, space science, atomic technology, oil exploration, industrial manufacture etc., India is still not able to eradicate its difficulties of poverty, ignorance and underdevelopment completely and effectively due to various reasons. Nearly one-fourth of the populace is still below poverty

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line; one third of the population is uneducated and disparities among rich-poor, urban-rural, educated uneducated are high, which are pretention hindrances in the developmental phenomena. One would therefore ask themselves if education would help solve some of the cited problems the state is facing.

African states are also facing the same problem. Looking at the current situation in Nigeria, a recent item in the Eagle newspaper had the title 'Education is greatest threat to extremists'. The article tries to explain why Boko Haram as a extremist group is committed to eliminating education for children in Africa. One of the main aspects struggle management scholars look at is the role of women in amity building and conflict resolution. Rwanda is a case study that illustrations the role of women in amity building. The women were involved in decision making. Education and learning was part of Rwanda's peace building plan where the women were involved in organizing socio-economic activities.

In the ten years since the embracing of the Education for All (EFA) goals in Dakar, Senegal in 2000, many regions of the world have shown amazing gains toward meeting the Education for All necessities by 2015. However, as the 2010 EFA Global Monitoring Report states, there are still many states that remain far from attaining their commitments due to conflict which is a major impairment for the apprehension of the EFA and Millennium Development Goals.

Encounters, especially when they turn into civil war or extermination, have permanent consequences for people. The impact is not only financial, but also on education. Given that conflicts vary in duration, intensity and localization, informative systems may be affected in different ways as research indicates many dimensions of the informative system that are

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harmfully affected by conflict, especially with regard to existing inequalities within societies. In this regard, Africa has not been spared.

Africa presently represents about 40 per cent of the global conflicts and several of the wounded wars. Between 1970 and 2002, 35 fights occurred, most of them being civil wars. In 2003, 20 per cent of the African people and 15 countries were involved, generating eight million immigrants. The Rwanda genocide in 1994 abolished a predictable almost one million victims. The civil war in the Democratic Republic of Congo caused the hasty death of about 7 per cent of the population, around 3-4 million people. Conflict shakes education in many ways. Most sadly, it results in the death or movement of teachers, staff and students. For example, more than two-thirds of teachers are slayed as a result of genocide in Africa (Buckland 2005, xi).

In the late 1970s, battles left many education systems in ruins with almost no trained or knowledgeable teaching professionals in addition to beleaguered attacks on education. The World Bank information that as a result of the encounter, 50% of its schools have required repair or rebuilding; and 58% of schools have been closed or demolished as a result of long civil war. In Sudan, the civil war between northern and southern parts of the state extended over two decades, killing two million people and making six million moves away. This harsh conflict once solved, a new crisis supported by the state burst out in the western region of Darfur, which has led over two million people to move from their homes, among which are 200,000 who fled to Chad. As a result, there have been complications in consistent school calendars across war-affected regions while schools continue being closed for an indefinite period of time, and this has had a destructive and malicious socio-psychological influence on students. In addition, the battle has resulted in reduced access to school, averting the opening of schools, threatening student's safety while travelling to school and attending class, and increasing teacher absenteeism. There

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has further been increased drop out this dropping educational existence rates due to movement, military recruitment or financial hardship.

In addition, other factors like increased overlook for youth involvement in the military, has affected schooling since the academic year may be interjected or shortened due to drop outs who opt to leave school to battle conflict or in most cases is Africa, be the catalyzers in conflict circumstances. Concentrating more on South Sudan, we see that since individuality in 2011, the South Sudanese government has been steadily transformation its education system by assigning a large share of its countrywide budget to education. In addition, aid activities have been directing funds into education to help shore-up the levels of knowledge in the oil-rich country, and members of these unpredictable groups now find themselves part of the diaspora as they try to address conflict. However, there has been limited progress, and this battle appears to be a more extended issue.

In order to improve educational plan responses during and after battle periods, it is essential to understand the multifaceted effects of conflict on education. In all, the existing study is clear that the effects of battle represent important challenges for national education systems. Therefore searching for the main causal factors of conflict incidences and understanding how to better manage conflict could be important in ensuring the security of education. Some international organizations see battle as both a major encounter and a major opportunity, as the post-conflict environment may be fruitful ground for considerable education development and transformation. On the other hand, we shall look at Uganda more specifically Northern Uganda and how Education was used as a tool in peace building that has helped the state manage conflicts as well as complicated war affected youth in peace plans in various schools.

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4.2.5 Measures of maintaining peace

The researcher sought to find out the measures of maintaining peace used in the past and have failed. The results were recorded in table below.

Table 4.6 Measures of maintaining peace

	Frequency	Percentage
Peace agreements	6	55%
Ceasefires	4	25%
Dialogue	1	5%
Mediation	1	5%
Reconciliation	2	10%
Military force	1	5%
Total	15	100.0%

The study above indicates that 55% of peace agreements had failed, 25% were for Ceasefires, 5% were for Dialogue, 5% were for Mediation, 10% were for Reconciliation while 5% Military force.

It's apparent from the study above that majority of the peace agreements had failed as represented by 55% of the respondents while 25% of ceasefires had failed. These findings can be in line with the idea that neighboring countries like Kenya and Uganda whose economies are emerging have much to lose with the battle spillover in South Sudan. For instance, Uganda's oil fields are situated within 200 miles of the South Sudanese boundary, with this Uganda has sought to position itself as a powerful investor in the new country by integrating road, rail and energy substructure with South Sudan. To ensure continued economic development in East Africa, neighboring states should strive to restore peace in the state of South Sudan.

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On the surface, one may think that the worldwide community is working hard towards handling the conflict. In reality there could be high probabilities that the western powers are fueling the fight in South Sudan to further their own selfish benefits. Due to the oil in South Sudan, the western forces could be inciting the dissimilar ethnic groups in the South against each other. Causing them to lose focus on the richness of their state, while the west benefits by maneuvering on how to gain admission to the oil. So the question of whether the global community is there to help the state remains a dilemma. Today there has been struggle over South Sudan from the great powers. China is swapping its reserved negotiation for a hands-on approach to help determination a more than five-month-old rebellion in South Sudan that threatens Beijing's oil savings.

In South Sudan, China and Beijing are having a influence struggle over the oil in the country, instead of concentrating on the real subjects behind the conflict in South Sudan. While Chinese officials have been in consistent contact with Western envoys to help regional African mediators push for a halt to struggling, Beijing has been awakened by China's plans to abandon its oft stated strategy of steering clear of Africa's interior politics. With China now Africa's biggest transaction partner, Beijing could face pressure to outspread its new approach to other regions of Africa where it has increasing economic interests.

This has prompted China to push rival groups loyal to President Salva Kiir and dissident leader Riek Machar to talk. It also led Beijing to halt negotiations over an arms deal with the administration. China has also given more than \$1 million to an IGAD-proposed monitoring instrument to record violations of a second truce deal, which was agreed in May after the January deal collapsed swiftly after it was agreed. These power fights between China and Beijing has made the worldwide community translucent to their economic reasons as to why they are

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intervening to bring about harmony settlement in South Sudan. "We have enormous interests in South Sudan so we have to make a superior effort to persuade the two sides to stop aggressive and agree to a truce," Chinese Ambassador Ma said in an interview at the Juba embassy.

4.3 Conflict Management Strategies

The study surveyed conflict management strategies that have been employed by the Government of South Sudan. The results were recorded in table 4.7 below for interpretation purposes.

Table 4.7 Conflict Management Strategies

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std deviation
The government should restructure their institutions	0	10	0	6	4	4.03	0.603
International community should increase their support towards ensuring peace	0	9	0	11	1	4.18	0.734
International community should decrease their support towards ensuring peace	2	1	0	7	10	3.92	0.597
Women should be involved in peacemaking	0	0	5	10	5	4.93	0.802
The youth should be taught on peacemaking and peace building	2	3	6	9	1	3.12	0.496
South Sudan should adopt a more democratic system	0	10	0	6	4	3.72	0.197
Education is important to enhance economic, social and political growth	0	9	0	11	1	4.03	0.603
The government should ensure that schools are well protected	2	1	0	7	10	4.18	0.734
Security increase in school environments will encourage children to go to school	0	0	5	10	5	3.92	0.597
There is an increasing number of child soldiers in South Sudan	2	3	6	9	1	4.93	0.802
Military system should be restructured to enable the military to respond to conflicts in	0	10	0	6	4	4.03	0.603
The international community has played a big role in escalating the conflict	0	9	0	11	1	4.18	0.734

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The study above shows that the government should restructure their institutions with a mean of 4.03 and Standard deviation of 0.603. International community should increase their support towards ensuring peace with a mean of 4.18 and Standard deviation of 0.734. International community should decrease their support towards ensuring peace with a mean of 3.92 and Standard deviation of 0.597. Women should be involved in peacemaking with a mean of 4.93 and Standard deviation of 0.802. The youth should be taught on peacemaking and peace building with a mean of 3.12 and Standard deviation of 0.496. South Sudan should adopt a more democratic system with a mean of 3.72 and Standard deviation of 0.197. Education is important to enhance economic, social and political growth with a mean of 4.03 and Standard deviation of 0.603. The government should ensure that schools are well protected with a mean of 4.18 and Standard deviation of 0.734. Security increase in school environments will encourage children to go to school with a mean of 3.92 and Standard deviation of 0.597. There is an increasing number of child soldiers in South Sudan with a mean of 4.93 and Standard deviation of 0.802. Military system should be restructured to enable the military to respond to conflicts in good time with a mean of 4.03 and Standard deviation of 0.603. The international community has played a big role in escalating the conflict with a mean of 4.18 and Standard deviation of 0.734.

A collaborative effort is called for from both the locals and the worldwide community. However in Africa, most war management efforts have not succeeded because of lack of collaboration from both parties. The local community is at the heart of the war; hence they do know and are aware of the origin causes of the conflict. They should play a role in providing raw information to help administrations such as the United Nations in tailor making war mechanisms to curb down conflicts. But this has not been the case, instead global organizations have picked

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conflict management mechanisms used in other states and this could and has led to failure since not all conflicts have the same root causes and war environs.

The situation in South Sudan has failed to progress despite a second peace agreement signed on May 9. As the conflict between the regime and rebel forces continues, the country is also facing a collapsing economy, a massive escalation in internally displaced persons and refugees, imaginable famine, and a cholera outbreak. So far the South Sudanese regime has proven unable of dealing with any of these subjects on its own.

Initially the UN had their sole determination in nation building. This was a disappointment on their part since they did not focus on other boiling core issues such as employment of child soldiers by the dissident groups. This exposed education in South Sudan. Now, due to human rights abuses of the conflict, such as the recruitment of over 9,000 child soldiers by both wings, the UN Security Council voted to change the UN assignment in South Sudan from one of nation building to civilian guard. To this end, the UN Security Council also approved the deployment of three battalions of peacekeepers from Ethiopia, Kenya, and Rwanda.

Conflict management approaches have worsened the conflict situation in South Sudan and intensified effects on education. In 2005 the GoSS proposed to make English the main central language to be used in all schools. But this did not development due to the Arabic background in South Sudan. The GoSS did not play its role in guaranteeing this was achieved and as result, South Sudan today is attacking with low literacy rates.

4.4 Challenges faced by South Sudan in maintaining peace

The study surveyed conflict management strategies that have been employed by the Government of South Sudan. The results were recorded in table 4.7 below for interpretation purposes.

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Table 4.8 Challenges faced by South Sudan in maintaining peace

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std deviation
The state has not put policies, rules and regulations in place to handle conflict situations	0	4	0	6	10	4.02	0.601
Low literacy levels have contributed to lacking people with the right skills to manage conflict	0	0	0	11	9	4.18	0.734
The government is not keen on its citizens but are more focused on their own political gain	0	1	0	7	12	3.91	0.597
International community have their own selfish interests rather than the interest of ensuring	0	0	5	10	5	4.92	0.802

The study above shows that the state has not put policies, rules and regulations in place to handle conflict situations with a mean of 4.02 and Standard deviation of 0.601. Low literacy levels have contributed to lacking people with the right skills to manage conflict with a mean of 4.18 and Standard deviation of 0.734. The government is not keen on its citizens but is more focused on their own political gain with a mean of 3.91 and Standard deviation of 0.597. while International community have their own selfish interests rather than the interest of ensuring peace in South Sudan with a mean of 4.92 and Standard deviation of 0.802.

The results above concur with the findings that tribal conflicts are also widespread among the South Sudanese says Wassara. South Sudan is a home to dozens of tribes that originate from three main groups. The major is the Nilotic group, representing 65 percent of the inhabitants and the tribes with the highest political influence. Within this group, the Dinka—President Kiir’s tribe—make up 40 percent, and the Nuer—the second major group and previous vice-president Riek Machar’s tribe, accounts for about 20 percent. The dissimilar tribes have brought about ethnic variances and struggles.

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The inability of the South Sudanese state to protect citizens is perhaps the central driver of violent battle across the country. Despite a range of safety crises (re)emerging along the Sudanese border, the evolution to independence has had relatively little impact on the dynamics of safety and protection of civilians. Massive proliferation of small arms, cattle raiding, militia rebellions and domestic violence all continue to be widespread. Promoting collaboration, mutual, answerability, and interests and behavior within existing establishments in order to support national objectives and peace is the central contest of building peace in South Sudan.

Perceived disparities in the delivery of development support favoring one tribe, clan, state/county/payam, gender or faction over another are bent through prisms of historical grievance and do donate to (if not cause) violent struggle in many parts of South Sudan (Reeve, 2012). In consequence, the need for mainstreaming of conflict-sensitive methods to development cannot be overstated.

Negative effects are inevitable to any state that experiences violent conflicts. South Sudan is no compromise. After its independence, corporate men, women and large firms flocked South Sudan due to the economic opportunities. But this has long changed since December 2013, different corporate men and women found means and ways to go back to their home states and global organizations were seen to transit from the state. There is no doubt that the state is facing an financial turmoil. Economic disorder comes with it high deficiency rates and insecurity in the state.

Political insecurity seems to be a visible significance in South Sudan (Reference). Exploitation and poor institutions have only fueled the variability in South Sudan. A system like the education system no longer works in the state. Armed conflict and dislocation continue to threaten the education of many scholars, especially in the northern states bordering Sudan and in Jonglei

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state. The continued arrival of immigrants and returnees from the North, the inclusion and immersion of marginalized and displaced cultural groups of the South, the incorporation of former child soldiers, and the addition of students who have experienced violence, loss and instability present vast challenges to schools, educators and communities.

4.5 Education threat

The study surveyed **Education threat** as recorded in table 4.7 below for interpretation purposes.

Table 4.9 Education threat

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std deviation
One can easily have access to education in South Sudan	0	4	0	6	10	4.00	0.603
Education is affordable in South Sudan	0	0	0	11	9	4.17	0.733
English is the common language used in schools	0	1	0	7	12	3.92	0.596
Arabic is the common language used in schools	0	0	5	10	5	4.91	0.801
There are enough teachers in schools	0	4	0	6	10	4.00	0.602
Level of competition in school is high	0	0	0	11	9	4.15	0.733
Level of competition in school is low	0	1	0	7	12	3.81	0.596
The quality of education in Kenya is better than in South Sudan	0	0	5	10	5	4.92	0.802
The quality of education in South Sudan is better than in Kenya	0	4	0	6	10	4.02	0.601

The findings show that one can easily have access to education in South Sudan with a mean of 4.00 and Standard deviation of 0.603. Education is affordable in South Sudan with a mean of 4.17 and Standard deviation of 0.733. English is the common language used in schools

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with a mean of 3.92 and Starndard deviation of 0.596. Arabic is the common language used in schools with a mean of 4.91 and Starndard deviation of 0.801. There are enough teachers in schools with a mean of 4.00 and Starndard deviation of 0.602. Level of competition in school is high with a mean of 4.15 and Starndard deviation of 0.733. Level of competition in school is low with a mean of 3.18 and Starndard deviation of 0.596. The quality of education in Kenya is better than in South Sudan with a mean of 4.92 and Starndard deviation of 0.802. Finally, The quality of education in South Sudan is better than in Kenya with a mean of 4.02 and Starndard deviation of 0.601.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings from chapter four, and also gives conclusions and recommendations.

5.2 Summary

The findings further indicated that 35.1% were 30 years and above. The finding therefore implies that the respondents were old enough to provide valuable responses that pertain to the analysis of conflict management and the threat to children education in South Sudan.

It is therefore clear that increased insecurity led to displacement and migration as supported by 55%. It can be argued that In the past there have been concerns from previous researchers and students, that the worldwide community does not take it's time to dig out the underlying issues that cause conflict before they come up with conflict organization measures for a country. Knowing that this will never change in a world where gluttony and power are what circumstances fight for, what we could propose is in the fore front of their selfish needs, the worldwide community should make sure that they fix the glitches and ensure lasting peace, realizing that it is the only way to have access to the natural resources and maintain good relations with the African states as well. A win win situation is necessary; the worldwide community can draw examples from countries like Ethiopia. The UK's Department of Worldwide Development like a number of other bodies has made it clear it is prepared to increase expansion assistance because of the impressive enactment of aid money in growth in

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Ethiopia. In fact, the level of co-operation Ethiopia now has with almost all sections of the worldwide community is highly significant.

The study above seems to cite political instability as main cause of conflict in South Sudan as supported by 36% of the respondents. However, the findings argue that Inter-ethnic violence, cattle storming and drought have forced families to abandon their homes, life-threatening poverty, rural sidelining, devastated post-war substructure and a struggling new regime amplify the enormous charitable challenges facing children staying in South Sudan. In this acutely delicate environment, inhabited by more than 60 native ethnic groups and additional expatriate people, the South Sudan education system must find a way to bring education to all children to lay groundwork for improved maintenances, peace prospects and improved social well-being.

Looking at some of the deep rooted causes of the conflict in South Sudan, Linguistic is seen to have played a part through the various indigenous groups. According to Breidlid (2013), the roots of the war have been attributed to the fundamental ethnic and spiritual differences among the southern, non-Arab population and the northern, Muslim, Arab-dominated government. The National Congress Party (NCP) of the North expected to impose Muslim values and the Arabic language on the South in a power to unite the two areas into a powerful Islamic state. While the Northerners deprived of the African elements in them, South Sudan is made up of more than 60 separate tribes, with 53 different dialects, and diverse religious beliefs.

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General BanKi-moon, and Pope Francis have warned South Sudan's leaders and participants in the conflict that their actions threaten gains made since liberation and the future of the country.

At the 24th Annual International Association of Conflict Administration Conference in Istanbul, Turkey, July 3 – 6, 2011, it was stated that the worldwide actors underestimate the deep rooted social, cultural and historical scopes of a conflict. The international actors, while assessing their volumes for peace are not able to connect with the locals since they are mostly directed towards working with the régime. This may cause peace building measures to stagnate or fail especially when the regime has its own selfish interests.

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In the late 1970s, battles left many education systems in ruins with almost no trained or knowledgeable teaching professionals in addition to beleaguered attacks on education. The World Bank information that as a result of the encounter, 50% of its schools have required repair or rebuilding; and 58% of schools have been closed or demolished as a result of long civil war. In Sudan, the civil war between northern and southern parts of the state extended over two decades, killing two million people and making six million moves away. This harsh conflict once

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In addition, other factors like increased overlook for youth involvement in the military, has affected schooling since the academic year may be interjected or shortened due to drop outs who opt to leave school to battle conflict or in most cases is Africa, be the catalyzers in conflict circumstances. Concentrating more on South Sudan, we see that since individuality in 2011, the South Sudanese government has been steadily transformation its education system by assigning a large share of its countrywide budget to education. In addition, aid activities have been directing funds into education to help shore-up the levels of knowledge in the oil-rich country, and members of these unpredictable groups now find themselves part of the diaspora as they try to address conflict. However, there has been limited progress, and this battle appears to be a more extended issue.

In order to improve educational plan responses during and after battle periods, it is essential to understand the multifaceted effects of conflict on education. In all, the existing study is clear that the effects of battle represent important challenges for national education systems. Therefore searching for the main causal factors of conflict incidences and understanding how to

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better manage conflict could be important in ensuring the security of education. Some international organizations see battle as both a major encounter and a major opportunity, as the post-conflict environment may be fruitful ground for considerable education development and transformation. On the other hand, we shall look at Uganda more specifically Northern Uganda and how Education was used as a tool in peace building that has helped the state manage conflicts as well as complicated war affected youth in peace plans in various schools.

It's apparent from the study above that majority of the peace agreements had failed as represented by 55% of the respondents while 25% of ceasefires had failed. These findings can be in line with the idea that neighboring countries like Kenya and Uganda whose economies are emerging have much to lose with the battle spillover in South Sudan. For instance, Uganda's oil fields are situated within 200 miles of the South Sudanese boundary, with this Uganda has sought to position itself as a powerful investor in the new country by integrating road, rail and energy substructure with South Sudan. To ensure continued economic development in East Africa, neighboring states should strive to restore peace in the state of South Sudan.

On the surface, one may think that the worldwide community is working hard towards handling the conflict. In reality there could be high probabilities that the western powers are fueling the fight in South Sudan to further their own selfish benefits. Due to the oil in South Sudan, the western forces could be inciting the dissimilar ethnic groups in the South against each other. Causing them to lose focus on the richness of their state, while the west benefits by maneuvering on how to gain admission to the oil. So the question of whether the global community is there to help the state remains a dilemma. Today there has been struggle over South Sudan from the great powers. China is swapping its reserved negotiation for a hands-on

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approach to help determination a more than five-month-old rebellion in South Sudan that threatens Beijing's oil savings.

In South Sudan, China and Beijing are having a influence struggle over the oil in the country, instead of concentrating on the real subjects behind the conflict in South Sudan. While Chinese officials have been in consistent contact with Western envoys to help regional African mediators push for a halt to struggling, Beijing has been awakened by China's plans to abandon its oft stated strategy of steering clear of Africa's interior politics. With China now Africa's biggest transaction partner, Beijing could face pressure to outspread its new approach to other regions of Africa where it has increasing economic interests.

This has prompted China to push rival groups loyal to President Salva Kiir and dissident leader Riek Machar to talk. It also led Beijing to halt negotiations over an arms deal with the administration. China has also given more than \$1 million to an IGAD-proposed monitoring instrument to record violations of a second truce deal, which was agreed in May after the January deal collapsed swiftly after it was agreed. These power fights between China and Beijing has made the worldwide community translucent to their economic reasons as to why they are intervening to bring about harmony settlement in South Sudan. "We have enormous interests in South Sudan so we have to make a superior effort to persuade the two sides to stop aggressive and agree to a truce," Chinese Ambassador Ma said in an interview at the Juba embassy.

Military system should be restructured to enable the military to respond to conflicts in good time with a mean of 4.03 and Standard deviation of 0.603. The international community has played a big role in escalating the conflict with a mean of 4.18 and Standard deviation of 0.734.

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A collaborative effort is called for from both the locals and the worldwide community. However in Africa, most war management efforts have not succeeded because of lack of collaboration from both parties. The local community is at the heart of the war; hence they do know and are aware of the origin causes of the conflict. They should play a role in providing raw information to help administrations such as the United Nations in tailor making war mechanisms to curb down conflicts. But this has not been the case, instead global organizations have picked conflict management mechanisms used in other states and this could and has led to failure since not all conflicts have the same root causes and war environs.

The situation in South Sudan has failed to progress despite a second peace agreement signed on May 9. As the conflict between the regime and rebel forces continues, the country is also facing a collapsing economy, a massive escalation in internally displaced persons and refugees, imaginable famine, and a cholera outbreak. So far the South Sudanese regime has proven unable of dealing with any of these subjects on its own.

Initially the UN had their sole determination in nation building. This was a disappointment on their part since they did not focus on other boiling core issues such as employment of child soldiers by the dissident groups. This exposed education in South Sudan. Now, due to human rights abuses of the conflict, such as the recruitment of over 9,000 child soldiers by both wings, the UN Security Council voted to change the UN assignment in South Sudan from one of nation building to civilian guard. To this end, the UN Security Council also approved the deployment of three battalions of peacekeepers from Ethiopia, Kenya, and Rwanda. Conflict management approaches have worsened the conflict situation in South Sudan and intensified effects on education. In 2005 the GoSS proposed to make English the main central language to be used in all schools. But this did not development due to the Arabic background in

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South Sudan. The GoSS did not play its role in guaranteeing this was achieved and as result, South Sudan today is attacking with low literacy rates.

International community has their own selfish interests rather than the interest of ensuring peace in South Sudan with a mean of 4.92 and Starndard deviation of 0.802.

The results above concur with the findings that tribal conflicts are also widespread among the South Sudanese says Wassara. South Sudan is a home to dozens of tribes that originate from three main groups. The major is the Nilotic group, representing 65 percent of the inhabitants and the tribes with the highest political influence. Within this group, the Dinka—President Kiir’s tribe—make up 40 percent, and the Nuer—the second major group and previous vice-president Riek Machar’s tribe, accounts for about 20 percent. The dissimilar tribes have brought about ethnic variances and struggles.

The inability of the South Sudanese state to protect citizens is perhaps the central driver of violent battle across the country. Despite a range of safety crises (re)emerging along the sudanese border, the evolution to independence has had relatively little impact on the dynamics of safety and protection of civilians. Massive proliferation of small arms, cattle raiding, militia rebellions and domestic violence all continue to be widespread. Promoting collaboration, mutual, answerability, and interests and behavior within existing establishments in order to support national objectives and peace is the central contest of building peace in South Sudan.

Perceived disparities in the delivery of development support favoring one tribe, clan, state/county/payam, gender or faction over another are bent through prisms of historical grievance and do donate to (if not cause) violent struggle in many parts of South Sudan (Reeve, 2012). In consequence, the need for mainstreaming of conflict-sensitive methods to development cannot be overstated.

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Negative effects are inevitable to any state that experiences violent conflicts. South Sudan is no compromise. After its independence, corporate men, women and large firms flocked South Sudan due to the economic opportunities. But this has long changed since December 2013, different corporate men and women found means and ways to go back to their home states and global organizations were seen to transit from the state. There is no doubt that the state is facing an financial turmoil. Economic disorder comes with it high deficiency rates and insecurity in the state.

Political insecurity seems to be a visible significance in South Sudan (Reference). Exploitation and poor institutions have only fueled the variability in South Sudan. A system like the education system no longer works in the state. Armed conflict and dislocation continue to threaten the education of many scholars, especially in the northern states bordering Sudan and in Jonglei state. The continued arrival of immigrants and returnees from the North, the inclusion and immersion of marginalized and displaced cultural groups of the South, the incorporation of former child soldiers, and the addition of students who have experienced violence, loss and instability present vast challenges to schools, educators and communities.

5.3 Conclusions

The findings further indicated that 35.1% were 30 years and above. The finding therefore implies that the respondents were old enough to provide valuable responses that pertain to the analysis of conflict management and the threat to children education in South Sudan.

It is therefore clear that increased insecurity led to displacement and migration as supported by 55%. It can be argued that In the past there have been concerns from previous researchers and students, that the worldwide community does not take it's time to dig out the underlying issues that cause conflict before they come up with conflict organization measures for

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a country. Knowing that this will never change in a world where gluttony and power are what circumstances fight for, what we could propose is in the fore front of their selfish needs, the worldwide community should make sure that they fix the glitches and ensure lasting peace, realizing that it is the only way to have access to the natural resources and maintain good relations with the African states as well. A win win situation is necessary; the worldwide community can draw examples from countries like Ethiopia. The UK's Department of Worldwide Development like a number of other bodies has made it clear it is prepared to increase expansion assistance because of the impressive enactment of aid money in growth in Ethiopia. In fact, the level of co-operation Ethiopia now has with almost all sections of the worldwide community is highly significant.

The study above seems to cite political instability as main cause of conflict in South Sudan as supported by 36% of the respondents. However, the findings argue that Inter-ethnic violence, cattle storming and drought have forced families to abandon their homes, life-threatening poverty, rural sidelining, devastated post-war substructure and a struggling new regime amplify the enormous charitable challenges facing children staying in South Sudan. In this acutely delicate environment, inhabited by more than 60 native ethnic groups and additional expatriate people, the South Sudan education system must find a way to bring education to all children to lay groundwork for improved maintenances, peace prospects and improved social well-being.

Looking at some of the deep rooted causes of the conflict in South Sudan, Linguistic is seen to have played a part through the various indigenous groups. According to Breidlid (2013), the roots of the war have been attributed to the fundamental ethnic and spiritual differences

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among the southern, non-Arab population and the northern, Muslim, Arab-dominated government. The National Congress Party (NCP) of the North expected to impose Muslim values and the Arabic language on the South in a power to unite the two areas into a powerful Islamic state. While the Northerners deprived of the African elements in them, South Sudan is made up of more than 60 separate tribes, with 53 different dialects, and diverse religious beliefs.

A different opinion from world frontrunners is that they believe the crisis in South Sudan is political and requires a political answer. Many, including President Obama, U.N. Secretary-General BanKi-moon, and Pope Francis have warned South Sudan's leaders and participants in the conflict that their actions threaten gains made since liberation and the future of the country.

At the 24th Annual International Association of Conflict Administration Conference in Istanbul, Turkey, July 3 – 6, 2011, it was stated that the worldwide actors underestimate the deep rooted social, cultural and historical scopes of a conflict. The international actors, while assessing their volumes for peace are not able to connect with the locals since they are mostly directed towards working with the régime. This may cause peace building measures to stagnate or fail especially when the regime has its own selfish interests.

As a result of which even after all the remarkable expansion in the areas of Information Expertise, space science, atomic technology, oil exploration, industrial manufacture etc., India is still not able to eradicate its difficulties of poverty, ignorance and underdevelopment completely and effectively due to various reasons. Nearly one-fourth of the populace is still below poverty line; one third of the population is uneducated and disparities among rich-poor, urban-rural, educated uneducated are high, which are pretention hindrances in the developmental phenomena. One would therefore ask themselves if education would help solve some of the cited problems the state is facing.

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African states are also facing the same problem. Looking at the current situation in Nigeria, a recent item in the Eagle newspaper had the title 'Education is greatest threat to extremists'. The article tries to explain why Boko Haram as a extremist group is committed to eliminating education for children in Africa. One of the main aspects struggle management scholars look at is the role of women in amity building and conflict resolution. Rwanda is a case study that illustrates the role of women in amity building. The women were involved in decision making. Education and learning was part of Rwanda's peace building plan where the women were involved in organizing socio-economic activities.

In the ten years since the embracing of the Education for All (EFA) goals in Dakar, Senegal in 2000, many regions of the world have shown amazing gains toward meeting the Education for All necessities by 2015. However, as the 2010 EFA Global Monitoring Report states, there are still many states that remain far from attaining their commitments due to conflict which is a major impairment for the apprehension of the EFA and Millennium Development Goals.

Encounters, especially when they turn into civil war or extermination, have permanent consequences for people. The impact is not only financial, but also on education. Given that conflicts vary in duration, intensity and localization, informative systems may be affected in different ways as research indicates many dimensions of the informative system that are harmfully affected by conflict, especially with regard to existing inequalities within societies. In this regard, Africa has not been spared.

Africa presently represents about 40 per cent of the global conflicts and several of the wounded wars. Between 1970 and 2002, 35 fights occurred, most of them being civil wars. In 2003, 20 per cent of the African people and 15 countries were involved, generating eight million

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immigrants. The Rwanda genocide in 1994 abolished a predictable almost one million victims. The civil war in the Democratic Republic of Congo caused the hasty death of about 7 per cent of the population, around 3-4 million people. Conflict shakes education in many ways. Most sadly, it results in the death or movement of teachers, staff and students. For example, more than two-thirds of teachers are slayed as a result of genocide in Africa (Buckland 2005).

In the late 1970s, battles left many education systems in ruins with almost no trained or knowledgeable teaching professionals in addition to beleaguered attacks on education. The World Bank information that as a result of the encounter, 50% of its schools have required repair or rebuilding; and 58% of schools have been closed or demolished as a result of long civil war. In Sudan, the civil war between northern and southern parts of the state extended over two decades, killing two million people and making six million moves away. This harsh conflict once solved, a new crisis supported by the state burst out in the western region of Darfur, which has led over two million people to move from their homes, among which are 200,000 who fled to Chad. As a result, there have been complications in consistent school calendars across war-affected regions while schools continue being closed for an indefinite period of time, and this has had a destructive and malicious socio-psychological influence on students. In addition, the battle has resulted in reduced access to school, averting the opening of schools, threatening student's safety while travelling to school and attending class, and increasing teacher absenteeism. There has further been increased drop out this dropping educational existence rates due to movement, military recruitment or financial hardship.

In addition, other factors like increased overlook for youth involvement in the military, has affected schooling since the academic year may be interjected or shortened due to drop outs who opt to leave school to battle conflict or in most cases is Africa, be the catalyzers in conflict

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circumstances. Concentrating more on South Sudan, we see that since its independence in 2011, the South Sudanese government has been steadily transforming its education system by assigning a large share of its countrywide budget to education. In addition, aid activities have been directing funds into education to help shore-up the levels of knowledge in the oil-rich country, and members of these unpredictable groups now find themselves part of the diaspora as they try to address conflict. However, there has been limited progress, and this battle appears to be a more extended issue.

In order to improve educational plan responses during and after battle periods, it is essential to understand the multifaceted effects of conflict on education. In all, the existing study is clear that the effects of battle represent important challenges for national education systems. Therefore searching for the main causal factors of conflict incidences and understanding how to better manage conflict could be important in ensuring the security of education. Some international organizations see battle as both a major encounter and a major opportunity, as the post-conflict environment may be fruitful ground for considerable education development and transformation. On the other hand, we shall look at Uganda more specifically Northern Uganda and how Education was used as a tool in peace building that has helped the state manage conflicts as well as complicated war affected youth in peace plans in various schools.

On the surface, one may think that the worldwide community is working hard towards handling the conflict. In reality there could be high probabilities that the western powers are fueling the fight in South Sudan to further their own selfish benefits. Due to the oil in South Sudan, the western forces could be inciting the dissimilar ethnic groups in the South against each other. Causing them to lose focus on the richness of their state, while the west benefits by maneuvering on how to gain admission to the oil. So the question of whether the global community is there to

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help the state remains a dilemma. Today there has been struggle over South Sudan from the great powers. China is swapping its reserved negotiation for a hands-on approach to help determination a more than five-month-old rebellion in South Sudan that threatens Beijing's oil savings.

Military system should be restructured to enable the military to respond to conflicts in good time. The international community has played a big role in escalating the conflict a collaborative effort is called for from both the locals and the worldwide community. However in Africa, most war management efforts have not succeeded because of lack of collaboration from both parties. The local community is at the heart of the war; hence they do know and are aware of the origin causes of the conflict. They should play a role in providing raw information to help administrations such as the United Nations in tailor making war mechanisms to curb down conflicts. But this has not been the case, instead global organizations have picked conflict management mechanisms used in other states and this could and has led to failure since not all conflicts have the same root causes and war environs.

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5.4 Policy Recommendations

The undesirable potential of bad quality education should never be used by agencies as a justification not to engage in backup education activities and systems. It is the very fact of why quality, inclusive schooling needs to be a major part of any response to conflict affected states. Therefore educational planning, using impartial approaches and protective surroundings might assist not only in averting conflict, but also in prevention of employment of children into armed forces. In order to provide children affected by armed conflict, (particularly Children Associated with the Armed Forces - CAAF) with hope, to alleviate further conflict, to develop a sense of future, as well as to promote financial growth and a healthy population, it is vital that education is providing in all situations.

Education should provide such guard of children and prevention of further recruitment by: providing physical protection (ensuring institute buildings and the surrounding atmosphere are safe spaces) where children are not in danger of (re-) employment offering psychosocial protection from conflict-related trauma and emerging cognitive protection (developing suitable life skills which children need to endure and cope in a conflict-affected environment, such as landmine consciousness or critical thinking skills).

The growth of an effective protective component of schooling can make children less vulnerable to staffing by armed forces. For example warring parties may recognize schools as safe spaces which will not be targeted. Furthermore, children can convert more discerning of outright propaganda and ideological handling, as a result of life skills education. Education is also vital in post-conflict situations when children are reintegrating back into their societies. These children have often experienced a huge shift in identity during their time with the armed

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forces, perhaps becoming a spouse or even mothers, or acting as commandants. For some, to revert to being a 'child' again, might be an unbearable task. Quality education however in its holistic sense can help children affected by battle to develop a sense of stability to be able to reintegrate more positively into their communities. This has been verified in Sierra Leone, where children who were provided with schooling skills, were shown to be more fruitful in their incorporation than children who had not received an schooling (Save the Children, 2006c).

5.5 Limitations of the study

The validity and reliability of the study's information, which was obtained from the staff, depended on how honest they were. Selecting a representative sample was tricky as too large a sample rendered it difficult to collect information economically and yet too small a sample yield a results that are not representative of the overall staff population.

5.6 Areas of further research

Areas of further research that were identified include a similar study to be carried out on other sectors of conflict management.

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UNIVERSITY OF NAIROBI

Research questionnaire on Conflict and Education Threat. A case study of South Sudan

Dear respondent,

My name is Catherine Waruguru Kinyua, a student at the University of Nairobi pursuing a Masters in International Conflict Management. I kindly request your participation in this research based on education threat in South Sudan. The questionnaire is completely anonymous, thereby providing full confidentiality. The information sought will be used strictly for academic purposes. Please answer all the questions as honestly as possible. Thank you.

SECTION A; DEMOGRAPHIC INFORMATION

Sex

Male

Female

1. Indicate your Faculty

2. Age

19 and below

19-25years

25-30years

30 and above

Section A

4. What was your reason(s) for leaving South Sudan?

Increased insecurity

Education opportunities

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Forced society displacement

Job opportunities

Marriage

Business opportunities

Other (please explain)

5. What would you consider to be the major factors of conflict in South Sudan

Political instability

Fight for power

Ethnicity

Poverty

Poor and weak institutions (eg Military, Judicial etc)

Foreign intervention

Scarcity of natural resources

Militarization of the society

Breakdown of traditions and values

6. What effects have been brought about by the conflict in South Sudan

Increased insecurity

Increased migration and displacement

Close down of institutions (such as schools)

Shut down of oil fields

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- Increased tribal conflicts
- Economic degradation
- Regional instability
- Increased marginalisation

SECTION B:

7. Which measures of maintaining peace in your opinion do you think the state has used in the past and have failed

- Peace agreements
- Cease fires
- Dialogue
- Mediation
- Reconciliation
- Military force

Rating scale: Degree of agreement

Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

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SECTION II (Conflict Management Strategies)

	1	2	3	4	5
The government should restructure their institutions					
International community should increase their support towards ensuring peace					
International community should decrease their support towards ensuring peace					
Women should be involved in peacemaking					
The youth should be taught on peacemaking and peacebuilding					
South Sudan should adopt a more democratic system					
Education is important to enhance economic, social and political growth					
The government should ensure that schools are well protected					
Security increase in school environments will encourage children to go to school					
There is an increasing number of child soldiers in South Sudan					
Military system should be restructured to enable the military to respond to conflicts in good time					
The international community has played a big role in escalating the conflict					

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SECTION III (Challenges faced by South Sudan in maintaining peace)

	1	2	3	4	5
The state lacks the right personnel in various institutions					
The state has not put policies, rules and regulations in place to handle conflict situations					
Low literacy levels have contributed to lacking people with the right skills to manage conflict					
The government is not keen on its citizens but are more focused on their own political gain					
International community have their own selfish interests rather than the interest of ensuring peace in South Sudan					

SECTION IV (Education threat)

	1	2	3	4	5
One can easily have access to education in South Sudan					
Education is affordable in South Sudan					
English is the common language used in schools					
Arabic is the common language used in schools					
There are enough teachers in schools					
Level of competition in school is high					
Level of competition in school is low					
The quality of education in Kenya is better than in South Sudan					

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The quality of education in South Sudan is better than in Kenya					

If South Sudan was to come to a complete peaceful state, would you go back to your home country?

After attaining a degree/diploma/postgraduate degree, are you willing to go back to South Sudan and contribute to the state's development?

THANK YOU VERY MUCH FOR YOUR TIME AND EFFORT!!

END