

The Impact of Armed Conflict and Education on Social Economic Development in South Sudan: A Case of Juba County

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ABSTRACT

This study aimed at providing a broader understanding of how armed conflict and education affect social-economic development of South Sudan. The objectives of the study were to examine the relationship between armed conflict and Social-economic development of South Sudan, analyst the relationship between Education and Social-economic development of South Sudan and to study the factor structure of armed conflict, Education on Social-economic development of South Sudan. The study employed a case study and descriptive design while using qualitative and quantitative approaches. The study population was 345, selected using purposive and simple random sampling technique. The sample size determination was made using Krejcie and Morgan Table (1970) formula. The sample size was 211. The data analysis was made using Statistical package for social scientists (SPSS 18). The major findings of the study were that there was a positive relationship between; armed conflict and social-economic development ($r = 0.827$, $P\text{-value} < 0.01$), Education and Social-economic development ($r = 0.916$, $P\text{-value} < 0.01$) and lastly variables explained $R = 0.644$ a combination of armed conflict and education in assessing the level to which they can predict the level of social-economic development, such that unit change in a possibility of an armed conflict twill contribute to a change in the possibility of social-economic development by (.668) while a one unit change in education systems will contribute to a change in the social-economic development of the County like Juba and the whole Country at large (.408). The study recommends that there should be peace building measures that directly focus on how to combat armed conflict especially the fighters, a proper recommendable approach would be fostering Amnesty programs for fighters to ensure peace building, all counties, organizations and stakeholders should invest heavily in educating their staff and sensitizing their beneficiaries about the need for peace building and where need be, set up education programs for their staff in a bid to build their competence and that peace building to end conflicts should be advocated for through all channels right from curbing armed conflict, engaging more organizations and most importantly with strong education systems.

CHAPTER ONE

INTRODUCTION

Globally, some progress is being made towards achieving the MDGs, but societies affected by armed conflict and criminal armed violence are often off track. These countries are usually in the lower ranks of the Human Development Index (HDI) or are experiencing specific risk factors shaping armed violence onset. For example, in 2012, the UN stated that 22 of the 34 countries farthest from reaching the MDGs are in or emerging from armed conflict (UN's MDG Review Summit, September 2015). This

suggests that armed violence is both a cause and consequence of certain forms of underdevelopment. At the time when conflicts have become major impediments to development, the donor community recognizes the need for a special focus in assisting post-conflict recoveries.

According to UNDP, (2013), the majority of worst-performing countries in terms of meeting their MDGs have been affected by conflict directly or indirectly and these countries are in greatest need of foreign aid and the countries affected by armed conflict are South Sudan, Kenya, Somalia, DRC Congo and Burundi among others. In light of this debate, it is of crucial importance to sharpen the focus on the role of post-conflict aid as a tool for peace recovery and development. Since all the developing countries, including those affected by conflict, attract aid from the same pool of donor funding World Bank, (2014), investigation of the patterns and the determinants that drive aid to post-conflict countries is warranted.

The crisis in South Sudan worsened humanitarian conditions in a country facing acute needs and 740,000 people are displaced due to the armed conflict and therefore it embarked to peace building, especially, in Jonglei, Upper Nile and Unity States, (Dan, 2014). There are disparities in school participation rates, the chance of completing the eight-year primary cycle is currently 30% for boys but only 17% for girls. The primary completion rate is still very low at only 26% for grade 6 and 8% for grade 8, thus leaving the illiteracy rate very high in the Country. Based on the 2013 Southern Sudan Household Survey, 50.6% of Southern Sudanese are poor, living on less than USD 2.0 per day. The incidence of poverty has also worsened, from 44.7% in 2011 to more than 57.2% in 2015, with a corresponding increase in the depth of poverty (MoAF, 2015).

Fighting and rising insecurity have contributed to deteriorating conditions that are further impacted by the evacuation of many international relief workers (Rodriguez 2012). The protection of civilians is currently the primary humanitarian challenge in South Sudan, and reports indicate that the security forces are, in many areas, divided and/or unable to provide security for either residents or foreigners (Collier and Duponchell 2010). However such challenges in the Country have greatly affected humanitarian assistance hence making it difficult to realize peace building in many spheres of development. The current study tries to investigate how armed conflict and humanitarian assistance influence peace building in South Sudan.

THEORETICAL REVIEW

The relationship between armed conflict and socio-economic development in Juba County can be effectively understood through several theoretical lenses. Three key theories provide valuable insights into the impacts of armed conflict on the region's socio-economic conditions: fragility theory, human security theory, and post-conflict reconstruction theory.

Fragility Theory

Fragility Theory highlights the role of weak state institutions in perpetuating conflict and hindering socio-economic development. In fragile states like South Sudan, political instability, corruption, and poor governance create conditions that both ignite and prolong conflict. In Juba County, these factors have led to a cycle where conflict weakens state institutions further, making recovery and development more difficult (Collier & Hoeffler, 2004; OECD, 2008).

Human Security Theory

Human Security Theory broadens security to include economic, social, and environmental factors. It argues that conflict disrupts people's ability to meet basic needs, such as access to education, healthcare,

and employment. In Juba, ongoing violence and displacement have eroded these essential services, stalling socio-economic development. Human security measures are crucial for enabling individuals to contribute to the economy and ensure long-term recovery (UNDP, 1994; Galtung, 1996).

Post-Conflict Reconstruction Theory

Post-Conflict Reconstruction Theory focuses on rebuilding both infrastructure and institutions after conflict. It stresses the importance of restoring governance, addressing the root causes of violence, and fostering social cohesion. In Juba, the recovery process has been slow due to ethnic tensions, weak institutions, and resource shortages. A comprehensive approach to rebuilding is necessary for sustained economic growth (Collier, 2007; World Bank, 2011). These three theories provide a well-rounded understanding of the challenges Juba faces in achieving socio-economic development after conflict. An integrated approach addressing governance, security, and reconstruction is essential for long-term recovery.

Purpose of the study

The study aims to provide a broader understanding of how armed conflict and education affect social-economic development of South Sudan using Juba County as a case study.

Objective of the study

To examine the relationship between armed conflict and social-economic development in Juba County.

CHAPTER TWO

LITERATURE REVIEW

Armed conflict is the use of illegitimate force (actual or threatened) with arms or explosives, against a person, group, community, or state that undermines people-centered security and/or sustainable development. An armed conflict is a contested incompatibility which concerns government and/or territory where the use of armed force between two parties, of which at least one is the government of a state, results in at least 25 battle-related deaths (Duponchell, 2010). As such, armed violence can result in the loss of fixed assets, the disruption of formal and informal labor markets, reductions in, or absence of foreign and domestic investment, declining tax revenues and diminishing service-delivery capacities. In short, armed violence undermines development (UNDP, 2008).

Moreover, the uncertainty generated by the attacks, kidnaps and threats has decreased their investment in research, technology and in hiring more laborers. Collier and Duponchell, (2010) uses information from a firm survey conducted by the World Bank in 2006 in Sierra Leone, finding that conflict reduces the number of employees that a firm can hire (Duponchell, 2010). Armed conflict is measured by attributes like destruction of infrastructure, unprotected protected human and property rights, loss of lives and displacement of people (Blattman, 2010).

Social-economic development

A society develops economically a society is recognized as developed when it members increase jointly their capacity for dealing with the environment (Habasonda, 2013). This capacity is dependent on the extent to which they understand the laws of nature (science), and on the extent to which they put that understanding into practice by devising tools (technology), and on the manner in which work is organized (United Nations, 2011). Modern democratic societies rely on the power of education and the media to get the word around about what problems we collectively face. Those societies whose citizens are encouraged to engage in the fullest and most enlightened exercise of choice will have the greatest potential for development (Habasonda, 2013).

There is a relationship between armed conflict and socio-economic development because armed conflict decreases the probability of development in a country (Camacho and Rodriguez, 2012). As such, armed violence can result in the loss of fixed assets, the disruption of formal and informal labor markets, reductions in (or absence of) foreign and domestic investment, declining tax revenues and diminishing service-delivery capacities. In short, armed violence undermines peace building (UN’s MDG Review Summit, 2010). Weber, (2011) argued that the most urgent and important peace building objectives were identified as ‘establishing security, building confidence in a political process, delivering initial peace dividends and expanding core national capacity.’ As suggested by a survey respondent, basic services delivery, which lies at the core of humanitarian action, could support peace building by helping to establish security; Restoring basic service delivery supported by humanitarian action and satisfaction of basic needs, will create a climate that is favorable to peace building.

**CHAPTER THREE
RESEARCH METHODOLOGY**

A case and descriptive design was used taking UN PoC (UN Protection of Civilian Sides) Juba County as a case study. A case study can provide focused and valuable insights to phenomena that may otherwise be vaguely known or understood. Both qualitative and quantitative approaches were employed to get the information from the employees and beneficiaries (IDPs) of different backgrounds from the organization. Quantitative approach was employed using questionnaires. In this case, the quantitative approach allowed the researcher to solicit information expressed in numerical format while the qualitative approach complemented the quantitative approach by soliciting more detailed information expressed in textual format (Mugenda & Mugenda, 1999). Combining numerical and textual information helped the researcher to enrich the study findings.

Validity and reliability of research instruments

The quality of research is gauged by the validity and reliability of results. Data validity and data reliability measures the accuracy and consistence of the research. Validity is a measure determining the extent of systematic errors in the data material (Saunders and Thornhill, 2007). If relevant variables are excluded, the statistical models are biased. Data validity is to a great extent dependent on the researcher. Reliability assesses whether the research has random errors. It determines the consistence of the measurements. High reliability represents high correlation between dependent and independent variables. Cronbach’s Alpha test will be employed to measure the reliability.

A formula for Lawshe was used to measure the validity of research, as indicated below:

$$CVR = (n - N/2) / (N/2)$$

Where CVR= Content Validity Ratio,

n= Number of respondents indicating “essential”,

N= Total number of respondents

The reliabilities found to be above 0.8, as recommended by (Amin, 2005) means the instruments are reliable.

Table 3.3: Reliability of the Instrument Variable

Variable	Anchor	Cronbach Alpha Coefficient	CVR(Content Validity Ratio)
Armed conflict	5 point	0.8350	0.8250
Education	5 point	0.8125	0.8250

Social-economic development	5 point	0.8325	0.8550
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Source: Primary data

Since all Content Validity indices for all experts and Alpha coefficients were above 0.8, then the items/questions selected for the study were relevant to the study variables.

Data process and analysis

The data collected was coded and filled into Statistical Package for Social Science (SPSS. Version 20.0). Depending on the nature of the data, different statistical methods will be applied. Descriptive statistics, such as mean, frequency, cross-tabulation, and percentage will also be used when necessary. The results were presented in tables as appropriate. Using Pearson correlation coefficient of determination, inferential statistics like correlations will be used to illustrate the existence of the relationship between variables (if any), while multiple regression was used to explain how the independent variables affect the dependent variable. A multiple linear regression model was used to assess the impacts of armed conflict and education on social-economic development.

CHAPTER FOUR

INTERPRETATION AND ANALYSIS OF STUDY FINDINGS

Relationship between Study Variables

Spearman correlation coefficient was used to determine the degree of relationship between the study variables as shown in the table.

Table 4.8 Pearson’s zero order correlation matrixes

	1	2	3	4
Armed conflict (1)	1.000			
Education (2)	.547**	1.000		
Social-economic development (3)	.827**	.659**	1.000	

** . Correlation is significant at the .01 level (2-tailed).

The relationship between armed conflict and Social-economic development

The results in table 4.8 above indicate a positive relationship between armed conflict and social-economic development ($r=0.827$, $P\text{-value} < 0.01$) which implies that social-economic development can be attained with elimination of armed conflicts in the Country like South Sudan. And that the presence of an armed conflict will always affect the social-economic development of any County like Juba and the whole Country at large.

Regression analysis

Regression analysis was used to examine how armed conflict and education determine the level of social-economic development in a country.

Table 4.9 below shows the regression model for armed conflict, education, social-economic development

Model	Unstandardized coefficients		Standardized coefficients	T	Sig
	B	Std. Error	Beta		
Constant	5.433	22.087		.792	.459
Armed conflict	.684	.303	.668	1.346	.422
Education	.302	.410	.408	1.168	.146
R- Square =0.791, R- Square =0.491, Adjusted R- square = 0.387, F= 7.390, Sig = 0.188					

Source: Primary data computed

Results in table 4.9 above show (R= 0.644) a combination of armed conflict and education in assessing the level to which they can predict the level of social-economic development in the County like Juba. These variables explained 79.1% of the variance of social-economic development (R Square =.339). The most influential predictor of social-economic development was armed conflict ($\beta = .668$, Sig. 422). This is because the presence and absence of armed conflict influences the social-economic development of a society. Education is less likely to influence social-economic development since it portrays low significance ($\beta = .408$, Sig. 146) in the model.

A unit change in a possibility of an armed conflict will contribute to a change in the possibility of social-economic development by (.668) while a one unit change in education systems will contribute to a change in the social-economic development of the County like Juba and the whole Country at large (.408).

Factor Analysis of Armed conflict

Table 4.10: Factor Analysis of Armed conflict

Variables	Destruction of Infrastructure	Forced displacement	Loss of lives	Un protected human and
Assets were lost and destroyed through heavy fighting and looting.	.860			
The efficiency of farm holdings is affected due to disruption of rural labor markets.	.848			
Limits imposed on the operation of larger farms affects the business	.831			
Civilian populations are often targets for both armies and rebel groups trying to expand their territorial control		.843		
Internal armed conflicts lead to cutting off large numbers of people from economic opportunities.		.734		
Internal armed conflicts can lead to a vicious cycle of displacement		.721		

Civilians in war zones may also be subject to war atrocities such as genocide			.726	
Loss of lives caused by violent armed conflicts affects sustainable development			.658	
A number of people have lost their live during the armed conflict in South Sudan.			.633	
More often human and property rights are infringed				.676
Persons that are not taking part in the conflict of those that can longer take part in the armed hostilities are respected				.629
There has been independency for the sake of protecting the innocent victims of conflict with their property				.610
Eigen Value	4.289	.483	.164	.064
Variance %	60.788	19.554	13.387	6.271
Cumulative	60.788	80.342	93.729	100

Source: Primary data computed

The results show the factor analysis results of Armed conflict variables, four factors were extracted, component one explains (Destruction of infrastructure) 60.8%, the second Forced displacement shows 19.6%, the third (Loss of live)13.4% and the last Unprotected human and property 6.3% of the variance of Armed conflict.

The factor analysis results of armed conflict under destruction of infrastructure attribute were explained that; Assets were lost and destroyed through heavy fighting and looting 86%, the efficiency of farm holdings is affected due to disruption of rural labour markets 85% and that Limits imposed on the operation of larger farms affects the business.

Under Forced displacement attribute, they were explained that; civilian populations are often targets for both armies and rebel groups trying to expand their territorial control 84%, Internal armed conflicts lead to cutting off large numbers of people from economic opportunities 73% and that Internal armed conflicts can lead to a vicious cycle of displacement 72%.

With the Loss of lives attribute, the results were explained that; Civilians in war zones may also be subject to war atrocities such as genocide 73%, Loss of lives caused by violent armed conflicts affects sustainable development 66% and that A number of people have lost their live during the armed conflict in South Sudan63%.

Lastly under Unprotected humans and property attribute, they were explained that; More often human and property rights are infringed68%, Persons that are not taking part in the conflict of those that can longer take part in the armed hostilities are respected63% and that there has been independency for the sake of protecting the innocent victims of conflict with their property 61%.

The results are in line with the armed conflict model by Blattman, (2010) which measures armed conflict with attributes like destruction of infrastructure, unprotected protected human and property rights, loss of lives and displacement of people.

CHAPTER FIVE

INTERPRETATION OF THE FINDINGS

The relationship between armed conflict and social-economic development

The results indicated a positive relationship between Armed Conflict and Social-economic development ($r = 0.827$, $P\text{-value} < 0.01$) which implied that social-economic development can be attained with elimination of armed conflict, but with continued armed conflict, it is hard to achieve social-economic development of any County.

The results are in line with Camacho and Rodriguez, (2012) that armed violence can result in the loss of fixed assets, the disruption of formal and informal labor markets, reductions in (or absence of) foreign and domestic investment, declining tax revenues and diminishing service-delivery capacities. In short, armed violence undermines peace building. Weber, (2011) argued that the most urgent and important peace building objectives were identified as ‘establishing security, building confidence in a political process, delivering initial peace dividends and expanding core national capacity.’ As suggested by a survey respondent, basic services delivery, which lies at the core of humanitarian action, could support peace building by helping to establish security.

The factor structure of Armed Conflict and Education on Peace building

The results indicated ($R = 0.644$) as a combination of armed conflict and education in assessing the level to which they can predict the level of social-economic development in the County like Juba. Such that a unit change in a possibility of an armed conflict will contribute to a change in the possibility of social-economic development by (.668) while a one unit change in education systems will contribute to a change in the social-economic development of the County like Juba and the whole Country at large (.408).

The results are in line with Campbell, (2011) who said that armed violence can result in the loss of fixed assets, the disruption of formal and informal labor markets, reductions in (or absence of) foreign and domestic investment, declining tax revenues and diminishing service-delivery capacities thus affecting the humanitarian aspects. Lucchi, Elena, (2010) concludes that absence of an armed conflict and education contributes to advancing the restoration of basic services, promoting human rights and a climate of confidence, winning trust of the population and engaging them in peace processes.

Conclusion

The study revealed that there was actually a need for good systems to avoid armed conflict and effective education systems as the best way to strengthen and improve social-economic development in Juba County in South Sudan.

Recommendations

The results of the study indicated that armed Conflict directly affects the social economic development process in South Sudan; the study recommends that there should be peace building measures that directly focus on how to combat armed conflict especially the fighters; a proper recommendable approach would be fostering Amnesty programs for fighters to ensure peace building. Much effort should be put into such programs for a faster peace building process which ultimately will lead to improved social economic development in the Country.

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