

Incorporating Peace Education and Accelerated Learning in Tertiary Institutions, for Quality Education in Armed Conflict Regions

Solomon Ewot, Prof Marcella Momanyi, Dr Peter Koros^{*}

*The Catholic University of Eastern Africa
Nairobi, Kenya*

**Corresponding Author*

Abstract: This research was meant to determine how armed conflicts in Central Equatoria State, South Sudan, have affected quality education of tertiary institutions. Also, it was to examine the extent to which security precautions have been put to protect scholars, students, and non-teaching staff members towards provision of quality education. The key research questions are: What steps have been taken to incorporate peace education and accelerated learning in curriculum development of tertiary institutions in Central Equatoria State South Sudan? Whether peace education has been incorporated in the college curriculum. The Social Stability and Social Destabilization theories guided the study. A mixed-methods and particularly, convergent-parallel approach, cross-sectional surveying and phenomenology guided the research methodology. The research subjects included the: Vice Chancellors, administrators, HODs, students, lecturers, of three educational institutions; two public and one private learning institutions, NGOs, legislative assembly, and opinion leaders. The study's target population totaled 1727 participants. They were selected via stratified random sampling, as well as purposeful sampling. Instruments for data collection included interviews, surveys, guided questions, observations, and Focus group discussions. Experts in the relevant fields were used to invalidate the research instruments for their content, criteria, prediction, and concurrent validities. Quantitative items on Likert scales were evaluated using the Cronbach alpha technique, while the trustworthiness and dependability of qualitative items was verified. One university conducted pilot studies and they were disregarded in the final analysis. Quantitative items were analyzed using descriptive statistics, which involved summarizing data using frequencies, percentages, standard deviation, and means. Narratives and direct quotes were used to present the findings from the qualitative data analysis. About 433 out of 548 (84%) shows the overall return rate. The results show that More than 30 percent of college and university students are forced to relocate because of civil strife. As a result of the devastation caused by war, many professors 34/79 (43%) have avoided teaching. 162/242 students do not realise availability of academic materials (Library services, suggested textbooks). 173 out of 242 (71.1%) students view professors' resignations as a common occurrence. 24/79 (30%) armed engagements can be traced back to organized groups. The perception of South Sudan as violent conflict prone nation demoralizes people's social economic engagements and higher education About 23/30 opinion leaders, 222/242 students, 59/79 lecturers and NGOs interviewed preferred the incorporation of peace education and accelerated learning in school curriculum but it should start from secondary level of education. However, some participants preferred to be implemented in all levels of education All scholars need to be empowered with conflict management know how, and practices.

Keyword: Armed conflicts, Quality, Education, Peace Education, Accelerated Learning

Introduction

In many regions of the world, humanity suffers from experiences of armed conflicts. Human engagements for social economic sustainability are affected by occurrences of violent conflicts. In the case of tertiary institutions, it is a challenge to provide quality education to apprenticeship. African nations are among the different world regions where encounters brought about by armed conflicts curtails educational institutions and its associated programmes.

Since independence (2011), South Sudan has suffered economic crises and unending civil communities' hostilities since December 2013. It has a population of 11,062,113 people (UN data, 2019), six public and more than 20 private universities with over 60,000 students (South Sudan Population Pyramid, 2019). The nation encounters several factors that limit her quality education provisions as follow: The insecurity (OCHA 2015, Thomas, 2017), Political differences since 1955 (De Waal et al., 2017), lack of basic facilities, low salary of the lecturers (MoEST), 2008–2015; the rise of new wealthy or elite families in South Sudan (Barraba, 2015).

Education is recognized in improving the well-being of people (Rebecca, 2018). Well as education as an investment may resourcefully promote human well-being, by discourse, also serves as a trigger, causation of civil wars (Banta, 2013). It has influenced negatively on quality education provision in the “Third world” (Kadir, 2018). High social-economic costs as recurrent costs persist for years even after the end of the conflict (World Bank, 2020; Justino, 2016). For example, in Iraq from 2003 to 2017, the invasion by the USA- led coalition, 200 Universities students were killed and 100 lecturers and officers were kidnapped (Ricks, 2006), the government of Iraq adopted and implemented accelerated learning, (UNAMI, 2020).

The government of South Sudan and educational stakeholders such as; church organizations, international nongovernmental organisations, and multi-national organisations (UNESCO, World Bank.....) trying to improve education in South Sudan. Although more learners are enrolled in learning institutions, the quality of education in South Sudan is evidently hampered by impending armed conflicts. This study examined “*The Influence of Armed Conflicts on the Provision of Quality education in Tertiary Institutions in Central Equatoria State – South Sudan*”. This paper focuses on determining whether inquiry and inclusion of peace education and accelerated learning in a syllabus/curriculum can be resourceful in improving the quality of education by averting effects of armed conflicts in higher learning institutions.

Situational Analysis

South Sudan attained its independence from Sudan in 2011 but nonetheless continues to suffer armed conflicts. The failure to sustain peace has had a devastating impact on lives of millions of South Sudanese (Care International in South Sudan, 2020). South Sudan's government prioritized education with a sizable portion of its country's budget. International NGOs have also worked hard to better South Sudan's education system. But the country has seen little success due to the country's ongoing armed conflict (Overseas Development Institute, 2018). Armed conflicts threaten the understanding of the right to quality education. It remains a special category that deserves attention, in an attempt to offer quality education.

The research in context specifies policy mechanisms as dimensions to armed conflict situations, with particular concern of higher institutions of learning. One of the measures of promoting higher education in question is how “peace education and accelerated learning curriculum development” can be incorporated for quality education in higher institutions of learning. As a research guide, a few questions posed to solicit the views of respondents, including the following: a) Possible solutions in mitigating the negative influence of armed conflicts on the provision of quality education in central equatorial State?, b) Whether peace education has been incorporated in the college curriculum?, c) Inquiry on ways through which peace education inclusion in the syllabus can reduce armed conflict activities, d) Whether the inclusion of accelerated learning in the syllabus contributes to reduced armed conflict activities?, and e) Whether inclusion of peace education and accelerated learning in a syllabus/curriculum can help in improving the quality of education by reducing effects of armed conflicts in higher learning institutions.

Significance of Study

The research product is set to strengthen policy mechanisms for resolving violent conflicts. It implores provisions for quality education as may be necessary with the MoEST. A case scenario is how to develop curricula for peace education in pursuit of belligerents’ reconciliations. The study may encourage and strengthen tertiary institutions to foster the spirit of cohesion, helpful for tertiary institution administrators and the schools’ boards in addressing traumatic and violent behaviors of students, lecturers, and parents... and government interventions based on research recommendations. The research might help government leaders in Central Equatoria State on how to implement security measures in schools (ban on all weapons, including knives) be carried in the campuses’... Similarly, it might be of help to state governments and NGOs to find solutions to the problem of community peace initiatives.

As a scope, the study concentrates on higher learning institutions in central Equatoria State. The research subjects included respective members of faculties, Lecturers, opinion leaders, legislators, students, and support personnel who took part in the research. It focused on how peace education and accelerated learning can be implemented into the curriculum development of higher institutions in the region, as well as professional skills and training accessible for lecturers in boosting quality education amidst armed conflicts. It has examined the effects of armed conflict on the provision of higher education in Equatoria State and offered some solutions to the problems that have arisen as a result.

The Theoretical Frame work

The social stability and social destabilizing tenets of Conflict Theory served as the theoretical framework for this investigation. Conflict theory was developed by Karl Marx (1818–1883) (Kibera & Kimokoti, 2014). Nickerson (2021) defined class conflict as one result of a conflict is revolution and structural inequality. It presupposes that power imbalances exist in all human relationships and social organizations. The above-described divergent perspectives on the relationship between social stability and social impairment suggest that education can both exacerbate and alleviate conflict.

Strengths of Conflict Theory

The strength of conflict theory includes: true power lies in exposing injustice and a staunch commitment to the principle that every person deserves to be treated with respect and compassion (Swanson, 2013) he continued arguing that, conflict theory makes the assumption that the ruling class uses educational institutions, the media, and other forms of communication to spread ideas that will support the continuation of the ruling class's control. Kibera (2014) argued that society is always at odds with itself because of the struggle for scarce resources. Roy (2017) outlined: competitiveness, revolution, structural inequity, and war. The latter is why this investigation remains open. To keep what they have, the wealthy and powerful would resort to any means necessary, including the use of force and legal loopholes. (Thiede et al., 2020).

Weaknesses of Conflict Theory

Pate (2019) argued that societies have interest groups that are separate from socioeconomic strata. For him, it is not necessarily the owners of the property that hold the power. A gain Social conflict does not always result in long-term societal transformation. Conflict theory has a tendency to redirect attention away from the original purpose and it overemphasis on economic factors at the expense of ideology, politics, and power. The present research has centered on mitigating and successful stories from various parts of the world that have used some mechanisms to overcome the influence of armed conflict in providing quality education in their regions. These mechanisms include: peace education curricula, accelerated learning, security enforcement, teaching professional abilities, and safety by Security provisions to students and lecturers, conflict management, prevention, and reduction. Teacher training using such means as cooperative learning, individual and group counseling, positive peer connections, and so on -Targeted feedback techniques for educational purposes.

Addressing the weakness of conflict theory

Limitations of conflicts theory discussed in this study include its potential to distract from the achievement of goals and its overemphasis on the role of economics at the expense of ideology, politics, and power. The researcher has investigated areas of concern such as; accelerated learning curricula, Peace curriculum, and syllabus development. The measures taken to ensure the safety of students and faculty, as well as those taken to manage, prevent, and lessen conflicts. The findings suggest that to deal with the flaws of conflict theory, such as social stratification, is to encourage the formation of strong community support networks among students from all backgrounds. Working with at-risk adolescents to lessen the likelihood that they may be drawn into criminal activity is a top priority for the Management Board of the educational institution. This will make sure that power isn't concentrated in too few hands and will benefit all people.

Applying the work of conflict theorists to analyze how wars affect access to quality education in South Sudan's Central Equatorial State. According to Randall Collins (2013), the goal of education under Conflict Theory is to ensure that the powerful continue to hold their positions. However, according to Marx there are two main social groupings, the ruling class and the working class, in all stratified societies. The bourgeoisie (ruling class), is so powerful because it owns and regulates the means of production. The solution Marxism recommends to this issue is a violent, armed revolution and a complete overhaul of a society's norms, values, and traditions (Mishra, 2013). However, Key (2019) argued that disagreements are healthy and reasonable if they stem from a shared understanding of key concepts. Therefore, the study's relevance and the theory's application come from the fact that it illuminates how the social structure brought on by violent wars affects students at universities in Central Equatoria State, South Sudan. For instance, one could determine the effects of armed conflicts on the quality of education by studying the factors that affect distinct groups of students at various institutions of higher learning. According to the proponents of the conflict theory, armed conflict arises when resources are scarce and competing groups cannot avoid fighting over them.

Many students and teachers in South Sudan's higher education system have fled the country's unrest for safer regions. It is difficult to maintain a high standard of quality education. This study applies conflict theory by investigating the influence of the "hidden curriculum" (positive behaviors, values, honesty, respect, peaceful

coexistence) on both students and instructors, This could include: the creation of a curriculum for rapid learning and peace education, identification of threats to the provision of quality education at tertiary institutions, the development of security measures to protect faculty and students, in armed conflicts pruned areas such as; Upper Nile region in South Sudan.

Literature Review

The theoretical links between armed conflict and Quality Education are resource reductions, recruitment into armed groups, Safety threats, poverty, and food insecurity (Justino, 2016). The two opposing schools of thought the Social Stability and Social Destabilization theories were deemed relative to the study. Belgin (2016) and Erik (2015) argue that war is a challenge to the very legitimacy of a state's existence. Armed conflicts involve the use of arms by belligerents against one another or organized groups against legitimate government(s). It has to register at least 1,000 battlefield deaths per year (Seybolt, 2001). The 1949 Two Geneva proposed that there are two types of armed conflicts: an international armed conflict (IAC) and a non-international (NIAC) (Pettersson & Wallenstein, 2015).

Scholars argued that quality education is tied to certain goals, values, systems, administrations, examinations policies, national examinations, education systems, and set objectives that are operationalised in the curriculum and teachers' guides (Farrell, 2017). Indicators of Higher Quality Education are based on; scores, competency, effectiveness of the degree to which objectives are met, Improving curriculum, Increasing learning materials; instructional time; Increasing the capacity of students, and public policies Sifuna (2010), (Raeann, 2016).

The causes of armed conflicts in South Sudan are many and complex, however, they include politics, culture, bad economic conditions, Religion, ethnicity, limited resources, border issues, ideological differences, and power struggles (Upsala War Report (2018). The Negative Influences on Quality Education include: High migration rates, a culture of violence, perceived threats, and inequalities between gender, politics, and ethnicity (Justino, 2016), Some countries try to give some solutions such as Nepal, adopted financial assistance and give scholarship to the affected students and provide their parents with some aid (Devkota, 2014).

The Knowledge gap which this study addresses is based on the assumption of the social stabilization theory position, that education reduces the likelihood of armed conflicts (Agbor, 2018). Also Destabilization school of thought positively asserts that, education potentially opt for social peace through rising socio-economic potentials despite its inequalities and individualism tendency. (Cohen at al. 2019). Despite the efforts exerted by the government of South Sudan and NGOs to provide quality education, armed conflict appears to be bearing a culture of violence. Hence this study explored ways in which quality education can be continued and provided a midst armed conflict environment; public debates on issues that matter for the populations, tribalism, patriotism, nation-building, peace-building, concretisations on the importance of peace, and development, through workshops, seminars, conferences among others!

Research Methodology

The researcher used Convergent Parallel Mixed Method Design (Quan+QUAL). For Quantitative data the researcher used (Cross-Sectional Survey Design) and in getting the Qualitative data the researcher used descriptive phenomenology. The target Population were 2 public universities 1 private university: students, 1133, Lecturers 286, NGOs, 25, VCs, HODs 63, MPs 30, Opinion leaders 30 (Total 1,727) meanwhile using 30% Creswell (2018). The Dillman's Formula, convenient, and purposeful sampling teaching methods were employed as means of categorized the field research participants, and precisely setting the research for the research participants. the sampling process for the college population, which included both students and faculty:

$$S = NP \left(\frac{1-P}{NP - 1} \right) \left(\frac{C}{B} \right)^2 + P(1-P)$$

S = Sample size NP = Population size. P= population proportion yielding the maximum Sample Size 50 % = 0.5. B = Sampling error = 1.96. C = Confidence level 5% = 0.05

The Sample Size of student was, 340, Lecturers 100, NGOs, 25, VCs, HODs 33, MPs 20, Opinion leaders 30 (Total 548). Sampling Techniques Procedures were: Stratified random sampling - University, students & teachers which were given questionnaires and the purposive sampling was applied for: Heads of Departments (HoDs), Deans of the faculty, Vice Chancellors (VCs), members of parliament (MPs), Members of Non Governmental organizations (NGOs) and Opinion leaders.

Data Collection Instruments were: questionnaires, semi-structured interview guide & Observation guides which was administered by the researcher particularly observing: Facilities, infrastructures, scholastics labs and

books (Ciesielska, 2018). Interview guide were Structured and unstructured for (VCs, Deans, HODs, PMs, Opinion Leaders, NGOs). A Focus Group Discussion (FGD) guide was used to get qualitative data, about 20 students engages 20 (Silajdzic, 2018), they were dealing with the themes on influence of armed conflicts, *Polices and Quality education*. Establishing validity and reliability of (FGD) was through consensus, coherence, triangulation and reflexivity, by conducting a respondent check lists. Meanwhile for the Validity of the Instruments, such as Content analysis was validated by the use experts review, also Pilot testing of the research instruments was used purposely to make sure that all the respondents sampled understand and find it easy with the research (Roopa, 2012).

Ethical Considerations, Introductory and Authorization letters were obtained from relevant institutions authorities and departments. Inclusively, the head of department of the Catholic University of Eastern Africa, from South Sudan Ministry of Higher education Science and Technology and from the respective Universities of Juba and Upper Nile Universities. Respondents' right to privacy, autonomy, participation, well being and withdrawal at any time was observed.

Field Research Findings

Steps taken to incorporate peace education and accelerated learning in curriculum development:

The study's focus was on the policy considerations involved in introducing accelerated learning and peace education into university curricula. Participants in the field study mentioned a variety of uses. Accordingly, 75/242 (31%) value 'peace-building initiatives among communities,' while 69/242 (28%) highlight 'education on local communities' empowerment,' and 53/242 (22%) highlight training on awareness and personal life purpose (self-rediscovery) as an important facet of imparting peace education in the local communities of Central Equatoria State. About 10% of the people surveyed in Central Equatoria State said they were unaware of any efforts made by the government or universities to educate residents there about peace.

As a result of this study, we know that the people of Central Equatoria State value efforts to promote peace and educate their communities as a preventative step against violent uprisings. In addition, it is crucial that people in the surrounding areas gain knowledge, particularly, "awareness and personal rediscovery," of basic life skills. Many of the lecturers who responded to the survey agreed that ethics should be taught in the first and second semesters of freshman year at colleges and universities, and that it should be required coursework for all colleges and universities that offer teacher preparation programs. However, in years where violent conflicts are very severe, accelerated learning programs may be used. Peace education and fast learning, according to many academics, have not prevented the escalation of violence in the country.

Purpose of Curriculum model for incorporating peace education

The participants in the study were charged with elaborating on some of the most important actions taken to foster an atmosphere conducive to learning and peace. Results from field studies are presented in the table.

Purpose of accelerated learning in learning curriculums

Purposes cited	Frequency	Per Centile
Creates employment	26	11
Poverty reduction	83	34
Justice and peace workshops	68	28
No response	65	27
Total	242	100

Source: Field Research Data (2023 April-May)

Accelerated learning in schools can be supportive in reducing poverty. In the field study result, a score of 68/242(28%) sixty eight respondents 28% cited the promotion of justice and peace as a result of accelerated learning, while twenty-six respondents (11%) cited the generation of new jobs as a result. Implementing strategies for rapid learning can, therefore, be useful in creating a secure corporate climate. 83/242 (34%), cited the opportunities for economic growth and poverty alleviation, for fostering justice and peace, and for finding gainful employment are just a few of the societal benefits that might result from accelerated learning.

Model levels of incorporating peace education into curriculum, Education system

The transfer of knowledge about how to promote peace in local communities can be facilitated through peace education. It was helpful to hear the perspectives of experts and members of the local community on the value of various forms of education. The assessments are intended to evaluate viable strategies for instructing

students in peace education. Data from the field are shown in the table below. (Hyde, The gender similarities hypothesis., 2015) (Hyde, The gender similarities hypothesis, 2015)

Model levels of incorporating peace education into curriculum

Level of Education	Frequency	Per Centile
Primary	10	13
Secondary	39	50
Tertiary	6	7
Both primary and secondary	6	7
No response	18	23
Total	79	100

Source: Field Research Data (2023 April-May)

The results of this field study show that the vast majority of lecturers in Central Equatoria State believe that the secondary level is the best time to introduce peace education into their students' curriculum. In addition, about ten out of seventy-nine (13%) of the field research participants cited primary levels of education as model levels of education, while the same number (6/79, 7%) consider both primary and secondary levels of education, and the same number (6/79, 7%) consider only tertiary levels of education as most suitable for learning peace education. The majority of students surveyed at universities in Central Equatoria State expressed support for including peace education into curriculum and higher education programs in the hope of reducing the destructive effects of war is another area of focus.

University Authorities, steps in executing of accelerated and peace education

The inquiry in context was on specific steps taken by a higher institution or public policy institutes in executing programs, such as accelerated learning serves as important aspects of developing peace education in scholarship curricular. Particularly, the efforts made by universities' management to include peace education in the learning sets of courses.

The field research output reveals that 31% of respondents mentioned "peace-building among communities;" while 28% named "education on local communities' empowerment," and 22% named "training for awareness of personal purpose" as crucial factors in promoting peace education. Meanwhile, 10% indicated that "no training" had ever taken place at their tertiary institution in regards to incorporating peace education and accelerated learning into the schools' curricula.

Affirmatively, peace-building among locals is an important aspect of discussing peace education with academics. Fostering has many potential avenues of attack, one of the most viable being community member education and sensitization. The next issue to be addressed is that of peace education's ultimate goals and the faster learning it promotes.

Extent that peace education enhances curriculum development in armed conflicts

On the question of ways in which peace education can be useful, improve educational performance in situations of armed conflict. About 29% of the field research studies found that peace education can be resourceful for "inclusive peace-building." Affirmatively, the same weight were given to education of "human rights empowerment." "Amnesty as a peace-making responsibility brought about by peace education" was agreeably cited by 24% of the research output in improving curriculum development.

In university setup, students and lecturers' participation in peace education fosters conducive atmosphere for peace-building. The features of peace-building and "reconciliatory fraternity" among antagonistic groups can be achieved by invoking inclusive participation. Educating warring groups on merits of "amnesty as a peace-making initiative" is key to breaking the impasse of forgiveness. Consequently, it becomes crucial to examine the question of how fruitfully peace education is being integrated.

Strengthening lecturers' skills for peace education

A gap analysis on peace education: how to improve knowledge of instructors was examined. Nearly a half of respondents (39/79) think that retraining and refresher courses for professors will be helpful in increasing their knowledge of armed conflict resistance and their ability to provide a high-quality education to students. Additionally, 20%, or 16/79 respondents cited the current instructors as direct beneficiaries of supplementary trainings as stand measures to with stand educational performance with armed conflicts environments.

Promisingly, lecturers' productivity can be improved by the use of benchmarking. About 39 out of 79 respondents (51%) consider benchmarking to increase awareness among educators to better cope up with effects of violent conflicts. The issue at hand is how professors can continue to serve students and members of administration at universities in the face of armed conflict. Despite the armed conflicts in Central Equatoria State, about 16/79 (20%) of the people who participated in the research agree that benchmarking is a crucial aspect of boosting lecturers' talents for the good of educational institutions.

Trainings and preventive initiatives for accelerated and peace education curriculum learning

If scholars and learners have to be in tandem with university schedules, it requires identification of significant concepts which learners may be missing out, and then using scaffolds, accurately execute efficient learning coverage. Universities' lecturers need to be hired, overseen, and compensated in order for successful accelerated curriculum execution. Specific lecturers' candidates for accelerated learning should ideally come from locations that serve as the focus of military encounters. Lecturers need to make use of students' native languages and cultures, while balancing considering gender of teaching staff members. Lecturers who are tasked with implementing of accelerated learning program should adhere to a code of professionalism, and take part in ongoing pedagogical training.

Other than the detrimental effects of violent wars, there were a number of concepts and reasons why accelerated learning should be adopted in higher education institutions in the central equatorial state. The results showed that the instructors, in particular, required speedier education for the reasons listed below:

The lecturers' respondents who work closely with students, in cases which have been traumatized by war argued that rapid learning boosts self-esteem. Some students feel less prepared for academic success than they should. Learning acceleration strategies center on building students' self-efficacy and resilience. There are occasions when students overestimate the degree to which they are struggling. In such circumstances, the students will benefit from having the professor demonstrate their level of prior knowledge. Goal-setting exercises, lessons in self-evaluation and positive reinforcement all contribute to a more assured student body. Confidence can also be boosted by receiving constructive criticism from lecturers and classmates, especially if such criticism is directed at the student's thought processes rather than his or her performance on the task itself.

Accelerated learning was planned to be implemented in Central Equatoria State's secondary level of education, and subsequently to higher institutions, according to the study's conclusions. However, the program did not take off due to the armed conflict activities in the region. Accelerated learning can be supported by providing lecturers with professional development that focuses on formative assessment procedures and is grounded in a curriculum that is related to state requirements.

According to the findings about 19/30 opinion leaders valued peace education and some accelerated learning be applied in university studies, especially in addressing the effects of armed conflicts, among learners by supporting educators as they implement acceleration and peace education. Professional development programs should be reviewed and aligned with the tenets of curriculum-based professional learning. To better organize students' education, invest in high-quality teaching resources. It makes it possible for instructors to gain first-hand knowledge and practice the peace education and acceleration skills identified as most important.

A crucial area in implementing any program such as a peace education curriculum requires engagement of different families (parents) and other stakeholders in the acceleration process. The scholars understand and acknowledge the value of parents and guardians in their children's education. Use the direction provided by good educational resources to zero in on important jobs for parents and care takers. These results are consistent with those of Joseph (2015), who argued that in order to support accelerated learning, lecturers need three things: a learning environment that brings out the best in lecturers and learners; clarity on the "how" (what strategies are most effective); and clarity on the "what" which involves curricular content that can push students with high-level texts and tasks and also provide support for unfinished learning.

The pursuit of peace and prosperity in South Sudan remains a formidable obstacle in provision of quality education in tertiary institutions. Regional organizations like as IGAD have launched a number of peace initiatives in the country. Peace agreements have cost a lot of time and energy to negotiate, yet they usually fail because of conflicting agendas. Therefore, such difficulties have an impact on the ability of the country's tertiary institutions to provide a high-quality education.

The Critical Need for Peace Education in Higher Learning Institutions in South Sudan is crucial. This research addresses the problem so that learning institutions may offer a more tranquil setting for their students to learn. The following are some of the primary reasons and considerations that led to the conclusion that peace education should be implemented immediately at educational institutions as part of this research.

First, South Sudan is a secular, pluralist democracy. It is ethnically and linguistically heterogeneous with many different cultural practices and religious tenets. South Sudan, as a nation built on variety, is deserving of the stability that is essential to its development. However, South Sudan runs the risk of experiencing the kind of friction, strife, and protracted armed wars that thwart the kind of progress the country so desperately needs. Inter-ethnic and intercultural conflicts have wreaked havoc across South Sudan, destroying not only the country's educational infrastructure but also its people. Therefore, peace education is a solution that needs to be introduced early on and reinforced throughout a student's academic career.

The government of South Sudan had already planned to implement peace education into the national curriculum prior to the outbreak of the present conflict. According to the findings of the research, UNICEF's 2012 research backs up these conclusions, suggesting that education plays a significant role in fostering peaceful cohabitation across South Sudanese societies and can aid in the formation of a shared national identity.

The societal trend toward resolving problems through violence and military warfare was also recognized as requiring attention. Many children of school age have witnessed prolonged violence at home or in the community. Armed conflicts continue to cause them to deal with complicated psychosocial problems and trauma, as was discussed above in regard to the causes of violence in South Sudan. Therefore, it is important to create a tranquil learning environment in South Sudan so that the youth of the state can have a bright future, and so that higher education institutions in the country can give their students an excellent education.

All respondents to the survey agreed that peace education should be incorporated into the curricula at all levels of schooling in South Sudan, and this was deemed an urgent and necessary action by the researchers. Therefore, peace education needs to be incorporated into school curricula in South Sudan immediately.

It was discovered that peace education is, in some ways, the most effective non-traditional media for overcoming trauma. Through the medium of peace education, the topic of war can be brought to light, explored, and understood as something through which all humans must eventually move. Learners in South Sudanese educational institutions must come to value it. This is due, in part, to the fact that students are given the opportunity to discuss and gain insight into methods for mitigating the potentially detrimental effects of and finding peaceful solutions to armed conflicts. The armed conflict may be an internal struggle, a struggle between individuals, or a fight between groups.

The next generation of South Sudanese should be exposed to peace education. The youth are the backbone of long-term peace-building, so it's crucial that they have an appreciation for the value of Peace Education.

The development of a peaceful and united student body is essential to the delivery of high-quality education. Educators can play a larger role in ensuring that students receive a high-quality education if they receive more training in areas like benchmarking, trauma counselling, and student identification. A peaceful studying atmosphere in higher education institutions can be fostered in secondary schools by introducing citizenship as a unit or subject to think about.

High graduation rates can be maintained with accelerated learning and a focus on peace education in the classroom. There will be fewer students leaving campus to join armed groups, and the level of appreciation for diversity will have increased as a result of peace education. Peace education lessens the militarization of education and the brain drain from Universities since educators may find a reason to stay in the field. Accelerated learning helps to enhance students' concentration in schoolwork and substantially reduces chronic absenteeism.

Peace education was also found to improve course content through initiatives like campus peace clubs, the incorporation of civics education into secondary and postsecondary curricula, and the inclusion of diversity-conscious units and topics. Programs for constructing nations that include everyone. It will involve conducting workshops on peace education for both students and faculty at the university. The study's conclusion was that colleges and universities should include peace studies in their curricula. For campus unity to be achieved, the authority of the educational institution must be involved in the process of recruiting and selecting students.

The research also revealed that the new South Sudanese curriculum places an emphasis on teaching students about peace and fostering a sense of national unity and cohesiveness. Daoust and Novelli (2015) argue that resolution and peace-building depend on whether or not curricula represent one "official" national history or citizenship or recognize and legitimize various tales and identities. To keep and even improve the prosperity and harmony afforded by the South Sudan curricular framework. However, who is to teach these narratives and portray the varied experiences and identities? The framework's authors argue that "citizens of South Sudan also need a clear sense of identity and an understanding and appreciation of the rich culture and heritage of their own country" (MoEST, 2015, p. 7), but they do not specify how citizenship, identity, or peace education should be taught.

Twenty-four out of thirty (91%) leaders surveyed and thirty-eight out of seventy-nine (59%) educators agreed that peace education should be established and included in the curriculum with the goal of providing quality education with the intention of restoring peaceful societies in South Sudan. The country needs a peace education program in order to foster peace within its diverse communities. This has to be founded on a range of peace-building and conflict-resolution theories and practices, and the curriculum's lessons will also be informed by the Bible's teachings on the subject. Manuals for seminars and workshops as well as contextual lessons, should be created as part of the education curriculum so that they can be used by educational institutions to instruct students. Twenty out of thirty people (75%) agreed that the following should be part of any program promoting peace: Promote indigenous non-violent approaches to conflict resolution and reconciliation, strengthen perspective on the rule of law, a) Identify community needs for peace and address root causes of conflict, b) Cultivate trust through collaboration and commitment, d) Provide a methodology to achieve right relationships, and e) Promote advocacy for self and others to transform unjust structures and systems.

In South Sudan, 'peace educations' were favoured by about 30/79 professors, 200/242 students, parents, and 21/30 prominent citizens. Almost everyone who responded agreed that "peace education" should be emphasized in teacher preparation programs and should be incorporated into elementary, secondary, and higher education.

The 70/79 (95%) lecturers, 11/30 educators, and 22/30 authorities identified the most sensitive issue in peace education in South Sudan as: -propaganda versus information, the controversial nature of language, the impact of violence in entertainment and media, the long-term nature of peace education, dealing with emotions, peace education and evaluation and understanding different attitudes and values among the various South Sudanese communities. These topics are essential if the future societies of South Sudan are to come to an understanding of one another and live together peacefully.

Teachers complained that students were being fed a steady diet of negative propaganda about inter-ethnic wars instead of constructive information, so they advocated for the establishment of peace clubs, debate clubs, and regular public lectures given by experts on nation-building and peace-building. They said that students would be ill-equipped to handle the very contentious and demanding nature of armed conflicts in South Sudan if peace education was left out of the curriculum.

According to the results of the study into the nature of peace education, many participants were already aware of its lasting impact. They both agreed that peace education involves a wide variety of participants. Many of the people interviewed expressed concern and anxiety about how quickly the government will take action to include peace education in the curriculum of postsecondary institutions. However, reducing the armed conflicts' impact on quality education is a different goal from any strategy to comprehend the core causes of armed conflicts. Assuming that students who become aware or conscious of the negative impacts of armed conflicts, as outlined above, will change society and its political structures for peaceful co-existence, peace education is a tactic to help build consciousness to prevent violence.

Academic Findings Twenty-five out of thirty (88%) education authorities and ministry officials, as well as some professors, said that the best peace education curriculum should be an effort to consciously design changes to young people's attitudes and dispositions toward violence. They maintained, however, that if we want to make the world a better and safer place for future generations, we must first transform the minds, hearts, and attitudes of today's youth. It's important to remember that efforts to promote peace take place in settings ranging from the classroom to the streets to underground meetings.

The four essential diverse elements of peace evaluations in terms of cognitive level learning should form the basis of a peace education curriculum. The required knowledge and skills for a course of study. Instructions that evoke feelings and emotions are more likely to be followed. The willingness of a student or learner to take action to foster a culture of peace is an example of an individual's volitional disposition.

It has been noted that the traumatizing effects of exposure to news of violent situations on students are severe. In addition, most of these learners and lecturers go through the five stages of grief: denial, anger, depression, bargaining, and acceptance. However, many lecturers lack the resources to counteract the destructive effects of violent conflicts, which is bad news for the acquiring of knowledge. They leave learners and even lecturers to join the military or other criminal organizations, contributing to a climate where peace and stability are harder to achieve and where learners are less likely to receive an adequate education. These students and lecturers, especially those still enrolled in tertiary educational institutions, can use a peace education curriculum to foster inner peace and a more peaceful Central Equatoria and South Sudan as a nation.

Discussion of the findings

About 75/242 (31%) students value 'peace-building initiatives among communities,' while 69/242 (28%) highlight 'education on local communities' empowerment,' and 53/242 (22%) highlight training on awareness and personal life purpose (self-rediscovery) as an important facet of imparting peace education in the local communities of Central Equatoria State. Only 2% of the 242 people surveyed mentioned 'adult learning and sensitization,' and 10% of the people surveyed in Central Equatoria State said they were unaware of any efforts made by the government or universities to educate residents there about peace.

Curriculum development for peace education and accelerated learning, The imperious objective of imparting peace education to scholars and local community members at large begins with mastery of security threats to communities, especially with attacks on students; Funding of university programmes is another key concept; The research observed lack of commitment by the government in supporting university education which has occasioned exodus of lecturers from universities into other engagements; information does not add up in creating informed scholars. The findings as it was observed that, there is very limited research and publications entity exists in Central Equatoria State, and most likely throughout South Sudan, owing to the large number of students, putting more doubt on quality research, which is the main measure for quality education.

The purpose of incorporating accelerated learning in curriculums for peace education is to alleviate the community members from 'abject poverty, instilling values for justice and peace into people; The most suitable stage of teaching scholars about peace education is at secondary of education.

In incorporating peace education into curriculum, Peace education has been done in higher education by getting local communities involved and spreading knowledge and awareness. This is applied by the Institute of Peace Education in two of the research areas. Peace education is something that people in the local community and in colleges want to keep going. Peace education needs to be paired with other efforts to make peace, such as amnesty as a peace-making project made possible by peace education. Also, there should be plans to improve the growth of curriculum. Also, the people who took part in the study said that social and economic development was happening.

In particular, the key to accelerating rather than slowing down is to figure out what important skills and ideas students are missing and give them the help they need to fill in the gaps while teaching the missing skills with surgical accuracy and speed. In particular, the best time for learners to learn about peace education is at the secondary level of education. Facilitators of peace education need to be aware that poor remuneration, unrealistic controls in the curriculum, and professional training are some of the biggest problems with university education.

The challenges of managing tertiary institutions can be solved by teaching students how to understand and deal with armed conflicts, how to mediate conflicts, how to negotiate, how to solve group problems, how to accept diversity, and how to give out scholarships equally, as more than 206/242 (85%) of the students in Central Equatoria State agreed, there are serious issues of nepotism in awarding scholarships to both students and lecturers. Other research recommendations include making students more aware and automating universities. Armed battles make it harder for countries to reach their goals and fulfill their promises.

Ethical Considerations

The caution by Wehbi (2017) was consciously followed in this research. Dignity of the research participants was observed in the study. Research participants' privacy was protected, an appropriate level of confidentiality was maintained for research data collection. As pointed out by Fiske (2018), in carrying a research, participants' anonymity must be protected, and any exaggeration or misrepresentation of the study's goals should be avoided.

The researcher used the cover letter from the graduate program at the Catholic University of Eastern Africa (CUEA) in the investigation. In order to contact students at a specific university, the undersecretary in South Sudan's Ministry of Higher Education and Technology wrote to request permission from the vice chancellors of those institutions. Respondents' right to privacy, autonomy, and participation/withdrawal at any time when considered appropriate were all upheld. Furthermore, keeping in mind the delicate nature of the subject in the South Sudanese government and community. Respondents' well-being (as measured by exposure to physical or psychological danger) was a major concern.

Conclusions

Armed conflict has adversely impacted negatively to quality of education provision sector worldwide. It affects lecturers, students, plus educational facilities, of the category of the research participants, students were affected to a very high extent about 200,000 students dropped out of university studies since 2013 -2023 in

South Sudan three universities alone. Many nations may provide quality education in a midst of armed conflicts accelerated learning, and protection of learning institutions, students and scholars. Quality education can be correlated to successful human and social-economic well-being.

Content in provision of quality education requires comprehensible materials and the inability of parents or guardians to fully support their children which, are, relevant to schooling, have curricula which are based on defined learning outcomes, are student-centered, have unique local and national content, and so on. Students may get into higher institutions for studies, but, drop out due to insecurity situation. Although scholars are still studying at their schools, they are not learning anything useful. The security measures for protection of students and teaching and non-teaching staff perceived "Parliamentary enactments against carrying weapons on campus" and "No guns for officials" among other measures; need to be looked into by the government of South Sudan.

Recommendations

Members of Legislative Assemblies (National and States)

- a) Parliamentary enactments need to be put in place, barring all scholars from carrying weapons in university campuses, and No guns even for officials as such should be allowed in the universities' premises. All visitors should not be allowed into the Universities' campuses with any weapon.

University Authorities

- a) The research recommends that perimeter walling systems should be developed around higher institutions to protect the inhabitants and Universities' properties.
- b) Lecturers should be provided with emergency skills and conflict management skills. A particular focus should be on armed conflicts, in terms of long and short-term courses. Furthermore, workshops should be staged, organized by the military or any other competent authority on how to deal with affected students or lecturers.
- c) University authorities should work for cohesion and inclusion among students and teaching staff on the campuses by employing academically and morally sound individuals who are sensitive to the diversity of South Sudanese ethnicity and cultural values.

Ministries of General Education and Higher Education Science and Technology

- a) **Peace education and accelerated learning curriculum** be more incorporated in secondary and in teaching colleges levels of education then in higher institutions.

Government of South Sudan

- a) **Perpetuators of violence.** Policy checks need to be devise on modalities of avoiding vigilant or unlawful public alliances. Special regards need to be put into place on how to attend to local communities' issues, and therewith credible public policy management.
- c) The university staff needs to be enumerated and paid in time to avoid exodus of teaching staff for greener pastures elsewhere. Also to retained qualified teaching and technician staff.
- d) A clear public policy on policing on universities security acts, strong police force in the campus should to halt any insecurity incidences. Also, clear dispute mechanisms need to be in place on university systems plus all other facilities; the campus of higher institutions in South Sudan should operate with a common security policy.

The research did not underscore the sources of different military wares used in the violent conflict situations in South Sudan. Different weapons used in South Sudanese' armed conflicts are never manufactured in South Sudan but imports from foreign regions.

Acknowledgements:

I acknowledged and greatly indebted in a special way to those who have contributed to this work, Professor Rev, Marcella Momanyi. Dr Peter Koross, The Catholic University of Eastern Africa, for their tenacity and to Joseph, for his skills of formatting. My thanks goes to Rev Dr Mathew pagan the Vice Chancellor of Catholic University of South Sudan, the staff and students of tertiary institutions in Central Equatoria State, who have made this work possible. Thank you all.

Bibliographies

- [1]. Adesina, A.D.O. (2010). *Peace dilemma in Nigeria*. A case of peace education programme for elementary school, Obafemi Awolowo University, Ile-Ife, Nigeria.

- [2]. Banraba, B. J. (2015). Examining the Contemporary Status of an Education System. *The Case of the Republic of South Sudan*, 1-15
- [3]. Banta, B. (2013). Analysing discourse as a causal mechanism. *European Journal of International Relations*, 379-402.
- [4]. Erik Melander (2015), *Organized Violence in the World: An assessment by the Uppsala Conflict Data Program* Care International in South Sudan, 2020),
- [5]. Gunther McGrath, R., & Nerkar, A. (2014). Real options reasoning and a new look at the R&D investment strategies of pharmaceutical firms. *Strategic Management Journal*, 1-21.
- [6]. Hyde, J. S. (2015). The gender similarities hypothesis. *American psychologist*, 581.
- [7]. Hynes, H. P. (2014). On the battlefield of women's bodies. *An overview of the harm of war to women*. In *Women's Studies International Forum*, 431-445.
- [8]. Lujala, P. (2010). The Spoils of Nature: Armed Civil Conflict and Rebel Access to Natural Resources', *Journal of Peace Research*, vol. 47, no. 1, pp. 15-28
- [9]. Justino, Patricia. (2016), Supply and demand restrictions to education in conflict-affected countries: New research and future agendas. *International Journal of Educational Development* 47 (1): 76-85.
- [10]. Nichols, M. (2013). A theory for eLearning. *Journal of Educational Technology & Society*, 1-10.
- [11]. Nickerson, C. (2021). Conflict theory. *Simply Psychology*. [HYPERLINK](http://www.simplypsychology.org/conflict-theory.html)
<http://www.simplypsychology.org/conflict-theory.html>
www.simplypsychology.org/conflict-theory.html, Retrieved 20/10/2021
- [12]. Roopa, S. &. (2012). Questionnaire designing for a survey. *Journal of Indian Orthodontic Society*, 273-277
- [13]. San-Akca, Belgin. (2016), "States in Disguise: Causes of External State Support for Rebel Groups." New York: Oxford University Press.
- [14]. Swanson, R. A., & Chermack, T. J. (2013). *Theory Building in Applied Disciplines*. San Francisco, CA: Berrett-Koehler Publications Inc.
- [15]. Seybolt, T. (2001). Measuring violence: an introduction to conflict data sets. <https://www.sipri.org/sites/default/files/01C..pdf>
- [16]. Thiede, B.C., Hancock, M., Kodouda, A. et al (2020). Exposure to Armed Conflict and Fertility in Sub-Saharan Africa. *Demography* 57, 2113–2141, (www://https://doi.org/10.1007/s13524-020-00923-2), retrieved on 20/10/2021
- [17]. Thomas, C. (2017). Uppsala Conflicts data Program (UCDP, 2017). Uppsala Journal
- [18]. OCHA, U. N. (2015). *South Sudan Ministry of education Science and Technology (MoEST) 2008-2015*. Juba: OCHA.
- [19]. Wallenstenn, P. &. (2014). Uppsala report Armed Conflicts, 1946-2014. Uppsala Conflict Data Programm.
- [20]. Overseas Development Institute, 2018.