

**THE VIOLATION OF CHILD RIGHTS AND THE STATUS OF CHILDREN IN
DISPLACEMENT CAMPS OF NORTHERN UGANDA
A CASE STUDY OF PABBO CAMP
GULU DISTRICT**

BY

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DECLARATION

This research dissertation is my original work and has not been presented for any award in any institution whatsoever.

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APPROVAL

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DEDICATION

I dedicate this dissertation to my dear parents, Mr.Murenzi Joseph,Mrs Murenzi Eugenie and Mr.Sibo's family for their parental and financial support in my academic life not forgetting my younger brothers, sisters and cousins.

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LIST OF DEFINITIONS

Child	Biologically a child (plural: children) is generally a human between the stages of birth and puberty.
Child rights	Children's rights are the human rights of children with particular attention to the rights of special protection and care afforded to the young.
Administer	carrying out administrative duties/activities in the school
Challenges	Problems which can easily occur
Conducive	Making it easy, possible or likely for something to happen
Enhance	To increase or further improve the good quality, value or status of somebody or something
Initiative	To make something begin
Management	Working with people in the school through planning, organizing, directing, controlling and implementation
Performance	How well or badly you do something
Qualitative	Deals with descriptions, data can be observed, but not measured for example colours and textures.
Quantitative	Deals with numbers, data can be measured for example, height, length, time, cost, ages and area.
Recommendations	An official suggest about the best thing to do
Reliability	Consistency in measuring whatever the instrument is intended to measure.
Remedies	Ways of dealing with or improving unpleasant or difficult situations
Scholars	These people who know a lot about a particular subject because they have studied in details
Stakeholders	People or companies that are involved in a particular organization, project, system, etc especially because they have invested money in it.
Validity	Appropriateness of a research instrument.

LIST OF ACRONYMS AND ABBREVIATIONS

NGOs	Non-governmental organizations
CPMR	Conflict Prevention Management and Resolution
IDPs	Internally Displaced Persons
CIA	Criminal Investigations of America
UNCEF	United Nations Children Fund
WHO	World Health Organization
UN	United Nations
NRA	National Resistance Army
LRA	Lords Resistance Army

ABSTRACT

The research carried out on “The violation of child rights and the status of children in displacement camps of Northern Uganda” was aimed at establishing human right violations committed against children in the Pabbo camp in Gulu. The focus of the research also analyzed the socio-economic needs of children in IDP camps of Pabbo, Gulu district. The investigation was also based on the metrics relevant to the rights of children and the effective mechanisms required safeguarding their educational and fundamental human rights. The theories relating child rights violations including the Malthusian theories provide the basis for analyzing the literature review. The theoretical framework establishes the specific displacement and refugee challenges affecting children in Pabbo Camp. The long-term effects of armed conflict on child survival as well as human rights issues establish the hindrances that result from various violations explored in the camp.

The method that was used to carry out the research was based on exploratory approach and this involved using descriptive survey as an ideal method of getting relevant information that pertains the rights of children in Pabbo Camp. The sampled size was rationed to 60 households which included families and the leaders of Pabbo. The sampling was by randomized means and this was aided by differences in the respondents’ classes. The instruments used in the research varied according to both the respondents’ age and level of education. The questionnaires were used to get information from an informed class of respondents while oral interviews focused on both the children and the uneducated households. The data was analyzed by using relevant coding procedures. The data was analyzed using the standard XL program where evaluations, comparisons and descriptions were made.

The findings of the study showed that child rights violations exist in Pabbo Camp. It also found out that the perpetrators of child rights violations have not been effectively punished or otherwise disciplined in accordance with the laws of Uganda. It is therefore recommended that the government should enact policies and laws which will provide the necessary mechanisms for safeguarding the rights of children. Conclusively, child rights violations could be reduced if all parties involved work with respective communities in Pabbo and elsewhere.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Recent studies have shown that close to about 90% of conflicts are based in Sub-Saharan Africa. The major casualties in these conflicts are children and have been evidenced by the research that these vulnerable groups have been inflicted with several kinds of abuses ranging from rape, child soldiers, child labourers and other forms of harassments.

Since 1986, Uganda has experienced a long series of conflicts, with a wide range of different dissident movements launched in opposition to the subsequent governments. The Ugandan Government has prioritized inclusive poverty alleviation and development programmes as the key integrative mechanism to help reduce the potential for disaffection with the state. A major challenge to this mission stems from threatened or actual conflict that can fundamentally destroy the very conditions that foster sustainable human development. Violent conflict however, especially in the North, continues to pose a challenge to children and humanitarian approaches, and raises the need for development actors to contribute to peace. From a Human Rights perspective, Human rights abuses are particularly pronounced in the context of armed conflict, even as the armed conflict itself may be the emanation of earlier human rights abuses. In addition, the aftermath of armed conflict in Northern Uganda and the need for increased security in areas where children's rights are being consistently violated, the real trend is established basing on effective change mechanisms within several camps in Northern Uganda.

Considerable effort, time and resources have been channelled towards aspects of Conflict Prevention, Management, and Resolution (CPMR) programmes by government, the donor community and civil society organizations since the National Government came to power in 1986. The government provides a strategy to decrease the incidence of child abuse, severity and duration of disasters (which includes conflict), through better crisis management. In the sub-Saharan African context, effective crisis management should enable the region to move beyond its current cycle of underdevelopment and

disasters/conflict to re-establish itself as a region on the road to being a productive member of the global economy.

The impact created and the quality of these efforts over the years is not clear, and there is a need to draw lessons from existing experiences with conflict-sensitive approaches and the emerging body of 'good practice' within the peace-building community, in order to better integrate conflict-sensitivity in the emerging new partnerships between the North and the South and in the new aid modalities (sector-wide approaches, budgetary support) which have implications in relation to peace-building objectives.

The conflict situation in Acholi has its origins in armed resistance to the previous government which started in 1986. They were eventually defeated by the NRA, however a hard core group emerged led by the charismatic Joseph Kony formed the LRA in 1987. The LRA commits serious human rights abuses against civilians in villages and remote areas of Acholi, a common strategy is to abduct children and brutalise them into fighting thereby creating collective guilt against their own communities. The Justice and Peace Committee in Kitgum estimate that over 20,000 children and adults have been abducted. Children's rights are quickly violated in camps and are made to be used as child soldiers and young girls are sexually abused.

1.2 Statement of the Problem

Mkutu (2003) noted that although displacement is an inherent feature of the hostile environments, it appears to have become increasingly violent as small arms became widely available since the 1980s. Children are the major victims of conflict and this has been witnessed in large scale in Pabbo camps. Children's rights are violated and this makes it difficult to manage their respective requirements. As victims of war, children are vulnerable to social and economic challenges ranging from provisions of education to having ideal and decent shelter. It is now associated with higher and less discriminate loss of human life and greater livestock losses. Pabbo Camp of Gulu district is one area that has adversely been affected by armed violence. The absence of the international community and lead agencies in provision of the much needed intervention may have

been the result of lack of clear documentation of the extent of the effects of armed violence on children of Pabbo Camp of Gulu, Northern Uganda. The armed violence has had devastating effects on the rights of the child of Pabbo Camp which this study investigated.

1.3 Purpose of the Study

The study approaches “the violation of child rights and the status of children in displacement camps” of Pabbo Camp in Gulu. It documented the impact of armed violence on communities in Pabbo Camp of Gulu district and analyzed the processes through which such impacts will occur and the circumstances which would be exacerbated.

1.4 Research Objectives

1.4.1 General objective

To establish the violations of human rights committed against and to investigate the overall status of children in the IDP camps in Pabbo camp in Gulu.

1.4.2 Specific Objectives

- i). To analyze the human rights violations committed against children in the Pabbo camp in Gulu
- ii). To identify the social and economic needs of children in IDP camp of Pabbo in Gulu district
- iii). To investigate what has been done to solve the problems of children in IDP camps of Pabbo camp in Gulu district

1.5 Research Questions

- i). What were the human rights violations committed against children in the Pabbo camp in Gulu district?
- ii). What were the social and economic needs of children in IDP camp in Gulu district?
- iii). How would the problem of children in IDP camps of Pabbo be solved?
- iv). What could be done to improve the situation of the affected communities by armed violence in Pabbo Camp of Gulu district?

1.6 Scope of the Study

1.6.1 Content Scope

The study made notes of loss of human life, property, displacement, disruption of socio-economic activities and loss of livelihood by Pabbo Camp communities as a result of armed violent-1996-2006.

1.6.2 Geographical Scope

Pabbo Camp comprised of three locations Agata Nanyokie, Porro and Losuk with a population of 3764, 4332, and 8829 respectively (Uganda bureau of statistic 2010 projection). All the three locations were included in the study. The study was based on the effect of armed violent on the rights of children in IDP camps. On the average a house hold consist of six individuals, and therefore there are a total of 2788 households in the study area..

1.6.3 Time Scope

The study was carried from 2000 to 2012 and this involved an extensive application of time required to complete major project analysis and will help to get the right data for study. Pabbo Camp is inhabited by the people who were displaced during the long war, it borders Lira East and Bukedea south districts inhabited by the Acholi and Langi tribes respectively. Invasions have been conducted by Kony over the years in Northern Uganda and this has forced many communities into the camps.

1.7 Significance of the Study

The information generated had a practical implication on policy makers and humanitarian Aid providers as timely and effective intervention measures were instituted and therefore political and civil leaders in addition to the Aid agencies would find this report useful.

The study would be useful to stakeholders and other people who would be interested in fostering specific study requirements as well as defining the right position for managing the effects of conflict especially the rights of children in IDP camps.

The study would be useful to the people of Gulu as a community as well as to NGO's relevant services such as basic needs and basic human rights. It will also be useful to

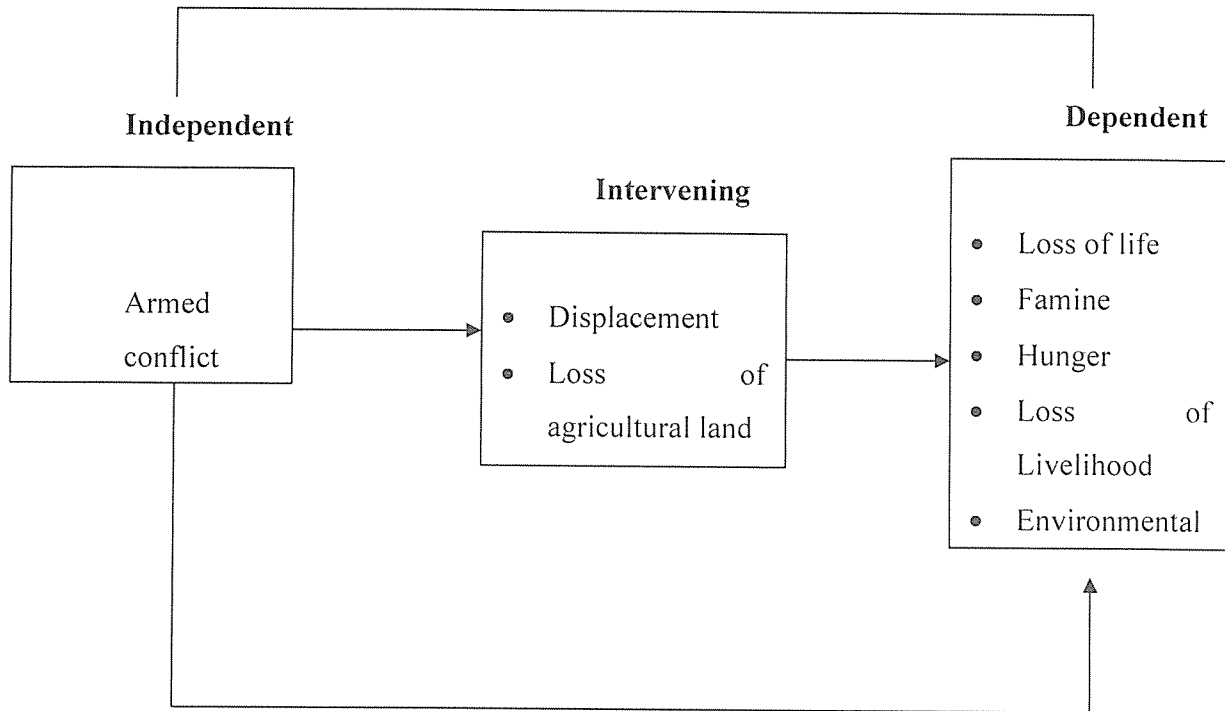
women's and youth to understand knowledge the cause and impact of the contribution of various bodies towards establishing relevant child rights in the camps.

Further, the study would be useful to other researchers, in that would make them to understand on the existing and current problems of violence practices occurring in Pabbo camp. In addition the research work will be important to policymakers (politicians) especially the ministry of gender and social development.

The study would make the researcher to get the possible solutions for the particular increase in the cases of child abuses in Pabbo camp through interactive participations with various bodies and organizations.

It would be useful in a way that it would open the minds of the student on the relevance of children's rights. This will hence help to establish the right procedures which would be put into practice as the core factors for establishing policies and mechanisms for controlling child right violations.

1.8 Conceptual Frame Work



The conceptual framework represented relationship between the independent, intervening and dependent variables. In this case the independent variable was armed conflict, the intervening variable are displacement, loss of agricultural lands, and loss of livestock and outbreak of diseases. Armed conflict directly causes loss of life conflict being independent variable and loss life dependent variable.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The researcher pulls together, integrates and summaries what is known in the study area. Thus helps to reveal gaps in information and area where main questions still remain. This involve the systematic identification, location and analysis of documents containing information related to the research problem being investigated .it should be extensive and thorough because it aims at obtaining detailed knowledge of the topic studied .

2.2 Theoretical Framework

Demographic theories

Demographic theories can be grouped into two classes, Malthusian theories and youth bulge theories.

Malthusian theories

Malthusian theories see expanding population and scarce resources as a source of violent conflict. Pope Urban II in 1095, on the eve of the First Crusade, wrote, "For this land which you now inhabit, shut in on all sides by the sea and the mountain peaks, is too narrow for your large population; it scarcely furnishes food enough for its cultivators. Hence it is that you murder and devour one another, that you wage wars, and that many among you perish in civil strife. Let hatred, therefore, depart from among you; let your quarrels end. Enter upon the road to the Holy Sepulchre; wrest that land from a wicked race, and subject it to yourselves."

This is one of the earliest expressions of what has come to be called the Malthusian theory of war, in which wars are caused by expanding populations and limited resources. Thomas Malthus (1766–1834) wrote that populations always increase until they are limited by war, disease, or famine.

This theory is thought by Malthusians to account for the relative decrease in wars during the past fifty years, especially in the developed world, where advances in agriculture have

made it possible to support a much larger population than was formerly the case, and where birth control has dramatically slowed the increase in population.

Youth bulge theory

Median age by country-A youth bulge is evident for Africa, and to a lesser extent for South and Southeast Asia and Central America. Youth bulge theory differs significantly from Malthusian theories. Its adherents see a combination of large male youth cohorts—as graphically represented as a "youth bulge" in a population pyramid—with a lack of regular, peaceful employment opportunities as a risk pool for violence.

While Malthusian theories focus on a disparity between a growing population and available natural resources, youth bulge theory focuses on a disparity between non-inheriting, 'excess' young males and available social positions within the existing social system of division of labour.

Contributors to the development of youth bulge theory include French sociologist Gaston Bouthoul, US sociologist Jack A. Goldstone, US political scientist Gary Fuller, and German sociologist Gunnar Heinsohn. Has modified his Clash of Civilizations theory by using youth bulge theory as its foundation:

I don't think Islam is any more violent than any other religions, and I suspect if you added it all up, more people have been slaughtered by Christians over the centuries than by Muslims. But the key factor is the demographic factor. Generally speaking, the people who go out and kill other people are males between the ages of 16 and 30. During the 1960s, 70s and 80s there were high birth rates in the Muslim world, and this has given rise to a huge youth bulge. But the bulge will fade. Muslim birth rates are going down; in fact, they have dropped dramatically in some countries. Islam did spread by the sword originally, but I don't think there is anything inherently violent in Muslim theology."

Youth Bulge theories represent a relatively recent development but seem to have become more influential in guiding US foreign policy and military strategy as both Goldstone and Fuller have acted as consultants to the US Government. CIA Inspector General John L. Helgeson referred to youth bulge theory in his 2002 report "The National Security Implications of Global Demographic Change".

According to Heinsohn, who has proposed youth bulge theory in its most generalized form, a youth bulge occurs when 30 to 40 percent of the males of a nation belong to the "fighting age" cohorts from 15 to 29 years of age. It will follow periods with total fertility rates as high as 4-8 children per woman with a 15-29 year delay.

A total fertility rate of 2.1 children born by a woman during her lifetime represents a situation where the son will replace the father, and the daughter will replace the mother. Thus, a total fertility rate of 2.1 represents replacement level, while anything below represents a sub-replacement fertility rate leading to population decline.

Total fertility rates above 2.1 will lead to population growth and to a youth bulge. A total fertility rate of 4-8 children per mother implies 2-4 sons per mother. Consequently, one father has to leave not 1, but 2 to 4 social positions (jobs) to give all his sons a perspective for life, which is usually hard to achieve. Since respectable positions cannot be increased at the same speed as food, textbooks and vaccines, many "angry young men" find themselves in a situation that tends to escalate their adolescent anger into violence: they are

- (i) Demographically superfluous,
- (ii) Might be out of work or stuck in a menial job, and
- (iii) Often have no access to a legal sex life before a career can earn them enough to provide for a family.

The combination of these stress factors according to Heinsohn has typically led such young men to pursue one of the following six different strategies:

- (i) Emigration ("non violent colonization")
- (ii) Violent Crime
- (iii) Rebellion or putsch
- (iv) Civil war and/or revolution
- (v) Genocide (to take over the positions of the slaughtered)
- (vi) Conquest (violent colonization, frequently including genocide abroad).

Religions and ideologies are seen as secondary factors that are being used to legitimate violence, but will not lead to violence by themselves if no youth bulge is present. Consequently, youth bulge theorists see both past "Christianist" European colonialism and imperialism and today's "Islamist" civil unrest and terrorism as results of high birth rates producing youth bulges. With the Gaza Strip now being seen as another example of youth-bulge-driven violence, especially if compared to Lebanon which is geographically close, yet remarkably more peaceful.

Among prominent historical events that have been linked to the existence of youth bulges is the role played by the historically large youth cohorts in the rebellion and revolution waves of early modern Europe, including French Revolution of 1789,^[46] and the importance of economic depression hitting the largest German youth cohorts ever in explaining the rise of Nazism in Germany in the 1930s. The 1994 Rwandan Genocide has also been analyzed as following a massive youth bulge.

While the implications of population growth have been known since the completion of the National Security Study Memorandum 200 in 1974,¹ neither the US nor the WHO have implemented the recommended measures to control population growth to avert the terrorist threat.

Youth Bulge theory has been subjected to statistical analysis by the World Bank, Population Action International, and the Berlin Institute for Population and Development. Detailed demographic data for most countries is available at the international database of the United States Census Bureau.

Youth bulge theories have been criticized as leading to racial, gender and age "discrimination".

The needs theory

From the end of World War II until the late 1970s, general theories of conflict came in two varieties, neither of which, in John Burton's view, was adequate to explain either the persistence of "irrational" social struggles or the real opportunities for their resolution. We can call these apparently opposed (but actually complementary) schools of thought conservative personalism and liberal situationalism.

Conservative personalist theories picture humans as creatures driven to engage in violent conflict by sinful rebelliousness, innate aggressive instincts, or a lust for power (e.g., Freud, 1989b; Lorenz, 1997). From this perspective, the situational environment merely provides a context and trigger for conflictual thoughts and activities that are primarily internally generated. By definition, human impulses to sin, aggress, or dominate cannot be stamped out; they require control or "balancing" by countervailing force. If this be true, of course, nonviolent, self-enforcing conflict resolution (what Johan Galtung (1996) terms "peace by peaceful means") must be considered a Utopian fantasy.

Liberal situationalism theories, on the other hand, seemed at first to provide conflict resolvers with grounds for optimism. By emphasizing the potency of social determinants rather than the intractability of individual instincts, they suggested that conflict behaviors might be altered by altering the external situation. Strict behaviorism (for an extreme example, see Skinner, 1965), relegated instincts and other internal mechanisms to a metaphorical "black box," postulating that, given a certain environment or situation, people would behave in predictable ways. Frustration-aggression theorists like Dollard (1980) reduced the aggressive instinct to a mere potential for destructive action, with primary attention focused on situations that activate this potential by frustrating goal-oriented activity. Social learning theory presented humans as cognizing creatures whose ideas and attitudes were largely determined by social conditioning (Bandura, 1976). And much post-Freudian psychoanalytical theory moved analogously from the primacy of instinct to family- or culture-based situational determinism (Mitchell and Black, 1996).

Burton's crucial perception was that the apparent personalist/situationalism dichotomy masked an underlying similarity. Taken at their word, the personalist held that the individual was unchangeably aggressive and the situationalism that he/she was infinitely malleable. But these "inwardly driven" and "outwardly determined" models of behavior actually functioned as the polar extremes of a continuum on which most analysts and policymakers occupied some midpoint. Thus, while the personalism opened the door

to limited "social engineering" by suggesting that aggressive instincts could be externally controlled or counterbalanced, the situationalism found themselves unable or unwilling to reconstruct social environments (as Skinner had fantasized doing in *Walden Two*, 1976) to the extent necessary to eliminate antisocial behaviors.

When faced with a case of destructive violence, therefore, both schools of thought tended to respond as if objectionable behavior could be modified by applying the right combination of threats and rewards. Both philosophies, that is, were essentially utilitarian, with the conservatives emphasizing the control of behavior via the administration of pain ("deterrence") and the liberals control via the administration of pleasure ("positive reinforcement").

Both perspectives, as John Burton, Johan Galtung, and others pointed out, were essentially elitist; that is, they assumed that governing elites could pacify their unruly subjects by discovering the point at which curves of pain and pleasure would intersect to produce "consensual" behavior. And both, in practice, tended to emphasize the stick more than the carrot, on the ground that force must be used as the "persuader" of last resort. Where conservative and liberal utilitarian's most clearly joined forces was on the terrain of "Political Realism" - the perspective that sees political actors both as aggressive power-seekers and as rational calculators of individual and group interests.

In foreign affairs, Realists emphasize the relentless pursuit of power by competing nations and blocs, war as a continuation of politics by other means and power-based negotiations as the only practical alternative to inter-group violence (Morgenthau, 1985). In domestic affairs, they emphasize the needs for normative consensus, interest-based commercial and political bargaining, and the violent suppression of crime (Coser, 1964; Wilson, 1998). The problem, according to John Burton and other needs theorists, was that the methods dictated by Realist thinking had proved ineffective to prevent or terminate serious transnational and domestic social conflicts.

Realism, in short, was simply not realistic. The types of social conflict most

characteristic of world society since 1950 - ethno-nationalist wars and civil wars, violent struggles between races, social classes and religious groups, Great Power "police actions," terrorism, gang warfare, and crime - seemed largely immune to coercive or manipulative counteraction. In fact, people's involvement in these sorts of struggles appeared to escalate in response to attempts to deter their behavior forcibly - a mysterious, frightening response that tempted their would-be controllers to declare these intractably disobedient actors evil, irrational, or even non-human. Faced with the near-genocidal implications of this cycle of violence, Burton and others saw the need for a theory that would challenge both brands of Realism at the level of their most basic assumptions. Basic human needs theory - a radically optimistic personalism - was their answer.

2.3 Displaced and refugee children

It is estimated that close to 90 per cent of current war casualties are civilians, the majority of whom are women and children, compared to a century ago when 90 per cent of those who lost their lives were military personnel. (Borg et al, 1989)

Although entire communities suffer the consequences of armed conflict, women and children are particularly affected because of their status in society. Parties in conflict situations often rape women, sometimes using systematic rape as a tactic of war. Other forms of violence against women committed in armed conflict include murder, sexual slavery, forced pregnancy and forced sterilization.

Despite this, children should not be viewed solely as victims of war. They assume the key role of ensuring family livelihood in the midst of chaos and destruction, and are particularly active in the peace movement at the grassroots level, cultivating peace within their communities. However, the absence of children at the peace negotiating table is undeniable (Hobbes, 1991).

The growing number of armed conflicts and the violations associated with them has resulted in an increase in forced internal displacement and refugee flows, as a rule of

thumb, more than 75 per cent of displaced people are women and children, and in some refugee populations they constitute 90 per cent.

The abuses that women and girls suffer in armed conflicts may take various forms, such as rape, sexual slavery and forced prostitution. Women refugees remain vulnerable to violence and exploitation while in flight, as well as in countries of asylum and during repatriation.

The Platform for Action, adopted by the Fourth World Conference on Women held in Beijing in 1995, identified the effects of armed conflict on women as one of 12 critical areas of concern requiring action by governments and the international community, and stressed the need to promote the equal participation of women in conflict resolution at decision-making levels (Winter, 1995).

2.4 The effects of armed conflict on child development

"Even if they have never seen a gun, millions of children suffer from wars, as resources that could have been invested in development are diverted into armaments. Indeed, one of the most distressing realities of our time is that most wars have been fought in precisely those countries that could least afford them (UNICEF, 1996).

The wounds inflicted by armed conflict on children - physical injury, gender-based violence, psychosocial distress, are affronts to every impulse that inspired the United Nations Convention on the Rights of the Child. Armed conflict affects all aspects of child development - physical, mental and emotional. Such effects accumulate and interact with each other. To be effective, assistance must take account of each. The impact of armed conflict cannot be fully understood without looking at the related effects on women, families and the community support systems that provide protection and a secure environment for development. Children's well-being is best ensured through family and community-based solutions that draw on local culture and an understanding of child development.

The disruption of food supplies, the destruction of crops and agricultural infrastructures, the disintegration of families and communities, the displacement of populations and the destruction of educational and health services and of water and sanitation systems, all take a heavy toll on children (Uvin, 1996).

2.5 The effects of armed violence on health and nutrition

Armed conflict is a major public health hazard that cannot be ignored. Any disease that caused as much large-scale damage to children would long ago have attracted the urgent attention of public health specialists. When armed conflict kills and maims more children than soldiers, the health sector has a special obligation to speak out.

Thousands of children are killed every year as a direct result of fighting - from knife wounds, bullets, bombs and landmines, but many more die from malnutrition and disease caused or increased by armed conflicts. In Mozambique alone, between 1981 and 1988, armed conflict was the cause underlying 454,000 child deaths. Many of today's armed conflicts take place in some of the world's poorest countries, where children are already vulnerable (Kalya, 2003).

Children are the most vulnerable to collective assaults on health and well-being. At the height of the conflict in Somalia, more than half the deaths of children in some places were caused by measles. Diarrhoea is another common and often deadly disease. Cholera is a constant threat as exemplified in refugee camps in Bangladesh, Northern Uganda, Malawi, Nepal, Somalia and Zaire. The World Health Organization (WHO) estimates that half the world's refugees may be infected with tuberculosis, as crowded conditions in refugee camps provide a breeding ground for infections. Malaria and acute respiratory infections, including pneumonia, also claim many lives (Winkler, 1989).

2.6 Disrupted health services and food supplies

In most wars, health facilities come under attack, in direct violation of international humanitarian law. Those facilities that remain open during a conflict are often looted or forced to close down, and the remainder are sometimes difficult to reach because of curfews. Restrictions on travel also hamper the distribution of drugs and other medical

supplies, causing health systems' referral services and logistic support to break down. Many of the health services of a country are diverted to the needs of military casualties. Hospitals are forced to neglect the regular care of patients or to shift them to health centres. A concentration on military needs also means that children injured in a conflict may not get effective treatment or rehabilitation. Children living with disabilities get little, if any, support. For children, a dangerous implication of the breakdown of a country's health facilities during conflicts is the disruption of vaccination programmes.

One of the most immediate effects of armed conflict is the disruption of food supplies. Farmers, who are often women and older children, become fearful of working on plots of land too far from their homes. They reduce the area under cultivation, and their water sources, systems of irrigation and flood control may also be destroyed. Restrictions on movement limit access to such necessities as seeds and fertilizers and stop farmers from taking their produce to market. Most households in developing countries, including many farm households, rely on market purchases to meet their food needs. Economic disarray heightens unemployment, reducing people's ability to buy food.

Sometimes, damage to food systems is deliberate. For example, in the early 1980s in Ethiopia, the Government's scorched earth policies destroyed hundreds of thousands of acres of food-producing land. In many countries, landmines prevent the use of agricultural land. In contravention of international law, warring parties may block relief supplies or divert them for their own use. Feeding centres for children and vulnerable groups are frequently bombed or attacked

2.7 Malnutrition and the importance of breastfeeding

Adequate nourishment depends on the way food is distributed, the way children are fed, hygiene and the time parents have available to care for children. Malnutrition can affect all children, but it causes the greatest mortality and morbidity among young children, especially those less than three years of age. Breastfeeding provides ideal nutrition for infants reduces the incidence and severity of infectious diseases and contributes to women's health.

During conflicts, mothers may experience hunger, exhaustion and distress that can make them less able to care for their children. Breastfeeding may be endangered by the mother's loss of confidence in her ability to produce milk. The general disruption in routine can separate mothers from their children for long periods. As conflicts proceed, social structures and networks break down. Knowledge about breastfeeding is passed from one generation to the next, and this can be lost when people flee and families are broken up. Yet artificial feeding, risky at all times, is even more dangerous in unsettled circumstances. Unless mothers are severely malnourished, they can breastfeed adequately despite severe stress. In times of armed conflict, it is important to support women's capacity to breastfeed by providing adequate dietary intake for lactating women and ensuring that they are not separated from their children.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter described the methodology and research design that was used to carry out the study. It looked at the areas and population of study. It described the various methods that were used in sample selection and how qualitative and quantitative data was collected. It is divided into the following sections; research design, research population, sample and sampling procedures, instruments, validity and reliability, data gathering procedure, data analysis, ethical considerations and limitations

3.1 Research Design

The research adapted an exploratory approach using a descriptive survey to investigate the effect of armed violence on communities of Pabbo Camp of Gulu district of Northern Uganda. A survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Descriptive survey design are used in preliminary and exploratory studies (Luck and Ruben, 1992), to allow researchers to gather information, summaries, present and interpret for the purpose of clarification (Orodho 2003) The study drew upon secondary data including existing studies and complemented by data collected from a questionnaires and 12 groups discussion in 11 sub-locations that comprise Pabbo camp. They included Tinga, Lolkunono, Nkopeliani, Losuk, Pabbo Camp, Pura villages from Losuk location and Lpartuk, Porokwai, Seketet, Sawan and Siambu villages from Porro locations and Soit Pus, Nkorika, loibashai, Lekamoru and Morijo villages from Agata Nanyokie Location.

3.2 Research Population

A population, sometimes referred to as a target population, is the set of elements that the researcher focused upon and to which the results obtained by testing the sample was generalized. The study research population was the total number of households in Pabbo Camp of Gulu central district. There are 600 households in Pabbo Camp according to the

Northern Uganda bureau of statistics 2010 projection. Each house hold comprises of six individuals the research target population will be 600 households of Pabbo camp.

3.3 Sample Framework

A sample is a particular sub set of the population that was studied to generate the study information. Ideally, in sampling a sample that was a representative of the target population was obtained.

3.3.1 Sample Size

The sample will consist of 60 respondents, 30 IDP children from different camp sections, 12 administrative leaders, 6 Stakeholders and 12 parents from different localities.

5:2:2:1 – The ratio of majority of the study

The calculation of the sample size will be based on Slovene's formula.

$$Ss = \frac{Z^2 * (p) * (1-p)}{c^2}$$

$$Ss = \left(\frac{Z^2 (p) * \{N(1-p)\}}{C} \right)$$

Where:

Z = Z value (e.g. 1.96 for 95% confidence level)

p = percentage -0.5

c = confidence interval – 10

N-(population) - 600

$$Ss = 1.96^2 * (0.5) * \{N (1-0.5)\}$$

$$= 3.8416 * 0.5 \times (600 * 0.5)$$

$$= \frac{1.96 \times (300) = 576.24}{10}$$

$$= \underline{57.6}$$

Stephen D. Simpson, CFA, (2009). *Banking Systems in Context*. Burrell Publishers, Ontario, Canada

The research sample size therefore based on the above calculation will be 60

In addition to the above quota sampling will be used to select the exact number of households to be included in the study. There are 12 sub-location in Pabbo Camp

therefore each sub-location will be allocated equal number of respondents and this will be translated to 29 households per sub-location. While at the sub-location the researcher made sure that the selection of the 29 household represents the population of the sub-location. This will be done using own judgment.

3.3.2 Sample Techniques

The research utilized specific selections of a subset of individuals from within a population to estimate characteristics of the whole population. Probability techniques which include random sampling were used to carry out the study.

3.3.3 Sample Procedure

The sampling procedure used was purposive sampling to obtain the sample camps. Simple random sampling was used to select respondents from those camps to avoid biased information. This ensured that all the children in the sample camps are represented. The researcher also used observation schedules in order to obtain the data necessary to answer the research questions in order to achieve the objectives of the study. Research work also involved taking respondents from chosen communities for research work establishment.

3.4 Methods

3.4.1 Instruments

i. Questionnaire

A questionnaire is an instrument used to gather data which allowed measurements for or against a particular view point. A questionnaire had the ability to collect a large amount of information in a reasonably quick space of time. The unstructured or opened ended questions were used to collect data. Unstructured questionnaire gives a respondent a complete freedom of responses. They permits greater depth of response, when a responded were allowed to give personal response, usually reasons for the response given were quite varied. Opened-ended questions stimulated respondents to think about their feelings or motives and to express what they considered to be of the best assessment of the situations or problem being investigated.

ii. Interview guide

Interview guide was used to standardized situations so that the interviewers can ask the same questions in the same manner. It was a set of questions that the interviewer asked when interviewing respondents. An interview guide made it possible to obtain the data required to meet the specific objectives of the study

iii. Focus group interviews

12 focus group discussions were conducted to supplement the questionnaire in each of the sub-locations of Pabbo camp. The facilitator will guide 7 to 12 people in a discussion of their experiences, feelings about a topic. The facilitator raised issues which were identified in the discussion guide and use probing techniques to solicit views, ideas, and other information.

3.4.2 Sources of Data

(i) Primary Data

This involved a personal participation of the researcher in order to obtain first hand information from the field. This was applied through the use of questionnaires and other data collection methods.

(ii) Secondary Data

This involved getting additional information from various sources such as reference materials, transcripts, field notes, observation records, etc.

3.5 Validity and Reliability Of Instrument

3.5.1 Reliability

Reliability is the extent to which any measuring procedure yield the same result on repeated trials. In order to test for and improve reliability the questionnaire was pre-tested to a selected sample, which is similar to the actual sample which the researcher planed to study. This is important because: Questions that are vague were revealed in the sense that the respondents interpreted them differently. Comments and suggestions made by respondents during pre-testing were seriously considered and incorporated. Pre-testing revealed deficiencies in the questionnaire.

3.5.2 Validity

Validity is the degree to which the empirical measure or several measures of the concepts accurately measure the concepts. Validity is a non statistical used to validate the content employed in the questionnaire. A panel of three judges competent in the area being investigated was requested to assess the relevance of the content used in the questionnaire developed. They examine the questionnaire individually and provide feedback. Their recommendation were incorporated in the final questionnaire

3.6 Data Analysis

After collection of data the researcher undertook editing and tabulation of the data. Editing is the procedure that was carried out to improve the quality of data for coding. Tabulation is also undertaken, it is a part of the technical procedure wherein the classified data were put in the form of tables

Further analytical work after tabulation was based on the computations of various percentages was undertaken.

3.7 Ethical Considerations

Broad principles that govern the ethical conduct of researchers with respondents participating in the study are as follows (mark, 1996).

The researcher treated participants as autonomous persons and respected their decisions including decision not to participate.

The researcher obtained a letter of introduction from the faculty which would make relevant indications that pertains the research work to be undertaken.

The researcher has the obligation to cause no harm to the respondent. The researcher was concerned about welfare of the respondents including mental, physical health, safety and took all precautions to avoid injury.

The researcher avoided questions or issues that may cause embarrassment, discomfort or risks.

It is unjust for the powerless groups of the society e.g. the poor, racial and ethnic minorities to be subjected to risky research studies because of their powerless positions.

3.8 Limitations of the Study

Some of the limitations encountered included lack of cooperation among key administrative players in Pabbo Camp. This attribute was linked to sensitivity of some classified information that was seen to be vital and confidential.

Time factor was another major constraint. The researcher had very limited time to carry out the research and this explains the limited data obtained from the field.

Financial constraints also hindered the researcher's scope and due to various financial limitations, the researcher was unable to travel to various campsites to be able to obtain complete information for analysis.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSIONS OF DATA

4.0 Introduction

This chapter presents findings and describes how the collected data was presented, analyzed, and interpreted.

4.1 Demographic Data

4.1.1 Age of the Respondents

Table 1: *The demographical representation of the respondents*

Age	Frequency	Percentage
15-20	30	50
21-33	12	20
Above 33	18	30
Total	60	100

Source: Primary data, 2012

Table 1, shows the ages of the respondents and provides a platform for varied comparisons of the age ranges of those interviewed. The largest category, age 15-20, 30(50%), 21-33, 12(20%) and above 33, 18(30%) which indicates a fair distribution of age among the respondents in the study.

Table 2: *The institutions classifications*

Institution	Frequency	Percentage
University	16	25
Other	44	75
Total	60	100

Source: Primary data, 2012

4.1.2 Educational Background of the Respondents

The educational background of the respondents is analyzed to provide relevant educational diversities among the various respondents in the study.

Table 3: The educational background of the respondents

Education background	Frequency	Percentage
University	16	27
Other	44	73
Total	60	100

Source: Primary data, 2012

Further from the table, the number of respondents who had attained degrees was 6 (15%) while those who had no qualifications (illiterate and semi illiterate) were 34(85%). It is observed therefore, from the table that most of the respondents interviewed were illiterate or the only basic education. Those respondents with degrees were minimal and this contributed extensively to the way the interview schedules were held. (Parris, 2003)

4.1.3 Marital Status of the Respondents

The marital status of the respondents provides the family settings of the respondents in the study. This provides the appropriate study considerations reflecting the family composition.

Table 4: The marital status of the respondents

Marital status	Frequency	Percentage
Married	35	65
Other	25	35
Total	60	100

Source: Primary data, 2012

The study also analyzed the family setup and it showed that it comprised of both married and unmarried respondents. The total number of married respondents was 26(65%) while the unmarried (other) respondents were 14(35%).

4.1.4 Gender of the Respondents

The gender composition in this study is vital for carrying out the research. The balance of the composition is required as per the research ratio requirement.

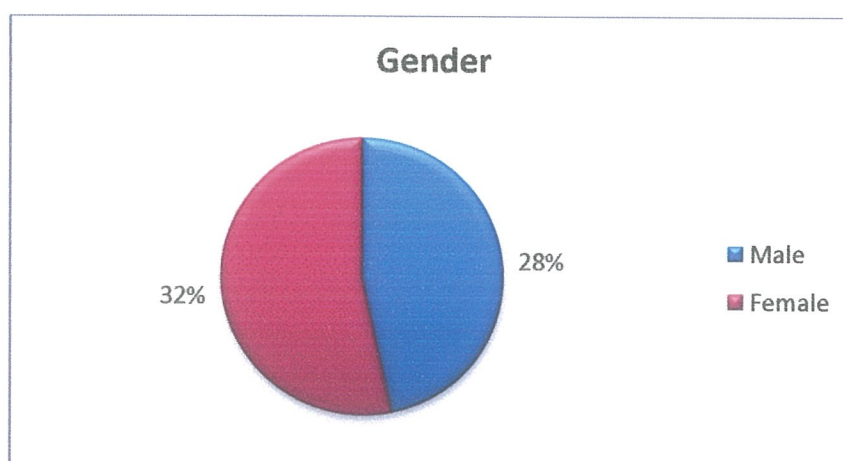
Table 5: *The gender of the respondents*

Respondents	Sample size (n) =60
Male	28
Female	32

Source: Primary data, 2012

From table 5, the number of respondents interviewed varied to a greater extend. In this context, the study was sensitive to gender and had a balanced respondents with 32 (55%) female and 28 (45%) male actively participating in the study. The main target in the study was women and the ideal concept was to encourage them to participate in the microfinance scheme as a way of improving their own financial positions. However, the selection scheme was random and no particular respondent was chosen deliberately or with purpose.

Figure 1: *Gender of the respondents*



Source: Primary data, 2012

Hence for the data to be authentic, the purposive process pursued a stratified selection of the respondents and making it to be 100% unbiased. There were no considerations for the level of education since the overall trend was to obtain a much perfect data that contains near 100% realities. While the approach featured mainly female respondents, it was alternatively attractive in demonstrating the overall composition of the vast households and how they contribute to the study. Their wide experience was ranged between 65%-78% and their data contained an integral level of reference. The study sought to find out the relevance of male dominance in the household activities and possibly on the decision making approaches.

4.2 The Outcome of Armed Violence on Communities of Pabbo Camp

4.2.1 Livelihood Changes

Livelihood changes are majorly used to examine the specific elements for identifying the constants the armed violence is composed of.

Table 6: Livelihood Source Before 1996

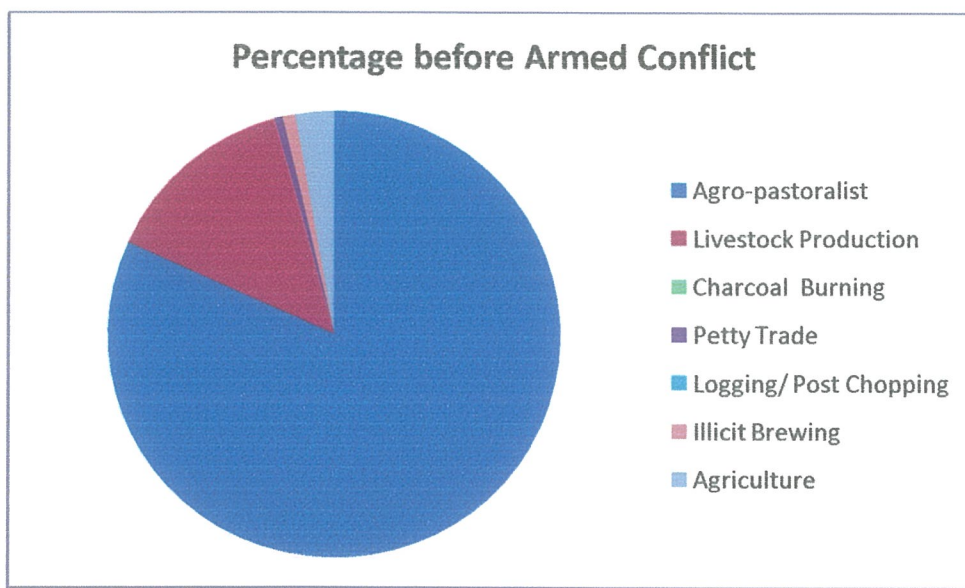
Livelihood sources	No. of households	Percentage
Agro-pastoralist	35	58.33
Livestock Production	10	16.67
Charcoal Burning	1	1.67
Petty Trade	3	5.00
Logging/ Post Chopping	1	1.67
Illicit Brewing	4	6.67
Agriculture	6	10.00
Total	60	100

Source: Primary data, 2012

From Table 6 which was constructed by direct counting from questionnaire, it was found that the majority of the respondents were Agro-Pastoralist before 1996. 58.33 %of the total respondents practiced Agro-Pastoralist. A good proportion of the respondents,

constituting 16.67% practiced livestock production. 1.67 % of the total number of respondents practiced pure subsistence agriculture. Put together about 1% of the respondents derived their livelihood from illicit brewing and petty trade, while none of the respondents practiced logging and charcoal burning as a means of obtaining livelihood.

Figure 2: Percentages before armed conflict



Source: Primary data, 2012

The data presented provide statistics before the conflict. The practice of agro-pastoralist (58.33%) was evident before 1996 while livestock production (16.67%) also demonstrates that Pabbo was a self-sustaining area in the run-up to the conflict.

4.3 Analysis of Livelihood Sources

The sources of livelihood are numerous and these have been explored vastly through a range of existing factors. For example many families in Pabbo do agro-pastoralist farming while many others do small scale agriculture.

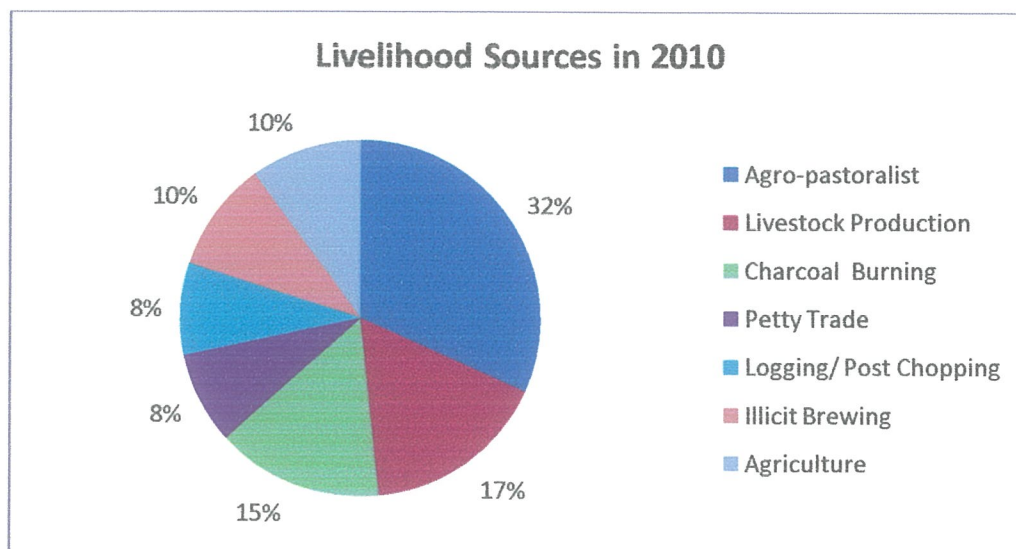
Table 7: Livelihood Source In 2010

Livelihood sources	Number of households	Percentage
Agro-Pastoralist	19	31.67%
Livestock	10	16.67%
Agriculture	9	15.00%
Charcoal Burning	5	8.33%
Petty Trade	5	8.33%
Logging/ Post Cutting	6	10.00%
Illicit Brewing	6	10.00%
Total	60	100

Source: Primary data, 2012

In 2010 the livelihood as depicted from the table of current livelihood sources indicated about 16.67% of the respondent derived their lively hood from livestock rearing, while 31.67% derived their livelihood from Agro-Pastoralist. The respondents whom derived their livelihood from subsistence agriculture were 15% of the total. New sources of livelihood were noted they are illicit brewing, charcoal burning and logging/ post cutting where 8.3%, 8.3% and 10.6 % of the respondents derived their livelihood. A bout 10.3% of the respondents derived their livelihood from petty trade. There was a clear indication on the change of livelihood changes as a result of adjustment to the effect of armed conflict by the members of Pabbo communities

Figure 3: livelihood sources in 2010



Source: Primary data, 2012

The rise in the number of respondents depending on subsistence pastoralist and the decline on the number of respondents depending on Agro-Pastoralist led to the inadequate food production and supply among members of Pabbo communities and had resulted in famine and hunger

Charcoal burning and logging have led to the destruction of forests and resulted in the environmental degradation.

4.4 Analysis of Family Displacements

The analysis of family displacement factors indicate that the elaborate mechanisms that contribute to these displacements are based on changing conditions at the Pabbo camp.

Table 8: Family Displacements

Nature of displacements	No.of households	Percentage
Displaced now	24	40
Displaced at one or more times	20	33.33
Never displaced	16	26.66
Total	60	100

Source: Primary data, 2012

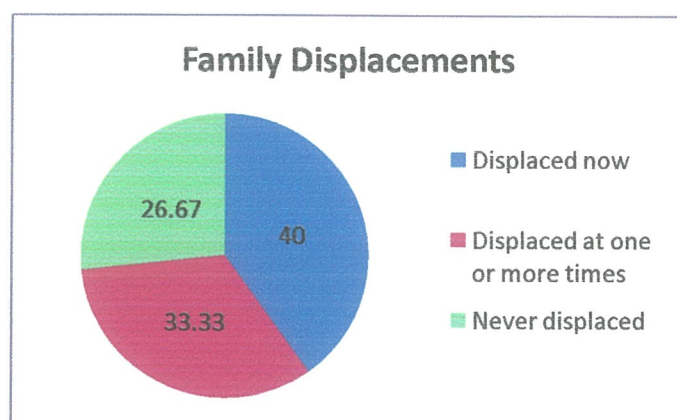
From table 8, 40% of the respondents were displaced, 33.3% of the respondents were displaced at one or more times, while 26.67% of the respondents were never displaced.

The displacement of members of the Pabbo communities has led to the decline in food production and thus loss of livelihood. The concentration of individuals in the safer locations and especially in the government protected forest had led to the environmental stress.

The displacement has diminished the grazing land for the community's livestock making them prone to drought.

Displacement have had a direct effects on food production where individuals are unable to produce food for their families and thus famine and hunger are the consequences

Figure 4: Family displacements



Source: Primary data, 2012

4.5 Child Rights Violations

Child rights violations are majorly aligned to family separations, societal complications and the role of the government.

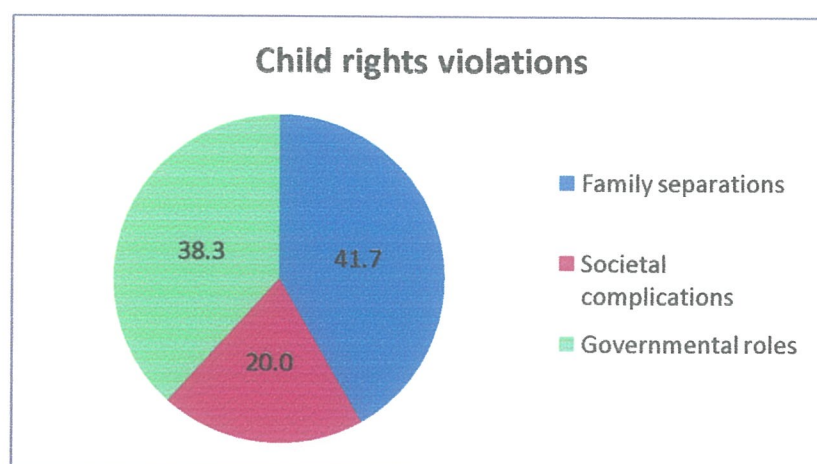
Table 9: Child Rights Violation

Factor	Respondents	Percentage
Family separations	25	41.7
Societal complications	12	20.0
Governmental roles	23	38.3
Total	60	100

Source: Primary data, 2012

The data analysis of table 9 indicate the percentage of the respondents who indicated that the children suffering from human rights violations were greater due to complications in the camps. From this population, family separations in the camps amounted to 25% and this constituted the largest child rights violation factor. Camp societal complications were 20% indicating that social factors were majorly blamed for child rights violations in Pabbo camp. Further, the study explains that government also plays a big role in child rights violations, with 38.3% of the study creating substantial evidence of various human rights violations within the camps.

Figure 5: Child rights violations



Source: Primary data, 2012

4.6 Economic and Social Needs of Children

Children living in Pabbo camp are facing serious economic and social basics and this is projected variously in a number of major constants.

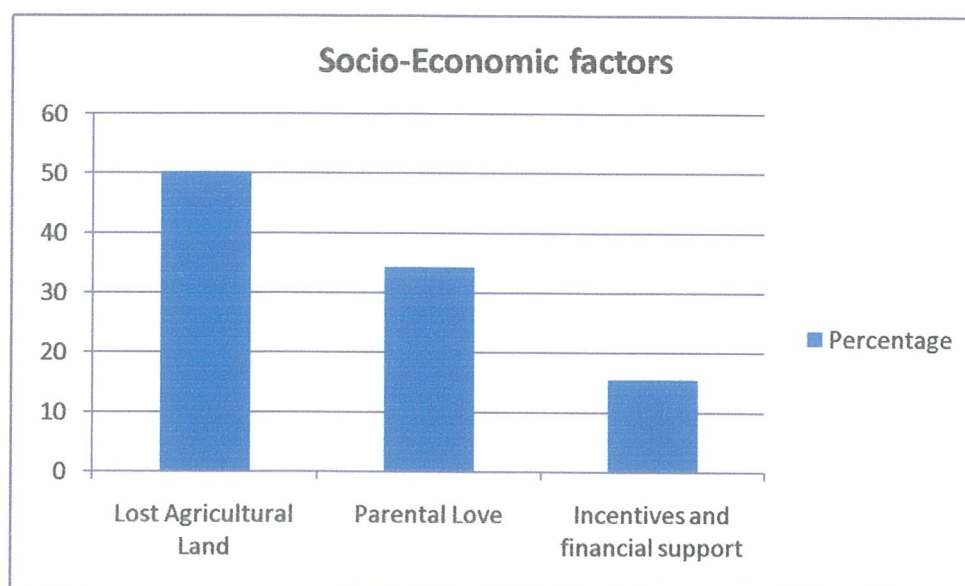
Table 10: Economic and Social Needs of Children

Factor	Respondents	Percentage
Lost Agricultural Land	25	41.7
Parental Love	12	20.0
Incentives and financial support	23	38.3
Total	60	100

Source: Primary data, 2012

The number of respondents who lost land agricultural land comprised 41% of the respondents and 20% of the respondents had related challenges reflecting lack of parental love, and the financial support was equally poor, (38.3%). In addition to the above data collected from respondents of the 60 households information collected from research discussion groups had revealed that there were about 3500 livestock stolen from Pabbo Camp. It was also revealed that communities of Acholi sub-location lost their livestock to harsh cold climatic conditions of the high land of Gulu district after they have been forced out of the warm lowlands.

Figure 6: Socio economic factors



Source: Primary data, 2012

4.7 Distribution of Child Rights Management Issues

Child rights issues are vastly dependent on the immediate environment. Ideally, the environment itself integrates elements such as employers, parents and the civil societies.

Table 11: Poor enforcement of child rights

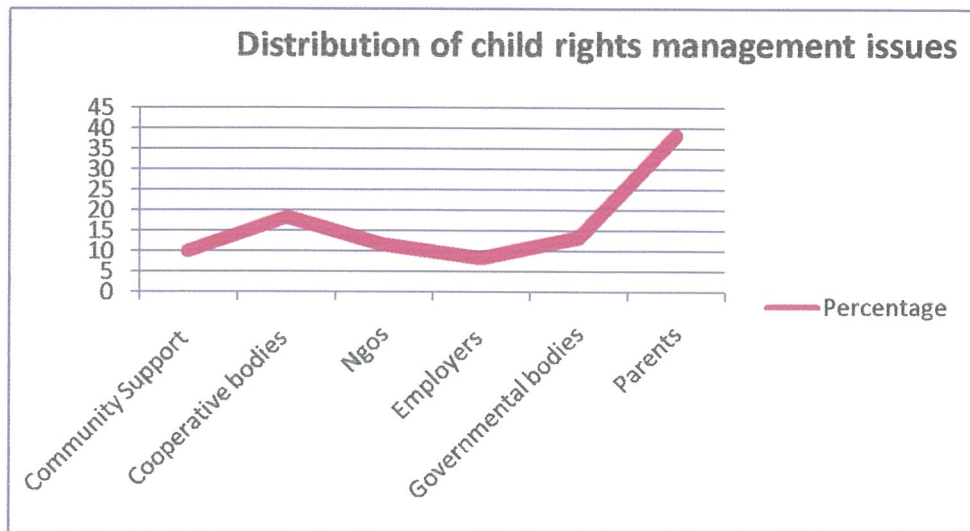
Factor	Respondents	Percentage
Community Support on managing child rights	6	10
Cooperative bodies	11	18.33
Non Governmental Bodies	7	11.67
Employers	5	8.33
Formal NGOs bodies	8	13.33
Parents	23	38.33
Total	60	100%

Source: Primary data, 2012

From table 11, the distribution of support on managing poor enforcement of child rights was poor, 10%, Non governmental bodies was 18.33% while family employers amounted to 8.33%. Formal NGOs working in Pabbo camp also contributed to the

violation of child rights with a margin of 13.33%. According to table 7, children do not receive adequate support from their parents (38%) indicating a poor support mechanism for all affected children. Further, from the table above children were unable to be gathered for by all those who were directly involved in child-care programmes, implying that the cumulative failure was above the required scale.

Figure 7: Distribution of child rights issues



Source: Primary data, 2012

4.8 Solving the Problems of Children in IDP Camps

The problems faced by the children in the IDP camps are numerous. The research is therefore establishing the ways in which such problems could be solved.

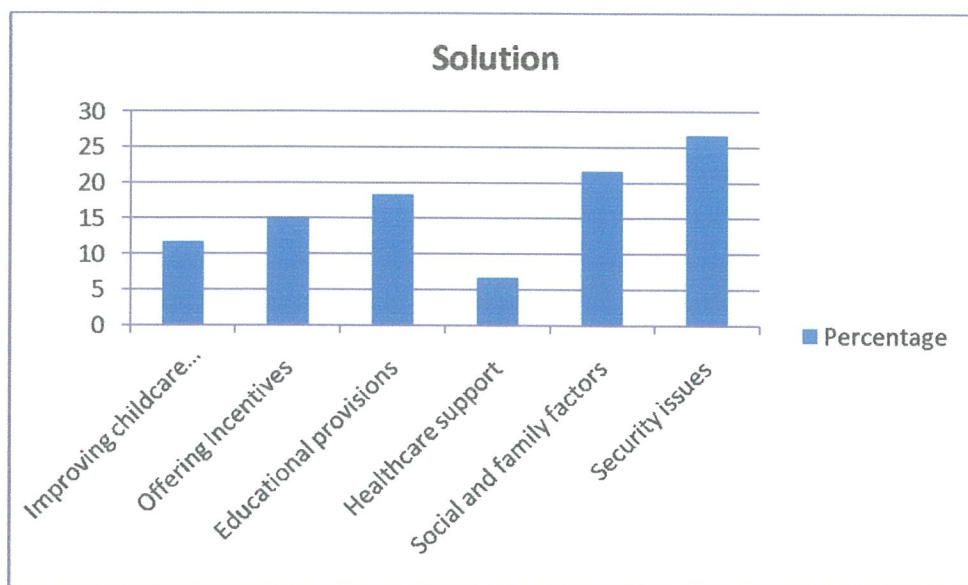
Table12: The process of solving problems of children IDP camps.

Factor	Respondents	Percentage
Improving childcare systems	7	11.67
Offering Incentives	9	15.00
Educational provisions	11	18.33
Healthcare support	4	6.67
Social and family factors	13	21.67
Security issues	16	26.67
Total	60	100%

Source: Primary data, 2012

The research also provides the key approaches needed to solve the challenges faced by the children in the camps. According to the participants, the various methods needed to improve child rights are enormous and are based on existing and new reforms within the camps. The various groups participating in child development constituted about a manageable percentage with offering incentives amounting to 15%, education provisions 18.33% and healthcare support 6.67%. Securities were found to be majorly relevant amounting to 26.67%. Other social factors and family issues was 21.67%.

Figure 8: Solutions to children’s challenges in IDP



Source: Primary data, 2012

4.9 Summary

According to the respondent and groups discussions vigilance groups have been set up in the camps.

The communities living in the camps have learned to live in a peaceful manner while also understanding the importance of helping children to stay within the environment while still having their rights taken care of.

CHAPTER FIVE

SUMMARY OF THE MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

For years, the concept of understanding child rights education has been about developed from a peripheral component within the spectrum of the community. This has in the last several years been interleaved with the numerous community activities, and in other instances being created to allow the inter-collective approach to leverage a wholesome approach towards having well laid framework for the development of systemic programs. While looking at these issues, the community has been seen from the universal point of view, it in itself being the source of development, and in other cases, the source of consulted phenomenon in principle allowing the community to meander towards a regional point of view, and acting on several spotlights.

Understandingly, this principle has been about classified in varying weights due to the differential community principles, abilities and the content of child rights issues.

The understanding of child rights therefore has been greatly reflected in the community's new adjustments towards the renewal of their relationship with the government, and providing sustainable enhancement regarding violations on matters of child rights.

5.1 Summary

This study set to interrogate the relationship between violations, community and child rights. From the findings from both the extensive review of literature, newspapers and from exploratory study and analysis of the focus group discussion, there is indication that child rights within communities is still an uncomfortable topic and it is only mentioned in passing. Most respondents who were interviewed indicated that they have many programmes within their communities, for example, violates child rights and thus transform themselves on the basis of the basic fundamental rights for children.

Pabbo Camp communities have done very little to create space for children living in Pabbo Camp to discuss their child rights freely. Child rights information has been censored and we are having children in Pabbo camp failing to get the relevant attention basing on their experienced understanding of their human rights.

Another important conclusion that can be drawn from this study is all the respondents based in Pabbo camp are fully aware of the challenges faced by the children and thus basic contributory measures need full undertaking.

The leaders perceived issues of child rights among children living in Pabbo Camp as very uncomfortable to discuss and one even mentioned to me that such topics are rare, though it is known that such violations exist in the Camp.

Child protection is a special concern in situations of emergency and humanitarian crisis. Many of the defining features of emergencies – displacement, lack of humanitarian access, breakdown in family and social structures, erosion of traditional value systems, a culture of violence, weak governance, absence of accountability and lack of access to basic social services – create serious child protection problems. Emergencies may result in large numbers of children becoming orphaned, displaced or separated from their families.

Children may become refugees or be internally displaced; abducted or forced to work for armed groups; disabled as a result of combat, landmines and unexploded ordnance; sexually exploited during and after conflict; or trafficked for military purposes. They may become soldiers, or be witnesses to war crimes and come before justice mechanisms.

Armed conflict and periods of repression increase the risk that children will be tortured. Failure to protect children undermines national development and has costs and negative effects that continue beyond childhood into the individual's adult life. While children continue to suffer violence, abuse and exploitation, the world will fail in its obligations to children; it will also fail to meet its development aspirations as laid out in such documents as the Millennium Agenda with its Millennium Development Goals.

5.2 Recommendations

5.2.1 *The Local Community*

For decades, the community has been a source of sacredness, and has been in that state even in today's modern world. The work of the local community should include the following;

- i. The evolution of Pabbo Camp has meant in the last century that the community's activities could be actively advocated towards creating a comparative solution towards the education of the children. In this context, the community has greatly tuned the lifestyles of child rights violations, and has been at the forefront in developing the minds, characters and the might of the abuses through various avenues in the education spectrum.
- ii. Though this has been appreciated at a sizeable percentage, the community should continue to break the bonds created from the ancient child rights believes by introducing some greater platforms aimed at allowing the violations to freely interact with the outside world to develop a much better person who understands in principle the ways of advancing their lives, and further to that, their eventualities in life.

5.2.2 *The government*

- i. Child protection links closely to all aspects of children's well-being. The government plays a huge role in identifying and developing relevant programs and policies needed to safeguard the rights of children. Often, the same child is prone to malnutrition and illness, deprived of early stimulation, out of school and more likely to be abused and exploited. An immunized child who is constantly beaten is not a healthy child; a school-going child taunted and abused for his or her ethnicity doesn't enjoy a good learning environment; and an adolescent sold into prostitution will not be empowered to participate in and contribute to society. Child protection is an integral part of the business of the development.
- ii. Protection issues arise during consideration of almost every issue facing children today. In education, sexual abuse and violence in schools can be a hidden factor behind low retention rates. In health, violence can be behind many of the

unexplained injuries that are dealt with by health services, or even the cause of longer-term disability. In all these, the government provides the necessary support, which is universally based on the existing laws and statutes.

5.2.3 The Non-Governmental Organizations

The study conclusively derived important aspects, in which the Nongovernmental organizations could be invaluable used to provide the general training aspects of the violations, noting that they were the major source of technical information about child rights, and in principle;

- i. Encourage and improve communication, especially around growth and development, with parents/guardians and other trusted adults. (The quality of parent-child communications about child rights and child rights appears to be a strong determinant of child rights behavior).
- ii. Identify resources to address individual needs, for present and future concerns and questions.
- iii. Enlighten children living in Pabbo Camp to develop and apply health-promoting behaviors, including disease prevention and detection and accessing accurate health information that is age appropriate.
- iv. Provide information about child rights anatomy and physiology and the stages, patterns, and responsibilities associated with growth and development.
- v. Stress that abstinence from vices is the only certain way to avoid pregnancy and to reduce the risk of Sexually transmitted diseases (STDs), including HIV.
- vi. Address the health needs of all the children living in Pabbo camp, including how to access health services.
- vii. Promote the development of intrapersonal and interpersonal skills including a sense of dignity and self-worth and the communication, decision-making, assertiveness and refusal skills necessary to reduce health risks and choose healthy behaviors.
- viii. Encourage children living in Pabbo Camp to develop and maintain healthy, respectful and meaningful relationships and avoid exploitative or manipulative people.

- ix. Address the impact of media and peer messages on thoughts, feelings, cultural norms and behaviors related to child rights as well as address social pressures related to child behaviors.
- x. Promote healthy self-esteem, positive body image, good self-care, and respect for others, caring for family and friends and a responsibility to community.
- xi. Teach issues related to children that learning about their child rights will be a lifelong process as their needs and circumstances change.
- xii. Encourage community support and reinforcement of key messages by other adults and information sources.

5.2.4 *International Community*

- i. The international community, would have a training support, putting in mind their financial might and abilities to support financial positions of the local bodies, including communities to provide the necessary platform for education, including providing logistical as well as technical and professional support that is still needed by the community and the local countries.
- ii. The Convention places considerable emphasis on the role of the family in raising children and, like human rights instruments, recognizes the right of the family to protection and support. Article 5 makes clear the responsibility of the State in protecting and respecting the role of the family, stating that: *States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.*
- iii. Civil society can be a major force in securing survival, development, protection and participation of children, and in assuring quality and sustainability of social services.
- iv. At all levels, humanitarian, development and peace-building organizations use some form of pre-intervention assessment of the context in which they operate in order to identify challenges faced by children in conflict zones.

- v. The international community in Northern Uganda such as the UNICEF provides relevant monitoring programs that are based on humanitarian principles. They carry out various projects which include providing financial and technical support to communities and local NGOs.
- vi. As part of its monitoring responsibilities, UN work with grassroots organizations to manage small projects and ensure that there is accountability for all the funding made. They also provide foundation for strengthening transparency, accountability as well as morale balance in the affected communities. Other monitoring responsibilities include monitoring the outcomes and impact of the poverty eradication reforms in Northern Uganda, and also initiating policies needed to help improve the lives of people living in the camps.
- vii. UN also produces relevant financial reports in order to attract more donors. These reports are vital and are used when defining performance reports in the conflict zones in Northern Uganda.
- viii. UN agencies play a vital role of advisory specifically to major bodies dealing with conflicts. They arrange meetings with local leaders and UN managements to help establish relevant measures to help combat poverty, ignorance and poor living standards in camps. They also participate in the recruiting of staff needed to dispatch important duties within the affected camps. Further advisory roles include facilitating collaboration between the community and the government. They also advice the local sector in capacity development strategies, best practices and evolving service models.

5.2.5 General Recommendations

The continued training on aspects of child rights, and basing this and other items on several key issues, the futurity of the educational spectrum will still be viewed more sporadically in greater lengths and strengths:

To reach, and to meet the targets hence, the process will be;
 To use interactive methods in child rights education and to start it before children living in Pabbo Camp become active,

To integrate Child rights related activities in comprehensive health and social programmes for young people,

- i. To focus child rights education on knowledge, values and building behavioural skills,

- ii. To include gender issues in co-curriculum activities, e.g. to focus programmes with girls on strengthening self-confidence and negotiation skills, and programmes with boys on their Special health needs and responsibilities,
- iii. To develop materials for different age groups,
- iv. To provide services where large groups of children living in Pabbo Camp meet,
- v. To train and sensitize health, education and other professionals for children needs,
- vi. To initiate education of parents on guiding child rights development.

5.2.6 Areas of further research

Child rights education has become comprehensively important in recent times, creating a large bunch of study and references in an attempt to raise properly implemented strategies for the implementation of the education regarding their rights.

Further research in this area would be to;

- i. For children who cannot be raised by their own families, an appropriate alternative family environment should be sought in preference to institutional care, which should be used only as a last resort and as a temporary measure.
- ii. Every effort should be made to avoid the isolation from the community of children residing in institutions (e.g. by enrolment in community school and use of community recreation facilities) to maximise the chances of successful transition upon departure.
- iii. To establish areas that are appropriate for enhancing child rights in camps and in other areas where such violations have been recorded. When institutions are developed, improved relationships between children and their caretakers is realized.
- iv. The community plays a crucial role in upbringing children especially those who are suffering from various forms of abuses. To support the children in any of the major considerations, various forms of violence against children should be looked into and those responsible for violating children's rights should be brought to justice.
- v. The Uganda government should enact laws that will ensure that perpetrators of child rights violations should be given stiffer penalties to deter others from carrying out such acts.

5.3 Conclusions

The concept of child rights and violations relations has in the last decades remained a controversial issue, raising concerns about the role of the community in modeling the growth of young boys and girls.

Today, the community is shrilled between great pillars, and its traditional sacredness of child rights matters, but still being compelled by modernity to break the layers of this tradition. With the passing of a generation and the arising of several child rights issues, the community has been epitomized to carry out an all-inclusive campaign to promote safe, well informed information about child rights.

In the best spirit of the Convention, the Government of Uganda is seeking input from children as part of its preparation for reporting to the Committee. In April 1995, 29 children participated in a four-day workshop on the Convention sponsored by a consortium of NGOs and UNICEF. Included were working children, a street boy, a disabled girl, and children from refugee communities and those from both urban and rural schools.

Even in places where both the legality and morality of human rights covenants have been abandoned or repeatedly violated, efforts are being made in the name of the Convention. This is happening in an area where there are no national laws, and where military rule prevails. Relations between civil societies and political authorities are governed by ground rules which have now strengthened the improvements related to child rights.

The hope is that the Convention will continue to stimulate the kind of debate that often leads to attitudinal change. Child rights need to be actively respected rather than simply acknowledged, and advocates admit that more than the passage of laws and publicizing of the Convention will be required.

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APPENDICES

APPENDIX A RESEARCH INSTRUMENTS

A Questionnaire

Dear respondent, I am **GILBERT MUTUMWA**, a student in Kampala international university pursuing bachelor of Development Studies and conducting a research on *The violation of child rights and the status of children in displacement camps*. Therefore I am requesting you to assist to answer my below question which are meant to your response will be treated with confidentiality

The documentation of the *Violation of child rights and status of children in displaced camps* is provided for your perusal, analysis and contribution.

Instructions

This questionnaire may be completed individually or collectively by adult members of the same household

1. Background information

Write where necessary and cross where it is not applicable.

1. What is your marital status?

(a) Single () (b) Married () (c) Divorced () (d) Widows

2. (a) Sex: Male () (b) Female ()

3. Age range; 15-20 () 21 – 24 () 25 – 33 () 33 & above ()

4. Level of education: Primary () Secondary () University () none ()

5. Your occupation; Employed () Unemployed () Self-employed ()

Student ()

2 The outcomes of armed violent.

- i. Has any of your house hold member been killed as a result of direct armed violent?
☐ YES ☐ NO
- ii. Have any member of your house hold been injured as a result of the armed violent?
/ YES ☐ NO ☐
- iii. Have the members of the house hold been displaced by the armed violent?
/ YES ☐ NO ☐
- iv. Is the house hold presently displaced?
/ YES ☐ NO ☐
- v. Have the economic activities of the house hold changed as a result of the armed violent?
/ YES ☐ NO ☐
- vi. How many times have members of the house held encountered an act of armed violent?
/ YES ☐ NO ☐
- vii. Have NGOs and any other international organizations provided adequate support towards helping mitigate challenges of children in IDP camps?
.....
.....
- viii. Do you believe that the government has provided any important support to children's rights in IDPs?
.....
.....

- ix. Are you satisfied with the way other bodies have helped to establish the right approach towards enhancing management of children and other vulnerable groups in IDP camps?
-
-

3. Other effects of armed violent

Negative effects

.....

.....

.....

4. How was the armed violent conducted?

Organized Methods.....

.....

Mass Approaches

.....

.....

Other

5. What are your recommendation for improvement the situation of the people of your sub-location

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.....

.....

6. How has conflict generated poverty among the affected groups in Pabbo IDP camp?.....

.....

7. Is conflict a major cause of the violation of child rights?

.....

.....

8. What are the high end effects of conflict?

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APPENDIX B

INTERVIEW GUIDE

Interview guide for administrators and stakeholders

- (1) What were the results of armed violent on communities of your Sub-location, 1996-2010?

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- (2) What were community's responses to the armed violent in your sub-location?

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.....

- (3) What specific conditions fuelled the armed conflict in Northern Uganda and how did this let to the violation of child rights?

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.....

- (4) What can be done to improve the situation of the affected communities in your sub-location?

.....
.....
.....

5. What effect has the impact of armed conflict bring to people in Pabbo camp and the entire communities around the camp?

.....
.....

6. What has been the position of the children during the conflict? Please could you give comprehensive highlights of this?

.....
.....

7. How have the effects of conflict contributed to change in lifestyles among the people living in Pabbo camp in Northern Uganda?

.....
.....

8. Do you think that armed conflict in Northern Uganda is the major cause for the violation of child rights? If yes, please state the reasons for this

.....
.....

9. How has the Ugandan government helped to tackle the challenges faced by children in Pabbo camp? Have these approaches helped to reduce the violation of child rights?

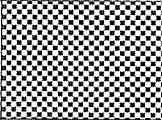
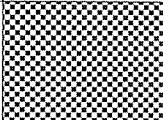
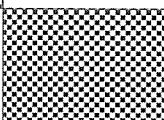
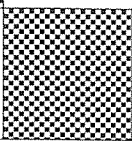
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10. In your opinion, what considerations would the local administrative leaders do in order to mitigate the factors affecting the rights of children in Pabbo camp?

.....
.....

APPENDIX C

THE TIME FRAME OF THE STUDY

Activity	Time in months			
	1	2	3	4
Proposal writing				
Data collection				
Data analysis				
Submission				

APPENDIX D

BUDGET OF THE STUDY

Item	Amount in Uganda shillings
Typing & printing	200,000
Air time	100,000
Transportation	270,000
Stationery	100,000
Accommodation and Food	240,000
Literature Collection	50,000
Miscellaneous	100,000
Total	1,060,000

APPENDIX E



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College of Economics and Management Sciences
Department of SWASA, PSY & DS
Unit of Psychology

Date: 17th JANUARY, 2016

To: THE ADMINISTRATION
OF DABBO CAMP COMMUNITY
GULU

This is to introduce to you MUTUMBA MURRAY Reg. No. 1120010011 who is a bonafide student of Kampala International University. He/She is working on a research project, which is a partial requirement for the award of a Degree. I here by request you, in the name of the University, to accord him/her all the necessary assistance he/she may require for this work.

I have the pleasure of thanking you in advance for your cooperation!

Yours sincerely,

Dr Imbuki Kennedy (PhD)

HOD, SWASA, PSY&DS

"Exploring the Heights"