

**CHILD PROTECTION SYSTEMS AND RESPONSE TO CHILD
PROTECTION CONCERNS IN SELECTED PAYAMS
IN TAMBURA COUNTY, WESTERN
EQUATORIA STATES,
SOUTH SUDAN**



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DECLARATION A

"This thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".

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Name and Signature of the Candidate

19.10.2022

Date

DECLARATION B

"We confirm that the work reported in this thesis proposal was carried out by the candidate under our supervision".



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ABSTRACT

The study was meant to investigate Child protection system and response to child protection concerns in selected Payams in Tambura County, Western Equatoria South Sudan from May to September 2012. Both primary and secondary data were examined. It was also a descriptive-correlation since it sought to examine the relationship between the independent variables and the dependent variable. The population of this study was the records on the variables of the study and targeted 400 respondents. The objectives of this study were; to determine the level of child protection systems in Source Yubu and Mupoi Payams, determine the level of child protection concerns in Source Yubu and Mupoi Payams, compare if there are significant differences in child protection concerns between the young (8-11years) and older (12-17years) children both boys and girls and to establish whether there is no significant difference between child protection systems and response to child protection issues (concerns) and to establish whether there is no significant relationship between the levels of child protection systems and response to child protection issues (concerns). The researcher said formal education is central and that a child can't do without to achieve life time wellbeing and that other systems work to enforce this. The first null hypothesis set was that; there is no significant difference between child protection systems and response to child protection concerns, but given the F-value as 1.61 and P-value as $0.217 > 0.05$; the researcher therefore accepted the null hypothesis that there is no significant difference between child protection systems and response to child protection concerns. The second set null hypothesis was that; there is no significant relationship between child protection systems and response to child protection concerns, however given the r-value as -0.2506 and P-value as 0.217 which is greater than 0.05; the researcher went on to accept the null hypothesis that there is no significant relationship between child protection systems and response to child protection concerns.

TABLE OF CONTENTS

	Declaration A	i
	Declaration B	ii
	Approval sheet	iii
	Dedication	iv
	Acknowledgement	v
	Abstract	vi
Chapter		
One	THE PROBLEM AND ITS SCOPE	
	Background of the Study	1
	Statement of the Problem	8
	Purpose of the Study	9
	Research Objectives	9
	Research Questions	10
	Hypotheses	10
	Scope	10
	Significance of the Study	11
	Operational Definitions of Key Terms	12
Two	REVIEW OF RELATED LITERATURE	13
	Concepts, Ideas, Opinions From Authors/Experts	13
	Theoretical Perspectives	22
	Related Studies	24
Three	METHODOLOGY	
	Research Design	34
	Research Population	34
	Sample Size	34

	Sampling Procedure	36
	Research Instruments	36
	Validity and Reliability of the Instrument	37
	Data Gathering Procedures	38
	Data Analysis	39
	Ethical Considerations	40
	Limitations of the study	41
Four	PRESENTATION, ANALYSIS AND PRESENTATION OF DATA	42
Five	FINDINGS, CONCLUSSION AND RECOMMENDATIONS	
	Findings	76
	Conclusion	79
	Recommendation	81
	References	84
	Appendices	88
	Appendix IA- Transmittal Letter	88
	Appendix IB- Transmittal Letter for Respondents	89
	Appendix II: Clearance from ethic Committee	90
	Appendix III: Informed Consent	91
	Appendix IV: Research Instrument	93
	Appendix V : Data for Child Protection System	97
	Appendix VI : Validity and Reliability Computation	114
	Researcher's curriculum Vitae	116

LIST OF ABBREVIATIONS/ ACRONYMS

CWD	: Children with Disability
MoGCSW	: Ministry of Gender, Child and Social Welfare
UN CRC -	: United Nations Convention on the Right of a Child
GoSS	: Government of South Sudan
FGD	: Focus Group Discussion

LIST OF TABLES

Table		Page
1	: Respondents of the Study	54
2	: Demographic Characteristics of Respondents	62
3	: Element of Child Protection Systems	64
4	: Child Protection Concerns	82
5	: Pearson's Linear Correlation Coefficient Test results	99
6	: Regression Analysis	100
7	: Pearson's Linear Correction Test	101

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

A consensus within the international child protection community has emerged in the past few years around the need for new and more effective approaches to protecting children. The traditional methods have typically been issue-specific – targeting certain groups of children or forms of child abuse, neglect, violence or exploitation such as child trafficking, street children, child labor, emergencies, institutionalization, or HIV/AIDS. As well, they have largely been reactive, focusing on the care and support provided to children only *after* they become victims and less focus on prevention. This diffused approach often results in a fragmented child protection response, marked by numerous inefficiencies and pockets of unmet need.

Child protection actors should agree on the need to shift to a systems approach. This would move the child protection field away from small-scale, isolated activities and towards a model that considers the child and family in a long-term, holistic fashion and includes a strong focus on prevention. The systems approach levies the necessity of a comprehensive, tailored, well-organized set of measures to prevent and mitigate the incidence of violations and, in doing so, seeks to make the most efficient use of limited resources. It also recognizes its role in supporting social and economic development and thus places the child protection system within the national development agenda. Although the recent international discourse has advanced general 'systems' thinking, an African perspective has yet to integrate into that dialogue. Anglo-Saxon and European models dominate much of the current literature on systems; to date, very little child protection systems research has been conducted in African countries South Sudan inclusive.

Additionally, much of the existing literature on child protection in most Africa countries tends to focus on the negative aspects of cultural practices and traditions in relation to child protection. Little or no information is available on

local definitions of child protection, positive cultural practices and protection mechanisms. Moreover, although some of the systems literature speaks to the allocating of child protection resources, the government resources available for child protection are very limited although these varies from different African country contexts to another.

Internationally, different approaches to protecting children and supporting families have evolved over time and are rooted in particular traditions and socio-political-cultural contexts.

In contrast, the origins of many current East African including South Sudan child protection systems are rooted in imported colonial models and approaches that may or may not have incorporated more culturally appropriate practices and local values. As a consequence, many national child protection structures in East African countries have developed isolated, top-down programs that consider only what communities are lacking and fail to build on positive practices that foster children's well-being. These positive family and community practices and beliefs are essential components of a systems approach and must be understood in order to develop more effective protection of children.

Increasingly, international organizations such as UNICEF, Save the Children, and United Nations High Commissioner for Refugees (UNHCR) are turning to what is referred to as a *systems approach* in order to establish and otherwise strengthen comprehensive child protection efforts.

Child protection systems have unique structures, functions, capacities, and other components. These are typically assembled in relation to a set of child protection goals. These systems have traditionally neither been the particular focus of child protection discourse nor that of child protection "practice" or action.

Focusing on issues in the absence of an understanding of how they relate to the overall system, and to an endless list of risks and assets, can also result in ineffective preventive and response mechanism design, which is neither sustainable nor truly able to reach all children who are in need of protection.

A more systemic approach in child protection is needed to enable holistic response to child protection issues.

Every family, community, and nation has child protection systems in place that reflects the underlying cultural value base and diversity within that context. As such, a particular child protection system manifests a combination of cultural norms, standards of behavior, history, resources, and external influences that over time reflect the choices participants have made regarding their system. The aim of this study is not to define these decisions but rather to highlight the key components that will be found in any child protection system and to encourage a robust and transparent conversation among key stakeholders as to how the definition of these components will impact responses to child protection issues.

The best way to deal with this is for every society to think deliberately about how it will protect its children. Normative standards for example (laws, culture, and religion) may shape how members of a community choose to protect children and the choices made may well affect the very nature of childhood. Nevertheless, the essential question remains: how will children be protected from violence, abuse, exploitation, and neglect, as well as manmade and natural emergencies, as a matter of a child's fundamental rights?

When it comes to protecting children, the family plays a central role, particularly during the child's earliest days. Children are also part of a broader community where their relationships, engagement, and roles deepen over time and take on increased significance. For this reason, protecting children is both a private and a public responsibility.

Around the world, there is a general recognition that childhood confers a special status upon children, including recognition of their vulnerability and need for protection. How this protection should be and is provided as a matter of fact is far from universal. Differences in child protection responsibilities and strategies are tied to geography, political and social history, religion, wealth, social structure, and a more general sense of purpose that blends cultural beliefs about how to protect children with everyday realities. Although there is no one best

way to protect children, serious choices are involved and every society stands to do better when the choices it makes are grounded in the rights of children. For a wide variety of reasons, children are not always sufficiently protected. Sometimes the risks are present within the family sphere, when parents and other family members are either unwilling or unable to protect their children. Other times, the risks are found in the economic, social, and political externalities of the communities in which families live. And yet other times, the risks are situational, an artifact of the fact that children live in a world where emergencies—both natural and man-made—disrupt daily routines to such an extent that children are placed between a rock and a hard place. survival for the fittest. Moreover, any or all of these risks may coincide. In each of these situations, it is possible to protect children, but doing so requires a deliberate, coordinated effort on the part of the involved actors regardless of whether the actors are families, communities, states, NGOs, international organizations, or those other stakeholders concerned with the best interests of children.

South Sudan. Sudan gained independence from Britain in 1956 after descending into internal north-south conflict in the mid 1950s. The first southern rebellion against Sudan's Arab-ruled north lasted a decade, from 1962 – 1972 and resulted in a fragile peace deal that did not satisfy the south's desire for autonomy.

In 1983 war resumed between the north and south when the Sudan People's Liberation Movement (SPLM) launched a violent struggle for succession.

The conflict, which lasted until 2005, claimed more than two million lives and forced an estimated four million southerners to flee their home.

In 2005 the signing of the Comprehensive Peace Agreement (CPA) ended 21 years of conflict. The CPA was based on a compromise which gave the Sudan People's Liberation Movement autonomy to establish a government of southern Sudan and to equitably participate in the National Government. For a period of six years, a Government of National Unity was formed to "make the unity of Sudan an attractive option, especially to the people of South Sudan."ⁱⁱ

The interim period culminated in a historic referendum held on 9 - 15 January 2011. According to the Southern Sudan Referendum Commission, 3.7million people cast their ballots and 98.8% of voters voted for secession. On 9 July, southern Sudan formally declared independence and became the newest country in Africa.ⁱⁱ

South Sudan is 644,329 km² and it shares a 2,100km border with North Sudan. It is also bordered by Ethiopia, Kenya, Uganda, the Democratic Republic of Congo and the Central Africa Republic.

South Sudan consists of ten states, Upper Nile, Jonglei, Unity, Warrup, Northern Bahr El Ghazal, Western Bahr El Ghazal, Lakes, Western Equatoria, Central Equatoria and Eastern Equatoria. Juba, in Central Equatoria, is the country's capital.

In Fragile State like South Sudan the work on analyzing and strengthening Child protection systems is critical. A significant step forward in terms of developing standard approaches to preventive and protective services that can be taken to scale is needed.

However, most child protection service models continue to be foreign and much of what is being developed is suited to better off and more stable countries, rather than to fragile states and conflict affected countries

The work on community based child protection mechanisms attempts to fill an important gap, but evidence of community based child protection models that can be taken to scale is still limited. Child protection in emergencies has developed effective approaches to child protection challenges in situations of conflicts however these approaches tend to be temporary and are generally not sustained beyond the crisis, once donor Funding declines and NGOs have left. Existing documentation on systems approaches to child protection in emergencies is largely inspirational rather than grounded in empirical evidence that documents effective approaches.

The South Sudan as a state has an obligation to support these organizations, community and individuals in the fulfillment of children's rights and to make serious efforts to remove barriers such as:

Poverty: years of war have led to escalating poverty, weakening the social texture and the protection mechanisms existing prior to the warⁱⁱⁱ. Families and communities often do not have the resources to meet their responsibilities and this means that the priority at both household and community level is increasingly on survival. As a result children are often required to contribute to survival activities in a way that violates their rights and, in some cases, puts them at risk. In contravention of the provision for free education as envisaged in the constitution^{iv}, the existence of user fees for basic services such as health and education^v contributes to this situation and puts further pressure on poor households forcing them to make decisions that ultimately violate children's rights. No social welfare scheme exists to provide support to the most destitute households.

Lack of infrastructure: In rural areas basic services are inaccessible or nonexistent, such as water and sanitation, health and education facilities. This situation is further exacerbated by the lack of security, which often leads to displacement and to the disruption of stable life.

Lack of awareness: Many people at community and household level are not aware of child rights and are not provided with the information and opportunity to explore such issues.

In Western Equatoria, the situation is not different, the war devastated all aspects of lives ranging from Social, economic and political spheres. Tambura County is one of the 10 counties located in Western Equatoria State (WES). The county is divided in to 3 Payams of Source Yubu, Mupoi and Tambura and is bordered by Wau County in the north, Yambio County in the east, Ezo County in the southeast, the Democratic Republic Of Congo (DRC) in the west, and the Central African Republic (CAR) in the northwest. Tambura town, the center of the county, is located 154 miles from Yambio, the capital of Western

Equatoria. Western Equatoria is one of the regions which was severely affected by the 21 year armed conflict, however before the region could settle to enjoy the peace which came with the signing of the CPA, another insecurity came in from the Lord's Resistance Army (LRA), a Northern Uganda Based militia group, in the western counties; and cattle rustling in the far eastern counties. Causing the influx of at least 11,257 refugees from DRC in addition to 63,960¹ IDPs in the state in 2008. The LRA attacked the same locations, repeatedly victimizing ordinary citizens. The attacks were characterized by widespread looting, damage, burning house and destruction of belongings and assets, physical and psychological torture, abduction and killing², many children who were abducted from Mupoi and Source Yubu Payam are reportedly still missing. This insecurity has left much of the region with very limited infrastructure and lack of basic health, education and social welfare services. Families with children are especially vulnerable to the effects of displacement, poverty, limited access to education and health facilities, lack of housing, sanitation psychological and welfare structures and services.

Families are facing hardship and extreme poverty and children remain the most vulnerable group. Supportive government services are not in place to support the informal systems, government structures are incomplete. Many orphans face the prospect of living in extended family units where they are often treated less favorably than the birth children, either having to undertake household chores from the time they wake up until they go to sleep, or to beg or work within the markets. These force girls to marriage early and sometimes get easily deceived by boys and traders who are relatively rich leading to early pregnancy however they later deny the responsibility and some of these boys are children themselves. In addition many children report that the reason they leave their family unit is due to abusive or violent caused by unquestionable traditional

¹ OCHA Gaps Analysis For Emergency Response For Populations Affected By LRA And Inter-Tribal Conflict In Western And Central Equatoria States, 21st October 2009

² Inter Agency Assessment Report of the LRA affected Populations in Maridi, Ibba and Yambio Counties 26 to 30th September 2006.

authority exerted by parents and lack of care and nurture. The situation described above can only be made better through strengthening child protection systems to prevent and response to child protection concerns/issues which include the set of laws, policies, regulations and services needed across all social aspect. The current Child protection systems in place are mostly the informal one, however for effective response to child protection concerns a combination of the systems must operate.

Statement of the Problem

The 21 years war devastated almost all aspect of life in South Sudan. Government structure is in complete, laws governing children are not recognized at the lower level, the child act 2008 is in place however it's not disseminated at the community level where child protection concerns and violation of child rights occur. Key formal services for example education, health, social services are not in place or the quality, quantity, effectiveness and efficiency is extremely low in places where they exist. For example in one of the Payams, there is no single primary school with a complete grade of 8, the existing ones are either grade 4 or 5 with untrained and unqualified, no classrooms and classes are conducted under trees, open air, roof only and few semi permanent classes. As if this is not enough all systems operate without collaboration and coordination, means and response mechanism to child protection issues are dysfunctional, negative cultural practices like defilement, early marriage, corporal punishment, and witchcraft are at their peak. The situation is worsened by aggravated poverty among the population. The social welfare office situated at the county head quarters is incapacitated both financially and logistical in its mandated operation. Systems works best when both formal and informal interact and provide avenue for system strengthening and minimizing on the negative ones given the fact that some of the formal systems are never applicable in African context.

There is need to explore how the systems approach can work best to facilitate and response to child protection issues which fits with shared

responsibility for children's protection in order to prevent and response to child protection concerns in the area of Study-Source Yubu and Mupoi Payams.

Purpose of the Study

This study intends to explore in depth understanding of Child Protection systems at the community level (both Informal and formal) of Source Yubu and Mupoi Payams and their influence to response to child abuse, exploitation and neglect at the community level. How do systems interact with each other and what kind of child protection issues exist at Community levels? Have the systems been responding? In which ways and which one, formal or informal or both? And what are their strengths and weaknesses at the community levels.

Research Objectives

General

This study was to determine the correlation between child protection systems and response to child protection issues in Source Yubu and Mupoi Payams.

Specific

To be sought further in this study will be as follows:

1. To identify the demographic characteristics of the respondents.
2. To determine the level of child protection systems in Source Yubu and Mupoi Payams.
3. To determine the level of child protection concerns in Source Yubu and Mupoi Payams.
4. To compare if there are significant differences in child protection concerns between the young (8-11years) and older (12-17years) children both boys and girls.

Research Questions

1. What are the demographic characteristics of the respondents?
2. What is the level of child protection concerns and systems in Source Yubu and Mupoi?
3. What is the level of response to child protection concerns in Source Yubu and Mupoi?
4. Are there significant differences in levels of child protection issues?

Hypotheses

1. There is no significant difference between child protection systems and response to child protection issues (concerns).
2. There is no significant relationship between the levels child protection systems and response to child protection issues (concerns).

Scope

Geographical Scope

The study took place at the community of Source Yubu and Mupoi Payam through primary data collection in Tambura County, Western Equatorial State.

Content Scope

The study intends to examine the levels of child protection systems in place and identify child protection priorities at the community levels. The study further looked at the response mechanisms in place to child protection issues, the strengths and weaknesses of the child protection systems (both formal and Informal), significant difference in child protection systems and responses to child protection concerns and effect relationship between the independent variables (child protection systems) and dependent variable (response to child protection issues).

Time Scope

This study was conducted in May through September 2012

Significance of the Study

The following disciplines will benefit from the findings of the study
The **community** of the selected villages will recognize the roles they have to play as one of the child protection systems to prevent and response to child protection concerns and how their community can become effective on the basis of child protection systems and the extent of response to child protection concerns.

The Payam **administrators** where Source Yubu and Mupoi will aim at achieving the goal of good child protection systems, monitor response to child protection issues and appreciate the contributions of the systems and responses towards a better community in terms of effective response to child protection issues. The Child welfare **policy makers and planners** will put effort to strengthen formal child protection systems to ensure effective response to child protection issues. The findings of the study will shed light to the policy makers in developing child protection systems standards for effective response to child protection issues.

The **Ministry of genders and Child welfare** will use the findings as empirical information to monitor the systems and responses to child protection issues.

The **future researchers** will utilize the findings of this study to embark on a related study.

Stakeholders will use the current realities (lessons learnt, impact, available child protection systems, partners and networks as well as the gaps) on child protection programming that will adequately inform different actors to design, put in approaches and interventions that will impact on the lives of the children especially in hard to reach in Western Equatoria State.

Operational Definition of Key Terms

A child a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier”.

Accountability mechanisms which ensure the system responds effectively to key child protection concerns, and functions according to the Convention on the Rights of the Child (CRC), relevant laws and in the best interest of the child.

Child abuse. Child Abuse are anything which individuals, institutions, or processes do or fail to do which directly or indirectly harms children or damages their prospects of safe and healthy development in adulthood.

Child protection concerns are cases such as violence, abuse, neglect and exploitation that affect children and their wellbeing.

Child protection refers to preventing and responding to violence, exploitation, neglect and abuse of all children in all contexts. In its simplest form, child protection addresses every child’s right not to be subjected to harm. It ensures that children receive what they need in order to survive, develop and thrive. *Child protection* involves a range of activities that prevent and respond to violence, exploitation and abuse.

Child protection systems are set of coordinated formal and informal elements working together to prevent and respond to abuse, neglect, exploitation and other forms of violence against children. These systems are an aspect of social protection but extend beyond it.

Transformative interventions are those aimed at addressing power imbalances that create or sustain economic inequality and social exclusion, and include legal and judicial reform, budgetary analysis and reform, the legislative process, policy review and monitoring, and social and behavioral/attitudinal change.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Opinions, Ideas from Authors/ Experts

Nested, nature of a system

All systems are nested within other systems (Mizikaci, 2006). That is, a given system (e.g., the child protection system) has embedded within its boundaries other systems (e.g., foster care, child protective services reporting, case management etc). The nested quality of systems may vary by discipline, but the central idea remains: subsystems exist at various levels and are embedded within the larger system environment (Mulroy, 2004; Lemke & Sabelli, 2008). For example, educational systems are structured such that the classroom is nested within individual schools, which are nested in a larger educational system (Bowen, 2004). Health systems, too, tend to include various levels of care that fit one inside the other (Bennett & Eichler, 2006). E.g. Outpatient, in patient, Antenatal care/clinic, HIV/AIDs, paediatric. Social service systems often have this same quality (Dale & Davies, 1985; Cohen, 2002). As a system, the child protection system also exhibits a nested structure: children are raised in the context of a family, which has a duty to protect their children. The family itself is nested within family system, which is nested within a local community (itself a system) and the wider social/societal system (Stevens, 2008; Mulroy, 2004). Sometimes the nested structure of children, families, and communities is portrayed as a series of concentric circles (UNICEF EAPRO, 2009). The nested, interdependent nature of children, families, and communities is a key element of the ecological perspective advanced by Bronfenbrenner (1979), among others. With respect to child protection systems, actors at each level (child, family, community, etc.) play a vital role in shaping what the system looks like in its totality. Moreover, the strength of the system depends on effective interaction across various system levels.

Reciprocity and Reverberation

Systems and system components interact with each other, with the effects of these interactions reverberating throughout the system as a whole. For example, Lemke and Sabelli (2008) describe the importance of understanding the interplay between the educational system and other drivers of change, such as research (knowledge building), parent groups, technology, and externalities (i.e., shifts in administration, funding, etc). Social work, as a field of practice, has long emphasized the extent to which agents in a system behave in ways that continually affect one another (Stevens, 2008). In their discussion of health systems, Begun, Zimmerman, and Dooley (2003) talk about how relationships among agents in complex systems are “massively entangled,” altering and being altered by other actors in the system.

Systems components interact with each other and other systems, which make up the environment or context of a given system. The interaction between parts of the system requires coordination and other actions that are organized or formed in relation to the goals of the system (UNICEF, 2008). Each of the (sub) systems adapts to and influences the other parts (i.e., bi-directional influences are present). Given the nested, interacting nature of systems, there has to be an integration of values across systems. That is, the work of each system has to be mutually reinforcing with respect to the purpose, goals, and boundaries of the other systems.

An important question in this context has to do with basic boundaries: Where does the child protection system end, in a manner of speaking, and where does the health care system begin? In some cases, the lines separating the systems are quite clear; in other instances, the division of responsibility is less clear. Where the boundary is set is a matter of local choice, determined in part by preexisting structures, local culture, and other aspects of the normative framework. The system approach makes it clear that there is a choice to be made and that in making a particular choice; one has to understand how other parts of the system are affected.

Functions, Structures, and Capacities

Systems do “things” in accordance with their purpose and goals. A system accomplishes its work through functions, structures, and capacities. System *functions* are generally thought of as organized activities that promote the achievement of system goals. In the particular case of human service systems, some examples of system functions include the delivery of particular services; provision of technical support to system actors; monitoring of various system activities; and establishment of standards of care or professional behavior, among others (Cohen, 2002; Begun, Zimmerman & Dooley, 2003; Hmelo-Silver & Pfeffer, 2004; Bennett & Eichler, 2006; Glisson, 2007). With specific respect to child protection systems, system functions have been described as falling into one of two categories: those related to case decision making (e.g., assessments, gate-keeping, investigation, placement, etc.) and those designed to support system performance (e.g., capacity building, research and evaluation, allocation of resources, cross-sector coordination, etc.; Save the Children, 2009). Although child protection systems typically serve a wide variety of functions, the effective and efficient operation of the system hinges, at least in part, on a clear statement of how functions and systems are related (Skinner & Bell, 2007).

The definition of structure is somewhat less precise. Whereas system functions refer to what a system does to achieve its goals, system *structure* sometimes refers to how the fundamental elements of the system are connected—that is, the framework or context within which system functions (e.g., services) are carried out (Hmelo-Silver & Pfeffer, 2004; Green & Ellis, 2007). In the field of international development, the notion of *system structures* refers to the framework within which agents in the system interact and form relationships (Brunner, 2007). Structure is at other times used to describe more concrete features of a system, such as physical space. For example, the structure of the education system includes physical space in which children can learn (i.e., schools).

For the field of child protection, the structure of the system has been described as including laws, policies, standards, regulations, and the mechanisms to facilitate coordination across service sectors (Save the Children, 2009). More fundamentally, the structure of the child protection system has been discussed in terms of “the organization or structure of institutions . . . They include the different departments and agencies and their capacities” (UNICEF, 2009, p. 14). This latter definition comes closer to definitions of structure that regard structure as the relationship between components within the system (Senge, 1990).

System functions and structures are, in many ways, interdependent. The ability of system functions to be faithfully executed rests, in large part, on the strength of system structures (Gaad, 2006). Indeed, scholars have discussed system functions and structures such that one function of the system is to monitor and promote the enhancement of system structures (Begun, Zimmerman, & Dooley, 2003).

Capacity refers to the facilities, material resources, skilled personnel, and funding needed to operate the system. These capacities have to be allocated in relation to the purpose of the system. One important capacity is decision making. At an organizational level, decision making is used to allocate capacity to meet the purpose of the system. Procurement of capacity is another important aspect of what an organization has to do. Structures and capacity for monitoring, management, and decision making are especially critical, particularly in view of the need to interact with and adapt to any externalities present in the environment. Arguably, the extent to which a system is able to achieve its goals (response to child protection concerns-child protection) is more heavily dependent on capacity than any other factor. Although child protection systems across the world often struggle to build and maintain adequate capacity, there is consensus among scholars, advocates, and program planners that this particular feature of child protection systems is critical to the achievement of system goals and the protection of children (Save the Children, 2009; UNICEF, 2008; Mathew

& Bross, 2008; Keeping Children Safe Coalition, 2006; Allen Consulting Group, 2008; Darlington, Feeney & Nixon, 2005; Kernan & Lansford, 2004).

Cooperation, Coordination, and Collaboration

Systems are composed of a multiple actors working at multiple levels, from the individual level to the level of transnational organizations. Though these organizations engage their role in the systems by means of a diverse set of activities and behaviors, each is working toward a common goal as part of the system (Leischow et al., 2008; Ivery, 2007). Systems literature discusses acts of cooperation, coordination, and collaboration as pivotal to the successful functioning of systems (Leischow et al., 2008; Cohen, 2008; Ivery, 2007).

Indeed, Meyer and Rowan (2007) argue that a *lack of* coordination between and within education structures and institutions results in resistance to change and a reverberating weakness in the education system overall. Horwath and Morrison (2007) elaborate the continuum of relationships that exist among child protection organizations from low-level cooperation to the highest levels of collaboration: coalition and service integration.

Though it is the trend to encourage increased levels of collaboration among child protection services at the agency level, it is equally important to foster relationships and build interpersonal networks at all levels including service providers and the community (Horwath & Morrison 2007).

Circle of Care

It is often the case that assessment of system functioning focuses heavily on structural aspects of the system: the extent to which the necessary infrastructure is in place for actors to perform their designated roles. However, studies of service systems and the extent to which they achieve the outcomes for which they were designed reveal that it is the process of care that promotes an effective and integrated preventive approach to child protection and delivers better overall service to clients (Green & Ellis, 2007; Allen Consulting Group, 2008). Specific elements of process are also delineated in the CRC (e.g., identification, reporting, referral, investigation, treatment and follow-up) and

underscore the importance of addressing issues of child participation and child rights within the context of how these decisions are framed and ultimately made.

According to the Child Protection Programme Strategy Toolkit (2009), process components refer to how the system functions and the overall management of it. The process refers to the day-to-day factors associated with actual practice or operational dynamics. "Specific elements of a process might include the organizational culture, guidelines and protocols, workflow and communication and feedback systems as well as the ways in which the different parts of the structure interact together (p.14)."

In line with the findings noted above, the UNICEF Toolkit notes that, "...the functional agenda of the system is frequently determined by what the process enables" (p. 14).

There is apparent consensus in the literature around the necessity of a clear process of care. Processes of care, as they pertain to child protection, have the advantage of protecting children, the individuals working to protect children, and the organizations overseeing those activities (Keeping Children Safe Coalition, 2006). Indeed, processes of care become particularly important with respect to child protection work with vulnerable populations, and for those whose protection falls to informal systems that may be less likely to have highly developed protocols (Higgins & Butler, 2007).

Accountability

The definition of accountability as it pertains to systems can be as elusive as the definition of systems themselves. Fundamentally, *system accountability* refers to mechanisms or operations designed to ensure that system goals are met. Accountability is mentioned as frequently in the literature as capacity is (Brinkerhoff, 2004; Allen Consulting Group, 2008; Mansell, 2006; Save the Children, 2006; Ruger, 2006; Save the Children, 2009). Maintaining accountability is itself a key capacity (e.g., information has to be gathered, held onto in some fashion, and then interpreted). In particular, holding actors

responsible for adhering to policies, procedures, and standards is a key part of the accountability process (Save the Children, 2009).

Brinkerhoff (2004), in his discussion of accountability in health systems, highlights three applications of accountability: financial accountability, performance accountability, and political/democratic accountability, each of which is relevant to child protection systems.

Financial accountability refers to "tracking and reporting on allocation, disbursement, and utilization of financial resources, using the tools of auditing, budgeting and accounting" (Brinkerhoff, 2004, p. 373).

Performance accountability "refers to demonstrating and accounting for performance in light of agreed upon performance targets" (Brinkerhoff, 2004, p. 374). Related to both of these, yet more difficult to operationalize, is what Brinkerhoff (2004) calls political/democratic accountability, which "has to do with ensuring that government delivers on electoral promises, fulfills the public trust, aggregates and represents citizens' interests, and responds to ongoing and emerging societal needs and concerns" (p.374).

In many ways, it is the application of accountability that is most closely aligned with the overarching rights framework within which the current international discussion of child protection systems is situated.

Governance of Complex Systems

Several different terms are used to describe the governance of complex systems. For example, research on sustainable development uses the concept of "adaptive governance," health researchers use the phrase "stewardship," and child protection scholars employ the idea of "integrated governance." At a minimum, these terms describe the governance of a multiple and diverse set of actors operating at various levels within a constantly, if not rapidly, changing system environment. (Lemos & Agrawal, 2006) The literature on sustainable development downplays the leadership role of government and market actors, instead focusing on connections between, "individuals, organizations, agencies, and institutions at multiple organizational levels." (Folke, et al., 2005) The health

literature takes an alternative approach, emphasizing the government's role to provide guidance and oversight to the whole health system including public and private actors (WHO, 2007). A recent study of stewardship in developing health systems commissioned by the Rockefeller Foundation emphasized the role that national governments must play as effective stewards of the complex relationships that exist between private and public entities working within their country's health system. (Lagomarsino, Nachuk, & Kundra, 2009).

The field of child protection also acknowledges the need for collaboration and cooperation among a wide range of actors at various levels in the child protection system. (Allen Consulting Group, 2008; UNICEF, 2008; Save the Children, 2009; Inter-American Children's Institute, 2003) These actors range from the supranational (such as UNICEF) to nation, state, community, NGO, family, and individual children. The relationships between these actors *may be* characterized by cooperative, as opposed to individual, action.

In "Inverting the Pyramid: Enhancing Systems for Protecting Children," the authors describe this relationship as one of mutuality, "in terms of consultation as well as shared responsibility and accountability for policy and program development, planning, implementation and evaluation." (Allen Consulting Group, 2008) Nevertheless, it is important to remember that because actors within the system see the system from different perspectives (often as a result of having different roles), have different experiences, occupy different positions, the view of the system (e.g., system boundaries, problem focus, and system purpose) may also differ (Foster-Fishman & Yang, 2007). In turn these differing perspectives may affect how actors respond to conditions affecting the system. For example, as a general rule (although the extent to which this is true depends on the context), adoption agencies may have a view toward international adoptions notably different from the position taken by national governments even though the public and private sectors are united around the goal of improving the well-being of children.

Moreover, the perspective within the public or nongovernmental sector may differ, again depending on the role and position of the actor within the system.

Whatever the terminology used, there seems to be agreement that effective governance models must be flexible and robust in the face of uncertainty, change, and diversity. Ideally, learning, innovation, and institutional linkages within complex systems should emerge (Simonsen 2007; Lemos & Agrawal 2006; Folke et al. 2005).

In this study element of Child protection systems such as Laws, policies, standards and regulations, Services and service delivery mechanisms, capacities, Co-operation, co-ordination and collaboration mechanisms, Accountability. Circle of care Children's resilience, life skills and participation the Child, family, Community, State, International Structures Preventive and responsive services, Effective coordination, Children's voices and participation, an aware and supportive public, adequate funding Knowledge and data, a skilled child protection workforce and Actors were operationalised.

The government of South Sudan recognizes that no Child protection system can be better without including the immediate environment where the child grows. Hence, it is this environment which ultimately determines the effectiveness of the systems (The South Sudan child protection Cluster, 2009). What is important is the dynamic interplay among the components. One the same note Save the children UK (2010) affirm that systems approach, if applied proactively and universally as a part of preparedness, can prevent protection problems from occurring, thus reducing overall caseloads and their complexity and severity. And they asserted that the main function of the systems are to prevent and respond to abuse, exploitation, neglect and violence, and to mitigate their effects, to develop and maintain links with other systems or act in concert with them in order to meet all child protection needs.

Theoretical Perspective

Systems Model by Morgan (1986) Theoretical Perspective.

This study is based on the open systems model which looks at an organization as a complex living organism which interacts with its environment (Morgan, 1986; Hanna, 1997; Bertalanffy, 1971). The organization is depicted as distinct and separate from its external environment but with permeable and often ill-defined boundaries. It is a purposeful entity producing output which it exchanges with stake holders in its external environment in return for support and so is dependent upon its environment.

The model also focuses on how the relationships between resource inputs and outputs are mediated by internal processes. Certain key elements, such as the methodology of organization's productive processes and the culture of its human relations are singled out for the study. These elements have important and interdependent effects on the process which relates inputs to outputs and which connects the organization with its environment.

Bertalanffy (1971) formulated the systems theory to account for similarities in the functioning of such diverse phenomena as living organisms, machines, galaxies and organizations. It was a unique departure from the earlier emphasis on separate analysis of individual parts. By systems, he means, complexes of elements standing in interaction. Cole (1986) simply defined a system as the collection of interrelated parts which form some whole.

According to Nwankwo (1982), a system is a series of interrelated and interdependent parts, such that the interaction of the parts affects the whole system.

Benedict (1995) explained a system as an inter-relation of parts, which has a specific function and the parts and their functions are interrelated to each other in specific ways so that together they can perform adequately to achieve the purpose of the system as a whole.

The concept of "system" dates back to Aristotle's time (about 384-322 B.C). Aristotle suggested that the whole is greater than the sum of its part. Since that

time, 'system' is a concept that has been applied to almost everything in our daily discussion such as body system, social system, solar system, communication system, and education system.

The child protection system is made up of subsystems such as Laws, policies, standards and regulations, Services and service delivery mechanisms, Capacities, Co-operation, co-ordination and collaboration mechanisms, Accountability. Circle of care Children's resilience, life skills and participation the Child, family, Community, State, International Structures Preventive and responsive services, effective coordination, Children's voices and participation, an aware and supportive public, adequate funding Knowledge and data, a skilled child protection workforce and Actors which may be 'closed' or 'open'. Closed systems are those which are completely self-supporting and do not interact with their environment. The astronaut's life- support pack is a good example. Open systems are those which interact with their environment on which they rely for obtaining essential inputs, and for the discharge of their outputs. Three major features of the open system include; receiving inputs to outputs; and discharging their outputs into the environment (Cole, 1986). The success of an open system is a function of continuous inflow of inputs, their transformation and outflow of outputs. In other words, for an open system to maintain its operation, it must receive, from its environment, sufficient input of resources, get them processed and also export the transformed resources to the environment in sufficient quantity.

The systems theory is very relevant, because the children (or family and community where children live) can be regarded as a sub-system, and the major variable of an open system input, processing and output- are always present. The conversion process takes place when the inputs are organized, activated and subjected to various processes including child protection activities and control mechanisms, all in the attempt to convert the human skills and materials into products, services and other outputs, that is, the intended changes in the behavior of the community towards children. These various processing activities

make the system capable of yielding certain out puts which can satisfy the system's aspirations and expectations (Ajayi, 1986).

An open systems input-output model of the child protection indicates therefore how the elements work together to realize prevention of and respond to child protection issues; it further explains the necessary linkages between child protection systems and the desired effects on outputs. Outputs are the immediate effects of the systems on the children whereas outputs are the longer term effects both for the children who are in the organization/locality and the consequences of these effects for society in general.

In child protection system, inputs are Laws, policies, standards and regulations, Services and service delivery mechanisms, Capacities, Co-operation, co-ordination and collaboration mechanisms, Accountability. Circle of care Children's resilience, life skills and participation the Child, family, Community, State, International Structures Preventive and responsive services, Effective coordination, Children's voices and participation, an aware and supportive public, adequate funding Knowledge and data, a skilled child protection workforce and Actors (financial resources/inputs).

Related Studies

Response to child protection issues/concerns.

The main aim of Child protection systems is to prevent harm from happening and respond to it when it does. A system achieves prevention by supporting and mobilizing families and communities, raising public awareness, collecting data, setting legal and other minimum standards, regulating services, carrying out monitoring and inspection, etc. It responds to child protection problems by initiating legal action, removing children from harmful situations, providing alternative care, supporting children's recovery and reintegration, reuniting families. The system does this in a range of ways, including by setting legal, practice and other standards; collecting data; providing social services, including family tracing, reunification, case management, psychosocial and

reintegration services; mobilizing families and communities; raising public awareness; initiating legal action; etc. "A community with a functioning protective network around its children where violence, abuse and exploitation are not accepted is in a much stronger position to maintain its network, or rebuild it, in an emergency situation."

Developmental prevention.

In many cases, a child can be exposed to different types of violence, exploitation and abuse, each with their own characteristics. Changes in legislation, policies, services and social norms can improve the protection of children in multiple ways.

I believe the future of our world, which is the children, depends on every one of us. Each of us should take responsibility to make things better for each other.(Gokce, 16, from Turkey) Violations of the child's right to protection, in addition to being human rights violations, are also massive, under-recognized and underreported barriers to child survival and development. Children subjected to violence, exploitation, abuse and neglect are at risk of:

Shortened lives, Poor physical and mental health, Educational problems (including dropping out of school), and Poor parenting skills later in life, Homelessness, vagrancy and displacement.

Conversely, successful protection actions increase a child's chances to grow up physically and mentally healthy, confident and self-respecting, and less likely to abuse or exploit others, including his or her own children.

In order to prevent child maltreatment more effectively, strategies are required that focus on both reducing risk factors and strengthening protective factors that foster resiliency. As Cox (1997:253) notes: Truly ecological approaches that are developmentally attuned demand concurrent programs that work on protective as well as risk factors and that reflect and impact on processes working within and across various domains of the child's world.' Such an approach has been adopted in order to prevent other social ills. For example,

Tremblay and Craig (1995:156-157) describe developmental prevention, a key component of crime prevention strategies, as 'interventions aiming to reduce risk factors and increase protective factors that are hypothesized to have a significant effect on an individual's adjustment at later points of development, prevention or promotion? Such a developmental approach (Tremblay & Craig 1995) has implications for not only the creation of future child abuse prevention strategies but more specifically, the terminology employed. Many prevention initiatives have taken a problem-focused approach, where the objective is the prevention of a social ill and a reduction in risk rather than the promotion of positive life-enhancing strategies (protective factors), such as good interpersonal relationships, appropriate parenting and pro-child policies (Tomison 1997). Use of the term 'child abuse prevention' may also tend to focus attention on the problems of individual parents or families, without adequate recognition of the connection between individuals' problems and the influence of the wider social context (NSW Child Protection Council 1997). Thus, any models framed around prevention without promotion may be considered to offer a somewhat restrictive means to address social ills (NSW Child Protection Council 1995; Albee 1996; Zubrick, Silburn, Burton & Blair 2000). Recently however, a 'revolution' has begun among professionals working in the child protection and child welfare arenas, such that there has been considerable focus on the development of broad-based, 'health promotion' or 'wellness'-type programs (Prilleltensky & Peirson 1999), where the objective is the promotion of positive, life-enhancing strategies, such as good interpersonal relationships, appropriate parenting and pro-child policies, rather than the prevention of child maltreatment per se. Taking an example from an allied health field, the prevention of mental disorder in the community is generally described as mental health promotion (encouraging the development of positive mental health) rather than mental illness prevention (the prevention of a social ill).

Child Protection Systems and Response to Child Protection Concerns.

Child protection response comes as a result of child protection concerns/issues. Its demand driven hence promoting systems to work together to prevent and respond to these concerns in order to achieve child well being. In health for example children are nourished, protected from infection, disease, injury and children and care givers access essential health services. Education is meant to prepare children for life. Its enable them to read write and use numeracy skills, children are also prepare to make good judgment, manage emotions and communicate ideas and once they reach adolescents they get ready for economic opportunities. Children should be cared for in a loving, safe family and community environment, they should be protected and must participate in decision making on matter that affect them.

Children continue to be the main victims of conflicts. Their suffering takes many forms.

Children are killed, made orphans, maimed, abducted, deprived of education and health care, and left with deep emotional scars and trauma. Forced to flee from their homes, refugees and internally displaced children are especially vulnerable to violence, recruitment, sexual exploitation, disease, malnutrition and death. Children are being recruited and used as child soldiers on a massive scale. Girls face additional risks, particularly sexual violence. These egregious violations of children's rights take place in a pervasive climate of impunity. Report of the Secretary-General on Children in Armed Conflict, 2003 Children in war zones have been deliberately killed or maimed by parties to conflict, often in extremely brutal ways. During the genocide in Rwanda in 1994, thousands of children were massacred. In the massacres of Srebrenica in 1995, young Muslim boys were particularly targeted. The Revolutionary United Front (RUF) in Sierra Leone carried out a systematic campaign of terror, which included cutting off limbs of both adults and children. Report of the Secretary-General on Children and Armed Conflict, 2003, para.25

Children's rights to protection from violence, abuse and exploitation are clearly laid out in international law, the legal standards of regional bodies and in the domestic law of most if not all countries in the world. This also reflects a basic human consensus that a world fit for children is one in which all children are protected.

At the UN General Assembly Special Session on Children in 2002, States committed themselves in the declaration of *A World Fit for Children*, the outcome document of that meeting, to building "a world in which all girls and boys can enjoy childhood in which they are loved, respected and cherished, in which their safety and well-being are paramount and in which they can develop in health, peace and dignity". These sentiments extend beyond legal standards. Every culture in the world cherishes its children yet we continue to fail to protect them. 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. For money or protection, children may turn to 'survival sex', which is usually unprotected and carries a high risk of transmission of disease, including HIV/AIDS. 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.

Child protection links closely to all aspects of children's well-being. 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 development.

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. These links have often been recognized by the Committee on the Rights of the Child. Referring to the problem of children and AIDS, it stated:

Protection and adequate care can only be provided in an environment which promotes and protects all rights, especially the right not to be separated from parents, the right to privacy, the right to be protected from violence, the right to special protection and assistance by the State, the rights of children with disabilities, the right to health, the right to social security, including social insurance, the right to education and leisure, the right to be protected from economic exploitation, from illicit use of narcotic drugs and from sexual exploitation, the right to be protected from abduction, sale and trafficking as well as torture or other cruel, inhuman or degrading treatment or punishment, and the right to physical and psychological recovery and social reintegration. For this reason, child protection systems interplay to achieve the above; it's never done by one sector or system. At the community level, it's better for the actors to

identify the informal systems and strengthen them. This protection starts from and hence must be most emphasized.

There is no issue concerning children that is not potentially in some way related to child protection. Often, protection concerns lie hidden beneath the surface of issues that seem unrelated. For example, the protection concerns with regard to school sanitation may not be immediately apparent to those working on the issue. Yet the link between shared sanitary facilities and sexual abuse of girls requires that protection be considered. And a child who works cannot go to school, so when a child labourer grows up he/she is uneducated and is also weak and worn out, from working so hard as a child. This means that he/she like his/her parents will have only a poorly paid job or no job at all. Therefore he/she will again rely on the money made by the children to support his/her family. It just goes on and on! – Rose, 17, from Australia.

While emphasizing the interconnectedness of child protection and other sectors, a systems approach presupposes that child protection is a distinct sector of work, the entirety of which would not be covered by other sectors in the absence of a child protection system. For example, measures to prevent family separation; family tracing and reunification; monitoring of care arrangements for children; and provision of guidance, advice and support on childcare to parents and carers. They are based on a child rights framework and where applicable, are inclusive of rights to protection enshrined in international humanitarian law. Among other things, this means that they must be designed and implemented to: serve the best interests of children; enable the meaningful participation of children; and be accessible to, relevant to, and actively inclusive of all children in the territory covered, regardless of nationality, gender, race, age or stage of development. They are national in scope and for this reason they necessitate government responsibility and ownership; their development is a process to which humanitarian agencies, as external and temporary actors, can only contribute. While bearing this scope in mind, it is important to emphasize that child protection systems are built up of essential elements, processes and

activities at the levels of, and between the levels of, the individual child, the family, the community, and interim levels (ie,municipal, district, provincial);as well as the linkages between formal and informal structures. In particular, children, young people, and civil society are extremely important actors in both the assessment, functioning and ongoing monitoring of child protection systems.

They are needed and relevant in emergency and crisis situations. While some see an inevitable conflict between the humanitarian imperative and a systems approach, others see their complementarities and inter-connectedness. The range of situations in which child protection needs may be heightened, and capacity may be weakened, includes situations of natural disasters, extreme poverty, conflict and complex emergencies each of which presents distinct challenges. In these situations, the priorities that a child protection system needs to address are likely to be different from those in a more developmental setting. Priorities may also need to change as the nature of threats to children's protection changes (e.g. with resources redirected to more urgent tasks such as family tracing or the prevention of recruitment into armed groups). Furthermore, such situations may offer new opportunities for building or strengthening systems that not only build the capacity to cope with future shocks but also provide greater protection for larger numbers of children. Their structure and composition respond to their context and will depend upon many situation-specific factors and priority child protection concerns.

By definition, a child protection system has certain structures, functions, and capacities, among other components that have been assembled in relation to a set of child protection goals (Save the Children, 2009; UNICEF 2008) When thinking about a systems approach to child protection, it is important to remember the highly interactive nature of the parts in relation to the whole in a given context. Minimum requirements depend to some extent on the system's scope. In some socio-cultural contexts, formal system structures are not necessary or appropriate because parents, extended family members, and other

members of the community protect children through largely informal mechanisms. In other contexts, more elaborate system structures are needed to coordinate the various actors who have been assigned responsibilities within that system. That is to say, a systems approach is not prescriptive.

Instead the language is meant to take on a functional hue. In what ways are children being protected? What is the boundary between the child, parent, and larger community when it comes to judging whether a child is being protected? What is the mechanism or process used to determine whether a violation of children's rights has taken place? Systems work best when symmetry exists between the system's goals, its structures, functions, and capacities and the normative context in which it operates. Children are effectively protected by such systems when both the system and the normative context in which it is embedded places the highest priority on assuring children are free from violence, abuse, exploitation, and other forms of maltreatment. Well-designed systems (i.e., those with strong infrastructure) will be better prepared to manage externalities and emergencies; externalities and emergencies may lead to stronger systems in the long run, provided the actors involved respond to such challenges in a cooperative manner (Save the Children UK, 2009)

With respect to the process, all child protection systems have to have a means to identify children whose rights have been violated (CRC, 1990). If the normative framework establishes a boundary around the notion of who is in need of protection, the process of care clarifies the myriad ways children and families may come to the system's attention, including those ways that rely on voluntary engagement and those that rely on some type of reporting mechanisms

Governmental commitment to fulfilling protection rights: includes social welfare policies, adequate budgets, public acknowledgement and ratification of international instruments
Legislation and enforcement: includes an adequate legislative framework, its consistent implementation, accountability and a lack of impunity;
Attitudes, traditions, customs, behavior and practices: includes social norms and traditions that condemn injurious practices and support those that are

protective; Open discussion, including the engagement of media and civil society: acknowledges silence as a major impediment to securing government commitment, supporting positive practices and ensuring the involvement of children and families;

Children's life skills, knowledge and participation: includes children, both girls and boys, as actors in their own protection through use of knowledge of their protection rights and ways of avoiding and responding to risks; Capacity of those in contact with the child: includes the knowledge, motivation and support needed by families and by community members, teachers, health and social workers and police, in order to protect children; Basic and Targeted Services: includes the basic social services, health and education to which children have the right, without discrimination, and also specific services that help to prevent violence and exploitation, and provide care, support and reintegration assistance in situations of violence, abuse and separation; Monitoring and oversight: includes effective systems of monitoring such as data collection, and oversight of trends and responses.

CHAPTER THREE

METHODOLOGY

Research Design

This study employed the descriptive survey design specifically the descriptive comparative and descriptive correlational strategies. Descriptive studies are *non-experimental* researches that describe the characteristics of a particular individual, or of a group. It deals with the relationship between variables, testing of hypothesis and development of generalizations and use of theories that have universal validity. It also involves events that have already taken place and may be related to present conditions (Kothari, 2004). Further, descriptive surveys are used to discover causal relationships (descriptive correlational), differences (descriptive comparative), to provide precise *quantitative* description and to observe behavior (Treece and Treece, 1973).

Research Population

The target population for this study was a total of 3878 community members including children who had to set the agenda on child protection concerns and systems in Source Yubu and Mupoi Payams. The administrative staff were involved because it is the planning body of the two Payams. Child protection systems are basically organized by the administrative body and generally implemented by the different actors reinforced and supported by the government.

Sample Size

In view of the nature of the target population where the numbers of community were many, samples have been taken from each category. Total sample sizes of 400 community members were interviewed.

Table 1 below shows the respondents of the study with the following categories: Children, Parents, Chief and headmen, Payam administrators,

Teachers and government officials. The Sloven's formula is used to determine the minimum sample size.

$$n = \frac{N}{1 + N e^2}$$

Known population size is 3878

Population distribution is as follows:

Mupoi Payam **1589**

Source Yubu Payam **2289**

Sample size

$$n = 3878 / 1 + 3878(0.0025) = 399.8$$

$$n = 399.8$$

$$\text{Mupoi sample size} = 1589 / 3878 \times 399.8 = \mathbf{164}$$

$$\text{Source Yubu sample size} = 2289 / 3878 \times 399.8 = \mathbf{236}$$

$$\text{Total sample size} = \mathbf{400}$$

Table 1

Respondents of the Study

Payam	Total Target Population						Sample size
	Children	Parents	Gov't Officials	Chiefs	Teachers	Health Workers	
Source Yubu	108	30	6	5	5	5	164
Mupoi	180	30	6	5	5	5	236
Total	288	60	12	10	10	10	400

Sampling Procedure

The purposive sampling will be utilized to select the respondents based on these criteria:

1. Male or female respondents in any of the 2 Payams
2. Children in the two Payams
3. Government officials (Police, Prison, Payam and Ministry of gender and social welfare staff
4. Chiefs and headman
5. Teachers

From the list of qualified respondents chosen based on the inclusion criteria, the systematic random sampling will be used to finally select the respondents with consideration to the computed minimum sample size.

Research Instruments

The research tools that were utilized in this study included the following:

Face sheet to gather data on the respondents' demographic characteristics (gender, age, occupation, Marital Status); (2) *researcher devised interview guide and questioners* to determine the levels of child protection systems, concerns and response to child protection issues. These consist of options referring to all element of child protection systems, concerns and the actors e.g. laws, policies, standards and regulations, Services and service delivery mechanisms, capacities, co-operation, co-ordination and collaboration mechanisms ,Accountability. Circle of care Children's resilience, life skills and participation, the Child's Family, community, State, International Structures Preventive and responsive services, Effective coordination, Children's voices and participation, an aware and supportive public, adequate funding Knowledge and data, a skilled child protection workforce and Actors.

The questioners on child protection concerns and responses were divided in to six (6) sections in areas of the child and his/her life, Child' well-being,

Education, work and play, Physical violence, Sex and relationships and Life-skills and Resilience. Each of these sections has different mode and scoring.

Child protection systems (26 items), Child protection concerns (29) and response to Child protection concerns (items 16). The response modes and scoring for child protection concerns, and responds are as follows:

Yes (3); No (2); I don't know (1).

Often (4); sometimes (3); not at all (2); none (1).

(4) None (3) sometimes (2) A lot of times (1) all the time

The response modes of the questionnaire on child protection systems are indicated as: strongly agree (4); agree (3); disagree (2); strongly disagree (1). Lastly to bridge the gap on structured questions some open handed questions were used with different response mode and scoring. equally a desk review at the national level was done.

Validity and Reliability of the Instruments

Validity

Content Validity Index (CVI) of a questionnaire focuses on the extent to which the instrument corresponds to the theoretical content as designed to measure. Content validity refers to the degree to which the text actually measures the traits for which it is designed. The researcher achieved that by use of the three researcher experts who rated the 71 questions of the questionnaire. The scores were then computed for each individually using the Content Validity index formula. Overall, the questionnaire had a CVI index of 0.9 which was above 0.5, thus it was acceptable as valid as seen from Appendix VII. Following the calculations, the results revealed a CVI 90% reliable, thus the researcher rendered the instrument appropriate for use.

Reliability

The researcher employed the test-retest method of reliability testing. Nine (09) respondents were administered with the instrument. A space of two weeks was allowed and the same instrument was given to the same

respondents. The two results were correlated using the Pearson's Product moment coefficient of correlation (r). A coefficient of 0.55 was obtained showing that the instrument was reliable. (See Appendix VI)

Data Gathering Procedures

Before the administration of the questionnaires

1. An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to solicit approval to conduct the study from respective heads of secondary schools.
2. After approval, the researcher secured a list of the qualified respondents from the Payam authorities and selected through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained about the study and requested to sign the Informed Consent Form (Appendix 3).
4. Reproduced more than enough questionnaires for distribution.
5. Selected research assistants assisted in the data collection; briefed and oriented in order to be consistent in administering the questionnaires.
6. For desk reviews, relevant reports were search from government offices, International and National NGOs and UN agencies.

During the administration of the questionnaires

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered.

After the administration of the questionnaires

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Data Analysis

The frequency and percentage distribution was used to determine the demographic characteristics of the respondents.

The mean and standard deviations was applied for the levels of availability, Child protection systems and response to child protection issues. An item analysis illustrated the strengths and weaknesses on the indicators in terms of mean and rank. From these strengths and weaknesses, the recommendations were derived.

The following mean ranges were used to arrive at the mean of the individual indicators and interpretation:

A. For the level of Child protection systems

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	You agree with no doubt at all
2.51-3.25	Agree	You agree with some doubt 1.76-
2.50	Disagree	You disagree with some doubt 1.00-1.75
Strongly disagree		You disagree with no doubt at all

B. For the level of child protection Concerns (Your wellbeing)

Mean Range	Response Mode	Interpretation
3.26-4.00	Not at all	Child's situation is very bad
2.51-3.25	Sometimes	Bad
1.76-2.50	Often	Fair
1.00-1.75	No respond	Nullified

C. For the level of child protection concern (Physical violence)

Mean Range	Response Mode	Interpretation
3.26-4.00	Yes	Children often being beaten
2.51-3.25	No	Children are not beaten, use Positive disciplining
1.76-2.50	don't know	Nullified
1.00-1.75	Don't want to respond	Nullified

D. For the level of Responds to child protection concerns (life skills and resilience)

Mean Range	Response Mode	Interpretation
3.26-4.00	Always	Very good
2.51-3.25	Sometimes	Good
1.76-2.50	never	poor in life skills and resilience
1.00-1.75	Don't know	Nullified

The analysis of Variance (ANOVA) was utilized to test the difference between means for hypothesis one (Ho #1) at 0.05 level of significance.

A multiple correlation coefficient to test the hypothesis on correlation (Ho #2) at 0.05 level of significance using a t-test was employed. The regression analysis R² (coefficient of determination) was computed to determine the influence of the independent variables on the dependent variable.

Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. Seek permission to adopt the standardized questionnaire on child protection concern and systems through a written communication to the author.
2. The respondents and the Payams were coded instead of reflecting the names.
3. Solicit permission through a written request to the concerned officials of the two Payam included in the study.
4. Request the respondents to sign in the *Informed Consent Form* (Appendix 3)
5. Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.
6. Present the findings in a generalized manner.

Limitations of the Study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

Extraneous variables which will be beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

Testing: The use of research assistants could bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants were oriented and briefed on the procedures to be done in data collection

Attrition/Mortality: Not all questionnaires were returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher was reserved more respondents by exceeding the minimum sample size. The respondents were reminded not to leave any item in the questionnaires unanswered and closely followed up as to the date of retrieval.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Demographic characteristics of respondents, child protection systems and child protection concerns

The first objective of this study was to identify the demographic characteristics of the respondents.

Table 2

Demographic characteristics of Respondents

Sex	Children	
	Boys	Girls
Source Yubu	56	52
Mupoi	112	68
Total	168	120

Source: Researcher

DEMOGRAPHIC CHARACTERISTICS OF ADULT RESPONDENTS

	Parents		Gov't Officials		Chiefs		Teachers		Health Worker	
	Mothers	Fathers	Male	Female	Male	Female	Male	Female	Male	Female
Source Yubu	15	15	3	3	5	0	4	1	2	3
Mupoi	15	15	3	3	5	0	3	2	3	2
Total	30	30	6	6	10	0	7	3	5	5

Table 1 show that more of the respondents are men this is due to the challenge of high level of illiteracy especially among women hence limit their

participation in service provision. Equally in the informal systems women are never made chiefs or headmen

Table 1 also shows that more of the respondents were boys with a total of 168 as compared to their counter parts the girls who were 120. The gender parity is very high. In this case almost all girls who were in school that day participated unlike with boys.

In health although the number of female are same as that of men, its should be noted that they are traditional birth attendants but provide all other health services even if they are not trained leave alone being over age

Level of child protection systems in Source Yubu and Mupoi Payams

The second objective of the study was to determine the level of child protection systems in Source Yubu and Mupoi Payams.

Table 3
Element of Child Protection Systems (n =400)

Indicators	Average	interpretation	rank
Services/strategies/measures applied to prevent abuse, exploitation and neglect including supporting families and children at risk are established in the community	1.5	disagree with no doubt at all	7
Children and their families who are vulnerable or have been affected by abuse, violence and/or exploitation have access to these services	1.3	disagree with no doubt at all	8
There are clear mechanisms and procedures in place to refer children to appropriate services and assistance.	3.3	agree with some doubt	1
Community and the victim are aware of these mechanisms and know who to report cases of violence to	3.2	agree with some doubt	2
The following services are available in this area:	3.2	agree with some doubt	2
a) Healthcare.	1.9	disagree with some doubt	5
b) Legal services?	1.6	disagree with no doubt at all	6
c) Psychosocial care/counseling?	2.0	disagree with some doubt	4
Total	18		
Average Mean	2.5	disagree with some doubt	4
Capacities			
Relevant formal and informal authorities have capacity to perform their roles in relation to prevention and protection of children from violence, abuse and exploitation	1.4	disagree with no doubt at all	4
Service providers such as teachers, health workers, police, social workers, counselors, have capacity to identify, report and/or respond to cases of abuse, violence and exploitation according to their roles	1.2	disagree with no doubt at all	5
Parents and primary care givers have capacity to prevent the cases from happening	1.6	disagree with no doubt at all	3
Service providers (teachers, health workers, social workers and social workers) are trained to identify and report cases of violence, abuse and exploitation	1.9	disagree with some doubt	2
Local service providers build their skills, knowledge and ability to work with children at risk or affected by abuse, violence and/or exploitation	3.2	agree with some doubt	1
Community participate in budget allocation budget for child protection risk	1.0	disagree with no doubt at all	6
Total	10.3		
Average Mean	1.7	disagree with no doubt at all	3
Cooperation, coordination and collaboration mechanisms			
Formal and informal actors working with or for children at risk or affected by abuse, violence and/or exploitation collaborate and coordinate their activities	1.3	disagree with no doubt at all	3
Various systems interface or speak to each other.	2.4	agree with some doubt	1
Other actors are involved in response to violence abuse and exploitation cooperates and coordinates their activities.	1.9	disagree with some doubt	2
Total	5.6		
Average Mean	1.9	disagree with	2

		some doubt	
Accountability mechanisms			
There are established licensing procedures and national sets of standards for social services aimed to vulnerable children and their families	1.5	disagree with no doubt at all	3
Social services aimed to vulnerable children and their families monitored by government and provided in alignment with national sets of standards	1.7	disagree with no doubt at all	2
Government finances support and response services	3.8	agree with no doubt at all	1
Total	7		
Average Mean	2.3	agree with some doubt	2
Circle of care			
Communities have roles to play to change the way protection problems affect children	3.4	disagree with some doubt	1
Children's resilience, life skills and participation			
Children affected by abuse, violence or exploitation know whom to contact for help, and feel safe and confident doing that.	1.3	disagree with no doubt at all	2
Children have access to independent reporting and monitoring mechanisms in community	1.6	disagree with no doubt at all	1
Total	2.9		
Average Mean	1.5	disagree with no doubt at all	1
Laws, policies, standards and regulations			
Child protection laws or regulations recognized and implemented by the community	3.9	agree with no doubt at all	2
Integrating customary law is a big barrier to effective implementation of the child protection laws and/or regulations	3.4	agree with some doubt	7
Violence, abuse and exploitation against children are defined by the law and have same meaning in the community.	3.6	agree with no doubt at all	6
Protection measures for child victims of violence, abuse, and exploitation are prescribed by law (like legal protection, witness protection, health services)	4.0	agree with no doubt at all	1
There are government bodies and institutions mandated by law to provide these measures at local level	3.8	agree with no doubt at all	4
Traditional authorities are responsible for protecting children against violence and abuse in this area.	3.7	agree with no doubt at all	5
Services/strategies/measures applied to prevent abuse, exploitation and neglect including supporting families and children at risk are established in the community	3.9	agree with no doubt at all	2
Total	26.3		
Average Mean	3.8	agree with no doubt at all	4

Findings on this were done by studying various child protection systems in place both formal and informal and how they interact to response to child protection concerns.

Elements of systems such as laws, policies, accountability, service and service delivery mechanism, circle of care, capacities, children's resilience and coordination were examined into detail and the following were found.

Services and Service Delivery

Prevention and Response Mechanism.

It is clear that the only response mechanism in the community is traditional court with the use of customary laws irrespective of the magnitudes of the case. The police are present in both Payams but not all cases are reported to them due to demand for money, and besides, cases are ruled according to what is considered "Popular among the people" rather than by National laws. The Chiefs are the ones who hear cases even if they are reported to Police, sometimes they do join hearing. The traditional court tries to solve every dispute except where they feel defeated by skills and knowledge. At the County level a Boma chief felt that the Police are trying to reduce their authorities by hearing/mediating cases at the Station. In general the prevention and response mechanisms are very weak to address child protection concerns. From the National assessment it is clear that government has a well laid down strategies to address child protection concerns. However they are constrained by limited funding, neither a Juvenile Judge nor general Judge is present at the County at the time of assessment, all the court hearings and rulings are done by the Paramount chief at the County level. Secondly there are no development partners who have shown interest to support activities on Child Protection in the two Payams.

The two Payam administrators are aware of the presence of the Social Welfare office in Tambura county HQ. However they noticed with big concern that Social welfare does not have offices in the Payams and visited only once in a year, and this makes it impossible to carry out key functions and duties they are mandated to do. Such duties may include but not limited to provision of services like counseling, handling, reporting and referral of cases to police and hospital, awareness raising about domestic violence, child rights, and the existing laws.

The Payam administrators of Source Yubu tried to carry out community sensitization on Child labour and child rights but they were incapacitated by skills and knowledge. The absences of other services to provide other support are a

nightmare and real litmus test for child protection concerns. Police in Mupoi Payam raised this concern, expressing the difficulty they meet when handling cases without the presence of other services including that of their Payam administrator who lives in Tambura. Responds from the social worker was that, he is alone and have no single budget from the government for operation, hence making him to concentrate only at the County level.

What is being done to Improve Prevention and Protection against Violence abuse and Exploitation?

As discussed above the Police are handling some cases reported to them and Source Yubu Payam administrators did what they could by conducting community sensitization on child labor although they could not do much due to inadequate knowledge and skills in the field of Child rights and the laws. General observation shows that there is nothing being done at Payam level to improve prevention and protection against violence.

Reporting Mechanism. Cases are reported depending on "who the perpetrators are and the type of cases" as it was discovered that the perpetrators are usually the people who are well known and or trusted by the victim/children, for example Parents, Teachers, guardians, traders, and other members of the community but not strangers except for the case of abduction by LRA. For example defilement cases are reported to the chief or headman where decisions are made whether to either report to Police or not which strongly depends on the perpetrator's behavior, knowledge and skills of the chief. Living other things constant more commonly, cases are reported to parents, guardian, parents, youths, chiefs, headman, who in turn report to the police if deemed necessary as explained above, police carryout investigation and hand the hearing and ruling to the chief or they do it jointly. Both the Police and the chief don't use Child act of 2008.

Laws, Policies, Standards and Regulations

There appears to be a dislocation of the flow of laws across South Sudan from the National level to the State, County and Payams levels and this is clearly

seen for both national and international laws. The International human rights principles and The Child Act 2008 are not widely known in the community and thus need to be disseminated more effectively

Most of the target community we met said they don't know any national laws, policies, regulation etc, and this was confirmed by the Payam administrators themselves. The police are equally too green about both national and international laws for juvenile justice and it was further observed that there is unclear line between the customary law and statutory law when it comes to arrest of children. Children suspects spent time in the police cell without being released, and some were forwarded to Tambura County prison during our visits to the Police and prison.

Mixing of customary and statutory law

At the National level it was mentioned that an issue of great concern with regard to courts is passing sentences by the judiciary concerning cases that would commonly be seen as being customary in nature. For example, cases of refusing to marry, and they said the statutory judges had sentenced these girls to imprisonment, not the customary courts. One girl was sentenced to one year in prison for this 'offence'. Refusing to marry is not a criminal offence in South Sudan, although it may be seen as a customary one, and accounts were heard of many girls being imprisoned for offences of adultery that were never substantiated. Unfortunately this is common across South Sudan including WES. The judiciary is in most situations under a lot of pressure to pass sentences that are 'popular with the people. This situation is the same for police handling cases. The statutory judiciary in South Sudan is in an unusual position because not only does it work alongside the tribal system of justice, but it is struggling to build itself up after many years of conflict. It is not surprising that there are tensions between the two justice systems. Some members of the judiciary remarked that the chiefs are politicians and make trouble. Others said they rule the country. Some customary chiefs said that they felt that their power was being usurped and that they should be able to handle more serious cases. Supposedly,

customary courts do not have jurisdiction over offences such as murder, as these have to be handed over to the judiciary. However, in practice, these lines are blurred and many offences such as rape are dealt with by customary chiefs rather than by the judiciary. Almost all cases are handled by the Paramount Chiefs or sub chief, and only reported to police if it's beyond their knowledge and skills. In Mupoi Payam for instant a chief referred a case of divorce being demanded by a woman to the police because to him (the Chief) such a case was more complicated and new to the community.

At the National level several judges across the ten States had been appointed as juvenile judges, although it proved difficult to ascertain the exact number, and what special powers they would have. At the County level, there is no Juvenile Judge and there is no separate court for children, although the Social worker said that general Judge was there but left in September, now efforts are being made to replace him. In Source Yubu Payam one of the Payam administrators said that he had never heard of juvenile judges, and that 'no such thing exists in South Sudan

When speaking to senior members of the judiciary in Juba, it was said that there has been little training for these juvenile judges, and that facilities were scarce due to lack of funds. Thus there was no possibility to have a separate courthouse for child cases; in fact in many places court hearings are held outside under a tree irrespective on the crime. This offers no protection or sensitivity to case involving children, either as victims, witnesses or perpetrators. It also leaves open the question of children who are charged with more serious offences such as murder as they will be tried by judges who, although more senior in rank than magistrates, may not have had sufficient training in dealing with juveniles in court.

Customary Court

National level customary courts are widely used across South Sudan and therefore have a crucial role to play in creating and strengthening a child-friendly, protective framework. In many countries there appears to be two 'floating' justice systems that operate entirely independently of one another with little mutual consultation or understanding. The inevitable result of this is a lack of social cohesion, confusion and the risk of 'double jeopardy' i.e. when a perpetrator is tried twice for the same crime. The notion of the State as the guardian of justice (i.e. as public prosecutor) is non-existent or at its minimum in South Sudan. Rather it is the tribes who execute justice through their tribal chiefs, and victims of a crime can often choose through which system they want their case to be heard unlike in many countries where all crimes come under the jurisdiction of the State. Becoming a chief is largely hereditary, if not by being a direct descendant, but by at least being a member of the same family as the former chief.

One cannot be exact with this kind of figure, but perhaps it could be roughly estimated that about 80% of the country is governed by customary law. This means that members of the public have a choice as to how they want to resolve a criminal offence if they have been the victim of one. It thereby creates a 'shopping for justice' mentality in the community. Two very strong components of the criminal justice system in South Sudan, exhibited very clearly through the customary court process, are i) revenge and ii) compensation. It cannot be overstated enough how these two principles form the backbone of the justice system and appear to be the motivation behind complaints made by victims, shaping how they will react to offences perpetrated against them

In the Focus Group Discussion, it was said generally in the context of South Sudan that, chief lash children, often giving a standard ten lashes per minor theft offence. Sometimes this would be administered across the palms, but mostly the lashes would be given across the buttocks as the child lies on the ground in front of where the hearings take place. This lashing takes place

publicly. Sometimes there is an option to 'buy' off the lashes, (e.g. for 2SDG per lash) thereby commuting the physical punishment. However, if a child or his / her parent does not have money to pay this, then the child will often be punished

Specifically for the case of Source Yubu and Mupoi there was a mixed of information during debriefing ,others said that chiefs do not hear cases involving children; however, this was strongly disagreed with by some children and by other members of the community in the debriefing, who said that children regularly appear in the customary courts. In a separate meeting with a Boma Chief, he said he hears many cases involving children and the most common one is defilement and theft.

There was also some variance in what people believed to be the age of criminal responsibility, and what the definition of a child is. Many people believe that adulthood comes at the same time as puberty. There was a lack of knowledge of the Child Act 2008 amongst the community and the chiefs. With regard to specific comments about customary courts in the two Payams, it was obvious that there was a general superficial show of willingness to collaborate with other agencies / institutions on child rights issues, although beyond some conciliatory verbal comments in the FDG it was felt that there was much firmer resistance to any kind of change that may challenge the chiefs' societal positions. The Chiefs particularly said they would love to hold coordination meetings so that they air out their feelings on Police handling cases at the Station

A popular issue of concern when discussing juveniles in the community debriefing and with the chief and other stakeholders like Prison and Police was how unruly they had become in recent times, and how they were disrespecting their parents.

Conclusively, the difficulty in undertaking any work with the chief will be the possible perception by them that their position and authority are being undermined, and that foreign morals are being imposed upon their culture. Therefore, work must be carefully planned and orchestrated taking into account

the variation in local customs and cultures. It would be an excellent opportunity at this initial stage for the NGOs to work together with the chiefs, (also through the social workers- Social welfare) on child policy issues and child friendly court proceedings, as outlined above, and to link the traditional leaders into already existing civil society and judicial frameworks at the State and National level

Capacities: Government's capacity to implement child protection policies and programmes at national and state levels remains low. The situation is made worse by inadequate facilities and equipment, and lack of trained child care workers. Added to this situation are the significant capacity gaps within the nascent legal system.

Although the roles of parents are clearly spelt out in Child act 2008 they don't have capacity to prevent crime from happening.. Early marriage is a custom and accepted culturally, and in fact some parents facilitate early marriage by being violent on their children and verbally conditioning them to marry or else they will not be supported in anyway including feeding. A child in Source Yubu said he is being conditioned by the parents daily to marry so as to eat in his own house

Service providers like teachers, health workers don't have the capacity to identify, report and or respond to cases as most of them are very illiterate and already frustrated by the fact that their salaries don't come on time and are burdened with other social disorientation such as alcoholism, poverty, neglect of duties, etc. Now is the crucial time for Social welfare social workers to establish themselves with the confidence they have in the authority given to them, and to expand their remit so that they are at the forefront of formulating and carrying out policies relating to all aspects of the child protection concern in the community

Teachers and health workers are mainly male, gender balance of the service providers would be an asset for the girl child

Dissemination and training: there is a need to develop systematic training programmes on human rights, including child rights, for all professional groups

working for and with children; there is also a need to disseminate the CRC to children and families, especially in remote areas

Cooperation, coordination and collaboration mechanism

At the community level, there is no coordination what so ever. The only formal service provider to respond to children issues is the police, although the Payam administrators would still play their part. Coordination would be of great importance in establishing joint working group on child friendly spaces between education and child protection, coordination of assessment, agreement on plan of action to strengthen CP systems, agreement on basic criteria for referral, coordination of joins capacity building and training, development of common messages on child protection.

At state level, the Ministry for Social Development has the coordinating role and participates in the meetings of Child Protection Working Groups. However, meetings are not held regularly as high level staff members are often engaged in other parallel tasks, which leave them little time to work on their official functions and in the area where they are assigned. A lack of internal communication within the Ministry of Gender and Child Well fare is also noticeable between the regional and the state level as well as at the county level, which impedes the consistent dissemination and application of standards and the realization of proper follow up at regional, state and county levels.

At the National level, South Sudan has made significant progress towards the creation of a more appropriate legal framework in line with the UN CRC, initially through the Interim Constitution (2005) and more recently with the adoption of the Transitional Constitution (2011) and the Child Act. However, all the regulatory policies associated with this legislation that is designed to address issues such as the creation of a juvenile justice system, law on adoption, birth and registration act, etc. have not been initiated, leaving most of the provisions unfulfilled. Thus, although the statutory system upholds the articles of the UN CRC, customary law and the lack of enforcement of legislation continue to contravene the fundamental rights of children. The Ministry of Gender, Child and

Social Welfare (MoGCSW) has been appointed as the coordinating body for the rights of children in South Sudan. However, so far no inter-sectoral strategy exists to link the actions of the different ministries in their work towards the implementation of children's rights. The MoGCSW is planning to develop a national strategy and a child rights based action plan in the upcoming months. For the time being, other relevant ministries, such as Education and Health, are consulted on an ad hoc basis, often under the facilitation of international agencies. Despite advocating for the establishment of an Independent Child Commission, no structure has been created to oversee the implementation of the Child Act

Accountability

The Payam administrators decide on the budget allocation and according to the Payam administrator of Source Yubu, the Payam administrators are involved in budgeting and its submitted to planning unit at the County level. However when the actual money comes it is not clear whether its given down to Boma level, what is clear it is that there is no budget allocation for children affairs at all levels (Payam and county).

There is no service on the ground provided for children, and the Child welfare office is not in any of the two Payams. They are based at the county level and only visit the Payams once in a year. With Mupoi the situation is quite worse in that the Payam administrator doesn't live in the Payam, and this makes work more difficult for other service providers on the ground (the police and medical officers)

The intent of the UN CRC is to bring about fundamental social review of the balance of resource apportionment between adults' interests and children's interests. As a state party to the UN CRC, the GoSS will have an obligation to mobilize resources for children "to the maximum extent possible". The total approved budget for South Sudan in 2011 is SDG 5.7 billion (US\$2.1 billion).^{vi} To date this is the largest annual budget for the South. 98% of this revenue comes from the export of oil. However, oil is a volatile source of income and based on

current production, it will start to decline rapidly after 2015. Therefore, it is important to grasp the opportunity in this transition period to define a non-oil revenue system that will support long term sustainable development.^{vii} In the past, the largest portion of the annual budget has traditionally gone to the security sector. Given both the internal and the external security threats challenging South Sudan, this doesn't come as a surprise. Security will continue to be a major priority for the new country and this is reflected in current budget allocations. The 2011 allocation for the security sector is SDG 1,600 million (US\$ 592 million) or 28% of the total national budget.^{viii}

In contrast, the education sector has been allocated 5.6% (SDG 318 million/ US\$ 117 million) of the annual budget; the health sector 3.8% (SDG 216 million/ US\$ 80 million)^{ix} and the social and humanitarian sector (which includes the Ministry of Gender, Child and Social Welfare) 2.1% (SDG 119 million/ US\$ 44 million).^x

Planned activities in 2011 for the MoGCSW include: Monitoring ongoing CP projects; Development of a policy on children without parental care; Celebration of Day of African Child, International Child Labor Day and Day of the UN CRC; Development of a policy on birth registration; Dissemination and translation of Child Act into local languages; Assessment of the situation of street children; Assessment of a Gender and Children desk.

Notwithstanding the importance of issues as the need for birth registration and the situation of children without parental care, the activities planned for 2011 don't reflect the great need for the development of an overall National Strategy aimed at building a child protection system^{xi}, as opposed to dispersing efforts into fragmented interventions. More attention should be placed on prevention and priority should be given to coordination amongst sectors to tackle root causes through a holistic approach rather than fire fighting issues as they arise. The low government spending on children is a source of concern. Specific budget allocations are recommended

Independent monitoring

There is no independent monitoring mechanism in the community, at the national level; they were yet to establish the National Human Rights Commission Act in April 2009 that would mean for the whole of Sudan, it is not clear if South Sudan has taken that up. In the report of the Committee on the Rights of the Child Fifty-fifth session 13 September – 1 October 2010 the Committee expresses concern that the National Human Rights Commission is yet to be established and that there is currently no independent national mechanism to monitor the implementation of the Convention, receive complaints of child rights violations and take appropriate remedial action^x.

Circle of Care

Rape cases are heard amongst cases of theft and domestic disputes, but the sexual aspect of these cases is minor as the focus is on how much the families want as compensation. People often prefer to go to the customary chiefs to resolve a conflict because it is quicker than going through the police and statutory court system given the distance involved and the procedures, beside compensation will often be paid to the victim in customary courts as opposed to the judicial system. Once a case is handed over to the judiciary, there is a general feeling that the victim has lost control of the proceedings and won't be able to predict the outcome as accurately as they may do in the customary context.

Rape and defilement is seen as a 'theft' because the taking of the girl (often a child) denies the parents the opportunity to put a high dowry price to any interested suitors. The issue of most importance to the family of the victim then becomes whether the intention of the rapist or defiler was to marry the girl.

The trauma that the girl has faced because she was raped or defiled is seen as immaterial. If the intention of the rapist was to marry the girl then a dowry price will be negotiated, often through the customary court system. If it was not his intention, then the issue can still go through the customary court

process to be decided upon by the local chief, and fines equivalent to a dowry may be paid.

The notion of children as victims appeared to be non-existent within the customary court system, and the focus is less child centered and more on children not fulfilling the role that their parents wanted them to take on; e.g. A chief in Mupoi said children have gone wild and crazy, they (Chief) used not to behave that way during their childhood.

Perpetrators: The perpetrators' punishment mainly depends on the perpetrators behavior at the time of traditional court given the fact that most cases are handled by the chiefs, sub chiefs and head men. When the perpetrator respond positively to say pay the fine or accept to marry a defiled girl then the case will not reach police and in that case the perpetrator becomes a husband of the victim, however if he fails to cooperate the case is usually taken to police to face judgment and that is why particularly cases are reported to Police through the Chiefs because of the unpredictable behavior of the perpetrators, otherwise the community would prefer to handle cases at home with their chiefs.

Many of the members talked to during FGD expressed their anger and lack of satisfaction on the type of punishment given to some of the perpetrators especially in cases of rape, serious injury to a child and death, they are often released before taking long and come back in this same locality where the victim is. In Source Yubu, a parent who beat the child to death was released with the claim that he was abnormal at the time of the incident, equally the parent who cut the fore head of the daughter with a machete continued to live with her, the father of a young girl of 7 years who was forced into marriage by violence by the father after losing the mother is enjoying the dowry without any questions from the community or Police. According to the women, this man is extremely arrogant and no one dares to talk to him.

Children's Resilience, life skills and Participants

Participation: Full respect for the views of the child should be ensured and ways considered for a child's views to be given due consideration in accordance

with the age and maturity of the child within the family, clan and tribe. This recommendation gives particular attention to ensuring respect for the views of girls and encourages the idea of children's debate; however children are never allowed to participate, decisions made by elders, parents even if they are the victims.

Resilience and life skills are lacking in children although they showed knowledge of who to contact when they are in problem.. The only barrier is that they are never paid attention to due to other factors like transport, poverty etc. Curriculum reform in South Sudan has led to more attention for life skills in classroom teaching, though an adequate supply and in service training for its introduction needs attention but as mentioned earlier education in the two Payams need a real attention.

The absence of the element of system is a big problem and to a greater extent has contributed to the perpetuation of the problems identified Strengthening existing elements-government bodies must be the priority not only for the sustainability but for easy penetration of the community.

Coordination and collaboration among the service providers both government and NGOs must be encouraged as to discuss child protection issues arising in the community. Collective efforts from community, government stakeholders and development partners will provide concrete support to communities in responding to child exploitation, neglect and abuses

Level of child protection concerns in Source Yubu and Mupoi Payams

The third objective of the study was to determine the level of child protection concerns in Source Yubu and Mupoi Payams.

Table 4
n = (288)

Child protection concerns	8-11(Percentage)	12-17(Parentage)
Birth registration	46	0
Early Marriage	0	3
Orphans	36	55
Children without appropriate care	15	2
Education	0	94
Report difficult work	37	0
Sleep hungry	20	22
Have no where to sleep	10	17
Sex and Relationship	21	24
Physical violence	58	55

Findings on this were done by collecting data on many aspect of children's life including physical violence, education, work and play, their wellbeing, care, sex and relationship among others, the study found out that the level of child protection concerns in Source Yubu and Mupoi Payams were high across all the age groups for both boys and girls as explained into detail below;

Children and their lives

Of the children, 55 (51%) respondents were boys and 52 were girls (48%)³.

Respondents were members of 3 different ethic groups. 93 children identified as Azande (80%), 20 were Balanda (18%) and one child identified as

³ 8 questionnaires did not record a child's sex. Therefore, percentages are taken from a population of 107 for statistics on sex.

Dinka (<1%). The average and median age of children was 10 years old. The mode was 11 years old.

Birth Registration

Among children aged 8-11 years old, 49% reported that they had a birth certificate.⁴ This is significantly higher than that National average.⁵ Nationally, only 35.3% of children under five years old are registered and only 30% have a birth certificate.⁶ Birth registration is a fundamental means for securing rights for children. It is necessary to access most key services, such as schooling, health care, social assistance, an identity document, as well as being able to vote, to obtain a drivers license, a passport or to open a bank account. Formal proof of age is critical in helping to protect children against early marriage, child labor and premature enlistment in the armed forces and prosecution as an adult, if accused of a crime. Birth registration is also an important way in which countries keep accurate population statistics and monitor the situation of vulnerable children in order to plan programmes to support them.

Section 39 of the Child Act states that *"Parents have duties and responsibilities ... which include the responsibility to"*

Register their children at birth, protect their children from neglect, discrimination, violence, abuse, exploitation, exposure to physical and moral hazards and oppression;

Provide good guidance, care, assistance and maintenance to ensure survival and development;

Ensure that their children receive full time education suitable to their ages, ability and aptitude;

⁴ 36% of children said that they didn't have a birth certificate. 15% reported that they didn't know if they had birth registration documents.

⁵ Children were not asked to produce the birth certificate for inspection by enumerators, neither were their responses compared to county level figures. Consequently, this information has not been verified. It is possible that children over-reported this figure if they did not fully understand the question.

⁶ Southern Sudan Household Health Survey (2010).

To any special education needs they may have by regular attendance at school, ensuring that during any absence, alternative care is to be provided by a competent person.

The South Sudan Development Plan has prioritized social protection and birth registration. This will provide the opportunity to accelerate birth registration to 80% in the next 10 years.⁷

A mother's education background and the wealth index to which the child's household belongs appear to be good indicators of the likelihood that a child's birth will be registered. Children of less educated and poorer mothers are unlikely to be registered, while those whose mothers have secondary education or belonged to the wealthiest quintile are much more likely to have been registered.⁸

The main reasons births are not registered appear to be that parents or guardians did not know their child was supposed to be registered or that they did not know where to register their child.⁹ Clearly a range of integrated child protection, health and education initiatives will be needed to increase registration rates.

Early Marriage

3% of the children aged 12-17 years reported that they were married. 10% said that they had once been married, but were not at the time of the data collection. This high rate of divorce is attributed to by the fact that these were arranged marriages facilitated by parents or guidance of these children as a result they fail to cope up with marriage life hence divorce.

The Child Act asserts that every child has the right to be protected from "early marriage, forced circumcision, scarification, tattooing, piercing, tooth removal and any other cultural rite, custom or traditional practice that is likely to

⁷ UNICEF (May 2011) "*Achieving and maximising sustainable results for children in southern Sudan.*" *Strategic Reflection Exercise – background document.*

⁸ Southern Sudan Household Survey (2006).

⁹ Ibid.

negatively affect the child's life, health, welfare, dignity or physical, emotional, psychological, mental and intellectual development" (Section 23).

In South Sudan the most recurrent harmful traditional practices affecting children are early and forced marriage of girls. Early and forced marriage is still a common reality for girls in South Sudan. According to the recent Household Health Survey (2010) 7.3% of girls are married before 15 years old. 39% of girls between 15 and 19 years old are currently married or in a union and 45.2% of women were married between 16 and 18 years old.¹⁰ The UN has suggested that in south Sudan, Western Equatoria being part of it, a 15 year old girl is more likely to die in childbirth than to complete secondary school

Since the bride's family customarily receives a substantial bride-wealth from the groom's family, the pressure to marry off girls is strong and the bride's family has an interest in marrying girls to the highest bidder. Furthermore, since the bride's family must repay the dowry if the couple divorces, girls are pressured to remain married, regardless of the abuse they may suffer

Early marriage tends to occur in the poorest 20% of society, thus involving the most vulnerable girls in society. It also increases their exposure to risk. Studies reveal that children of young illiterate women tend to face the same disadvantages.¹¹ Girls who marry early are often forced to withdraw from school, thus denying them an education and perpetuating the cycle of poverty. Early marriage also leads to early pregnancy which increases health risks and complications for young mothers, especially maternal mortality. Girls who marry early tend to marry older men, and are exposed to unequal power dynamics within the marriage and a higher incidence of domestic violence, including rape¹².

¹⁰ Southern Sudan Household Health Survey (2010).

¹¹ UNICEF (2005) **Early marriage – a harmful traditional practice. A statistical exploration.**

¹² UNICEF (2001) **Early marriage – child spouses.** Innocenti Digest # 7.

Orphans

Among children aged 12-17 years only 39% of children live with both parents. 55% of children aged 12-17 years had lost at least one parent and 12% had lost both parents 36% of children aged 8-11 years had lost at least one parent and 10% had lost both parents among children aged 8-11 years. There is a clear indication that children aged 12-17 years lost their parents during the war than children aged 8-11 years who were born most likely during the time of peace or when the situation was much better and therefore majority-52% lives with both mother and father.

However no children reported that they lived alone or in a household with no adults, this shows that community as one of the elements of child protection systems plays a role in caring for those children who lost their parents. What should however be clear is that this doesn't nether grantee child welfare nor rule out child abuse, exploitation and neglect. What usually happens at home and in families are difficult to be known because of the hidden nature of child abuses.

Chapter IX of the Child Act categorizes orphans as children in need of special care and protection, indicating the procedure for handling such cases. However, there is a need to have policies and systems put in place to ensure that legislated provisions are effectively implemented.

The number of orphan children in South Sudan is relatively high as a result of armed conflict. Despite norms and expectations regarding support by extended family, many children don't receive adequate care and are perceived as an additional burden for relatives. The results of a recent survey supported by Save the children in South Sudan showed that orphans are the group of children which carries the heaviest consequences with respect to mental health issues.¹³ Abused and neglected by foster parents and the community, orphans tend to score highest regarding trauma and mental health disorders. Such children are unable to forget what has happened to them during attacks and daily abuse reminds

¹³ Brigitte Mueller (Oct 2010) *Health of Conflict Affected Children*.

them of the loss of loved ones who had once cared for them. Several children living on the street declared that they know where relatives of their extended family are but have chosen to live separately as it frees them from abusive and/or exploitative family environments

Children without appropriate care

15% of children aged 8-11 years live with other members of wider family this is same with children aged 12-17 years. 1% of children aged 8-11 years live with another family who are not related to them. 2% of children aged 12-17 leave with other children, **-Child headed families** and another 2% of children aged 12-17 years live alone. These children grow-up without care and the emotional guidance required for a healthy growth and development.

Education, Work and Play:

94% of children reported that they had attended school at some point.¹⁴ Of the children who had never attended school. 3 were boys and 3 were girls. 1 of the girls was classified as a "vulnerable child" child. 37% of children aged 8-11 years reported that the work they do is hard and sometimes or often bad for health.

Children's well-being

Children's well-being is greatly affected by poverty. 10% of children aged 8-11 both girls (7) and boys (5) and 17% aged 12-17 years don't have where to sleep.

There are 20% of children aged 8-11 years and 22% of children aged 12-17 who go to sleep hungry because they don't have enough food to eat. Meanwhile 52% of children sometimes go to sleep hungry; this is the same among boys and girls. It should be noted however that this food could be once in a day and girls who do most of the house chores work without food, this affects their child

¹⁴ This survey was administered at schools, this number is therefore not representative of all the children in the community.

development process. 16% of children showed that they are not cared for and listened to by the main person at home.

12 % of Children at the time for interview didn't have clothes for covering themselves at night. This has an equal spread out with those who cover themselves sometimes 31%, often 3% and only 60%. Meaning 40% of children struggle to cover themselves. 10% reported that they are not treated as well as other children in the home where they live. 22% of children aged 8-11 reported that they are not treated as well as other children in the neighborhoods

9% of reported that they don't feel safe where they live and 10% also reported that they don't feel free to participate or take part in religious ceremonies or activity

Disability

There are many children with disability, majority of whom are girls with seeing difficulty or sight impairment, meanwhile boys are more affected with walking difficulty. Among children aged 12-17 years boys are more affected with sight impairment than girls although the differences is too small in between boys and girls with walking difficulties.

Numbers of children living with disability are increasing due to the past violent conflict, malnutrition, poverty and poor hygiene.

Children with disability need continuous and protective care, community therefore need to facilitate inclusion of such children rather than creating barriers. Research has shown CwD (Children with Disability) are 2 to 10 times more vulnerable to sexual abuse (Baladerian).

CwD are especially vulnerable to other abuses, including neglect, because they are children AND have a disability, they may be more dependent on caregivers (therefore vulnerable to abuse and neglect - caregivers may withhold assistive devices or medications, food, have complete physical control over the child's threatened life) have difficulties reporting abuse (due to age and/or the disability) authorities may view them as less 'credible' or 'reliable' Prone to

institutional placements as CwD are less likely to be identified as being abused/neglected, long term abuse is more frequent.

A considerable number of CwD acquire their disability as a result of abuse or neglect (e.g., shaken baby, malnutrition, hygiene) When a child is born with a disability, the mother and other family members can be abused, ostracized or neglected as a result. Some children with visible disability can be lucky just to be kept alive after birth.

It's important for NGOs and actors to have a clear cultural understanding of disability to inform protection approaches.

Sex and relationships

This section was only administered to children aged 12-17 years old.

If someone tried to have sex with you, or to touch you sexually and you did not want them to, would you be able to stop them?

Only 7% of children felt that they could talk to a parent or caregiver about sex. When this data is disaggregated by gender, 10% of girls said they could talk to a parent or caregiver about sex, but only 4% of boys said the same.

47% of children report that they have never tried to talk to a parent or caregiver about sex. 54% of boys said this compared to 39% of girls.

Children were asked who they would tell if someone touched them in a way that made them feel uncomfortable. 47% said they would tell somebody in their family. 29% said that they wouldn't tell anyone. 23% would tell their friends. 8% would tell their boyfriend or girlfriend and 6% would tell another adult they trusted. Of those who would tell another adult, children said they would tell: a policeman, the headman, the chief, a teacher or somebody on the street.

21% of children report that an adult has ever touched their genitals when they should not have done so. (15% boys, 22% girls)⁸⁻¹¹

24% of children 12-17 report that an adult has touched their genitals when they should not have done so in the last year. (17% boys, 26% girls), 24% of

children report that an adult has ever tried to have sex with them, even if the did not happen. (14% boys, 29% girls). 25% of children report that an adult has tried to have sex with the, in the last year. (8% boys, 35% girls) 36% of children report that another child or youth has tried to have sex or touch him/her sexually in the past years. (15% boys, 49% girls)

When children were asked to describe which statement¹⁵ best describes their experiences with sex, the results were as follows:

I was willing: 14% (Boys 8%, Girls 19%)

I was persuaded or tricked through gifts, money or other favors: 11%(Boys 7%, Girls 16%). I was afraid of what would happen if I refused to have sex with this person: 4% (Boys 1%, Girls 7%). I was forced/ raped: 5% (Boys 0%, Girls 7%). I have not had sex in the past year: 14% (Boys 8%, Girls 19%). I have never had sex: 67% (Boys 98%, Girls 58%)

Sexual violence in South Sudan remains a taboo topic for discussion. Thus, the understanding of this issue remains very low and traditional courts dealing with these cases operate in clear violation of international and national legislation

Children and girls in particular, are vulnerable to sexual abuse. According to research girls are commonly abused by teachers, commanders, leaders, cattlemen and other male peers. Children have revealed that abuse takes places at home, on the way to and from school, during market days, at the water pump and during social gatherings such as "drum and dance", funerals, marriages. In most cases perpetrators of rape are known to the victim and include family members and neighbors.

There is no reporting mechanism in place for girls who have been sexually assaulted to report cases. Because of the stigma attached to rape and single motherhood, girls tend to avoid talking about it or seeking treatment. This reluctance is not only a matter of shame, but also of livelihood: girls are often

¹⁵ Children were allowed to choose multiple answers

met with mistrust by their parents or other adults and are discouraged to report incidents of rape as they would lose their "dowry value", making it difficult for them to find husbands. Moreover, girls fear that they might have to marry the perpetrator. Under customary law a man who has raped a girl is traditionally punished by having to pay a certain amount of cows demanded by the victim's family. If the man is able to pay the amount of cattle, he can then marry his victim. This punishment is obviously not proportional to the offence committed, nor is it severe enough to deter men from sexually abusing girls as well as directly contravening the Child Act. This shows a lack of awareness of children's rights and a poor understanding of the impact of sexual violence on survivors.

Safety in schools

Most children reported that they are safe however they face major problems while in school such as lack of School fees, Lack of teachers, No daily lessons, sitting on a stone/ brick, during raining season classes are affected as they don't have permanent structures and most of the classes are conducted in open roof, under trees and roof only, teachers are drunkards, too few teachers who don't always show up.

Physical Violence

44% of children aged 12-17 reported that few of their friends have been beaten up or physically hurt meanwhile 13% reported that most of their friends have experience beating or have been physically hurt.

55% of children aged 12-17 reported that they were beaten or physically hurt by an adult in their families and 47% by brothers, sisters and cousins, 28% by their friends or another young person they know, 20% by someone they don't know and 31% by adult they know but are not from their families. At least 43% of children aged 12-17 said they were physically hurt in some ways. 41% of girls said they were made uncomfortable by standing too close or touching them meanwhile only 37% boys said that they were hit with a belt/ stick/ or other

hard object. Boys are more physically hurt than girls as 46% of boys reported compare to 40% report from girls.

Meanwhile children aged 8-11 years reported that 58% have been beaten by adult in their families, 41% by siblings and cousins, 39% by friends, 17% by strangers and 28% by adult outside family. 27% of children aged 8-11 years reported that they have been hit with belt/stick or other hard object. 15% were hurt physically in some ways.

The analysis shows that most children's abusers are those who are known to the children and live in the same families. Children aged 8-11 are at a higher risk of being beaten than children aged 12-17 year.

Several pieces of national legislation prohibit corporal punishment of children in the home and all other institutions in South Sudan. For example, Section 17 of the transitional constitution prohibits corporal punishment of children by all persons, including parents, school administrations and other institutions. Section 21 of the Child Act (2008) prohibits corporal punishment of children by chiefs, police, teachers, prison guards or any other person in any place or institution, including schools, prisons and reformatories. In August 2010, a draft Education Act was under discussion which also prohibits corporal punishment by parents and the school administration.¹⁶

Despite this legislation corporal punishment is still a daily experience for the majority of children in South Sudan. It is currently acknowledged as a common disciplinary practice in homes, schools, courts and prisons.¹⁷ Key community stakeholders during Child protection assessment said parents do have "traditional unlimited authority" over the child, which includes determining what form of punishment they think is best for a child. Based on this, parents are free to adopt corporal punishment and other measures of humiliating discipline, such as chasing children out of the household, depriving them of food, or

¹⁶ End All Corporal Punishment of Children (July 2011) **South Sudan Country Report – a summary of necessary legal reform to achieve full prohibition.**

¹⁷ Correspondence with the Global Initiative (May 2008).

marginalizing children by refusing to speak to them. In the home, reasons for using corporal punishment include disobedience, persistent demands and making loud noises. 89% of interviewed parents believe corporal punishment is the best way to discipline children. In the case of girls, physical punishment is often in the form of discipline that is meant to prepare the girl for her future role as a wife, so that she won't embarrass her family once married off.

The perpetrators of domestic violence against girls tend to be fathers and brothers, cousins and reasons are usually related to a poor performance of the housework. In the case of boys, abusive family environments have been mentioned.

The most common form of corporal punishment used by teachers and parents is whipping. Reasons for being beaten by teachers include late arrival at school and failure to complete homework

Life-skills awareness and Resilience

25% of children participate in a Child Rights Club at least once a month. Of these, 45% reported that they had had training on life's skills or child right and child protection.

Observation. During data collection, it was observed that, there is high correlation between heavy work and stopping children from playing, defilement, early marriage devoice and poverty. Although adults denied this and insisted that children are free to play. Through observation and FDG with women the age in which children start to contribute to home work is as low as 4 and girls are the most affected. Due to poverty parents force their children especially the girl child to marry so that they benefit through dowry, these marriages are done when a girls is still very young and not able to make decisions. After sometimes they divorce hence children who are born in such marriages suffer including their parents who may still be children by the time of giving birth.

There are no specific forms or traditional practices in the community except circumasizion which is taken to be normal. Child trafficking was not evident in the two Payams

Poverty remains at the foundation of many child protection concerns in all the areas in which this study was conducted. In South Sudan including Western Equatoria State, many parents are unable to provide for even the most basic material needs of their children. Their lost capacity to serve as primary care-givers has led to widespread sentiments of helplessness and defeat. With parents unable to provide for basic needs, and without positive livelihood alternatives, children are adopting coping mechanisms which quite often put them at even greater risk of abuse and exploitation. Important positive lessons can be learnt from the experience of community-based child protection responses in Source Yubu, particularly in Western Equatoria. Foremost is the experience that local government structures, when equipped and supported, can take a leadership role in protecting children. Also emerging during this study is that traditional structures and practices are powerful forces at the local level; child protection actors should capitalize on their influence, while also considering how to mitigate practices which may not always priorities the best interests of children. In Source Yubu, although most traditional mechanisms have broken down, chiefs remain committed to serving their communities and serve as a powerful example of the kind of long-term protective mechanisms that existed before the arrival of external child protection actors, and that will most likely remain long after donor funds have ended. This study also shows effective support to child protection mechanisms is highly context dependent. In addition to factors such as state presence or traditional mechanisms, violence and conflict, displacement, urban or rural geographies, and means of livelihood each have critical bearing on community-based mechanisms. While the study showed that externally imposed child protection committees are rarely sustainable once donor funding ends, this might not be a useful criteria for judging the success of these when supporting child protection mechanisms. Alternatively, working with existing structures such as religious and health networks, local authorities, educational actors and traditional leaders can have a more real and sustainable impact on improving standards of child protection. As heard throughout this

study, the children and youth of Western Equatoria and Source Yubu in particular are highly resilient.

In Source Yubu and Mupoi, both children and community are engaged in child protection activities through formation of community child protection committees and child right clubs. Children should get positively engage in their own protection, serving as important agents in reporting abuse and advising their peers.

The study has enable us to identify unique opportunity to engage with young people in strengthening their capacities to ensure their own protection; there is also seems to be an overwhelming need for life-skills training, sexual-risk prevention strategies, and supporting means for positive economic empowerment of young people.

Child protection systems are inputs in terms of laws, policies, standards and regulations, Services and service delivery mechanisms, capacities, co-operation, co-ordination and collaboration mechanisms, Accountability. Circle of care Children's resilience, life skills and participation the Child, family, community, State, International Structures Preventive and responsive services, Effective coordination, Children's voices and participation, an aware and supportive public, adequate funding Knowledge and data, a skilled child protection workforce and Actors which interact to produce outputs. Quality child protection system is no doubt a function of all the input above.

Child protection services in the Western Equatoria States, like those in other States in South Sudan, are struggling to cope with ever-increasing numbers of reports of suspected child maltreatment and fewer resources. These pressures, some caused or exacerbated by the over-emphasis on cost effectiveness and bureaucratic structures at the expense of professional practice, led governments and child protection services to seek alternative solutions. Poverty is one of the greatest impediments to community-based child protection: Poverty affects all of these contexts, a condition above, has a profound impact on parents', families', communities', children's and young people's capacity to

cope. Efforts to strengthen child protection mechanisms need to be grounded in realistic understandings of why children are facing the risks they currently are, and why community-level support is not adequate. Effective support to strengthened livelihoods should be considered a priority strategy for strengthening child protection capacities (War Child September 2010)

Management issues rather than professional practice became central to child protection practice, with efficiency, effectiveness and a focus on accountability overriding and conflicting with professionals' values and orientation towards the needs of children and their families (Lieberman 1994). It has been argued that the bureaucratization of child protection practice has led to workers' professional skills, knowledge, discretionary powers and decision making, being replaced by standardized practice, developed without a clear understanding of the complexity of child protection practice or of the dilemmas and the moral and political factors that workers must take into consideration when making decisions (Howe 1996)

Table 5

Pearson's Linear Correlation Coefficient Test Results For Children Younger (8-11years) and Children Older (12-17years)

Variables Correlated	r-value	Sign. value	Interpretation	Decision on H ₀
Younger (8-11years) and Older (12-17years)	0.9402	0.001	Positive and significant	Rejected

Source: *Computed by the Researcher*

The results in table 4 indicate that both the younger (8-11years) and the older (12-17years) have a significant and positive correlation with child protection systems in Source Yubu and Mupoi Payams (r-value = 0.9402, sign. = 0.001).

Comparison if there is a significant difference between child protection systems and response to child protection concerns in Source Yubu and Mupoi Payams

The forth objective of the study was to compare if there is a significant difference between child protection systems and response to child protection concerns in Source Yubu and Mupoi Payams.

Table 6
Regression Analysis between Level of Child Protection Systems and Response to Child Protection Concern at 0.05 Significant Level

Variables Regressed	R²	F-value	P-value	Interpretation	Decision on H₀
Level of child protection system and Child protection concerns	0.0628	1.61	0.217	Not significant	Accepted

The Linear regression results in Table 5 above indicate that the dependent variable (child protection concerns) does not have a significant effect on the independent variable (child protection systems) ($F = 1.61$, $\text{sig.} = 0.217 > 0.05$). The results indicate that child protection concerns account for about 62.8 percent of the variations in the independent variable (Adjusted $R^2 = 0.0628$).

Establishment if child protection systems and response to child protection concerns are significantly correlated in Source Yubu and Mupoi Payam

The fifth objective of the study was to establishment if child protection systems and response to child protection concerns are significantly correlated in Source Yubu and Mupoi Payams

Table 7

Pearson's Linear Correlation Coefficient Test Results for Level of Child Protection System and Response to Child Protection Concern

Variables Correlated	r-value	Sign. value	Interpretation	Decision on H₀
Level of child protection system and Child protection concerns	-0.2506	0.217	Negative and not significant	Accepted

The results in table 6 indicate that both the level of child protection system and child protection concerns have a negative correlation and are not significant in Source Yubu and Mupoi Payams (r-value = -0.2506, sign. = 0.217)

CHAPTER FIVE

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

FINDINGS

This study was done with the purpose of determining whether there is a significant relationship between child protection systems and response to child protection issues in Source Yubu and Mupoi Payams. It was basically guided by five specific research objectives that were set to identify the demographic characteristics of the respondents, determine the level of child protection systems in Source Yubu and Mupoi Payams, determine the level of child protection concerns in Source Yubu and Mupoi Payams, compare if there are significant differences between child protection systems and response to child protection concerns, and establish if child protection systems and response to child protection concerns are significantly correlated.

The first objective was to identify the demographic characteristics of the respondents and findings on this were done by studying the age category, gender, marital status and responsibility in both formal and informal systems.

The respondents comprised of children, women, men, parents, government officials, teachers, religious leaders, chiefs, headmens and health worker.

Institutions like prison, police were also visited to bridge the information gap.

The profile of the respondents shows that there are more men than women this could be due to the challenges of high level of illiteracy especially among women hence limit their participation in service provisioning. Equally in the informal systems, women are never elected as chiefs or headmen.

Among the children respondents, more were boys with a total of 168 as compared to their counter parts the girls who were 120. The gender parity is very high. In this case almost all girls who were in school that day participated unlike with boys.

In health although the number of female are same as that of men, its should be noted that they are traditional birth attendants but provide all other health services even if they are not trained leave alone being over age.

The second objective was to determine the level of child protection systems in Source Yubu and Mupoi Payams.

Finding were reached at by studying various child protection systems in place both formal and informal and how they interact to response to child protection concerns. The finding at the national level was used to compare what is in the community and how they interact. The above table shows absolutely the systems interaction at the community level.

Elements of systems such as laws, policies, accountability, service and service delivery mechanism, circle of care, capacities, children's resilience and coordination were assessed in terms of their existence and interactions. Most of the informal systems are not in place and the community heavily depends on informal systems, this may fail to address some child protection issues which may be beyond informal systems for example rape cases, defilement one may at this point ask if child protection an be achieved without formal education which is one of the central rights of children.

The third objective was to determine the level of child protection concerns in Source Yubu and Mupoi Payams.

Children aged 8-11 reported that the kind of work they do are hard, this includes hunting, digging s to deformity in a child and other domestic core. They also reported that they go to sleep without food and above all corporal punishment is overall and the kind of stick parents or guidance used is never small. Excessive beating is one for of negative disciplining which sometime lead to deformity

Majority of children aged 12-17 are also orphan as compared to children aged 8-11 years, this has been attributed to war where most of the men were killed during fights.

Comparison if there is a significant difference between child protection systems and response to child protection concerns in Source Yubu and Mupoi Payams

The fourth objective of the study aimed at comparing if there was a significant difference between child protection systems and response to child protection concerns in Source Yubu and Mupoi Payams. The researcher by use of the Linear regression results, found out that the dependent variable (child protection concerns) did not have a significant effect on the independent variable (child protection systems) ($F = 1.61$, $\text{sig.} = 0.217 > 0.05$). And that child protection concerns accounted for about 62 percent of the variations in the independent variable ($\text{Adjusted } R^2 = 0.0628$)

The first null hypothesis set was that; there is no significant difference between child protection systems and response to child protection concerns, but given the F value as 1.61 and P value as $0.217 > 0.05$; the researcher therefore accepted the null hypothesis that there is no significant difference between child protection systems and response to child protection concerns

Establishment if child protection systems and response to child protection concerns are significantly correlated in Source Yubu and Mupoi Payams

The fifth objective of the study was aimed at establishing if child protection systems and response to child protection concerns are significantly correlated in Source Yubu and Mupoi Payams. However the researcher found out that both the level of child protection systems and child protection concerns had a positive correlation but this was not significant in Source Yubu and Mupoi Payams ($r\text{-value} = -0.2506$, $\text{sign.} = 0.217$).



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The second set null hypothesis was that; there is no significant relationship between child protection systems and response to child protection concerns, however given the r value as -0.2506 and P value as 0.217 which is greater than 0.05 ; the researcher went on to accept the null hypothesis that there is no significant relationship between child protection systems and response to child protection concern.

CONCLUSION

Demographic characteristics of respondent

The first objective was aimed at getting the demographic characteristics of the respondents. The finding shows that more of the respondents were men this is due to the challenge of high level of illiteracy especially among women hence limiting their participation in service provision. Equally in the informal systems women are never made chiefs or headmen. The respondents among the children were dominated by boys with a total of 168 as compared to their counter parts the girls who were 120. The gender parity is very high. In this case almost all girls who were in school that day participated unlike with boys.

Unlike other respondents, children were drawn from different schools from each Payam meaning children who were not enrolled in school did not get the opportunity to participate

In health although the number of female are same as that of men, it should be noted that they are traditional birth attendants but provide all other health services even if they are not trained leave alone being over aged.

Level of child protection systems in Source Yubu and Mupoi Payams

The second objective aimed at determining the level of child protection system in Source Yubu and Mupoi Payams.

were reached at by studying various child protection systems in Finding place both formal and informal and how they interact to response to child protection concerns. The finding at the national level was used to compare what

is in the community and how they interact. The above table shows absolutely the systems interaction at the community level.

Elements of systems such as laws, policies, accountability, service and service delivery mechanism, circle of care, capacities, children's resilience and coordination were assessed in terms of their existence and interaction.

In most of the services the respondents strongly indicated that they don't exist and some agree that they exist or are in place with reservation. In some case they were not aware that they were available.

Level of child protection concerns in Source Yubu and Mupoi Payams.

The third objective of the study was aimed at determining the level of child protection concerns in Source Yubu and Mupoi Payams. Children aged 8-11 reported that the kind of work they do are hard, this includes hunting, digging s to deformity in a child and other domestic core. They also reported that they go to sleep without food and above all corporal punishment is overall and the kind of stick parents or guidance used is never small. Excessive beating is one for of negative disciplining which sometime lead to deformity. Majority of children aged 12-17 are also orphan as compared to children aged 8-11 years, this has be attributed to war where most of the men where killed during the war.

Comparison if there is a significant difference between child protection systems and response to child protection concerns in Source Yubu and Mupoi Payams

The forth objective of the study aimed at comparing if there was a significant difference between child protection systems and response to child protection concerns in Source Yubu and Mupoi Payams. The researcher by use of the Linear regression results, found out that the dependent variable (child protection concerns) did not have a significant effect on the independent variable (child protection systems) ($F = 1.61$, $\text{sig.} = 0.217 > 0.05$). And that child

protection concerns accounted for about 62.8 percent of the variations in the independent variable (Adjusted $R^2 = 0.0628$)

The first null hypothesis set was that; there is no significant difference between child protection systems and response to child protection concerns, but given the F value as 1.61 and P value as $0.217 > 0.05$; the researcher therefore accepted the null hypothesis that there is no significant difference between child protection systems and response to child protection concerns

Establishment if child protection systems and response to child protection concerns are significantly correlated in Source Yubu and Mupoi Payams

The fifth objective of the study was aimed at establishing if child protection systems and response to child protection concerns are significantly correlated in Source Yubu and Mupoi Payams. However the researcher found out that both the level of child protection systems and child protection concerns had a positive correlation but this was not significant in Source Yubu and Mupoi Payams ($r\text{-value} = -0.2506$, $\text{sign.} = 0.217$).

The second set null hypothesis was that; there is no significant relationship between child protection systems and response to child protection concerns, however given the r value as -0.2506 and P value as 0.217 which is greater than 0.05 ; the researcher went on to accept the null hypothesis that there is no significant relationship between child protection systems and response to child protection concerns.

RECOMMENDATIONS

Emphasis must be put on strengthening child protection systems. While emphasizing the interconnectedness of child protection and other sectors, a systems approach presupposes that child protection is a distinct sector of work, the entirety of which would not be covered by other sectors in the absence of a child protection system. For example, measures to prevent family separation; family tracing and reunification; monitoring of care arrangements for children;

and provision of guidance, advice and support on childcare to parents and carers. They are based on a child rights framework and where applicable, are inclusive of rights to protection enshrined in international humanitarian law. Among other things, this means that they must be designed and implemented to: serve the best interests of children; enable the meaningful participation of children; and be accessible to, relevant to, and actively inclusive of all children in the territory covered, regardless of nationality, gender, race, age or stage of development.

Investigations to understand why systems lapse from the desired standards of practice consider the full range of factors operating on them: for example do all those who involve in child protection have the necessary knowledge and skills, are the right resources available to support them, does the organization set feasible and consistent goals? Do they try to address the causes of child protection problem or their designs are donor driven?

Areas for Further Research

Family and child protection with specific focus on information and advocacy gaps child protection workers, the link between poverty and child protection intervention and domestic violence issues. Families that are in need of support and assistance are often considered to be „at risk, □ leading in many cases to unnecessary costly and pain. While institutional and systemic issues may underlie the lack of experience and understanding observed by the focus group participants, these perceptions of child safety workers have serious consequences. Lack of trust underscores the fear many mothers have of engaging with child protection authorities. For parents to meaningfully participate in the child protection intervention process, it is clear that they must be sufficiently informed as to the nature of the process, as well as their responsibilities and entitlements.

Building rights-based national child protection systems with analysis on children without appropriate care, child protection in emergencies and child labor the researcher believes that building

and strengthening of rights-based national child protection systems will lead to holistic, inclusive, sustainable and well-coordinated ways of protecting all children.

An effective national child protection system recognizes the state's ultimate responsibilities and human rights obligations to children. It consists of: laws and policies that protect children from abuse, neglect, exploitation and violence and respond in the best interests of the child when violations occur a central government coordination mechanism for child protection, bringing together central government departments, different provinces, central and local levels of government and civil society effective regulation and monitoring at all levels of child protection standards, for instance, in childcare institutions and schools a committed workforce with relevant competencies and mandates.

A functioning child protection system is informed by children's views and experiences and strengthens families in the care and protection of their children. It connects child and family support mechanisms in the community with child-friendly services at all levels, regulated by quality standards and delivered by the government or accredited social agencies.

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Notes

APPENDIX 1 A
TRANSMITTAL LETTER
OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)



**KAMPALA
INTERNATIONAL
UNIVERSITY**

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**OFFICE OF THE HEAD OF DEPARTMENT, ECONOMICS AND
MANAGEMENT SCIENCES
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 14th September 2012

**RE: REQUEST OF OYELLA MARY GORETTY MCR/32820/102/DU
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing Master of Conflict Resolution and Peace Building.

She is currently conducting research entitled **"Child Protection Systems and Respond to Child Protection Concern in Selected Payams in Tambura County, Western Equatoria State, South Sudan"**.

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,


Mr. Malinga-Ramadhan
Head of Department,
Economics and Management Sciences, (CHDR)


NOTED BY:

Dr. Susan S. L. Gaito
Principal-CHDR

"Exploring the Heights"

APPENDIX 1B

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am a Masters. In Conflict Resolution and Peace Building candidate of Kampala International University. Part of the requirements for the award is a thesis. My study is entitled, ***"Child Protection Systems, Prevention And Response To Child Protection Concerns in Selected Payams in Tambura County, Western Equatoria States, South Sudan"***

Within this context, may I request you to participate in this study by answering the questionnaires? Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

Thanking you in advance for your cooperation.

Yours faithfully

Ms. Oyella Mary Goretty

APPENDIX 11
CLEARANCE FROM ETHICS COMMITTEE

Date_____

Candidate's Data

Name_____

Reg.# _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

- ___ Physical Safety of Human Subjects
- ___ Psychological Safety
- ___ Emotional Security
- ___ Privacy
- ___ Written Request for Author of Standardized Instrument
- ___ Coding of Questionnaires/Anonymity/Confidentiality
- ___ Permission to Conduct the Study
- ___ Informed Consent
- ___ Citations/Authors Recognized

Results of Ethical Review

- ___ Approved
- ___ Conditional (to provide the Ethics Committee with corrections)
- ___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of Ms Oyella Mary Goretty that will focus on ***"Child Protection Systems, Prevention And Response To Child Protection Concerns in Selected Payams in Tambura County, Western Equatoria States, South Sudan"***

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

APPENDIX IV

Child Protection System	Child Protection Concern
112	46
53	38
41	33
21	35
133	40
63	51
26	56
27	34
	30
	33
	42
	51

APPENDIX V

QUESTIONNAIRE TO DETERMINE THE LEVEL OF CHILD PROTECTION SYSTEM

KIIs – Questions For Local Authorities And Service Providers

Child Protection Issues

Direction: On the space provided before each option, indicate your best choice by using the rating system below:

Response Mode	Rating	Description
Very high	(4)	You agree with no doubt at all
High	(3)	You agree with some doubt
Low	(2)	You disagree with some doubt
Very low	(1)	You disagree with no doubt at all

____1. The below are main child protection problem in this area or community

____Abduction

____Trafficking of children

____Domestic violence

____Other gender-based violence such as rape

____Early marriage

____Lack of access to documentation such as birth certificates

____Child labour

____Abuse and neglect through lack of care

____Excessive/violent corporal punishment

____Discrimination against certain groups

- _____2. Majority of child who suffer from the child protection risks identified above are vulnerable children
- _____3. Different groups are affected by same issues differently depending on their gender, ability, caste, and ethnicity
- _____4. There are particularly risky situations, places or times when these crimes happen
- _____5. Poverty is the main root cause of the priority child protection issues that have been identified

Services and service delivery mechanism. (Prevention and Response Mechanisms)

- _____1. Services/strategies/measures applied to prevent abuse, exploitation and neglect including supporting families and children at risk are established in the community
- _____2. Children and their families who are vulnerable or have been affected by abuse, violence and/or exploitation have access to these services
- _____3. There are clear mechanisms and procedures in place to refer children to appropriate services and assistance.
- _____4. Community and the victim are aware of these mechanisms and know who to report cases of violence to
- _____5. The following services are available in this area:
 - d) Healthcare.
 - e) Legal services?
 - f) Psychosocial care/counseling?

Capacities

- _____6. Relevant formal and informal authorities have capacity to perform their roles in relation to prevention and protection of children from violence, abuse and exploitation

- _____7. Service providers such as teachers, health workers, police, social workers, counselors, have capacity to identify, report and/or respond to cases of abuse, violence and exploitation according to their roles
- _____8. Parents and primary care givers have capacity to prevent the cases from happening
- _____9. Service providers (teachers, health workers, and social workers) are trained to identify and report cases of violence, abuse and exploitation
- _____10. Local service providers build their skills, knowledge and ability to work with children at risk or affected by abuse, violence and/or exploitation
- _____11. Community participate in budget allocation budget for child protection

Cooperation, coordination and collaboration mechanisms

- _____12 .Formal and informal actors working with or for children at risk or affected by abuse, violence and/or exploitation collaborate and coordinate their activities
- _____13. Various systems interface or speak to each other.
- _____14. Other actors are involved in response to violence abuse and exploitation cooperates and coordinates their activities.

Accountability mechanisms

- _____15. There are established licensing procedures and national sets of standards for social services aimed to vulnerable children and their families
- _____16. Social services aimed to vulnerable children and their families monitored by government and provided in alignment with national sets of standards
- _____17. Government finances support and response services

Circle of care

- _____18. Communities have roles to play to change the way protection problems affect children

Children's resilience, life skills and participation

_____19. Children affected by abuse, violence or exploitation know whom to contact for help, and feel safe and confident doing that.

_____20. Children have access to independent reporting and monitoring mechanisms in community

Laws, policies, standards and regulations

_____21. Child protection laws or regulations recognized and implemented by the community

_____22. Integrating customary law is a big barrier to effective implementation of the child protection laws and/or regulations

_____23. Violence, abuse and exploitation against children are defined by the law and have same meaning in the community.

_____24. Protection measures for child victims of violence, abuse, and exploitation are prescribed by law (like legal protection, witness protection, health services)

_____25. There are government bodies and institutions mandated by law to provide these measures at local level

_____26. Traditional authorities are responsible for protecting children against violence and abuse in this area.

INTERVIEW TO DETERMINE THE LEVEL OF CHILD PROTECTION ISSUES

KIIs – questions for police

Protection risks, threats, crime and reporting

1. What are the priority child protection issues within this community?
2. What are the main causes of these problems and why?
3. What are the main violence, safety or crime problems in this area? Affecting men and boys? Affecting young women and girls?
4. What types of these crimes are usually reported to the police?
5. What crimes are usually not reported to the police? Why?
6. What is the response of police when abuse, exploitation and violence against children are reported? (For example when child is raped, assaulted in family or community, child is working, is trafficked, etc...)
7. What is the response of police when children commit these crimes or other crimes? Is child detained, where, etc...?
8. Are there any issues which make it difficult for police to maintain law and order, and investigate or address violence and crime against boys and girls in this area?
9. Is there a person or special unit within the police that is responsible for responding to reports of sexual abuse, trafficking or exploitation? If yes, what training have they received?
10. Are there special codes of conduct or behavioral protocols you need to follow when addressing cases of abuse, exploitation and violence or when dealing with children in conflict with the law?

11. What problems are there for people in accessing the police and judicial system?
12. Do you know which, if any government or NGO agencies in this area provide:
 - i. Healthcare?
 - ii. Legal services?
 - iii. Psychosocial care/counseling?
13. Do you know if any other government and NGO agencies/institutions get involved in resolution of child protection cases and in which way?
14. Do you collaborate and coordinate your activities with any of these agencies and actors? How?
15. Are there any other child protection issues that we should know about?
16. Of the child protection issues we have discussed, which do you think is the most important to address?

Questionnaire for children aged between 8-17 years

General information		
Date of survey ____/____/____ (MM/DD/YYYY)	Name of the surveyor:	Cluster #:
Village :		Community:

THIS IS A CONFIDENTIAL QUESTIONNAIRE

Read each question carefully and circle the answer that applies to you.

Try to answer each question honestly. Your answers are confidential.

Section 1: About you and your life

CAY01. How old are you? _____ Years

CAY02. Are you: 1. Male 2. Female

CAY03. Are you or have you ever been married? (Or living with a partner as if married)

1. Yes I am married
2. I was once married, but not now
3. No I have never been married (go to question YAY05)

CAY04. At what age did you first get married?

Write age in years: _____ (Leave blank if you have never been married)

CAY05. Do you have any children?

1. Yes
2. No
3. Don't know

CAY06. What is your ethnic group? Choose only one. *(OR omit this question if contextually sensitive – see Guidance Notes)*

1. *insert locally appropriate option*
2. *insert locally appropriate option*
3. *insert locally appropriate option*

CAY07. Who do you live with? Choose only one option.

1. With my mother and father
2. With my mother, but not my father
3. With my father, but not my mother
4. My parents are not there, I live with other family members
5. My parents are not there, I live with another family who are not relatives
6. My parents are not there, I live with friends
7. My parents are not there, I live alone

CAY08. Are both of your parents still alive? Choose only one option.

1. Both mother and father are alive
2. Only my mother is alive
3. Only my father is alive
4. Neither mother nor father is alive
5. Don't know

Do you have one or more of the following difficulties? Choose only one for each question below.

CAY09. Do you have difficulty seeing (even with glasses)?

1. None	2. Sometimes	3. A lot of the time	4. 4 All the time
---------	--------------	----------------------	-------------------

CAY10. Do you have difficulty hearing?

1. None	2. Sometimes	3. A lot of the time	4. 4 All the time
---------	--------------	----------------------	-------------------

CAY11. Do you have difficulty walking?

1. None	2. Sometimes	3. A lot of the time	4. 4 All the time
---------	--------------	----------------------	-------------------

CAY12. Do you have difficulty learning or concentrating?

1. None	2. Sometimes	3. A lot of the time	4. 4 All the time
---------	--------------	----------------------	-------------------

CAY13. Do you have difficulty communicating?

1. None	2. Sometimes	3. A lot of the time	4. 4 All the time
---------	--------------	----------------------	-------------------

CWB05. I feel safe where I live

1. Not at all	2. Sometimes	3. Often	No respond
---------------	--------------	----------	------------

CWB06. I'm treated the same as other children in my neighbourhood

1. Not at all	2. Sometimes	3. Often	No respond
---------------	--------------	----------	------------

CWB07. I feel welcome to take part in religious services

1. Not at all	2. Sometimes	3. Often	No respond
---------------	--------------	----------	------------

CWB08. I have enough blankets to keep warm at night

1. Not at all	2. Sometimes	3. Often	No respond
---------------	--------------	----------	------------

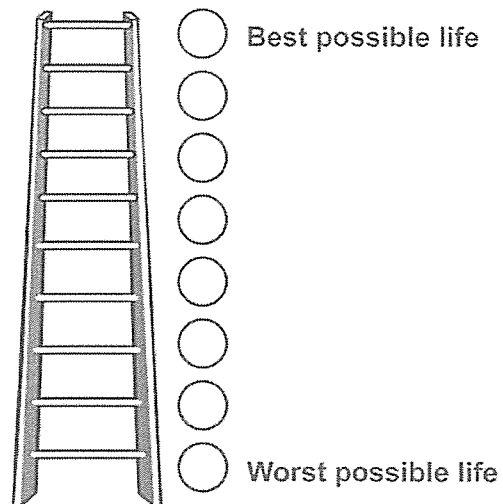
CWB09. My parent (one or both), or main caregiver, gives me attention and listens to me

1. Not at all	2. Sometimes	3. Often	No respond
---------------	--------------	----------	------------

CWB10. How do you see your life?

Assume that this ladder is a way of picturing your life. The top of the ladder represents the best possible life for you. The bottom rung of the ladder represents the worst possible life for you.

Indicate where on the ladder you feel you personally stand right now by marking the circle.



Section 4: Physical violence

We know that in many communities, young people like you are beaten up or treated badly by other people. In this section we would like to ask about your experiences.

CPV01. In the last 12 months, how many of your friends have been beaten up or physically hurt? Choose only one option.

1. None
2. A few of my friends
3. Most of my friends
4. All of my friends

In the last 12 months, have you been beaten up or physically hurt in other ways by any of the following people? Choose only one for each question below.

CPV02. Someone from my family?

1. Yes	2. No	3. Don't know	4. I don't want to respond
--------	-------	---------------	----------------------------

CPV03. Boyfriend or girlfriend?

1. Yes	2. No	3. Don't know	4. I don't want to respond
--------	-------	---------------	----------------------------

CPV04. Friends or another young person I know?

1. Yes	2. No	3. Don't know	4. I don't want to respond
--------	-------	---------------	----------------------------

CPV05. An adult I know who is not from my family?

1. Yes	2. No	3. Don't know	4. I don't want to respond
--------	-------	---------------	----------------------------

CPV06. Someone I don't know?

1. Yes	2. No	3. Don't know	4. I don't want to respond
--------	-------	---------------	----------------------------

CPV12. Hurt me physically in some other way?

1. None	2. Once	3. 2 or 3	4. 4 or more
---------	---------	-----------	--------------

Section 5: Sex and relationships (ONLY for children aged 12 - 17)

In this section we would like to ask you some personal questions about your relationships. Try to answer as honestly as you can. If you don't want to answer a question, just skip it.

CSR01. About how many of your friends do you think have had sex?

Choose only one option

- ☐ None
- ☐ A few of my friends
- ☐ Most of my friends
- ☐ All of my friends

CSR02. Do you feel comfortable talking to your parents or caregiver about sex? Choose only one option

- ☐ Yes, I can talk to them about sex
- ☐ No I don't feel comfortable talking to them about sex
- ☐ I have never tried talk to them about sex

CSR03. Have you ever had sex with someone? (For this survey, sex can mean either vaginal or anal penetrative sexual intercourse).

- ☐ Yes
- ☐ No (go to question 5)
- ☐ Don't know (go question 4)
- ☐ Don't want to respond

CSR04. How old were you when you first had sex with someone?

- ☐ Aged 15 or over
- ☐ Aged 14 or under
- ☐ Don't know
- ☐ Don't want to respond

Sex should take place only between entirely willing partners. Forcing a person to have sex, or touching them in a sexual way that they do not want, may have a number of negative consequences. The next questions ask about sexual abuse.

CSR05. If you did not want to have sex or be touched sexually, how confident are you that you would be able to refuse someone trying to do this to you?

1. Definitely could not
2. Probably could not
3. Probably could
4. Definitely could
5. Don't know

CSR06. If someone touched you in a way that made you feel uncomfortable or tried to make you touch them, who would you tell?

You can choose more than one option

1. Somebody from your family
2. Boyfriend/girlfriend
3. Friends
4. No one
5. Another adult I trust: _____

If another adult, please tell us who (not their name, but who they are e.g. teacher)

CSR04. How old were you when you first had sex with someone?

- ☐ Aged 15 or over
- ☐ Aged 14 or under
- ☐ Don't know
- ☐ Don't want to respond

Sex should take place only between entirely willing partners. Forcing a person to have sex, or touching them in a sexual way that they do not want, may have a number of negative consequences. The next questions ask about sexual abuse.

CSR05. If you did not want to have sex or be touched sexually, how confident are you that you would be able to refuse someone trying to do this to you?

1. Definitely could not
2. Probably could not
3. Probably could
4. Definitely could
5. Don't know

CSR06. If someone touched you in a way that made you feel uncomfortable or tried to make you touch them, who would you tell?

You can choose more than one option

1. Somebody from your family
2. Boyfriend/girlfriend
3. Friends
4. No one
5. Another adult I trust: _____

If another adult, please tell us who (not their name, but who they are e.g. teacher)

Section 6: Life-skills and Resilience

CLS01. In the last year have you participated regularly in a Child Rights Club *(or other life skills group – needs contextualising. Participate regularly means at least once a month)*

- ☐ Yes
- ☐ No
- ☐ Don't know

CLS02. In your Group, during the last year have you had any training on life skills or child rights and protection?

- ☐ Yes
- ☐ No
- ☐ Don't know

CLS03. Can you name 3 rights that you are entitled to as a child?

- ☐ Yes *(Must name 3)*
- ☐ No
- ☐ Don't know

CLS04. Can you name 3 responsibilities you have as a child?

- ☐ Yes *(Must name 3)*
- ☐ No
- ☐ Don't know
- ☐ Said 'Yes' but unable to name 3.

CLS05. If something bad happened to you or was happening to you, such as if you were being abused (physically or sexually) or if you were being neglected or exploited by someone, do you know about services that can help you safely?

- ☐ Yes
- ☐ No
- ☐ Don't know

CLS06. If Yes, Where / who would you go to for help? Please name 2 or more people or places (Write first 2 answers in box below) If 'No', go on to next question:

1.	
2.	

For each of the statements below, please can you tick the answer that is most often true. Please tick only box for each statement

CLS07. I make friends with other people

1. Always	2. Often	3. Sometimes	4. Never	5. Don't know
-----------	----------	--------------	----------	---------------

CLS08. I plan ahead and make good choices.

1. Always	2. Often	3. Sometimes	4. Never	5. Don't know
-----------	----------	--------------	----------	---------------

CLS09. I don't follow bad suggestions from friends.

1. Always	2. Often	3. Sometimes	4. Never	5. Don't know
-----------	----------	--------------	----------	---------------

CLS10. I have people I can talk to when I have a problem

1. Always	2. Often	3. Sometimes	4. Never	5. Don't know
-----------	----------	--------------	----------	---------------

CLS.11. I resolve conflicts without anyone getting hurt.

1. Always	2. Often	3. Sometimes	4. Never	5. Don't know
-----------	----------	--------------	----------	---------------

CLS.12. I feel in control of my life

1. Always	2. Often	3. Sometimes	4. Never	5. Don't know
-----------	----------	--------------	----------	---------------

CLS.13. I feel good about my future

1. Always	2. Often	3. Sometimes	4. Never	5. Don't know
-----------	----------	--------------	----------	---------------

CLS.14. I overcome problems in positive ways

1. Always	2. Often	3. Sometimes	4. Never	5. Don't know
-----------	----------	--------------	----------	---------------

CLS.15 I avoid things that are dangerous or bad for my health

1. Always	2. Often	3. Sometimes	4. Never	5. Don't know
-----------	----------	--------------	----------	---------------

CLS.16. I feel my life has a sense of purpose

1. Always	2. Often	3. Sometimes	4. Never	5. Don't know
-----------	----------	--------------	----------	---------------

That's all - thank you very much for helping with this survey!

APPENDIX VII

VALIDITY AND REBLIABILITY COMPUTATION

FORMULA

$$CVI = \frac{RQ}{TQ}$$

WHERE CVI = Is the Content Validity Index

RQ = Relevant Questions

TQ = Total Number of Questions

Therefore:

$$CVI = ((CVI_1 + CVI_2 + CVI_3)) / 3$$

$$CVI = \frac{(\frac{66}{71} + \frac{69}{71} + \frac{65}{71})}{3}$$

$$CVI = \frac{(0.929577 + 0.971831 + 0.915493)}{3}$$

$$CVI = \frac{(2.8169017)}{3}$$

$$CVI = 0.9$$

. reg ChildConcern ChildSystems

Source	SS	df	MS	Number of obs =	26
-----+-----				F(1, 24) =	1.61
Model	1757.29136	1	1757.29136	Prob > F =	0.2169
Residual	26228.7471	24	1092.86446	R-squared =	0.0628
-----+-----				Adj R-squared =	0.0237
Total	27986.0385	25	1119.44154	Root MSE =	33.059

ChildConcern	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
-----+-----					

```
ChildSystems | -.3162346 .2493852 -1.27 0.217 -.8309403 .1984711
      _cons | 33.60039 12.66266 2.65 0.014 7.465933 59.73484
```

```
. cor ChildConcern ChildSystems
(obs=26)
```

```
      | ChildC~n ChildS~s
-----+-----
ChildConcern | 1.0000
ChildSystems | -0.2506 1.0000
```

Reliability calculations

```
. cor ChildConcern new
(obs=8)
```

```
      | ChildC~n new
-----+-----
ChildConcern | 1.0000
      new | 0.5518 1.0000
```

CURRICULUM VITAE

PERSONAL DATA

Surname	Oyella
Other Names	Mary Goretty
Sex	Female
Date of Birth	10 th Nov. 1977
Marital Status	Married
Religion	Christian
Nationality	Ugandan
Contact Address	P.O. Box 376
	Mobile: +256758085711
	<u>E-Mail: minmicx@yahoo.com</u>

EMPLOYMENT RECORD

Year	Sept 2011
Position:	Program manager Social Accountability & Child protection.
Organisation:	World Vision South Sudan
Location:	Western Equatoria State.

General Job Description:

Social accountability: To enhance the creation of awareness of civic responsibility and rights by the community and local government, and improved accountability between government and civil society regarding basic services through the Citizen Voice and Action (CVA) approach.

Child protection: To strengthen child protection systems and build the resilience of children to protect themselves from abuses, exploitation and neglect.

Citizen Voice and Action is a World Vision International model that aims to increase dialogue between ordinary citizens and organizations that provide

services to the public. It also aims to improve accountability from the administrative and political sections of government (both national and local) in order to improve the delivery of public services. The approach aims to empower communities to influence the quality, efficiency and accountability of public services. Educated, empowered and mobilized citizens are encouraged to assess the performance of public services which are provided in their communities. They are encouraged to compare actual services with the standards of service that their government has committed themselves to providing. Citizens, together with those providing services (service providers), government and local partners identify action to take to improve public services.

Year: July 2010 to 2011 September

Position: **Program Director/Consultant**

Organisation: One Voice Media International

Location Juba South Sudan with frequent travels.

Responsibilities:

General Job Description: - Advise and provide technical support and training for organizational development. Training include M&E and the tools, Project cycle management, Report writing, Data collection and surveys, organizational development, proposal writing for donor funding, Human resource system development etc.

Year June 2008 to July 2010

Position **Design Monitoring and Evaluation manager**

Organisation Save the Children in South Sudan

Location Jonglei and Uppernile States-South Sudan

Responsibilities

General Job Description: In accordance to project log frame and in collaboration with program managers, play a proactive role in the drafting and following up on the project progress and delays, planning regular assessment e.g. Appraisals and M&E missions, link with the program departments integrate the result of M&E assessments and implement programmatic changes accordingly

Year January 2007 – June. 2008

Position **M&E Officer**

Organisation : Educational development Centre-Southern Sudan Interactive radio instruction for all (EDC-SSIRI)

Location Juba South Sudan

Specific Duties:

Summary Job Description: Link with program departments to both discuss the methodologies and results of the assessments in order to ensure that the program departments integrate the results of M&E assessments and implement programmatic changes accordingly.

Year January 2005 – June. 2006

Position **Peace building Officer**

Organisation: Catholic relief services Uganda (CRS)

Location Gulu Northern Uganda

Specific Duties:

Promotion and protection of human rights, rule of law and access to justice through paralegal training and advocacy program, traditional reconciliation, psychosocial support program and Mediation under five partners.

Responsibilities.

- Monitor, analyze and protect the rights of the returnee
- Receive and document Returnee
- Family trace and counsel both the families and the returnees
- Rehabilitate and Reintegrate returnee to their Community.
- Follow up with the community authorities on reintegration
- Sensitizes Community on effect of war on the children.
- Identify returnee for school support both informal and formal education with frequent follow up
- Support community work plan.
- Advocate for children rights through formation of Child right clubs both in Schools and communities
- Coordinate with other stakeholders and government in resettlement of returnee.
- Train returnee on IGA-Revolving loans
- Peace building through (CAP).Children as peace builders groups.

Year: March-May 2002

Position: **Assistant Health and Rehabilitation Officer (internship)**

Organisation: **Canadian Physicians for Aid and Relief (CPAR)**

Location Gulu Northern Uganda

Responsibilities.

Identify and registries of Landmine survivors

- Train Land mine Survivors on Income Generating activities
- Counsel Land mine survivors and families
- Document and keep up to date database for land mine survivors
- Coordinate with the Hospital for anthropetic
- Liaise with Stake holders on Land mine survivors related issues

Other Experiences/Skills

- Ability to work with minimum supervision
- Experience in the design of educational, rehabilitative and peace building program
- Good analytical skills
- Result oriented, flexible and problem solving skills
- Strong communication skills
- Extensive experience in report writing
- Ability to work efficiently in a team of international and local staff as well as respecting cultural diversity of the team
- Ability to hand multi task without compromising quality

Other professional training and Qualification

Year	Qualification	Institution
• May 2005	Certificate in Stress and Conflict Mgt	HR and Management Agency
• November 2002	Certificate in VCT	World Vision
November 2005	Certificate in Psychosocial and Mental Issue TPO Uganda	
• Feb 2006	Certificate in UCICC Sensitization Hurinet – Uganda	
• April 2006	Certificate in Basic course in Alternative to Violence-MUK	
• June 2006	Certificate in Advanced course in Alternative to Violence-MUK	
• Feb.2006	Certificate in TOT course in Alternative to Violence-Peace-MUK	
• Feb 2008	Attended the Anglo Regional Meeting on M& E in Zambia	

Lusaka.

- June-Aug.08 Certificate in Excel, Access, Power Point-Link 2 Computer Center Kampala Uganda.
- May 2010 Certificate for being a co trainer and supervisor for health survey in Akobo,Mvolo and Kapueta North
- Oct 2010 Provided a Consultant Services for " One Voice Media International in Southern Sudan"

EDUCATION BACKGROUND

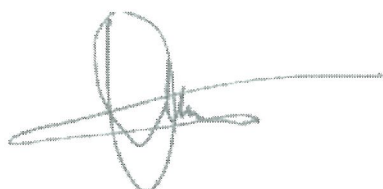
Year	Qualification	Institution
Sept 2010-2012	Masters Conflict Resolution & Peace building	Kampala International University.
2003-2004	Postgraduate Diplomas in Project Planning and Management	Gulu University
1999-2002	Bachelor of Arts (Social Science)	Makerere University
1997-998	UACE	Gulu College S.S
1993-1996	UCE	Sacred Heart Girls' S.S
1986-1992	PLE	Olya Primary School

hempalotiz@yahoo.com

+211955019466.

Declaration:

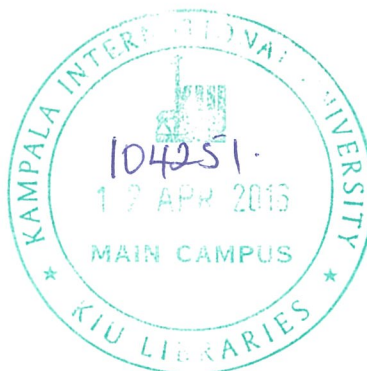
I Oyella Mary Goretty do hereby declare that to the best of my knowledge, all the information provided are true and correct and I will take full responsibility for any misinformation provided when discovered.



Sign:

Date:28

August.2012.....



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