

**EFFECTS OF ARMED CONFLICTS ON CHILDREN'S DEVELOPMENT IN  
SELECTED CAMPS OF MALAKAL UPPER NILE STATE,  
SOUTH SUDAN**

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Masters of Art in Human Rights and Development

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## DEDICATION

**This piece of work is dedicated to my** family specially my dear wives: Rachel and Tina; my children Nyapal, Puoch, Nyachuol and Nyameat and my uncle Thomas Tany-yier Puoch without their support I would never have been able to complete my dissertation.

## DECLARATION A

I **Timothy Tut Kulang** declare that this thesis is original and it is a result of my own efforts for academic advancement. Any citation has been duly acknowledged by reference. This work has never been presented for any degree or any other academic award in any university or institution of learning.

Signature \_\_\_\_\_

Timothy Tut Kulang (Candidate)

Date June 8, 2015

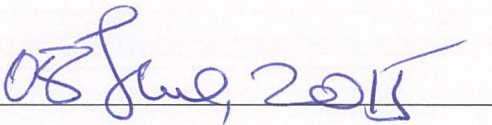
### DECLARATION B

This thesis has been duly developed by the student and it is hereby submitted to Kampala International University for the award of Masters of Arts in Human Rights and Development. I hereby certify that the thesis satisfied the required standard for the intended award and was carried out by the candidate under my supervision.

Signature 

Dr. Ongodia A. Ekomolot

(Supervisor)

Date 

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Timothy Tut Kulang

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## **ABBREVIATIONS**

AI:	Amnesty International
AIDS:	Acquired Immune Deficiency Syndrome
HIV:	Human Immune Deficiency Virus
IDP:	Internal Displaced Person
IDMC:	International Displacement Monitoring Center
MDGs:	Millennium Development Goals
PLCC:	Pearson's Linear Correlation Coefficient
RMQs:	Researcher Made Questionnaires
SPLA:	Sudan's People Liberation Army
SPLA iO:	Sudan's People Liberation Army in Opposition
SPSS:	Statistical Package for Social Sciences
UN:	United Nations
UNOCHA:	United Nations Office of Coordination of Humanitarian Affairs
UNICEF:	United Nations Children's Fund
UNMISS:	United Nations Missions in South Sudan
WHO:	World Health Organization

CABAC: Children Affected By Armed Conflict

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## ABSTRACT

This study examined the impact of war on the development of war-affected children in selected camps of Malakal, Upper Nile State, South Sudan. It was guided by three specific objectives: i) To analyse the influence of armed conflict on education and health; ii) To examine how armed conflict has affected the psychological, physical and mental development of children in Malakal, Upper Nile State, South Sudan; and iii) to identify challenges to children development in the camps.

The study used a cross-sectional study design using both quantitative and qualitative approaches. This approach was used because the information on the impact of armed conflicts on children's development would be generated at a particular point in time. It also employed correlational survey to test the null hypothesis of the significant relationship between the impact of armed conflict and children's development. Data analysis using means showed that the influence of armed conflict on education and health in Malakal is 2.6325 with a standard deviation of 0.38721 indicating that it is high on the Likert scale on average. On children's development, parents rated the children's development in Malakal very low with an average mean of 1.6650 and standard deviation of 0.45320. The findings also indicated that there is no significant correlation between the impact of armed conflict and children's development in Malakal,  $r=.066$  (sig > 0.05), the sig-value .189, greater than .05, the level of significance. The linear regression results in Table 5 indicated that the impact of armed conflict insignificantly affects children's development ( $F=.035$ , sig. = .035). The results indicate that children's development included in the regression model contribute over 99% towards armed conflict in case of ( $R^2 = .000$ ). The coefficients section of this table indicates the extent to which armed conflicts affects children's development and this is indicated by Beta values (.017). Given the high Likert Scale results the study concluded that the influence of armed conflict affected the education and health of children staying in the camps in Malakal town. The children's development in Malakal is very low. Finally the findings indicated that there is no significant correlation between the impact of armed conflict and children's development in Malakal, Upper Nile State, South Sudan. From the findings and the conclusions of the study, the researcher recommends the need to uplift the competencies of parents since they were primary holders as this directly impacts on children development and control armed conflicts since it also impact on children development.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This study examined the impact of armed conflict on children's development in order to better understand the influence of armed conflict and control its effect on the development of children in Selected Camps of Malakal, Upper Nile State, South Sudan. This chapter describes the background to the study and is structured into four perspectives namely: historical, theoretical, conceptual and contextual perspectives. In addition the chapter describes the statement of the problem, purpose of the study, research objectives, research questions, hypothesis, scope of the study, significance of the study, operational of key terms and organization of the thesis.

#### **1.1 Background of the study**

The back ground to the study consists of historical perspective, conceptual perspective and contextual perspective

##### **1.1.1 Historical Perspective**

Children affected by armed conflict' (CABAC) is a very broad category referring to the various groups of children that are adversely affected by armed conflict. There is no single universally agreed upon definition of the term which has been used in various ways (Ager,2010).Children are the victims of serious violations of international

humanitarian law, including recruitment into armed forces and armed groups. They are also victims of the indirect consequences of armed conflict and violence, suffering both physically and mentally. In times of war or armed violence, children are at high risk of either losing their loved ones to death or being separated from them (Boyden, 2005). Children and their families are often forced to relocate and move from place to place to escape conflict. Many children witness violence or themselves suffer violence or abuse. Children's educational development is often interrupted. CABAC has also been used to describe a school-based psychosocial programme as well as its accompanying manual. In this report, CABAC is used to refer to children and young people who directly or indirectly suffer the consequences of armed conflict or armed violence. CABAC activities cover a wide range: nationwide campaigns aimed at promoting applicable law, instruction in humanitarian values and life skills, activities specifically targeting children living in high-risk communities, initiatives addressing the psychosocial needs of children, social reintegration programmes for children released from armed forces (Bouden, 2005).

Children suffer both the direct and the indirect consequences of armed conflict and violence, which affect them physically and mentally, hindering their educational development. In such situations, the ICRC intervenes at the community level to implement or support programmes in partnership with Movement components and local organizations. Some examples of the ICRC's involvement are: sensitizing both

communities and armed actors to the adverse effects of child recruitment into armed forces or groups (Hart, 2012).

The face of warfare changed towards the latter half of the last century. Interstate wars are now relatively rare and hugely outnumbered by internal conflicts. However, while classed as internal, the majority of these conflicts have an international dimension. Often conflicts spill over into neighboring states in the form of refugee flows (Gamba, 2013). States also involve themselves through financial, military and political assistance or intervention. In internal conflicts the battlefield is not clearly marked and people are often caught up in the conflict as victims or participants a distinction that is sometimes hard to draw (e.g. in the case of child soldiers) (James et al, 2006). Violence against the civilian population by both government and non-state forces is now the rule rather than the exception, with civilians often being deliberately targeted in military campaigns. It is therefore inevitable that the number of civilian casualties has risen. In World War II, civilian victims made up of more than 50% of those that died, mostly from bombing raids. However, by 1996, in her report on the Impact of Armed Conflict on Children , Graça Machel estimated that civilians made up 90% of war casualties and the largest proportion of these victims were women and children (Robert, 2011).

### **1.1.2 Theoretical Perspectives**

The study was based on elites manipulation (EM) theory which assumes fragility in ethnic group relations and social construction of identities, as identity politics does (Gagnon 1995), but highlights top-down more than bottom-up mobilization. Elites

contend for power by manipulating social divisions and blowing them out of proportion with threat, fear and hate narrative and propaganda. In it ethnicity often plays a role in defining and structuring conflict. Civil wars between ethnic groups constitute a substantial part, if not the majority of all wars since the late 1950s, and the share of ethno-nationalist civil wars has risen steadily over the last seven decades (Wimmer and Min 2006). The veracity of this claim depends of course on the definition of ethnic groups, which are generally seen as groups formed on the basis of cultural, religious, linguistic or biological characteristics perceived to be shared by their members. While ethnic groups are essentially defined and delineated by a shared identity, their uniting characteristics are not primordial. In reviewing historic conceptions of ethnicity, Smith (1986, 21) found that "the common denominator appears to be the sense of a number of people or animals living together and acting together, though not necessarily belonging to the same clan or tribe". In essence, the constructivist view that currently dominates the debate sees interaction as the key, arguing that the relevant concept should not be the group "but groupness as a contextually fluctuating conceptual variable" (Brubaker 2004, 38).

Since the end of the cold war, conflict between ethnic groups has increasingly received academics' attention (for example Gellner, 1983; Horowitz, 1985; Huntington 1993; Wimmer, 2002). However, the role that ethnicity plays in motivating and structuring civil wars remains an unsettled question, particularly due to the fluid nature of ethnic groups and their endogenous development during conflict. This section reviews the different arguments concerning the role of ethnicity in conflict.



Elites manipulation is an opportunity centered conflict theory in as much as elites create opportunities with issues and crises to advance their interests and goals. Conciliation is difficult when rival leaders demonize their adversaries as opponents who can never be trusted and must therefore be defeated, dominated or ethnically cleansed. Pressure and sanctions by external states and international agencies on ethno-national leaders for conciliation should be applied.

### **Security Dilemma**

Security dilemma theorists hold that ethnic conflict occurs as a result of spiraling mutual mistrust between ethnic groups. The origins of security dilemma as a concept are to be found in the realist/neo-realist school of International Relations where it gained popularity for explaining the Cold War arms-race between the two super-powers. The seminal work of Posen (1993) was the first to utilize the security dilemma concept to analyze ethnic conflict in the former Yugoslavia and relations between Russia and the Ukraine.

### **Elite consensus**

#### **Elite Consensus Theory**

Given that elite competition is a normal feature of politics, it does not in itself sufficiently explain the variation in levels of manipulation of ethnicity and ethnic violence. This study holds that the degree of elite consensus on power-sharing is an important consideration, and hence the need for elite consensus theory. This consensus normally takes the form of elite pacts. Indeed, Parry (2005:2) reminds us that "Politics is a sphere of elite consolidation, elite consensus or elite competition."

### **1.1.3 Conceptual Perspectives**

Armed conflicts are affect children's development. It is an independent variable. In this study, armed conflicts is conceptualized in terms open, armed clashes between two or more centrally organized parties with continuity between the clashes in disputes about power over government and territory (Roger,2000). As a dependent variable, children's development was conceptualized in terms of child development which refers to the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy (Cohen,1984). It is a continuous process with a predictable sequence yet having a unique course for every child. It was conceptualized in terms of exposure to violence, risk of injury or death, rape and sexual assault and prostitution, sex trafficking, forced pregnancy and forced HIV infection, poor ability to function in society and community no coping skills, thus child development is hampered.

The United Nations Convention on the Rights of the Child defines child as "a human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier"(United Nations Convention on the Rights of the Child. report, 2013).

Biologically, a child is generally a human being between the stages of birth and puberty. The legal definition of child generally refers to a minor, otherwise known as a person younger than the age of majority (UNICEF, 2014). Child may also describe a relationship with a parent (such as sons and daughters of any age) or, metaphorically, an authority figure, or signify group membership in a clan, tribe, or religion; it can also

signify being strongly affected by a specific time, place, or circumstance, as in "a child of nature" or "a child of the sixties". There are many social issues that affect children, such as childhood education, bullying, child poverty, dysfunctional families and in developing countries, hunger. Children can be raised by parents, in a foster care or similar supervised arrangement, guardians or partially raised in a day care center.

#### **1.1.4Contextual perspectives**

This study was carried out in camps of Malakal town to investigate how children's development is affected by armed conflicts in that particular area. In 2010, some 1.2 million vulnerable people in the South faced food insecurity and were in need of food assistance. Malnutrition is also high, with 21 per cent of children under five being moderately malnourished, and eight per cent suffering from severe malnutrition. The other impacts of armed conflict on children through separation from parents, exploitation, denial or lack of access to social services such as water, health and education and Death from secondary causes related to conflict e.g. diseases and Psychological problems among them trauma mental disorders. All these have clear impact on the development of the children ( UNICEF, 2014).

The situation of children in armed conflicts always showed that they are the most vulnerable groups among the civilian population and specifically targeted either directly or indirectly( WHO,2012). The children in South Sudan like any other armed conflicts areas in Africa are affected in many ways. Since the outbreak of the conflict in South Sudan in December 2013, continuing insecurity, and logistical constraints owing to

heavy rains, have hampered the delivery of food and other essential items. Access to displaced people has been restricted, and refugees/IDPs have faced serious protection concerns. At the same time, humanitarian workers have been at heightened risk. Six humanitarian workers were killed in a refugee-hosting area of Malakal County, Upper Nile State in August 2014 and other two UN workers abducted in Malakal airport in October 2014 (UN, 2014 press report. The multiplicity of armed elements throughout South Sudan greatly exacerbated the challenge of re-establishing the civilian character of refugee camps in the north and north-east of the country. This also affected the protection environment with the erosion of law and order in refugee settlements and camps, as well as in surrounding communities.

Competition over scarce resources has in some places caused tensions and fighting between refugees and host communities. Greater attention must be paid to the needs of host communities in order to foster peaceful coexistence. This is important in order to minimize the risk of secondary displacement of refugees and further instability in the border regions. Insecurity and access constraints have required the use of air transport for goods and humanitarian personnel, driving up the costs of delivering assistance and services to refugees and the internally displaced people (IDPs) (WHO,2012). The crisis has also stymied plans to improve camp-based refugees' living conditions through the upgrading of emergency structures into more organized, sustainable constructions.

The most known impact of wars on children include Recruitment and use of children during the conflict, Killing and maiming of children, Sexual abuse and exploitation, Recruitment into armed groups, Abductions, Illegal arrest and detention and

Destruction of shelter, Insecurity, etc. More than 90 per cent of South Sudanese live on less than a dollar a day, and 18 per cent of the population suffers from chronic hunger. In 2010, some 1.2 million vulnerable people in the South faced food insecurity and were in need of food assistance. Malnutrition is also high, with 21 per cent of children under five being moderately malnourished, and eight per cent suffering from severe malnutrition. The other impacts of armed conflict on children through separation from parents, exploitation, denial or lack of access to social services such as water, health and education and Death from secondary causes related to conflict e.g. diseases and Psychological problems among them trauma mental disorders. All these have clear impact on the development of the children ( UNICEF, 2014).

## **1.2 Statement of the problem**

Since children are identified as vulnerable groups during the conflict and must be provided with necessary protection. The situation is totally opposite whereby children paid the cost of the armed struggle of having their basic rights violated and face the consequences of the conflict. In the current conflict in South Sudan which started on December 15, 2013. , It is estimated that more than 900 children are recruited and used by the fighting groups (UNICEF Press Release. Geneva, Switzerland, April 30, 2014.UPI). The number shows that there is another considerable number of children are killed and maimed, abducted or otherwise raped by the fighting groups. In addition, millions of children have suffered sexual violence, grave psychological trauma, malnutrition, disease, and the multiple consequences of being forced to flee their

homes. Conflicts have further deprived children of their local support system - i.e. family, community, educators, health workers etc – exacerbating these problems. In this scenario therefore, the researcher seeks to examine the impact of armed conflicts on children's development in Selected Camps of Malakal, Upper Nile State, South Sudan. Despite this situation, there is paucity of research on the subject specifically directed to the South Sudan context and Malakal in particular. This exploratory study is a contribution to filling this research gap by generating some insights that can help to understand the situation better.

### **1.3 Purpose of the Study**

The purpose of this study was to examine the impact of war on the development of war-affected children in Selected Camps of Malakal, Upper Nile State, South Sudan.

### **1.4 Research Objectives**

#### **1.4.1 General Objective**

This study identified the impact of war on the development of war-affected children in Selected Camps of Malakal, Upper Nile State, South Sudan.

#### **1.4.2 Specific objectives**

- 1- To analyse the influence of armed conflicts on the education and health of children in Malakal town, Upper Nile State, South Sudan.

- 2- To examine how armed conflict has affected the psychological, physical and mental development of children in Malakal, Upper Nile State, South Sudan.
- 3- To identify challenges to children development in Malakal camps

### **1.5 Research questions:**

- 1- In what ways does armed conflict affect the education and health children in Malakal, Upper Nile State, South Sudan?
- 2- To what extent has armed conflict affected the psychological, physical and mental development of children in Malakal, Upper Nile State, South Sudan?
- 3- What are the challenges to child development in Malakal camps?

### **1.6 Scope of the study**

#### **1.6.1 Geographical scope**

The study covered two camps of Malakal town, the capital city of Upper Nile State which is deeply affected by the December 2013 conflict in terms of destruction both human and infrastructure it has two camps namely Malakal UNMISS Protection of Civilian Sites known as PoCs inside UNMISS Base and the Makal Shilluk IDPs Camp in the Western Bank of the river Nile. The study examined to what extent children's development is affected by the conflicts in camps of Malakal town following the displacement of their parents to UNMISS log-base in December 2013 following the

clashes between SPLA and SPLA Defected groups later became SPLA iO. Malakal town is selected for this study because it is affected more than other towns in Upper Nile State and it is the capital of the state where there are people from all counties (WHO,2013).

The UN camp for internally displaced people (IDPs) on the outskirts of Malakal in Upper Nile state, South Sudan. Months of fierce fighting have reduced the town to rubble. Soldiers patrol the ruins, where people occasionally return to salvage belongings. Malakal was at the center of the conflict that erupted in December and control of the town has changed hands repeatedly. About 21,000 people who fled the area reside in the camp. Many dread the rainy season, which has flooded parts of the site

#### **1.6.2 Theoretical scope.**

The study was based on Manipulative Elites (ME) which assumes fragility in ethnic group relations and social construction of identities, as Identity Politics does (Gagnon 1994/95), but highlights top-down more than bottom-up mobilization. Elites contend for power by manipulating social divisions and blowing them out of proportion with threat, fear and hate discourse and propaganda, and with no-compromise, aggressive, crisis politics.

#### **1.6.3 Content scope**

The study investigated how armed conflicts impact on children's development in selected camps of Malakal, Upper Nile State, South Sudan. Specifically, the study was



confined to health and educational of children arising out of armed conflict and their physical, psychological and mental development.

### **1.7 Significance of the study.**

The findings of this study will be beneficial to a range of stakeholders. In particular, agencies such as UNICEF, WHO, Oxfam and other agencies contributing to humanitarian crisis in Malakal will find the study useful as it provides some insights on the problem of internally displaced encamped in Malakal.

**Government** will find the findings useful in improving protection of both women and children living in the camps. In addition researchers will utilize the findings of this study an important trajectory to related studies.

### **1.8 Operational Definition of terms**

**Conflict** is a misunderstanding or disagreement that occurs between two or more people or between groups of people or within a group of people.

**Armed Conflict** is a contested incompatibility which concerns government and/or territory where the use of armed force between two parties of which at least one is the government of a state results in at least 25 battle-related deaths

**Child** is any human being below 18 year

**Child development** refers to the psychological, physical and mental development that occurs in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy.

### **Organization of the thesis**

The study is structured into five chapters. The second chapter reviews literature on the topic. In the third chapter the methodology used to collect data is described. In the fourth data is presented, analyzed and interpreted. Chapter five closes the study with a summary of the findings, discussion, conclusions and recommendations .

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter covers a review of literature on the topic. The purpose of the review was to clarify the study concepts so to provide a conceptual framework. In addition the review justified the problem by identifying research gaps. The chapter is structured into three broad thematic areas: Theoretical review; conceptual review; related studies.

#### **2.1 Theoretical review**

This study was based on two main theories used to analyze ethnic violence. These are elite manipulation theory and security dilemma. Elite manipulation theory argues that political elites deliberately instigate ethnic violence in pursuance of their personal political goals which are to either gain or retain power. Security dilemma theorists, on the other hand, hold that ethnic conflict occurs as a result of spiraling mutual mistrust between ethnic groups. This study holds that both theories are relevant in analyzing the various stages of ethnic violence. Elite manipulation theory emphasizes the role of elite competition for power as the basis for manipulation of ethnicity. This study seeks to expand on this theory by adding the elite consensus theory which argues that the rationale for instigating ethnic violence is dependent as much on elite consensus on power-sharing as it is on elite competition.

##### **a) Elite Manipulation Theory**

According to elite manipulation theory, elites utilize ethnic violence as a deliberate and rational strategy for gaining or maintaining political power. They instigate ethnic violence as a way of gaining political support (Fearon & Laitin, 2000; Gagnon, 1994).

Snyder (2000) argues that one of the key reasons for the increased risk of nationalist conflict during democratization is the instrumental use of ethnic divisions for political gain. In societies with strong ethnic identities, ethnic entrepreneurs or elites find it expedient to capitalize on already existing ethnic networks in pursuit of political power and private interests (Sambanis, 2001). But elites also construct ethnic identities in order to have large enough voting blocs or "minimum winning coalitions" (Bates 4, 1983; Horowitz, 1985; Fearon and Laitin, 2000; Munene, 2010; Lynch, 2011). This process of creating an "us-versus-them" narrative quite often results in ethnic conflict and violence.

#### **b) Ethnic Security Dilemma**

Security dilemma theorists hold that ethnic conflict occurs as a result of spiraling mutual mistrust between ethnic groups. The origins of security dilemma as a concept are to be found in the realist/neo-realist school of International Relations where it gained popularity for explaining the Cold War arms-race between the two super-powers. The seminal work of Posen (1993) was the first to utilize the security dilemma concept to analyze ethnic conflict in the former Yugoslavia and relations between Russia and the Ukraine. Posen argued that the disintegration of the imperial order had resulted in a situation of 'emerging anarchy' with the proximate groups responsible for their own security and fearful of each other. This in turn created conditions of a security dilemma as, "what one does to enhance one's security causes reactions that, in the end, can make one less secure (Posen, 1993:28). Thus, security dilemma is likely to occur in unraveling intrastate conditions with simmering ethnic and/or sectarian cleavages such as those currently being witnessed in the Arab world. Kaufman(1996a:151) argues that "if anarchy reaches the point where the government cannot control its territory effectively enough to protect people while ethnic-based organizations can, then the ethnic organizations have sufficient attributes of sovereignty to create a security dilemma."

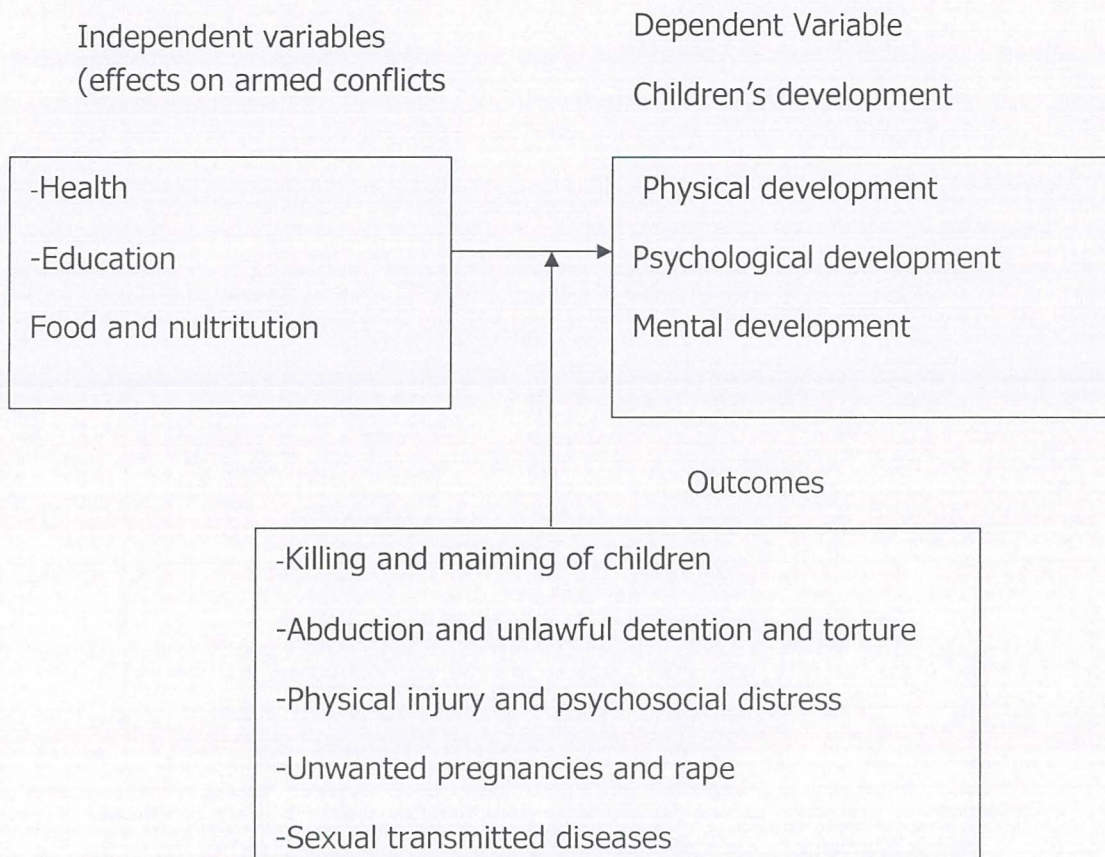
### **c) Elite Consensus Theory**

Given that elite competition is a normal feature of politics, it does not in itself sufficiently explain the variation in levels of manipulation of ethnicity and ethnic violence. This study holds that the degree of elite consensus on power-sharing is an important consideration, and hence the need for elite consensus theory. This consensus normally takes the form of elite pacts. Indeed, Parry (2005:2) reminds us that "Politics is a sphere of elite consolidation, elite consensus or elite competition."

The critical role played by elites in the power-bargaining process can easily determine whether or not the country descends into chaos. The role of elite pacts has been cited as a major determinant of political stability in a country, particularly a democratizing one. On why some African countries have remained politically stable while others have been plagued by civil wars, Lindeman (2008) argues that the key causal factor is whether inclusive or exclusive elite bargains (pacts) are part of the political process. In other words, the leveling of inter-elite inequalities reduces the incentives for excluded political elites to instigate violent conflict.



**Figure 1: Conceptual framework showing the effects of armed conflicts on children's development**



UNICEF (2013) *selected highlights of the report of Graca Machel, expert of the secretary-general of the United Nations.*

### **Armed Conflict and Education**

An armed conflict is a contested incompatibility which concerns government and/or territory where the use of armed force between two parties of which at least one is the government of a state results in at least 25 battle-related deaths (Crocker, 2009).

According to Crocker, 2009 armed conflict refers to a state of open, armed, often prolonged conflict carried on between nations, states or parties.

A concerted effort or campaign to combat or put an end to something considered injurious (Doyle, 2006).

War is an organized and often prolonged conflict that is carried out by states or non-state actors. It is generally characterized by extreme violence, social disruption and economic destruction. War should be understood as an actual, intentional and widespread armed conflict between political communities, and therefore is defined as a form of (collective) political violence or intervention(Doyle,2006).

Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training, and or research (Geoffrey,2004).

Education has a crucial preventive and rehabilitative part to play in fulfilling the needs and rights of children in conflict and post-conflict situations. Education also serves much broader functions. It gives shape and structure to children's lives and can instill community values, promote justice and respect for human rights and enhance peace, stability and interdependence (James et al, 2006).

Unfortunately, not even schools are safe from attack during times of armed conflict. In rural areas the school building may be the only substantial permanent structure, making it highly susceptible to shelling, closure or looting. Often, local teachers are prime

targets because they are important community members or because they may hold strong political views. The destruction of education networks represents one of the greatest developmental setbacks for countries affected by armed conflict. Lost education and vocational skills take years to replace, making the overall task of postwar recovery even more difficult (Isaac, 2001).

During armed conflicts, fear and disruption make it difficult to create an atmosphere conducive to learning, and the morale of both teachers and pupils is likely to be low. As conflicts drag on for months or even years, economic and social conditions suffer and educational opportunities become more limited or even cease to exist altogether. Sometimes, even when educational opportunities exist in war-torn areas, parents may be reluctant to send their children to school. They may be afraid that the children will not be safe while they are on their way to and from school or during classes. Mothers and fathers may need their children to work in the fields, in shops or at home caring for the youngest children (UN, 2014 press report).

Educational activity must be established as a priority component of all humanitarian assistance. When children have been forced to leave their homes and are crowded into displaced persons camps, establishing schooling systems as soon as possible reassures everyone by signaling a degree of stability and a return to normal roles and relationships within the family and community. Refugee children can sometimes attend regular schools in host countries, as provided for in international law, though very few get the opportunity to do so. Some host Governments refuse to provide -- or to allow



international agencies to provide -- educational activity for refugee children. The efforts of United Nations agencies and other organizations to meet the educational service needs of children affected by conflict require significantly increased support.

### **Creative ways to maintain education**

Even in situations of armed conflict, it is important to carry on educating children and young people, no matter how difficult the circumstances. Education promotes their psychosocial and physical well-being. Teachers can recognize signs of stress in children as well as impart vital survival information on issues such as personal safety and health or the dangers of landmines (Chester, et al. 2001). They can also promote tolerance and respect for human rights. Since schools are likely to be targets for military attack, alternative sites for classrooms can be established as was done in Eritrea in the late 1980s when classes were often held under trees, in caves or in camouflaged huts built from sticks and foliage. Similar arrangements were made during the height of the fighting in many places in the former Yugoslavia, where classes were held in the cellars of people's homes often by candlelight (Chester, et al. 2001).

### **Educating for peace**

All sectors of society must come together to build "ethical frameworks", integrating traditional values of cooperation through religious and community leaders with international legal standards, such as the United Nations Convention on the Rights of the Child. Some of the groundwork for this can be laid in schools. Both the content and

the process of education should promote peace, social justice, respect for human rights and the acceptance of responsibility. Children need to learn the skills of negotiation, problem solving, critical thinking and communication that will enable them to resolve conflicts without resorting to violence. To achieve these goals, a number of countries have already undertaken peace education programmes. In Lebanon, the Education for Peace Programme jointly undertaken in 1989 by the Lebanese Government, NGOs, youth volunteers and UNICEF, now benefits thousands of children. The Student Palaver Conflict Management Programme in Liberia employs adolescents as resources in peer conflict resolution and mediation activities in schools.

Human rights abuses based on sexual orientation or gender identity include the violation of the rights of the child; the infliction of torture and cruel, inhuman and degrading treatment; arbitrary detention on grounds of identity or beliefs; the restriction of freedom of association and basic rights of due process (Report about human rights, 2013).

### **Children's Development**

Child development refers to the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence as the individual progresses from dependency to increasing autonomy (Cohen,1984). It is a continuous process with a predictable sequence yet having a unique course for every child. It does not progress at the same rate and each stage is affected by the preceding types of development. Because these developmental changes may be strongly influenced by

genetic factors and events during prenatal life, genetics and prenatal development are usually included as part of the study of child development. Related terms include developmental psychology, referring to development throughout the lifespan and pediatrics, the branch of medicine relating to the care of children. Developmental change may occur as a result of genetically-controlled processes known as maturation, or as a result of environmental factors and learning, but most commonly involves an interaction between the two. It may also occur as a result of human nature and our ability to learn from our environment.

## **Health And Nutrition**

Armed conflict is a major public health hazard that cannot be ignored. Any disease that caused as much large-scale damage to children would long ago have attracted the urgent attention of public health specialists (WHO, 2011). When armed conflict kills and maims more children than soldiers, the health sector has a special obligation to speak out.

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

Children are the most vulnerable to collective assaults on health and well-being. At the height of the conflict in Somalia, more than half the deaths of children in some places were caused by measles. Diarrhea is another common and often deadly disease. Cholera is a constant threat as exemplified in refugee camps in Bangladesh, Kenya, Malawi, Nepal, Somalia and Zaire. The World Health Organization (WHO) (WHO, 2011) estimates that half the world's refugees may be infected with tuberculosis as crowded conditions in refugee camps provide a breeding ground for infections. Malaria and acute respiratory infections, including pneumonia also claim many lives.

### **Disrupted health services and food supplies**

In most wars, health facilities come under attack in direct violation of international humanitarian law. Those facilities that remain open during a conflict are often looted or forced to close down, and the remainder are sometimes difficult to reach because of curfews. Restrictions on travel also hamper the distribution of drugs and other medical supplies causing health systems' referral services and logistic support to break down (WHO, 2012). Many of the health services of a country are diverted to the needs of military casualties. Hospitals are forced to neglect the regular care of patients or to shift them to health centers. A concentration on military needs also means that children injured in a conflict may not get effective treatment or rehabilitation. Children living with disabilities get little, if any support. For children, a dangerous implication of the breakdown of a country's health facilities during conflicts is the disruption of vaccination programmes (WHO, 2012).

One of the most immediate effects of armed conflict is the disruption of food supplies. Farmers, who are often women and older children, become fearful of working on plots of land too far from their homes. They reduce the area under cultivation and their water sources, systems of irrigation and flood control may also be destroyed. Restrictions on movement limit access to such necessities as seeds and fertilizers and stop farmers from taking their produce to market. Most households in developing countries including many farm households rely on market purchases to meet their food needs. Economic disarray heightens unemployment reducing people's ability to buy food (Call, 2005).

Sometimes, damage to food systems is deliberate. For example, in the early 1980s in Ethiopia, the Government's scorched earth policies destroyed hundreds of thousands of acres of food-producing land. In many countries, landmines prevent the use of agricultural land. In contravention of international law, warring parties may block relief supplies or divert them for their own use. Feeding centers for children and vulnerable groups are frequently bombed or attacked (Call, 2005).

### **Malnutrition and the importance of breastfeeding**

Adequate nourishment depends on the way food is distributed, the way children are fed, hygiene and the time parents have available to care for children. Malnutrition can affect all children, but it causes the greatest mortality and morbidity among young children, especially those less than three years of age. Breastfeeding provides ideal

nutrition for infants reduces the incidence and severity of infectious diseases and contributes to women's health (WHO, 2012).

During conflicts, mothers may experience hunger, exhaustion and distress that can make them less able to care for their children. Breastfeeding may be endangered by the mother's loss of confidence in her ability to produce milk. The general disruption in routine can separate mothers from their children for long periods. As conflicts proceed, social structures and networks break down. Knowledge about breastfeeding is passed from one generation to the next, and this can be lost when people flee and families are broken up. Yet artificial feeding risky at all times is even more dangerous in unsettled circumstances. Unless mothers are severely malnourished, they can breastfeed adequately despite severe stress. In times of armed conflict, it is important to support women's capacity to breastfeed by providing adequate dietary intake for lactating women and ensuring that they are not separated from their children (WHO, 2012).

## **Reproductive health**

The effects of armed conflicts - the fragmenting of family and community, rapid social change, the breakdown of support systems, increased sexual exploitation and rape, malnutrition and inadequate health services including poor ante-natal care -- make it imperative that reproductive health care be given high priority. Health education, care and counseling are especially important for women and girls who have been raped or who have been forced into prostitution. The potential for the spread of sexually transmitted diseases including HIV/AIDS increases dramatically during conflicts. The

breakdown of health services and blood transfusion services lacking the ability to screen for HIV/AIDS contribute to the increase in transmission (WHO, 2012).

In war-affected populations, gynecological and pediatric health services are often unavailable. An obstacle to the full use of health services in emergencies is that they are often dominated by men whether expatriate or from the host country. As a result, many women and girls for cultural or religious reasons, underutilize the services despite risks to their health. One way to overcome this obstacle is to increase the numbers of available female health and protection professionals (Edgerton, 2000).

### **The right to education**

Every child has the right to education—which should be available free to all at least at the primary level. Education is also indispensable in realizing other human rights. Across the world many children miss out on their education because: they are made to work, they are recruited into armed forces, their families do not have the means to pay for schooling discrimination and racism undermine their chance to receive an education and they face violence as they pursue their education (Gamba, 2013). School fees and related costs are a common barrier to education. These charges - which may be called “voluntary” quotas, matriculation fees or examination costs - are a greater burden for children from poor families and they disproportionately affect those who are racial and ethnic minorities, members of Indigenous communities and migrants.

The role of education in conflict-affected countries has received increased attention during the past decade because of its significance for the achievement of the Millennium Development Goals (MDGs) related to education. There has been an increasing awareness that Education for All (EFA) goals will only be achieved through success in accessing children in conflict-affected who are among the hardest to reach (Save the Children Alliance 2006). Since the publication of the UN Special Report on children and armed conflict (Machel 1994), attention has been given to assessing the impact of conflicts on education. These include the disruption of schools, attacks on teachers and pupils, forced recruitment of child soldiers and the needs of refugees and internally displaced people (IDPs). Numerous studies have subsequently been released on this topic including two recent reports from UNESCO (O'Mally 2010; UNESCO 2010). The aim has been to expose the extent and nature of the abuses perpetrated against children and education systems in conflict-affected situations as well as to explore strategies to prevent and address the effects of conflict on education.

## **2.3 Related studies**

### **Armed Conflicts and Children's Development**

Armed conflict across and between communities in massive levels of destruction; creates physical, human, moral and cultural. Not only are large numbers of children killed and injured, but also countless others grow up deprived of their material and emotional needs including the structures that give meaning to social and cultural life. War violates every right of child; the right to life, the right to be with family and



community, the right to health, the right to the development of the personality and the right to nurtured and protected (Ferguson, 2006).

The majority of the children live in villages and most of them are uneducated, deprived of health care, leisure and mental and physical development. Nepalese children continue to be victim of random as well as premeditated violence perpetrated by individuals who employ them, the state and during the armed conflict also by the Maoists. The Maoists practice of recruiting children has placed children in harm's way by exposing them directly to the armed conflict. There are some topics and brief discussion regarding impact of armed conflict on Nepalese children (Edgerton, 2000).

### **Killing and Maiming of Children**

Between the start of armed conflict (2013) in South Sudan, over 475 children under the age of 18 have died because of Maoist war. Likewise more than 562 children became physically injured. The vast majority of these children have been killed while engage in everyday activities; sleeping, playing around the house, going to school. Death and injuries also occur because of the use of excessive force and indiscriminate firing by the security forces (Edgerton, 2000).

### **Rape and Sexual Abuse of both women and children**

Within 21 year bloody conflict in Sudan, there were many cases reported that both parties occurred rape and sexual abuses. In some cases, National Army interrogated in army custody and the same time they abused and even rape. In one reports by secretary-general in children and armed conflict point out that members of security forces were involved in seven incidents. Three victims were raped in the forest; one

was drugged and raped for four days (Call, 2005). One 16 years-old girl who was sexually assaulted while being interrogated in army custody late in 2013 in the central region. There have been a number of reports of girls being raped by security forces during search operation

### **Disappearances and Abduction**

Since the armed conflict, there has been a widespread pattern of disappearances by security forces including children under age 18 as part of the governments counterinsurgency operations, according to Amnesty International (hereafter AI) In 130 disappearances including those of six children. There were many cases reported that security forces involved in disappearance the child. However, security forces denied this allegation. Nevertheless, it is establish that security forces have involved in such incidents and normally they change their identity while involved in such acts (Doyle, 2006).

### **Unlawful Detention and Torture**

Child rights committee has mentioned that there are detention of children under 2004 amendment to the terrorist and Disruptive activities (control and punishment) Ordinance (hereafter TADO). During the 1<sup>st</sup> August 2005 to 30 September 2006, there were 195 juveniles held under TADO in various places including army barracks, police stations, prisons and high security centers. Among the 195 children, 43 percent were below the age of 16 at the time of their arrest, the youngest being

## **Internal Displacement of Children**

Displacement is most common consequence of conflict and children are most effective among civilians. According to International Displacement Monitoring Centre (hereafter IDMC), there are up to 200000 Nepali people have been internally displaced during 10 years armed conflict. There are not exact figure of internal displacement people (hereafter IDP) in Nepal cause of war. Like it, there is not exact number of child displacement during conflict. However, according to one study women and children comprise 70-80% of IDPs. It is different from organization to organization.

Children are also affected as members of the family through the death of parents, forced movements/displacements of families, increase in number of dependents, poor and unbalanced diet or hunger, lack of food, restriction in mobility, insecurity, intra-familial violence and change of social role. The other way of which children's development is affected is when they are part of the bigger community or national level, this is very clear in forms of disruption in moral values, destruction of infrastructures, poor living standards, breakdown in basic services, breakdown of law and order, "Lost" generations, community violence, health problems (HIV/AIDS), epidemics, illiterate community, drug abuse, loss of references (moral, religious, cultural)

## **Health and Nutrition**

Armed conflict is a major public health hazard that cannot be ignored. Any disease that caused as much large-scale damage to children would long ago have attracted the

urgent attention of public health specialists. When armed conflict kills and maims more children than soldiers, the health sector has a special obligation to speak out.

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Sometimes, damage to food systems is deliberate. For example, in the early 1980s in Ethiopia, the Government's scorched earth policies destroyed hundreds of thousands of acres of food-producing land. In many countries, landmines prevent the use of agricultural land. In contravention of international law, warring parties may block relief

supplies or divert them for their own use. Feeding centers for children and vulnerable groups are frequently bombed or attacked.

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

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In war-affected populations, gynecological and pediatric health services are often unavailable. An obstacle to the full use of health services in emergencies is that they are often dominated by men, whether expatriate or from the host country. As a result, many women and girls for cultural or religious reasons underutilize the services despite risks to their health. One way to overcome this obstacle is to increase the numbers of available female health and protection professionals.

## **Conclusion**

The review of literature reveals that the situation of internally displaced children in South Sudan has not received scholarly attention. Thus the justification for this study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The purpose of this chapter is to describe the methodology the study employed in collecting data to meet the research tools. This consists of the research design, the research population and the sample size, sampling procedures, research instruments, validity and reliability of instruments, data gathering procedures, data analysis, ethical considerations and limitations of the study.

#### **3.1 Research Design**

The study used a cross-sectional study design using both quantitative and qualitative approaches. The cross-sectional approach was used because the information on the impact of armed conflicts on children's development was collected at that point in time. Also employed the correlational survey to test the null hypothesis of the significant relationship between the impact of armed conflicts and children's development. The quantitative approach was used to offer numerical significance in order to describe current phenomenon and to investigate the influence of armed conflicts on education and health on children's development using information gained from the questionnaire. The qualitative approach was used to explain the events and describe findings using interviews and documentary analysis.



### 3.2 Research Population

The study population comprised of 27,000 parents staying in camps of Malakal Upper Nile State, South Sudan.

### 3.3 Sample Size

The study sample consisted of 394 parents. This sample size was arrived at using sloven's formula for calculating sample sizes stated as follows;

$$n = \frac{N}{1 + N(e)^2}$$
 Where n= the required sample size, N = target population and  $\partial$  = significance level, given at 0.05.

Therefore:      N = 27,000

n      =      27,000/1+27,000 (0.0025)

s      =      394

Source :(Guilford, J.P. &Frucher. B; (1973), Fundamental Statistics in Psychology and Education, New York: MC)

**Table: 3.1 shows the population and sample size distribution**

Respondents' location	Target population	Sample size
New PoCs (Malakal)	13500	200
PoCs 1 & 2	5400	194
<b>Total</b>	<b>27000</b>	<b>394</b>

### **3.4 Sampling Procedures**

The purposive sampling was utilized to select the respondents based on these criteria that is to say basing on the age, period stayed in the camp, reliable information about the armed conflicts and children's development. Stratified sampling was also used because of the different strata in the respondents and then simple random sampling was used to select respondents from each stratum.

### **3.5 Research Instruments**

The research tools that were used in the study included the following (i) face sheet to gather data on the demographic information (gender, age, level of education, period spent in the camp and marital status) (ii) researcher devised questionnaires to analyse the effects of armed conflict on health and education and children's development. The response modes and scoring were as follows 1) strongly disagree, 2) disagree, 3) agree and 4) strongly agree. There were researcher made questionnaires (RMQs) directed to parents in Selected Camps of Malakal, Upper Nile State.

An interview guide also was used as data collection technique that was used by the researcher. They also used as a way of supplementing the questionnaires already filled, but at the same time they would enable the researcher probe further into the responses given in the questionnaires especially given the importance of the researcher and specialized nature of the topic under study. Data was basically collected from parents.

### **3.6 Validity and reliability of the instruments**

Content validity of the instruments was ensured through use of valid concepts and/or words which measure the study variables. The instruments were given to content experts to evaluate their relevance, wording and clarity of questions or items in the instrument after which a content validity index was computed. A content validity index of 0.758 was obtained which was higher than the minimum of 0.70, as per Amin (2005) and so the instrument was declared valid.

The Cronbach alpha coefficient was ensured reliability of the instrument computed using SPSS. A Cronbach Alpha of 0.817 was obtained, which was higher than the minimum stated by Amin (2005) of at least 0.70 and so the instrument was considered to be adequately reliable.

### **3.7 Data Gathering Procedures**

#### **Before the administration of the questionnaires**

An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to ask for approval to conduct the study from respective respondents. Once approved, the researcher secured a list of the qualified respondents from the selected camps. The names were put in a rota and selected randomly using the simple random sampling technique. The respondents were briefed about the study and were requested to sign the informed consent form.

### **During the administration of the questionnaires**

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

### **After the administration of the questionnaires**

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

### **3.8 Data analysis**

Different statistical techniques were used, namely: Simple frequency counts and percentage distributions were used to analyze data on profile of respondents. Means, standard deviations and rank were used to determine the extent of armed conflicts and children's development and for the significant relationship, a Pearson's linear correlation coefficient was used and regression model to determine the influence of armed conflict on children's development. An item analysis helped to identify the strengths and weaknesses of armed conflict on children's development from which conclusions and recommendations were derived. The following numerical values and response modes were used to interpret the means;

Mean range	Response range	Interpretation
3.26 - 4.00	strongly agree	very high
2.51 - 3.25	agree	high
1.76 - 2.50	disagree	low
1.00 - 1.75	strongly disagree	very low

The Pearson's Linear Correlation Coefficient (PLCC) was used to determine the significant relationship between the armed conflict and children's development and to test the null hypothesis of the study.

### 3.9 Ethical consideration

The research process was guided by sound ethical principles which include the followings:-

**Voluntarism:** the research team ensured that respondents are not coerced or manipulated into participating in the study. Respondents were told the purpose of the study and their consent to participate in the study were sought.

**Objectivity:** The research team ensured of objectivity when carrying out the research and any attempt to bias results is considered unethical and should therefore avoid.

**Confidentiality:** The respondents were assured of confidentiality and anonymity. Their names were not written anywhere in the report and the information given was only be used for academic purposes.

**Respect:** The research team ensured to respect for the respondents. Respect was encompassed respecting the opinion of the respondents including the opinion to terminate the interview whenever they felt uncomfortable to continue, questioning style especially for very personal and sensitive questions.

### **3.10 Limitations to the study**

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

**Testing:** The use of research assistants brought 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 briefed on the procedures to be done in data collection. Apart from that, all other factors were taken care of.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.0 Introduction**

This chapter presents, interprets and analyses the findings. For this purpose the chapter is structured according to the research objectives. The chapter comprises:

the profile of respondents, influence of armed conflict on education and health, children's development and the relationship between the armed conflicts and children's development in Malakal upper Nile, south Sudan.

#### **Description of Respondents**

In this study, respondents were described according to gender, age, level of education, Period spent in the camp and marital status. In each case, respondents were asked to declare their respective profile information in order to enable the researcher classify them accordingly. Close ended questionnaire were employed by the researcher in ascertaining information about their personal profiles and analyzed their responses using frequencies and percentage distributions as summarized in table 4.1 below.

**Table 4.1**

**Profile of respondents**

Gender	Frequency	Percentage (%)
Male	179	45.4
Female	215	54.6
Total	394	100.0
Age		
10-19	35	8.9
20-29	106	26.9
30-39	182	46.2
40-49	64	16.2
50+	7	1.8
Total	394	100.0
Level of Education		
Primary	151	38.3
Secondary	144	36.5
Certificate	44	11.2
Diploma	31	7.9
Degree	21	5.3
Masters	3	.8
Total	394	100.0
Period spent in the camp		
Below 6 months	12	3.0
6 months and above	382	97.0
Total	394	100.0
Marital status		
Single	52	13.2
Married	328	83.2
Divorced	14	3.6
Total	394	100.0

(Source: primary data, 2014)



Table 4.1 results indicate that most of the respondents were females 215 (54.6%) and males are 179 (45.4%). This indicates that females dominated in the sample.

As far as age is concerned, most parents in the sample are between 30-39 years (38%), followed by parents in the age bracket of 40-49 years (27%). This implies that most parents in the sampled camps are in their middle adult age. This is so because, this age bracket parents have to find for their children basic needs so that they can promote their development.

As regards the level of education, most of the parents ended in primary 151 (38.3%), followed by secondary 144 (36.5%), certificate 44 (11.2%), diploma 31 (7.9%), degree 21 (5.3%) and lastly master 3 (0.8%). This implies parents' quality in terms of qualifications is low. This is so because, most camps, experience the lack of education facilities that can enhance education for the parents due to armed conflicts.

Pertaining the period spent in the camp, most of the parents have stayed in the camp for 6 months and above 382 (97%) and below 6 months, 12 (3%) This implies that parents have stayed in the camps most of their times hence affected by armed conflicts which has affected the children's development in terms of education, food, health and shelter in the selected camps of Malakal town, Upper Nile State, South Sudan.

Regarding marital status, most of the parents are married, that is to say 328 (83.2%), followed by single parents 52 (13.2%) and divorced 14 (3.6). This implies that parents are married but still they stay in camps which have affected their children's development because most of the men are involved in fighting.

## **The influence of armed conflict on education and health in Malakal upper Nile state, South Sudan**

The first objective in this study was to analyse the influence of armed conflict on education and health in Selected Camps of Malakal, Upper Nile State, South Sudan. To achieve this objective, fifteen quantitative questions were asked in the questionnaire and each had four possible responses ranging from 1= strongly disagree, 2=disagree, 3= agree and 4=strongly agree. Parents in each of the fifteen items were asked to rate whether armed conflicts impact on education and health by indicating the extent to which they agree or disagree with each item. Parents' responses were summarized using means as indicated in table 4.2. For interpretation of responses, the following numerical values were used;

<i><b>Answer Range</b></i>	<i><b>Response mode</b></i>	<i><b>Interpretation</b></i>
3.26-4.00	strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

**Table 4.2**

**Armed Conflicts on Education and Health in Malakal Upper Nile**

Items on Impact of armed conflict on education and health	Mean	Std. Deviation	Interpretation	Rank
Schools occupied and/or attacked during the armed conflict	3.70	.685	Very high	1
Armed group/forces sometimes block humanitarian assistance to reach people in need including children	3.60	.623	Very high	2
Exploitation of children is very common in this camp	3.25	.559	High	3
At lease somebody from your family was recruited by the armed group/forces	3.24	.718	High	4
Child abduction is commonly practiced during the conflict	3.18	2.715	High	5
You have experience killing during the armed conflict	2.84	.772	High	6
You are easily exposed to HIV/AIDS infection in the camp	2.81	.598	High	7
There is a lot of riots hence killing one another in the camp	2.80	.588	High	8
You experience maiming in this camp	2.51	.769	High	9
Your child participated as combatant during the fight	2.28	.855	Low	10
You are exposed to rape in the camp by strangers in the camp	2.11	.891	Low	11
You experience forced pregnancies in this camp	2.01	.987	Low	12
You are easily exposed to Sex trafficking	1.92	.924	Low	13
You experience Illegal arrest and detention in the camp	1.69	.791	Very low	14
This camp setting is so friendly to both children and women	1.62	.851	Very low	15
<i>Average mean</i>	2.6325	.38721	<i>High</i>	

Source: primary data, 2014

The means in Table 4.2 indicated that parents rated the influence of armed conflict on education and health in the selected camps of Malakal, Upper Nile State, South Sudan very high on only two item namely Schools occupied and/or attacked during the armed

conflict (mean=3.70 with a standard deviation of .685), on seven items that is to say:-

Exploitation of children is very common in this camp, At least somebody from your family was recruited by the armed group/forces, Child abduction is commonly practiced during the conflict, You have experience killing during the armed conflict, You are easily exposed to HIV/AIDS infection in the camp, There is a lot of riots hence killing one another in the camp and You experience maiming in this camp was ranked high with means ranging between 3.25 with standard deviation of .559 – means 2.51 with standard deviation of .769), on four items that is to say Your child participated as combatant during the fight, You are exposed to rape in the camp by strangers in the camp, You experience forced pregnancies in this camp, You are easily exposed to Sex trafficking, You experience illegal arrest and detention in the camp and This camp setting is so friendly to both children and women with means ranging 2.28 with standard deviation 0.855 -1.92 with standard deviations 0.924) and on two items that is to say You experience illegal arrest and detention in the camp and This camp setting is so friendly to both children and women with means ranging between 1.69 with standard deviation of 0.791 -1.62 with standard deviation of 0.851 indicating that the camps don't even favor the stay of women and children in the camps due to risky behaviors involved in the camps. On average, the influence of armed conflict on education and health in the selected camps of Malakal, Upper Nile State is 2.6325 with a standard deviation of 0.38721 indicating that it is high on the likert scale. This means that most of the people staying in the camp are really affected by armed conflict. This is in line with WHO, 2012 that during conflicts, mothers may experience hunger,

exhaustion and distress that can make them less able to care for their children. Breastfeeding may be endangered by the mother's loss of confidence in her ability to produce milk. The general disruption in routine can separate mothers from their children for long periods. As conflicts proceed, social structures and networks break down. Knowledge about breastfeeding is passed from one generation to the next and this can be lost when people flee and families are broken up.

### **The children's development in the selected camps of Malakal, Upper Nile State, South Sudan**

The second objective in this study was to examine The children's development in Malakal, Upper Nile State, South Sudan. To achieve this objective, ten quantitative questions were asked in the questionnaire each with four response scales ranging from 1= strongly disagree, 2=disagree, 3= agree and 4=strongly agree. In each question, parents were asked to rate how their children's development is in those camps of Malakal, Upper Nile State, South Sudan by indicating the extent to which they agree or disagree with each item. Their responses were summarized using means as indicated in table 4.3. To interpret their responses, the following numerical values were used;

<i><b>Answer Range</b></i>	<i><b>Response mode</b></i>	<i><b>Interpretation</b></i>
3.26-4.00	strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

**Table 4.3****The children's development in Malakal, Upper Nile State, South Sudan**

Children Development	Mean	Std. Deviation	Interpretation	Rank
My child is experiencing psychosocial distress sometimes	2.76	.938	High	1
My child was separated from me at least for some hours	2.51	.769	High	2
My child eat at least one meal with the family	2.06	.771	Low	3
There is efficient maintenance of discipline among children	1.58	.939	Very low	4
My child is rewarded for a good behavior when out in public	1.52	.903	Very low	5
My child wakes at the same time each day	1.43	.718	Very low	6
My child is engages in regular, planned activities with the family	1.34	.681	Very low	7
My child has to follow rules when out of the public	1.30	.712	Very low	8
My children is consistently disciplined for misbehavior	1.27	.679	Very low	9
There are enough recreational activities for children's psychosocial support in this camp	1.21	.566	Very low	10
<i>Average mean</i>	1.6650	.45320	Very low	

Source: Primary data 2014

The means in Table 3 indicated that parents rated the children's development in the selected camps of Malakal, Upper Nile State, South Sudan very low on average mean of 1.6650 with standard deviation of 0.45320 on only two items namely; My child is experiencing psychosocial distress sometimes and My child was separated from me at least for some hours, parents ranked them high on the likert scale with mean ranging between =2.76 and with a standard deviation of .938 to 2.51 with a standard deviation of 0.769), on one item; My child eat at least one meal with the family is low

with means ranging from (mean of 2.06 with standard deviation of 0.771). On seven items namely; There is efficient maintenance of discipline among children, My child is rewarded for a good behavior when out in public, My child wakes at the same time each day, My child is engages in regular, planned activities with the family, My child has to follow rules when out of the public, My children is consistently disciplined for misbehavior and There are enough recreational activities for children's psychosocial support in this camp was very low with means ranging from 1.58 with a standard deviation of 0.939 -1.21 with a standard deviation of 0.566. Numerous studies have subsequently been released on this topic including two recent reports from UNESCO (O'Mally 2010; UNESCO 2010). The aim has been to expose the extent and nature of the abuses perpetrated against children and education systems in conflict-affected situations as well as to explore strategies to prevent and address the effects of conflict on children development.

**The interview guide frequencies and percentages were used to examine the influence of armed conflict on children's development.**

Interview guide	Frequency	Percent (%)
Do you experience any armed conflict in the camp?		
Yes	362	91.9
No	32	8.1
Total	394	100.0
What kind of armed conflicts do you face in this camp?		
Tribal	286	72.6
Ethnic	93	23.6
3. Rebellion	15	3.8
Total	394	100.0
Does the armed conflicts impact anything on the children's development		
Yes	336	85.3
No	57	14.5
Total	394	100.0
Is it a positive one or negative one?		
Positive	17	4.3
Negative	376	95.4
Total	394	100.0
Challenges faced in Malakal –Upper Nile		
Basic needs and Malnutrition	44	11.2
Health facilities and Education	314	79.7
Physical and mental disorder	36	9.1
Total	394	100.0

Source: (primary data, 2014)

On whether parents experience armed conflict in the camp, over 362 (91.9%) answered Yes and 32 (8.1%) answered No, indicating that armed conflicts are very much experience in selected camps of Malakal, Upper Nile State, South Sudan.



On the issue about the kind of armed conflicts parents face in this camp, tribalism ranked high with 268 (72.6%) followed by ethnic with 93 (23.6%) and rebellion 15 (38%). This implies that there is conniving of tribes in Malakal hence causing a lot of chaos in the camps.

The armed conflicts has got reparations on the children's development, majority answered yes with 336 (85.2%) and the minority answered no 97 (14.5) implying that armed conflicts have impacted on children's development in the camps of Malakal.

On how armed conflict affect children's development, majority answered yes, it has a negative effect where by 376 (94.4%) and positive were 17(4.3%) indicating that it negatively affects them physically, emotionally, socially and politically.

On the issue of identification of the impact of armed conflict on children's development, majority answered low access of health and education facilities 314 (79.9) followed by basic needs 44 (11.2) which has also led to malnutrition and a few has a psychological distress 36 (9.1).

### **Significant relationship between the impact of armed conflict and Children's Development in selected camps of Malakal, Upper Nile State, South Sudan**

The last objective in this study was to establish whether there is a significant relationship between armed conflict and Children's Development for which it was hypothesized that the impact of armed conflict and children's development are not significantly correlated. To test this null hypothesis, the researcher correlated the mean

indices on impact of armed conflict and those on children's development using the Pearson's linear correlation Coefficient (PLCC), and results are indicated in table 4.5.

**Table 4.5**

**Significant relationship between the impact of Armed Conflict and Children's Development in Selected Camps of Malakal, Upper Nile State, South Sudan**

<b>Variables correlated</b>	<b>r = value</b>	<b>Sig value</b>	<b>Interpretation</b>	<b>Decision on H<sub>0</sub></b>
Impact of armed conflict VS Child Development	.066	.189	Insignificant Correlation	Accepted

The PLCC results in Table 4.5, indicated that there is no significant correlation between the impact of Armed conflict and Children's Development in selected camps of Malakal, Upper Nile State, South Sudan,  $r=.066$  (sigs  $>0.05$ ), the sig-value .189, greater than .05, the level of significance. That it only contributes 66% and 34% are other factors. Basing on the results, the null hypothesis was accepted and a conclusion was made that the impact of armed conflict on children's development are not significantly correlated yet the results are significant at 0.05 level of significance. Suggesting that once armed

conflicts are controlled, the children's development can be improved however there are other factors that can easily contribute to the children's physical, psychological and emotional development. This is in line between the start of armed conflict (2013) in South Sudan, over 475 children under the age of 18 have died because of Maoist war. Likewise more than 562 children became physically injured. The vast majority of these children have been killed while engage in everyday activities; sleeping, playing around the house, going to school. Death and injuries also occur because of the use of excessive force and indiscriminate firing by the security forces (Edgerton, 2000).

**Table 4.6**

**Regression Analysis between Armed conflict and Children's Development**

<b>Variables Regressed</b>	<b>R<sup>2</sup></b>	<b>F-value</b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Armed conflict  Vs  Children's development	.000	.035	.035	Insignificant effect	Accepted
<b>Coefficients</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>		
(Constant)		30.530	.000	Significant effect	Rejected
Armed conflict	.017	.186	.853	Insignificant effect	Accepted

Source , primary data 2015

The linear regression results in Table 4.6 above indicate that the impact of armed conflict insignificantly affects children's development ( $F=.035$ , sig.  $=.035$ ). The results indicate that Armed conflict included in the regression model contribute over 99% towards children's development in case of ( $R^2 =.000$ ). The coefficients section of this table indicates the extent to which armed conflicts affects children's development and this is indicated by Beta values (.017).

## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents summary of the findings, discussion, conclusions, and recommendations..

##### **Summary of Findings**

The influence of armed conflict on education and health in Selected Camps of Malakal, Upper Nile State, South Sudanese 2.6325 with a standard deviation of 0.38721, On children's development, very low on average mean of 1.6650 with standard deviation of 0.45320 and on challenges faced in Malakal, respondents faced problems associated with health and education with 314(79.7%)

#### **5.1 Discussions**

This study was set to examine the impact of war on the development of war-affected children in Selected Camps of Malakal, Upper Nile State, South Sudan. It was guided by three specific objectives that included; i) influence of armed conflict on education and health, children's development and the relationship between the armed conflicts and children's development in Malakal, Upper Nile State, South Sudan. The study findings indicated that majority of respondents were females (54.6%) ranged between 30-39

years, their level of education was primary (38.3%), had stayed in the camp for 6 months and above (97%) were married.

Data analysis using means showed that the influence of armed conflict on education and health in Selected Camps of Malakal, Upper Nile State, South Sudanis 2.6325 with a standard deviation of 0.38721 indicating that its high on the likert scale on average, This means that most of the people staying in the camp are really affected by armed conflict, parents rated the influence of armed conflict on education and health in Selected Camps of Malakal, Upper Nile State, South Sudan very high on only two item namely; Schools occupied and/or attacked during the armed conflict (mean=3.70 with a standard deviation of .685), on seven items that is to say; Exploitation of children is very common in this camp, At lease somebody from your family was recruited by the armed group/forces, Child abduction is commonly practiced during the conflict, You have experience killing during the armed conflict, You are easily exposed to HIV/AIDS infection in the camp, There is a lot of riots hence killing one another in the camp and You experience maiming in this camp was ranked high with means ranging between 3.25 with standard deviation of .559 – means 2.51 with standard deviation of .769).

On children's development, parents rated the children's development in Selected Camps of Malakal, Upper Nile State, South Sudan very low on average mean of 1.6650 with standard deviation of 0.45320. This means that affects children's development and on only two items namely; My child is experiencing psychosocial distress sometimes and My child was separated from me at least for some hours, parents ranked them high on the likert scale with mean ranging between =2.76 and with a standard deviation of

.938 to 2.51 with a standard deviation of 0.769), on one item; My child eat at least one meal with the family is low with means ranging from (mean of 2.06 with standard deviation of 0.771).

The findings also indicated that there is no significant correlation between the impact of Armed conflict and Children's Development in Selected Camps of Malakal, Upper Nile State, South Sudan,  $r=.066$  (sig.  $>0.05$ ), the sig-value .189, greater than .05, the level of significance. That it only contributes 66% and 34% are other factors. Basing on the results, the null hypothesis was accepted and a conclusion was made that the impact of armed conflict on children's development are not significantly correlated yet the results are significant at 0.05 level of significance..

The linear regression results in Table 4.6 indicated that the impact of armed conflict insignificantly affects children's development ( $F=.035$ , sig.  $=.035$ ). The results indicate that children's development included in the regression model contribute over 99% towards armed conflict in case of ( $R^2 =.000$ ). The coefficients section of this table indicates the extent to which armed conflicts affects children's development and this is indicated by Beta values (.017).

At the theoretical level it can be argued that the conflict producing internal displacement of South Sudanese can be explained by a combination of manipulative elite theory, security dilemma and elite consensus theories.

## 5.2 Conclusions

From the findings of the study, the researcher concluded that majority of respondents were females ranged between 30-39 years, primary education, have stayed for 6 months and above and were married.

The influence of armed conflict on education and health in Selected Camps of Malakal, Upper Nile State, South Sudan was high on the Likert scale, that most of the people staying in the camp are affected by armed conflict.

The children's development in Selected Camps of Malakal, Upper Nile State, South Sudan was very low due to armed conflict.

The findings indicated that there is no significant correlation between the impact of Armed Conflict and Children's Development in Malakal Upper Nile, South Sudan. Suggesting that once armed conflicts are controlled, the children's development can be improved however there are other factors that can easily contribute to the children's physical, psychological and emotional development. This is in line between the start of armed conflict (2013) in South Sudan, over 475 children under the age of 18 have died because of Maoist war. Likewise more than 562 children became physically injured. The vast majority of these children have been killed while engage in everyday activities; sleeping, playing around the house and going to school. Death and injuries also occur because of the use of excessive force and indiscriminate firing by the security forces (Edgerton, 2000).



Finally, the study concludes that elite manipulation, elite consensus and security dilemma are major causes of conflict in South Sudan, leading to internal displacement of population.

### **5.3 Recommendations**

From the findings and the conclusions of the study, the researcher recommends that there is need to uplift the competencies of parents since they were primary caretaker.

- There is a need to control armed conflicts in camps of Malakal, Upper Nile State, South Sudan since it was so high.
- There is a need to improve children's development since it was low.
- There is a need to protect Schools not to be attacked during the armed conflict hence distracting schools since it was very high.
- The Armed group/forces sometimes block humanitarian assistance to reach people in need including children since it was very high.
- Exploitation of children is very common in this camp should be controlled since it was high.
- Since there no enough recreational activities for children's psychosocial support in this camp, there is a need to build recreational centers.

### **Areas for Further Research**

The research does not and cannot guarantee that the study was completely exhausted. In any case, the scope of the study was limited in accordance with the space and

objectives. It is therefore, suggested that a national research covering the whole country be undertaken.

Also, prospective researchers and even students should be encouraged to research into the following areas:

1. Impact of Armed conflict on Socio-Economic status in Malakal
2. Armed conflict and Empowerment of women in Malakal.
3. Child protection agencies and development of children in Malakal.
4. Elite manipulation and conflict in South Sudan

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## APPENDIX IA

### INTRODUCTORY LETTER



**KAMPALA  
INTERNATIONAL  
UNIVERSITY**

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**COLLEGE OF HIGHER DEGREES AND RESEARCH  
DEPARTMENT OF SOCIAL SCIENCES AND HUMANITIES**

22, September, 2014

**INTRODUCTION LETTER FOR TIMOTHY TMT KULANG REG. NUMBER  
MHD/4045/132/DF TO CONDUCT RESEARCH IN YOUR ORGANIZATION.**

The above mentioned candidate is a bonafide student of Kampala international University pursuing a Master's of Human Rights and Development.

He is currently conducting a field research for his dissertation entitled **"Impact of Armed conflicts on children's Development in Malakal, Upper Nile, South Sudan"**.

Your organization has been identified as valuable source of information pertaining to His research Project. The purpose of this letter then is to request you to avail him with pertinent Information he may need.

Any information shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

**Dr. ES Kasenene**  
**Deputy Principal, CHDR.**



## APPENDIX IB

### TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/Madam,

Greetings!

I am a candidate for a Masters of Art in Human Rights and Development at Kampala International University with a thesis on *"Impact of Armed Conflicts on Children's Development in Selected Camps of Malakal, Upper Nile State, South Sudan"*. As I pursue this academic requirement, may I request your assistance by being part of this study?

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item unanswered.

Any data from you shall be for academic purposes only and will be kept with utmost confidentiality.

May I retrieve the questionnaires two days after you receive them?

Thank you very much in advance.

Yours faithfully,

**Timothy Tut Kulang**



## APPENDIX II

### 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 **Mr. Timothy Tut Kulang** that will focus on **impacts of Armed Conflicts on children's Development in Selected Camps of Malakal, Upper Nile State, 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

### SECTION I: FACE SHEET: PROFILE OF THE RESPONDENTS

1. Gender: \_\_\_\_\_male \_\_\_\_\_female
2. Age: i)10-19 \_\_\_\_\_ ii) 20-29 \_\_\_\_\_ iii) 30-39 \_\_\_\_\_ iv) -40-49 \_\_\_\_\_ v) 50+ \_\_\_\_\_
3. Level of education : i) illiterate \_\_\_\_\_ ii) Primary \_\_\_\_\_ iii) Secondary \_\_\_\_\_ iv) Certificate \_\_\_\_\_ v) Diploma \_\_\_\_\_ vi) Degree \_\_\_\_\_ vii) Masters \_\_\_\_\_ viii) PHD \_\_\_\_\_
4. Period spent in the Camp i) below 6 months \_\_\_\_\_ ii) 6 months and above \_\_\_\_\_
5. Marital status i) Single \_\_\_\_\_ ii) Married \_\_\_\_\_ iii) divorced \_\_\_\_\_

### SECTION II: EFFECTS OF ARMED CONFLICTS

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

Response Mode	Rating	Interpretation	Description
Strongly Agree	(4)	You agree with no doubt at all	SA
Agree	(3)	You agree with some doubt	A
Disagree	(2)	You disagree with some doubt	D
Strongly disagree	(1)	You disagree with no doubt at all	SD

Statements	1	2	3	4
1. You are exposed to rape in the camp by strangers in the camp				
2. There is a lot of riots hence killing one another in the camp				
3. You experience maiming in this camp				
4. You are easily exposed to Sex trafficking				
5. You experience forced pregnancies in this camp				
6. You are easily exposed to HIV/AIDS infection in the camp				
7. You experience Illegal arrest and detention in the camp				
8. At lease somebody from your family was recruited by the armed group/forces				
9. Schools occupied and/or attacked during the armed conflict				
10. Armed group/forces sometimes block humanitarian assistance to reach people in need including children				

11. Child abduction is commonly practiced during the conflict				
12. You have experience killing during the armed conflict				
13. This camp setting is so friendly to both children and women				
14. Your child participated as combatant during the fight				
15. Exploitation of children is very common in this camp				

### SECTION III

#### EXTENT OF CHILDREN'S DEVELOPMENT

**Direction;**In each of the following statement about extrinsic motivation, please indicate (by ticking) the extent to which you agree to them, using the following scale.

Response Mode	Rating	Interpretation	Description
Strongly Agree	(4)	You agree with no doubt at all	SA
Agree	(3)	You agree with some doubt	A
Disagree	(2)	You disagree with some doubt	D
Strongly disagree	(1)	You disagree with no doubt at all	SD

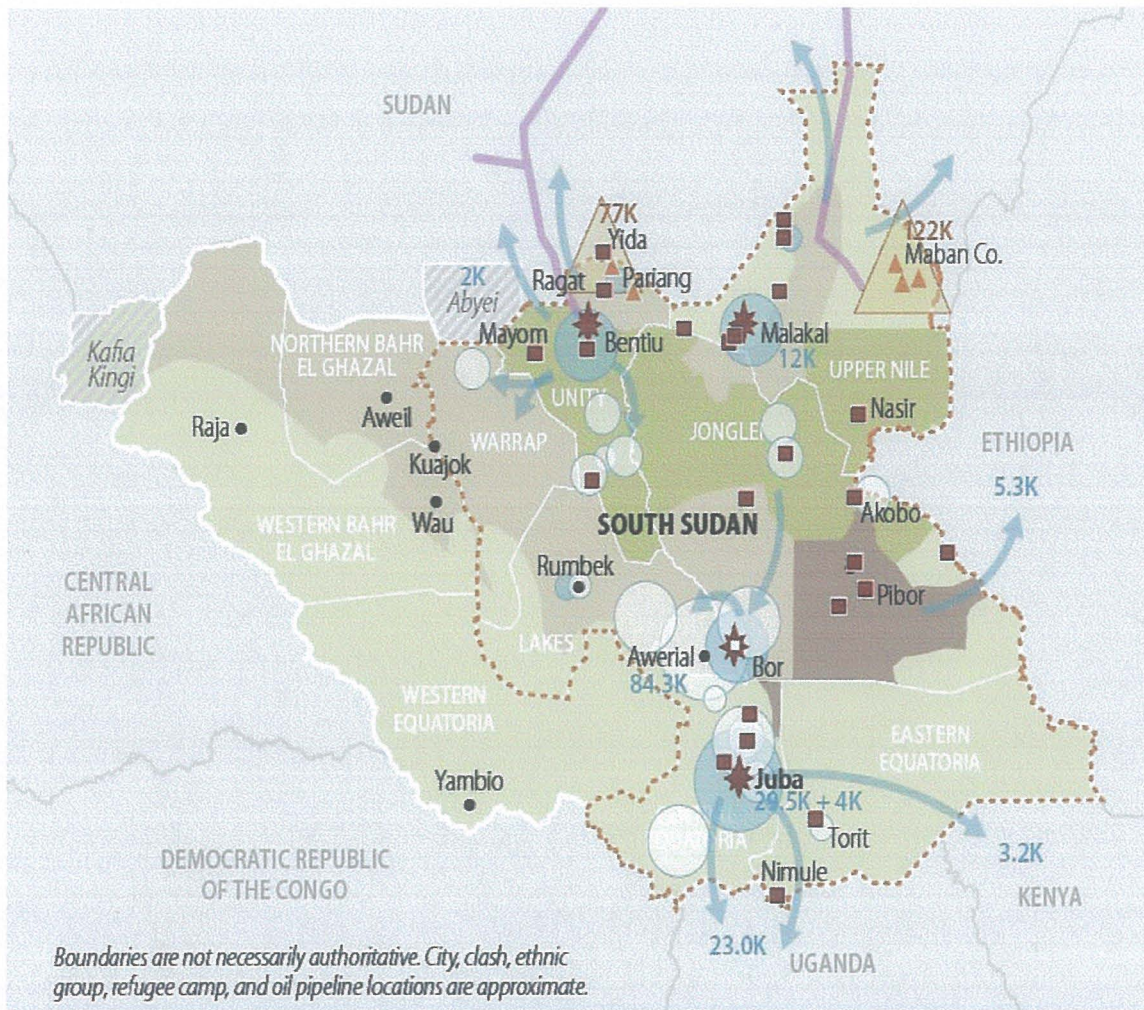
Statements	1	2	3	4
My child wakes at the same time each day				
my child eat at least one meal with the family				
My child is rewarded for a good behavior when out in public				
My child is engages in regular, planned activities with the family				
My children is consistently disciplined for misbehavior				
My child has to follow rules when out of the public				

There is efficient maintenance of discipline among children				
My child is experiencing psychosocial distress sometimes				
My child was separated from me at least for some hours				
There are enough recreational activities for children's psychosocial support in this camp				



## APPENDIX V

### Map of South Sudan; Areas affected by armed conflicts



States affected by violence

Major clashes

Other reported clashes

U.S. aircraft fired upon (12/21/13)

Refugees from Sudan

Refugee camps

Persons sheltering at U.N. peacekeeping bases: 60K\*

Persons sheltering outside of U.N. peacekeeping bases: >167K\*

<1k  
1k-5k  
5k-20k  
more than 20k

South Sudan displacement flows: >32K\* in neighboring countries

Key Ethnic Groups

Dinka

Nuer

Murle

Other

Oil pipelines

Disputed territories

\*as of 01/07/14



## APPENDIX IV

### KEY INFORMANT INTERVIEW GUIDE

My name is **Timothy Tut Kulang**, student at Kampala international university, pursuing a **Masters of Art in Human Rights and Development**. I am carrying out a research on **impact of armed conflicts on children's development** in selected camps of Malakal, Upper Nile State, South Sudan. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

---

1. Do you experience any armed conflict in the camp?

.....

.....

.....

2. What kind of armed conflicts do you face in this camp?.

.....

.....

.....

3. Does the armed conflicts impact anything on the children's development

.....

.....

.....

.....

4. Is it a positive one or negative one?

.....

.....

.....

5. Identify the challenges faced in Malakal Upper Nile.

.....

.....

.....

Thanks for your participation

## APPENDIX VII

### SAMPLE POPULATION

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

Where n= the required sample size, N = target population and  $\partial$  = significance level, given at 0.05.

Therefore:      N = 27,000

n      =      27,000/1+27,000 (0.0025)

s      =      394

## RESEARCHER'S CURRICULUM VITAE

### I- Personnel Details:

Name **Timothy Tut Kulang**

Sex: **Male**

Date of birth: **1<sup>st</sup> January, 1973**

Place of birth: **Malakal, South Sudan**

State: **Upper Nile**

Marital Status: **Married with children**

Nationality: **South Sudanese**

Religion: **Christianity**

### **II- Educational Background**

- ✓ 2005: General Secondary Education Certificate,  
Gambella, Ethiopia.
- ✓ 2005: Diploma of theology in Creative leadership  
institute (CLI) Church of Nazarene –Khartoum, Sudan.
- ✓ 2007-2009 Bachelor of Arts, with major in Legal Studies.  
Atlantic International University, Hawaii, USA
- ✓ 2013 -2015 Masters of Art in Human Rights and Development,  
Kampala International University, Kampala, Uganda.

### **III- Other trainings and Courses attended:**

- ✓ 1998: Computer Diploma for typing skills, in  
Khartoum, Sudan
- ✓ 2000: Certificate of evangelism with New Life  
Training Institute in Khartoum, Sudan
- ✓ 2001: Certificate of Basic Computer Maintenance and  
Internet Course in Khartoum, Sudan
- ✓ 2004: Certificates of Educational Media and Ethic of  
Journalism Course conducted by BBC World Services Trust in  
Juba, South Sudan.
- ✓ 2004: Certificate of participation for Project Cycling  
And Fundraising training conducted by UNDP in Abyei,  
Sudan
- ✓ 2005: Certificate of participation on Human Right  
Promotion and Paralegal Training workshop  
conducted UNDP in collaboration with IRC in  
Malakal, South Sudan
- ✓ 2007: Certificate of completion of the Conduct of  
Humanitarian Relief Operation (Management  
and Intervention) online with UNITAR POCI.
- ✓ 2008: Certification of participation for Field  
Epidemiology for Mine Action Course held in

Atlanta, Georgia, USA.

- ✓ 2008: Certification of participation on Monitoring Children's Rights online with Human Rights Education Association.

#### **IV- Work Experience**

##### **1- Junior Clerk in Ministry of Engineering Affairs**

Upper Nile State -Malakal

Compiling reports and keeping records for the Ministry's personnel under direct supervision of Head clerk. 1993-1997

##### **2- Public Information Officer with Sudan News Agency (SUNA)**

Malakal Regional Office,

Collecting news items, analytic, producing and presentations of journalistic reports to National media institution. 1997- 2000

##### **3- Information Technology Assistant**

Upper Nile State Council of Ministers' Secretariat General -Malakal

Supervising the Computers usage and installation as well as taking care of minor repairs and provision of hardwares if needed. 2000- 2004

#### **4- Secretary General, Youth Peace Building Network in Upper Nile, Malakal under umbrella of IRC and UNDP**

Leading the planning, implementation, monitoring and evaluation of the activities for the youth groups. 2003 - 2005

#### **5- Local Radio Journalist**

Radio and Television of South Sudan, Malakal Stations

Producing, presenting and compiling radio and TV programs in both local radio station and national radio station in Omdurman, Sudan-1995-2005

#### **6- Project Coordination for Child Protection**

Islamic Relief Worldwide (IRW), Malakal Sub-Office funded by UNICEF

Coordinating and monitoring the implementation of community based child protection project in Upper Nile and Northern Jonglei. 2005-2007

#### **7- Programme Officer,**

Islamic Relief Worldwide (IRW), Malakal Sub-Office

Monitoring the IRW activities and other external supported activities implemented by IRW in Upper Nile. 2007

#### **8- Secretary for Training and Advocacy**

Upper Nile Human Right Forum (UNHRF), Malakal

Training young human rights activist and advocating for promotion of human rights in the communities through awareness raising within the civil societies groups. 2005-2007

## **9- Child Protection Officer**

UNICEF South Sudan Area Program, Wau Field Office

Contribute to the planning of the child protection activities and monitoring the implementation of the child protection activities with partners and counterparts since 2007 to 2012.

## **10- Child Protection Officer**

UN Missions in the Republic of South Sudan, Child Protection Unit

Upper Nile State, Malakal

Protection of children affected by armed conflict with monitoring and reporting of grave violations of children's rights and capacity building to the relevant governmental institutions working for child protection including national army since 2012 to date.

## **V- Competences and Skills**

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- Analytical and conceptual thinking and technical knowledge/technical leadership
  - Communication, group facilitation, leading vision and change.
  - Networking, Managing resources, building trust, Planning, setting standards, and monitoring work
  - Review competencies as per the objective...Networking, Planning, setting standards, and monitoring work, communication
  - Review competencies as per the objective...Team leadership, Technical knowledge/technical leadership, leading vision and change.



- Good computer skills including internet browsing
- Valid driving license

## **VI- HOBBIES AND INTEREST**

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Reading, Studying, Learning and listening to music and Radio News, Going to church for prayer every Sunday

## **VII- Linguistic abilities**

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Nuer:	Mother tongue
Arabic:	Speaking and writing well
English:	Speaking and writing well
Dinka:	Speaking
Shilluk:	Speaking

## **VII- IT Capacity**

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Ms Word (over 15 years); Internet Explorer (over 10 years); PowerPoint (over 15 years); Access (over 15 years); Excel (over 15 years) Lotus Notes (5 years) digital camera (over 5 years) video camera (over 5 years)