Inter-Agency First Phase Child Welfare Assessment
Gambella Region, Ethiopia

Rebecca Horn, Columbia University Group
18 November, 2009
# CONTENTS

**EXECUTIVE SUMMARY** ................................................................................................................... 4

**CONTEXT** ...................................................................................................................................... 7
- RISKS & VULNERABILITIES........................................................................................................... 9
- OBJECTIVES OF THE ASSESSMENT .......................................................................................... 13
- ORGANISATION OF ASSESSMENT AND RESPONSIBILITIES .................................................. 13

**METHODOLOGY** ...........................................................................................................................15
- INTER-AGENCY FIRST PHASE CHILD PROTECTION ASSESSMENT RESOURCE KIT .... 15
- METHODS AND TOOLS ..................................................................................................................... 15
- SELECTION AND TRAINING OF ASSESSMENT TEAM............................................................. 17
- SELECTION OF ASSESSMENT LOCATIONS ............................................................................. 17
- DATA COLLECTION PROCEDURE .......................................................................................... 18
- DATA ANALYSIS ...................................................................................................................... 20

**DESCRIPTION OF WOREDAS** ........................................................................................................22

**PRIORITY CHILD WELFARE CONCERNS** .........................................................................................27

**CONTEXTUAL ISSUES** ..................................................................................................................27
- FOOD ................................................................................................................................ 27
- HEALTH ................................................................................................................................. 28
- WATER AND SANITATION .................................................................................................... 29
- CONFLICT .............................................................................................................................. 30
- ACCESSIBILITY ...................................................................................................................... 30
- MATERIAL NEEDS .................................................................................................................. 31

**CHILD-SPECIFIC ISSUES** ..........................................................................................................32
- EDUCATION ............................................................................................................................ 33
- SEPARATION FROM PARENTS ................................................................................................. 35
- CHILD LABOUR ....................................................................................................................... 39
- MURLE ATTACKS/ ABDUCTIONS .......................................................................................... 42
- HARMFUL BEHAVIOUR & STREET CHILDREN .................................................................... 44
- PHYSICAL ABUSE ..................................................................................................................... 46
- OTHER ................................................................................................................................ 47

**PARTICULARLY VULNERABLE GROUPS** ......................................................................................48
- EDUCATION ............................................................................................................................ 48
- SEPARATION FROM PARENTS ................................................................................................. 48
- SEXUAL ISSUES/ CHILD LABOUR/ HARMFUL BEHAVIOUR .................................................. 49
EXECUTIVE SUMMARY

Gambella National Regional State is a small region of western Ethiopia. The main ethnic groups in the area are Nuer, Anuak and Mejenger, with a large minority of Ethiopians from the highland areas, plus Opo, Surma and Komo. Although the area has many natural resources, including very fertile land, the drought which is affecting much of East Africa has contributed to food shortages in the region, and regular flooding hinders cultivation. There is a lack of basic services in Gambella, including health, clean water and sanitation facilities, all of which contribute to disease. Conflict affects many communities in this area, including conflict within ethnic groups (particularly the Nuer), between ethnic groups, and attacks from outside the region (Murle and Lou-Nuer). This context of under-development, environmental challenges and conflict has a significant impact on the welfare of children in the area.

The main objective of this assessment is to document key child welfare concerns in Gambella region, to support better child protection programming, emergency preparedness and response, with an emphasis on child protection systems in emergencies.

The assessment took place between 5th September and 31st October 2009. It was conducted in seven of the 12 woredas in Gambella region, and made use of three main methodologies: group discussions with men, women, girls and boys in each community; key informant interviews; mapping capacity.

A number of key child welfare concerns were identified.

- Food shortages affect not only the health of children, but also their physical safety as they engage in potentially hazardous activities in order to obtain food. Families are sometimes forced to move to a new area in search of food; such displacement has a negative impact on children.

- Inadequate health facilities, and risks to health resulting from a lack of clean water and sanitation facilities, result not only in disease amongst children, but the sickness and death of parents.

- Conflict causes abduction, death and injury of children, and the injury and death of parents. In addition, it causes displacement, loss of services and loss of livelihoods.

- Children in Gambella have difficulty in accessing education, especially the higher grades. Children who are particularly affected are those living in rural areas, girls, children who lack family support, displaced children and disabled children.

- Common coping strategies for children who lack family support (either orphans or children whose families are on very low incomes) include child labour and early sexual activity. There are two pathways into these activities:
  - Young people engage in paid work or in sexual activity (transactional/commercial sex) as an escape route from poverty and lack of opportunities.
  - Young people are pushed by their families into work or early marriage as a way of helping the family survive

- Harmful or criminal behaviour (including drug and alcohol use) is also engaged in by some young people. This may occasionally be a survival strategy (e.g. stealing), but may more often be due to a loss of hope. Children in urban centres who are engaged in child labour or transactional/commercial sex may be particularly vulnerable to becoming involved in harmful or criminal behaviour.

- Other issues affecting children in Gambella include physical abuse (beating) at home and at school; lack of facilities such as youth centres (especially in rural areas); and attacks by known or unknown people, especially on girls, and especially in rural areas.

Some differences were identified between the risks to which girls and boys are exposed in Gambella region.
Girls have particular difficulty in accessing education, especially the higher grades, since they are commonly kept at home to assist with household chores and to take care of younger siblings. Early pregnancies and early marriages also contribute to the small number of girls attending high school. Girls are more vulnerable to sexual exploitation, and are more likely to engage in sexual activity in an attempt to escape poverty (i.e. transactional/ commercial sex). In some parts of the region girls were said to be married early so their families could obtain dowry. Relatively few participants said that rape and sexual assault was a problem in their communities, but such issues are likely to be under-reported.

Boys were said to be more likely to engage in forms of child labour outside the home. Some participants said that this reduced boys’ vulnerability, because it was easier for them to find ways of providing for themselves. However, others acknowledged that boys were often exposed to danger through their work (e.g. risk of drowning while fishing; risk of injury working in gold mines), and were more likely to undertake hazardous work than girls. The lower levels of supervision of boys means they are more likely to engage in harmful activities (e.g. drug and alcohol use) and become involved in crime.

Particularly vulnerable groups include:

**Children who lack financial support (e.g. orphans, half-orphans and children from very poor families):** likely to be excluded from school due to lack of school uniform and school materials; may engage in paid work to provide for themselves and/ or their families; some orphans were said to be prevented by their caregivers from attending school so they can work in the home. They are also more likely to leave their families or caregivers and move to an urban centre to look for paid work to support themselves, where they are exposed to a variety of risks.

**Children living with caregivers:** at risk of being overworked at home and particularly vulnerable to physical abuse and excessive physical punishment. Orphans were thought to experience feelings of worthlessness and hopelessness, which may contribute to their involvement in risky activities (e.g. early sex, drug and alcohol use, hazardous work).

**Children living in rural kebeles:** distance to school and bad condition of roads prevented children from attending, especially during rainy season, and children in rural kebeles lack access to the higher school grades. Moving to the urban centres to continue their education exposes them to a number of risks (e.g. transactional sex and other forms of exploitation), especially if they do not have the protection of their families.

**Children in areas vulnerable to attacks and conflict:** more likely to lose parents and caregivers, and to be at risk of displacement. Children in areas vulnerable to Murle attacks are at risk of abduction, and parents may prevent them from walking to school or collecting wild food to protect them.

**Disabled children:** at risk of being socially excluded, and not receiving services. There is very little educational provision for children with disabilities.

**Displaced children:** at risk of attacks from the host community, who may resent their presence, and may have difficulty accessing education in their new area.

**Children from families with high levels of conflict:** particularly likely to leave home and try to live independently, supporting themselves through paid work or, in the case of girls, transactional sex.

In most parts of Gambella region, there are very few outside agencies providing services. Government offices have a presence in woreda centres, and there are some faith-based organisations active in the region, but outside Gambella town most communities in the region rely on their own responses to child welfare issues. The immediate and extended family was said to give practical assistance to children who have lost one or both parents, or were otherwise vulnerable. However, it was felt that this system was becoming less effective due to the economic pressures people face, particularly in urban centres.

A fundamental issue which must be addressed before any action can be taken to improve the welfare of children in Gambella region is the lack of agencies active in the area. There are very few NGOs or INGOs in Gambella region, and the capacity of the government offices is low. A considerable increase in resources and capacity will be required in Gambella region before programmes can be implemented to improve child welfare. There is a general lack of awareness of child welfare issues in Gambella...
amongst community members, and amongst staff of government offices and other organisations. Training and awareness-raising on these issues will be a fundamental part of improving the welfare of children in this region, as will capacity-building of those currently responsible for issues relating to children.

This assessment should be seen as a starting point; it identifies issues of concern in Gambella region but does not provide sufficient information on all issues to enable decisions to be made about appropriate courses of action. It does, however, enable government offices, NGOs and others to identify priority issues in relation to children’s welfare, and to make decisions about where to target their resources.
Gambella National Regional State is a small region of western Ethiopia. It shares borders with SNNPR, Oromiya, Benishangul-Gumuz regions and the neighbouring country of Sudan. The region is made up of 244 kebeles, twelve woredas and one Administrative town. Average rainfall in the region ranges from 800-1200ml while temperatures vary from 18 – 38°C. From December to June, Gambella experiences a dry season, and a wet season during the remainder of the year.

Figure 1. Map of Gambella Region

Gambella region is home to over 129,000 hectares of cultivable land, but only a small percentage of this land is currently being farmed. Gambella is particularly well suited to livestock production, especially cattle, but these activities are largely restricted to the Jikawo and Akobo woredas. There are also large amounts of surface water and forestland and the rivers produce over 1,200 tons of fish per year. While most people in the region practice subsistence farming, the major economies in the region are coffee cultivation in Godere woreda, gold mining in Dimma, and government farms in Alwo-Pena woreda. Malaysian national Oil Company, under subcontract from SINOPEC, now runs the petroleum exploration and development operations in Gambella.

---

1 This section of the report is an edited version of a literature review written by Courtney Blake.
People, Culture and Livelihoods of the Gambella Region

The region has a total population of 306,916, made up of 159,679 males and 147,237 females (CSA-National census, 2007). The six main ethnic groups indigenous to Gambella region are Anuak, Nuer, Majenger, Opo, Surma and Komo. Of these groups, the Nuer are the most numerous, representing more than 50% of the population as of the 2007 census. However, there is also a sizeable population of “highlanders,” some of whom were forced to come to the region by the Derg Regime and others attracted to the region by trading, farming and other opportunities. While 43.5% of Ethiopians identify themselves as part of the Orthodox faith, 70.1% of those in Gambella identify themselves as Protestant.

Table 1. Population Profile of Gambella

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Population Size</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Religion</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Household Size</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Ethnic Groups</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The Anuak were the predominant ethnic group in Gambella until the late 19th century, when the Nuer people began to move into the area. While both the Anuak and Nuer are Nilotic speaking communities indigenous to this part of Ethiopia and neighbouring Sudan, they are built around distinct models of livelihood and leadership. The mainly agrarian and sedentary Anuak typically farm maize and sorghum along the riverbanks. Livestock is a minimal feature of their livelihood in the present day. The traditional governance system of the Anuak’s riverine communities was centralized, with village states led by the “kuwari” or nobles.

On the other hand, the Nuer are agro-pastoralists led largely by clan chieftains. The Nuer typically divide their year into two seasons, lived in separate locations. During the rainy season they reside in villages on high ground on both side of the Ethiopia-Sudan border, away from rivers in order to protect cattle from flood waters, and move to settlements along the rivers during the dry season. The

---

livelihood strategies of many Nuer families include cultivation along riverbanks, fishing and hunting, but cattle are the dominant feature of Nuer life.

The Mejenger, a sizeable minority in the region, also practice mixed agriculture, largely shifting cultivation combined with hunting and gathering. The Opo practice largely cultivation-based agriculture, with some small-scale fishing and beekeeping activities. The Mejenger, Opo and Komo communities are egalitarian with a long tradition of socio-political organisations.

During the Derg Regime, over 60,000 “highland” farmers were brought from other regions of the country to Gambella. The numbers of “highlanders” in the area is now considerable at approximately 25% of the local population, but they are still closely associated in the minds of other local people with the central state. Indeed, tensions between local people and the Ethiopian government often results in further tension between groups indigenous to the region and those with highland origins. While some are engaged in farming, “highland” Ethiopians are largely concentrated in Gambella Town, and actively engaged in trade and the civil service.

RISKS & VULNERABILITIES

Conflicts

The divergent livelihood strategies and control over the natural resources of the region are central to the conflicts that have plagued the region. Initially, the Nuer and Anuak co-existed relatively peacefully. The two groups would largely interact during the dry season when the Nuer moved their herds from rainy season settlements along the Sudanese border to pasture lands along the banks of Gambella’s Baro River. The two inter-married, would assume traditions of the other group, live in one another’s villages and engage in trade. The primary source of conflict was Nuer cattle that went astray, destroying Anuak fields and crops. However, both the Anuak and the Nuer rely upon riverine land to support their livelihoods, and this land is increasingly in short supply, especially in times of drought. The alluvial soils are ideal for supporting the Anuak’s agricultural existence, while the rivers also create much-needed pastureland during the dry season for Nuer cattle. Over time, the numbers of Nuer living in traditionally Anuak areas grew, and conflict over access to land has increased.

Events across the border in Sudan have also played a role in shaping and furthering conflict in Gambella region. The war in South Sudan caused a massive influx of Sudanese refugees into Gambella in the 1980s. The refugee camp in Itang became the largest in the world, and since many of the refugees shared the Nuer identity, the Anuak were further marginalized. Reports of attacks against the Sudanese Nuer refugees were common, fueling tension with the Ethiopian Nuer who sided with their Sudanese brethren. Violent attacks against the Anuak were also common, such as the September 1989 attack on Pugnido by the SPLM/A in which the village was burned and 120 people were killed. The lack of intervention by the government only fuelled anti-government (and anti-highlander) sentiment amongst the Anuak.

Power Sharing Under Ethnic Federalism

When the regime changed in Addis in 1991, the Ethiopian People’s Revolutionary Democratic Front (EPRDF) undertook their ambitious agenda of ethnic federalism. The new constitution defined the nation as a federation operating on the basis of ethnic representation and brought about the creation of nine new ethnic-based regional states, including Gambella region.

The new power structure gave status to the Nuer, Anuak and Mejenger and marginalized smaller ethnic groups like the Opo and Komo who lacked the critical mass required to justify real positions. It also created new “minorities,” like the highland Ethiopians, some of whom had lived in Gambella for generations and represent about 20 – 25 % of the population. In the new ethnic state, highlanders are not a recognised constituency at the regional level, which means that they cannot be elected to

---

13 Ibid., page 25.
local office. This was intended to protect the interests of minorities, but has largely resulted in increased tensions and considerable resentment amongst the region’s highland population\textsuperscript{14}. Ethnic Federalism created an opportunity for Anuak and Nuer to assume positions at the national level, and created competition between them for positions in the local administration and control over the funds and other local resources.

\textit{Operation Sunny Mountain}

On December 13 2003, eight government employees working for UNHCR were ambushed, shot and killed on their way to Itang. The bodies of those murdered were publicly displayed in a move to ignite a public backlash against the perpetrators, presented in this case as Anuak militias\textsuperscript{15}. This event triggered the arrest of nine Anuak government officials and a series of mass killings, assaults, rape and harassment of Anuaks by “highlanders” that lasted for several days\textsuperscript{16,17}. Moreover, these events led to the mobilisation of large numbers of EPRDF troops in the region, amounting to a military occupation of Gambella for several years. Reports suggest that during this period, acts of genocide and crimes against humanity against the Anuak went on with impunity and in large numbers. Not only did the military do little to intervene and provide protection, but also numerous credible sources assert that the military were the primary perpetrators. While the killings of the government officials are cited as the trigger event, reports suggest that the events were actually part of ‘Operation Sunny Mountain,’ orchestrated by the military to systematically eliminate the Anuak and local resistance to state efforts to control petroleum and natural gas exploration and development in the region.

While the immediate situation was diffused and the military largely withdrew from the Gambella Region, the underlying causes of the situation, and the residual tensions, have not been fully addressed.

\textit{Nuer Intra-Clan Conflicts}

While inter-ethnic tensions, particular since the events of December 2003, are a major characteristic of Gambella region, intra-ethnic tensions are also present. Currently, tensions between sub-clans of the Jikany Nuer, the main clan residing in the Gambella Region, have led to the displacement of thousands in the Jikawo, Lare and Itang woredas\textsuperscript{18}. Tensions exist between sub-clans and between sub-groups of the sub-clans and have lasted for decades and while understanding the “family tree” of the Nuer and the nuances of various alliances and feuds is seemingly difficult, the reasons behind the conflicts are relatively simple. Some groups occupy better, more arable farm and range -lands than other groups. These tensions not only create displacement and insecurity amongst the Nuer, they have also had an adverse impact upon the Anuak and others living in the region.

\textit{Attacks from South Sudan}

Two ethnic groups based in South Sudan, the Murle and the Lou-Nuer, cross the border into Gambella region during the dry season and attack communities in certain areas. Both groups aim to steal cattle, and the Murle abduct children. The reasons for this are not clear, but it appears that the Murle adopt the abducted children into their families and bring them up as their own.

\textit{Natural Disasters}

Data on the full nature and impact of natural disasters in Gambella is largely unavailable, as Gambella is not included in the Government of Ethiopia’s bi-annual Belg Assessment. However, the recurrence of drought, floods and other natural disasters is a characteristic of the region. Flooding, beyond the expected seasonal rise of the riverbanks, has led to displacement. For example, flooding in October of 2008 displaced an estimated 36,000 persons in the Abobo, Itang and Akobo woredas\textsuperscript{19}. Similarly, Gambella is also susceptible to the droughts that are commonplace in the Horn of Africa Region. A rapid food security assessment carried out in July of 2009 by the Disaster Prevention and Food

\textsuperscript{14} Pax Christi- Netherlands. Expanding the Natural Resource Base and Tackling the Root Causes of Conflict. Page 6.
\textsuperscript{16} Ibid., page 12.
\textsuperscript{19} International Rescue Committee. Available at: http://www.theirc.org/news/irc-helps-communities-hit-floods-western-ethiopia-4407
Security office estimated that over 80,000 persons in Gambella region would require food aid due to the impact of the current drought on crop yields\(^{20}\).

**Under-development and the Capacity of Local Government**

Gambella is one of four “emerging regions” of Ethiopia, identified as lagging behind the rest of the country in several areas. An accelerated development plan is in place for these regions, but currently the government offices in Gambella region lack capacity. Salaries are low and living conditions in areas where support is most needed are poor, so it has been difficult to attract and retain qualified staff for key positions\(^{21}\). Officials do not have the ability to effectively design and monitor programs, and communicate with community members\(^{22}\), so programmes are often poorly implemented.

**Access to Health, Education, Water & Protection**

A 2008 household survey by Samaritan’s Purse in the Gambella Region found that only 35% of households have access to basic health services. While 37.2% of respondents lived within a half-hour journey of the nearest health facility, more than 40% lived a half-day's journey or more away\(^{23}\). The main causes of death amongst children under five in the households surveyed were diarrhoea (42.4%), measles (21.2%) and fever (12.1%). Only about one quarter of children in the households surveyed slept beneath an insecticide-treated bed-net. More than half of the deliveries in the previous six months in the households surveyed took place at home without any assistance and only 15% took place in health facilities.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Ethiopia</th>
<th>Gambella</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIV Prevalence Men and Women 15 - 49</td>
<td>1.4 %</td>
<td>6 %</td>
</tr>
<tr>
<td>Infant Mortality</td>
<td>80/ 1,000 live births</td>
<td>92/ 1,000 live births</td>
</tr>
<tr>
<td>Under 5 Mortality</td>
<td>132/ 1,000 live births</td>
<td>156/ 1,000 live births</td>
</tr>
<tr>
<td>BCG Coverage</td>
<td>60.4 %</td>
<td>49.3 %</td>
</tr>
<tr>
<td>Measles</td>
<td>34.9 %</td>
<td>30.7</td>
</tr>
<tr>
<td>No Vaccinations</td>
<td>24 %</td>
<td>31.9 %</td>
</tr>
</tbody>
</table>

Of those surveyed by Samaritan’s Purse, 71.8% travel more than 3 km to fetch water for household use including drinking, cooking and personal hygiene. The time required to collect water for 30% of households is one and half to two hours\(^{25}\). More than 79% of households dispose of solid waste in the open air\(^{26}\).


\(^{21}\) Ibid., page 3.

\(^{22}\) Ibid., pages 3 – 4.


\(^{26}\) Ibid, page 25.
Table 3. Primary source of drinking water, Gambella region

<table>
<thead>
<tr>
<th>Source of Drinking Water</th>
<th>Dry Season</th>
<th>Wet Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>River</td>
<td>50.3 %</td>
<td>48.5 %</td>
</tr>
<tr>
<td>Public Tap</td>
<td>10.7 %</td>
<td>19.2 %</td>
</tr>
<tr>
<td>Protected Spring/ Well</td>
<td>10.7%</td>
<td>10.1 %</td>
</tr>
<tr>
<td>Un-protected Spring/ Well</td>
<td>11.8 %</td>
<td>13.7 %</td>
</tr>
<tr>
<td>Pond</td>
<td>-</td>
<td>0.9 %</td>
</tr>
<tr>
<td>Other</td>
<td>8.2 %</td>
<td>7.6 %</td>
</tr>
</tbody>
</table>

Table 4. Latrine and Sanitation Coverage, 2008, Gambella region

<table>
<thead>
<tr>
<th>Woreda</th>
<th>Latrine Coverage</th>
<th>Water Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akobo</td>
<td>0 %</td>
<td>0 %</td>
</tr>
<tr>
<td>Wanthawa</td>
<td>0 %</td>
<td>43.7 %</td>
</tr>
<tr>
<td>Jiaku</td>
<td>0 %</td>
<td>35.7 %</td>
</tr>
<tr>
<td>Lare</td>
<td>1 %</td>
<td>41.1 %</td>
</tr>
<tr>
<td>Itang</td>
<td>0 %</td>
<td>45.9%</td>
</tr>
<tr>
<td>Godere</td>
<td>39 %</td>
<td>71.9 %</td>
</tr>
<tr>
<td>Dimma</td>
<td>5 %</td>
<td>3.2 %</td>
</tr>
<tr>
<td>Jor</td>
<td>0 %</td>
<td>9.8 %</td>
</tr>
<tr>
<td>Gog</td>
<td>4 %</td>
<td>45.8 %</td>
</tr>
<tr>
<td>Abobo</td>
<td>5 %</td>
<td>47.4%</td>
</tr>
<tr>
<td>Gambella</td>
<td>4 %</td>
<td>53 %</td>
</tr>
<tr>
<td>Gambella Town</td>
<td>41 %</td>
<td>96.8 %</td>
</tr>
<tr>
<td>Mengesh</td>
<td>26 %</td>
<td>29.1 %</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>11 %</strong></td>
<td><strong>41.4 %</strong></td>
</tr>
</tbody>
</table>

The same household survey by Samaritan’s Purse found that 97.9% had access to basic primary education in their community. However, only 0.2% had access to vocational education. And while the presence of schools is promising, these figures alone do not provide a complete picture. There are disparities between rural areas and larger towns and villages. Many schools are in disrepair and lack basic supplies such as books, chalkboards, and desks required to support an adequate learning environment. Furthermore, many schools have been forced to close due to insecurity and in many circumstances, already limited supplies of books, furniture, and teaching and learning aids have been looted.

---

27 Ibid, page 27.
Table 5. Education Statistics, Gambella region

<table>
<thead>
<tr>
<th>Indicator</th>
<th>National</th>
<th>Gambella</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Enrollment Rate of Children Aged 4 - 6</td>
<td>3.1 %</td>
<td>.7 %</td>
</tr>
<tr>
<td>Kindergarten Pupil – Teacher Ratio</td>
<td>27 to 1</td>
<td>71 to 1</td>
</tr>
<tr>
<td>Average Annual Enrollment Growth Rate</td>
<td>12.5 %</td>
<td>11.9 %</td>
</tr>
<tr>
<td>Gender Parity Index (Grades 1 – 8)</td>
<td>.87</td>
<td>.66</td>
</tr>
<tr>
<td>% of Qualified Secondary School Teachers</td>
<td>49.8 %</td>
<td>7.5 %</td>
</tr>
</tbody>
</table>

The on-going inter-ethnic, intra-ethnic, cross-border conflicts and displacement continue to raise considerable protection concerns amongst the local population. Little is known about the full breadth, depth and nature of protection issues in Gambella Region. However, findings from several survey and assessment efforts focusing on other issues and individual case reports have identified areas of concern. UNICEF, the Government of Ethiopia and other partners are currently making efforts to assess child and other protection concerns in Gambella region. The current project forms part of this initiative.

OBJECTIVES OF THE ASSESSMENT

The main objective of this assessment is to document key child welfare concerns in Gambella region, to support better child protection programming, emergency preparedness and response, with an emphasis on child protection systems in emergencies.

In addition, a formal field learning of the Interagency First Phase Child Protection Resource kit will be carried out. This is an inter-agency resource, which is described in more detail in the ‘Methodology’ section of this report.

The core questions to be addressed are:

1. What are the main child welfare issues in Gambella region?
2. Which children in Gambella region are particularly vulnerable?
3. What systems are currently in place to protect children, and how effective are they?
4. How can organisations better plan to meet needs of children and how can the capacity of the sector in Gambella be strengthened?

ORGANISATION OF ASSESSMENT AND RESPONSIBILITIES

The preliminary work for the assessment was conducted by Courtney Blake, Columbia University. This included liaising with stakeholders and government partners, as well as undertaking logistical planning and arrangements.

The assessment was undertaken in partnership with the Bureau of Labour and Social Affairs (BOLSA) in Gambella. A member of BOLSA staff acted as ‘team leader’ in the assessment team, and their
office provided logistical support and co-ordination. BOLSA took primary responsibility for formal communications with, and mobilisation of, participating government offices and other key agencies and stakeholders.

Part-way through the process, responsibility for child welfare issues transferred from BOLSA to the Bureau of Women’s Affairs (BOWA) in Gambella. Since the partnership with BOLSA had already been established, it was decided to continue to work primarily with BOLSA. However, BOWA were also heavily involved in the project, and took on the liaison role between the assessment team and the government offices in the woredas.

A consultant from Columbia Group, Rebecca Horn, undertook the management and implementation of the assessment, with support from Lindsay Stark and Alastair Ager at Columbia University. This included the adaptation of the toolkit and development of methodology; recruitment of assessment team; planning and delivering training for the assessment team; planning and conducting the assessment missions; analysing and writing up the findings.
METHODOLOGY

The project took place between 5th September and 31st October 2009. An outline of the timetable for the project can be found in Appendix 1.

INTER-AGENCY FIRST PHASE CHILD PROTECTION ASSESSMENT RESOURCE KIT

The Interagency First Phase Child Protection Assessment Resource Kit is the result of an interagency effort initiated by the Child Protection Working Group in early 2007. The kit builds upon previous initiatives, experiences, and tools in order to gather data on child protection needs and resources critical to informing the child protection programmatic response during the first phases of an emergency. The Interagency First Phase Child Protection Assessment Resource Kit is a step towards greater coordination, helping agencies avoid duplication and reinforcing mutual actions that best support the interests of the child. It also helps to achieve the necessary standardization and credibility of the international child protection agencies.

The kit was first piloted in Indonesia, Georgia, and South Africa, with the aim of testing its utility and learning from experience to improve the kit and expand its use elsewhere by child protection agencies. Based on findings from these pilots, extensive revisions were made that resulted in the current version of the resource kit.

The CPC Learning Network, IRC, and UNICEF plan to further refine the Interagency Child Protection First Phase Assessment Resource Kit through a rigorous field learning process. The assessment conducted in Gambella formed part of that process. The assessment was based on the modules included in the resource kit, which were adapted to make them appropriate to the Gambella context.

The adaptation process proceeded as follows:

a) In the first week of the project, initial revisions were made to the toolkit based on information already available (e.g. references to ‘child protection’ were removed as this phrase is unhelpful in Gambella).

b) In the second week, the draft version of the toolkit was reviewed with the UNICEF ADPH officer in Gambella, and further changes were made.

c) The revised Key Informant interview was shared with representatives from the two main Government offices involved in this assessment (BOLSA and BOWA), who did not request any changes.

d) In the third week, each tool was reviewed during the training workshop by the group of trainees, and was tested within the workshop setting. Further revisions were made based on issues identified at this stage.

e) It was revised for a final time following the first assessment mission (which took place in the fourth week).

A summary of the contents of the final version of the toolkit can be found at Appendix 2.

Translation of materials

The key informant interview, focus group discussion questions and informed consent sheets were translated into Nuer, Anuak, Amharic and Mejenger. They were then back-translated into English and any discrepancies clarified before use.

METHODS AND TOOLS

The assessment made use of three main methodologies:

1. group discussions with men, women, girls and boys in each community
2. key informant interviews
3. mapping capacity
1. Group discussions with men, women, girls, boys in each community

The core of the assessment approach was discussions with groups of 8-10 men, women, boys and girls (separately) in each community visited. This part of the assessment consisted of two stages:

1) a participative ranking exercise: to elicit main protection concerns and key resources available for prevention and response

2) follow-up discussions: to probe key concerns in more depth

Participative ranking exercise

The participative ranking exercise was conducted in the same way with both adults and children. After being informed about the assessment and the purpose of the exercise, and being given an opportunity to ask questions, participants were asked to tell the facilitator the main problems affecting children in their community. The problems were listed and described briefly. Once they had no new contributions, participants were asked to select an object to represent each problem identified (e.g. stones, pencils, leaves, cloth). The facilitator then asked the group to decide which was the biggest problem for children in that community. The object representing this problem was placed at one end of a line on the ground. The participants and facilitator then went through all the objects, and ordered them according to the size of the problem for children in that community, with the biggest problem at one end, and the smallest problem at the other. The note-taker recorded the final ranking of problems, which provided a prioritised listing of child welfare concerns.

This process was then repeated to consider the key resources available for prevention and response. The facilitator asked participants to identify the things that can help children, or keep them safe, in the circumstances they face. Once coping strategies and resources were identified, they are prioritised in the way described above.

The outcome of the participant ranking exercises was, therefore, a prioritised list of child welfare concerns and a prioritised list of coping strategies used in each community. In addition, note-takers wrote down some of the key comments made by participants during the exercise.

Focus group discussions

The second stage of the groupwork aimed to explore the priority issues affecting each community. Focus group discussions were conducted with groups of 8-10 men, women, boys and girls (different people to those who took part in the participative ranking exercise).

The focus group discussion (FGD) guide was developed following the participative ranking exercises (PRE). The information obtained from the PRE groups was combined, and priority child welfare issues in that community identified. Any information available from key informant interviews or other sources was also taken into account. A list of up to ten questions was then developed to assist the FGD facilitator to explore these priority issues in more depth. The list of FGD questions from the adapted toolkit was used as a resource when developing these FGD guides.

Each FGD lasted approximately 60 minutes. While a facilitator managed the discussion, a second member of the assessment team took notes. These notes were reviewed and revised at the end of the FGD by the facilitator and the note-taker together, and formed the data for this part of the assessment.

All group discussions were conducted in the language spoken by the community (either Nuer, Anuak or Mejenger). In Gambella town, groups consisted of members of more than one ethnic group, so discussions were conducted in the language spoken by the majority of group members, and translators were engaged to translate the discussion into the other languages spoken.

Notes were taken in the language of the discussion and later translated into English, or were taken directly in English, depending on the skills of the note-taker.

2. Key informant interviews

Structured interviews were conducted with key informants to obtain information about the situation in each location, and to identify the issues affecting children. A copy of the structured interview (which is based on that included in the resource kit) can be found in Appendix 3.
3. Mapping capacity

Key informant interviews were also used to obtain information about the services available to people in that woreda or kebele, as well as the gaps in services. They were asked to list the organisations who were working with children in that area.

This information, supplemented with information obtained from other sources where possible, formed the basis of a capacity mapping exercise in each woreda visited. Initially, the information was collected informally, but the later assessments made use of a list of questions to ask those working for relevant organisations. **SELECTION AND TRAINING OF ASSESSMENT TEAM**

Applications to be part of the assessment team were received in response to an advertisement posted in Gambella town (see Appendix 5), and nominations were sought from relevant Government offices (BOLSA, BOWA, DPFS, Education, Health). After reviewing applications and interviewing those who met the criteria, 24 people were invited to attend a one-week training course. More people were invited to participate in the training than were required for the assessment, to give us an opportunity to assess their skills and select those who performed well. The 24 people invited for training included seven women, and representatives of the three main ethnic groups in Gambella region (Nuer, Anuak and Mejenger).

An outline of the five-day training workshop can be found in Appendix 6. Towards the end of the training, 15 people (four women, 11 men) were selected to participate in the assessment project. The assessment team also included Ojula Ochan (BOLSA), Kuang Reat (DPFSS) and Zerihun Yohanes (UNICEF) as team leaders.

**SELECTION OF ASSESSMENT LOCATIONS**

There are twelve woredas in Gambella region, and 244 kebeles. Since only three weeks were available for the data-collection phase of this project, it was necessary to select a sample of woredas in which to conduct the assessment.

We aimed to select locations with a range of characteristics, to enable us to capture the range of problems affecting Gambella region. Our selection also took into account accessibility and security issues.

A mapping exercise to identify the characteristics of each woreda was conducted in Gambella on 5th August 2009. The information from this exercise was used to create a matrix of the main vulnerabilities affecting each woreda (see Appendix 4), and this information, plus local UNICEF staff members’ knowledge of the region, was used to select the woredas to include in the assessment exercise. The woredas are described below.
Table 6. Woredas selected for inclusion in the assessment

<table>
<thead>
<tr>
<th>ZONE</th>
<th>Jor</th>
<th>Gog</th>
<th>Abobo</th>
<th>Lare</th>
<th>Jikawo</th>
<th>Mengsh</th>
<th>Gambella town</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Murle attacks</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intra-clan conflicts</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inter-ethnic conflicts</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flooding</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drought</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deforestation</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High HIV</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Hosting IDPs</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hosting refugees</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A weakness in the selection of locations is the exclusion of the more remote locations. It was not possible to include these areas due to time constraints.

DATA COLLECTION PROCEDURE

In each woreda visited, we aimed to conduct the assessment in two kebeles.

Although the PRE and FGD approaches ideally involve the ongoing collection of data until ‘saturation point’ is reached (where no new ideas are emerging), the complex logistics involved in conducting these assessment missions meant that we did not have the flexibility required to do this. At a minimum, we aimed to conduct the PRE with one group of men, one group of women, one group of boys and one group of girls in each kebele, and to do the same with the FGD. In practice, we did not manage to exceed this minimum in any location except Gambella town, where the logistical arrangements were less complicated.

We found that one and a half days were required in each kebele to make all the arrangements, conduct four PREs and four FGDs, as well as key informant interviews. In one kebele in Jor and one in Gog, we only had one day, so had to choose whether to conduct the PRE or the FGD. In Jor, we conducted the FGD because the kebele was very close to the previous kebele we had visited, and the assessment team felt that children in both kebeles were affected by similar issues, so the same FGD guide would be appropriate. In Gog, we conducted the PRE because the two kebeles we visited had very different characteristics.

A larger number of key informant interviews were conducted in Gambella town than in other woredas because many organisations working with children in the region were based on in Gambella town.

The table below summarises the data collected from each woreda.

---

29 Abobo was not selected originally, but was included as an additional assessment at a later date.

30 Although Mengsh was selected, it was found to be inaccessible when we arrived in the region, due to heavy rains. It was therefore replaced with Godere, which is also in Mejenger zone and has similar features. The main difference is that Godere includes an urban centre, whereas Mengsh does not.
Table 7. Summary of data collected

<table>
<thead>
<tr>
<th></th>
<th>Participant ranking exercise</th>
<th>Focus group discussions</th>
<th>Key informant interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAMBELLA TOWN</td>
<td>9</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>MEJENGER ZONE</td>
<td>8</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Godere</td>
<td>8</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>NUER ZONE</td>
<td>8</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Jikawo</td>
<td>8</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Lare</td>
<td>8</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>ANUAK ZONE</td>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Jor</td>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Gog</td>
<td>8</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Abobo</td>
<td>8</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

Selection of participants

The assessment was conducted under the auspices of BOLSA and BOWA, who sent a letter to the woreda chairman of each area in advance to inform him about the purpose and nature of the assessment, and the dates it would be conducted in that location. They were told that we wanted to conduct the assessment in two kebeles in each woreda, and in some cases we specified which kebeles we were particularly interested in (e.g. where we knew some kebeles were hosting displaced people).

Woreda chairmen were also asked to identify and mobilise in each of the two kebeles:

- Key people who are knowledgeable about the situation affecting people, especially children, in that community, as well as the organisations and groups active in that location.
- 20 men willing to participate in group discussions
- 20 women willing to participate in group discussions
- 20 boys aged 12-17 willing to participate in group activities and discussions, and whose parents have given permission for them to participate
- 20 girls aged 12-17 willing to participate in group activities and discussions, and whose parents have given permission for them to participate

The woreda chairmen were informed that we wanted to include men, women, boys and girls with a wide range of experiences in our group activities and discussions. They were asked to invite people with a variety of backgrounds and situations, particularly those who might be vulnerable, or have experience of difficult circumstances (e.g. women-headed households, people with disabilities, those who have been displaced). They were also sent a copy of an information sheet which explained more about the assessment project.

Group discussions (PRE & FGD)

In most cases, the woreda chairman had delegated to the kebele chairman the task of selecting participants for the group discussion exercise. On arrival in each kebele we explained the nature and purpose of the assessment to the kebele chairman, and how we wanted to structure the group discussions. The usual pattern was to conduct two PREs with men and women, followed by two more PREs with boys and girls. This would take half a day. The FGDs would then be conducted in the same way.

The kebele chairman took responsibility for calling the appropriate people (men, women, boys or girls) at the correct time. The assessment team did not influence who was selected, other than to specify the general criteria. However, on occasions the kebele chairman selected ‘children’ who were over 20
years old, and in these cases the assessment team clarified our requirements and ensured that more appropriate children were selected to participate.

**Key informants**

The criteria for selecting a person as a ‘key informant’ was that she/ he had a good level of knowledge about the situation in that woreda or kebele, the issues affecting people who live there (especially children), and the kinds of organisations active in the area. These people might include government officials, people working for organisations in the area, community leaders and religious leaders, teachers, as well as ordinary community members.

The assessment team members were very familiar with the woredas we visited, and were able to generate an initial list of potential key informants before arrival. Each key informant interviewed was then asked to recommend somebody else it would be useful for us to speak to; so there was an element of snowball sampling. A list of key informants interviewed in each location can be found in Appendix 7.

**Informed consent**

Obtaining informed consent was a central part of the data collection process. It was found to be particularly crucial in Gambella region because people in some woredas visited told the assessment team about people who had conducted assessments previously and had promised assistance, but nothing had materialised. Whether this had actually happened or had been a misunderstanding, we were concerned that those involved in this assessment should have a clear understanding of what we were doing, what it involved and what the outcomes would be.

**Group discussions**

At the beginning of each PRE and FGD, the facilitator read out an information sheet which explained who we were, what the assessment was about and what would be done with the information obtained, as well as explaining the nature of the particular exercise people were being invited to participate in. After being given an opportunity to ask questions, participants were asked whether they were willing to continue. If they were not, they were released at this point, and the facilitators continued. The facilitator of each PRE and FGD signed an information sheet to confirm that they had gone through the informed consent process with that group.

The intention was to also obtain the verbal consent of parents for their children to participate in the group discussions. An information sheet was designed for this, so that the assessment team members could give the parents all the necessary information about what their child was being invited to participate in, and then could sign the form to indicate that the parent had given their consent.

However, this proved to be unworkable in practice. Children were selected by kebele leaders to participate in the group discussions, and in most cases their parents were not present. Therefore, the kebele leader was deemed to be acting ‘in loco parentis’, and he was given all the information about the assessment necessary for him to make a decision about whether the children could be invited to participate or not. The member of the assessment team who had this discussion with the kebele leader (usually the team leader) would then sign a form indicating that this had been done.

**Key informants**

An informed consent sheet was read out to key informants prior to the interview (or they read it themselves), and they were asked to sign it if they were willing to participate.

**DATA ANALYSIS**

**Participant ranking exercise**

The data from each PRE consisted of a prioritised list of problems and a prioritised list of coping strategies, each with related comments.

The problems and resources identified by each group were given a ranking, according to their place in the prioritised lists. Those placed at the top of the list were given a ranking of 1, the next in the list was 2, and so on. The problems and coping strategies identified by each group, and the ranking given to each, was entered into two spreadsheets, one for ‘problems’ and one for ‘resources’. It was then possible to calculate both the number of groups who had identified each problem and resource,
and to calculate the median ranking given to each problem\resource by those groups which identified it.

The second part of the analysis of the PRE data was to type up the comments recorded, and organise them into ‘themes’. These could then be used to better understand the problems and resources included in the lists.

Focus group discussions

The notes from each FGD were typed up and organised into a table, with each point in a different row. The table had three columns: the first identified the focus group where the point was made (e.g. Gog, girls); the second column was for the point itself, and the third column was used to allocate one or more labels, or codes, to each point (e.g. child labour – causes; early marriage – effects).

Once all the data had been coded, the codes were reviewed, revised and organised into general themes.

The data was then re-organised according to the themes identified, and the content of each theme reviewed and analysed. The analysis was primarily descriptive, and consisted of identifying:

a) how participants had described each issue

b) any causes of each issue identified by participants

c) any effects or consequences of each issue identified by participants

The final stage of the analysis was to map the causes and consequences of all the issues identified, and explore the relationships between them.

Key informant interviews

A spreadsheet was created, including all the variables within the key informant interviews. The data from each key informant interview was entered into this spreadsheet. This allowed frequencies to be calculated for each multiple choice response, and qualitative responses to be readily organised into themes.
DESCRIPTION OF WOREDAS

This section describes the situation in the seven woredas included in this assessment. It provides general information about each, and specific information about issues affecting children’s welfare in that area.

GAMBELLA TOWN

<table>
<thead>
<tr>
<th>Census data</th>
<th>Total Population</th>
<th>Urban</th>
<th>Rural</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gambella town</td>
<td>38,994</td>
<td>38,994</td>
<td>-</td>
<td>20,766</td>
<td>18,228</td>
</tr>
</tbody>
</table>

Gambella town is the main urban centre in this region. It consists of five kebeles, and people from all the ethnic groups represented in Gambella region can be found in the town. According to key informants, the main ethnic groups living in Gambella town are Anuak, Nuer and Highlander, with smaller numbers of other groups, including Mejenger, Komo and Opo.

There is one hospital in Gambella town, one health centre and no health posts, but a number of private clinics. There are five government schools offering primary-level education, two high schools, one preparatory and three colleges. Most people in Gambella town have access to clean water, but there is a shortage of latrines.

Some key informants reported that new families are constantly arriving in Gambella town from the other woredas in the region, looking for work, education or opportunities to improve their lives. In contrast to the rest of the region, there are some agencies working with children in Gambella town and providing assistance to those who are particularly vulnerable.

Vulnerabilities

There are some ethnic tensions within Gambella town, which occasionally become violent. There are reports of high levels of HIV infection in the town. In terms of factors affecting children, many key informants reported that children are at high risk of being affected by disease and malnutrition. Smaller numbers said that physical and sexual abuse of children was occurring in Gambella town, as was violence and sexual exploitation.

Nuer zone

<table>
<thead>
<tr>
<th>Census data</th>
<th>Total Population</th>
<th>Urban</th>
<th>Rural</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jikawo</td>
<td>34,671</td>
<td>1,378</td>
<td>33,293</td>
<td>18,643</td>
<td>16,028</td>
</tr>
</tbody>
</table>

There are 36 kebeles in Jikawo, and the census data shows that the population is overwhelmingly rural. According to focus group discussion participants, people in Jikawo rely heavily on livestock (cows, goats and sheep) and cultivation (maize, potato, sorghum, beans, groundnuts, vegetables). In addition, people said that they gather wild fruit, hunt animals, and collect firewood to sell. They also described making pots to sell, and trading between local towns, and with nearby towns in Sudan.

The situation in Jikawo has been improved by the construction of a road from Gambella, which has made it possible to reach Nyangenyang (the woreda centre) in two hours. Previously, it was necessary to go by road to Lare, cross the river and walk to Nyangenyang. Improved accessibility has increased the goods and services available in Nyangenyang. Whilst the majority ethnic group in Jikawo is Nuer, there is also a minority of Highlanders, who run most of the businesses in Nyinenyang. Key informants reported that there are also small numbers of Anuak and Opo living in Jikawo.

There are 26 schools in Jikawo woreda, 20 of which are primary schools (Grades 1-4, 5 or 6), four are junior schools (Grades 1-8) and two are high schools (grades 9-11). The two high schools are located in Nyinenyang and Nipnip. However, children’s access to education is hindered by the regular migration of people in this area to find grazing and water for their cattle. In addition, the internal and external conflicts affecting Jikawo discourage people from sending their children to stay in another
kebele to access the higher levels of education, or allowing their children to walk some distance to school.

A new health centre has recently been built in Nyinenyang, and there is another in Koatgoar. Seven health posts are functioning in Jikawo, with health extension workers who have to cover more than one kebele each.

Jikawo is a relatively highly populated woreda, and obtaining sufficient water for the population is a challenge. There are some hand-pumps and some hand-dug and shallow wells in the area. There are no latrines.

As mentioned above, Jikawo is greatly affected by conflict. This takes the form of both external conflict, in the form of attacks by the Lou-Nuer and Murle, both of whom come across the Sudan-Ethiopia border, and internal conflicts between sub-clans and individuals. Conflict between sub-clans in Jikawo has led to eight kebeles being displaced to Lare (Worang). The woreda chairman identified three main reasons for internal conflict: conflict between families over return of dowry following divorce; looting/theft of cattle; conflict over access to good land for cultivation (e.g. river bank). The potential for internal conflict is especially high during the dry season, when many people crowd together where there is good grazing for cattle and access to water.

There is considerable population movement within Jikawo, sometimes due to conflict and sometimes to find grazing for cattle. Key informants reported that between April and July 2009 a considerable number of families arrived in Jikawo from Akobo, Itang and South Sudan, as well as families from parts of Jikawo more vulnerable to attack moving towards the woreda centre where they were more likely to find protection.

The assessment was conducted in Aduro and Jongul kebeles. The community in Jongul has recently arrived, having been displaced on more than one occasion. They are originally from Makuey (an area of Jikawo on the border with Jor, which consists of eight kebeles), but left in 2005/2006 due to increasing attacks by the Lou-Nuer and Murle every dry season. The community initially moved to Itang to be closer to government protection. In early 2009, they were required by the government to leave Itang, and they moved to Jongul because Makuey remains extremely vulnerable to Murle attacks, and they are from the same sub-claim as the host population in Jongul, so were welcomed. However, when they arrived, they were attacked by the Murle. One woman and a child were killed, and three other children were abducted. As a result, they moved back to Itang. In the same month, the government forced them back to Jikawo, and there was conflict between the community and the government, resulting in injury and loss of life. The community returned to Jongul but continues to feel unprotected and vulnerable, and are expecting Murle and Lou-Nuer attacks to begin again in November. They lost all their farming and household materials when they were displaced and have not received any assistance.

Vulnerabilities

The physical safety and wellbeing of children in Jikawo is greatly threatened by the ongoing conflicts in this woreda (both internal conflict and attack from groups from across the Sudanese border). Direct effects, according to key informants, include the risk of injury and of abduction. Disease and malnutrition were also reported by the majority of key informants to affect children in this woreda.

Communities living in this woreda are commonly affected by flood and drought.

### LARE

<table>
<thead>
<tr>
<th>Census data</th>
<th>Total Population</th>
<th>Urban</th>
<th>Rural</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lare</td>
<td>32,241</td>
<td>7,429</td>
<td>24,812</td>
<td>16,611</td>
<td>15,630</td>
</tr>
</tbody>
</table>

Lare consists of 26 kebeles. Around one-quarter of the population of Lare stays in the urban centre (Kuergeng town), with the remaining three-quarters living in rural kebeles. The main ethnic group is Nuer, with a minority of Anuak and Highlanders in the woreda. The population is primarily agro-pastoralist. According to focus group discussion participants, the livelihood strategies of people in
Lare are based on cattle and cultivation, supplemented by fishing, gathering wild food, collecting
firewood to sell and other forms of trading.

There are 14 schools in the woreda, only one of which is a high school. There are nine health posts,
four of which are fully equipped, and one health centre.

Lare currently hosts a large number of IDPs from Jikawo, both in Kuergeng town and in Worang IDP
camp. Eight kebeles were displaced from Jikawo and moved to Lare (three of which are now living in
Worang, which was one of the assessment sites), due to a conflict which occurred between sub-clans
in Jikawo in April 2009. Attempts are ongoing to resolve the dispute so that the displaced families can
return. Assessment participants reported that five children were killed during the conflict, and eight
children lost their fathers. In addition, some children became separated from their parents during the
conflict, but were cared for by relatives and neighbours until they could be reunited.

The displaced population are reported to have restricted access to education and health services in
Lare because these facilities are already over-subscribed. Schools will not accept the displaced
children. Assessment participants reported high levels of disease following displacement, because
they moved to a malarial area and did not have mosquito nets.

Another factor affecting the education of displaced children in Worang is that the parents fear that
they might be forced to leave when the dry season comes and people migrate to the area looking for
water, so are reluctant to enrol their children in school. A further issue is that because there is no
school in Worang itself, children would have to walk 7km to the school in Kuergeng town. The IDPs
want to go back to Jikawo if peace can be negotiated.

Vulnerabilities

The main issue affecting children's physical safety and wellbeing in Lare, according to key informants,
is the risk of disease, with malnutrition also mentioned. A large proportion of key informants reported
that violence, physical injury and the risk of abduction were also concerns for children in this woreda,
possibly related to their experience of conflict in Jikawo as well as current threats. Just over half the
key informants said that sexual abuse and exploitation of children is a concern in Lare. Communities
in Lare are affected by flooding.

Abobo consists of 17 kebeles, and the census information shows that around one-quarter of the
population of Abobo live in the urban centre (Abobo town), with the remainder living in the rural
areas. The main ethnic group in Abobo is Anuak, with a minority of Highlanders and Mejenger
people, according to key informants. Livelihood strategies include mixed-agriculture, fishing,
beekeeping and large state farms (cotton and rice), which provide paid employment for some of the
population.

There is one health centre and ten health posts. Education provision is reasonably good, with 29
primary schools and one high school. Much of the population has access to clean water, and there
are a few latrines.

Vulnerabilities

The main issue affecting children's physical safety and wellbeing in Abobo, according to key
informants, is the risk of abduction. There is also some risk of flooding in the area.
JOR

<table>
<thead>
<tr>
<th>Census data</th>
<th>Total Population</th>
<th>Urban</th>
<th>Rural</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jor</td>
<td>8,862</td>
<td>633</td>
<td>8,229</td>
<td>4,125</td>
<td>4,737</td>
</tr>
</tbody>
</table>

There are 14 kebeles in Jor. The census information shows that the woreda is overwhelmingly rural. The main ethnic group is Jor is Anuak, with a minority of Highlanders. According to focus group discussion participants, the livelihood strategies of people in Jor are based on cattle and cultivation, supplemented by fishing and collecting firewood and grass to sell. Jor woreda is relatively inaccessible; much of the area can only be reached by boat, and this affects the ability of the population to access goods and services.

There are 18 primary schools in Jor, but no high school. The woreda chairman reported that there is a shortage of teachers because they are reluctant to stay in the rural areas. There are four health posts in Jor, and a bigger health centre in Punyido (Gog). There are water taps in nine kebeles in Jor (some kebeles have more than one tap, for example there were four in Udono, and two in Angingi). In general, people do not have access to the latrines, although some have been built for the offices.

Vulnerabilities

There are crocodiles in the Gilo river, but they are reported to only rarely attack people. Murle attacks and abductions are a more significant problem for people in this area. Key informants were divided in their identification of safety and wellbeing concerns affecting children in Jor. Disease was identified by some as a concern, with violence and physical injury also mentioned. Flooding is a risk in this area.

GOG

<table>
<thead>
<tr>
<th>Census data</th>
<th>Total Population</th>
<th>Urban</th>
<th>Rural</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gog</td>
<td>16,823</td>
<td>5,610</td>
<td>11,213</td>
<td>7,742</td>
<td>9,081</td>
</tr>
</tbody>
</table>

There are 10 kebeles in Gog. The census information shows that approximately two-thirds of the population is rural, with one-third living in the urban centre (Punyido town). According to key informants, the majority ethnic group in this woreda is Anuak, with a minority of Highlanders. The main livelihood strategies are fishing, mixed agriculture and some bee-keeping.

Children in most parts of Gog have access to primary school; there are 20 schools providing primary education. There is one high school, based in Punyido, which is heavily over-subscribed.

There is a health centre in Punyido, which serves a large population from the surrounding areas and lacks sufficient medicines. The work of the health centre is hindered by the lack of electricity which affects the whole of this area. Outside Punyido, five kebeles have a health post (with one nurse in each), and five do not. According to the clinical nurse at Punyido health centre, the main health problems affecting children are diarrhoea and a high prevalence of HIV in Punyido itself.

There is a problem of accessing clean water in Gog woreda, including Punyido town. There are insufficient water taps, and many are reported to have fallen into disrepair. When taps are not functioning, people use river water, but two kebeles do not have access to the river so these people commonly migrate to another kebele until the tap is repaired, especially in the dry season.

The woreda centre, Punyido, is the location of a large refugee camp hosting refugees from South Sudan. UNHCR runs the camp but does not have any programmes for the host community. However, there is considerable overlap between the host and refugee populations, with both able to benefit from the same schools and health services. In addition, refugees commonly sell part of their rations cheaply to the host community.

Focus group participants expressed some ambivalence about the presence of the refugee camp in their community. The men’s group saw the refugee camp as having a primarily negative impact, and
felt that the refugees did not care about their impact on the local environment or people because of their temporary status. Both the men’s and women’s groups said that the refugees ‘brought deforestation and drought because of cutting all the trees around the area’. There was a belief expressed by all four groups that some members of the refugee population engaged in criminal behaviours, such as rape of local women, abduction of children and physical assault of local people. The men’s group said that some refugees used their money and ration to persuade local girls to have sex with them, and if the girl became pregnant, the man would return to Sudan.

The presence of the refugees was also said to have some positive effects on the local population. For example, additional services (health and education) are available to the host population as well as refugees. Food is cheaper and more easily available in Punyido than in some other places because refugees sell their rations. However, the men’s group did not see this as an entirely positive thing: ‘Rations from refugees made us lazy because people wait to buy rations from them instead of producing their crops’.

The assessment was conducted in Punyido, and in Lake Tata kebele. Although Tata is by the lake, there is no water pump or irrigation system, so people there rely on rain to grow maize and sorghum, and have been affected by the recent drought.

Vulnerabilities

The main issue affecting children’s physical safety and wellbeing in Gog, according to key informants, is the risk of disease, but physical abuse was also reported to be a concern in this woreda. There are reports of high rates of HIV infection in the woreda. There is a risk of flooding in certain areas.

**Mejenger zone**

<table>
<thead>
<tr>
<th>Census data</th>
<th>Total Population</th>
<th>Urban</th>
<th>Rural</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Godere</td>
<td>38,763</td>
<td>7,137</td>
<td>31,626</td>
<td>19,917</td>
<td>18,846</td>
</tr>
</tbody>
</table>

Godere consists of 14 kebeles. The census information shows that the majority of the population in Godere is rural, with less than 20% living in the urban centre. According to key informants, the main ethnic group in Godere is Mejenger, with a minority of Highlanders and people from the Keffa ethnic group. There is considerable rainfall in Mejenger zone, which creates good agricultural conditions, but makes much of the area inaccessible during the rainy season. The assessment was originally planned to be conducted in Mengsh woreda, but this proved to be inaccessible by car due to heavy rainfall, so the assessment was conducted in Godere instead. The main crop in the area is coffee.

The centre of Godere woreda is Metti town, and all woreda offices and services are based here, including the only high school in the woreda. There are 13 primary schools in the surrounding kebeles, but assessment participants reported that staff are reluctant to live in the kebeles so stay in Metti town and often arrive at primary schools late or not at all.

There are 11 health posts and one health centre. However, insufficient medicines are reportedly available.

The assessment was conducted in two kebeles, Geleshe and Goshini. Both kebeles have a primary school, but the school in Goshini only goes to Grade 7; for Grades 7 and 8 the children have to walk to Geleshe, which can be difficult in the rainy season. There is limited access to clean water in both kebeles, with river water being used by much of the population.

Vulnerabilities

The main issue affecting children’s physical safety and wellbeing in Godere, according to key informants, is the risk of disease. However, a large proportion (7 out of 13) of key informants said that sexual abuse and sexual exploitation of children is occurring in Godere, and a smaller number (5) felt that physical abuse of children was a concern. Deforestation is reported to affect certain parts of Godere woreda.
PRI OR I TY CH ILD WELFARE CONCER NS

The issues which were found to affect children’s welfare in Gambella region can be divided into two types: contextual issues which affect whole communities and which increase children’s vulnerability; and child-specific issues, which relate particularly to the welfare of children. The two types of issue will be discussed separately in this section.

The information presented here includes the findings of the PREs, FGDs and key informant interviews. The findings of each have been combined to give a general overview of each issue. In some cases, key informants gave a different picture of the situation in an area than participants in group discussions did; where this is the case, the difference in opinions is noted in the text.

CONTEXTUAL ISSUES

The table below summarises the contextual issues identified during participant ranking exercises (PRE). The first column shows the issues identified; the second column shows how many of the 53 PRE groups identified each issue as affecting children in their community; the third column shows the median rank it was given by those groups who identified it. The median rank indicates the priority given to each issue; a median rank of 1 indicates that it was given high priority, whilst a median rank of 5 or 6 indicates that it was seen as lower priority. Issues identified by only one or two groups have been excluded from the table.

Table 8. Contextual issues identified during participant ranking exercises (N=53)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Number of groups</th>
<th>Median rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food shortage</td>
<td>48</td>
<td>1</td>
</tr>
<tr>
<td>Inadequate health service</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>Conflict</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td>Health problems/disease</td>
<td>23</td>
<td>3</td>
</tr>
<tr>
<td>Lack of clean water</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Personal hygiene and sanitation/Lack of toilets</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Lack of domestic non-food items and cultivation materials</td>
<td>8</td>
<td>4.5</td>
</tr>
<tr>
<td>Displacement</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Lack of shelter</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Lack of transportation/roads</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Further analysis was conducted to identify any differences in the problems identified, or rankings given to problems, between children and adults, males and females, rural and urban populations. The responses of each woreda were also compared.

The contextual issues identified can be divided into six main areas: food, health, water and sanitation, conflict, accessibility, and material needs.

FOOD

Food shortages were referred to by 48 of the 53 groups, and the median rank given to this issue was ‘1’. This indicates that it was seen as a priority issue by the majority of those who participated in this assessment. Whilst food shortages affected people in all woredas visited, people in Godere seemed to be somewhat less affected than people in other woredas.

Rural populations identified drought as the main cause of their difficulties obtaining food, followed by flooding. Drought affects both cultivation and livestock, and floods destroy crops before they can be
harvested, and can lead to the death of livestock. Although urban communities also mentioned
drought and flood, they more often referred to inflation as a cause of food shortages for them.

When drought occurs, our community has no water to drink, pasture for animals becomes
scarce, and plantation failure due to lack of rain which makes crops grow. (Jikawo, boys)

When flood occur, disease also occur (diarrhoea and malaria) because of water. Cows, goats
and sheep also die when water increases. If water increases, crop cultivation is interrupted.
(Jikawo, boys)

Children do not get enough food because it's expensive. (Gambella town, girls)

Other causes of food shortages referred to in focus group discussions were displacement and Murle
attacks (see section on 'conflict'). Displacement contributes to food shortages both because people
leave food behind when they flee, and because the community lose access to their land for cultivation.
In areas vulnerable to Murle attacks, people are wary of moving far from inhabited areas to collect
wild fruits, to fish or even to cultivate their land. This limits their ability to provide obtain sufficient
food.

Children are left hungry because we can't carry our food with us during the conflict. (Jikawo, women)

After the displacement they leave where they cultivate. Where they go there is no place for
them to cultivate. (Lare, men)

Fathers are attacked (by Murle) in the river when gone for fishing, mothers can't go far
distance to look for food, children become hungry. (Jikawo, girls)

The consequences of food shortages for children include malnutrition and health problems, and they
may stop attending school. In addition, children may go in search of wild food, which in some areas
exposes them to risk of attack by the Murle. Sometimes children were said to start stealing food or
migrate to urban centres in search of work to earn money to buy food, which exposes them to further
risks. In some cases, whole families may move in search of food.

Children that are under five years old are not getting balanced diet. As a consequence they
are suffering from disease caused by shortage of food. (Gambella town, boys)

Some children may not attend school regularly if they don't get enough food. (Abobo, women)

Due to high starvation when the children go to collect wild fruit/ cabbage, this will lead them
to attack by Murle easily, (Jor, girls)

When there is no food, children start to steal. (Jikawo, boys)

Here in our community some children are displaced from their home due to lack of enough
food. They may go into town looking for labour work. This happens because of severe
drought/ shortage of rain. (Abobo, women)

In times of severe food shortage, people go to urban area where their relatives live, and
depend on those urban people. (Lare, men)

HEALTH

Two issues were identified by participants in relation to health: the problem of disease, and the lack of
adequate health care. These were said by a large proportion of groups to affect children in their
community, and were consistently ranked highly by both children and adults.

Disease was listed by a larger proportion of the rural groups interviewed (53%) than urban groups
(29%). All those who identified disease as an issue affecting children in their community ranked it
highly (median rank = 3 for rural groups, 2 for urban).

A large proportion of urban and rural groups said they were unable to access adequate health
services, with a higher proportion of urban groups complaining of this (50% of rural groups and 71%
of urban groups). Both groups ranked this problem highly (median rank = 2 for both groups).
Inadequate health services were referred to particularly frequently by groups in Gambella Town and
Gog, and in both woredas this problem was ranked highly (median rank = 2 in both cases).
The displaced populations included in this assessment said they had difficulty accessing health services. In other places, participants said that they had to travel some distance to their nearest health centre, which was difficult when somebody was seriously sick.

Due to conflict, communities are displaced from their original homes. Because of this, children lack health centre. (Lare, men)

When serious sickness occur we co-operate to carry the sick person up to Pochalla then to Punyido. (Jor, men)

Although health posts or centres were present in most areas, they were said to lack sufficient drugs, qualified personnel and equipment. A problem in more rural areas was said to be that health workers preferred to stay in towns, and came to the health posts in the kebeles only rarely.

The health centre exists recently but it lacks drugs supply as well as health staff. (Jikawo, men)

Most health workers in kebele don’t stay in the community (Godere, girls)

HIV/AIDS was identified by seven groups during the participant ranking exercise, but people generally (during group discussions and key informant interviews) said that awareness of HIV/AIDS is low. Therefore, the low number of groups who identified it as an issue should not be taken as a reflection of its true impact on communities in Gambella region. In contrast, HIV/AIDS was identified by the vast majority of key informants in all woredas, except Jor, as a problem affecting their communities. Key informants in all areas said that sex without a condom was common in their communities, as was sex without a HIV test. Multiple sexual partnerships were identified as a problem by the vast majority of key informants in all areas except Jor.

When asked directly about HIV/AIDS during focus group discussions, many participants said that their community was affected, especially their young people.

Girls go to town and make sex with a lot of people for money, and they will get HIV/AIDS and come back to the kebele. (Godere, men)

The main causes for children to be left without parents or caregivers is different diseases including HIV/AIDS. (Abobo, men)

They also recognised that the level of understanding and awareness of HIV/AIDS is low, and this increases the risk of infection. Some participants expressed a desire for their community to be educated about the issue.

Most of the people are not using condom and they are suffering from STI because they will say that condom was the one who is bringing HIV/AIDS. (Godere, men)

Here, talking about HIV/AIDS is considered shame. People keep shy. (Abobo, women)

People in this kebele are not aware of HIV/AIDS because there is no reproductive health centre that can provide education. (Abobo, men)

**WATER AND SANITATION**

Personal hygiene and sanitation issues, particularly a lack of toilets/latrines, were said to affect children’s welfare in some areas, along with a lack of clean water. More groups in rural than urban areas said they had a problem accessing clean water, although in Gog both urban and rural groups complained of being unable to access clean water. Sanitation issues were said to affect children in both urban and rural communities equally.

In addition to contributing to health problems, a lack of water and sanitation has other effects on children. Girls talked about having to walk far to go to the toilet when they were at school, so missing parts of their classes. Those who had to go to the river to collect water sometimes missed school in order to do so, and in some areas there is a risk of crocodile attack. When water taps break, and cannot be immediately repaired, people who do not have easy access to river water are sometimes forced to move to another area temporarily in order to access water, with negative consequences for children’s education.
In the town there is problem of toilet and environmental sanitation. (Gambella town, men)
In this kebele there is no clean water and our children are suffering from skin diseases caused by personal and environmental sanitation shortage. (Abobo, men)
Lack of toilet in the school campus causes the spread of diarrhoea and delay from classes. Teachers punish us when left for toilet. (Jikawo, girls)

CONFLICT
Conflict is a significant issue in Gambella region, with 31 groups saying that they were affected by some form of conflict. It was identified by a larger proportion of rural groups (69%) than urban groups (43%). The woredas we visited in which people said they were particularly affected by conflict are:

- Gog: Murle attacks
- Jikawo: Murle attacks, Lou-Nuer attacks and internal conflict between Nuer sub-clans. The concerns expressed by this community were dominated by the impact of conflict, especially since they had been displaced more than once and were currently living in an area vulnerable to attack in the dry season.
- Lare: Internal conflict, Murle attacks

Conflict was also mentioned by a smaller number of groups in Jor and Abobo (Murle attacks) and Godere (ethnic conflict between Mejenger and Highlanders).

In addition to the physical harm inflicted on communities by conflict and attack, there are other consequences. In many cases, conflict leads to displacement, so creating problems of shelter and access to services. Children can also become separated from their parents during displacement.

The focus of Murle and Lou-Nuer attacks is stealing cattle; the loss of cattle means loss of food and an inability to raise income by selling cows. The Murle also abduct children (this is discussed further in the following section, on ‘child-specific issues’). Lou-Nuer attacks were said to commonly involve burning houses, which leads to the loss of property, as well as injury and loss of life.

Conflict has wider effects on a community through teachers leaving the area, leading to school closures; and cultivation of land becoming difficult in an area vulnerable to attack, so contributing to food shortages.

All the cows which we use as an income were looted, schools were closed by that attack. (Jikawo, women)

Ethnic conflict and Murle attack is a big problem which leads to displacement and affects us in many ways (e.g. security problems, economic problems and social problems). (Lare, women)

ACCESSIBILITY
Jor, in particular, is difficult to access and some groups there identified this as having a negative impact on their community, because it makes it hard to access goods and services and makes them more vulnerable to Murle attacks, because they are too far from government forces to be protected easily.

We need good road and communication, to be protected from Murle attack by police and government. (Jor, women)

Sometimes the government can give some foods, the food cannot reach us because there is no road from Gog to Jor. (Jor, men)
MATERIAL NEEDS

Lack of shelter, or inadequate shelter, was said to be a problem affecting people in Gambella town, Jikawo and Lare. Jikawo and Lare host displaced populations, and these are the groups who identified lack of shelter and overcrowding as a problem.

The same groups identified lack of non-food items (e.g. cooking utensils, mosquito nets), with this being mentioned by a high proportion of groups in Jikawo, who have been recently displaced. They, and the group in Lare, also complained of a lack of tools and seeds for cultivation.

These houses belong to the host community. We are temporarily living in these houses. The house is small to accommodate family members and does not protect fully from rain. (Lare, boys)

We left all cooking utensils and clothing in our kebeles. (Lare, girls)

There is not enough material to cultivate to farm. There is no cooking material because of the conflicts which erupted in the last 5 months, no place to sleep, no shelter. (Jikawo, boys)
This section focuses on issues which specifically affect children. The table below shows how many of the 53 groups who took part in the participant ranking exercise identified each issue as affecting children in their community, along with the median rank it was given by those groups who identified it. Issues identified by only one group have been excluded from the table.

**Table 9. Child-specific issues identified during participant ranking exercises (N=53)**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Number of groups</th>
<th>Median rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate education service</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>Separation from parents</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Early sexual activity (including early marriage and transactional sex)</td>
<td>32</td>
<td>3</td>
</tr>
<tr>
<td>Cost of attending school (uniform, fees, materials)</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>Child labour/ workload</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Murle attacks/ abductions</td>
<td>14</td>
<td>3.5</td>
</tr>
<tr>
<td>Drug use/ Alcohol use</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Criminal activities (e.g. stealing)</td>
<td>10</td>
<td>5.5</td>
</tr>
<tr>
<td>Physical abuse (beating)</td>
<td>8</td>
<td>3.5</td>
</tr>
<tr>
<td>Lack of youth centres/ recreation facilities</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Drowning in river</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Attack by known or unknown people</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Street children</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Rape</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Further analysis was conducted to identify any differences in the problems identified, or rankings given to problems, between children and adults, males and females, rural and urban populations. The responses of each woreda were also compared.

The findings are described under eight main headings below: education; separation from parents; sexual issues; child labour; Murle attacks/ abductions; harmful behaviour & street children; physical abuse; other. Each section includes a description of the issue, and a description of its causes and consequences, where this information is available.
EDUCATION

Issues relating to education were the most commonly identified, and were ranked consistently highly by participants in this assessment.

During the participant ranking exercise, inadequate education services were said by 33 of the 53 groups to affect children in their communities, and the median rank for this issue is ‘2’. Difficulty in obtaining the materials required to send children to school (e.g. uniform, books, pencils) was said by 24 groups to affect children in their area, with the median rank for this issue also being ‘2’. Access to education is clearly a priority issue for people in Gambella region.

Inadequate education service

A majority of groups interviewed in Godere, Gog, Jikawo and Lare said that inadequate educational provision was a problem for children in their area.

An issue frequently raised was the need for children to travel a long way in order to access education. This is particularly true of those attending high schools, which tend to be located only in the urban centre of each woreda. It is difficult for children from rural kebeles to access the higher grades, since high schools have no accommodation. Children without relatives in the town are either unable to attend high school, or have to live independently at an early age, which exposes them to a variety of risks.

The children when they have finished elementary school, they will not go to secondary school because it is very far. (Godere, women)

Because there is no grade 9 and 10 in here, when children are sent to learn in Gambella, they stop school because they have nothing to eat, and start stealing. (Jikawo, men)

In rural areas, there is a problem of teachers staying in town and coming late to the kebeles to begin classes, or not coming at all. In areas vulnerable to conflict, teachers were said to have left, leading to school closures. In Jikawo, where the community had recently been displaced, the children did not have access to any school, but classes were being conducted outside, under trees. This was seen as being unsuitable both for teachers and children, and had the effect of discouraging well-qualified teachers from working in this kebele. Concern was also expressed about a shortage of well-qualified teachers in other areas. In addition, some children complained that they were exploited and abused by teachers.

Teachers usually stay in town, they do not come to rural area to teach. (Jikawo, boys)

Children are now learning under tree … Teachers are small and not well qualified. Teachers don’t want to teach under a tree, they are fearing the rain and the sun. (Jikawo, men)

Teachers order students to cultivate their gardens. They also demand payment for any case, even textbooks or uniforms provided to us. (Jikawo, girls)

High punishment in schools. (Godere, girls)

It is common that teachers ask girls for sex to give them better grades/ results. (Lare, boys)

Causes of children dropping out of school

Key informants were asked to identify the main reasons for children failing to access education in their woreda. In all areas, the cost of education (school development fees, uniforms, school materials) were said to be a significant cause of children dropping out of school. In Godere, Jikawo and Lare, a large proportion of key informants also cited the distance to school as a cause of children not attending. In Jikawo children have difficulty attending school regularly because their families move frequently to access grazing land for cattle, and as a result of conflict.

The issue of children dropping out of school came up in many focus group discussions. Again, the reason most commonly given for children dropping out of school was, by far, financial problems. Although there are no fees for government schools, children are required to wear school uniform and to provide their own exercise books and pens. Participants in all woredas except Lare said that people had difficulty in providing school materials and uniforms.
I have two children in my home because their father was dead. I have not enough food and school material to survive them. Some years they drop out from school. (Jor, women)

Some children fail to go to school because of school uniform. (Abobo, women)

The children who were said to be most likely to drop out of school for financial reasons were orphans, who lack the support of a family and may not receive assistance from anywhere else, and children whose parents were on a very low income.

Some children like orphans failed to join primary school because they didn't get school uniform and school material. (Jor, women)

Children, especially girls, whose parents have low income are less likely to attend primary school and secondary school. (Gambella town, men)

Children from low-income families, or who lack any family support, may be obliged to find paid work to support themselves (and perhaps their families) instead of going to school. In some places, ‘night schools’ were in operation, so that children who had to work were still able to continue with their education.

I am living with my mother’s sister because my mother she is deaf, and her sister who I live with her together, she is HIV positive. Now I am working in private domestic work to survive them. I am learning in night time, so cause me to stop in Grade 8 only. (Gambella town, women)

In Gambella town, Godere, Jikawo and Lare, key informants said that parents prevented their children from attending school in some cases, and participants in most focus groups also raised this issue. Girls are particularly likely to be kept at home by their parents, to help with household chores and to take care of younger siblings. Key informants from all areas said that whilst the majority of boys in their woreda attended both primary and secondary school, girls often attended primary school, but rarely proceeded to secondary school. Orphans may also be prevented from attending school by their caregivers, in order to work.

Orphans don’t follow education successfully in the community. They are over-worked by family instead of learning. (Godere, women)

In our culture, some children were kept to hold baby or to help their relative at home. (Gambella town, girls)

Most of the girls are not attending primary school due to household work. (Jor, boys)

Although financial problems were the main factor said to prevent children attending school, a large proportion of groups referred to early sex and early marriage as being another common cause of children dropping out of school. When a girl is married, or becomes pregnant, she will not continue with her education. Similarly, if a boy who is still in school impregnates a girl, he will often be required to leave school in order to earn money to pay the dowry.

The reason why the number of girls is less in the high school is because of early marriage, which is occur unknowingly or forced by family. (Jor, girls)

Some girls drop from school because of early marriage to meet their needs. (Abobo, women)

Other issues were said to contribute to children dropping out of school in specific locations.

- Concern about potential Murle attacks led parents in some places to prevent their children from walking to school. This was mentioned particularly by focus group participants in Jor. Due to distance of school and worry of Murle tribe, sometimes they fail to go to school. (Jor, girls)

- Children who have been displaced are likely to drop out of school because there may be no school in their new area, or they may be unable to join the schools (e.g. because they are already over-subscribed). This issue was mentioned by participants in Jikawo. We go to school before displacement. But for the last seven months we missed education because there is no school nearby. (Lare, boys)
• Children with disabilities were said to be likely to drop out of school because there is no suitable provision. In some cases they were unable to physically reach the school, and in others they were able to attend classes but unable to learn because they received no special attention. Key informants in all areas, but particularly Abobo, Gambella town, Godere and Jikawo referred to difficulties experienced by children with special needs in accessing suitable education.

Handicapped children are not going to school because of transportation or school distance. There is no special needs centre in our community. Deaf and blind children go to school but fail because there is no attention paid to them. (Gog, boys)

SEPARATION FROM PARENTS

Children who were separated from their parents, particularly those who have lost one or both parents, were said to be particularly vulnerable. More than half of the PRE groups identified this issue as affecting the welfare of children in their area, and tended to rank it highly (median rank = 2). When focus group participants were asked which children were most vulnerable in their community, the most frequent response was children whose parents (either one or both) had died.

The challenges which face orphans were mentioned particularly by PRE participants in Abobo, Gambella town, Gog and Jor. A large proportion of key informants in Gambella town, Godere, Jikawo and Lare said this issue affected children in their communities. Since records are not available, it is not clear whether the concern expressed about the situation of orphans in certain communities is due to there being particularly large numbers of orphans in those areas, or because traditional systems of caring for them are no longer working effectively. In all areas, key informants and focus group participants said that children who were separated from their parents were cared for by relatives, or (to a lesser extent) by neighbours or other community members.

If relatives have wealth (properties, cows, money) they can share with the orphans. Whatever parents give to their own children, they also provide to the orphans. (Jikawo, women)

If young children, specially vulnerable and orphan one, the relatives are going to help them traditionally. Even if the children have no relatives, the neighbour can help them by sharing what they have, like food, clothes, shelter, etc. (Gambella town, men)

However, some participants said that these traditional systems were not working as effectively as they did in the past.

If children have a relative may have got support. Some time neighbours may support, but now this is fail due to economic crisis. (Gambella town, girls)

Only in Gambella town, Gog and Lare did some key informants report that children separated from their parents were cared for in institutions (run by the Catholic church primarily). In Gambella town, Godere and Lare some key informants reported that such children sometimes lived on the streets.

There was some confusion amongst key informants about whether registration takes place of children who were separated from their parents. It seems that such registration is not occurring systematically, but in some places organisations working with such children (e.g. Hope Enterprise, Mekane Yesus, PACT partners) will keep records of children living without parents. Some key informants reported that the kebele administration registered children living without parents, but this was not confirmed by the kebele administration officials. It is likely that registration takes place in kebeles only at times when particular assistance becomes available for children without parents.

An issue raised in some groups was that whilst there is some assistance from the government and NGOs for orphans, no support is offered for ‘half-orphans’, children who have lost their father. Female-headed households may also lack resources, and children living with only their mother were also considered vulnerable by many participants.

I have three children without father. When the govt provide school uniform our children were forbidden, because they say we are looking for orphans. (Gog, women)

 Causes of separation from parents
Key informants in Abobo and Jikawo said that abduction separated children from parents, and displacement and conflict were said to be causes of separation in Gambella town, Jikawo and Lare. In some areas (Gambella town, Jikawo and Lare) children move away from their parents in order to access education or other services. In Godere, key informants said that children from the kebeles left their families in order to move to the urban centre to look for work.

PRE and focus group participants said that the main causes of parental death are conflict or disease, including HIV/ AIDS. However, it is worth noting that awareness of HIV was said by key informants to be very low in much of Gambella region, so it is likely that HIV is a more significant cause of death than was recognised by the participants in this assessment.

Some parents killed during the conflicts between ethnic groups. (Abobo, boys)
Murle took the cattle, then fight against the owner of cattle and many children are left parentless because of Murle. (Jor, men)
Some parents died due to HIV/AIDS, TB and other chronic diseases. Here people don't want to speak about HIV because they are less aware. (Abobo, girls)

Effects of separation from parents

Concern was expressed that orphans are vulnerable to abuse from their caregivers. This abuse may take the form of over-work, physical punishment, neglect or sexual exploitation.

Children without father or mother may stay with relatives, or they will remain with older brother or sister. Some of them can treat children like their children, but most of them may not do this. They may use children at home like slave. (Abobo, girls)
Some children who live with stepfather may have sex with father. (Gambella town, girls)
Some of them are not well-treated in the family who is giving care, e.g. beaten, a lot of work, etc. (Godere, men)

In particular, orphan children were said to commonly miss out on education because their caregivers were unable or unwilling to provide them with the necessary uniform and materials. Although participants said some government assistance was available to orphans, it was said to be insufficient.

Some children fail to go to school because of school uniform. The government provide school uniform for few orphans, not for all. (Abobo, women)

Orphans who do not receive adequate care from relatives were said to be extremely vulnerable to dropping out of school and trying to provide for their own needs through finding work, or, for girls, engaging in transactional sex or early marriage.

Some half-orphan children living with their stepfather are suffering from unjust treatment at home, then they might leave home and go to town to lead their life. (Gambella town, boys)

Orphans leave to areas like town. Children are turning to practice illegal activities in the town. They think for what to earn and problems occur. They discontinue learning if they don't have breakfast, lunch. (Jikawo, women)

SEXUAL ISSUES

Early sexual activity and early marriage was identified by 29 of the 53 groups during participant ranking exercises as a problem affecting young people in their communities. It was, in some cases, related to transactional or commercial sex. Concern about early marriage and early sexual activity was expressed by a large proportion of groups in Gambella town, Abobo, Gog and Godere. It is notable that this issue was raised by only one group in Jikawo and one in Lare; it may be that this behaviour change has not occurred in Nuer zone, or that it is occurring but is not seen as a cause for concern.

Key informants in all areas identified early sex as a concern, and commercial sex was said to be a concern by 50-75% of key informants in all areas except Abobo and Jor, where no interviewees identified it as an issue.
Whilst participants discussed the issue using terms which were translated as 'early sex', 'early marriage', 'transactional sex' and 'commercial sex', there was no clear distinction made between the different types of behaviour. The term 'early marriage' was not necessarily used to describe a formal union between a male and female; it was also used to describe an informal sexual relationship, with the term 'boyfriend' and 'husband' being used interchangeably. The looseness of the terms makes it difficult to know whether participants are referring to informal sexual relationships or formal marriages.

The concerns expressed about young people’s sexual behaviour focused on issues which include:

- The early age at which young people became sexually active
- The informal nature of sexual relationships
- The use of sex to obtain material benefit, which also includes the sexual exploitation of young girls by men/boys who have access to resources
- Peer influence, and a change in attitude and behaviour amongst young people

Although there is considerable overlap between these issues, for the sake of clarity they will be discussed separately. Also discussed are cultural practices that contribute to early sex, and forced early marriage in order to obtain dowry.

**Early onset of sexual activity**

There was a general consensus amongst FGD participants that the age at which young people became sexually active and married had decreased in recent years.

- Age for marriage differs. For girls who are not in school it is 12-14 - previously the age of marriage was 16-18. For girls in school, it is 15-16 – previously it was far higher. (Lare, men)
- Children have shown behavioural change in the last three years, especially girls, started sexual activities while their ages are not reached or matured as well. (Gambella town, boys)

However, girls and women in Godere said that they had been taught about the negative impact of early sex, and this had influenced their behaviour.

- We have sex in the age group of 12 and above. But there is a big change because we do have knowledge of problems that may affect us. We changed because when we have marriage in the above ages we might be affected by different diseases, but now we start from 14 and above. (Godere, girls)

**Informality of relationships**

Adults, primarily men, expressed concern that the traditional way of agreeing a marriage between two families was no longer being observed by some young people, who preferred to make their own decisions about who to marry.

- Change occur among children – bad behaviour, they don’t hear their parents’ speech or decisions. Young girls marry early because they refuse their parents’ advice. (Jikawo, men)
- The reasons for this change is that boys and girls think they are big enough to decide their marriage themselves. They now leave their parents’ decision. (Lare, men)

**Sex for material benefit/sexual exploitation**

The exchange of sex for material benefit was referred to by participants in many communities, but the way they understood this behaviour differed. Some saw it as a purely commercial transaction, others more in terms of a mutual agreement between the girl and the man, and others in terms of sexual exploitation. In some cases, girls were said to engage in this type of behaviour out of necessity, in order to meet their basic needs; whilst others said that girls were motivated by a desire to have ‘nice things’ and to keep up with their peers. The range of ways in which this behaviour was interpreted by participants in the focus groups is illustrated by the quotes below.

- In girls, even if it’s not recognised in the society as commercial sex, they exchange sex for basic needs. (Gog, girls)
Girls are making very bad thing nowadays, they go to the town and do whatever they like, such as commercial sex. (Godere, men)

Even some children without father, especially girls, they become demoralised in the community so they can look for early marriage to survive, even if she is in school. (Jor, girls)

In our community there are many persons that initiate us to having sex, because they give us money/ (Godere, girls)

Girls start early sex to meet their needs with different boys. Or they may look for private domestic labour work. (Abobo, women)

Sexual exploitation by teachers was specifically referred to.

As girls have many responsibilities at home, their academic performance is not good. However, it is common that teachers ask girls for sex to give them better grades/ results. (Lare, boys)

Girls said to be particularly vulnerable to exchanging sex for material benefit include orphans whose caregivers do not provide properly for them, and girls whose parents are on very low incomes. Also at risk are girls who go to high school in the town but do not have relatives to stay with there, so have to earn money to provide for themselves.

Peer influence and attitude towards relationships

A further explanation given by participants for the change they have noticed in girls' sexual behaviour relates to a desire for the kind of clothes and lifestyle they admire in other people, and pressure from their peers to use their sexuality to obtain these benefits. Girls who used drugs and alcohol were said to be at increased risk of succumbing to peer pressure to engage in early and/ or transactional sex. These issues were mentioned by more urban groups than rural.

Some of them may have early marriage to be equal with their peers. (Abob, women)

Most girls are impressed by the teenagers, like when they see their peers in good clothes and jewellery they try to have sex with men who have money, to get money for buying clothes. (Gambella town, men)

Girls are involved in sexual activities because the teenagers dared them to drink alcohol. (Gog, men)

Traditional practices that contribute to early sex

In Godere, participants described a tradition that involves young men and young women living independently from an early age. Sometimes this was described as part of the process of growing up, and sometimes as being ‘chased away’ from home due to perceived misbehaviour. Living in their own homes was said to provide young people with opportunities for sexual activity which led to problems such as sexual exploitation and early pregnancy.

The boys are making their own tukuls then they will take the girls there and sleep with them, e.g. giving the girls good thing like money, buying them clothes. (Godere, men)

Girls have many partners because they are living in their own houses and couldn’t identify one person when she is impregnated. She is ignored by her family and not given good care. (Godere, women)

Forced early marriage

In addition to informal sexual relationships between young people, some participants expressed concern at the practice of parents giving their daughters in marriage at an early age, in return for a large dowry. This tended to happen more in situations where the parents were on a low income or had lost their livelihoods (e.g. through displacement, conflict or drought). Since the family's criteria for choosing a husband for their daughter is primarily his ability to pay a large dowry, girls were said to often be married to much older men who already have at least one other wife, and the girl is treated badly in her new home.
Sometimes they are forced to marry, because maybe their elder brother was married and he doesn't have anything to pay his dowry. So immediately the parents force the lady to have early marriage (Jör, women)

Girls are seriously affected by displacement. In the place where they are displaced, their parents want to submit their daughter to someone who has cattle so that they can get something to eat, even when the girl is under-age. (Jikawo, men)

Girls were gifted to those who have money or property for a dowry. (Gog, girls)

Consequences of early marriage and early pregnancy

Concern was expressed at early sexual activity because it was perceived to have particularly negative consequences for girls, due to the risk of pregnancy. Girls who become pregnant when still young were said to be likely to drop out of school, and risked rejection by their families, problems delivering a baby when their bodies were still small, and having unhealthy babies. They were also likely to experience economic difficulties in providing for their babies.

In girls, may have early marriage when they reach in high school. Some of them may look for labour work to buy milk for the baby. Some babies may die when they are delivered. (Abobo, women)

In girls they will start early sex, early marriage. Some of them may have a baby with unknown husband because of multiple boyfriends. Some may be affected by HIV/AIDS. Some girls may die due to abortion. Some girls may have a baby but they don't have the capacity to take care of their children and to meet their need. (Gambella town, women)

Perhaps in recognition of these difficulties, some girls were said to attempt to abort their baby, sometimes losing their own lives in the process.

Girls sometimes lost their life due to abortion while they are under-age. (Abobo, men)

Both boys and girls risk infection with sexually transmitted diseases as a result of early sex, since awareness of these issues was said to be low, and condom use rare.

Limitations

These issues are sensitive and the variation in references to sexual issues in different woredas may reflect different levels of openness about such matters, as well as (or rather than) differences in the nature or prevalence of such problems in different areas. For example, key informants in Jör did not identify any concerns relating to sexual issues; it may be that such problems are not occurring in these communities, or that they are not recognised and/ or discussed. In Abobo, early sex was acknowledged to be a significant problem, but rape and commercial sex were not said to occur.

This methodology is not ideal for exploring such sensitive issues, since each area was visited briefly and most discussions were conducted in a group format.

CHILD LABOUR

I am 12 years old, when I get back from school at evening I am going to sell milk until 8'o'clock at night. (Gambella town, girls)

Child labour and excessive workload were identified by 19 PRE groups as a problem affecting children in their communities. Both adult and child groups identified this issue, and it affected both rural and urban areas. However, it is notable that only one of the eight groups interviewed in Jikawo, and one of eight groups in Lare identified child labour as an issue affecting young people in their area. Again, it may be that this is not a problem in Nuer zone, or that it is occurring but is not recognised as a problem.

The types of labour boys and girls were said to engage in are summarised in the table below. The letter G indicates that participants in FGDs said that this type of child labour occurs in their community; the letter K indicates that this type of child labour was identified by key informants in that woreda.
Table 10. Types of child labour identified

<table>
<thead>
<tr>
<th>Boys</th>
<th>ABOBO</th>
<th>G.TOWN</th>
<th>GODERE</th>
<th>GOG</th>
<th>JIKAWO</th>
<th>JOR</th>
<th>LARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultivation</td>
<td>K</td>
<td>G K</td>
<td>G K</td>
<td>G K</td>
<td>G K</td>
<td>G K</td>
<td>G K</td>
</tr>
<tr>
<td>Cattle</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Fishing</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Hunting</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Constructing houses</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Selling fruit/ grass</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Transporting goods/ carrying luggage</td>
<td>G</td>
<td>G K</td>
<td>G K</td>
<td>G K</td>
<td>G K</td>
<td>G K</td>
<td>G K</td>
</tr>
<tr>
<td>Manual labour (e.g. construction)</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Workshops (e.g. car mechanics)</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td>Work on private farm (e.g. coffee picking)</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Work in hotel/ shop</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Gold mine (Dimma)</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Join military</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Girls</th>
<th>ABOBO</th>
<th>G.TOWN</th>
<th>GODERE</th>
<th>GOG</th>
<th>JIKAWO</th>
<th>JOR</th>
<th>LARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fetching water</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Taking care of children</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Collect firewood (domestic or sale)</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Collect wild fruit/ vegetables</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Cultivate vegetables</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Milking cows</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Constructing houses</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Make local alcohol</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Selling fruit</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Work on private farm (e.g. coffee picking)</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Work in hotel/ shop</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
</tbody>
</table>

In some areas (e.g. Gambella town), children were said to undertake hazardous tasks, such as waste collection, in order to earn money, and there were also reports of some children, especially those without parents, undertaking domestic work outside the family home in return for food and board but without being paid. The term 'slavery' was not used or recognised, but could be used to describe the situation of these children, as well as those said by focus group participants in Gambella town and Gog to be brought from to towns from villages to take care of babies.

There was no consensus amongst participants over whether boys or girls were more engaged in child labour, although there did seem to be agreement that girls worked more in the family home, and boys were more likely to find paid employment elsewhere.

Causes of child labour

When asked why children work, the reason given by most focus group participants was that children work in order to buy food, clothes, medicine and other essentials.
Children suffer from hunger and lack of clothes. If parents are asked, they get angry, so we do not ask again. Children go and do things that earn money like coffee picking. (Godere, boys).

Because family were not able to provide basic needs .. boys they can start private domestic labour and some of them start stealing, or some of them can start work around the bus station. (Gog, girls)

In particular, participants talked about children working in order to buy school uniform and school materials.

Girls sometimes prepare local beer for business to get their school uniform and other educational materials. (Gog, boys)

Children in this kebele are working to get their educational materials like copybook, uniform, clothes and other needs. (Abobo, men)

The children who are most likely to work to provide for their basic needs are those whose families are not able to support them. Orphans were said to be particularly likely to have to work to support themselves.

Those without families are most affected. To have money they work hard and carry overload. (Godere, girls)

Most of the time children without caregivers are exposed to labour work, stealing in the town and working in the hotels to get food. (Gambella town, boys)

Children whose families have lost their usual source of income, either through conflict, displacement, drought or flooding, may also have to work.

Those who live by using milk and milk product, when these cattle were took by Murle it became difficult for their life, so they tend to look for work. (Abobo, girls)

One of consequences of displacement is separation of children from families – children go to live on their own or work in markets. (Jikawo, women)

One of the consequences of early sex and early pregnancy was said to be that the young people involved need to work to earn money. A boy who impregnates a girl is expected to marry her. If his family is unable to help him, he will need to work to earn money to pay dowry. In addition, both the boy and the girl need to earn money to provide for their child.

If boys get marriage early, because they don't have money to pay dowry they can rush to gold mine in Dimma. (Gog, girls)

In girls, may have early marriage when they reach in high school. Some of them may look for labour work to buy milk for the baby. (Abobo, women)

Some focus group participants said that children work to earn money so they can buy things they see their friends having, or to generally improve their standard of living.

After the economic crisis occurred in Ethiopia, not in this kebele only, children dared to work hard because of searching for a better life. (Abobo, men)

They see teenagers wearing good things like shoes, trousers and the others. (Gog, men)

**Effects of child labour**

One of the main ways in which child labour was said to negatively impact on children was in terms of their education. The academic performance of those who were able to combine work with going to school suffered because they were unable to spend sufficient time studying and doing homework. As one group noted, this increased the vulnerability of girls to sexual exploitation by teachers:

As girls have many responsibilities at home, their academic performance is not good. However, it is common that teachers ask girls for sex to give them better grades/ results. (Lare, boys)

Participants in focus group discussions commonly talked about children dropping out of school completely because they were engaged in too much work in the home, or outside.
Hard labour prevents children from going to school. Children stay away from school to keep cattle and farms. (Godere, girls)

Most of the girls are not attending primary school due to household work. (Jor, boys)

A second consequence of child labour commonly mentioned by participants was the risk of physical harm, either through illness or injury. Some types of work, such as waste collection and taking care of cattle, were related to specific illnesses by participants.

Orphan children often work in rubbish areas, then might be affected by bacteria and disease. (Gambella town, boys)

When children stay at sun keeping cattles they might be affected by malaria and severe headache. (Abobo, boys)

Other types of work were said to involve a risk of injury or even death.

Sometimes children attacked by crocodile when they go fishing in Alero Dam. Children often lose their lives in water when they are fishing. Waves from the lake sometimes turn over the canoe while children are fishing. (Abobo, boys)

Boys can get hurt when they go underground for gold. The stone from underground may fall on them and lost their life. (Gog, men)

One girl was bitten by snake last week when she was collecting firewood in the forest. (Abobo, boys)

Those who go to Dimma to work in the gold mine were said to be at risk of attack by the local people in that area.

There is an ethnic group called Surma that can kill children, especially boys who had gone to Dimma for gold mining. (Gog, boys)

Some participants also acknowledged the potential for children to be exploited by their employers or others, either sexually or through not being properly paid for their work.

Sometimes girls go to Dimma also for business, then they may be sexually exploited by gold-diggers. (Gog, men)

There are some children working as slaves in hotel and household. Some people burden children with difficult work but don’t pay for them. (Gambella town, boys)

Boys are victims of labour work at farm. Children work hard but those investors are not paying them money that can compensate with their work. (Abobo, men)

In addition, working in markets exposed them to a variety of other risks, including drugs, alcohol and sexual exploitation.

Many girls participate in selling ground-nuts in the markets that drugs are used. (Gambella town, men)

**MURLE ATTACKS/ ABDUCTIONS**

Whilst children are affected by forms of conflict which occur in a community (ethnic conflict, Lou-Nuer attacks, internal conflicts), Murle attacks specifically target children for abduction. Participants in group discussions and key informants in Abobo, Gog, Jikawo, Jor and Lare said that children in these areas are at risk of abduction by the Murle.

Focus group participants in Jikawo and Jor described their experience of the Murle and the Lou-Nuer. They said there were some similarities between the two groups, in that both come at night, and both attack during the dry season. They both come over the border from Sudan, but were said to take separate routes through Gambella and to be hostile to each other. The aim of both groups is to steal cattle, but the Murle also want to abduct children, whilst the Lou-Nuer were said to kill indiscriminately.
Lou-Nuer kill everyone in a community, but especially children because they are not able to run away very fast. (Jikawo, men)

In their attempts to obtain cattle and children, the Murle were said to be ruthless. They would kill adults who attempted to protect their families and property, and would also kill children who were too small to walk back to Sudan with them. They took not only cattle, but also other livestock, and would burn crops and houses.

Five months back, Murle came here and burned our houses, abducted three children, burned two children in a house, killed some women and took our cattle. (Jikawo, men)

The children who are too small to walk far are killed by throwing into water sources, throwing them into a burning house or shooting. Parents are also killed. (Jikawo, girls)

Children’s vulnerability to abduction by the Murle was said to increase if they went to isolated areas.

Murle come and investigate the area then will find the place where children are playing alone, or walking with their mother. (Jor, men)

The main reason children go to isolated areas is to find wild food. This was said to be a particularly risky activity, but one which children continued to engage in during times of food shortage (e.g. drought). They also sometimes went to play in places which increased their vulnerability to attack. Roads leading to schools may also be isolated. These, and the river, were also seen as areas where Murle were likely to attack children.

When the children went to play near by the kebele or when they go to collect wild fruit they will be attacked by Murle. (Jor, women)

Sometimes Murle hide themselves near path/ roads to school. (Jor, boys)

The communities in Jor and Jikawo felt particularly vulnerable to attack because they are unarmed (their guns were collected in by the government) and they are far from forces which could protect them.

They target this community because we are far from town (government headquarters), we have no protection so the Murle easily get what they want. We have not enough guns or protection, most of our youth are in the towns. (Jikawo, women)

We need road to be constructed because if there is a road, when the Murle attack us the government can reach us easily and help us. (Jor, men)

Focus group participants described making some attempts to protect themselves from Murle attacks. They restricted the movement of their children and children walk to school in a group, so the Murle are less likely to find children unprotected. In Jor, the men organised themselves to protect their families and property during the time the Murle are likely to attack.

We train some militia for each kebele to protect the community from Murle attack. (Jor, men)

Sometimes because school is far from community they used to go to school in a group even though some of them attack by Murle unknowingly. (Jor, women)

Effects of Murle attacks

The most obvious way in which the Murle impact on the welfare of children is through abduction, injury and death.

When they come, people start to run away. Children who are not capable of running away remain in the village – when Murle get them, they will kill them. Children run to the river to hide themselves. Sometimes, if a child does not know how to swim, he/ she sinks down in water and dies. (Jikawo, boys)

However, there are other negative effects on children’s lives which result from these attacks. The Murle kill any adults they come into contact with, so children may lose one or both parents in an attack. Since the attacks involve theft of livestock, the livelihoods of the communities attacked are affected, creating food shortages. This is exacerbated by the affected communities’ attempts to protect themselves by not going to isolated areas where they may be vulnerable. This results in farms
remaining uncultivated, and people not collecting wild food which can only be found in forests and other risky areas.

- Murle prevent the farmers to cultivate their land so children are suffering from hunger. (Gog, men)
- The parents will tell children not to go to the bush for collecting wild fruits. (Jor, boys)
- Those family who live by selling milk and milk produce because their cattle were took by Murle, now they are suffering. (Abobo, girls)

The movement of children is likely to be restricted. Participants gave examples of children being prevented from going to school, to play, or to social occasions, to protect them from abduction.

- Children always feel fearful for the attacks. They don't go to far places or recreational places for fear of enemies. Children are not even sent to neighbourhood homes, mothers can't go to find food items for the family for fear of attack. (Jikawo, girls)
- Some families do not allow their children to collect wild fruit or go to school, to protect them from attack (Jor, girls)

In some cases, whole communities are displaced because they are unable to protect themselves from the Murle attacks. Displacement has a profound impact on children's wellbeing. Focus group participants in Jikawo, who had experienced displacement on more than one occasion, said that children frequently became separated from their parents during displacement, although this separation is usually temporary.

- Many children lost during displacement. Children are left in the conflict areas because only mothers are carrying them, while fathers fight. (Jikawo, women)

The loss of property and livelihoods which accompanies displacement also affects children. The loss of livelihoods results in food shortages and coping strategies which are harmful to children, such as early marriage in order to obtain a dowry.

- Girls are seriously affected by displacement. In the place where they are displaced, their parents want to submit their daughter to someone who has cattle so that they can get something to eat, even when the girl is under-age. (Jikawo, men)

There are often a lack of services in the area to which people are displaced, so children are unable to access education or medical treatment.

- Due to conflict, communities are displaced from their original homes. Because of this, children usually lack school where they go, lack health centre, become vulnerable to disease because of the environment change. (Lare, men)
- We move to new areas and the teachers don't follow us. Our children don't have regular education because displacement is always taking place. (Jikawo, women)

There were also reports of displaced children being abused by the host community. Boys were said to be vulnerable to attack, and girls to sexual assault.

- Sometimes girls are raped by powerful people/ those who have cattle, believing no-one to care for them because they come from another place. If they are raped, those who rape them believe nothing could happen because that village belongs to them. (Jikawo, men)
- New boys are treated badly by boys who live in that area. They are prevented from enjoying in recreational areas, and attacked when going to school. When boys go fishing, their fish are taken by boys dwelling in that area. (Jikawo, men)

**HARMFUL BEHAVIOUR & STREET CHILDREN**

A number of behaviours which could be termed 'anti-social' or harmful were identified by some groups as affecting children. Whilst these behaviours were not ranked highly (median rank = 5.5 for criminal activities and 5 for drug/ alcohol use), they were mentioned by a large proportion of urban groups,
especially in Abobo and Gambella town, but also in Punyido (Gog). Children living in urban areas were felt to be particularly affected by such problems.

Here in this woreda because everything is available, most of the boys and girls take alcohol and chew chat. This can cause to have early sex and early marriage than other woreda. (Gog, girls)

The main types of behaviour participants expressed concern about were drug and alcohol use; sexual activity; and criminal behaviour (particularly theft). A clear gender difference was perceived, with boys being thought to be more likely to engage in harmful behaviour than girls. Where girls did engage in behaviour which concerned their community, it was more likely to be sexual, whilst boys were more often described as becoming involved in harmful drug and alcohol use, and in criminal activity. It was acknowledged that some girls also used drugs and alcohol, and committed crimes, but it was felt to be to a much lesser extent than boys. Much more concern was expressed about girls’ sexual behaviour, as described in the previous section, including the way they dressed.

Girls are not showing different behaviour because they are staying at home busy with house chores, while boys are going around in the town committing different activities. (Gambella town, men)

Boys addicted to different types of drugs (marijuana) and alcohol. (Gog, men)

Some boys are involving themselves in criminal activities like robbery, snatching people’s cellphone during nighttime. (Gambella town, boys)

Girls are making very bad thing nowadays, they go to the town and do whatever they like, such as commercial sex, stealing from people who sleep with them, etc. (Godere, men)

Girls show changes in their behaviour like have sex too early, wear tight dresses that let their body be seen like naked. (Abobo, boys)

In girls they will start commercial sex. In boys they become gangs/ mafia (Gambella town, women)

In Gambella town, four participant ranking groups (all of them female) identified the issue of children living on the streets as a problem. This was not said to be a problem outside Gambella town. The main cause of children living on the streets was said to be family conflict.

Those who have good management, especially family, they may have good relationship. But in girls especially those girls who live with stepmother/ father, they keep conflict every time. Some girls may leave the home to be street girl. (Gambella town, girls)

**Causes of harmful behaviour**

Participants gave three main explanations of why children become involved in this type of behaviour:

- Economic problems
- Poor family relationships
- Influence of peers and others

Some harmful behaviour, such as theft and commercial sex, was seen as a response to economic problems, and an attempt by children to provide for themselves. Children who lacked family support were said to be particularly likely to engage in these behaviours, as they migrate to urban centres in an attempt to find paid work.

The most problem that make children to bring such a behavioural change is the economical crisis that in the last two years throughout the country. Most girls are impressed by the teenagers, like when they see their peers in good clothes and jewellery they try to have sex with men who have money, to get money for buying clothes. (Gambella town, men)

Because family were not able to provide basic needs, girls start early sex or marriage to survive. In boys they can start private domestic labour and some of them start stealing, or some of them can start work around the bus station. (Gog, girls)
Children without caregivers became thief in the town to get their food, then they may engage in different criminal activities. (Abobo, boys)

Children in this position may lose hope that their lives will ever improve, and this was seen as a further contributing factor.

Many children are hopeless, that can let them to commit such hazardous things. (Gambella town, men)

Some families were said to create problems for their children by teaching them badly. Family conflict and poor communication was also seen as a cause of children leaving home and trying to provide for themselves.

When children quarrelled with their parents they may go to the streets, quitting their learning process. (Gambella town, men)

Children are showing behaviour change according to the parenting style they learned from their family. (Gambella town, men)

Thirdly, some children were said to be influenced by their peers, or by others they admire (either people older than themselves, or figures they see on the TV), to engage in harmful behaviours.

Our friends are always stealing, and those are the ones who buy good stuff and will let the others to steal. (Gambella town, boys)

Five or ten years back our people don’t know about the technology. But nowadays because the town is near, and you cannot walk in the forest, boys and girls are going to the town and see what is there, like TV, gambling and others. They bring this problem or culture to the community. (Godere, men)

**Effects of such behaviours**

Participants described a range of negative effects of engaging in the types of behaviours described above. Dropping out of school was commonly said to follow involvement in drug use, which was also linked to mental health problems, as well as criminal behaviour and violence. Drug and alcohol use was said to increase the risk of early sex and associated problems, such as unwanted pregnancy and sexually transmitted infections.

Boys are using drugs and lost their mind (Gog, men)

Boys sometimes use alcohol and drugs then they commit criminal activities like stealing, raping, robbing and the others. (Gambella town, boys)

Those children who are involved in drug abuse and alcohol can't go to school. (Abobo, boys)

Violence was also perceived to be a consequence of alcohol use.

Parents are fearing of their children, that they may bring crime at home, like killing each other when they get drunk. (Abobo, men)

**PHYSICAL ABUSE**

Eight groups identified excessive physical punishment of children as a problem in their area. More children’s groups than adult groups identified this issue, but they did not rank it particularly highly (median rank 4.5 for children, 3 for adults). Physical abuse was said to occur both in homes and in schools.

In the home, some families were said to use excessive physical violence in the belief that they are teaching their children. Children who lived with caregivers, rather than their natural parents, were said to be at particular risk of physical abuse.

Some people are making physical abuse because they are thinking they are teaching the children, and they will beat them badly. (Godere, women)

Children without parents are facing many problems like physical abuse, sexual exploitation, raping and so on. (Abobo, boys)
Teachers were also said to commonly use physical punishment, and sometimes to do so excessively.

Children sometimes are physically abused by their teacher in schools. (Gambella town, men)

Teachers punish students up to injury or serious harm. (Jikawo, girls)

OTHER

Other problems, identified by smaller numbers of groups, are children being attacked or sexually assaulted when walking on the road or fetching water; a lack of recreation centres and facilities; children falling into rivers and drowning. Boys and men’s groups expressed particular concern about the lack of recreation centres, and the risk of children drowning in the river. Recreation centres, or youth centres, were perceived by some as a potential means for the prevention of anti-social behaviour and early sexual activity.

In the village where we come from some children fall in water and lost their life. (Jor, men)

Most of the children exposed to alcohol and drugs due to shortage of youth centres and day care centres. (Gambella town, boys)

If there is youth centres in the community, there will be no more early marriage, because youth will be aware of their sexual and reproductive health. (Jor, men)

Rape of young girls was identified as a problem by one group in Gambella town, one in Godere and one in Lare. Rape was not identified as a concern by any key informants in Abobo and Jor, and by only a small proportion in Gambella town. In other areas, 50-75% of key informants said that rape was an issue affecting young people in their community. Girls’ groups in Godere and Lare said that girls in their community were sometimes sexually assaulted by their male age-mates. Girls were said to be at particular risk of sexual assault (by known or unknown males) when walking to the market or to the river.

When they go to market they go with their age-mates (boys), who sometimes sexually assault them. ‘Even me, I was taken to the bush on my way to the market’. (Godere, girls)

Attack on girls by boys when fetching water that sometimes started as friendship, and when you refuse he will try to attack you where there are no elders. (Jikawo, girls)

Rape occurs especially in long distance walk on roads, by those who drink and younger men who don’t have girl-friends or no resources to marry. (Lare, girls)

The participants in one focus group said that if a girl is raped she is unlikely to report it, since she will be stigmatised by the community.

If sexual violence happens to girls, they will not report it to anyone as it has negative consequences for girls. The community perception is that girls go for sex willingly, even if they are forced. (Lare, boys)
PARTICULARLY VULNERABLE GROUPS

The issue of vulnerability is complex, with different groups of children being vulnerable to different problems. Vulnerabilities will, therefore, be discussed separately in relation to each of the main issues affecting children in Gambella region.

EDUCATION

The groups of children who are most likely to fail to access education, or to drop out of school are:

Girls: Key informants from all areas said that whilst the majority of boys in their woreda attended both primary and secondary school, girls often attended primary school, but rarely proceeded to the higher grades. In some cases, parents keep girls at home to do household work and take care of younger siblings. However, early pregnancies and early marriages are also likely to contribute to the small number of girls attending high school.

Children who lack financial support (e.g. orphans or half-orphans, children from very poor families): These children are likely to be excluded from school due to lack of school uniform and school materials. They may also be engaged in paid work to provide for themselves and/or their families, and some orphans were said to be prevented by their caregivers from attending school so they can work in the home.

Disabled children: There is very little provision for children with disabilities, and as a result few of them are able to access education. In some cases they were unable to physically reach the school, and in others they were able to attend classes but unable to learn because they received no special attention.

Children living in rural kebeles: These children have particular difficulty accessing the higher grades, since most high schools are located in the woreda centres. In some areas (especially Jor) the distance to school and the bad condition of the roads prevented children from attending, especially during rainy season.

Displaced children: Children who have been displaced have difficulty accessing education in their new area either because there is no school nearby, or the existing schools are already over-subscribed so they are unable to join.

Children in areas vulnerable to Murle attacks: Concern about potential Murle attacks led parents in these areas to prevent their children from walking to school.

SEPARATION FROM PARENTS

Children can become separated from their parents through the death of their parents or through living separately. The reasons for each type of separation, and the children who are most vulnerable to each, are described below.

Death of parents

The main causes of death were said to be conflict and disease. This assessment does not enable us to draw conclusions about the types of diseases which affect communities in different parts of the region, or the diseases which particularly contribute to parental death. For example, it is likely that some of the deaths of parents are due to HIV/ AIDS, but the actual number, and whether particular groups or areas are more affected by HIV/ AIDS, is not known. It is not possible to say, therefore, which groups of children are particularly vulnerable to the loss of their parents through disease.

Children living in areas vulnerable to attack/ conflict: children living in areas vulnerable to Murle and Lou-Nuer attack (Jor, Jikawo, Abobo, Gog) may be more likely to lose parents and caregivers. In Jikawo, internal conflicts can also contribute to death of parents.
Separation from parents

The reasons children live separately from their parents include abduction, displacement and conflict, and in order to access education and financial support.

Children living in areas vulnerable to attack/ conflict: children living in areas vulnerable to Murle attacks are at risk of abduction. They are also vulnerable to displacement, as are those living in areas where internal conflicts occur (e.g. Jikawo).

Displaced children: displaced children are more likely to be living separately from their parents, although they are usually taken care of by other members of the displaced group and reunited with their parents fairly quickly.

Children who lack financial support (e.g. orphans or half-orphans, children from very poor families): children who lack financial support are more likely to leave their families or caregivers and move to an urban centre to look for paid work to support themselves. They are exposed to a variety of risks in an urban setting, and do not have the protective influence of their families.

Children living in rural kebeles: children from rural kebeles may move to the woreda centre to continue with their education up to the higher grades. Some may live with relatives, but those who lack relatives may try to live independently. This exposes them to a number of risks (e.g. transactional sex and other forms of exploitation), especially when they do not have the protection of their families.

SEXUAL ISSUES/ CHILD LABOUR/ HARMFUL BEHAVIOUR

These categories have been combined, because the types of children who are vulnerable to all are those who are attempting to live independently and/ or provide for themselves.

Children who lack financial support (e.g. orphans or half-orphans, children from very poor families): children who lack financial support are more likely to look for paid work to support themselves. In many cases, this was said to involve children moving to urban centres, where paid work is more readily available, and this exposes children to a wide range of risks. Children living with caregivers rather than their natural parents were also said to be at particular risk of being overworked at home – either in domestic work, cultivation or other work for the family.

Children from families with high levels of conflict: some families were said to have high levels of conflict, with frequent quarrels between husband and wife, and between parents and children. It may be that domestic violence is a feature of such families, although this was not mentioned. Children living in such an environment were said to be particularly likely to leave home and try to live independently, supporting themselves through paid work or, in the case of girls, transactional sex.

Children from rural kebeles who come to town to access education: this applies particularly to those who do not have relatives in the town. If they are trying to live independently, the need to provide for themselves may increase the risk of their becoming involved in child labour, transactional sex, or criminal behaviour.

MURLE ATTACKS/ ABDUCTIONS

Children in areas vulnerable to Murle attacks: these areas are scattered throughout Gambella region, and include Jor, Jikawo, Gog and Abobo, as well as woredas not included in this assessment, such as Akobo and Wanthewa. Children’s vulnerability is increased in these areas if they go to isolated places, which may include walking to school, looking for wild food (particularly likely during times of food shortage), going to the river, and playing in areas outside their village.

PHYSICAL ABUSE

Children living with caregivers (i.e. orphans or half-orphans): children who were living with caregivers or step-parents were said to be particularly vulnerable to physical abuse and excessive physical punishment.
OTHER VULNERABILITIES

Displaced children: children who have been displaced and are living in a new area were said to be at particular risk of attacks from the host community, who may resent their presence. The displaced communities included in this assessment felt they had very little protection in their new areas, and that their children were vulnerable to attack from local children, and girls were vulnerable to sexual assault from local boys and men.

Disabled children: disabled children were said to be at particular risk of being socially excluded, and not receiving services. This was partly due to a lack of assistance (e.g. provision of wheelchairs, hearing aids), and partly due to a lack of support and care from their families and the community.

Orphans: a great deal of concern was expressed by participants in this assessment for children who had lost their parents. Whilst most of this concern focused on the practical difficulties faced by such children, some participants also referred to the emotional effects of living without parents. Orphans were said to be vulnerable to feelings of worthlessness and hopelessness, which may contribute to their involvement in risky activities (e.g. early sex, drug and alcohol use, hazardous work).
It is clear from the descriptions of the issues affecting children that there are complex relationships between the issues. In this section, the relationships will be described and illustrated, in order to facilitate the identification of key areas for intervention.

The issues affecting children in urban and rural parts of Gambella region differ significantly, so are described separately below. However, this does not imply that the two models apply to different groups of children; the issues affecting children in rural areas can trigger migration to urban centres, where they are exposed to a different set of risks. The two sets of issues have been separated here for illustrative purposes only.

**ISSUES AFFECTING CHILDREN IN RURAL AREAS**

**CONTEXT**
- Food shortages
- Financial problems
- Murle attacks
- Conflict
- Pastoralism

**FAMILY FACTORS**
- Poor family relationships (including physical abuse)
- Girls kept at home to work/ early marriage for dowry
- Excessive workload for children

**LACK OF RURAL INFRASTRUCTURE**
- Lack of services and opportunities in rural kebeles

**OUTCOMES/ RISKS**
- Move to urban centres
- Drop out of school
- Early or transactional sex

**SEPARATION FROM PARENTS**

**DISPLACEMENT & MIGRATION**

**PHYSICAL INJURY/ DISEASE**

---

51
The model above divides the factors affecting children in rural areas into three ‘levels’, indicated by the different colours. The first level, shown in yellow, includes general issues which affect the whole community, and are the context within which particular threats to the wellbeing of children emerge.

Broad contextual issues include food shortages and financial problems, which result partly from drought and floods, but also from internal conflicts and attacks from outside (Murle and Lou-Nuer). In addition to the physical harm experienced by children caught up in conflict, and the health problems caused by food shortages, these factors increase the likelihood of families being forcibly displaced, or migrating to find food or grazing for their cattle. In addition, children can become separated from their parents through conflict (e.g. death of parent(s), separation when fleeing attack) or as a result of financial problems and food shortages (e.g. fathers leaving home to find work; death of parents due to untreated diseases).

A second important contextual factor is the lack of infrastructure in rural areas. In some woredas (e.g. Jor) this includes physical inaccessibility, and in all it includes a lack of services (high schools, health services) and lack of opportunities, especially for young people. This lack of infrastructure particularly affects families who have been displaced, and may be living in an area without services, or be unable to access services in their new location due to overcrowding.

A third set of contextual factors relates to the family, especially the role of children in the family. Family factors which can have a negative impact on the wellbeing of children include poor family relationships (including conflict within the family, and beating of children); girls being kept at home to carry out household work, or marriages being arranged for girls at an early age in order to obtain a dowry; and both boys and girls being given excessive work to contribute to the family’s welfare.

The three ‘second level’ factors which result from these contextual issues are separation from parents; displacement and migration; and physical injury and disease. Separation from parents can occur due to conflict; parental death from disease (more likely in areas where health services are inadequate); or children leaving home due to lack of education services or family conflict, neglect or abuse. Displacement and migration occurs due to attack or conflict in the home area, a lack of services in the home area, or a failure of the usual livelihood strategies. In pastoralist communities, it also occurs regularly in order to find grazing for cattle.

All these factors – first level and second level – contribute to children moving to urban centres (where they are exposed to a variety of risks), dropping out of school and/or engaging in early or transactional sex. These factors are ‘third level’ risk factors, or negative outcomes, shown in pink in the model. The three ‘third level’ factors are inter-related, with each increasing the likelihood of the other occurring. They have extremely negative consequences for children’s health and wellbeing.
ISSUES AFFECTING CHILDREN IN URBAN CENTRES

The issues affecting children in urban centres (including children who have migrated there from rural areas) can also be divided into three levels, for illustrative purposes.

A set of background, or contextual, issues can be seen as ‘push factors’, which contribute to children moving to urban centres. These include forced displacement or migration in search of services or income-generating opportunities. A lack of opportunities and services in rural kebeles makes living in urban centres appear more attractive, especially when combined with failures of livelihood strategies in those areas.

For many children, a move to an urban centre involves separation from parents. Those children who have lost one or both parents through conflict or disease are more likely to move to urban centres in order to provide for themselves. Other children leave their families in the rural areas and move to the urban centres in order to continue their education, and/or look for work opportunities. Some may be able to live with relatives, but others try to survive independently.

Those who are living in urban areas without family support are likely to encounter challenges in obtaining food and their other basic needs. Cultural changes are more apparent in urban centres than in rural areas, according to participants in this assessment, and children are likely to be affected by this, and to be exposed to external influences via the media. This has an impact on their behaviour, and on their relationships with family (if they live with family members).

The ‘third level’ factors, listed in the pink box in the model above, are responses to the practical and social challenges encountered by children. Early or transactional sex and finding paid work are common coping strategies for young people in urban centres. Involvement in criminal or other harmful behaviour can be an alternative coping strategy, or can be a result of disaffection and loss of hope, as children struggle to survive. These types of activity are closely inter-related; children in urban centres are at risk of all three. Dropping out of school is associated with these coping strategies, and in itself increases the likelihood of children engaging in early/transactional sex, child labour and harmful/criminal activities.
IMPLICATIONS FOR INTERVENTION

These two models can be used to:

a) map current activities (both in Gambella region as a whole and in particular woredas)

b) plan future activities

The three levels identified in the models, although somewhat artificial, can help organisations to plan where to target their resources. The contextual issues are broad, pervasive and may be difficult to influence at a local level. However, some organisations may be in a position to work with the federal and regional government to address issues such as conflict and displacement, food shortages and the failure of traditional livelihood strategies.

The models demonstrate the variety of issues which could usefully be targeted by organisations. For example, organisations working in the rural parts of Gambella could target family factors or could try to work with rural communities to develop the services and opportunities in their kebeles.

Interventions in either area would have a positive impact on children, in terms of reducing separation from parents, migration to urban centres, involvement in early or transactional sex and/or access to education.

Migration to urban centres exposes children to a variety of risks, and any activity which encourages children to stay with their families in the rural kebeles is likely to have a positive impact on their wellbeing. However, the model presented above can assist agencies working in urban parts of Gambella region to plan their activities. Providing a safe and supportive living environment for those children who cannot stay with relatives, and providing for their practical needs, is likely to reduce children’s vulnerability to involvement in child labour, early or transactional sex, criminal and other harmful activities, and will help them to continue with their education.

There is a need for action in both urban and rural areas, at all three levels. There is a need to address the underlying causes of children’s difficulties, as well as the more immediate risks to their wellbeing. There is also a need when planning activities to consider the potential impact of those plans on related issues, to ensure that there are no unintended negative consequences. For example, an agency might decide to provide accommodation for children attending high school in urban centres, in order to reduce the risk of children without relatives in urban centres becoming involved in child labour, early or transactional sex, or criminal activities. However, it might also have the effect of attracting more children from the rural kebeles to the urban centres, which may not be desirable.
CURRENT RESPONSES TO CHILD WELFARE ISSUES

In most parts of Gambella region, there are very few agencies providing services. Government offices have a presence in woreda centres, and there are some faith-based organisations active in the region, but outside Gambella town most communities in the region rely on their own responses to child welfare issues.

COMMUNITY RESPONSES

The participant ranking exercise involved participants identifying resources and coping strategies used in their community to cope with their problems. The main resources identified were:

- Family/relatives (35 of the 53 groups) and the wider community (10 groups).
- Kebele leaders (8), the government (15) and the police (4)
- Non-governmental organisations (NGO) (9) and faith-based organisations (FBO) (8)
- The church (18), God (4) and traditional gods (3)

The immediate and extended family were said to give practical assistance to children who have lost one or both parents, and those who were otherwise vulnerable. Their other main role was in teaching children to avoid situations and behaviours likely to have negative consequences (e.g. early sex, alcohol and drug use, criminal behaviour). Relatives were also said to provide shelter when families were displaced due to conflict, flood, lack of water or food.

  School uniform some could be provided by relatives (Tata, Gog, boys)
  If my parents beat me I run to my relative. (Godere, boys)
  If the family teach the children very well they become good and honest (Jor, women)
  My brother and sister taught about the badness of early marriage (Gog, girls)

Community members also contribute to assist those who have difficulty in meeting their basic needs. When a difficult situation occurs, community members were said to organise themselves to respond to the problem. This may include carrying a sick person to the health centre; reporting cases of abuse of children to the kebele leader; or improving services in the community.

  The community are always meeting to discuss the matter of youth who are using alcohol and drugs. (Punyido, Gog, men)
  In the community, there are people who help children without father or mother, relative or not. (Punyido, Gog, girls)
  When children are beaten by their parents, some elders can report it back to kebele leaders. (Gambella town, boys)
  Community are planting trees to replace the empty areas (Gambella town, men)

Kebele leaders play a significant role in conflict resolution, and the Government in provision of services (e.g. health, education) and assistance in times of crisis (e.g. school uniforms, seeds). NGOs and FBOs were also said to assist through the provision of services and aid.

  Kebele leaders also being together with people of the community to make a decision making on the problems and find the solutions about it. (Godere, men)
  Government usually supports orphans and other organisations for clothes, food. (Lare, girls)
  Hope Enterprise help children by providing food and school material and day care (Gambella town, girls)

Churches and religion were said to provide emotional as well as practical support to families.

  If I’m afraid I pray to God (Godere, boys)
When children are going to church and praying they are oriented to avoid wrong-doing and not practice sex. (Lare, girls)

Churches are one of the peace initiators used to make peace among people to stop conflict (Jikawo, women)

Some churches provide recreational area for youth (Gog, girls)

Participants also described the ways they coped with specific challenges, including difficulty obtaining basic needs (including food); inadequate health care services and water/sanitation services; the risk of conflict or attack; and the risk of their children becoming involved in harmful behaviours, including dropping out of school. The coping strategies are described below.

**Coping With Difficulties Obtaining Basic Needs**

Community members who are struggling to provide for themselves, especially children who have lost one or both parents, were frequently said to be assisted by relatives and other community members who are better-off.

I have a child who is living alone. He is orphan but because from our origin we are the same kebele with his family before when the family were lost because we know each other before I give care to the child like my child. (Abobo, women)

However, some participants expressed concern that this tradition is changing as a result of the economic pressures that people are now under, perhaps particularly in urban centres.

Nowadays the tradition of helping each other is not happening as well. Things have changed because of modernisation of life. (Gambella town, men)

Children who lack the support of a family were said to develop coping strategies to provide for themselves, but these often had harmful consequences (e.g. dropping out of school, risk of injury or disease). Girls in this position were often said to use sex to obtain money, food, clothes and shelter, whilst boys would find paid work.

Because family were not able to provide basic needs, girls start early sex or marriage to survive. In boys they can start private domestic labour and some of them start stealing, or some of them can start work around the bus station. (Gog, girls)

Participants described using natural resources to provide for themselves and their families. The most commonly described strategies were collecting wild fruit and vegetables from the bush (21 groups) and collecting firewood to sell (16 groups), but smaller numbers talked about fishing, hunting and collecting and selling grasses used in building homes.

When we need food, we can go to river for fishing and forest for wild fruits collection (Lare, boys)

Family/mothers collect firewood and sell in the town to buy food items (Lare, girls)

Women more than men were said to obtain some income by making and selling local alcohol, charcoal, cultural jewellery and pots (11 groups). In towns, employment and small business was another means of obtaining income (12 groups). In rural areas, participants talked more about providing for their families through cultivation (12 groups) and obtaining milk from their cattle (4 groups). Three groups said that selling their cattle was another survival strategy.

Our mothers prepare local alcohol for sale. (Jikawo, girls)

If we have 10 Birr, then we start shoe shining as a shared business with one of our friends (Lare, boys)

We use hand-irrigation for crops. We grow manually until the crops are ready. (Jikawo, women)

Family keep selling milk and milk produce to provide things to their children. (Abobo, girls)

Selling our cows in order to get some food for our children. (Jikawo, men)

Two groups based in Gambella town said that small-scale savings and credit schemes helped them to obtain a livelihood. Six groups said that aid (food and non-food items) contributed to their survival.
Some organisation provide small scale of saving and credit (Gambella town, women)

Government agencies used to supply food and utensils or NFI to many children (Lare, men)

Some NGOs provide school uniform to orphan (Gambella town, girls)

When the situation became desperate, people said they might move to stay temporarily with relatives in urban centres in order to obtain food.

In times of severe food shortage, people go to urban area where their relatives live, and depend on those urban people. (Lare, men)

Coping With Inadequate Services

The most common response to lack of access to an adequate health service was said to be the use of traditional medicine (18 groups). In some cases, people said they would walk to the nearest town to access better health care, sometimes carrying the sick person. Where health centres lacked medicines, people said they would buy from private pharmacies.

In our tradition, we have a system of using different roots and leaves that can heal people from sickness (Tata, Gog, men)

We carry sick people from here to Abobo town for medical treatment (Abobo, men)

Children are usually taken to health centre for diagnosis although there is no drug in the government health centre. So they go to private pharmacy to buy drugs. If it is expensive, then they use traditional medicine. (Lare, boys)

Where participants did not have access to clean water from taps, they said they would drink directly from the river. A small number of groups (3) said they would boil water to make it safe, and one group said they would organise to repair the water pump if it broke, to make sure they had access to clean water.

Our family used to provide us with well water (Jikawo, boys)

People fetch water from Lake Tata, then boil it for drinking (Gog, men)

If the water pump is damaged, we don't wait for government to maintain it, we are trying to get pure water. (Godere, women)

Coping With Conflict/ Attack

The most commonly described way of coping with the risk of conflict or attack was to leave the area, or move to a safer place (10 groups). Some participants talked about attempts to defend communities and cattle (4 groups) and to keep their children safe by restricting their movements (3 groups). One group described peace-building efforts being made by their kebele leaders.

Parents will not allow their children to go to the bush because of Murle, and they themselves will go to collect the wild fruits (Gog, men)

Our community use defending if there is an attack or run if it is beyond their capacity. (Lare, women)

Government always helps in peace building so as to stop these conflicts (Jikawo, women)

Participants in Lare and Gambella town described how elders would become involved in disputes within or between families, and use traditional methods of conflict resolution to resolve the problem.

Conflict is managed by cultural norms in which one cow will be killed by an old man, saying strong words promising and calling upon God to condemn anyone who will resume this problem. (Lare, men)

If children were leave the house, the family and pastor in every religion and/ or community leader may call for a meeting to say forgiveness or apologise and to let them come back and join the family. (Gambella town, women)
Coping With Risk Of Children Becoming Involved In Harmful Behaviours

Participants recognised the risk of children in their communities becoming involved in behaviours likely to have negative consequences, including early sex, drug and alcohol use, and criminal behaviour. In some cases (7 groups), youth were said to organise themselves, or be organised into youth groups by schools or other organisations, and this helped to prevent them becoming involved in potentially damaging activities.

Woreda leaders are trying to work with youth federations to find some places as a youth centre that may protect children from alcohol and drugs (Abobo, men)

Don Bosco provide youth centre in summer time (Gambella town, girls)

Parents were felt to have a crucial role in preventing children from engaging in such activities. Advice was mentioned by two groups, and three groups said that parents restrict children’s behaviour in an attempt to keep them away from harmful influences (e.g. keeping girls away from boys).

Parents are taking action to teach their children not to use drugs and alcohol (Abobo, boys)

Some family collaborate with government to correct misbehaviour of children (Punyido, Gog, women)

Girls are restricted from going to school or socialising with friends for suspicion of sexual practices. (Lare, girls)

Raising awareness of both children and families was felt to be a particularly important activity (13 groups) in preventing harmful behaviour. Awareness-raising efforts were often (7 groups) described in relation to the harmful effects of early sex and early marriage, but also in relation to family planning, HIV/AIDS, and the negative consequences of crime.

Awareness of badness of early marriage were given in our school (Gambella town, girls)

Parents are trying to give awareness to their children concerning reproductive health. (Abobo, men)

Working with the authorities to manage both children and adults whose behaviour is perceived to be harmful was described relatively rarely (5 groups). One group of participants said that their community co-ordinate with police to prevent stealing in town, and another said that teachers who sexually exploit girls would be reported to the authorities. The other three groups said that parents or teachers who physically abuse children (excessive punishment) would be reported.

A small number of groups (3) referred to strategies used to prevent children dropping out of school. These include children doing their homework at school, because once they returned home they would be expected to work in the home or the farm, so would not have time; using old school uniforms; and girls attending extra classes in the afternoons.

Organisational Responses

There are relatively few organisations working directly with children in Gambella region, and those that are most active are the faith-based organisations. Much of their work is funded by PACT Ethiopia/USAID. Mekene Yesus is active in most parts of the region, and Don Bosco and the Catholic Church also have a presence. Organisational responses to issues affecting children are concentrated around Gambella town, and suffer from low implementation capacity and resource constraints.

In Gambella town, Hope Enterprise and the Mission of Charity provide support for orphans and vulnerable children. The Ethiopian Women Lawyers Association is working on child rights, particularly inheritance rights of orphans, in Gambella town. Relevant government offices include BOLSA, BOWA, Youth and Sport Bureau, Education Bureau. Kebele leaders in Gambella town are able to refer children who need assistance to relevant organisations for support.

The main types of activities undertaken by organisations are:

- Education
- Vocational training
- School materials
The organisations active in each area are listed below.

**Table 11. Organisations working with children in Gambella region**

<table>
<thead>
<tr>
<th>EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don Bosco: primary school and vocational training centre</td>
</tr>
<tr>
<td>Hope Enterprise: free school for vulnerable children, with lunch and school</td>
</tr>
<tr>
<td>materials provided.</td>
</tr>
<tr>
<td>Mission of Charity: educate children in college</td>
</tr>
<tr>
<td>Catholic church: provide schools and day care, pre-school education and</td>
</tr>
<tr>
<td>scholarships for vulnerable children</td>
</tr>
<tr>
<td>PACT: focus on girls education, with the aim to develop them as leaders of</td>
</tr>
<tr>
<td>the future. Sponsors 100 girls through grades 9-10, and provides additional</td>
</tr>
<tr>
<td>tutorial sessions.</td>
</tr>
<tr>
<td>Save the Children USA: one programme officer and two community workers</td>
</tr>
<tr>
<td>based in the Education Bureau, and working on the school system</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VOCATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mekane Yesus: for caregivers of orphans and vulnerable children</td>
</tr>
<tr>
<td>Don Bosco: metalwork, woodwork, electronics, basic computer</td>
</tr>
<tr>
<td>Hope Enterprise: metalwork and woodwork</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mekane Yesus: provides uniform and school materials, and facilitates</td>
</tr>
<tr>
<td>school development fee exemption for vulnerable children</td>
</tr>
<tr>
<td>Hope Enterprise: provides school materials for all levels of education</td>
</tr>
<tr>
<td>(kindergarten to university)</td>
</tr>
<tr>
<td>Mission of Charity: provide school uniforms, materials and food for</td>
</tr>
<tr>
<td>orphans and vulnerable children</td>
</tr>
<tr>
<td>UNICEF: providing school materials for orphans and vulnerable children</td>
</tr>
<tr>
<td>Catholic church: provide school uniform</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIFE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red Cross: HIV prevention and life skills training for children and youth</td>
</tr>
<tr>
<td>PACT: training on HIV prevention, life skills and peer education</td>
</tr>
<tr>
<td>Youth and Sport Bureau: life skills development</td>
</tr>
<tr>
<td>Mekane Yesus: sensitising children about reproductive health, HIV, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINANCIAL SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mekane Yesus: for caregivers of orphans and vulnerable children</td>
</tr>
<tr>
<td>HIV/AIDS co-ordinator: provide financial support to orphans</td>
</tr>
<tr>
<td>LIVELIHOODS</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Mekane Yesus: livelihood strengthening support to caregivers of orphans and vulnerable children, and to children aged over 15 (e.g. microloan, supporting small businesses)</td>
</tr>
<tr>
<td>PACT: funds economic strengthening programme for orphans and vulnerable children</td>
</tr>
<tr>
<td>Youth and Sport Bureau: livelihoods for youth</td>
</tr>
<tr>
<td>HIV/AIDS co-ordinator: runs an IGA programme in which orphans are given small grants</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOOD AID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mekane Yesus: nutritional support for severely malnourished children.</td>
</tr>
<tr>
<td>Mission of Charity: provide foodstuffs/dry rations for 300 families of vulnerable children every month</td>
</tr>
<tr>
<td>Catholic church: nutritional rehabilitation programme</td>
</tr>
<tr>
<td>Samaritan’s Purse: general food aid, with some focus on malnourished children</td>
</tr>
<tr>
<td>PACT: funds food and nutrition programmes for orphans and vulnerable children</td>
</tr>
<tr>
<td>Regional Health Bureau, Family &amp; Health Dept.: screen malnourished children in all parts of the region and give information to World Food Programme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH CARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mekane Yesus: facilitate free health care for children referred to them by kebele leaders.</td>
</tr>
<tr>
<td>Hope Enterprise: fund medical costs of orphans and vulnerable children</td>
</tr>
<tr>
<td>Mission of Charity: pay medical costs for orphans and vulnerable children</td>
</tr>
<tr>
<td>PACT funds health care programmes for orphans and vulnerable children</td>
</tr>
<tr>
<td>Protection/ Care for PLHIV (Network of HIV+ people)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTITUTIONAL CARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission of Charity: run an orphanage for primary school children</td>
</tr>
<tr>
<td>Catholic church: run dormitory in Punyido (Gog) for children from kebeles attending high school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PSYCHOSOCIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mekane Yesus: volunteer community counsellors visit orphans and vulnerable children at home.</td>
</tr>
<tr>
<td>Hope Enterprise: guidance and counselling</td>
</tr>
<tr>
<td>PACT: funds psychosocial programmes for orphans and vulnerable children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YOUTH CENTRES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don Bosco: youth centre with playground and sports facilities</td>
</tr>
<tr>
<td>Catholic church: recreational facilities in church compound</td>
</tr>
<tr>
<td>Youth and Sport Bureau: youth centres and youth development activities. Currently lacks capacity.</td>
</tr>
</tbody>
</table>
### LEGAL ISSUES

<table>
<thead>
<tr>
<th>Organization</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice Bureau</td>
<td>Provides training and workshops regarding child rights, and follow up on court proceedings relating to children.</td>
</tr>
<tr>
<td>Ethiopian Women’s Lawyers Association</td>
<td>Advocates for the rights of children, including inheritance rights of orphans.</td>
</tr>
<tr>
<td>Mekane Yesus</td>
<td>Follow up and counselling for children suffering abuse or exploitation from caregivers. Sensitisation on property rights, etc.</td>
</tr>
<tr>
<td>PACT</td>
<td>Funds programmes focusing on legal/inheritance rights of orphans and vulnerable children</td>
</tr>
</tbody>
</table>
The assessment was conducted in challenging circumstances, which had an impact on the design and implementation of the project. These factors should be taken into account when interpreting the findings.

Firstly, there is the question of how representative the assessment is of the situation of children in Gambella region as a whole. Since the data had to be collected within a three-week period, it was not possible to go to the least accessible places. An attempt was made to include areas which experienced similar problems (e.g. cross-border attacks by Murle and Lou-Nuer) but the issue of inaccessibility is likely to bring its own challenges and these were not fully assessed in this project.

Secondly, the limited time available for data collection required a choice to be made between conducting a rapid assessment in a larger number of woredas, and conducting a more thorough assessment in a few woredas. The decision was made to visit seven woredas, and spend 1.5-2 days conducting an assessment in each kebele. This was, therefore, a relatively rapid assessment, and sensitive issues are unlikely to be fully explored using this approach. It is notable, for example, that there was relatively little mention of rape, and no mention of domestic violence. It may be that these issues do affect children in Gambella region, but the rapid assessment approach was not conducive to exploring them.

The short amount of time in each kebele meant that we were not able to continue with the participant ranking exercises and focus group discussions until we reached ‘saturation point’, or no new issues emerged. For logistical reasons we had to decide in advance how much time we would spend in each kebele, and how many group exercises we would conduct with men, women, boys and girls. It may be that if we had had more flexibility, and been able to conduct more group discussions, we would have been able to access more sensitive information and explore issues in more depth.

The lack of knowledge of child welfare issues in Gambella region (which affected both participants and the assessment team), and the assessment team’s lack of experience in conducting this type of assessment, also make it less likely that information about sensitive issues will be obtained. This assessment relied primarily on self-report, which means that participants will only report problems that they themselves are aware of. They will not report problems which are hidden (e.g. sexual abuse) or which are not recognised as problematic (e.g. early marriage, child labour, HIV). Since awareness of some of these issues is low, we would not expect participants to raise them as problems affecting children in their community, but this does not mean that they do not have an impact. The limitations of the self-report methodology must be taken into account when interpreting the findings reported here. Some attempts were made to triangulate the findings with other sources, but due to a lack of documentation in Gambella region, and a lack of time to spend on this aspect of the project, this has not been done comprehensively.

A further point worth noting relates to participants’ focus on the need for material and financial support (e.g. food shortages, school materials). This may be an accurate reflection of their priorities, but it may also be a response to the presence of an assessment team, and participants’ previous experience of assessments, which have sometimes been followed by material assistance. In addition, material support is often the first priority in communities experiencing shortages and instability, and it takes some skill on the part of the discussion facilitator to move beyond this to identify a community’s concerns about other issues affecting children. The skills of the assessment team for the current project improved considerably in the course of the data-collection phase, and a longer training period would have enabled them to develop these skills prior to the start of the data collection.

Members of the assessment team were also initially unfamiliar with many of the concepts involved in this assessment. Although part of the five-day training workshop was allocated to a discussion of child welfare issues, this was not sufficient to address sensitive issues and issues to which there may be some resistance. Members of the assessment team who were still uncomfortable with some of the issues we aimed to explore during the assessment were unlikely to probe these issues effectively during focus group discussions. Future assessments of children’s welfare in areas where the concepts involved are likely to be unfamiliar should include a more comprehensive training for the assessment team on child welfare issues.
Some members of the assessment team had experience of conducting research before, but usually this involved structured interviews. Focus group discussions and the participant ranking exercise involved new skills, and the assessment team members had relatively little time to practice them before the assessment began. The skills involved in running a group discussion or activity are fairly sophisticated, and the assessment team's unfamiliarity with the process affected the quality of the data collected, particularly in the earlier assessment missions. Future assessments should build in a longer training period in areas where the assessment team are unfamiliar with the methods to be used.

It was difficult to identify qualified and experienced female members of the assessment team, and Mejenger speakers. Although we were able to recruit some very competent women to the team, none spoke good English, so found the training workshop challenging. Although we used translators during the training, it was not possible for me to give direct feedback on the performance of non-English speakers during training exercises and it was hard for me to supervise their work during the assessment missions themselves. This made the process much more challenging for the female members of the team. The same problem affected the Mejenger speakers; although we managed to recruit three, only one spoke English and none had prior relevant experience, so they struggled with the training and during the assessment missions. We had to recruit extra Mejenger translators for the mission in Godere, and although they were given a brief orientation to the project and child welfare issues, the fact that they had not been fully trained may have affected the quality of the information obtained in that location.

The relatively limited amount of time available for training and for the assessment missions is likely to have had an impact on the quality of the information collected. Issues may not have been explored as fully as they could have been, especially sensitive or controversial issues; quieter participants may not have been engaged in the discussion; and information may not have been recorded as accurately or as fully as we would have liked in some cases. However, given the short time available, and their lack of previous experience of these methods, the assessment team obtained a large amount of relevant, valuable information about child welfare issues. The limitations raised here are not intended to undermine the findings obtained, but to inform the planning of future assessments.

These findings should be seen as a starting point. They give a general overview of the issues affecting children in Gambella region, but more information is required on some of those issues before decisions can be made about appropriate action. For example, the challenges experienced by orphans were discussed by many participants, but the issue seems to be more of a concern in some woredas than others. It is not clear whether the cause of this concern is an increase in the numbers of orphans in some areas, or that traditional systems of caring for them have broken down; further investigation would be required to clarify this.

The current assessment identifies issues of concern, and the children likely to experience each type of problem, but it is not able to specify the extent to which each problem occurs in different areas or how many children are affected. The assessment could usefully be supplemented by a quantitative survey of issues identified as affecting children in certain areas.

A first step would be to review relevant surveys already conducted in Gambella region, and combine their findings with the findings of the current assessment. It was not possible to do this in the time available for this project, but some surveys have been conducted and are publicly available, so this exercise could be undertaken as a desk exercise.
CONCLUSIONS & RECOMMENDATIONS

CONCLUSIONS
Gambella region is a challenging environment for children. The drought which is affecting much of East Africa has contributed to food shortages in the region, and regular flooding hinders cultivation. There is a lack of basic services in Gambella, including health, clean water and sanitation facilities, all of which contribute to disease. Conflict affects many communities in this area, including conflict within ethnic groups (particularly the Nuer), between ethnic groups, and attacks from outside the region (Murle and Lou-Nuer). This context of under-development, environmental challenges and conflict has a significant impact on the welfare of children in the area.

PRIORITY CHILD WELFARE CONCERNS
Within this context, a number of priority issues can be identified.

- Food shortages affect not only the health of children, but also their physical safety as they engage in potentially hazardous activities in order to obtain food. Families are sometimes forced to move to a new area in search of food; such displacement has a negative impact on children.

- Inadequate health facilities, and risks to health resulting from a lack of clean water and sanitation facilities, result not only in disease amongst children, but the sickness and death of parents.

- Conflict causes abduction, death and injury of children, and the injury and death of parents. In addition, it causes displacement, loss of services and loss of livelihoods.

- Children in Gambella have difficulty in accessing education, especially the higher grades. Children who are particularly affected are those living in rural areas, girls, children who lack family support, displaced children and disabled children.

- Common coping strategies for children who lack family support (either orphans or children whose families are on very low incomes) include child labour and early sexual activity. There are two pathways into these activities:
  - Young people engage in paid work or in sexual activity (transactional/ commercial sex) as an escape route from poverty and lack of opportunities.
  - Young people are pushed by their families into work or early marriage as a way of helping the family survive.

- Harmful or criminal behaviour (including drug and alcohol use) is also engaged in by some young people. This may occasionally be a survival strategy (e.g. stealing), but may more often be due to a loss of hope. Children in urban centres who are engaged in child labour or transactional/ commercial sex may be particularly vulnerable to becoming involved in harmful or criminal behaviour.

- Other issues affecting children in Gambella include physical abuse (beating) at home and at school; lack of facilities such as youth centres (especially in rural areas); and attacks by known or unknown people, especially on girls, and especially in rural areas.

GENDER
Some differences were identified between the risks to which girls and boys are exposed in Gambella region.

Girls have particular difficulty in accessing education. They may attend primary school, but rarely proceed to the higher grades. In some cases, parents keep girls at home to do household work and take care of younger siblings, but early pregnancies and early marriages also contribute to the small number of girls attending high school.

Girls are more vulnerable to sexual exploitation, and are more likely to engage in sexual activity in an attempt to escape poverty (i.e. transactional/ commercial sex). This exposes them to health risks
(e.g. sexually transmitted infections, including HIV), and early pregnancy, which causes those who were in school to drop out.

Dowry practices in Gambella region result in families who lack other forms of income sometimes marrying their daughters early, in order to obtain dowry. Early marriage prevents girls from completing their education, and participants said that young girls were often married to much older men who already had at least one wife, so the girl was treated badly in her new home.

Relatively few participants said that rape and sexual assault was a problem in their communities, but such issues are likely to be under-reported. Some rural girls’ groups said that girls in their communities were sometimes attacked by boys or men, especially in isolated areas (e.g. walking to the river). Boys also reported being attacked, especially those who had been displaced. Boys from the host community were said to abuse and assault the displaced boys.

Whereas girls are often kept at home in order to help with household work, boys were said to be more likely to engage in forms of child labour outside the home. Some participants said that this reduced boys’ vulnerability, because it was easier for them to find ways of providing for themselves. However, others acknowledged that boys were often exposed to danger through their work (e.g. risk of drowning while fishing; risk of injury working in gold mines), and were more likely to undertake hazardous work than girls. The lower levels of supervision of boys means they are more likely to engage in harmful activities (e.g. drug and alcohol use) and become involved in crime.

Boys were also said to engage in early sexual activity, but not for transactional or commercial purposes. However, a boy who impregnates a girl is expected to marry her, and to pay dowry. If he is unable to do so, he is likely to be beaten, and may engage in hazardous income-generation activities in an attempt to raise the dowry money (e.g. going to work in gold mines in Dimma).

**ADOLESCENTS**

Many of the issues identified in this assessment (e.g. lack of services, food shortages, conflict and risk of abduction) affect children of all ages. However, there are some which particularly affect adolescents.

Whilst most children are expected to assist the family from a young age by working in the home, in the fields and with cattle, it is adolescent children who are more likely to engage in paid work outside the home. They may continue to live with their families, or they may move to urban centres and try to live independently. This exposes them to various risks, such as hazardous work, exploitation and involvement in harmful and criminal behaviour. Adolescent girls are particularly vulnerable to sexual exploitation.

Although all children are affected by a lack of adequate education services, adolescent children have particular difficulty accessing education since the higher grades are only available in urban centres. This means that adolescents in rural areas, who do not have relatives in urban centres, are either unable to complete their education or have to try to live independently in town at a young age. This exposes them to the risks described above.

On finishing their education, adolescents often lack further opportunities, especially those living in rural areas.

**PARTICULARLY VULNERABLE GROUPS**

*Children who lack financial support (e.g. orphans, half-orphans and children from very poor families).* These children are likely to be excluded from school due to lack of school uniform and school materials. They may also engage in paid work to provide for themselves and/ or their families, and some orphans were said to be prevented by their caregivers from attending school so they can work in the home. Children who lack financial support are more likely to leave their families or caregivers and move to an urban centre to look for paid work to support themselves, where they are exposed to a variety of risks.

*Children living with caregivers.* Children living with caregivers rather than their natural parents were said to be at particular risk of being overworked at home – either in domestic work, cultivation or other work for the family. They were also said to be particularly vulnerable to physical abuse and excessive physical punishment. Orphans were thought to experience feelings of worthlessness and
hopelessness, which may contribute to their involvement in risky activities (e.g. early sex, drug and alcohol use, hazardous work).

Children living in rural kebeles. In some rural areas, the distance to school and the bad condition of the roads prevented children from attending, especially during rainy season. Children from rural kebeles may move to the woreda centre to continue with their education up to the higher grades. Some may live with relatives, but those who lack relatives may try to live independently, which exposes them to a number of risks (e.g. transactional sex and other forms of exploitation), especially when they do not have the protection of their families.

Children in areas vulnerable to attacks and conflict. Children living in areas vulnerable to Murle and Lou-Nuer attack may be more likely to lose parents and caregivers. In Jikawo, internal conflicts can also contribute to death of parents. Children in all areas affected by conflict and attack are at risk of displacement. Children living in areas vulnerable to Murle attacks are at risk of abduction, particularly if they go to isolated places, which may include walking to school, looking for wild food (particularly likely during times of food shortage), going to the river, and playing in areas outside their village. Concern about potential attacks may lead parents in these areas to prevent their children from walking to school or collecting wild food.

Disabled children. Disabled children were said to be at particular risk of being socially excluded, and not receiving services. This was partly due to a lack of assistance (e.g. provision of wheelchairs, hearing aids), and partly due to a lack of support and care from their families and the community. There is very little educational provision for children with disabilities. In some cases they were unable to physically reach the school, and in others they were able to attend classes but unable to learn because they received no special attention.

Displaced children. Children who have been displaced were said to be at particular risk of attacks from the host community, who may resent their presence. The displaced communities included in this assessment felt they had very little protection in their new areas, and that their children were vulnerable to attack from local children, and girls were vulnerable to sexual assault from local boys and men. Children who have been displaced may also have difficulty accessing education in their new area if there is no school nearby, or if existing schools are already over-subscribed.

Children from families with high levels of conflict. Some families were said to have high levels of conflict, with frequent quarrels between husband and wife, and between parents and children. It may be that domestic violence is a feature of such families, although this was not mentioned. Children living in such an environment were said to be particularly likely to leave home and try to live independently, supporting themselves through paid work or, in the case of girls, transactional sex.

EXISTING FORMAL AND INFORMAL CHILD WELFARE SYSTEMS/ STRUCTURES

In most parts of Gambella region, there are very few outside agencies providing services. Government offices have a presence in woreda centres, and there are some faith-based organisations active in the region, but outside Gambella town most communities in the region rely on their own responses to child welfare issues. The immediate and extended family was said to give practical assistance to children who have lost one or both parents, or were otherwise vulnerable. However, it was felt that this system was becoming less effective due to the economic pressures people face, particularly in urban centres.

AREAS FOR FURTHER INVESTIGATION

This assessment should be seen as a starting point; it identifies issues of concern in Gambella region but does not provide sufficient information on all issues to enable decisions to be made about appropriate courses of action. It does, however, enable government offices, NGOs and others to identify priority issues in relation to children's welfare, and to make decisions about where to target their resources.

A number of issues were identified in the course of this assessment as being worthy of further investigation. These issues appear to be significant in terms of child welfare in at least some parts of Gambella, but insufficient information was obtained about them to enable action to be taken or recommendations to be made. In particular, the methodology used in this study did not facilitate:
An assessment of the prevalence of certain problems. A quantitative, survey approach would be required to provide this information.

An assessment of particularly sensitive issues. More time in communities, to enable relationships and trust to be developed between the researchers and the community members, would be required to obtain useful information about issues such as rape, sexual abuse and domestic violence.

Orphans were identified by participants in most woredas as being particularly vulnerable. However, our methodological approach did not enable us to identify the cause of this concern; specifically whether there has been an increase in the number of orphans in some areas, or whether traditional systems of caring for orphans are no longer effective. A more quantitative approach would help to clarify the numbers of orphans in each community, and the causes of parental death. If particular diseases are affecting parents, and creating large numbers of orphans, these could be identified and addressed. If the main cause of parental death is conflict, then organisations could focus their energies on prevention of conflict.

A number of sensitive issues were touched on in this assessment, but were not explored fully. Participants expressed concern about the sexual behaviour of young people, but there was relatively little discussion of sexual abuse or rape, which are particularly sensitive issues. A longer-term, more qualitative assessment could focus on the prevalence of sexual abuse and rape, the circumstances in which they occur, and the usual responses, both formal and informal. This would inform future interventions in terms of prevention and response.

It is notable that domestic violence was not mentioned at all in this assessment, although physical abuse of children was raised in some communities, and conflict within families was described as a factor that can contribute to children leaving home and trying to survive independently. Violence in the home is known to have a negative impact on children’s wellbeing and development, and further investigation of this issue could help agencies to offer appropriate support to vulnerable families.

Some of the differences in issues said to affect woredas are difficult to understand and explain. In particular, communities in the Nuer zone did not express concern about child labour or early sexual activity, unlike Anuak and Mejenger communities. This may be because these issues do not affect children in Nuer communities, or because they are not seen as problematic. Further investigation is required to understand the situation in the Nuer communities, so that appropriate action can be taken. If early sexual activity and harmful child labour are occurring but are not seen as problematic, then awareness-raising might be the first stage of any support offered to those communities.

Concern was expressed by participants about child labour, particularly in urban centres. Some references were made to particularly harmful forms of child labour. Waste collection was mentioned as being particularly hazardous for children, as was working in the gold mine in Dimma, but no other forms of harmful work were identified. A brief assessment to identify particularly hazardous forms of child labour would be useful.

Further investigation is required into the issues affecting disabled children. Their difficulties in accessing education were referred to, but no other information was obtained about this group in the current assessment. No disabled children were included in the group discussions. Their experiences should be explored further, to develop an understanding of the challenges they face and the coping strategies used by the children, their families and their communities. This would enable services for disabled children to be planned appropriately.

Finally, participants in some areas (particularly Godere) said that awareness-raising activities were taking place in communities in relation to some issues (e.g. reproductive health, HIV). In order to build on these activities, and support them in other areas, it would be useful to conduct a comprehensive mapping of the current awareness-raising activities (both formal and informal) occurring in each community, who is involved in these activities, and how they can be supported.

RECOMMENDATIONS

A fundamental issue which must be addressed before any action can be taken to improve the welfare of children in Gambella region is the lack of agencies active in the area. There are very few NGOs or INGOs in Gambella region, and the capacity of the government offices is low. A considerable increase
in resources and capacity will be required in Gambella region before programmes can be implemented to improve child welfare.

Whilst this assessment was being conducted, responsibility for children’s issues in Gambella region was transferred from BOLSA to BOWA. In order to ensure continuity and effectiveness of service provision, BOWA will require support and training to develop the capacity to plan, implement and manage services for children.

There is a general lack of awareness of child welfare issues in Gambella amongst community members, and amongst staff of government offices and other organisations. Training and awareness-raising on these issues will be a fundamental part of improving the welfare of children in this region, as will capacity-building of those currently responsible for issues relating to children.

A consensus exercise was held with the 39 stakeholders 31 who attended a meeting in Gambella town on 22nd October 2009, in which the preliminary findings of this assessment were shared. Participants were asked to write down three recommendations for action, based on the findings of the assessment. These were combined into a single list, and each participant was asked to select three recommendations from this combined list that they would choose to implement if they were able. The next stage of the exercise was for participants to discuss their choices with another person in the group, and for each pair to agree on a shared list of three recommendations. They then formed groups of six, each of which agreed on a shared list of five recommendations. This was repeated in groups of twelve. The results of this process can be found in Appendix 8.

A review of the results of the exercise shows that participants focused predominantly on interventions addressing basic needs and services, such as increasing the number and quality of teachers in schools; providing potable water in every community; and establishing a health post in every kebele. Facilitating access to education was prioritised by participants.

There is undoubtedly a need for improvement in basic services in Gambella region. However, it is important that interventions target children’s needs at a range of levels, not exclusively the most fundamental issues. As the models on page 51 and 53 show, the issues affecting children in Gambella are related in complex ways, and there is a need to address both the underlying causes of children’s difficulties, and the more immediate risks to their wellbeing.

**Co-ordination of activities**

It is clear that some fundamental characteristics of life in Gambella region have an extremely negative impact on children’s welfare. For example, vulnerability to Murle attacks and abduction affects children’s access to education and adequate food. Ending the Murle attacks would make a significant contribution to the protection of children in Gambella, but most agencies are not in a position to address the political, economic and social issues underlying this issue. They may, however, be able to work with communities to find ways of enabling children to access education without increasing their risk of abduction. Ideally, different organisations would work at different levels, so that children were protected in the short-term, and efforts were made to reduce the risks in the longer-term. This requires agencies with different skills and resources to become active in Gambella region. It also requires good co-ordination of activities and planning.

Interventions in some areas identified in this assessment will require there to be some consensus amongst involved organisations on the overall aims and direction of efforts in relation to that issue. For example, there are (at least) two possible approaches to the issue of harmful child labour. One approach could be to address the causes of child labour, and to support families in providing for themselves without children having to work. An alternative approach would be to respond to the situation as it is currently in Gambella, accept that children will continue working, and focus interventions on ensuring that they do so safely, and still have access to education (e.g. by providing evening classes). If some agencies try to address the causes of harmful child labour, and others try to make sure that children are able to work safely, without good co-ordination there is a danger that each intervention will reduce the effectiveness of the other.

---

31 These included representatives of the woredas in which the assessment was conducted, and representatives of organisations working with children in Gambella region.
In general, the causes of problems affecting children will take longer to address than the effects, but interventions addressing causes will have a more substantial impact on children's wellbeing than interventions addressing the effects. In practice, both types of intervention will be required, but good co-ordination will be crucial to ensure that (a) there is no duplication of effort, and (b) that agencies take into account the ways in which their activities might impact on (and be impacted on by) the activities of other agencies. In addition, there will be a need when planning activities to consider the potential impact of those plans on related issues, to ensure that there are no unintended negative consequences. For example, an agency might decide to provide accommodation for children attending high school in urban centres, in order to reduce the risk of children without relatives in urban centres becoming involved in child labour, early or transactional sex, or criminal activities. However, this could attract more children from the rural kebeles to the urban centres, which may not be desirable. Good co-ordination can help agencies to ensure that their activities are helpful in the wider context of issues affecting children in Gambella.

In recognition of the different levels at which agencies can operate, the recommendations below are divided into three types:

a) long term recommendations, which address underlying causes;

b) medium term recommendations, responding to current problems.

c) short-term recommendations, responding to the immediate risks to children's wellbeing

A. Long-Term: Causal/ Contextual Factors

1. Livelihoods support for parents would reduce food shortages and financial problems. This would have a positive impact on children's health, access to education and physical safety (since they are less likely to engage in risky income-generation activities, or to go to isolated areas looking for food, so risking abduction by Murle). It would also reduce the need for migration in search of food and work.

2. Conflict has a significant impact on children's wellbeing in Gambella, and any activities which focus on reduction of conflict will be beneficial. This includes intra-Nuer conflicts, ethnic conflicts, and attacks by groups from outside Gambella (Lou-Nuer and Murle).

Both livelihoods support and reducing conflict would prevent displacement, which has a profound impact on children's wellbeing.

3. Improvement in access to basic services, particularly education, health and water and sanitation.

B. Medium-term

4. Migration to urban centres exposes children to a variety of risks, and any activity which encourages children to stay with their families in the rural kebeles is likely to have a positive impact on their wellbeing. Encouraging young people to stay in rural kebeles will require provision, services and opportunities in these areas to be increased. Different approaches will be appropriate in each area, depending on what resources already exist, and what the community's needs and strengths are. However, income-generating opportunities are likely to be a crucial part of any intervention at this level; young people need to be able to provide for themselves without migrating to the urban centres. In all communities there are a range of livelihood strategies, some of which are no longer effective, but there are others which could perhaps be strengthened and developed. Through discussion and planning with community members, a range of alternative livelihood strategies could be identified, and young people involved in developing these. Vocational training could also be a part of this approach.

Young people also migrate to urban centres to access education, so this would need to be available in the rural kebeles in order to encourage young people to stay. This may involve mobile schools, and would certainly involve providing incentives for teachers to stay in the communities they work in, rather than in the urban centres.

5. In some areas youth have organised themselves into groups, or have been organised by schools or other organisations. This was said to help to prevent them becoming involved in potentially damaging activities. Youth groups can provide opportunities for young people (e.g. recreation, training, income-generation) as well as a forum for awareness-raising and education. In rural
areas, these groups could be an important part of attempts to encourage young people to stay in the kebele instead of migrating to urban centres. Agencies focussing on youth development could usefully work with communities to strengthen existing youth organisations, and to support other communities to develop similar initiatives. Where possible, existing initiatives should be strengthened and supported, rather than new education programmes implemented.

6. In many communities, participants said there was a need for awareness-raising activities. This was mentioned in relation to two main issues: (i) HIV/AIDS and reproductive health; and (ii) family relationships and parenting skills.

There is a general lack of awareness about HIV/AIDS, and we were told of many misunderstandings and false beliefs which contribute to the spread of HIV/AIDS. These beliefs, and the stigma associated with HIV/AIDS, prevent people from using condoms, being tested and protecting themselves from infection. There is a need for educational activities in relation to reproductive health generally, and HIV/AIDS in particular, especially amongst young people.

Participants also said that parents had difficulty in teaching and managing their children, and in managing conflict within the family. This can lead to physical abuse of children, and ongoing conflict which contributes to children leaving home and trying to survive independently. Education and support for parents could strengthen family relationships, and parents' ability to teach and manage their children effectively.

Some awareness-raising activities are already taking place in woredas, organised by schools, churches, kebele leaders and others. Where possible, existing initiatives should be strengthened and supported, rather than new education programmes implemented.

7. Sexual exploitation of girls was an issue raised by many woredas. Often, this was a response to financial problems. However, in other cases, girls were said to be sexually exploited by teachers and other government employees (e.g. nurses). There is a need for all government workers to be trained in the prevention of sexual exploitation and abuse, and for a Code of Conduct to be developed for these employees. Implementation of such an initiative would involve a comprehensive training plan and the development of a system of responding effectively to complaints, followed by ongoing monitoring and investigation of complaints.

8. Girls were found to be less likely than boys to attend school, and to be very unlikely to continue to the higher grades. One of the main reasons for this is that they are kept at home by their families to help with household chores and care for younger siblings, and/ or are married at a young age so that their families can obtain a dowry. Incentives to encourage parents to send girls to school and to allow them to finish school before they get married would have a positive impact on the wellbeing of girls and young women. It would also have a wider positive impact, since there is a need in Gambella for educated women to work in government offices and other organisations, and to be actively involved in decision-making processes in the region. This will only be possible once more girls are able to complete their education.

9. Traditionally, orphans and other vulnerable children are cared for by the extended family and other community members. Some participants said that these support systems are not currently functioning effectively due to economic problems. Initiatives which focused on strengthening existing community support systems would have an extremely beneficial impact on the welfare of children.

10. It was clear from this assessment that many children with disabilities are excluded from education due to a lack of appropriate provision. Once a more comprehensive assessment of the issues preventing disabled children has been conducted, it is recommended that their needs are addressed and that appropriate educational provision is made for them.

C. Short-term: Immediate risks

11. The provision of temporary support for caregivers who have lost their usual source of income, either through conflict, displacement, drought or flooding, would enable children to continue with their education and prevent them becoming involved in harmful child labour to help their families survive.
12. Flexible education (e.g. in the evenings) and mobile schools could help children in some areas to continue with their education despite working to support themselves and/ or their families. Mobile schools could also enable displaced children, and those living in areas vulnerable to Murle attacks, to continue to access education.

13. The provision of safe, supported accommodation for children attending high schools in the urban centre of each woreda could enable children without relatives in the town to attend high school without being exposed to risks (e.g. child labour, transactional sex and exploitation) in an attempt to support themselves.

Development of systems

Since child welfare issues have not been prioritised in Gambella region up to now, and there has been a lack of capacity in government offices, systems of recording information about children are lacking. Improvement in this area would assist in the planning of future services and monitoring of their effectiveness.

As a priority, a system should be established to identify children who lack adequate family support, since they are vulnerable to a variety of risks (e.g. child labour, transactional sex and exploitation). This will include registration of orphans, but the focus should be on children who lack adequate support more generally, since some orphans may be well-supported by their relatives, whilst some children living with their parents may be struggling. Registration of children lacking adequate support, along with identification of their specific vulnerabilities, would help in planning services.

Concern was expressed by some participants about the exploitation and abuse of children who are separated from their parents and being cared for by relatives. The fact that children are living with relatives should not be taken as an indication that they are being adequately cared for; an assessment of vulnerable children should include an assessment of the situation of all children living with caregivers.
APPENDICES

1. Assessment timetable
2. Adapted toolkit
3. Key informant interview
4. Matrix of issues affecting woredas in Gambella region
5. Recruitment advert for assessment team
6. Training outline
7. List of key informants
8. Results of consensus exercise
### Appendix 1. ASSESSMENT TIMETABLE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>LOCATION</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5-11/9/09</td>
<td>Addis Ababa</td>
<td>Familiarisation and planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adaptation of toolkit</td>
</tr>
<tr>
<td>2</td>
<td>12-18/9/09</td>
<td>Gambella</td>
<td>Recruitment of assessment team</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adaptation of toolkit</td>
</tr>
<tr>
<td>3</td>
<td>19-25/9/09</td>
<td>Gambella</td>
<td>Training of assessment team</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Revision of assessment materials</td>
</tr>
<tr>
<td>4</td>
<td>26/9 - 2/10/09</td>
<td>Gambella</td>
<td>Assessment mission to Godere</td>
</tr>
<tr>
<td>5</td>
<td>3-9/10/09</td>
<td>Gambella</td>
<td>Assessment mission to Gog and J or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment mission to Lare</td>
</tr>
<tr>
<td>6</td>
<td>10-16/10/09</td>
<td>Gambella</td>
<td>Assessment mission to Jikawo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment in Gambella town</td>
</tr>
<tr>
<td>7</td>
<td>17-23/10/09</td>
<td>Gambella</td>
<td>Assessment mission to Abobo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analysis of information and report-writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Debrief meeting with stakeholders in Gambella town</td>
</tr>
<tr>
<td>8</td>
<td>24-30/10/09</td>
<td>Addis Ababa</td>
<td>Analysis of information and report-writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Debrief meeting with stakeholders in Addis Ababa</td>
</tr>
<tr>
<td>MODULE</td>
<td>PURPOSE</td>
<td>CHANGES MADE</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Desk review</td>
<td>To identify organisations/groups providing services for children.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To map the government actors and non-state actors (e.g. local NGOs, civil organisations, INGOs, churches, etc) who have the potential to be involved in child protection.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanitarian Response Capacity Map</td>
<td>To map the services being provided in Gambella region, and who is providing them. To identify gaps in service provision. To identify unused capacity. To map the government actors and non-state actors (e.g. local NGOs, civil organisations, INGOs, churches, etc) who have the potential to be involved in child protection.</td>
<td>Expanded to include agencies currently active in Gambella but not currently focusing on children. These could perhaps be encouraged to expand their mandate, or partner with other organisations to provide services to children.</td>
<td></td>
</tr>
<tr>
<td>Institutional care capacity map</td>
<td>To build up picture of institutional capacity in that location.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Key informant interviews</td>
<td>To obtain contextual information To identify the main issues affecting children To explore consensus amongst relevant actors in Gambella on the priorities for improving child welfare</td>
<td>A number of changes made, to: • Make it more appropriate for/relevant to Gambella region • Make it simpler for assessors to understand and complete</td>
<td></td>
</tr>
<tr>
<td>Additional questions for key informants</td>
<td>To obtain information about the services available for children in that location To identify gaps in services in that area</td>
<td>A new tool developed</td>
<td></td>
</tr>
<tr>
<td>Community timeline</td>
<td>To understand recent history in that location and events which have impacted on the community &amp; children.</td>
<td>New activity added</td>
<td></td>
</tr>
<tr>
<td>Participative ranking exercise with adults (men and women separately) and with children (girls and boys separately)</td>
<td>To identify the issues affecting children in that location (constantly and during emergencies). Identify factors which make some children particularly vulnerable. Coping strategies used by parents and children</td>
<td>Very minor changes made (e.g. replacing 'Key Protection Concerns' with 'Key Problems' on the data collection form)</td>
<td></td>
</tr>
</tbody>
</table>
| Focus group discussion to be based on issues prioritised during the participative ranking exercise. To be held with adults (men and women separately) and with children (girls and boys separately) | Identify factors which make some children particularly vulnerable. Identify any specific issues affecting girls and boys. | The FGD questions suggested in the toolkit have been adapted in the following way:
- Small changes made to wording to make the questions more appropriate
- Additional questions added to ‘sexual abuse and exploitation’ section.
- Additional questions on sexual and reproductive health included. |
| Code of Conduct | To ensure high standards of behaviour on the part of all those involved in conducting the assessment. | The IFRC Code of Conduct was found to be more applicable to humanitarian workers than to an assessment team, so a new Code of Conduct was created. |
| Informed consent documents | To ensure that all participants make an informed decision about whether or not to participate in this assessment. | Informed consent documents were created for:
- Key informants (based on the one included in the toolkit)
- Participants in focus group discussions (verbal consent deemed most appropriate)
- Parents/ guardians of children to be invited to participate in group discussions/ activities (verbal consent deemed most appropriate) |
**Appendix 3. KEY INFORMANT INTERVIEW**

**Key Informant interview**

*Guidance Sheet for Assessors*

- **Introduce yourself**: Introduce yourself to respondents, and explain that you are conducting this assessment on behalf of BOLSA. The purpose of the assessment is to help organisations make good decisions about how best to work with and support communities.

- **Don’t make promises of assistance**: Make certain that interviewees know that how, when and where assistance is provided will depend on many factors.

- **Obtain Consent**: Make sure people know why you are asking questions and also what the information will be used for. Stress that participation in an interview is optional and that all information shared will be kept confidential and secure. If they would rather not answer specific questions, they may request to skip them. Their names or contact details will not be recorded.

- **Write clearly and concisely**: Please write clearly and briefly, using the last page for additional information.

- **Urgent action required**: ⚠️ indicates an issue which requires urgent attention if it is present

### 1. IDENTIFICATION INFORMATION

<table>
<thead>
<tr>
<th>1.1 Assessor’s name</th>
<th>1.2. Date of the assessment</th>
<th>1.3. Role of key informant</th>
</tr>
</thead>
</table>

1.4. Location

- Administrative Level 1 (Country): Ethiopia
- Administrative Level 2 (Region): Gambella
- Administrative Level 3 (Zone):
- Administrative Level 4 (Woreda):
- Administrative Level 5: (Kebele):

1.5. Name of Nearest Town or landmark:  

1.6 Description of interview location

### 2. DEMOGRAPHIC INFORMATION

#### 2.1. List ethnic groups in this community (continue on separate sheet if necessary)

- Ethnicity A
  - What is the proportion? (tick one)
    - Majority
    - Minority
    - Don’t know
- Ethnicity B
  - What is the proportion? (tick one)
    - Majority
    - Minority
    - Don’t know
- Ethnicity C
  - What is the proportion? (tick one)
    - Majority
    - Minority
    - Don’t know

#### 2.2. List religions in this community

- Religion A
  - What is the proportion? (tick one)
    - Majority
    - Minority
    - Don’t know
- Religion B
  - What is the proportion? (tick one)
    - Majority
    - Minority
    - Don’t know
- Religion C
  - What is the proportion? (tick one)
    - Majority
    - Minority
    - Don’t know

#### 2.3. List languages spoken at site

- Language A
  - What is the proportion? (tick one)
    - Majority
    - Minority
    - Don’t know
- Language B
  - What is the proportion? (tick one)
    - Majority
    - Minority
    - Don’t know
- Language C
  - What is the proportion? (tick one)
    - Majority
    - Minority
    - Don’t know
2.4 What is the estimated sex breakdown of children in your community? (Tick one)
- a. Majority girls
- b. Majority boys
- c. About equal
- d. Don’t know

2.5. Do girls go to primary school?
- a. Majority attend school
- b. Majority do not go to school
- c. Don’t know

2.6. Do girls go to secondary school?
- a. Majority attend school
- b. Majority do not go to school
- c. Don’t know

2.7. Do boys go to primary school?
- a. Majority attend school
- b. Majority do not go to school
- c. Don’t know

2.8. Do boys go to secondary school?
- a. Majority attend school
- b. Majority do not go to school
- c. Don’t know

2.9 What prevents children from attending school? (Tick all that apply)
- a. School development fees
- b. Cost of school uniforms
- c. Child has special needs that cannot be met by schools in area
- d. No schools
- e. Not enough teachers
- f. Distance to the school
- g. Language
- h. Prevented by parents
- i. Other (specify) ……………………………………

2.10 Is corporal punishment (beating) commonly used in schools?
- YES
- NO

2.11. Are there children living on their own?
- YES (go to question 2.11.1)
- NO (go to question 2.11.3)

2.11.1 What is the number of child-headed Households?
- a. Boys headed HHs
- b. Girls headed HHs

2.11.2 Are child-headed households being registered?
- YES
- NO

If YES: which agency/ office is registering them? ………………………………………
are they registered ALWAYS or SOMETIMES?
are their specific needs being noted in the registration record?

2.11.3. What is the number of female-headed Households?

2.11.4. What is the number of elder-headed Households?

2.12. Are there children without adult caregivers living/sleeping on the streets?
- YES (go to question 2.11)
- NO

2.12.1. What is the sex of most of the children living/sleeping on the streets?
- a. Mostly boys
- b. Mostly girls
- c. About equal
- d. Don’t know

2.13. Where do children live if they are separated from their parents in this community? (e.g. orphans) (tick all that apply)
- a. With relatives
- b. With neighbours
- c. In an institution (Who runs it? ………………………………………………)
- d. On the streets
- e. Other (Specify ………………………………………………)

2.13.1. Does the key informant feel that children are in immediate danger in any of these places?
- YES
- NO

⚠️ If “yes” is selected, please fill out an Urgent Action Report
### 3. PHYSICAL SAFETY AND WELL BEING OF CHILDREN

#### 3.1. Are there any reported cases of children being:

<table>
<thead>
<tr>
<th></th>
<th>Estimated Total in last one year</th>
<th>Sex breakdown (if available)</th>
<th>Age breakdown (If available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>0-4 years</td>
</tr>
<tr>
<td>a. Killed by violence or accident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Dying due to disease</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Dying due to malnutrition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Seriously Injured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Abducted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Physically abused</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Sexually abused</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Sexually exploited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Trafficked</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3.2. Have any of the following happened in the last one year? (Tick all that apply)

<table>
<thead>
<tr>
<th></th>
<th>How many in the last one year?</th>
<th>What ages?</th>
<th>Gender (tick one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Displacement that separates children from their caregiver</td>
<td></td>
<td></td>
<td>Mostly girls</td>
</tr>
<tr>
<td>b. Children placed in institutional care or boarding schools</td>
<td></td>
<td></td>
<td>Mostly boys</td>
</tr>
<tr>
<td>c. Children abandoned at medical centres, churches or other places</td>
<td></td>
<td></td>
<td>About equal</td>
</tr>
<tr>
<td>d. Children drowning in river or other water sources</td>
<td></td>
<td></td>
<td>Don't know</td>
</tr>
<tr>
<td>e. Children attacked when fetching water</td>
<td></td>
<td></td>
<td>Mostly girls</td>
</tr>
<tr>
<td>f. Violations of orphans’ inheritance rights</td>
<td></td>
<td></td>
<td>Mostly boys</td>
</tr>
<tr>
<td>g. Other type of physical harm (describe)</td>
<td></td>
<td></td>
<td>About equal</td>
</tr>
</tbody>
</table>

[Image of page 78]
### 4. SEPARATED CHILDREN, FAMILY TRACING AND REUNIFICATION

#### 4.1 Have there been any reported cases of:

<table>
<thead>
<tr>
<th></th>
<th>How many in the last one year?</th>
<th>What ages?</th>
<th>Gender (tick one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Separated children (those without both parents or recognized caregiver, but not necessarily separated from other relatives)</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly girls  ☐Mostly boys  ☐About equal  ☐Don't know</td>
<td></td>
</tr>
<tr>
<td>b. Unaccompanied children (those separated from both parents and other relatives and are not being cared for by any adult)</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly girls  ☐Mostly boys  ☐About equal  ☐Don't know</td>
<td></td>
</tr>
<tr>
<td>c. Missing children</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly girls  ☐Mostly boys  ☐About equal  ☐Don't know</td>
<td></td>
</tr>
</tbody>
</table>

#### 4.2 What are the main causes of separation? (tick all that apply)

<table>
<thead>
<tr>
<th></th>
<th>Is it happening now?</th>
<th>Is it happening now?</th>
<th>Is it happening now?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Accidental separation during displacement</td>
<td>☐YES  ☐NO</td>
<td>☐YES  ☐NO</td>
<td>☐YES  ☐NO</td>
</tr>
<tr>
<td>b. Children sent away for safety, medical services or education</td>
<td>☐YES  ☐NO</td>
<td>☐YES  ☐NO</td>
<td>☐YES  ☐NO</td>
</tr>
<tr>
<td>c. Accidental separation during conflict or other crisis</td>
<td>☐YES  ☐NO</td>
<td>☐YES  ☐NO</td>
<td>☐YES  ☐NO</td>
</tr>
<tr>
<td>e. Abduction</td>
<td>☐YES  ☐NO</td>
<td>☐YES  ☐NO</td>
<td>☐YES  ☐NO</td>
</tr>
<tr>
<td>d. Death of parent or usual caregiver</td>
<td>☐YES  ☐NO</td>
<td>☐YES  ☐NO</td>
<td>☐YES  ☐NO</td>
</tr>
<tr>
<td>f. Other (specify)</td>
<td>☐YES  ☐NO</td>
<td>☐YES  ☐NO</td>
<td>☐YES  ☐NO</td>
</tr>
</tbody>
</table>

#### 4.3 Have new families moved into community recently?

<table>
<thead>
<tr>
<th></th>
<th>YES  NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Number of families</td>
<td></td>
</tr>
<tr>
<td>b. Where have families moved from?</td>
<td></td>
</tr>
<tr>
<td>c. When did families move?</td>
<td></td>
</tr>
<tr>
<td>d. Why did the families move?</td>
<td></td>
</tr>
</tbody>
</table>

### 5. CHILD LABOUR

#### 5.1 Are there any reports of children in this community engaged in:

<table>
<thead>
<tr>
<th></th>
<th>What ages?</th>
<th>Gender (tick one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Household Chores within the family home</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly boys  ☐Mostly girls  ☐About equal  ☐Don’t know</td>
</tr>
<tr>
<td>b. Market/Trade</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly boys  ☐Mostly girls  ☐About equal  ☐Don’t know</td>
</tr>
<tr>
<td>c. Workshops (e.g. woodwork, metalwork, car mechanics)</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly boys  ☐Mostly girls  ☐About equal  ☐Don’t know</td>
</tr>
<tr>
<td>d. Domestic Labour outside the family home</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly boys  ☐Mostly girls  ☐About equal  ☐Don’t know</td>
</tr>
<tr>
<td>e. Agriculture</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly boys  ☐Mostly girls  ☐About equal  ☐Don’t know</td>
</tr>
<tr>
<td>f. Handicrafts</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly boys  ☐Mostly girls  ☐About equal  ☐Don’t know</td>
</tr>
<tr>
<td>g. Transport</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly boys  ☐Mostly girls  ☐About equal  ☐Don’t know</td>
</tr>
<tr>
<td>h. Street Work/Begging</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly boys  ☐Mostly girls  ☐About equal  ☐Don’t know</td>
</tr>
<tr>
<td>i. Illegal Activities (Stealing, Selling drugs, etc)</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly boys  ☐Mostly girls  ☐About equal  ☐Don’t know</td>
</tr>
<tr>
<td>j. Commercial Sexual Exploitation</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly boys  ☐Mostly girls  ☐About equal  ☐Don’t know</td>
</tr>
<tr>
<td>k. Slavery</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly boys  ☐Mostly girls  ☐About equal  ☐Don’t know</td>
</tr>
<tr>
<td>l. Other hazardous work (work which is likely to harm the health, safety or morals of children)</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly boys  ☐Mostly girls  ☐About equal  ☐Don’t know</td>
</tr>
<tr>
<td>m. Other (specify):</td>
<td>☐YES  ☐NO</td>
<td>☐Mostly boys  ☐Mostly girls  ☐About equal  ☐Don’t know</td>
</tr>
</tbody>
</table>

### 6. SEXUAL HEALTH
6.1 What risky sexual practices exist in your community? (Tick as many as apply)
- a. Early sex
- b. Multiple sexual partnerships
- c. Rape
- d. Commercial sex
- e. Sex without condom
- f. Sex without HIV test

6.2 What are the major sexual health concerns in your community? (Tick as many as apply)
- a. Unwanted pregnancy
- b. Abortion
- c. HIV and STI
- d. Lack of access to youth-friendly reproductive health services
- e. Absence of sexual & reproductive health information centres

7. ACCESS TO SERVICES

7.2 Are post rape kits available at the health facility? □ YES □ NO

7.3 Does the health facility offer social service support for victims of abuse? □ YES □ NO

7.4 Do women/children feel safe collecting water? □ YES □ NO

7.5 How far is the water collection point?
- 10 minutes walk?
- 11-30 minutes?
- 30-1hr.?
- 1hr+?

8. What are the three priorities in terms of improving child welfare in this woreda?

<table>
<thead>
<tr>
<th>Priority</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

9. Ask the key informant to recommend other people in the community who are knowledgeable about the situation of children. List the names they give you and their contact information below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role (if applicable)</th>
<th>Other contact details (address, cell phone, landmark)</th>
</tr>
</thead>
</table>
Appendix 4. MATRIX OF ISSUES AFFECTING WOREDAS IN GAMBELLA REGION

<table>
<thead>
<tr>
<th></th>
<th>NUER ZONE</th>
<th>ANUAK ZONE</th>
<th>MEJ ENGER ZONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AKOBO</td>
<td>JIKAWO</td>
<td>WANTHAWA</td>
</tr>
<tr>
<td>Population</td>
<td>24,671</td>
<td>34,671</td>
<td>20,969</td>
</tr>
<tr>
<td>Insecurity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Murle attacks</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Border conflicts</td>
<td>X</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>Intra-clan conflicts</td>
<td>?</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Inter-ethnic conflict</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Environmental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flooding</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Drought</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Deforestation</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific health issues</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HIV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hosting IDPs</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Refugee camp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial centres with bars, sex workers etc.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5. RECRUITMENT ADVERT FOR ASSESSMENT TEAM

Terms of Reference - Gambella Region Child Welfare Assessment Team
B.O.L.S.A. Child Welfare Assessment and IASC 1st Phase Child Protection Resource Kit

WOMEN AND YOUTH ARE STRONGLY ENCOURAGED TO APPLY

Training and Assessment Period: September 21st - October 16th

Please note: these dates are tentative. Some team members may not be needed for full 4 week training and assessment period.

Background

The Interagency First Phase Child Protection Assessment Resource Kit is the result of an interagency effort initiated by the Child Protection Working Group in early 2007. The kit was conceived to build upon previous initiatives, experiences, and tools in order to gather data on child welfare needs and resources critical to informing the programmatic response during the 1st phase of an emergency or in support of national emergency planning and preparedness efforts.

The kit was first piloted in Indonesia, Georgia, and South Africa, with the aim of testing its utility and learning from experience to improve the kit and expand its use elsewhere by child protection agencies. Based on findings from these pilots, extensive revisions were made that resulted in the current version of the resource kit.

With close cooperation and support from BOLSA, Columbia University, IRC, and UNICEF plan to further refine the Interagency Child Protection 1st Phase Assessment Resource Kit through a rigorous field learning and assessment process in Gambella. The assessment team members will help support both processes. This will be an excellent training and learning opportunity for team members.

Objectives

The primary objectives of the assessment are twofold:

1) To document key child welfare concerns in Gambella Region to support better child welfare programming, emergency preparedness and response, with an emphasis on mapping out child welfare systems.

2) To conduct a formal field learning of the current Inter-Agency resource kit, and to document the strengths and weaknesses of the resource kit, and to suggest improvements to kit.

Roles and Responsibilities

- Actively participate in week-long training on qualitative and quantitative child welfare assessment methods
- Take part in field-testing and refinement of locally adapted tools
- Compile an inventory of key child welfare actors and other relevant service providers—government, civil society and other bodies—and their roles, responsibilities and programming
- Facilitate semi-structured key informant interviews with relevant stakeholders within government, UN and civil society organization
- Facilitate focus group discussions with relevant stakeholders including community members, youth, and local leaders
- Participate in analysis of findings, report writing, and findings presentations
Qualifications

• Minimum completion of grade 10 plus certificate or diploma
• 2 years of relevant work experience e.g. gov't, NGO, UN agency, or community-based organization
• Native speaker of Nuer, Anuak or Mejenger and fluency in English or Amharic.
• Demonstrates competency in qualitative and quantitative assessment methods
• Demonstrates ability to maintain and respect confidentiality of information and other data collected during assessment process
• Knowledge of Gambella Region and its history and familiarity with Gambella Communities and peoples
• Willingness to travel to remote parts of the Region in support of the 2- 3 week data collection process
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td>8-10</td>
<td>Introduction to assessment of child welfare (Part 1)</td>
</tr>
<tr>
<td></td>
<td>10.30-12</td>
<td>Groupwork exercise: introduction to child welfare issues (participative ranking exercise)</td>
</tr>
<tr>
<td></td>
<td>3-4.30</td>
<td>Introduction to child welfare issues</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
<td>Introduction to assessment of child welfare (Part 2)</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>8-10</td>
<td>Key informant interviews: introduce, review and revise, demonstrate</td>
</tr>
<tr>
<td></td>
<td>10.30-12</td>
<td>Key informant interviews: practice</td>
</tr>
<tr>
<td></td>
<td>3-4.30</td>
<td>Ethical issues</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
<td>Ethical issues</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>8-10</td>
<td>Introduction to groupwork</td>
</tr>
<tr>
<td></td>
<td>10.30-12</td>
<td>Demonstrate FGD and discuss issues</td>
</tr>
<tr>
<td></td>
<td>3-4.30</td>
<td>Practice FGD</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
<td>Community timeline: introduce and discuss. Demonstrate, practice</td>
</tr>
<tr>
<td>THURSDAY</td>
<td>8-10</td>
<td>Participative ranking exercise: Introduce and discuss, practice</td>
</tr>
<tr>
<td></td>
<td>10.30-12</td>
<td>Practice</td>
</tr>
<tr>
<td></td>
<td>3-4.30</td>
<td>Children's mapping exercise: Introduce and discuss, demonstrate, practice</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
<td>Selection of those to participate in each assessment trip, inform them and pay DSA</td>
</tr>
<tr>
<td>FRIDAY</td>
<td>8-10</td>
<td>Discuss practicalities of assessment visits. Organise people into groups according to location.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Establish system of entry to woredas (first point of contact etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Develop list of target resource people for that location</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Selection of kebeles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Identify concerns, issues, logistics (e.g. where to stay)</td>
</tr>
<tr>
<td></td>
<td>10.30-12</td>
<td>Continue with planning</td>
</tr>
<tr>
<td></td>
<td>3-4.30</td>
<td>Review methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review roles and responsibilities of each team member</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sign Code of Conduct</td>
</tr>
<tr>
<td></td>
<td>4.30</td>
<td>FINISH</td>
</tr>
</tbody>
</table>
### Appendix 7. LIST OF KEY INFORMANTS

<table>
<thead>
<tr>
<th>ABOBO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kebele chairman</td>
<td></td>
</tr>
<tr>
<td>Women's Affairs (Head)</td>
<td></td>
</tr>
<tr>
<td>School director</td>
<td></td>
</tr>
<tr>
<td>Health office employee</td>
<td></td>
</tr>
<tr>
<td>Finance &amp; economic development office employee</td>
<td></td>
</tr>
<tr>
<td>Education office employee</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GAMBELLA TOWN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kebele 2 vice-chairman (kebeles 2, 3 and 4)</td>
<td></td>
</tr>
<tr>
<td>Kebele chairman (kebeles 1 and 5)</td>
<td></td>
</tr>
<tr>
<td>Women's Affairs, UNICEF liaison officer</td>
<td></td>
</tr>
<tr>
<td>Education bureau, Head</td>
<td></td>
</tr>
<tr>
<td>Justice Bureau, Public Prosecutor</td>
<td></td>
</tr>
<tr>
<td>Regional health bureau, Family &amp; Health Dept. Head</td>
<td></td>
</tr>
<tr>
<td>HIV/AIDS co-ordinator</td>
<td></td>
</tr>
<tr>
<td>Prison governor</td>
<td></td>
</tr>
<tr>
<td>Town Administration, Planning &amp; Programme Dept Head</td>
<td></td>
</tr>
<tr>
<td>Woreda council, Administration &amp; Finance: Head and one employee</td>
<td></td>
</tr>
<tr>
<td>School director (2)</td>
<td></td>
</tr>
<tr>
<td>Teacher: primary and high school</td>
<td></td>
</tr>
<tr>
<td>Ethiopian Women Lawyers Association, Regional Branch chairperson</td>
<td></td>
</tr>
<tr>
<td>Mekene Yesus East: OVC Programme Co-ordinator, pastor and teacher</td>
<td></td>
</tr>
<tr>
<td>Mekene Yesus West (OVC Programme Co-ordinator)</td>
<td></td>
</tr>
<tr>
<td>Catholic church, co-ordinator</td>
<td></td>
</tr>
<tr>
<td>Missionaries of Charity</td>
<td></td>
</tr>
<tr>
<td>PACT (HIV Prevention Programme Head)</td>
<td></td>
</tr>
<tr>
<td>Manager, private institution for orphans (Foten)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GODERE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Zonal office, vice-chair</td>
<td></td>
</tr>
<tr>
<td>Woreda council, vice-administrator</td>
<td></td>
</tr>
<tr>
<td>Women's Affairs, Head</td>
<td></td>
</tr>
<tr>
<td>Woreda health office: co-ordinator, clinical nurse &amp; health worker</td>
<td></td>
</tr>
<tr>
<td>Agriculture office employee</td>
<td></td>
</tr>
<tr>
<td>Kebele chairman (2)</td>
<td></td>
</tr>
<tr>
<td>Kebele council member</td>
<td></td>
</tr>
<tr>
<td>Education advisor for kebele</td>
<td></td>
</tr>
<tr>
<td>Elder</td>
<td></td>
</tr>
<tr>
<td>Mekane Yesus, Health &amp; Orphans co-ordinator</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOG</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Woreda council, vice of house of speaker</td>
<td></td>
</tr>
<tr>
<td>Woreda health office, Head</td>
<td></td>
</tr>
<tr>
<td>GPDUP office</td>
<td></td>
</tr>
<tr>
<td>Youth, Sport &amp; Culture Bureau (2)</td>
<td></td>
</tr>
<tr>
<td>Health centre, clinical nurse</td>
<td></td>
</tr>
<tr>
<td>Catholic church, kindergarten director</td>
<td></td>
</tr>
<tr>
<td>Mekane Yesus, teacher</td>
<td></td>
</tr>
<tr>
<td>ZOA, programme officer</td>
<td></td>
</tr>
<tr>
<td>JIKAWO</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Woreda council administrator</td>
<td></td>
</tr>
<tr>
<td>Woreda council, head of security</td>
<td></td>
</tr>
<tr>
<td>Admin &amp; Finance officer</td>
<td></td>
</tr>
<tr>
<td>Agriculture office employee</td>
<td></td>
</tr>
<tr>
<td>Education office, supervisor</td>
<td></td>
</tr>
<tr>
<td>Finance bureau, tax collector</td>
<td></td>
</tr>
<tr>
<td>GPDUP office advisor</td>
<td></td>
</tr>
<tr>
<td>Health worker (3)</td>
<td></td>
</tr>
<tr>
<td>Justice Bureau employee</td>
<td></td>
</tr>
<tr>
<td>Kebele chairman</td>
<td></td>
</tr>
<tr>
<td>Kebele vice-chairman</td>
<td></td>
</tr>
<tr>
<td>Kebele committee member</td>
<td></td>
</tr>
<tr>
<td>Pastor</td>
<td></td>
</tr>
<tr>
<td>Primary school director and one teacher</td>
<td></td>
</tr>
<tr>
<td>Water office, head and one employee</td>
<td></td>
</tr>
<tr>
<td>Youth leader</td>
<td></td>
</tr>
<tr>
<td>JOR</td>
<td></td>
</tr>
<tr>
<td>Woreda chairman</td>
<td></td>
</tr>
<tr>
<td>Woreda council, security officer</td>
<td></td>
</tr>
<tr>
<td>Woreda council, vice-administrator</td>
<td></td>
</tr>
<tr>
<td>Kebele chairman</td>
<td></td>
</tr>
<tr>
<td>Women's Affairs employee</td>
<td></td>
</tr>
<tr>
<td>Office of Agriculture employee</td>
<td></td>
</tr>
<tr>
<td>Justice office employee (4)</td>
<td></td>
</tr>
<tr>
<td>Health centre, junior clinical nurse</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>LARE</td>
<td></td>
</tr>
<tr>
<td>Bureau of Agriculture &amp; Rural Dev't, Head</td>
<td></td>
</tr>
<tr>
<td>Women's Affairs, Head</td>
<td></td>
</tr>
<tr>
<td>Church leader (2) and one Pastor</td>
<td></td>
</tr>
<tr>
<td>Elder (2)</td>
<td></td>
</tr>
<tr>
<td>Health centre: Head and one health worker</td>
<td></td>
</tr>
<tr>
<td>Kebele committee member (2)</td>
<td></td>
</tr>
<tr>
<td>Kebele council, court head</td>
<td></td>
</tr>
<tr>
<td>Mekane Yesus</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8. RESULTS OF CONSENSUS EXERCISE

COMBINED LIST OF RECOMMENDATIONS

EDUCATION
1. Increase the number of teachers allocated to rural kebeles, and put incentives in place to encourage them to stay in the communities (e.g. increase salary, good housing). Base this on an assessment of the reasons teachers are reluctant to base themselves in rural kebeles.
2. Increase number and quality of teachers in schools
3. Establish schools in every kebele
4. Buy school uniforms & educational materials
5. Set up education projects for women/ girls
6. Establish a boarding school for orphans in Gambella Town
7. Boarding school at woreda level, so children can get food and education at higher grades
8. Increase awareness of parents in the importance of schooling

HEALTH
9. Train more health workers and increase number of nurses & health extension workers in health posts
10. Establish health post in every kebele
11. Buy medicines for health posts in rural areas (especially for common diseases which affect children’s health
12. Establishment of health facilities especially for children
13. Establishing and strengthening adolescents and youths’ reproductive health services in health facilities
14. Health education at school about HIV/AIDS

CONFLICT
15. Engage in peace promotion both intra- and inter-border conflicts
16. Employ many police in rural areas to reduce conflict

WATER & SANITATION
17. Potable water in every community, especially in highly populated areas
18. Build toilets in school areas
19. Education programmes in personal hygiene and sanitation

BASIC NEEDS
20. Provision of food, non-food items and cultivation material
21. Provide food temporarily and support the community to be food secure in the medium term
22. IGA for women/ mothers
23. Family-based Child Care: enable children to have access to basic needs (food, shelter etc) within their families, plus counselling and guidance.
24. Vocational training for income generation for poor families
25. Establish supplementary feeding centres for destitute children at schools

OTHER
26. Family education for the parents – how to manage the family (e.g. not to punish too harshly)
27. Recreational area/ centres
28. Buy machines for grinding maize
29. Orphanage for street children
30. Increase awareness of the community on children’s rights
31. Life skills training for young children
32. Running community-based programmes to help community identify their own solutions to water and sanitation problems.
33. Allocating financial support to counteract the effect of gender inequality on girls.
34. Helping children who are working as house servants to access education
35. Provide good accommodation for teachers and health workers in the rural kebeles.
<table>
<thead>
<tr>
<th><strong>VOTES</strong></th>
<th><strong>Single</strong></th>
<th><strong>Pairs</strong></th>
<th><strong>6</strong></th>
<th><strong>12</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase the number of teachers allocated to rural kebeles, and put incentives in place to encourage them to stay in the communities (e.g. increase salary, good housing)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase number and quality of teachers in schools</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Establish schools in every kebele</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Buy school uniforms &amp; educational materials</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Set up education projects for women/ girls</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Boarding high school school at woreda level</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>CONFLICT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in peace promotion both intra- and inter-border conflicts (discussion with local leadership)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Employ many police in rural areas to reduce conflict</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WATER &amp; SANITATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potable water in every community, especially in highly populated areas (in package with other provision)</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Build toilets in school areas</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Education programmes in personal hygiene and sanitation</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HEALTH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train more health workers and increase number of nurses in health posts (health extension workers)</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Establish health post in every kebele</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Buy medicines for health posts in rural areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishment of health facilities especially for children</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing and strengthening adolescents and youths’ reproductive health services in health facilities</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Health education at school about HIV/AIDS</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BASIC NEEDS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish food security</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Provision of food, non-food items and cultivation material</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>IGA for women/ mothers</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Family-based Child Care: enable children to have access to basic needs (food, shelter etc) within their families, plus counselling and guidance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational training for income generation for poor families</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family education for the parents – how to manage the family (e.g. not to punish too harshly)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreational area/ centres</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buy machines for grinding maize</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orphanage for street children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase awareness of the community on children’s rights</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of houses for teachers &amp; health workers</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>