

**CHILD RIGHTS VIOLATION AND ROLE OF TEACHERS
IN PROTECTION MONITORING AND COMMUNITY
RISK ANALYSIS REPORT
DECEMBER 2020**

LONGECHUK COUNTY UPPER NILE STATE, SOUTH SUDAN
July 2020 - November 2020 FINDINGS



ABOUT THIS REPORT

Coalition for Humanity is a National NGO (NNGO) with its headquarters in Juba. Coalition for Humanity's mission is to save lives, alleviate suffering, built resilience of the vulnerable people, through programmes in Peacebuilding and Conflict Transformation, Protection/GBV, WASH, Food Security and Livelihoods, Health and Nutrition through strategies like community capacity building, Social Behavior Change Communication, market linkages, advocacy and governance to enhance contextualized innovative solutions for service delivery in Emergency Response and Sustainable development in South Sudan. Coalition for Humanity is currently implementing a protection project funded by South Sudan Humanitarian Fund (SSHF). The project seeks to assess the general protection concerns in Upper Nile Longechuk County. A meeting was held with teachers from different schools, the discussion sort to asses any protection concerns. The teachers were asked questions about their general welfare, the general safety of children in school and in the community, children access to education and welfare, and Prevention of Sexual Exploitation and Abuse (PSEA). This report consolidates findings form 60 teachers randomly sampled across different Payams in Longechuk County, Upper Nile State, South Sudan. A total of 5 focus group discussions were held, and the findings consolidated.

The findings of this report are necessary in raising awareness about challenges the community, coming up with redress mechanisms and various interventions. This report is important for humanitarian workers, Protection and GBV sub cluster, WASH cluster, NFI clusters, South Sudan government, ministry of Gender, Child and Social Welfare and global GBV call to action, the Call to Action on Protection from Gender-Based Violence in Emergencies.

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EXECUTIVE SUMMARY

Scarcity of schools and long distance covered to school is a major threat to school going children. Girls are raped along the way to schools. Teachers have made an effort to report rape cases but no action was taken. In most areas, there is no functional police station, and also no female police to handle GBV cases. During rainy season, the swollen rivers are a threat to access to education. Children stay at home waiting for dry season. The schools lack proper fencing, drunkards make noise and cause disturbance crossing school compound. Lack of sufficient classrooms is also a barrier to education; children learn under a tree and are not able to attend classes during rainy season. The schools lack essentials like water and sanitation facilities. Girls lack dignity kits, the lack of access to sanitary pads make girls miss out in school. The schools don't have latrines or wash rooms to provide privacy for girls.

Some children have been separated from parents due to displacements. Those with parents, the parents do not see the value of education, they don't provide writing materials, no uniform, no shoes. Some parents withdraw kids from school and send them to the market to sell some items. Girls are mostly engaged in household chores while boys herd cattle. Some parents marry off girls at a tender age, to get cows.

Most teachers are not qualified professionally to teach. Most teachers volunteer and are not willing to teach due to lack of incentives. Teachers said that they were facing a lot of challenges in the process of providing education to the pupils. A number of challenges needed to be addressed so as to ensure improved levels of children welfare in the schools.

Recommendations

1. There is need for an integrated Education/WASH/ Protection/GBV in school's project.
2. The projects should focus on construction of schools, boreholes and construction of latrines.
3. The projects should consider provision of learning materials
4. Projects to consider provision of incentive for teachers.
5. There is need for sensitization of the community on the importance of education
6. There is need for law enforcement on education, to compel parents to take children to school
7. There need for law enforcement against early child forced marriages

1.0 FINDINGS

1.1 General security and safety of children

Girls suffered from sexual assault due to the long distances they covered to school. In December 2019, a 14-year-old girl was raped by a drunk youth on her way from Wunkiir primary school. This happened between Benjiel and Wunkiir Bomas at around 1pm. The teachers said they had tried to report the case to police but the family of the girl refused and said they were able to handle the case in their own way. Rape cases were many in the community of but they were less reported. The area was not safe for the children. Lessons faced interference from drunk people who would cross the school compound making noise due to lack of fence. During rainy seasons some children would fear coming to school because some streams would overflow and were a danger to children especially those would be 12 years of age and below. There was nothing teachers would do to guarantee the safety of children outside the school compound especially on their way home and to school.

1.2 Children Access to Education

Warweng Payam did not have enough schools. There was a total of 3 schools (two in Bengjiel and Wunkiir Bomas and one in Warweng payam) those schools have primary 1-5 level and only have 2 class rooms which is primary four and five children. Most children however failed to progress to secondary education because even in Mathiang most schools only offer classes up to primary six. Kamboor Boma and Mathiang Town were however the only places that had schools from primary 1-8 level. There was also one secondary school in Mathiang though it was not admitting students due to lack of support from NGOs and local government has no capacity to support it. Parents were therefore expected that from primary 8 in Mathiang they transfer their children for secondary in Ethiopia. Due to lack of secondary schools, the teachers were unable to determine the level of transition to secondary schools. There were no school reading materials, classrooms were few in the schools and children learned under the trees therefore children were not taught during rainy seasons until the onset of dry seasons. There were no boreholes and latrine in the schools or near by the schools and hence most parents were not allowing their children to school especially the small children aged from 2-8 years old due to the difficult conditions. Children in the community started school at 9 years of age which was very late as per the teachers. Most children had been engaged in Business in the local market selling goods in the expense of education. Girls would stay at home, collect firewood with their mothers and sell in the market. Some girls were also employed as restaurant and alcohol den attendants.

1.3 Children Welfare

Some children had been separated with parents due to displacements and this had led to their poor performance in school. The girls also lacked enough support (dignity kits & WASH rooms) during menstruation and the reason as to why most of them stayed at home during their periods. Parents understood very little about education and its importance hence the reasons as to why most of them failed to support their children access education. Due to prestige and the urge for quick wealth, the parents also had a tendency to marry off the girls at an early age. Parents were a major setback in Jangok community. According to the teachers, most of them lacked information about the importance of education and hence getting support from them to push their children to go school was a hard nut to crack. Others would release their children but they rarely followed up with provision of certain basic needs such as school uniforms, shoes, textbooks and pens.

1.4 Teachers Welfare

The teachers in the community not willing to teach due to lack of incentives hence most of the teachers only volunteer. Teachers said that they were facing a lot of challenges in the process of providing education to the pupils. Lack of enough classrooms made it difficult for pupils to attend classes during rainy seasons and pupils would hence be forced to stay home due to lack of sufficient shelter to enable them attend the lessons when there was rain. Another problem mentioned by the teachers was lack of enough learning materials for the pupils which made delivery of content a bit challenging due to lack of reference materials for pupils. Some teachers get absent without permission because school administration had no right to restrict them since they were not paying them anything. Some teachers had actually stopped teaching since late 2019 after Christian Mission for Development (CMD) terminated their monthly support of \$50 salary per primary school teacher. Most schools were therefore recording poor performance which was attributed to lack of professional teaching staffs. Most teachers in the area also lacked the necessary qualifications/experience in teaching.

1.5 Conclusions

A number of challenges needed to be addressed so as to ensure improved levels of children welfare in the schools. There is need for construction of classrooms, provision of seats for the pupils, drinking water, additional classrooms, emergency first aid services, school feeding program, provision of sanitation facilities, provision of learning and writing materials e.g. textbooks and pens and provision of dignity kits for the girls. Schools lacked adequate water and sanitation blocks/changing rooms for the girls. The teachers believed that there would be need to follow up and scale up provision of menstrual hygiene dignity kits in all schools. The consistency in learning depends on supporting teachers with an incentive.

1.6 Recommendations

- 1 There is need for an integrated Education/WASH/ Protection/GBV in school's project.
- 2 The projects should focus on construction of schools, boreholes and construction of latrines.
- 3 The projects should consider provision of learning materials
Projects to consider provision of incentive for teachers.
- 4 There is need for sensitization of the community on the importance of education
- 5 There is need for law enforcement on education, to compel parents to take children to school
- 6 There need for law enforcement against early child forced marriages

ANNEXES MONTHLY TEACHERS FGDs JULY 2020 TO NOVEMBER 2020

Findings from Teachers FGD August



Longechuk County
Protection Monitoring Report , Teachers FGD

Date: 31st August, 2020
Payam: Mathiang
State: Upper Nile

Introduction

The focus group discussion (FGD) was conducted in Mathiang Payam on 31st August, 2020. Twelve teachers from Phalang-A, New site, Penchweeng, Relbek, Mator, Boryuween, Phalang-B and Kuemboor Bomas attended the meeting. All the teachers were from the host community and the discussions were facilitated by Coalition for Humanity Field Staff based in Longchuk County.

Teacher's welfare

The participants said they faced a lot of challenges. There were no school reading materials, classrooms were few in the schools and children learned under the trees therefore children were not taught during rainy seasons until the onset of dry seasons. There were no boreholes and latrine in the schools or near by the schools and hence most parents were not allowing their children to school especially the small children aged from 2-8years old due to the difficult conditions. Teacher in the community not willing to teach due to lack of incentives hence most of the teachers only volunteered. Two years back Christian Mission for Development (CMD) supported schools by paying teachers incentives but they stopped and the teachers said at the moment there was no NGO on the ground that took care of them in Mathiang. Most teachers in the area also lacked the necessary qualifications/experience in teaching and hence they only volunteered for the sake of the community because trained teachers were not there. Children covered long distances to and from school which led to lateness of children in the school and even at home. The teachers said that there were no safety concerns in school. The only problem was interference from drunk people who would cross the school compound making noise due to lack of fence but they caused less harm to the pupils and teachers. The participants recommended for schools upgrading/ construction including fences so that they could continuously teach the children during rainy seasons and dry seasons. They also recommended massive awareness raising in the community about the importance of education for children and the consequence of not releasing children to go to school. They also suggested on the need for additional schools reading materials, extra training on how to deliver content to pupils and support in terms of incentives from NGOs.

General safety security of children

The teachers reported that a 15-year-old girl had been raped by a youth on her way from home to school in Belwang Boma of Mathaing Payam in the morning. The case was reported to the police but nothing had been done. Girls suffered from sexual assault due to the long distances they covered to school. Schools were however safe environments for the children. In school, the teachers said children would learn and play under their watch and this relieved them from stress that they would have encountered at home. They said that every Wednesday was a sports day in the school where every child was expected to play and enjoy him/herself through traditional dances and athletics. The only limitation was lack of games kits for the pupils but they were trying to ensure that school was the best environment for the pupils.

They however mentioned that they frequently encountered problems with the female students because their attention to session was always affected and this they attributed to overburdening at home. Girls between the age of 10-18 years old were also vulnerable according to the teachers due to many types of violence at home such as physical violence, domestic violence and even economic violence. They were however limited to influence what happened to children at home. The teachers recommended that there would be need for creation of massive awareness in the community about the effect and consequences of sexual violence for children on their way to school. They also suggested on the need for door-to-door awareness raising on child protection issues and the importance of education so that the entire community supports education.

Access to education

Schooling in the community was very affordable according to teachers. Each child was charged 70 Birr (2.12\$) for school fees though those who didn't have were never sent home. The children were also expected to remit 50 Birr (1.5\$) per month for office support i.e. buying of chalks, pencils, pens and papers among other needs. Some parents didn't also afford this payment and children were as well not sent home from school. They said the problem in the community was that most children had been engaged in Business in the local market selling goods in the expense of education. Girls would stay at home, collect firewood with their mothers and sell in the market. Some girls were also employed as restaurant and alcohol den attendants. They added and said children in the community started school at 9 years of age which was very late as per the teachers. This was attributed to the distance from home to school that children were expected to cover on a daily basis. Schools also lacked basic needs for children such as latrines, school feeding program and boreholes for clean and safe drinking water. Based on this, most parents were not comfortable releasing their children below 9 years of age to study in such conditions. According to teachers, the ideal age to start school was 3 years.

Progress from one class level to the other depended on the marks that would be scored by a child. Pass mark for promotion to the next level was said to be 50% per subject so for 5 subjects, a child was expected to score 250 marks and above out of 500. Most children however failed to progress to secondary education because in Mathiang most schools only reached primary six. Kamboor Boma and Mathiang Town were however the only places that had schools from primary 1-8 level. There was also one secondary school in Mathiang though it was not admitting students due to lack of support from NGOs. Parents were therefore expected that from primary 8 in Mathiang they transfer their children for secondary in Ethiopia.

The girl child was the most affected because most parents would in fact prefer them staying at home in preparation for marriage. The teachers recommended creation of awareness in the community on the importance of education, and the effect of child domestic violence. They also recommended for construction of schools, provision of school learning materials, water points, latrines and schools feeding program.

Children welfare

According to the teachers, children had a difficult time in school because most schools lacked; latrines, benches for sitting, boreholes for clean and safe water, feeding program, textbooks, pens and emergency first aid kits for children. Some children had been separated with parents due to displacements and this had led to their poor performance in school. Parents were also not supportive in terms of contribution to pay casual workers. They said two women had been engaged to sweep classrooms and ensure there was drinking water in school but the engagement didn't last long because parents declined to pay the money after 2 months. Teachers attributed this to lack of interest in education by parents. The area also lacked enough WASH partners to support with drilling of boreholes and school feeding program. The girls also lacked enough support (dignity kits & WASH rooms) during menstruation and the reason as to why most of them stayed at home during the periods. They however recommended for support in terms of dignity kits provision for the girls, construction of additional classrooms and latrines and drilling of boreholes to supply schools with clean and safe water for drinking.

Sexual Exploitation and Abuse

The teachers said there was no sexual exploitation and abuse in Mathiang Payam i.e. in the community and in schools. According to the teachers, they had not taken any action before because they had not come across any SEA cases in school. In fact, there were no such policies in place to prevent SEA. They however recommended for teachers' capacity building on PSEA.

Summary of Findings

- 1 Children are not schooling in the rainy season due to lack of enough classrooms. Most of them study under the trees
- 2 Child protection issues are common in the community.
Teachers lack motivation in terms of monthly incentives hence most of them just volunteer
- 3 Schools are very far from where children stay and hence most of them run late into classes.
- 4 Children have been raped by the drunk men and youth on their way to school. There are no proper policies or actions put in place to ensure safety of the children on their way to or from school.
- 5 Most teachers are untrained hence they lack the basic teaching techniques to properly deliver content to the learners.
Schools lack enough reading materials, seats, sport materials, boreholes and latrines for the pupils.
- 6 Girls lack dignity kits and this had contributed to their absence in school during periods
The issues of sexual exploitation and abuse were not there in Mathiang Payam according to the participants.

Conclusions and recommendations

- 1 There's need of school construction and upgrading i.e. fencing, drilling of boreholes and construction of latrines for girls and boys
- 2 There's need to provide dignity kits in the schools so that female students can continuously attend classes during menstruation cycle.
- 3 There's need for capacity building training for teacher on how to handle children in the school and teach them in proper way so that they can deliver good education to children.
- 4 Massive awareness raising in the community about the importance of education for children and the consequence of not releasing children to go to school and effect and consequences of sexual violence for children on their way to school.
- 5 Door to door awareness raising on child protection issues and the importance of the education so that the entire community understands the importance on education.
- 6 Provision of school materials, including seats and school feeding program.

Findings from Teachers FGD September



Longechuk County
Protection Monitoring Report , Teachers FGD

Date: 16th September, 2020
Payam: Warweng
State: Upper Nile

Introduction

The focus group discussion (FGD) was conducted in Warweng Payam on 10th September, 2020 from 10.00am to 11.00am. Twelve teachers from Benjiel, Mokley, Wunkiir and Kuryith Bomas attended the meeting. All the teachers were from the host community and the discussions were facilitated by Coalition for Humanity Field Staff based in Longuchuk County.

Teacher's welfare

Warweng Payam did not have enough schools. There were a total of 3 schools (two in Bengjiel and Wunkiir Bomas and one in Warweng payam) those schools have primary 1-5 level and only have 2 class rooms which is primary four and five children. Primary one to three study under the trees. Therefore, during rainy season, these children are not taught until the onset of the dry season. The schools also had limited learning materials e.g. the textbooks. The teachers were also not motivated and most of them were just working as volunteers. Christian Mission for Development (CMD) supported the teachers with salary payment but they had stopped since 2019 and presently there was no NGO in Warweng Payam that supported the school teachers. Schools also lacked latrines and boreholes for clean and safe drinking water for the pupils. This had affected attendance of pupils between the age of 2-6 years old. Their lack of attendance had also been contributed by the long distances that would be covered daily from home to school and back. For those who made to go to school had a lot of issues with lateness though there was very little that could be done.

Protection issues had not been experienced though a few cases of interference from the locals had been reported. It was said that drunk women and men would sometimes pass by the schools while making noise which interrupted learning sessions due to lack of fences along the school boundaries. Some of this people would come and rest under the trees in school something that somehow affected the attention of the pupils. They however caused no harm to teachers and pupils. The teachers however recommended the need for addition of extra learning materials for the pupils, some form of motivation in terms of salary (possibly by an NGO/well-wisher) and school construction in terms of additional classrooms, sanitation facilities and the fences. They also suggested on the need for a massive awareness raising in the community about the importance of child education and the consequence of not releasing children to go to school.

General safety security of children

In December 2019, a 14-year-old girl was raped by a drunk youth on her way from Wunkiir primary school. This happened between Benjiel and Wunkiir Bomas at around 1pm. The teachers said they had tried to report the case to police but the family of the girl refused and said they were able to handle the case in their own way. Rape cases were many in the community of but they were less reported. According to them, the area was not safe for the children apart from school where they would spend the whole day being taught and trained on sports. They made sure every child played and enjoyed themselves through traditional dances, running competition between two groups, football, volleyball and skipping for girls. They however lacked game skits and other playing items such as balls. They had however improvised local balls from old clothes and polythene for the boys to use during games. Most female students underperformed and they attributed this to too much responsibility at home. This prevented them from personal extra studies at home. The children also experienced cases of domestic violence and economic violence especially for girls who were between 7-18 years old. They were more affected physically and mentally than boys. They however acknowledged that they didn't have any power to determine the safety of children on their way to school or home though they were safe at school. They believed that door to door awareness raising on child protection issues and the importance of education would change the community perspective of children and their rights. They also suggested on the need to create massive awareness raising in the community about the effects and consequences of sexual violence for children on their way to or from school.

Access to education

The participants said schooling in the community was free of charge and parents were not paying school fees though a few parents were still not releasing their children to go to school. These parents were said to have engaged the children in businesses at the local market. Most girls would be left home to do other domestic duties. Girls also participated in collection and selling of firewood in the local market. Some of them were engaged as attendants at the local restaurants and tea places. Generally, children started schooling at an advanced age of 7 years and above. The delay was prompted by; the long distances to school (due to limited number of schools), lack of essential facilities in school such as boreholes, latrines and feeding program services that would take care of the young pupils. Some schools also lacked classrooms for the lower classes which was not very safe for the young children especially seating under the hot sun and/or rain during rainy seasons. The teachers however believed that the right age to start school was 2 years. Pupils progress from one class to the other was dependent on the grade they scored in the previous class. It was clarified that pupils learned 5 subject whose pass mark to allow a pupil proceed from one class to another was 250 marks out of 500. The children were also not completing primary schooling because only level 1-5 existed. Those who successfully complete primary 5 were said to proceed to primary 6-8 in Kamboor Boma of Mathiang Payam. Due to lack of secondary schools, the teachers were unable to determine the level of transition to secondary schools.

Apart from the difficult conditions in school, the teachers mentioned that parents understood very little about education and its importance hence the reasons as to why most of them failed to support their children access education. Those who released their children never supported them with basic needs such as school uniforms, shoes, textbooks, pencils and pens. It was noted that girls were the most affected in terms of the rate of transitioning from one level to the other due to them being overburdened with responsibilities at home.

They recommended awareness raising in the community on the importance of education and the effects of child domestic violence. They also recommended construction of schools, provision of school materials, water points, latrines and implementation of schools feeding program.

Children welfare

A number of challenges needed to be addressed so as to ensure improved levels of children welfare in the schools e.g. provision of seats for the pupils, drinking water, additional classrooms, emergency first aid services, school feeding program, provision of sanitation facilities, provision of learning and writing materials e.g. textbooks and pens and provision of dignity kits for the girls.

Sexual Exploitation and Abuse

The teachers said they had not heard about sexual exploitation and abuse in Warweng Payam neither had it happened within the school environment. They attributed this to strong rules and regulations that guided teachers and children in school. They however recommended for teachers' capacity building on PSEA.

Summary of findings

Lack of a consistent system of education e.g. primary 1-8 contributed into lower chances of children progressing from one class level to the other. Compromised levels of children welfare also discouraged parents from releasing their children at a tender age (the right age) into going to school. Due to the small number of schools, children were forced to travel long distances to access education. This affect the age at which small children (beginners) started schooling. Child protection issues existed in the community less reported. Children have been raped and denied their rights to education though cases of sexual exploitation and abuse are not there in Warweng Payam.

Conclusions and recommendations

- 1 There is need for school construction including fencing, boreholes, latrines and washrooms construction for girls to use during menstrual cycle to make the school a safer place for children and to let teachers continue with teaching during rainy seasons.
- 2 There is need to provide dignity kits in schools so that female students can continuously go to school during menstruation.
- 3 There is need for massive awareness raising in the community about the importance of education, consequence of not releasing children to school and effect and consequence of sexual violence against children.
- 4 Door to door awareness raising on child protection issues and the importance of education so that the entire community will understand the importance on education.
- 5 There is a need for provision of school materials, including seats and school feeding program.

Findings from Teachers FGD October



Longechuk County
Protection Monitoring Report , Teachers FGD

Date: 16th October, 2020

Payam: Jangok

State: Upper Nile

Introduction

The focus group discussion was conducted on 16th of October, 2020 in Jangok Payam. The meeting was attended by 12 teachers between the age of 24 and 40 years from 5 Bomas (Riangchusk, Wunthow, Tochwangthok, Lualthiang and Dulthiang). The discussions were facilitated by Coalition for Humanity Field Staff based in Longechuk County.

Teacher's welfare

Teachers said they were facing a lot of challenges in the process of providing education to the pupils. Some of the issues they mentioned included; lack of enough class rooms in the schools and learning sessions were being conducted under the trees. This situation would be favorable only in the dry seasons however, during rainy seasons, pupils would be forced to stay home due to lack of sufficient shelter to enable them attend the lessons. Another problem mentioned was lack of enough learning materials for the pupils which made delivery of content a bit challenging due to lack of reference materials for pupils. The schools also lacked boreholes and latrines. This had caused many parents to hold back their children at home especially those that fell between the age of 3-9 years. Long distances to the education facilities was also a problem since children would walk for long hours before getting to school. As a result, late coming was the order of the day e.g. pupils would walk for at least one hour and forty-minutes' from Jangok Center to Riangchuk on a daily basis. As a result, some would arrive when they were already tired to attend class sessions. Teachers were also not motivated with any form of incentives or salary meaning majority of them were just volunteering. Some actually stopped teaching since 2019 after Christian Mission for Development (CMD) terminated their monthly support of \$50 salary. Most schools were therefore recording poor performance which was attributed to lack of professional teaching staffs since most of them were untrained volunteers. However, there were no protection and safety concerns during school days. Teachers only recommended for attention towards addition of school reading materials, construction of more classrooms including the fences and consideration on their monthly salary.

General safety security of children

A defilement/rape case that involved a 13-year-old school girl and an old man was reported in May, 2019. The girl encountered the unfortunate ordeal on her way back home from school. This was around 1pm in the afternoon. The incident took place in Riangchusk Boma of Jangok Payam. The case was reported to the local authorities but nothing had been done about it yet. According to the teachers, children were at risk due to the long distances they walked between home and school and the perpetrators were mostly youth and drinking men. Incidences of child abduction and kidnapping had however not been witnessed. According to teachers, school was the safest place for children because they engaged in a number of activities apart from education e.g. sports and traditional dances which prevented children from other forms of abuse that they would frequently encounter at home. There was nothing however they would do to guarantee the safety of children outside the school compound especially on their way home and to school. They however recommended upgrading of schools to make sure children were comfortable and safe all the time when in school

Access to education

Despite schools being free of charge, it was reiterated that most children in the community were not schooling. This is because a lot of them had been engaged in the market by traders in selling goods. Most girls on the other hand stayed at home doing domestic chores as well as fetching firewood to sell in the local market. A few girls were also reported to be attendants in the local market restaurants. In general, children in the community were beginning school at an advanced age mostly above 5 years because of long distances to school which would not be managed by under-fives (5). Lack of other vital facilities in schools such as latrines and safe water for drinking also contributed to parents delaying their children from attending school. However, the ideal age according to the teachers would be 3 years. The rate of progression from one level to another was challenging to determine because Jangok had only schools from primary 1-5. Primary 6-8 and secondary level were not there and hence tracking the level of transition was very difficult. Parents were a major setback in Jangok community. According to the teachers, most of them lacked information about the importance of education and hence getting support from them to push their children to go school was a hard nut to crack. Others would release their children but they rarely followed up with provision of certain basic needs such as school uniforms, shoes, textbooks and pens. Other factors that greatly affected attendance were mentioned as; lack of enough classrooms, latrines, boreholes, school feeding program and general insecurity of the area which sometimes contributed to high levels of drop out from school. Girls were the most affected gender as was highlighted by the teachers and this was due to a lot of responsibilities that they were being assigned by their parents at home. Due to prestige and the urge for quick wealth, the parents also had a tendency to marry off the girls at an early age. The teachers however strongly recommended on the need for awareness creation in the community on the importance of education for all children as well as the effects of early child labor and other forms of domestic violence

Children welfare

Children faced a number of challenges while in school; congestion due to lack of enough classrooms, lack of latrines for both girls and boys, seats, boreholes for drinking water, lack of school feeding programs (children between the age of 3-5 don't go to school because they can't stay longer without food and drinking water), lack of textbooks and pens, lack of emergency first aid for the children and low performance due to separation of parents due to displacements. The teachers however said that they had made arrangements with parents to hire some women from the community to bring water and take care of the school by cleaning the classrooms and the compound 2 times a week but it didn't work. Parents could not afford the cost and they hence stopped their contributions. Due to resource constraints, the school administration could not as well sustain the casual workers. It was though mentioned that parents were generally less concerned about education and hence the reluctance in sustaining some of the welfare initiatives. They also highlighted that potential partners in education were limited hence the consistent lack of reforms in the sector. Girls missed school during their periods. The schools lacked essential facilities that would help the girls in their menstrual hygiene i.e. most schools if not all lacked adequate water and sanitation blocks/changing rooms for the girls as per the teachers. The teachers believed that there would be need to follow up and scale up provision of menstrual hygiene dignity kits in all schools. In addition, provision of certain facilities such as latrines would be essential in ensuring better welfare for the children.

Sexual Exploitation and Abuse

The teachers said in Jangok Payam there were no sexual exploitation and abuse cases that had been reported so far. According to them, they had not heard of any issues related to sexual exploitation and abuse happening in the community as well as any notorious persons that were associated with sexual exploitation. Therefore, schools had had no actions taken before concerning Sexual exploitation and Abuse. They however recommended teachers capacity building around PSEA in order to minimize chances of such occurrences in the school environment

Summary of findings

- 1 Teachers lack motivation to teach due to lack of incentives hence most of them only volunteer Majority of the teachers lack the prerequisite skills in teaching (untrained).
- 2 Children get to school late due to the long distances they cover from home.
- 3 The children lack basic needs e.g. uniforms and books,
- 4 The school lacks proper learning facilities e.g. classrooms, toilets etc.
- 5 No NGO supported schools to distribute dignity kits for girls.
- 6 Child protection issues are common in the community though there are no proper actions or policies put in place to consider the safety of the children on the way going or coming from school.
- 7 The issues of Sexual exploitation and abuse are not there in Jangok Payam according to the participants

Conclusions and recommendations

- 1 Provision of school materials, including seats and books
- 2 Need to adopt a school feeding program for pupils in schools to address their nutritional needs and to enhance their concentration during studies
- 3 There's a need for capacity building training for teacher on how to handle children in the school and teach them in proper way so that they can deliver good education to children.
- 4 Massive awareness raising in the community about the importance of education for children and the consequence of not releasing children to go to school and effect and consequence of sexual violence for children on their way to school.
- 5 There's a need to provide dignity kits in the schools so that female students can continuously attend school during menstruation periods.
- 6 There's need to upgrade schools through construction of fences, boreholes and latrine to make school a safer and better place for children as well as teachers

Findings from Teachers FGD November



Longechuk County
Protection Monitoring Report , Teachers FGD

Date: 26th November, 2020
Payam: Mathiang
State: Upper Nile

Introduction

The teachers' focus group discussion was conducted on 26th of November, 2020 in Mathian Payam Primary school. The discussion was attended by 11 teachers between the age of 24 and 44 years from 11 Bomas (Mathiang, Payweng, Palkach, Paytath, Relbek, Boryuwen, Kuembor, Phalang A and Phalang B). The discussions were facilitated by Coalition for Humanity Field Staff based in Longechuk County.

Teacher's welfare

Teachers said that they were facing a lot of challenges in the process of providing education to the pupils. Some of the issues they mentioned included; lack of enough class rooms in the schools making some of the learning sessions to be conducted under the trees, lack of scholastic or learning materials, lack of school feeding program to motivate the pupils, lack of incentive for the teachers and lack of school uniforms for the pupils. Lack of enough classrooms made it difficult for pupils to attend classes during rainy seasons and pupils would hence be forced to stay home due to lack of sufficient shelter to enable them attend the lessons when there was rain. Another problem mentioned by the teachers was lack of enough learning materials for the pupils which made delivery of content a bit challenging due to lack of reference materials for pupils. The schools also lacked boreholes and latrines because the latrines which were once dug had become old and needed decommissioning because they had become a danger. This had caused many parents to hold back their children at home especially those that fell between the age of 3-9 years due to lack of good latrines in the school.

Long distances to the education facilities was also a problem since children would walk for long hours before getting to school especially children who used to come from far Bomas. As a result, late coming was the order of the day e.g. pupils would walk for at least one hour and thirty-minutes' from outside Bomas to Mathiang center primary school on a daily basis. As a result, some would arrive when they were already tired to attend class sessions and could not concentrate very well when in class. Teachers were also not motivated with any form of incentives or salary meaning majority of them were just volunteering and they would come to teach children in the school when they wanted. Some get absent without permission and if asked by the school administration they would argue that the school administration had no right to restrict them since they were not paying them anything. In fact, some teachers had actually stopped teaching since late 2019 after Christian Mission for Development (CMD) terminated their monthly support of \$50 salary per primary school teacher. Most schools were therefore recording poor performance which was attributed to lack of professional teaching staffs. Most of them were untrained volunteers.

However, the teachers reported that there were no protection and safety concerns during school days. Teachers only recommended for supply of school reading materials, provision of school feeding program, motivation of teachers with incentives, and construction of more classrooms including the fences around the school.

General safety security of children

Teachers said that there were no safety/security concerns for children, only that during rainy seasons some children would fear coming to school because some streams would overflow and were a danger to children especially those would be 12 years of age and below. Some parents were reported to occasionally escort their children to school during rains to prevent them from drowning in the streams. According to the teachers, school was the safest place for children because they engaged in a number of activities apart from education e.g. sports and traditional dances which prevented children from other forms of abuse that they would frequently encounter at home. There was nothing however they would do to guarantee the safety of children outside the school compound especially on their way home and to school because that become the responsibility of their parents. They however recommended construction of more classrooms, renovation of school latrines, and upgrading of schools to make sure children were comfortable and safe all the time when they are in school.

Access to education

The teachers reported that despite schools being free of charge, it was reiterated that most children in the community were not going to school. This is because a lot of them had been engaged in the market by traders in selling goods and others were engaged by their parents to look after young ones in the house, especially girls. Boys would look after cattle or send to the market to sell out family cow, goat and chicken. Most girls on the other hand stayed at home doing domestic chores as well as fetching firewood to sell in the local market. A few girls were also reported to be attendants in the local market restaurants.

Generally, children in the community were beginning school at an advanced age mostly above 5 years because of long distances to school which would not be managed by under-fives (5). Lack of other vital facilities in schools such as latrines, insecurity in the school due to lack of fence and safe water for drinking also contributed to parents delaying their children from attending school. However, the ideal age according to the teachers would be 5 years and above. The rate of progression from one level to another was said to be 250 marks and above for those children who did five subjects while those who studied seven subjects there pass mark was 350 and above. Those who did not meet the pass mark were made to repeat classes in Mathiang Center primary school. Some parents contributed to major setback of their children schooling. According to the teachers, most of them lacked information about the importance of education and hence getting support from them to push their children to go to school was a hard thing for one to do. Others would release their children but they rarely followed up with provision of certain basic needs such as school uniforms, shoes, textbooks and pens. Other factors that greatly affected attendance were mentioned as; lack of enough classrooms, latrines, boreholes, school feeding program, teachers not being regular in school, and general insecurity of the area which sometimes contributed to high levels of drop out from school especially when there is communal violence and cattle raids once in a while. Girls were the most affected gender as was highlighted by the teachers and this was due to a lot of responsibilities that they were being assigned by their parents at home. Due to prestige and the urge for quick wealth, the parents also had a tendency to marry off the girls at an early age and no one question them (parents). The teachers however strongly recommended on the need for awareness creation in the community on the importance of education for all children as well as the effects of child marriage and child labor and other forms of domestic violence that interferes with children schooling.

Children welfare

Teachers said that children faced a number of challenges while in school; congestion due to lack of enough classrooms, lack of separate latrines for both girls and boys, lack of enough seats, boreholes for drinking water, lack of school feeding programs (children between the age of 3-5 don't go to school because they can't stay longer without food and drinking water), lack of textbooks and pens, lack of hygiene kits for girls when they are on their periods, lack of emergency first aid for the children and low performance due to separation of parents caused by displacements and other forms of violence.

The teachers however said that they had made arrangements with parents to hire some women from the community to bring water and take care of the school by cleaning the classrooms and the compound at least twice a week but it didn't work because sometimes there was no money for hiring them. Parents could not afford the cost and they hence stopped their contributions. Due to resource constraints, the school administration could not as well sustain these casual workers. It was though mentioned that parents were generally less concerned about education and hence the reluctance in sustaining some of the welfare initiatives. They also highlighted that potential partners in education were limited hence the consistent lack of reforms in the education sector.

Girls missed school during their periods. The schools lacked essential facilities that would help the girls in their menstrual hygiene i.e. most schools if not all lacked adequate water and sanitation blocks/changing rooms for the girls as per the teachers. The teachers believed that there would be need to follow up and scale up provision of menstrual hygiene dignity kits in all schools. In addition, provision of certain facilities such as latrines would be essential in ensuring better welfare for the children.

Sexual Exploitation and Abuse

The teachers said that there were no cases of SEA in Mathiang Centre primary school and no case had been reported so far. According to them, they had not heard of any issues related to sexual exploitation and abuse happening in the community as well as any notorious persons that were associated with sexual exploitation. Therefore, schools had had no actions taken before concerning Sexual exploitation and Abuse. They however recommended teachers capacity building around PSEA in order to minimize chances of such occurrences in the school environment.

Summary of findings

- 1 Teachers lack motivation to teach due to lack of incentives hence most of them only work as volunteers.
- 2 Majority of the teachers lack the prerequisite skills in teaching (untrained).
- 3 Children get to school late due to the long distances they cover from home.
- 4 The children lack basic needs e.g. school feeding program, uniforms and text books
- 5 The school lacks proper learning facilities e.g. classrooms, toilets which need repairs etc.
- 6 No NGO supported schools to pay teachers incentive and distribute dignity kits for girls.
- 7 Child protection issues are common in the community though there are no proper actions or policies put in place to consider the safety of the children on the way going or coming from school since there is no child protection partner in longechuk.
- 8 No issues of Sexual exploitation and abuse in Mathiang Payam according to the teachers participants.
- 9 There are issues to do with child labor and lack of parent knowledge on the importance of education

Conclusions and recommendations

- 1 Provision of school materials, including seats and text books.
- 2 Need to adopt a school feeding program for pupils in schools to address their nutritional needs and to enhance their concentration during studies.
- 3 Need for capacity building training for teacher on how to handle children in the school and teach them in proper way so that they can deliver good education to children.
- 4 Massive awareness raising in the community about the importance of education for children and the consequence of not releasing children to go to school and effect and consequence of sexual violence for children on their way to school.
- 5 Need to provide dignity kits in the schools so that female students can continuously attend school during menstruation periods.
- 6 Need to upgrade schools through construction of fences, boreholes and latrine to make school a safer and better place for children as well as teachers

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