



**COALITION FOR HUMANITY**

*Improving Community Resilience*

**COMMUNITY BASED PROTECTION RISK  
ANALYSIS AND MITIGATION,**

**2020** COMMUNITY LEADERS  
**TRAINING REPORT**

*Maiwut County, Upper Nile State, South Sudan*



## ABOUT THIS REPORT

Coalition for Humanity is a National Not for Profit organization whose mission is to save lives, alleviate suffering, built resilience of the vulnerable people, through programmes like Peacebuilding and Conflict Transformation, Protection/GBV, WASH, Food Security and Livelihoods, Health and Nutrition programs and using strategies like community capacity building, Social Behaviour 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 gives priority to protection and gender-based violence. The community must feel secure for them to achieve other development goals. Sustained efforts by humanitarian actors and partners are required to meet the needs of affected population.

The concept of protection encompasses all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e. human rights law, humanitarian law and refugee law)."

This report is about community trainings conducted by Coalition for Humanity aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e., International Human Rights Law (IHRL), International Humanitarian Law, International Refugee law (IRL). The training aimed to mainstream protection by incorporating protection principles and promoting meaningful access, safety, and dignity in humanitarian aid. It is the responsibility of all humanitarian actors including community leaders to help ensure that humanitarian aid should be delivered using a protection lens by incorporating the key elements of Protection Mainstreaming such as:

- Safety, Dignity, and Avoid Causing Harm
- Meaningful Access – based on need and without barriers
- Accountability to affected population
- Inclusion of people with disabilities and vulnerable groups

Participation and empowerment of local leaders' capacities to response to protection risks and other GBV issues that affect mostly women, girls and is key. There was need to support individuals and groups who are particularly vulnerable or have difficulty accessing assistance and services, and understand how the community feels about accessing those services.

This report has 4 sections, section 1 is for training for local authority in community-based protection mechanisms, section 2 is the training of teachers and section 3 is the training of women leaders

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## EXECUTIVE SUMMARY

A total of 30 leaders were trained in community-based protection mechanisms. The participants represented local authority, women leaders and teachers. The general aim of the training was to identify protection risks in the community, come up with ways of monitoring protection concerns, risk mitigation, analysis, and protection reporting. Every group of leaders developed a referral mechanism and an awareness strategy for protection and GBV concerns. The training was based on adult learning principles, teach back method, group discussions presentations, participatory method demonstration and storytelling were some of the methods that were employed in content delivery. The facilitators used training manual on community-based protection mechanisms developed by Coalition for Humanity.

The teachers were equipped with knowledge on how to assess the protection risks surrounding children in the community or schools, to mitigate risks and raise awareness in the community and the schools, help strengthen capacity of community members in community-based child protection mechanisms and key stakeholders responsible for preventing and responding to child protection concerns by coming up with locally based solutions. After the training, women leaders would be able to identify protection risks and other GBV issues that would mostly affect women and girls in their communities. The women leaders were also expected to find possible ways to effectively respond to such risks as well as advocate against them and also ensure that women's rights to equal participation in community and ready to take up leadership roles and participate in decision-making.

All trainings ended with the development of a protection referral path way, formation of a community-based protection committee and an awareness raising plan. The leaders were introduced to awareness raising tools and protection monitoring template to be able to use during door-to-door visit.

## SUMMARY OF THE TRAININGS

### Overview Local Authority Training

The capacity building training for leaders was successfully conducted on 6th of November, 2020 in Jekow Payam from 10:00AM to 4:00PM. Participants were drawn from Beyien, Newland and Pilual Bomas and a total of 10 participants attended the sessions per each group. The overall objective of the training was to equip the community leaders with knowledge on how to identify and assess protection concerns, to identify the people who would be most affected in the society by the protection issues, to find out ways on how to mitigate the risks and raise awareness in the community, ways on how best to support and strengthen capacity of community members in community-based protection mechanisms and to identify key stakeholders who would be responsible for preventing and responding to protection concerns by coming up with possible solutions. The facilitators used training manuals, marker pens, flip charts and short hand notebook during the training.

### Objectives of the Local Authority Training

1. To identify and list all protection issues in the community and find out the most affected people in the society by such protection issues
2. To identify and list factors that would have led to the protection issues / key contributors
3. To identify any barriers to attaining safety and protection for the community
4. To develop a local referral mechanism/ solution path way out of the problem
5. To identify all possible solutions to such protection issues i.e. what needs to be done including involvement of
6. stakeholders in handling protection concerns (women, girls, youth, military leaders through community forums/public participations and dialogue/meeting)
7. To find out availability of laws, policies and rules at community level that if enhanced will improve the safety and protection of the community members
8. To find out availability of community structures that promote Community based Protection mechanisms
9. To develop an awareness strategy for protection

### Training Modules for Local Authority

Module 1: Participants introduction and official opening of the workshop

Module 2: The roles of local authorities in protection

Module 3: Identifying protection concerns and their causes

Module 4: Factors that have led to these protection issues / key contributors/ barriers

Module 5: Developing a local referral mechanism/ solution pathway

Module 6: Appointment of committee leaders and development of awareness strategy.

## Overview of Teachers Training

The Teachers training on protection was conducted on 4th of Nov, 2020 from 10:00 Am to 4:00 PM in Jekow Payam. The training was held in Jerusalem Church and a total of 10 teachers attended the meeting. The overall objective of the training was to equip teachers with knowledge on how to assess the protection risks surrounding children in the community or schools, to mitigate risks and raise awareness in the community and the schools, help strengthen capacity of community members in community-based child protection mechanisms and key stakeholders responsible for preventing and responding to child protection concerns by coming up with locally based solutions. The facilitators used flip charts, marker pens and other training materials such as short hand notebooks during the training.

## Objectives of Teachers Training

1. To identify and list all protection issues affecting the community and school children in particular.
2. To identify and list factors that have led to these protection issues / key contributors.
3. To identify any barriers to attaining safety and protection for the children.
4. To identify all possible solutions to such protection issues, i.e. what needs to be done
5. To develop an awareness and advocacy strategy on how to reach school children.

## Training modules for Teachers

Module 1: Introduction to protection.

Module 2: The role of teachers in Protection.

Module 3: Identifying protection issues affecting school children.

Module 4: Identifying possible solutions to attaining safety and protection for the children and available laws.

Module 5: Develop a local referral mechanism/ solution path.

Module 6: Developing an awareness and advocacy strategy on child protection risk identification and mitigation

## Overview of Women leaders Training

The women leaders training was carried out on 3rd November, 2020 from 10:00am to 4:30pm in Maiwut county Jekow Payam. The training was held at Jerusalem church and a total of 10 women leaders from different villages within Jekow Payam Bomas attended i.e. Biyien, Newland, Pilual, Jerusalem, Biltureng, Thuuk and Jekow centre. The training had an overall objective of building the capacity of the women leaders to be able to identify protection risks and other GBV issues that would mostly affect women and girls in their communities. The women leaders were also expected to find possible ways to effectively respond to such risks and issues by identifying locally available solutions as well as advocate against them and also ensure that women's rights to equal participation in community affairs was respected including encouraging and supporting other women to take up leadership roles or participate in decision-making on an equal platform with men. During the training the facilitators used flip charts, marker pens and other training materials such as short hand notebooks which were distributed to all participants during the training.

## Objectives for the Women Leaders Training

1. To identify and list all protection issues affecting women
2. To identify and list factors that would lead to protection issues / the key contributors.
3. To identify any barriers to attaining safety and protection for women.
4. To identify all possible solutions to protection issues affecting women
5. To develop an awareness strategy on how to reach and empower women

## Expected Outputs

1. Women leaders would identify and list all protection issues affecting women.
2. Women leaders would identify and list possible factors that would contribute to protection concerns.
3. Barriers to attaining safety and protection for women would be identified
4. The women leaders would identify possible solutions towards addressing protection issues affecting women in the community.
5. The women leaders would come up with workable awareness strategy that would help reach and empower women.

## Training modules for Women Leaders

Module 1: Introduction and official opening of the Workshop

Module 2: Definition of Protection

Module 3: The role of women Leaders in Protection

Module 4: Identifying Protection concerns and their causes

Module 5: Factors Leading to Protection Issues

Module 6: Developing a Local Referral Mechanism/solution path

Module 7: Identification of possible solutions towards attainment of safety and protection of women through available community structures.

## ANNEX 1: COMMUNITY LEADERS TRAINING



Community based protection risk analysis and mitigation local authority training report  
Maiwut County, Upper Nile State

Date: 06th, Nov, 2020  
Payam: Jekow  
Venue: Acop Compound

## Overview of the workshop

The capacity building training for leaders was successfully conducted on 6th of November, 2020 in Jekow Payam from 10:00AM to 4:00PM. Participants were drawn from Beyien, Newland and Pilual Bomas and a total of 10 participants attended the sessions. A total of 10 participants attended. The overall objective of the training was to equip the community leaders with knowledge on how to identify and assess protection concerns, to identify the people who would be most affected in the society by the protection issues, to find out ways on how to mitigate the risks and raise awareness in the community, ways on how best to support and strengthen capacity of community members in community-based protection mechanisms and to identify key stakeholders who would be responsible for preventing and responding to protection concerns by coming up with possible solutions. The facilitators used training manuals, marker pens, flip charts and short hand notebook during the training.

## Training Objectives

1. To identify and list all protection issues in the community and find out the most affected people in the society by such protection issues
2. To identify and list factors that would have led to the protection issues / key contributors
3. To identify any barriers to attaining safety and protection for the community
4. To develop a local referral mechanism/ solution path way out of the problem
5. To identify all possible solutions to such protection issues i.e. what needs to be done including involvement of stakeholders in handling protection concerns (women, girls, youth, military leaders through community forums/public participations and dialogue/meeting)
6. To find out availability of laws, policies and rules at community level that if enhanced will improve the safety and protection of the community members
7. To find out availability of community structures that promote Community based Protection mechanisms
8. To develop an awareness strategy for protection

## Training modules

Module 1: Participants introduction and official opening of the workshop

Module 2: The roles of local authorities in protection

Module 3: Identifying protection concerns and their causes

Module 4: Factors that have led to these protection issues / key contributors/ barriers

Module 5: Developing a local referral mechanism/ solution pathway

Module 6: Appointment of committee leaders and development of awareness strategy.

## Training methodologies: Teach back

Facilitators used a number of methodologies to encourage active participation throughout the training as follows:

- 1. Group discussions:** Participants were divided into small groups of 5-6 members. Each group was allocated particular questions for discussion. In each group, a secretary/note taker was appointed to note down key points/findings from the discussions which were later presented to the rest of the participants. During the presentations, the presenter made clarifications to questions that came up with back up support from group members and facilitators
- 2. Presentations:** Team leaders from each group presented discussion outcomes as other group members followed through the presentations. Whenever there were questions the presenters responded positively with back up from the respective group members as well as facilitators
- 3. Participatory method;** participants were given freedom and time to express their views on each topic whenever the facilitator posed a question. Everyone's view was respected with positive reinforcement from facilitators.
- 4. Demonstration;** the facilitators used several illustrations including drawings to ensure participants understood key concepts through visualization.
- 5. Story telling;** the facilitators used various story references to ensure participants understood and borrowed the positivity of the stories in their current situations (traditional referral pathways)

## Introduction and official opening of the workshop

Participants introduced themselves by stating their names, the Boma which they came from and the leadership position which they held in the community. After participants' introductions, CH staff i.e. the two protection officers and one caseworker also introduced themselves to the participants and thereafter the participants were asked to state some of their expectations during and after the workshop which were given as follows;

1. To acquire Knowledge and skills on protection.
2. To know how to identify protection concerns.
3. To share experiences with others.
4. To know what they would be taught.
5. To receive certificates of participation.
6. To receive T-shirts for visibility so that the community would know about their training and their role as agreed with them CH.

## Identifying protection concerns and their causes

The participants were asked by the facilitator to identify some of the protection issues that affected people in the community, and the facilitator wrote all the answers in the flip chart. The following issues were mentioned;

1. Insecurity due to cattle raiding or communal violence.
2. Lack of enough water points and food in the community.
3. Child protection issues
4. GBV issues in the community
5. Land and property issues
6. Youth are idle without work
7. Domestic violence
8. Flooding during rainy seasons
9. Lack of rules and laws (justices)

After the community leaders had mentioned some of the protection concerns in the community, the facilitator clarified to them, the ones which the project considered protection issues and were to be discussed further.

The following the protection concerns plus their examples were discussed with the participants.

| Protection concern               | Examples of such concerns in the community   |
|----------------------------------|--|
| 1. General insecurity            | Communal violence,<br>revenge killings<br>fight over resources, girls' dowries, pregnancies etc  |
| 2. Lack of access to basic needs | Lack of Food, education<br>Lack of water, sanitation and medical services<br>Malnutrition among the children   |
| 3. Child protection              | Some families in the community don't allow their children to go to school.<br>Girl child forced to get married at an early age.<br>Father forcing girls to get married to someone they have not chosen.<br>Lack of school feeding program.   |
| 4. Gender based violence         | Domestic and Intimate partner violence among wives and husbands.<br><i>Discriminating children at home because they are male or female where the community give first priority to male.</i><br>Treating people differently in the community based on their position or status.<br>Early and forced marriages in the community. |

| Protection concern                  | Examples of such concerns in the community   |
|-------------------------------------|--|
| 5. Housing, Land and property       | Unmarried women not being able to inherit land<br>Widows are not allowing to own land property in the community after they lose their husband unless if she has a mature son.  |
| 6. Youth are idle in the community. | Lack of income generating activities<br>Lack of farming tools<br>Lack of fishing equipment   |
| 7. Domestic Violence                | Husband and wife fighting<br>Children and parents fighting<br>Children and children in a family fighting among themselves<br>Extended family members fighting among themselves |
| 8. Displacement                     | Flooding during rainy seasons<br>Lack of good shelter  |
| 9. Lack of rules and law            | There are no proper policies put in place to handle any kind of violation cases in the community.  |

## Factors that have led to these protection issues / key contributors/ barriers

The community leaders were asked by the facilitator to identify what would lead to the challenges they had identified and the facilitator wrote all the answers in the flip chart as shown in the table below.

| Protection concerns           | Contributing factors  | Barriers   |
|-------------------------------|---|--|
| General insecurity            | <ul style="list-style-type: none"> <li>• Political issues</li> <li>• Communal violence</li> <li>• Cattle raiding</li> </ul>   | <ul style="list-style-type: none"> <li>• Unresolved issues among the community leading to revenge killings.</li> <li>• Lack of sufficient laws to address the issues.</li> <li>• Culture.</li> </ul>                       |
| Lack of access to basic needs | <ul style="list-style-type: none"> <li>• Crop destruction during conflict.</li> <li>• People not cultivating due to flood.</li> <li>• Lack of source of income.</li> <li>• Distance to Water points</li> </ul>  | <ul style="list-style-type: none"> <li>• Drought</li> <li>• Lack of seeds and lack of enough sources of water.</li> </ul>  |
| Child protection              | <ul style="list-style-type: none"> <li>• Schools not available or too far.</li> <li>• Parents want children to work and support the family at home</li> <li>• Girls are source of wealth</li> <li>• Children have been raped on the way to school.</li> </ul> | <ul style="list-style-type: none"> <li>• No one wants to pay school fee for the school going children.</li> <li>• Lack of source of income for parents and Culture which dictates that girls get married early.</li> </ul> |
| Gender based violence         | <ul style="list-style-type: none"> <li>• Gender differences.</li> <li>• Harmful gender norms.</li> <li>• Alcoholism</li> <li>• Poverty and conflicts</li> </ul>   | <ul style="list-style-type: none"> <li>• Lack of rules and policy in the community</li> </ul>  |
| Housing Land and property     | <ul style="list-style-type: none"> <li>• Women/widows not accessing or owning land.</li> <li>• Past conflict leading to resentment.</li> </ul>  | <ul style="list-style-type: none"> <li>• Culture and beliefs that a woman should not own land</li> <li>• Lack of sufficient laws to handle community issue.</li> </ul>   |

| Protection concerns             | Contributing factors   | Barriers  |
|---------------------------------|--|---|
| Youth are idle in the community | <ul style="list-style-type: none"> <li>• No education backgrounds</li> <li>• lack of farming tools and lack of fishing equipment.</li> <li>• Lack of youth center</li> </ul> | <ul style="list-style-type: none"> <li>• Denial of education for children resulted on poverty and illiteracy in the community.</li> </ul> |
| Domestic Violence               | <ul style="list-style-type: none"> <li>• Limited resources</li> <li>• Disrespect and</li> <li>• Child labor in the community.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Lack of redress mechanisms for victims of domestic violence</li> </ul>                           |
| Displacement                    | <ul style="list-style-type: none"> <li>• Flooding during rain seasons</li> <li>• Lack of good shelter</li> <li>• Lack of food</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Lack of NGO responding during flood</li> <li>• Lack of permanent houses</li> </ul>               |
| Lack of rules and laws          | <ul style="list-style-type: none"> <li>• Cultural norms</li> </ul>   | <ul style="list-style-type: none"> <li>• The elders in the community don't want to change anything in the culture.</li> </ul>             |

## Develop a local referral mechanism/ solution pathway

The facilitator clarified the meaning of the word referral to the participants by mentioning that it was the process of noticing a concern in the community and deciding that action needed to be taken and reporting that concern to someone who would be having relevant responsibility. This might be directly or by giving information to the family about where they should go for further help. Referral mechanisms were said to be essential both to managing services within sectors (such as health, education or justice systems) and for supporting referrals across services. In particular, effective referral systems were necessary to support effective case management by skilled service providers responding to complex individual child or family vulnerabilities. The facilitator then asked the participants to list the available services in the community that were being provided by partners and other relevance bodies.

They listed the following services were stated;

1. RI health and wash
2. CH general Protection
3. Nile hope Cash transfer and FSL

The participants agreed that any issues in the community that would relate to the above would be reported to the relevant partners or relevant community structure as listed above. However, it was agreed that rape cases will follow the following procedure for GBV survivors;

1. Report to CH community caseworker or protection officer after seeking consent of the survivor and this reporting should be done by a mature woman or women leader in the community after consent of survivor. This would help avoid exposing the survivor to further harm and shame in the community.
2. At CH, the survivor will be provided with counselling, PSS and further referral for medical services;
3. After medical services, Survivors will be taken to police to fill form 8; and proceed with the legal process.
4. Advocacy-legal services which should be done after seeking survivor consent and parents taking lead on the case with follow -up will be done by CH female caseworker.

After this, participants were asked to name some key stakeholders whom they thought had an interest in protection issue and they believed could provide solutions.

| <b>Group of people in the community interested in protection</b> | <b>Specific names/ structures</b>   |
|--|---|
| 1. <b>Bomas, Payams, and County government agencies</b>          | <b>Cmmunity protection committee, police, chiefs and village elders.</b>                                |
| 2. <b>local authority</b>  | <b>Commissioner, chief, Payam administrator and village elders</b>                                      |
| 3. <b>Opinion leaders</b>  | <b>Youth group leader, water resource management committee, women group leaders, , traders union.</b>   |
| 4. <b>Faith based organizations</b>                              | <b>Church leaders .</b>   |
| 5. <b>Health facilities</b>                                      | <b>hygiene promoters, Case workers, Community health volunteers,Community County Health department.</b> |
| 6. <b>Schools</b>  | <b>Teachers, parents' teachers associations/PTA</b>   |
| 7. <b>Development partners</b>                                   | <b>CH, RI, Nile Hope and ADRA.</b>  |

After the participants identified the interested persons in the community, the facilitator asked them to propose solutions for each protection concern by identifying already existing laws that governed the community and could be enforced to solve protection concerns in the community.

| Examples of protection concerns in the community | Possible solutions suggested by community  | Available laws and community structures to address them  |
|--|--|--|
| General insecurity                               | <ul style="list-style-type: none"> <li>• Community dialogue.</li> <li>• Capacity building trainings.</li> </ul>  | <ul style="list-style-type: none"> <li>• NGOS and local authorities s</li> </ul>   |
| Lack of access to basic needs                    | <ul style="list-style-type: none"> <li>• Partners to provide enough food in the community.</li> <li>• WASH partners to construct enough boreholes in the community.</li> </ul>   | <ul style="list-style-type: none"> <li>• World vision to provide enough food in the community</li> <li>• FSL partners to distribute enough farming tools and seeds for families.</li> <li>• Advocating for enough resources from donors for the WASH partners to drill enough boreholes in the community.</li> </ul> |
| Child protection                                 | <ul style="list-style-type: none"> <li>• Construction of schools Making it compulsory for children between 5-18 to go to school.</li> <li>• Sensitizing the community on importance of education.</li> </ul>                 | <ul style="list-style-type: none"> <li>• Churches, government, NGOs to offer teaching facilities</li> <li>• Local authority to arrest and prosecute any parent willingly denying children access to school</li> </ul>  |
| Gender based violence                            | <ul style="list-style-type: none"> <li>• Awareness raising in the community on all forms of GBV.</li> <li>• Advocacy for gender equality in the community.</li> <li>• Capacity building training on human rights.</li> </ul> | <ul style="list-style-type: none"> <li>• Local authorities and NGOS like CH.</li> </ul>  |

| Examples of protection concerns in the community | Possible solutions suggested by community  | Available laws and community structures to address them   |
|--|--|---|
| Housing Land and property                        | <ul style="list-style-type: none"> <li>• Every person in the community must have right to own land and property without considering gender or status of the person.</li> </ul>                             | <ul style="list-style-type: none"> <li>• Local authorities, chiefs, community leaders and families</li> </ul>   |
| Youth are idle in the community.                 | <ul style="list-style-type: none"> <li>• Creation of income generating activities.</li> <li>• Provision of farming and fishing tools.</li> <li>• Constriction of youth Centre in the community.</li> </ul> | <ul style="list-style-type: none"> <li>• NGOS to address the issues of youth and support them</li> </ul>  |
| Domestic violence                                | <ul style="list-style-type: none"> <li>• Setting up redress mechanisms for victims of domestic violence.</li> <li>• Door to door awareness raising in the community.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Local authorities and NGOS</li> </ul>  |
| 1. Displacement                                  | <ul style="list-style-type: none"> <li>• Constriction of house in the places that are not flooding during rain seasons.</li> </ul>   | <ul style="list-style-type: none"> <li>• Local authorities to give land for the community in the places that are not flooding during rain.</li> </ul> |
| 2. Lack of rules and laws                        | <ul style="list-style-type: none"> <li>• Setting up some policies in the community</li> </ul>  | <ul style="list-style-type: none"> <li>• Local authorities.</li> </ul>  |

### Appointment of committee leaders and development of awareness strategy

In this session the participants were asked by the facilitator to suggest some ways in which they could coordinate awareness activities, how they would monitor protection risks through outreach to households with information on protection concerns and how they would report to relevant agencies that could assist through stakeholders meeting and discussing such protection issues. The leaders appointed key spokes persons to lead them. They divided themselves into two groups called Payam community protection committee. Each group had five members that was headed by an appointed chairperson.

Training Program

| Time            | Topic   | Responsible                                     |
|-----------------|---|---|
| 9:30am-10:00am  | Arrivals of participants  | All   |
| 10:00am-10:05am | Opening prayer  | Any volunteer                                   |
| 10:05am-10:10am | Opening remarks by women leader.  |   |
| 10:10-10:15am   | Participants introducing themselves in pairs, expectations and ground rules.  | Participants guided by Margaret.                |
| 10:15am-10:25am | Brief background of CH and the project.   | Facilitator ( Margaret )                        |
| 10:25am-10:40am | Short break for tea   | All   |
| 10:40am-10:50am | Workshop objectives   | Facilitator (Margaret)                          |
| 10:50am-11:25am | Meaning of protection and roles of opinion leaders in community based protection.   | Facilitator ( Mary)                             |
| 11:25am-11:55am | Identifying protection concerns and their causes  | Participants guided by facilitator ( Mary).     |
| 11:55m-12:30 PM | Factors that leads to identified protection concerns.   | Participants guided by facilitator ( Margaret). |
| 12:30PM-1:00pm  | Lunch Break   | All   |
| 1:00pm-1:45pm   | Recap. Developing a local referral pathways.  | Facilitator (Mary).                             |
| 1:45pm-1:55pm   | Explaining protection tree  | Facilitator (Margaret )                         |
| 1:55pm -2:10pm  | Protection solutions  | Facilitator ( Mary)                             |
| 2:10pm-2:30pm   | Appointment of protection committee leaders and development of awareness strategy. Participants taken through door to door household follow up register/form. | Facilitators (Mary and Margaret)                |
| 2:30pm-2:35pm   | Closing and departure.  | All   |

## ANNEX 2: TEACHERS PROTECTION TRAINING



Community based protection risk analysis and mitigation local authority training report  
Maiwut County, Upper Nile State

Date: 04th Nov, 2020  
Payam: Jekow  
Venue: Jerusalem Church

## Overview of the workshop

The Teachers training on protection was conducted on 4th of Nov, 2020 from 10:00 Am to 4:00 PM in Jekow Payam. The training was held in Jerusalem Church and a total of 10 teachers attended the meeting. The overall objective of the training was to equip teachers with knowledge on how to assess the protection risks surrounding children in the community or schools, to mitigate risks and raise awareness in the community and the schools, help strengthen capacity of community members in community-based child protection mechanisms and key stakeholders responsible for preventing and responding to child protection concerns by coming up with locally based solutions. The facilitators used flip charts, marker pens and other training materials such as short hand notebooks during the training.

## Training Objectives

1. To identify and list all protection issues affecting the community and school children in particular.
2. To identify and list factors that have led to these protection issues / key contributors.
3. To identify any barriers to attaining safety and protection for the children.
4. To identify all possible solutions to such protection issues, i.e. what needs to be done
5. To develop an awareness and advocacy strategy on how to reach school children.

## Training modules

Module 1: Introduction to protection.

Module 2: The role of teachers in Protection.

Module 3: Identifying protection issues affecting school children.

Module 4: Identifying possible solutions to attaining safety and protection for the children and available laws.

Module 5: Develop a local referral mechanism/ solution path.

Module 6: Developing an awareness and advocacy strategy on child protection risk identification and mitigation

## Training methodologies: Teach back

Participants were divided into two groups each having five members and were named as A and B. Group A presented on identifying protection issues affecting school children and Group B presented on how to identify possible solutions to attaining safety and protection for the children using available laws. Throughout the workshop facilitators used both lecturing and participatory approaches which enabled the facilitators to assess the level of understanding of the topics shared during the workshop.

## Introduction and official opening of the workshop

Participants then introduced themselves by stating their names and the Boma which they came from. After participants' introductions, CH staff i.e. the two protection officers and one caseworker also introduced themselves to the participants and thereafter the participants were asked to state some of their expectations during and after the workshop which were given as follows;

1. They wanted to acquire knowledge in protection
2. To get T-shirts for visibility purposes
3. To receive certificates of participation at the end of the workshop
4. To know whether CH was an international or National NGO
5. To know whether CH was also implementing other activities apart from general protection

After introductions, ground rules were set and participants allocated responsibilities after which the training sessions were started by facilitators.

## Introduction to protection and child protection

The teachers were asked to define the term protection and what it meant in the local context. Some defined it as security for the person and others defined it as being free from harm. The facilitator then told them that the concept of protection encompassed all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e. human rights law, humanitarian law and refugee law). They were also asked to define the term child protection which they said was an act of keeping away children from harm, preventing children from being recruited into armed forces and others said it was all about respecting the rights of children. The facilitator then reinforced by saying that according to UNICEF, 'child protection' was preventing and responding to violence, exploitation and abuse against children - including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage. The participants were further told that Child protection was guided by a set of principles that were derived from the Child Rights and Child Protection legal frameworks as follows;

1. All children have a right to be safe at all times and everybody has a responsibility to support, the care and protection of children;
2. All children should be encouraged to fulfil their potential and inequalities should be challenged
3. All children have equal rights to protection against abuse, neglect, exploitation and violence.

## The roles of teachers in protection.

It was made clear to the teachers that they had a key role to play in protection issues in the community. The following were discussed;

1. Children between the age of 5 and 18 are expected to be in schools, and they should spend much time with these age group more than the rest of the community members.
2. That teachers are well positioned to assess the protection risks surrounding children in the community, to mitigate risks and raise awareness in the community on protection issues affecting children in their communities.
3. They need to help in strengthening capacity of community members in community-based child protection mechanisms and key stakeholders responsible for preventing and responding to child protection concerns.

## Identifying protection issues affecting school children

The facilitator asked the participants to identify some of the protection issues affecting children in the community. They mentioned the following issues;

1. Lack of enough water points in the schools.
2. Insecurity due to cattle raiding or communal violence.
3. Flooding during rainy seasons.
4. Lack of enough food.
5. Lack of incentive for teachers in all the schools.
6. Lack of scholastic materials such as exercise books, pens, text books since there is no organization supporting education in greater Maiwut
7. Forced and child marriage.

When they had finished identifying the issues, the facilitator clarified to them the issues the project was considering protection concerns for school.

The teachers were asked again by the facilitator to identify key child protection concerns in the community, factors that facilitated them and possible barriers/ factors that likely hindered child protection efforts. The responses were as shown in the table below.

| Protection concern                         | Examples of Causes / factors facilitating them  | Barriers to child protection efforts  |
|--|---|---|
| 1. Lack of enough food in some families.   | <ul style="list-style-type: none"> <li>Parents not able to provide enough food for their children.</li> </ul>   | <ul style="list-style-type: none"> <li>Poverty</li> <li>Lack of farming tools and seeds for families in order to cultivate and produce enough food for their families.</li> </ul> |
| 2. Child labour                            | <ul style="list-style-type: none"> <li>Parents lack enough source of livelihood and forcing children to look for their own survivals.</li> </ul>                    | <ul style="list-style-type: none"> <li>Poverty</li> </ul>   |
| 3. Forced and child married.               | <ul style="list-style-type: none"> <li>Parents need for cows and prestige where they forced their girls to marry against their will and at younger ages.</li> </ul> | <ul style="list-style-type: none"> <li>Culture and believe that parents know what is best for their children.</li> </ul>  |
| 4. Lack of enough water points in schools  | <ul style="list-style-type: none"> <li>WASH partners not constructing enough boreholes in schools.</li> </ul>   | <ul style="list-style-type: none"> <li>Limited resources from the WASH partners to drill enough boreholes in schools.</li> </ul>  |
| 5. Insecurity creating fear among children | <ul style="list-style-type: none"> <li>Domestic violence</li> <li>General insecurity</li> </ul>   | <ul style="list-style-type: none"> <li>Communal Conflict</li> <li>Separation from parents due to displacements.</li> </ul>  |

## Identifying possible solutions to attaining safety and protection for the children using available laws

The facilitator asked the teachers to propose solutions for each protection concern identified already using existing laws and policies that governed the community and could be enforced to solve such protection concerns. Below were the solutions proposed by the teachers.

| Protection concern                           | Possible solution  | Available community structures, laws, policies to enforce or address such issues  |
|--|--|---|
| 1. Lack of enough food in some families.     | <ul style="list-style-type: none"> <li>Parents to provide enough food to their children.</li> </ul>  | <ul style="list-style-type: none"> <li>World vision to provide enough food to families</li> <li>FSL partners to distribute enough farming tools and seeds for families in order to cultivate and produce enough food for their families.</li> </ul> |
| 2. Child labour                              | <ul style="list-style-type: none"> <li>Ensuring all children 5-18 are kept in school</li> <li>Sensitizing the community on importance of education.</li> </ul> | <ul style="list-style-type: none"> <li>Local authority to arrest and punish any community member including traders seen employing school children</li> </ul>  |
| 3. Forced and child married at an early age. | <ul style="list-style-type: none"> <li>Parents educated on the importance of education for their children.</li> </ul>  | <ul style="list-style-type: none"> <li>Discouraging negative cultures that forced children for marriage by arresting and punishing parents who do so.</li> </ul>  |
| 4. Lack of enough water points in schools    | <ul style="list-style-type: none"> <li>WASH partners to construct enough boreholes in schools.</li> </ul>  | <ul style="list-style-type: none"> <li>Advocating for enough resources from donors for the WASH partners to drill enough boreholes in schools.</li> </ul>   |
| 5. Insecurity creating fear among children   | <ul style="list-style-type: none"> <li>Promote communal dialogue</li> <li>Encourage culture of peaceful co-existence</li> </ul>                                | <ul style="list-style-type: none"> <li>Punish troublemakers</li> <li>Reunification of children separated from parents due to displacements.</li> </ul>  |

## Develop A Local Referral Mechanism/ Solution Path

The facilitator clarified the meaning of the word referral to the participants by mentioning that it was the process of noticing a concern in the community and deciding that action needed to be taken and reporting that concern to someone who would be having relevant responsibility. This might be directly or by giving information to the family about where they should go for further help. Referral mechanisms were said to be essential both to managing services within sectors (such as health, education or justice systems) and for supporting referrals across services. In particular, effective referral systems were necessary to support effective case management by skilled service providers responding to complex individual child or family vulnerabilities. The facilitator then asked the participants to list the available services in the community that were being provided by partners and other relevance bodies. They listed the following services were stated;

1. RI health, Nutrition and WASH
2. ADRA education and child protection
3. Nile hope Cash transfer and FSL
4. CH General protection

The participants agreed that any issues in the community that would relate to the above would be reported to the relevant partners or relevant community structure as listed above. However, it was agreed that rape cases will follow the following procedure for GBV survivors;

1. Report to CH community caseworker or protection officer after seeking consent of the survivor and this reporting should be done by a mature woman or women leader in the community after consent of survivor. This would help avoid exposing the survivor to further harm and shame in the community.
2. At CH, the survivor will be provided with counselling, PSS and further referral for medical services;
3. After medical services, Survivors will be taken to police to fill form 8; and proceed with the legal process.
4. Advocacy-legal services which should be done after seeking survivor consent and parents taking lead on the case with follow -up will be done by CH female caseworker.

Participants were asked to name some key stakeholders whom they thought had an interest in protection issue and they believed could provide solutions.

| Group of people in the community interested in protection | Specific names/ structures  |
|---|---|
| 1. Bomas, Payams, and County government agencies          | Child rights protection committee, police, chiefs and village elders.                             |
| 2. local authority  | Commissioner, chief, Payam administrator and village elders                                       |
| 3. Opinion leaders  | Water resource management committee, women group leaders, youth group leaders, trader's union.    |
| 4. Faith based organizations                              | Church leaders and sheikhs from mosques.  |
| 5. Health facilities                                      | Case workers, hygiene promoters, Community health volunteers, Community County Health department. |
| 6. Schools  | Teachers, parents' teacher's associations/PTA   |
| 7. Development partners                                   | CH, RI, Nile Hope and ADRA.   |

## Developing An Awareness And Advocacy Strategy On Child Protection Risk Identification And Mitigation

As a way forward, the teachers were asked to suggest ways in which they could coordinate awareness activities, how they would monitor protection risks, reach out to households with information on protection concerns and how they would report to relevant agencies that could assist. They formed a monthly forum based on the protection tree that had been shared and where they would meet and discuss protection issues among themselves with the concerned NGO partners such as CH plus other relevant community structures that would be interested in child protection issues. They then divided themselves up into two groups which were named Payam child protection committee. Each group had five teachers per Payam that was being headed by an appointed chairperson as was agreed upon by the group members.

These committees did not have female teachers represented since there was no lady among the participants because there were no female teachers in their schools. It was agreed that the committees will go and form other sub-committees at Bomas levels and their work will be to get information on protection concerns affecting children and forwarding them to relevant authorities for solutions or engaging directly with them through Bi-weekly meetings or monthly forums. They will also do Bi-weekly and monthly risk mapping through community meetings and households visits.

Finally, the following key awareness messages were shared with the teachers;

1. It is important for children to go to school
2. Child labour is not acceptable
3. Child marriage is not acceptable
4. Protect children against sexual exploitation
5. Protect children against abduction

## Challenges

1. Participants arrived late during the workshop which led to late starting.
2. Some teachers were not able to understand the topics presented quickly and this took time to make them understand, the idea of protection seemed to be a new concept almost to every participant.  
higher than the one planned for in the activity monthly budget.
3. Some few teachers were not understanding English very well and had to be translated from English to mother tongue throughout the workshop.
4. Some participants preferred to be given cash instead of lunch that was prepared for them.

Training Program

| Time            | Topic   | Responsible                                     |
|-----------------|---|---|
| 9:30am-10:05am  | Arrivals of participants  | All   |
| 10:05am-10:10am | Opening remarks   |   |
| 10:10-10:15am   | Participants introducing themselves, expectations and setting ground rules.   | Participants guided by Margaret.                |
| 10:15am-10:25am | Training introduction (brief background of South Sudan context).  | Facilitator (Margaret)                          |
| 10:25am-10:40am | Short break for tea   | All   |
| 10:40am-10:50am | Workshop objectives   | Facilitator (Margaret )                         |
| 10:50am-11:25am | Meaning of protection, child protection and roles of teacher's leaders in community-based protection.   | Facilitator (Mary)                              |
| 11:25am-11:55am | Identifying protection concerns affecting children in school.   | Participants guided by facilitator Mary         |
| 11:55m-12:30 PM | Factors that lead to identified protection concerns.  | Participants guided by facilitator ( Margaret). |
| 12:30PM-1:00pm  | Lunch Break   | All   |
| 1:00pm-1:45pm   | Training Recaps, Developing a local referral pathway.   | Facilitator (Mary).                             |
| 1:45pm-1:55pm   | Explaining protection tree  | Facilitator (Mary)                              |
| 1:55pm -2:10pm  | Protection solutions  | Facilitator (Margaret)                          |
| 2:10pm-2:30pm   | Appointment of protection committee leaders and development of awareness strategy. Participants taken through door-to-door household follow up register/form. | Facilitators (Margaret and Mary)                |
| 2:30pm-2:35pm   | Closing and departure.  | All   |

### ANNEX 3: WOMEN LEADERS PROTECTION TRAINING



Community based protection risk analysis and mitigation local authority training report  
Maiwut County, Upper Nile State

Date: 3rd November, 2020

Payam: Jekow

Venue: Jerusalem church

## Overview of the workshop

The women leaders training was carried out on 3rd November, 2020 from 10:00am to 4:30pm in Maiwut county Jekow Payam. The training was held at Jerusalem church and a total of 10 women leaders from different villages within Jekow Payam Bomas attended i.e. Biyien, Newland, Pilual, Jerusalem, Biltureng, Thuuk and Jekow centre. The training had an overall objective of building the capacity of the women leaders to be able to identify protection risks and other GBV issues that would mostly affect women and girls in their communities. The women leaders were also expected to find possible ways to effectively respond to such risks and issues by identifying locally available solutions as well as advocate against them and also ensure that women's rights to equal participation in community affairs was respected including encouraging and supporting other women to take up leadership roles or participate in decision-making on an equal platform with men. During the training the facilitators used flip charts, marker pens and other training materials such as short hand notebooks which were distributed to all participants during the training.

## Training Objectives

1. To identify and list all protection issues affecting women
2. To identify and list factors that would lead to protection issues / the key contributors.
3. To identify any barriers to attaining safety and protection for women.
4. To identify all possible solutions to protection issues affecting women
5. To develop an awareness strategy on how to reach and empower women

## Expected Output

1. Women leaders would identify and list all protection issues affecting women
2. Women leaders would identify and list possible factors that would contribute to protection concerns
3. Barriers to attaining safety and protection for women would be identified
4. The women leaders would identify possible solutions towards addressing protection issues affecting women in
5. the community
6. The women leaders would come up with workable awareness strategy that would help reach and empower women

## Training modules

Module 1: Introduction and official opening of the Workshop

Module 2: Definition of Protection

Module 3: The role of women Leaders in Protection

Module 4: Identifying Protection concerns and their causes

Module 5: Factors Leading to Protection Issues

Module 6: Developing a Local Referral Mechanism/solution path

Module 7: Identification of possible solutions towards attainment of safety and protection of women through available community structures.

Module 8: Developing an awareness and advocacy strategy on women protection, risk identification and mitigation

## Training methodology

To ensure active participation of the participants during the training, the facilitators used mixed methodologies as indicated below:

- 1. Lecturing;** the facilitators went through the topics to be covered during the training and used examples to enlighten participants on major themes of the training. They further used references and notes to ensure the planned modules were accomplished as per schedule.
- 2. Participatory method;** participants were given freedom and time to express their views on each topic and they came up with ideas which were captured at every stage of the planned sessions during the training.
- 3. Demonstration;** the facilitators used several illustrations including drawing the protection tree to ensure participants understood the key stakeholders who had an interest/influence in protection issues and how persons with protection challenges would be linked in finding solutions.

## Introduction and official opening of the workshop

After the official opening of the workshop, participants were then asked to introduce themselves. The requirement was that they state their names, the Boma which they came from and the leadership position which they held in the community. After participants introductions, CH staff i.e. the two protection officers and one caseworker also introduced themselves to the participants, and thereafter the participants were asked to state some of their expectations during and after the workshop which were captured as follows;

1. To acquire knowledge on protection at the end of the workshop
2. To get t-shirts for visibility purposes i.e. for people to know that a new organization had come to the Payam
3. To get certificates at the end of the workshop;
4. To be provided with lunch at the end of the training.

Setting ground rules then followed as well as allocation of responsibilities to participants where a time keeper for the sessions was appointed

Participants were taken through a brief background of CH and the general protection project. They were told that CH had future plans of expanding to other payams in Maiwut county. Finally, the objectives of the women leaders' capacity building training on protection together with the specific training modules were clarified in brief to the women leaders.

## Definition of Protection

After participants shared their understanding on the definition of protection, the facilitator cushioned the definitions by highlighting that the concept of protection encompassed all activities that aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e. human rights law, humanitarian law and refugee law).” Moreover, protection mainstreaming meant the process of incorporating protection principles and promoting meaningful access, safety, and dignity in humanitarian aid. It was therefore made clear that the responsibility of all women leaders, community leaders and humanitarian partners was to help ensure that humanitarian aid/assistance was delivered using a protection lens by incorporating the key elements of Protection Mainstreaming principles such as:

1. Safety, Dignity, and Avoiding Causing Harm
2. Meaningful Access – based on need and without barriers
3. Accountability to affected population
4. Inclusion of people with disabilities and vulnerable groups

From the discussions, it was evident that enlightening the male community leaders and partners on the importance of participation and empowerment of local women leaders would be key in ensuring swift response to protection risks and other GBV issues that affect mostly women and girls. This would also ensure strengthened support to individuals and groups who are particularly vulnerable or have difficulty accessing assistance and services, and understand how the community feels about them accessing those services/assistance.

## The role of women leaders in protection

The facilitators stressed that the absence of women's voices in the community to participate in decision making was not only a problem for women but also a sign of gender discrimination. It was therefore the responsibility of women leaders to ensure that women's rights to equal participation in community affairs was respected by all community members, so that they have greater influence over decisions affecting them. The facilitators stated that the women leaders were expected to do the followings:

1. Support other women in overcoming cultural barriers and beliefs that dictated that women should not speak in community meetings where decisions affecting the community were being made.
2. Encourage and support other women to take up leadership roles and participate in decisions that affected their lives.
3. Support other women and men to carry out leadership roles by challenging power imbalance and promote equal rights recognition for all gender.

## Identifying protection concerns and their causes.

The women leaders identified the following protection concerns plus their causes in the community;

1. Lack of enough boreholes in the community leading to overcrowding at water points.
2. Insecurity due to cattle raiding and revenge killings.
3. Flooding of homes during rainy seasons leading to displacements
4. Lack of motivation for teachers to teach in the schools.
5. Lack of scholastic materials such as exercise books, pens, text books for the pupils in schools.
6. GBV issues such as rape, impregnating of girls and early/forced marriage.
7. Domestic violence practiced by men mostly against their wives.

After they had finished identifying the protection concerns as stated above, the facilitator clarified that there were those concerns in the list which did not fall in the category of Protection concerns as was considered by the project e.g. flooding of homes due to rain, lack of teachers' motivation and lack of scholastic materials. Based on this, the following table enlists examples of protection concerns as was discussed and agreed as to be affecting the community;

| Protection concern   | Examples of such concerns in the community   |
|--|--|
| 1. Lack of enough boreholes leading to overcrowding at water points. | <ul style="list-style-type: none"> <li>○ Women and girls fight over water points because the boreholes are not enough in the community.</li> <li>○ Shortage of water sources force women and girls to fetch water from the streams and swamps far from homes which exposes them to protection risks such sexual assault</li> </ul>   |
| 2. GBV issues such as forced/early marriage and domestic violence    | <ul style="list-style-type: none"> <li>● Parents forcing their girls to marriage in exchange of cows and/or purchasing of guns and bullets.</li> <li>● Parents desire to become rich/wealthy at the expense of their children.</li> <li>● Lack of community advise for parents who arrange marriages for their children without their consent.</li> <li>● Men beating their wives whenever they are drunk</li> </ul> |
| 3. Insecurity caused by cattle raids and revenge killings            | <ul style="list-style-type: none"> <li>● Youth getting involved in cattle raiding brings about insecurity as a result of revenge missions and killings in the community.</li> </ul>  |
| 4. Child protection issues   | <ul style="list-style-type: none"> <li>● Children idling in the community due to lack of teachers in schools. This result in to high levels of criminality among the young people</li> </ul>   |
| 5. Domestic Violence   | <ul style="list-style-type: none"> <li>● Husband and wife fighting</li> <li>● Extended family members fighting among themselves</li> </ul>   |

## Factors leading to protection issues / key contributors/ barriers

Examples of causes/factors that facilitated the protection concerns were listed against the barriers exacerbating the concerns

| Protection concern   | Examples of Causes / factors facilitating them   | Barriers to the protection concern  |
|--|--|---|
| 1. Lack of enough boreholes/water points.                        | <ul style="list-style-type: none"> <li>Partners doing WASH have only dug few boreholes in the community.</li> </ul>  | <ul style="list-style-type: none"> <li>Limited resources from WASH partners to drill more boreholes.</li> <li>Frequent breakages of the boreholes due to poor maintenance by the users.</li> </ul>  |
| 2. Insecurity caused by cattle raids and revenge killings.       | <ul style="list-style-type: none"> <li>Desire to use cows for marriage, purchasing of guns and bullets.</li> <li>Desire to become rich/wealthy.</li> <li>Lack of community advise for their youth</li> </ul> | <ul style="list-style-type: none"> <li>Poverty</li> <li>Failure to compensate the relatives of the deceased due to lack of resources</li> <li>Lack of police patrol at inter-community borders.</li> <li>Slow action to pay the blood compensation to the relatives of the deceased.</li> </ul> |
| 3. GBV issues such as rape ,forced and child married.            | <ul style="list-style-type: none"> <li>Parents need for cows and prestige.</li> <li>Parents forcing their girls to marry against their will and at younger ages.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Culture and believe that dictates that parents know what is best for their children.</li> <li>Volatile youth (due to drug abuse) raping girls and women when they find them collecting fire woods or fetching water.</li> </ul>                          |
| 4.Domestic violence creating fear and unhappiness among children | <ul style="list-style-type: none"> <li>Drinking husbands fighting their wives in the presence of their children.</li> </ul>  | <ul style="list-style-type: none"> <li>Men behaving irresponsibly to their wives and children causing misunderstanding and lack of peace in the family.</li> <li>Wives failure to carry instructions from their husbands.</li> </ul>  |

## Developing a local referral mechanism/ solution path

The facilitator clarified that Referral was the process of noticing a concern in the community and deciding that action needed to be taken and reporting that concern to someone who has the relevant responsibility. This would be directly or by giving information to the family about where they should go for further help. It was also added that Referral mechanisms are essential both to managing services within sectors (such as health, education or justice systems) and for supporting referrals across services. In particular, effective referral systems would be necessary to support effective case management by skilled service providers responding to complex individual child protection issues, family vulnerabilities and GBV issues such as rape.

Clarifications were provided on the meaning of GBV survivor Referral path way. This was connected with services that were being provided by the various NGOS that operated in Maiwut County;

1. Relief International (RI)-Health, WASH and Nutrition Nile Hope-Cash Transfer and FSL
2. ADRA-Education and Child Protection
3. Coalition for Humanity-Case management, individual and group counselling, PSS, recreational activities, referrals and follow-ups.
4. Legal Aid Services available in police and court included; investigation, monitoring court proceedings, arresting the perpetrators and fining.

When the facilitator had finished guiding the participants through developing referral path way, she then asked them further to name some of the key stakeholders who had an interest in protection issues and whom they believed could provide solutions. The facilitator demonstrated to them by drawing a tree to identify the key people. At the roots, households with protection concerns were indicated and those who would link with the solution were positioned at the stem. In all these, they were told to let communities operate with their external support not being in the middle.

Setting ground rules then followed as well as allocation of responsibilities to participants where a time keeper for the sessions was appointed

Participants were taken through a brief background of CH and the general protection project. They were told that CH had future plans of expanding to other payams in Maiwut county. Finally, the objectives of the women leaders' capacity building training on protection together with the specific training modules were clarified in brief to the women leaders.

| Key group of people in the community                   | Specific names  |
|--|---|
| 1. Bomas, Payams, County and state government agencies | Bomas leaders, Payam administrators, County police, and customary courts.   |
| 2. local authority                                     | Chiefs, commissioner, Relief organization South Sudan/ROSS, and village elders.                                   |
| 3. Opinion leaders                                     | Water resource management committee leaders, women group leaders, youth group leaders, and key political leaders. |
| 4. Faith based organizations                           | Church leaders and mosques leaders.   |
| 5. Health facilities                                   | Case workers, hygiene promoters, Community health volunteers, Community Health Department/CHD.                    |
| 6. Schools   | Teachers, parent teachers associations/PTA.   |
| 7. Development partners                                | National NGOS and International NGOS.   |

## Identification of possible solutions towards attainment of safety and protection of women through available community structures.

The facilitator asked the women leaders to propose solutions for each protection concern that had been identified using laws and policies that existed and governed the community. The following solutions were proposed by the women;

| Protection concern  | Possible solution  | Available community structures, laws, policies, and partners to enforce or address such issues  |
|---|--|---|
| 1. Lack of enough boreholes/water points.                         | <ul style="list-style-type: none"> <li>• Drilling of enough boreholes to avoid overcrowding and fetching of water at unsafe sources such as streams and pools.</li> </ul>  | <ul style="list-style-type: none"> <li>• Relief International WASH project to drill enough boreholes in the community.</li> </ul>   |
| 2. Insecurity caused by cattle raiding and revenge killings.      | <ul style="list-style-type: none"> <li>• Ensuring community youth are advised on the negative impacts of cattle raiding.</li> <li>• Sensitizing the community on the importance of peaceful coexistence with neighbours.</li> <li>• Immediate compensation of the deceased.</li> </ul> | <ul style="list-style-type: none"> <li>• Local authority to arrest and punish any community member committing capital crimes such as killing people.</li> <li>• Deployment of border police to carry out patrols</li> </ul> |
| 3. GBV issues such as forced/early marriages.                     | <ul style="list-style-type: none"> <li>• Educating parents on the rights of their children to marry when and whom they want</li> </ul>   | <ul style="list-style-type: none"> <li>• Discouraging negative cultures that forced children for marriage by arresting and punishing parents who do it so.</li> </ul>   |
| 4. Domestic violence creating fear and unhappiness among children | <ul style="list-style-type: none"> <li>• Raising awareness targeting men on the importance of peaceful coexistence with their wives.</li> </ul>  | <ul style="list-style-type: none"> <li>• Advocating for the rights of women to be respected.</li> <li>• Arresting men who mistreat their wives without proper reasons.</li> </ul>   |

## Developing an awareness and advocacy strategy on women protection, risk identification and mitigation

As a way forward, the women were asked to suggest ways in which they would coordinate awareness activities, monitor protection risks, conduct outreaches on protection concerns affecting women and report cases to the relevant agencies for assistance. They formed a women group forum that would meet monthly based on the protection tree that had been shared with objectives of meeting and discussing protection issues among themselves with the concerned NGO partners. They also went ahead and came up with a Payam protection committee which they named Women Protection Team (WPT). Each Boma produced a representative into the committee who in turn went ahead and appointed a chairperson. The work of the protection team was proposed to include; getting information about protection concerns affecting children and forwarding them to relevant authorities for solutions or engaged with them directly through Bi-weekly meetings or monthly forums. They will be doing Bi-weekly and monthly risk mapping through community meetings, and households visits.

Finally, the following key awareness messages were shared with the women leaders;

1. It is important for women rights to be respected
2. Domestic violence is not acceptable
3. Women rights are human rights
4. Protect vulnerable women and girls against sexual exploitation and abuse in the community

## Challenges

The following challenges were experienced during the workshop;

1. Lateness of participants was witnessed due to long hours of walking to the meeting venue
2. Language Barrier-Most teachers only understood Arabic, Nuer and Amharic languages.

Training Program

| Time            | Topic   | Responsible                                     |
|-----------------|---|---|
| 9:30am-10:00am  | Arrivals of participants  | All   |
| 10:00am-10:05am | Opening prayer  | Any volunteer                                   |
| 10:05am-10:10am | Opening remarks   |   |
| 10:10-10:15am   | Participants introducing themselves and their Bomas, expectations and ground rules.   | Participants guided by Mary                     |
| 10:15am-10:25am | Brief background of CH and the project.   | Facilitator ( Margaret)                         |
| 10:25am-10:40am | Short break for tea   | All   |
| 10:40am-10:50am | Workshop objectives   | Facilitator (Mary)                              |
| 10:50am-11:25am | Meaning of protection and roles of women in community based protection.   | Facilitator ( Margaret)                         |
| 11:25am-11:55am | Identifying protection concerns and their causes  | Participants guided by facilitator ( Margaret). |
| 11:55m-12:30 PM | Factors that leads to identified protection concerns.   | Participants guided by facilitator ( Margaret). |
| 12:30PM-1:00pm  | Lunch Break   | All   |
| 1:00pm-1:45pm   | Recap. Developing a local referral pathways.  | Facilitator (Mary).                             |
| 1:45pm-1:55pm   | Explaining protection tree  | Facilitator ( Mary )                            |
| 1:55pm -2:10pm  | Protection solutions  | Facilitator ( Margaret)                         |
| 2:10pm-2:30pm   | Appointment of protection committee leaders and development of awareness strategy. Participants taken through door to door household follow up register/form. | Facilitators Margaret and Mary                  |
| 2:30pm-2:35pm   | Closing and departure.  | Bomas representative                            |











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