



An Assessment of Civil Society Initiatives

Southern Sudan

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© 2007 Save the Children Sweden
Author: Ben O. Osuga
Editor: Faith Miyandazi

Save the Children Sweden
Eastern and Central Africa Region
southern Sudan Programme
Box 19423, 202 KNH
Nairobi, Kenya.
Tel: +254 20 38 65 888
Fax: +254 20 38 65 890

Email Kenya_office@ecaf.savethechildren.se
<http://ecaf.savethechildren.se>

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Any omissions and/or errors remain my responsibility.

Ben O. Osuga
Consultant.

Executive Summary

This report is informed and guided by the content of draft concept paper and strategy paper of Community Support Groups (Save the Children Sweden, May 2006) and the Terms of Reference for the Situational Analysis (SCS, August 2006). An in-depth review of the status of training to CSGs and follow-up on the ground in the three states was done.

There are 217 active CSGs in the three states of Lakes, Northern Bahr El Ghazal (NBEG) and Jonglei to date comprising a total of 2,279 individuals engaged in advocating for child rights and child protection. Out of these, 25 active CSGs were sampled from which in-depth interviews and assessment was done.

The CSGs displayed knowledge of child rights and were able to mention at least 3 rights of children; however, they are still not very conversant with the UNCRC and how it links to their child rights advocacy work. They were also not conversant with the Interim Constitution of southern Sudan, neither its content nor the Children's Bill.

The capacity of CSGs has been strengthened to an extent such that they are credible and visible advocates on child rights within the community. Most of the CSGs were well-known both by community members, PTAs and traditional and statutory leaders; they are particularly well recognized by local structures of authority (Payam Administrators, Gol leaders' e.t.c). However, some of the other NGOs in the areas visited did not know of the existence of the CSGs. The fact that CSGs are well-known both by community members, PTAs and traditional and statutory leaders is a strength that SCS should capitalize and build on.

The networking capacity of the CSGs is rather weak; none of the CSGs interviewed have held any joint activities. Partial linkages exist between CSGs and government structures at all levels. These include occasional joint-working initiatives, such as irregular mobilization of the community for immunization, school construction and increasing girl-child education.

The institutional capacity of the CSGs is completely wanting and needs to be addressed as a matter of priority. Not one CSG interviewed in all the three states had documented rules and regulations, minutes, plans for the future nor a clear mechanism for sustaining themselves as an entity. The CSGs were however registered at Payam or County level although none had the registration certificate. This can be attributed to the fact that policies, procedures and plans for registration and/or guidance/working with the civil society and other indigenous groups are lacking in all the states visited.

Although the long and protracted civil war in southern Sudan took a heavy toll on the infrastructure and social institutions, several indigenous social groups like women and youth groups, elders, Executive Chiefs and Gol leaders have survived the challenges over time. A list of these and other indigenous community support groups in the three states that SCS could establish a working relationship in child rights advocacy is annexed in Chapter 7 of this report.

There still remains a gap in the establishment of a viable community based monitoring and reporting system. This would be an invaluable asset in reporting against violations of the rights of children within the community.

In spite of the foregoing weaknesses, there is evidence that the CSG concept is bringing some benefit to children; children (particularly the girl child) are benefiting from access to education and other essential services as a result of the work of CSGs in all the states where SCS has facilitated the formation and training of CSGs.

The main conclusions and recommendations arrived at from this study are outlined in Chapter Six.

I. Introduction and Background

Save the Children Sweden (SCS) has been active in Sudan since the initial influx of Sudanese refugees in Ethiopia in 1987. It has been providing developmental support, care and protection for the most vulnerable groups of children adversely affected by more than two decades of conflict.

In southern Sudan, SCS is helping such communities restore their livelihoods as well as build their capacities through support for the war-affected children including children with disabilities, girls, children associated armed groups, children at risk of being recruited into armed movements (child soldiers), abducted children, displaced children, orphans and pre-school age children.

In the absence of civil society actors on ground, SCS encouraged the formation of grass roots community based structures referred to as community support groups (CSGs) as the entry point for its activities. Comprising ordinary community members who volunteer themselves, the CSGs have played the lead role in carrying out community sensitization and awareness creation on child rights, the importance of taking children to school, and advocacy for non-discrimination of children among others.

In recognition of their central role, SCS has invested a lot in the capacity building of CSGs particularly in child rights, the UNCRC and their roles and responsibilities. However, over the six years since the inception of the CSG concept, SCS has not had time to establish the exact numbers of the active CSGs, their capacities and the exact nature of their activities. In an effort to rectify this, an internal assessment of the CSGs was initiated in January 2006 primarily to map the location of the CSGs and assess their strengths, weaknesses and capacity building needs. The assessment was scheduled to end in July 2006 but proved to be too involving and beyond the capacity of the organisation to comprehensively execute.

SCS then opted to expand the scope of the study and to recruit an external consultant to complete the process. Among new elements in the expanded study was an analysis of the political environment within which the CSGs operate in the advent of peace and transition from an emergency into a development phase. This is in the wake of an anticipated scenario where civil society actors are expected to emerge and gradually take over roles previously played by international NGOs like Save the Children Sweden.

The study was also expected to contribute to knowledge development and lesson learning by providing information to document the process that the southern Sudan programme went through in nurturing the emergence and growth of child focused civil society partner organisations.

This study has revealed that it will become incumbent upon SCS to strengthen its support for the CSGs to transform in order to take up their rightful place as independent child rights civil society advocates in southern Sudan.

The effect of this will be that SCS will eventually shift its programming from direct implementation into working through local partner agencies. This process is still a long way to go since the Government of southern Sudan is yet to put policies and systems in place for civil society growth and strengthening.

2. Aim and Objectives of this Study

2.1. Overall Aim

To analyze and to understand the organisational capacities of the Community Support Groups and their level of engagement in child focused programme. The study also endeavoured to document the operating environment in southern Sudan.

2.2. Specific Objectives

The specific objectives of this assessment were to:

- Establish the number of active Community Support Groups (CSGs) in the three states of Lakes, Northern Bahr El Ghazal and Jonglei; Map out their locations, Strengths, Weaknesses and Capacity building needs.
- Determine the nature of Child Rights Activities undertaken by CSGs and document the experiences in Child Rights advocacy in the community.
- Establish existing Traditional Structures which Save the Children Sweden can work with in Child Rights Advocacy.
- Analyze the overall Socio-political environment in the peace period in southern Sudan and its implications for growth of civil society actors.
- Contribute to knowledge development and lesson-learning (nurturing child-focused civil society partner organisations).
- Serve as a lesson learning for other SCS offices in order to create an understanding of the uniqueness of southern Sudan Programme and the context for direct implementation.
- To identify weaknesses and successes in the CSG concept and develop recommendations on the way forward.
- To seek and document major lessons learned and good practices with the CSG concept.

3. Assessment Methodology

A broad range of participatory approaches and methods involving as many partner organisations and other key stakeholders were used to generate information.

3.1 Review of Project Documents

Project documents (such as proposals, work plans, monitoring reports, internal assessments and evaluation reports) as well as other relevant documents since the inception of the community based response were reviewed in order to build on the information generated from other approaches (to assist in triangulation). From these, a synthesis and documentation was done.

3.2. Field Visits

In order to have a clearer view of the situation on the ground and to ensure interactions with CSGs, project beneficiaries (Government, Non-Governmental and Indigenous), other relevant partners and stakeholders, field trips were done to 3 project locations/states.

3.3. Participatory Lessons Learned and SWOT Analysis

Key actors (SCS South Sudan staff, CSG representatives and other key partners) were facilitated through one participatory information sharing and documentation workshop in NBEG to generate further information. This session was a lucky coincidence with a pre-planned SCS staff workshop.

3.4. Focus Group Discussions (FGD)

Selected CSGs, project beneficiaries, key project staff and project partners were facilitated through FGDs. This method allowed for cross-checking of facts and observations made using other approaches to information gathering.

3.5. One-on-One Key Informant Interview

An interview guide and observation checklist was developed and used to guide in-depth discussions and for documenting observations with and by staff and others involved in the programme such as Community Mobilizers and other resource persons.

4. SCS and the Community Support Groups

4.1 The process of recruiting CSGs

Recruitment of CSGs usually begins with community sensitization by SCS on child rights and child protection to the general public in a target area. This is followed by a series of meetings with community members where the idea and concept of a CSG is sold to them after which the community is left to undertake the selection of members to form a CSG.

Selection varies but generally takes the form of a community meeting at which influential members of the community including chiefs, traditional leaders, members of youth and women groups, parents, buma officials and ordinary community member volunteer to join the CSG. Payam administrators have also been known to take part in the selection process. For instance, some CSG members in NBEG also said that they were members of the Payam Administration. This could be an opportunity for establishing close linkages and working relationship between SCS, the CSGs and the local authorities in NBEG.

Once the selection process is completed, SCS provides the CSG with training on child rights and child protection and their roles and responsibilities. This training is usually done once only and administered by either the Community Mobilizers or the Field Officers or both of them. As a requirement, all CSGs are expected to undergo this initial training soon after formation. However, two CSGs interviewed claimed that they had not yet been provided this training although they had been given some form of briefing by the respective Community Mobilizers.

The main form of support that SCS gives to the CSGs is capacity building or training on various issues pertaining to child rights and child protection. This support is usually given by Community Mobilizers during their normal contact with the CSGs or occasionally through workshops. Some of the training the CSGs cited as having been offered by SCS includes child rights, child protection, general community mobilization and team building among others.

It emerged that the CSGs do not only work with SCS alone but are also used by other NGOs for community development work. They cited these to include: AMURT (education, school construction, school feeding programme and health and hygiene), IRC (health related issues), IOM (reintegration/resettlement of returnees), Tear fund (nutritional feeding), Oxfam (water), and UNICEF and WHO (polio vaccination campaigns).

Through their interaction with these other agencies, the CSGs have benefited from training in areas such as community health and hygiene by Tear fund, nutrition by MSF, IAS on agriculture, water and sanitation by BYDA, group formation and team building by SCUK among others.

4.2 The working mechanism between SCS and the CSGs.

The Community Mobilizers and other field staff interviewed displayed a clear understanding of the role of CSGs and the activities they undertake. Below is a summary of responses from SCS staff comprising Community Mobilizers, Field Officers, Assistant Project Officers and YE trainers on what they perceive to be the role of the CSGs:

- Awareness creation on child rights and child rights issues; create awareness on child rights, child protection, non-discrimination.
- To advocate for the rights of children in their villages.
- Cooperate with Community Mobilizers and report any case of child rights violation; report child violation to Community Mobilizers.

- Create awareness about school and promote school enrolment for both boys and girls.
- Contribute in school construction.
- Create awareness on HIV/AIDS.
- Create awareness in the community to respect and value the right of their children and to discourage harmful traditional practices e.g. early marriage, marks on head and taking out lower teeth.

It emerged that there is no structured contact at programmatic level between SCS and the CSGs. The main form of contact that exists is through the Community Mobilizers within the broader context of their normal daily routine tasks in which they are supposed to, among other things, keep in daily contact with the different CSGs in their areas of operation. Field Officer occasionally come into contact with the CSGs either as part of their follow up of the Community Mobilizers or at the request of the Community Mobilizers to assist them in facilitating meetings or training workshops for the CSGs. There is also some minimal contact between CSGs and Field Managers usually when there is some event or activity. For instance, the Field manager for NBEG mentioned having come into contact with CSGs in Akuem, Malualbai and Mangok while distributing go-to-school kits to children. However, members of CSGs also visit the office once in a while to discuss pertinent issues with SCS.

SCS staff at Program Officer (PGO) and Project Officer (PO) level do not have any concrete plans to engage with the CSGs on a long term perspective. They did not also consciously include them in their work plans and activities. The only engagement that PGOs and POs had with the CSGs was indirect through the Community Mobilizers which was limited to the Mobilizers sensitizing the CSGs on thematic issues contained in SCS Programme Areas like school enrolment, girl's education, non-discrimination, child participation, harmful traditional practices, etc. The PGOs and POs did not also have follow up plans to determine whether this sensitization is having the desired impact both in the CSGs and the target community.

Related to this, the follow up and monitoring mechanism for the CSGs was found to be rather weak. The present set up is that the Community Mobilizers make visits to the CSGs as part of their daily routine activities where they discuss child rights and child protection issues within the community. They also discuss the activity plans put down by the CSGs such as mobilizing the community for the construction of schools, reunification of children etc. The Community Mobilizers then compile a report of these visits as well as other interaction with CSGs and submit them to the office.

Most of the CSGs interviewed singled out this weak or lack of effective follow up and support mechanism by SCS as a cause of low moral and motivation that also contributes to the high rate of breakdown and dormancy among them. Some of them interpreted it to be a lack of commitment by SCS to the work and activities of the CSGs. They recommended that SCS should visit them regularly and support and strengthen their capacity on areas such as governance and management, child rights and child protection, child participation and non-discrimination, among others.

It also appeared that SCS did not have long-term plans for training and capacity building of CSGs. Besides the initial training after formation, it was not possible to discern any structured plan in all three States for follow up training for CSGs during the year. The Programme staff interviewed did not also have training for CSGs in their work plans. Any subsequent training offered is ad hoc far and wide apart. This is an area that needs to be looked into as a priority given that with additional structured support and capacity building, the CSG members have the potential of becoming a valuable resource pool for child rights advocacy within the community.

The Community Mobilizers interviewed also cited a number of weaknesses on their part that inhibited their ability to effectively support the CSG including lack of skills in facilitation, organisational development, Program Areas of SCS among others yet they are expected to impart these to the CSGs.

Another observation was that the mandate, working strategy and the Program Areas/thematic areas of SCS was not very clear to the CSG. Some of the Community Mobilizers also confessed to not been very clear about how the PAs are related to the work they do. They said that these have not been well packaged for ease of understanding making it even difficult to transmit the same to the CSGs.

Following the above observations, it can be deduced that some of the weaknesses of CSGs outlined in Chapter 5 can be attributed to the absence of a structured follow up and support mechanism on the part of SCS. There is urgent need for SCS to develop a very strong and structured support and follow up mechanism for the CSGs. Some structured engagement by the PGOs especially in building capacity of both Community Mobilizers and the CSGs in thematic and program Areas as well as in developing proper follow up and monitoring systems for their program areas would go a long way in ensuring that the impact of SCS is felt on ground.

5. Main Findings and Discussion of the Assessment

This data is presented in line with the Terms of Reference for this assessment. It is important to note at the outset that records of Community Support Group activities were largely inadequate.

In total, 25 active CSGs were visited from where in depth assessment was done. An attempt was made to document the state of activity by CSGs from a broad range of sources including interviews, review of existing information at SCS, a self-administered data sheet and extrapolation of information generated from other sources, whenever possible. The data presented hereunder represents what was able to be discerned under the circumstances.

5.1 Mapping of Community Support Groups by State

According to the SCS Regional Programme Profile, 2006/2007, there were over 500 established in the three States of Lakes, NBEG and Jonglei. The assessment was able to establish that out of these, there are presently 217 “active” CSGs. There was however no clearly documented baseline information available for comparison and this number was arrived at through interviews with SCS field staff and the CSGs. When asked to define the term “Active,” respondents said the following in summary:

- CSGs which are steady and are actively involved in community-based development activities.
- CSGs that are actively engaged in raising awareness on Child Rights and Child Protection in the community.
- CSGs that are not dependent on external incentives/support in order to carry on with their work.
- CSGs that work voluntarily for the benefit of their own communities.

Table 1: Active CSGs and members by State

	No. of Active CSGs	No. of members trained
Lakes	50	547
NBEG	84	858
Jonglei	83	874
Total	217	2279

All the CSGs interviewed said they had rules and regulations governing their conduct although these were informal and not written down. They also said that they were registered either at the Payam or County level. However, when this was followed up with the Payam and County officials, it emerged that this registration was merely a listing and not systematic register.

A high rate of break down of CSGs was observed, a fact that was corroborated through interviews with both SCS field staff and the CSGs themselves. The reasons cited for this were low morale, infrequent follow-up by SCS, low motivation, and lack of incentives among others.

Some of the CSGs kept some record of their meetings and plans but the majority do not. However, none of them have any concrete long term plans of what they envisage to do in the future. SCS to give training in this respect.

Most of the CSGs did not have any long term plans for sustainability. Only three CSGs had made an initiative of raising funds among the members to sustain their activity. All the others expected some form of external support for their continuity. This could explain why most of them were asking for some form of incentive from SCS for the work they do in child rights advocacy.

Below is a tabulation of the state of affairs in each of the states: it is worth noting that actual details on Payams with the active CSGs were lacking in all three States.

Table 1: Lakes Community Support Groups

Payam	No. of Active CSGs	No. of Active CSG members	CSGs visited/assessed
Rumbek Central	5	45	Matangai CSG
Rumbek Town	3	30	Malual bab; Mabor ngop; Golmeen
Malek	3	33	--
Akot	11	131	--
Pacong	15	165	--
Duony	2	22	--
Citcok	3	30	--
Pagor	3	35	--
Abiriu	3	32	Abiriu; Abieicok
Cuiebet	2	24	--
	50	547	6

Table 2: Northern Bahr El Ghazal Community Support Groups

Payams with CSGs	No. of Active CSGs	No. of Active CSG members	CSGs visited/assessed
Baac	--	--	Malual Kon
Malual Bai	--	--	Majok Akon
Madhol	--	--	Malual Bai
Wulang	--	--	Ajierak
Yargot	--	--	Dokul
Mangartong	--	--	Manawan
Malual East	--	--	Makuec
Malual West	--	--	Mangok
Malual North	--	--	Marol
Wunrock	--	--	Mabior
Malual Centre	--	--	Manyiel; Malual dit; Akuem; Rial dit; Mangartong
Aweng/Ajakkuec	--	--	
Thurali	--	--	
14	84	858	15

Table 3: Jonglei Community Support Groups

Payams with CSGs	No. of Active CSGs	No. of Active CSG members	CSGs visited/assessed
Duk Padiet	11	130	
Lith	8	88	Khiir
Kongor	19	160	Panyagor; Pongborong; Wangulei
Nyuak	13	163	
Maar	8	88	
Duk Payuel	9	90	
Information not available	Mathiang	12	Lualdit and Bor Town not Visited due poor weather conditions
- Do -	Makolcuet	12	- Do -
- Do -	Manydeng	13	- Do -
- Do -	Gak	11	- Do -
- Do -	Kolnyang	11	- Do -
- Do -	Cueiker	11	- Do -
- Do -	Pariak	11	- Do -
- Do -	Makuac	13	- Do -
- Do -	Kapat	13	- Do -
- Do -	Lualdit	11	- Do -
- Do -	Anyidi	13	- Do -
- Do -	Thiam Wei	11	- Do -
- Do -	Mareng	13	- Do -
	83	874	4

5.2. The Nature of Child Rights Activities undertaken by CSGs

From the interviews done, it was established that CSGs are involved in a wide range of child rights and general development activities in the community, from raising community awareness on child rights and child protection, mobilizing communities for increased school enrolment, to conducting home visits to identify child rights violation cases, and mobilization for water source protection among other issues.

SCS staff pointed out that awareness creation in the communities has been a major challenge for SCS because of vast geographic areas to cover. They said that CSGs have been able to bridge the gap and provide an avenue through which information and knowledge is spread in the community particularly on issues concerning children.

When interviewed, CSGs said they also give talks in community forums on non-discrimination and the need to provide support to vulnerable children such as orphans, children with disabilities (CWDs) and the girl child.

CSGs are also a useful link between their respective communities and other NGOs with whom they collaborate on a number of activities. Among these include AMURT (education, school construction, school feeding programme, health and hygiene), IRC (health related issues), IOM (reintegration/resettlement of returnees), Tear fund (nutritional feeding), Oxfam (water) and UNICEF and WHO (polio vaccination campaigns).

They also have played a big role in mobilizing the community to provide local resources for constructing structures that benefit children, particularly schools.

CSGs have formed part of a very strong and effective network for tracing and reunification of unaccompanied children and children separated from their families. They have also played a vital role in reintegration of children back into the communities including providing foster care in cases where their relatives cannot be found.

The full range of child rights activities undertaken by the different CSGs in the three States is outlined in the profiles of the CSGs annexed in this report.

5.3. Strengths and Weaknesses of Community Support Groups

5.3.1. Main Strengths of CSGs

From the various interviews with staff, the CSGs themselves and other respondents, the following emerged as the main strengths of CSGs:

- They are well recognized as key child rights advocates by the community members, community leaders, and local authority officials.
- The CSGs have good rapport with the local authority and Payam administration structures with whom they collaborate on a number of activities.
- They have gained good recognition as general change agents in the community; most were cited as having been instrumental in the awareness/sensitization and mobilization of communities for school construction and increased school enrolment, water source protection, and health and hygiene promotion among others.
- They are recognized as promoters of girls' education.
- They are acknowledged to play a key role in family tracing and re-unification for unaccompanied and separated children (especially in NBEG).
- Some CSGs interviewed indicated that they raised funds internally among themselves to sustain their activities (encountered mainly in NBEG). This is a positive development and an idea that SCS should propagate as part of its capacity building of CSGs for sustainability.
- All the CSGs interviewed said they were registered at Payam and County levels, an indication that some basic mechanism for registering civil society groups does exist.

5.3.2. Main areas of weakness for CSGs

The following are some the main weaknesses of CSGs as cited by the different respondents;

- Insufficient knowledge on child rights and child protection; although most CSGs could at least cite one child right, they could not link it to the UNCRC. They also tended to cite child rights within the general human rights spectrum. A group confessed that they felt inadequately prepared to handle issues of child rights and child protection, indicating that refresher training might be required.
- None of the CSGs displayed knowledge of the interim constitution of southern Sudan or its provisions on children. They did not also have knowledge on the Children's Bill.
- The CSGs do not have a system of linking up with other CSGs and indigenous community groups even though they know of their existence; there is also weak links with other civil society organisations in general including NGOs with whom they collaborate on one-off activities.
- Some CSGs are still unclear of their roles and responsibilities. It was also noted that there is some confusion or a mix up between the roles and responsibilities of CSGs and PTAs. This can be attributed to the fact that the two entities carry out almost similar activities especially on mobilization for education. It can also be attributed to the fact that more often than not the same individuals are members of both entities within a given village setting.
- Many CSGs do not have any plans for sustaining themselves in the longer term and expect some form of external support, mainly from SCS.
- The issue of motivation is still a major weakness among the CSGs. Most of those interviewed intimated that they needed some form of motivation or incentive for their child rights advocacy work. It is also worth noting that some of the SCS community mobilizers also cited the need to give CSGs some form of motivation for their work in terms of items like bicycles, T-shirts, gumboots, clothing etc.
- None of the CSGs have clear governance and management systems and also displayed a lack of awareness/recognition of their importance for group sustainability. Although most of them have rules and regulations, these are however informal and not written down.
- Most CSGs are not aware of SCS programme areas and how they link to and contribute to them.
- There is low literacy levels among CSG members, making it difficult for them to understand some of the concepts shared during the training they have had.
- Many CSGs cited low level of skills and knowledge in facilitating certain thematic issues in the programme areas of SCS. These include child participation/ initiatives promoting self expression by children and dealing with CWDs which was cited as a big problem in the community.
- Planning, reporting and documentation of their work and developing activity plans/plans of action is a general area of weakness. Beyond just mentioning some of the things they would want to do, none of the CSGs had any concrete plans nor plans of action on how they would advance these activities in the longer term.
- CSGs lack capacity to coherently lobby for children's issues with the authorities and other NGOs working in their areas.
- The CSGs also admitted to being weak in team building and group dynamics
- Inadequate knowledge to work with CWDs was also mentioned; given that CWDs was encountered as a big problem in the community, there is an urgent need to build the capacity of CSGs in handling their issues as well as to advocate with the authorities to give special attention to this category of vulnerable children.
- The CSGs cited the long distances they had to cover during their advocacy activities as a major constraint. Some recommended that SCS should provide them with bicycles to help them overcome this.

- CSGs mentioned the lack of a working base or an office as a problem. The Community Mobilizers also pointed this out as a difficulty in holding regular meetings and doing following up with the CSGs.

5.4. CSG Training and Capacity Building Needs

The CSGs were asked what they considered to be their training/capacity building needs. Some of their responses are summarized below: (An outlined of each individual CSG's training needs is contained in their respective profiles).

- Additional training on child rights, child participation and non-discrimination.
- Understanding of UNCRC.
- Governance and management skills.
- Networking and collaboration skills.
- Fundraising skills.
- Facilitation skills.
- Effective community mobilization skills.
- Basic literacy and numeracy skills.
- Self reliance and accountability.
- The mandate and thematic areas of Save the Children Sweden.
- Simple monitoring and evaluation/follow up skills.
- Motivational and team building skills/group dynamics.
- Refresher courses in a wide variety of topics in line with local needs and circumstances.

The CSGs expressed desire to attend some of the training provided by other NGOs working in their areas. Presently, CSGs are also working with other NGOs where they also benefit from training (see section 4.1). It would be worthwhile for SCS to consider establishing formal linkages and networks with other agencies working in the same area in order to enable the CSGs access training in areas outside of its mandate. A comprehensive list of other agencies and the type of work they do is annexed in this report.

The CSGs requested SCS to expand its programme to cover other parts of southern Sudan where it is not operational. They also asked for more CSGs to be recruited and trained in areas not currently covered within their Payams. Areas that were mentioned in this regard include Wunrak, Riang Akot, Mabil and Mathiang Amul in NBEG State.

Most of the CSGs said that they do not have an operational base of office which made it difficult to hold regular meetings to plan their activities. Presently they meet outside under trees, schools, churches or any other available public institutions. The CMs also pointed at the lack of a stationary base as a difficulty when it came to follow up and holding meetings with the CSGs. However, this responsibility of acquiring offices for CSGs should not rest with SCS; it should be a home-grown initiative supported by the community. On its part, SCS should begin sensitizing the CSGs towards thinking of self sustainability in the longer term.

Some difficulty in distinguishing between the roles of CSGs and PTAs was encountered. This can be attributed to the fact that the two entities at times focus on the same issues such as school enrolment, advocacy for girls' education, and non-discrimination among others. It was not common to find that members of the CSGs were also members of PTAs. One suggestion that was offered to avoid this confusion was that the two entities should be merged as one.

5.5 Comments and Issues Raised By Government Officials and Other NGO Partners Interviewed

Some of the government officials interviewed included the Commissioners for Twic East County, Lakes State Director of Education, Jonglei Education Team (Deputy County Director, Education Supervisor, Education Office Manager, and Schools Inspector), SSRRC Secretary for Lakes State and Jonglei State.

Partial linkages exist between CSGs and government structures at all levels. These include occasional joint-working initiatives, such as irregular mobilization of the community for immunization, school construction and increasing girl child education.

Most of the government officials were aware of the existence of CSGs in their areas and were also knowledgeable on the kind of work they did. They were able to cite awareness creation on child rights, child protection, mobilization for school enrolment and discouraging harmful traditional practices among others.

The State officials were also familiar with SCS and knowledgeable of the work it did which they; they named them to include child rights advocacy, teacher training, vocational training for youth, support in school construction, rehabilitation and reintegration of ex-child soldiers, and formation and training of CSGs and PTAs.

The Director of Education, Lakes States singled out Early Childhood Education (ECD) which was introduced in Lakes by SCS and where 8 ECD classes have been established to date. He also noted the support given to pre-school teacher training.

However, none of the government officials interviewed was aware of any plans by their respective States for the meaningful engagement with the civil society groups. They were also not aware whether any budgetary allocations had been made for the civil society groups. They however acknowledged that CSGs and other civil society groups in general needed to be linked to the government structures and the necessary institutions, mechanisms and support systems be established.

The government officials commended both SCS and the CSGs for the good work they are doing for the child within the community. Some of them however observed a number of areas SCS needed to improve on. The Jonglei State education team singled out poor follow up of PTAs after formation and training. It was also observed that SCS staff need to interact more meaningfully with other NGOs and the Government to explore joint-working opportunities.

5.6 Some impact of the work of CSGs in the community

There is some evidence that children (particularly the girl child) are benefiting from access to education and other essential services as a result of the work of CSGs in all the states where SCS has facilitated the formation and training of CSGs.

The majority of respondents in the three states expressed satisfaction with the role played by the CSGs in discouraging early marriage, advocacy for increased enrolment/retention in schools for girls and boys and also discouragement of Harmful Traditional Practices (such as face marking, removal of lower teeth, etc.).

Through interviews with various stakeholders, it was possible to discern some evidence of benefits to the community as a result of the work of the CSGs. Panyagor PTA cited a borehole that was sunk in NBEG as a direct result of the work of CSGs. They also mentioned an increase in awareness of the importance of education and hence an increase in school enrolment. One CM mentioned an increased level of awareness of child rights, a reduction in harmful traditional practices (HTP) like early marriage, face marking and removal of teeth. Another CM reported that 18 girls and two CWDs were now attending school as a result of the work of CSGs in his area.

YE trainees at Kongor in Jonglei said that they learnt of the training being offered by SCS through the CSGs and as a result they have been able to acquire various skills. Some said they could now sew clothes and construct a house as a result of the training gained. Besides direct benefits to themselves, the trainees also cited a reduction in HTP like face marking, increased enrolment in school by both boys and girls. One trainee said that a primary school had been constructed in their village as a result of the work of CSGs.

6. Recommendations

The following are some of the recommendations drawn from the discussions and finding of the CSG assessment. The list is not exhaustive and is not in any way a prescription but are suggestions aimed at stimulating SCS towards rethinking its working strategy with the CSGs.

SCS needs to establish a systematic follow up mechanisms for the CSGs linked to implementation of programme activities at the field level. This system should be tied to some form of monitoring system that allows the possibility of determining the change/impact or results of the activities undertaken.

Programme staff at PGO and PO level need to meaningfully incorporate the CSGs into their plans and activities and whenever possible, carry out field visits to the CSGs as part of capacity building as well as programme follow up and monitoring.

SCS need to develop some structured and long term training and capacity building plan for the CSGs to respond to the needs identified and to strengthen them as potential child rights organisations in waiting. SCS should also consider partnering with other agencies and institutions providing capacity building and training for indigenous organisations in southern Sudan. This could bridge the gap in providing training in areas outside the mandate of SCS. Already LINCS/IRC in NBEG are carrying out such training for indigenous groups.

The assessment was able to identify and map out a big number of other indigenous groups and institutions working within the community. SCS should explore the possibility of establishing some working relationship with these entities to strengthen its child rights advocacy within the community.

It came out clearly that the CSGs require further training on child rights, child protection as well as all the thematic areas of SCS. Coupled with this, they require training in the mandate and working strategy of SCS. This training should also be extended to the Community Mobilizers who also require support in these areas.

Institutional capacity of the CSGs needs to be addressed as a matter of priority. For example, not one CSG interviewed in any of the three states had documented rules and regulations, minutes, registration certificates, neither plan for the future nor a clear mechanism for sustaining themselves as an entity exists. Training and sensitization on proper record keeping, keeping minutes of meetings and planning are among the areas of need. SCS should also sensitize the CSGs on internal self sustainability and longer term planning; the initiative by some CSGs raise funds internally among themselves should be lauded and promoted to the rest of the CSGs. The initiative by SCS to provide the CSGs with counter books for keeping their record and minutes of meeting during the assessment is commendable. This should be extended to the rest of the CSGs.

SCS should lobby GOSS to disseminate the Interim Constitution to the citizenry.

Policies, procedures and plans for registration and/or guidance/working with the civil society and other indigenous groups are still lacking in all the states visited. This was confirmed by interviewing both the Government and Non-governmental agency

personnel. This is an area that SCS could pick as part of its advocacy with GOSS for good governance in the best interest of the child.

Although this is not perceived to be of any immediate threat, SCS should move to clear the perceived confusion between the CSGs and PTAs. The suggestion to merge the two entities into one should also be taken into consideration.

The issue of motivation needs to be cleared once and for all. According to the Field managers, a policy was passed and communicated to staff that no incentives were to be given to CSGs. It was however noted that some of the staff especially Community Mobilizers were also advocating for incentives for CSGs.

Insufficient knowledge on child rights and child protection was cited by almost all the CSGs interviewed. This is an indication that SCS need to consider providing the CSGs with further training or refresher training on child rights, the UNCRC and how they link to their child rights advocacy work.

None of the CSGs displayed knowledge of the interim constitution of southern Sudan, its provisions on children or the Children's Bill. This is an indication that the constitution is not easily accessible: SCS could use this as an entry point to advocate for its dissemination to the population.

There is a need for SCS to continue supporting the CSGs to strengthen links and networking with other NGOs, especially on the critical area of bridging the gap in providing services that are outside the mandate of SCS.

Support/training for CSGs in networking and building linkages among themselves, with other NGOs and with the government structures at local levels is a critical area that SCS should consider.

Most of the CSGs were well-known both by community members, PTAs and Traditional and statutory leaders. The fact that CSGs are well-known both by community members, PTAs and Traditional and statutory leaders is a strength that SCS should capitalize and build on.

Literacy levels for the CSG members are rather low and require innovative approaches in training/facilitation and working with them. Most CMs met presented an equally low capacity.

A viable community based monitoring and reporting system on child rights violations does not exist. SCS should support the establishment of such a system with the CSGs and PTAs playing a lead role. The system should be linked up with the local authority structures at all levels to give it legitimacy. This also calls for active lobbying, capacity building of the relevant government institutions, the community in general and all other stakeholders on the concept behind such a system.

7. Annexes

7.1. Bibliography

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7.2. Other indigenous community structures/groups and CBOs

7.2.1 Other Indigenous Groups/Community Structures in Lakes

NAME OF INDIGENOUS GROUP/COMMUNITY STRUCTURE/CBO	WHAT THEY DO	CRITICAL COLLABORATION AREAS
Sudanese Disabled Rehabilitation & Development Association (SDRDA)	Advocates for the disabled people, particularly Children.	Potential for Joint working in Child Rights Advocacy and Non-Discrimination
Bahr El Ghazal Youth Development Association (BYDA)	Civic Education Income Generating Activities (IGAs)	- Do -
Bahr El Ghazal Women Development Centre/Association (BWDC/A)	Information Technology Training for Women Income Generating Activities (IGAs)	- Do -
Rumbek Women Group	Addressing women's welfare issues Child Care/Support Income Generating Activities (IGAs)	Potential for Joint working in Child Rights Advocacy and Non-Discrimination
Rumbek Youth Group	Peace Building Games and Sports Drum and Dance	Potential for Joint working in Child Rights Advocacy and Non-Discrimination
Buma Group (SPLM organ)	Propaganda machine for SPLM Human and Child Rights advocacy	- Do -
Episcopal Church of Sudan (ECS)	Mothers and Children's Education (Via Sunday Schools and Mothers Union)	- Do -
Cattle Camps Youth Groups (Gel Wong)	Protection of vulnerable children, the very weak in the community and cattle from cattle raiders)	Potential for Joint working in Child Rights Advocacy and Non-Discrimination
Local Traders Welfare Groups	Income Generating Activities (IGAs) Assistance to the vulnerable children such as Street children	Potential for Joint working in Child Rights Advocacy and Non-Discrimination
Community/Village Courts	Addressing human and children's rights violation cases/issues Protection Conflict resolution Peace Building	Potential for Joint working in Child Rights Advocacy and Non-Discrimination
Parents Teachers Associations (PTAs)	School construction Maintenance of discipline within schools (pupils and teachers) Conflict resolution Mobilization of communities for school construction, and school enrolment	Potential for Joint working in Child Rights Advocacy and Non-Discrimination Resource mobilization for school construction
Local Authorities (Executive chiefs, Gol leaders, opinion leaders, payam administrators, e.t.c.)	Conflict resolution Cultural advice Marriages, Initiations and Counseling	Potential for Joint working in Child Rights Advocacy and Non-Discrimination

	Tax collection from community members	Resource mobilization for school construction and CSG support Discouraging Harmful Traditional Practices
Cuiebet Women Group	Income Generating Activities (IGAs) Child Care support Advising young women Resolving family disputes	Potential for Joint working in Child Rights Advocacy and Non-Discrimination Resource mobilization for school construction and CSG support Discouraging Harmful Traditional Practices
Cuiebet Protestant Church	Spiritual Care Passing awareness messages Counseling and guidance for families	Potential for Joint working in Child Rights Advocacy and Non-Discrimination Resource mobilization for school construction and CSG support Discouraging Harmful Traditional Practices Potential for Joint working in Child Rights Advocacy and Non-Discrimination
Youth Clubs (Pacong, Malengagok, Amer Primary Schools)	Games (e.g. football, volley ball) Drama and debates Drum and Dance	Potential for Joint working in Child Rights Advocacy and Non-Discrimination Resource mobilization for school construction and CSG support Discouraging Harmful Traditional Practices Potential for Joint working in Child Rights Advocacy and Non-Discrimination

7.2.2 Other Indigenous Groups/Community Structures in NBEG State

NAME OF INDIGENOUS GROUP/COMMUNITY STRUCTURE/CBO	WHAT THEY DO	CRITICAL COLLABORATION AREAS
Bahr El Ghazal Youth Development Association (BYDA)	Peace-building, Micro Credit support for the vulnerable groups, Water & Sanitation	Youth Education graduates can link with them, Joint Community Mobilization/Sensitization on Child Rights/Child Protection and Non-discrimination
Aweil Community Women Organization (ACWO)	Food Security, Counseling the affected (War and HIV/AIDS)	General Community Mobilization & Sensitization on Child Rights/Protection/Non discrimination
Adutadhot Youth Association for Development (AYAD)	Promoting participation of Youth in Development	as above- Vocational Skills training
Baac Women Association (BWA)	Promotion of Girl Child Education, Health Promotion & Education on HIV/AIDS	Girl Child Education Promotion, Vocational Skills training Discouraging Early Marriages
South Sudan Relief & Rehabilitation Commission (SSRRC)	Provision of information on migration /returnees and foreigners	General Community Mobilization & Sensitization on Child Rights/Protection/Non discrimination Information sharing
Baac Organization for the Development of Youth (BODY)	Promoting participation of Youth in Development	General Community Mobilization & Sensitization on Child Rights/Protection/Non discrimination Vocational Skills training
Manyiel Womens Association (MWA) or "Achol dit"	Organizing cooking for visitors Health Promotion Drum and Dance	Girl Child Education Promotion, Vocational Skills training Discouraging Early Marriages
Manyiel Youth Association (MYA)	Sports, General construction work, Trading, Road construction, ...	General Community Mobilization & Sensitization on Child Rights/Protection/Non discrimination Vocational Skills training
Manyiel Church Association (MCA)	Spiritual Care, Church construction and Community Mobilization	General Community Mobilization & Sensitization on Child Rights/Protection/Non discrimination Vocational Skills training
Aweil East Association (AEA)	Provision of Training and Capacity Building for other local associations and groups	Training and Capacity Building of CSGs, PTAs Information sharing Child Rights/Protection Training
Chiefs and Gol leaders	Social mobilization, Community Project	General Community Mobilization & Sensitization on Child

	Management Conflict resolution	Rights/Protection/Non discrimination Addressing CSG sustainability issues
Payam Administrators	Social mobilization, Community Project Management Conflict resolution	General Community Mobilization & Sensitization on Child Rights/Protection/Non discrimination Addressing CSG sustainability issues
Elders	Marriages and provision of cultural advice, Conflict resolution	General Community Mobilization & Sensitization on Child Rights/Protection/Non discrimination Addressing CSG sustainability issues

7.2.3 Other Indigenous Groups/Community Structures in Jonglei State

NAME OF INDIGENOUS GROUP/COMMUNITY STRUCTURE/CBO	WHAT THEY DO	CRITICAL COLLABORATION AREAS
Sudan Medical Care (SMC)	Provision of Medicare for children Training of Traditional Birth Attendants	Community Organizing, Mobilization and Sensitization, Networking and joint-working in areas of shared interests
Church & Development (C&D)	Water and Sanitation activities Training of communities on IGAs Supporting the needy and handicapped in the community Construction and running of schools, Teacher Training Paying of Teachers Salaries Provision of books, uniforms and other stationery	Community Organizing, Mobilization and Sensitization, Training and Capacity Building of CSGs/PTAs and Teachers Networking and joint-working in areas of shared interests
PACT - Sudan	Peace Building Maintenance of Law and Order (discouraging drug trafficking, abduction and cattle raiding)	Community Organizing, Mobilization and Sensitization, Networking and joint-working in areas of shared interests
New Sudan Women's Federation (NSWF)	Provision of Adult Education/Literacy sessions for women Income Generating Activities (IGAs)	Community Organizing, Mobilization and Sensitization, Networking and joint-working in areas of shared interests
Episcopal Church of Sudan (ECS)	Spiritual support to the community Child Rights Education/support	- Do -
New Sudan Youth Association (NSYA)	Income Generating Activities (IGAs), like Bricklaying, building and construction work) Child Rights/Protection education Initiating and running sports activities Food Production	- Do -
Parents Teachers Association (PTAs)	Assisting with the management of schools Handling disciplinary cases	- Do -
Manpower Youth Group	Protection of the community from raiders	- Do -
Akulwom Diardit Women Group	Child care and protection Providing advice to the young women	- Do -
Akuta Moindit Group	Cultural Education	- Do -
Local Authority (Gol leaders,	Maintenance of Law & Order/	- Do -

Chiefs and other opinion leaders)	Justice system Initiation of cultural activities like marriages, e.t.c.	
Aywal Community Development Association (ACDA)	Construction of School and Health Centre in Pongborong	Community Organizing, Mobilization and Sensitization, Training and Capacity Building of CSGs/PTAs and Teachers Networking and joint-working in areas of shared interests
Pongborong Youth Group	Peace Building Construction of cattle camps Environmental conservation Mobilizing children to schools	Networking and joint-working in areas of shared interests
Pongborong Mothers Union	Spiritual Care Peace Building Family Counselling	Networking and joint-working in areas of shared interests
Jolwoliec Youth Group	Spiritual Care Peace Building Protection of the weak and vulnerable in the community	Networking and joint-working in areas of shared interests
Bech Women Group	Maintenance of Church Compound Training Young Women in Child Care	Networking and joint-working in areas of shared interests

7.3 Other NGOs in the area, what they do and critical collaboration areas

7.3.1 Other NGOs in Lakes State

NGOs	WHAT THEY DO	CRITICAL COLLABORATION AREAS
Diakonie (German Development Organization)	Provision of Primary Health Care Services Training of Traditional Birth Attendants (TBAs) Expanded Programme on Immunization (EPI)	There is an opportunity for Joint working in community awareness-raising on Child Rights/Protection, e.t.c.
United Nations Children's Fund (UNICEF)	Provision of School materials/stationery and Teachers Kits Sponsorship of the vulnerable and very needy children Sensitization on the importance of Education Promotion of Child Rights and Protection to the community Construction of Schools	There is an opportunity for Joint working in community awareness – raising on Child Rights/Protection, e.t.c.
World Food Programme (WFP)	Provision food and non food items to schools and health facilities Training of School Teachers in Project proposal writing and management Provision of Food-for – Work during community activities Taking care of/ accommodating Returnees (Giving them Food and Shelter)	Community Organizing, Mobilization and Sensitization, Training and Capacity Building of CSGs/PTAs Networking and joint-working in areas of shared interests
Norwegian Refugee Council (NRC)	Teacher Training Pre-School Education Programme	Networking and joint-working in areas of shared interests
ACROSS	Teacher Training Provision of Teaching/Learning materials	
Diocese of Rumbek (DOR)	Developing and running of Primary Health Care services/facilities Setting up / School construction	
CEAS	Teacher Training Working with the Disabled and Handicapped	Joint working in community awareness – raising on Child Rights/Protection, e.t.c.
International Rescue Committee (IRC)	Primary Health Care services Health Promotion Curative Care	Joint working in community awareness – raising on Child Rights/Protection, e.t.c.

6.3.2 Other NGOs in Northern Bahr El Ghazal State

NGOs	WHAT THEY DO	CRITICAL COLLABORATION AREAS
International Rescue Committee (IRC)	Development and Management of Primary Health Care facilities and services Establishment of Village Health Committees Civil Society Organizations capacity building Curative care service provision Training Nurses and other support staff Water protection	Community Organizing, Mobilization and Sensitization, Training and Capacity Building of CSGs/PTAs
Localizing Institutional Capacities in Sudan (LINCS)	Training and Capacity Building of indigenous Civil Society groups/organisations Promotion and support for community-based Income Generating Activities/projects (IGAs)	Community Organizing, Mobilization and Sensitization, Training and Capacity Building of CSGs/PTAs
International Aid Sweden (IAS)	Training of communities on Agriculture and Food Production	Networking and joint-working in areas of shared interests
Save the Children - UK	Family Tracing & Re-Unification (FTR) Child Protection Education Tracing of Abducted Children	Networking and joint-working in areas of shared interests
Veterinaires Sans Frontiers (VSF)	Provision of veterinary services Widows Support (Giving them Goats)	- do-
International Organization on Migration (IOM)	Facilitating reception and re-settlement of un-accompanied and separated children Re-settlement of un-accompanied and separated children Management of In and Out-Migration issues Food Distribution	Networking and joint-working in areas of shared interests
United Nations Children's Fund (UNICEF)	Hygiene and Sanitation Education Support for Expanded Programme on Immunization (EPI) Primary Health Care support	Networking and joint-working in areas of shared interests
World Food Programme (WFP)	Food Distribution to Communities and Schools Aerial Food Drops during drought and famine	Networking and joint-working in areas of shared interests
Tear Fund	Developing and running of Primary Health Care services/facilities Outreach work Child Nutrition support Health Promotion Agricultural/Food Production Distribution of Bednets, soaps and tea to communities	Networking and joint-working in areas of shared interests
AMURT	School construction Teachers Training Agriculture/Food Production Provision of school stationery and food items	Community Organizing, Mobilization and Sensitization, Training and Capacity Building of CSGs/PTAs

Canadian Aid	School construction Teachers Training Provision of school stationery and food items	Community Organizing, Mobilization and Sensitization, Training and Capacity Building of CSGs/PTAs
Episcopal Church of Sudan (ECS)	Evangelization Setting up / School construction	- do -
Sudan Church of Christ (SCC)	Evangelization Setting up / School construction	- do -
Diocese of Rumbek (DOR)	Developing and running of Primary Health Care services/facilities Setting up / School construction	- do -
Pact - Sudan	Drilling of Water for communities	- do -
World Health Organization (WHO)	Hygiene and Sanitation Education Support for Expanded Programme on Immunization (EPI) Primary Health Care support	- do -
Medicins Sans Frontiers (MSF)	Establishing and running Primary Health Care Centre/Units Feeding the malnourished children Curative care support	- do -

7.3.3 Other NGOs in Jonglei State

NGOs	WHAT THEY DO	CRITICAL COLLABORATION AREAS
Lutheran World Federation (LWF)	<p>Construction of Secondary and Primary Schools</p> <p>Construction of Pit latrines/toilets in public institutions</p> <p>Provision of Sanitary towels for girls in schools</p> <p>Training of PTAs in Primary Schools</p> <p>Distribution of materials for schools</p> <p>Health Promotion (Provision of polio vaccines, construction of clinics and training of health officer)</p> <p>Maintaining Peace and Order</p> <p>Training of Community leaders on Leadership skills</p>	<p>Community Organizing, Mobilization and Sensitization, Training and Capacity Building of CSGs/PTAs</p> <p>Networking and joint-working in areas of shared interests</p>
World Food Programme (WFP)	<p>Provision food and non food items to schools and health facilities</p> <p>Training of School Teachers in Project proposal writing and management</p> <p>Provision of Food-for – Work during community activities</p> <p>Taking care of/ accommodating Returnees (Giving them Food and Shelter)</p>	<p>Community Organizing, Mobilization and Sensitization, Training and Capacity Building of CSGs/PTAs</p> <p>Networking and joint-working in areas of shared interests</p>
Church & Development (C&D)	<p>Water and Sanitation activities</p> <p>Training of communities on IGAs</p> <p>Supporting/promoting Educational programmes</p> <p>Construction and running of schools, Teacher Training</p> <p>Drilling of bore holes and hand pumps</p> <p>Provision of books, uniforms and other stationery</p>	<p>Community Organizing, Mobilization and Sensitization, Training and Capacity Building of CSGs/PTAs and Teachers</p> <p>Networking and joint-working in areas of shared interests</p>
United Nations Children's Fund (UNICEF)	<p>Provision of School materials/stationery and Teachers Kits</p> <p>Sponsorship of the vulnerable and very needy children</p> <p>Sensitization on the importance of Education</p> <p>Promotion of Child Rights and Protection to the community</p> <p>Construction of Schools</p>	- Do -
World Health Organization (WHO)	<p>Health Promotion and Education</p> <p>Support for Expanded Programme on Immunization (EPI)</p> <p>Primary Health Care support</p> <p>Training of communities own resource persons on immunization</p> <p>Construction of health clinics</p>	- Do -
Care International	<p>Road, Dykes, Bridges and Drainage Systems Construction</p> <p>Provision of basic items to the needy in the community (i.e. clothing, e.t.c.)</p>	- Do -

Norwegian Peoples' Aid (NPA)	Training of communities in Agricultural skills Food distribution to the Returnees and the weak/disabled in the community Road construction	Community Organizing, Mobilization and Sensitization, Networking and joint-working in areas of shared interests
German Development Organization (GTZ)	Road, Dykes, Bridges and Drainage Systems Construction Provision of Mechanical services	Networking and joint-working in areas of shared interests
Dan Church Aid	Landmine awareness and clearance	- Do -
Catholic Relief Services (CRS)	Support of School Feeding Programme School Construction and/Rehabilitation Feeding of Returnees	Community Organizing, Mobilization and Sensitization, Training and Capacity Building of CSGs/PTAs and Teachers Networking and joint-working in areas of shared interests
United Nations High Commission for Refugees (UNHCR)	Re-settlement of returnees Provision of food and non-food items to returnees	Networking and joint-working in areas of shared interests

7.4 Study Instruments

Interview Guides for CSG Assessment

SCS staff

- Have you visited or worked with any CSGs? If yes, which ones?
- What activities have you carried out jointly with the CSGs?
- What role are they playing within the program?
- How adequately have they been prepared/ involved/consulted to assume their role or activity?
- Is it a deliberate involvement with a long term perspective or is it just a one off involvement/participation in an event?
- How is follow up being done?
- What plans for sustainability have been made?
- How do you measure progress/monitor?
- What are the indicators to show that we are achieving the desired effect/result?
- What are some of the actors or groups that the CSGs could work with or enter into partnership with to help in their work? What kind of activities could they carry out with these actors?
- In your own assessment, what areas do you think the CSGs are still weak in and require capacity building/assistance?
- Which other local indigenous groups (CBOs, NGOs, women groups, church groups, youth groups etc) have you heard of within your areas of operation?
- What are their names and where are they located?
- What activities do they do? Does any one of them deal with children? If yes, how?
- Have you ever collaborated with these groups? If yes, how?

Community Mobilizers

- Which other local indigenous groups (CBOs, NGOs, women groups, church groups, youth groups etc) have you heard of within your areas of operation?

- What are their names and where are they located?
- What activities do they do? Does any one of them deal with children? If yes, how?
- Have you ever collaborated with these groups? If yes, how?
- In your own assessment, what areas do you think the CSGs are still weak in and require capacity building/assistance?
- What are some of the actors or groups that the CSGs could work with or enter into partnership with to help in their work? What kind of activities could they carry out with these actors?

Parliamentarians

- Have you heard of Community Support Groups? Where did you hear about them? What do you know about them?
- What are some of the activities they carry out? What do you think of the activities they carry out? Are there issues that you do not agree with?
- Do you know whether the State has a policy for the registration of local civil society groups?
- Do you know how much priority is being given to working with indigenous/local civil society actors like the CSGs to complement government efforts? How can you contribute towards this?
- Do you as an MP collaborate with the civil society (CSGs) in any way? How do you do this?
- In your opinion how can the State support or encourage the work of civil society groups?
- What kind of working mechanisms or partnership can ministry or department establish with the civil society (CSGs)
- How much priority have you as an MP given to children's issues in your constituency? What practical steps have you taken so far in this respect?
- How can you work with SCS to ensure that issues of children are taken into account in your constituency?
- Is there willingness by the community to take up community based approaches and how can you support this venture in your constituency?
- What are some of the other actors or groups within your constituency besides the CSGs that you know of? What kind of activities do they carry out?
- Does any one of them deal with children? If yes, how?

Government Ministries and Officials

- Have you heard of community support groups? Where did you hear about them? What do you know about them?
- What do you think of the activities they carry out? Are there issues that you do not agree with?
- Does the State have a policy for the registration of local civil society groups?
- How much priority is being given to working with indigenous/local civil society actors like the CSGs in the agenda of the government/state?
- Does your ministry/department collaborate with the civil society (CSGs) in any way? How does it collaborate with them?
- What form of support/plans for civil society does the states/government have in the immediate and long term future?
- What kind of working mechanisms or partnership can your ministry or department establish with the civil society (CSGs?)

- How much priority does the government/state give to children's issues? What practical steps has it made in this respect?
- How can SCS assist you in ensuring that issues of children are taken into account in your ministry/department?
- Does your ministry/department have budgetary and the human resource/manpower to engage with/work with the civil society etc
- What are some of the actors or groups that the CSGs could work with or enter into partnership with to help in their work? What kind of activities could they carry out with these actors?
- Which other local indigenous groups (CBOs, NGOs, women groups, church groups, youth groups etc) have you heard of within your areas of operation?
- What are their names and where are they located?
- What activities do they do? Does any one of them deal with children? If yes, how?
- Have you ever collaborated with these groups? If yes, how?

Community Support Groups

- When was your CSG formed and how many were you at formation (men and women)? How many are there now? Why did the others drop out/leave?
- How often do you meet and what are the things you discuss when you meet?
- What are some of the routine activities that you carry out as a CSG
- Have you received any training from SCS? If yes, what were you trained on? Who conducted the training? If no, what training do you require?
- Do you know what child rights are? (What are child rights)
- Are you aware of what the UNCR is? If yes, what is it?
- Do you know about the interim constitution of southern Sudan? Are you aware that it has provisions on the rights of children? Have you heard of the children's bill?
- Are there other local indigenous groups or people or NGOs working within the areas you operate? If yes, who are some of these groups? What activities do they carry out? Do any of these groups work with children? What kind of child related activities do they carry out?
- Do you relate to the authorities in your child rights and advocacy activities? If yes, how? If no, why?
- Do you collaborate with other NGOs in your area? If yes, which ones, and how do you collaborate with them? If no, why?
- Are there any other CSGs neighbouring in your area? Which ones are they? Do you collaborate on matters affecting children? If yes, how? If no why?
- Do you work with parents and other members of the community on matters relating to children? How? (How do you collaborate with parents and other community members on matters relating to children?)
- Do you work with schools on children's issues? How and what are some of the things you do together?
- What challenges/difficulties do you face in carrying out your activities? What are some of the ways in which you deal with them?
- What are some of the actors or groups that the CSGs could work with or enter into partnership with to help in their work? What kind of activities could they carry out with these actors?

Institutional capacity

- Is your CSG registered? If yes, where? If no, have they ever thought of registration or been approached/advised to register?
- How do you select members into your CSG? How do you ensure that you as representative of the community in your selection criteria?
- How do you sustain your activities? Do your activities have any financial implications? If yes, how do you sustain them?
- Do you have rules and regulations governing your group? What are the implications of breaching them?
- How do you develop your activities? How do you do follow up and how do you determine your success in achieving/accomplishing them
- What are your future plans in view of the prevailing peace and transition into a development phase

Reach within the community

- How well are you known within the community? How have you determined that you are known in these places you cite?
- How far into the community have you reached/how far are your activities spread within the community?
- Do you relate with the traditional leaders? Are the local forms of authority familiar with your group?
- Is your mandate and activities known by the different categories of actors within the community? If yes, by whom and how so?
- Do you involve/consult the community in conceiving your activities? Level of community participation and ownership
- How does the community regard you and your activities?
- Does the community know about the work of SCS? In what respect?

Other NGOs

- What community structures do you work with/how do you relate with the community?
- Are there formal community structures that you relate to in your work?
- What type of structures? Where are they located? What are their names? Who is the contact person?
- What specific child focused activities are these structures involved in?

Beneficiary groups

Community Members, teachers in community schools, school PTAs, children, teachers, and parents.

Community Members

- Do you know about CSGs? What is/are the names of the CSGs that you know of in your village? How did you get to know about the CSGs?
- What are the roles and activities within community? How did you get to know their roles, if you do?
- Do the other people within the community also know about the role and activities of CSGs? If yes, how so?
- To what extent do the CSGs get into the community/how far are their activities spread within your community?
- How do the CSGs relate with the traditional leaders? Are the local forms of authority familiar with the CSGs?
- Do the CSGs consult you/work with you in planning and carrying out their activities, if at all? (Level of community participation and ownership). If yes, how and when? If no, why?
- What are some of the results you have seen from the work of the CSGs? What are some of the tangible benefits that have come from the activities of CSGs?
- Do you know about Save the Children Sweden? How did you know about them? What do they do?
- Do you know about child rights? What is it? Where did you learn about it?
- In what ways can your relationship with the CSGs be strengthened?
- Are there other community support structures within the village besides CSGs? (CBOs, church groups, women groups etc). What activities do they do? Do they carry out any child related activities?

Teachers in Community Schools

- Do you know about CSGs? If yes, where did you hear about them?
- What do they do?
- Do you relate with the CGSs? If yes, how? If no, why?
- How do you think you can work better with the CSGs?
- What are some of the benefits that the CSGs have brought? What tangible results can you cite as a result of the work of CSGs? (see if they will mention things like a school, borehole etc)
- Do you know about child rights? What is it? Where did you hear/learn about it?
- Do you know about Save the Children Sweden? If yes, how did you know about them? What do they do?
- What other community structures do you work with besides the CSGs? Where are they located? What are their names? Who is their contact person?
- Do you relate with these other structures? If yes, how?
- Do they carry out any specific child focused activities? If yes, which ones?

School PTAs

- Do you know about CSGs? If yes, where did you hear about them?
- What do they do?
- Do you work with the CGSs? If yes, how? If no, why?

- What are some of the benefits that the CSGs have brought? What tangible results can you cite as a result of the work of CSGs? (see if they will mention things like a school, borehole etc)
- Are some of you also members of CSGs? How many?
- How do you think you can work better with the CSGs?
- What other community structures do you work with besides the CSGs? Where are they located? What are their names? Who is their contact person?
- Do you relate with these other structures? If yes, how?
- Do they carry out any specific child focused activities? If yes, which ones?
- Do you know about Save the Children Sweden? If yes, what do they do? How did you come to know about them?
- Do you know about child rights? What is it? Where did you learn/hear about it?

Teachers

- Do you know of a community structure called Community Support Group in your area? How did you get to know them, if you do?
- What are the roles of Community Support Groups within the community?
- What specific child focused activities are these structures involved in?
- Do you know about Save the Children Sweden? If yes, what do they do? How did you come to know about them?
- Do you know about child rights? What are they?
- What are some of the achievements of the CSGs? What benefits have the CSGs brought?
- Do you work with CSGs? If yes, how. If no, why?
- In what ways can your relationship with CSGs be strengthened?
- Do you know about Save the Children Sweden? If yes, what do they do? How did you come to know about them?
- Do you know about child rights? What is it? Where did you hear/learn about it?

Parents

- Do you know of a community structure called Community Support Group in your area? How did you get to know them, if you do?
- What are the roles of Community Support Groups within the community?
- What specific child focused activities are these structures involved in?
- What are some of the achievements of the CSGs? What benefits have the CSGs brought?
- Do you work with CSGs? If yes, how. If no, why?
- In what ways can your relationship with CSGs be strengthened?
- Do you know about Save the Children Sweden? If yes, what do they do? How did you come to know about them?
- Do you know about child rights? What is it?

Children

- Do you know of a community structure called Community Support Group in your area? How did you get to know them, if you do?
- What are the roles of Community Support Groups within the community?
- Do you work/relate with the CSGs? If yes, how? If no, why?
- What specific child focused activities are these structures involved in?

- What are some of the benefits that the CSGs have brought? What tangible results can you cite as a result of the work of CSGs? (see if they will mention things like a school, borehole etc)
- How has the work of CSGs improved your lives/conditions directly?
- In what ways can your relationship with CSGs be strengthened?
- Do you know about Save the Children Sweden? If yes, what do they do? How did you come to know about them?
- Do you know about child rights? What are they?

Abbreviations

APO	Assistant Project Officer
BCDC	Buma Child Development Committee
CBOs	Community Based Organizations
CMs	Community Mobilizers
CSGs	Community Support Groups
CwD	Children with Disability
FM	Field Manager
PC	Project Coordinator
PO	Project Officer
FO	Field Officer
GOSS	Government of southern Sudan
NBEG	Northern Bahr El Ghazal
IGA	Income Generating Activities
NGOs	Non Governmental Organizations
SCS	Save the Children Sweden
SPDF	Sudan People's Democratic Front/Defense Forces
SPLA/M –	Sudan People's Liberation Army/Movement
SSDF	southern Sudan Defense Forces
SSRRC	southern Sudan Relief and Rehabilitation Commission
UNCRC	United Nation Convention on the Rights of the Child
UN	United Nations
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
WHO	World Health Organization
WFP	World Food Programme
NPA	Norwegian People's Aid
PTAs	Parents Teachers Association
LWF	Lutheran World Federation
LINCS	Localization of Institutional Capacities and Services
VSF	Veterinaires Sans Frontiers
IRC	International Rescue Committee

Save the Children Sweden in Eastern and Central Africa

Save the Children Sweden started working in Eastern and Central Africa in 1965. Today, the organisation has offices in Addis Ababa, Ethiopia; Nairobi, Kenya; and Khartoum, Sudan. Save the Children Sweden has long-term child-rights based development programmes in Ethiopia and Sudan, and it supports local partners in Kenya, Eritrea, Somaliland and Uganda.

The organisation focuses on building the capacity of local people, community-based structures and organisations. In Eastern and Central Africa, it works with more than forty different non-governmental organisations and government bodies. In addition, it has adopted a direct implementation approach in southern Sudan and in the refugee camps of western Ethiopia and North Darfur.

All of the work in the region focuses on children's rights, and tackles issues that affect marginalised children. The core of the work focuses on children affected by conflict, discrimination, abuse, exploitation, and HIV/AIDS. Save the Children Sweden's focus also includes education, child participation and good governance in the best interest of the child.

The major task facing child rights advocates today is making the UN Convention on the Rights of the Child a reality for all children. The exchange of experience and know-how are proactive ways to work towards this goal, which is why Save the Children Sweden makes its books and reports available for the world. Welcome to visit our child rights bookshop on the internet, www.rb.se/bookshop

Save the Children Sweden is a non-governmental organisation. It is an active member of the International Save the Children Alliance – a global movement for children's rights.

Through 18 offices around the world, the organisation contributes ideas, experience and funds to 500 projects in more than 60 countries. Welcome to visit the Save the Children website, www.savethechildren.net

Save the Children Sweden fights for children's rights. We deliver immediate and lasting improvements to children's lives worldwide.

Save the Children Sweden works for a world:

- which respects and values each child
- which listens to children and learns
- where all children have hope and opportunity

More information about Save the Children Sweden and our projects worldwide can be obtained from our head office.

Save the Children Sweden
SE-107 88 Stockholm, Sweden
Tel +46 8 698 90 00
Fax +46 8 698 90 10
www.rb.se info@rb.se

Eastern and Central Africa Region

<i>Regional/Kenya office</i> Box 19423 202 KNH – Nairobi, Kenya Tel +254 20 386 5888/90 Fax +254 20 386 5889	<i>Ethiopia office</i> Box 3457 Addis Ababa, Ethiopia Tel +251 11 321 0960 Fax +251 11 321 4234
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info@ecaf.savethechildren.se

Northern Sudan office
Box 6134
Khartoum, Sudan
Tel +249 183 256 415/16
Fax +249 183 241 589

Southern Sudan office
Box 19423
202 KNH – Nairobi, Kenya
Tel +254 20 386 5888/90
Fax +254 20 386 5889



Save the Children
Sweden