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Reintegrating of child soldiers in Education systems: Case Study of South Sudan, Juba

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R52/71374/08

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**A Research Project Submitted in Partial Fulfillment of The Degree of Master of Arts in
International Studies at the Institute of Diplomacy and International Studies (IDIS),
University of Nairobi**

October 2016

DECLARATION

I declare that this research project is my original work and has not been presented before for an award of any degree in any other university.

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This Research project has been submitted for examination with my approval as the university supervisor.

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ACKNOWLEDGMENTS

I am entirely grateful to my God for the guidance He has given me through this project. I am also grateful to all those who gave their time and shared their thoughts regarding reintegration of child soldiers. To my supervisor, Dr. Anita Kiamba, I am thankful for your unreserved support and guidance. To my fellow colleagues Annerose and Eva, thanks for the continued support.

Finally, I thank my family. My husband, Robert thanks for the continuous encouragement, inspiration and support. James, mum and Brian thanks for always inspiring me.

Anne Njuguna

ABBREVIATIONS

CAAFG	Children associated with armed forces and groups
CPA	Comprehensive Peace Agreement
CPN	Children Protection Network
DDR	Disarmament, Demobilization and Reintegration
DDRC	Demobilization, Disarmament and Reintegration Commission
DRC	Democratic Republic of Congo
DPA	Darfur Peace Agreement
EPA	East Peace Agreement
GONU	Government of National Unity
HAC	Humanitarian Aid Commission
NDDRSP	National DDR strategic plan
NGO	Non Governmental Organisation
NSDDR	National Sudan Disarmament Demobilization and Reintegration
SAF	Sudan Armed Forces
SDG	Sustainable Development Goals
SDDR	Sudan Disarmament Demobilization and Reintegration
SNG	Special Needs Groups
SLM	Sudan Liberation Party
SPLA	Sudan People's Liberation Army
LRA	Lord's Resistance Army
RENAMO	Resistência Nacional de Mocambique

SLM	Sudan Liberation Party
UNICEF	United Nations Children Fund
WAAFG	Women Associated with Armed Forces and Groups
YRTEPP	Youth Reintegration for Peace program

Abstract

The Millenium Development Goal on ensuring that universal education has been achieved by 2015 was not met and then came Sustainable Development Goal 4 which recognizes that this gap must be closed. The world would be a better place if all children had a fair chance at education. The key to development and the foundation of our future is quality education for all.

In conflict situations the education system, as all other systems, shut down. The international community's traditional response has been to initiate an emergency response. The emergency response strategy has been to focus on emergency aid such as shelter, food, water, sanitation and healthcare. During emergency responses to conflict or natural disasters, education is frequently left out be. Education is seen as an important component in rebuilding the stability of a country. It is given greater priority in the post conflict and post-disaster period as signs of normalcy return and as international responses start to focus on long term development. The international community has been looking into solutions for educating children who are affected by conflict.

The thesis will look at DDR strategies put into place and look at using education as a strategy to reintegrating former child soldiers back into the society.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Every child, in whatever circumstance they are, has a basic human right to education. However, the goal of universal education by year 2015 has not been met because international conferences on education and documents on educational planning are not looking into proposed solutions of educating children who are affected by conflict. Urgent and effective steps must be taken if the Sustainable Development Goals (SDGs) specifically on education and ‘equitable and universal access to quality education at all levels’ targets are to be achieved. Conflict affected children need to be protected and educated, to ensure their survival and that of their nations. The world would be a better place for everyone if every child had a fair chance in life and an education.¹

The international community has accepted and understood the rationale for making quality education universally available. Education contributes to the economic wellness and to stable communities. It empowers people to leave poverty and to improve their incomes. Without reaching the critical threshold of literacy levels, nations are not able to achieve sustained economic growth.² The key to development and the foundation of future society is quality education. For a nation to achieve development, education and the production of a well balanced individual are paramount.

¹ UNESCO, “*Education for All*,” www.educadem.oas.org (1990)

² World Bank, Act Africa, “*Exploring the implications of the HIV/AIDS for Educational Planning in Selected African Countries: the Demographic Question*. World Bank” (The Goliber Report). Washington: World Bank Publication (2000)

Education is also an important tool in rebuilding the war-torn region and helping people recover from traumatising experiences. Education helps individuals become politically mature citizens, helps them reach their full potential and it improves their quality of life.³ It also promotes peace and gives young people a perspective for life. However this vital role of education in transforming the society has been undermined by armed conflicts especially in developing countries.

Systems tend to shut down in conflict situations. The international community's traditional response has been to initiate an emergency response. The emergency response strategy has been to focus on emergency aid such as shelter, food, water, sanitation and healthcare. During emergency responses, education is frequently left out be it in a conflict situation or during natural disasters. Education is seen as an important component in rebuilding the stability of a country. It is given greater priority in the post conflict and post-disaster period as signs of normality return and as international responses start to focus on long term development. The problem with not giving priority to education during disasters and conflict is the world and its conflicts do not follow a neat, linear path. Countries slip in and out of conflict, emergency and development. Children affected by conflict often spend most of their childhood living in emergency situations, receiving mainly emergency aid – such as in the Democratic Republic of Congo (DRC), Sudan, Somalia and several other countries. When a country is considered to enter its development phase, there are no structures or foundations left to build. In the case of South Sudan, there is no education system in place, an incomplete curriculum and very few schools and teachers.⁴

³Andebo Pax Pascal, "*Education-Hope for the Children of South Sudan*," Jesuit Refugee Services EA Newsletter –Issue 47, November 2009

⁴ Save The Children, "*Rewrite the Future: Education for children in conflict affected countries*," London (2006), pp. 8

1.1 Problem Statement

The international community has often stated that the number of child soldiers has recently increased especially in new wars that are internal conflicts often fought by rebel or guerrilla forces and often target civilians as victims. The most cited reason is that children are easier to indoctrinate since the moral of a child is not as developed as that of the adult.⁵ The problem has gotten vast international attention in the recent decades and has had implications for both international law and the work of international nongovernmental organizations. Consequently several international conventions forbid the utilization of youngster soldiers, the latest being the Optional Protocol to the Convention on the Rights of the Child on the contribution of children in armed conflict (OPAC). OPAC is an international human rights law which sets eighteen as the base age for mandatory enlistment by state military and for cooperation in threats. OPAC was adopted by the United Nations General Assembly on 25th May 2000.⁶

In instances where child soldiers have been used in conflict, various initiatives have been put forth to make their return to communities as smooth as possible. Three steps have been put forward in recovery for child soldiers including disarmament, demobilisation and reintegration.

This thesis will focus on reintegration and specially the use of education with South Sudan as the case study. This will form the basis of the problem to be evaluated in this paper.

Re-integration is defined as the process through which children transition to civil society assuming meaningful roles and civilian identities. Reintegration may take place independent of a formal separation from armed forces or it may be part of a broader formal disarmament,

⁵ Rosen, M.D.: *Armies of the young child soldiers in war and terrorism*. New Brunswick, N.J.: Rutgers University Press, (2005).

⁶ http://www.child-soldiers.org/international_standards.php <https://www.youtube.com/watch?v=i41qWJ6QjPI>

demobilization and reintegration (DDR) process. In this case education and training activities also become part of official DDR.⁷

The process of reintegration have multiple aims, the main one being to inculcate a belief in a viable alternative creating an environment in which they are able to re-establish trusting relationships, develop self confidence and capacity to learning, encouraging community children and former child soldiers to learn together. Education in relation to the reintegration process has been said to significantly improve relations in the wider community providing a starting point for reconciliation.⁸

This study will further investigate the use and benefits of education as an ingredient of reintegration for child soldiers, the challenges and possible solutions.

1.2 Objectives of the study

- a.) To explore the effect of armed conflict on literacy levels in Sudan.
- b.) To find out the coping strategies, implication of unsuccessful reintegration, actors and barriers and all current practices of reintegration.
- c.) To find out if a collapse in the education system leads to a rise in child soldiers in a conflict environment.
- d.) To find out the correlation between a conflict society and the existence of child soldiers.

⁷ Paris Principles on the Involvement of Children in Armed Conflict (2007)

⁸ Molteno, M. et al (Ed.). (1999), Towards responsive schools. London: Save the Children.

1.3 Literature Review

The review of literature has been undertaken to inform of existing discourse on child soldiers and provide an in-depth understanding of the subject matter.

1.3.1 Children in conflict

Conflict brings about huge levels of destruction. Children not only lose their lives and get injured but grow up deprived of both emotional and material needs. The entire fabric of their societies are torn to pieces; their homes, religious institutions, schools and health systems. War or conflict violates every right of a child; the appropriate to be with family, the privilege to life, the privilege to the improvement of identity, the privilege to wellbeing and the privilege to be secured and supported. Most conflicts last the length of a youth, i.e. from birth to early grown-up hood which implies children will encounter various persistent strikes. Upsetting the essential connections and informal communities that support the development of children in general, for such a long duration, can have profound psychological.⁹

The most worrying trend in conflict is the participation of children as soldiers. Children are given roles as spies, cooks, messengers and porters but some commanders have noted that children are more desirable soldiers as they are seen to be more dutiful and don't address arranges and are simpler to control contrasted with grown-ups soldiers.¹⁰

⁹ G. Machel, *Impact of Armed Conflict on Children*, United Nations (1996)

¹⁰ Rachel, Brett, Rhonda O'Shea and Margaret McCallin, "Children: The Invisible Soldiers", Geneva, UN Office and the International Catholic Child Bureau, April 1196, p. 88.

There are different ways in which child soldiers are recruited. Some children are kidnapped or press ganged while others are forced to join to the armed groups in the name of defending their families. A few governments in specific nations recruit youngsters less than eighteen years old. In other countries, birth registration is nonexistent and most children do not know their age. Recruiters tend to guess the child's age in light of their physical advancement and may enter the children' ages as eighteen to look or be consistent with the national laws. Nations that have weaker managerial frameworks don't recruit methodically from an enroll. By and large, enlisted people are seized from halfway houses, in schools or even from the boulevards. This type of press ganging, was known as "afesa" in Ethiopia. In the 1980's, it was common there as police, armed force frameworks or equipped civilian army would meander the boulevards getting anybody they encountered.¹¹ Children that are not from well to do families in society are particularly targeted, especially adolescent boys in the informal sector, selling lottery tickets, gum or cigarettes.

Apart from being recruited forcibly, some youth present themselves to serve. This may not be voluntarily; in fact it would be misleading to think so. The young people may appear to choose military voluntarily but this choice may not be exercised freely as there may be several driving forces behind this choice which may include; social, cultural, economic or political pressures. Economic reasons like hunger and poverty are one of the most basic reasons that parents offer their children for service or that children join the armed groups. In some instances a child soldier's wages are paid directly to the family.¹² In cases where whole families move with armed groups, child participation may be hard to distinguish. Some case studies bring out cases of parents encouraging their little girls to wind up soldiers on the off

¹¹ Ibid

¹² Ibid

chance that it enhances their prospects of marriage. Some children volunteer if this guarantees regular meals, medical attention and clothing.¹³ As conflict persists, educational opportunities become limited or nonexistent, social and economic situations suffer. In these conditions, initiates have a tendency to be more youthful and more youthful. Furnished groups start to fumes grown-up labor supply and youngsters are given little alternative however to join. Roughly 90 for every penny of children in Afghanistan have no entrance to tutoring which has prompted to the extent of kid soldiers ascending as of late from around 30 to no less than 45 for each penny.¹⁴

There are situations where youngsters get to be kid soldiers for their insurance. Children feel more secure with firearms in their own hands. A large portion of these children join equipped groups in the wake of confronting badgering from government strengths. Numerous young joined Kurdish revolt bunches as a response to broad human rights infringement and burned earth arrangements. In El Salvador, for assurance, numerous children who lost their folks to the hands of warriors joined the resistance bunches. Some military get unaccompanied youngsters for helpful reasons, it is not an assurance that these children will wind up battling. A large portion of these youngsters in such a case begin to distinguish the outfitted groups as their defender or family as they have been with them for such long stretches.¹⁵

Military life may be very attractive in some societies were young people gain power by taking up arms. In a situation where one feels very powerless, power maybe a very strong motivator. A specialist met with tyke soldiers in Sierra Leone who shielded the numbers they had murdered gladly. In early pre-adulthood this belief system is especially solid in ahead of

¹³ Joint and Co-sponsored United Nations Programme on HIV/AIDS, "HIV and Infant Feeding: An Interim Statement", Geneva, July 1996.

¹⁴ Committee on the Rights of the Child, CRC/C/46, paras. 203-238.

¹⁵ G. Machel, "*Impact of Armed Conflict on Children*", United Nations (1996)

schedule as youngsters are looking for a feeling of social significance and creating individual personalities. The instance of Rwanda demonstrates that the ideological influence of youth can have sad outcomes. Youngsters are exceptionally naive and may effectively be tricked into factions of suffering. There are examples of young people by some adults being recruited in several parts of the world like in Sri Lanka and Lebanon. They take advantage of their immaturity and use it to their advantage, recruiting them and training them to become suicide bombers.¹⁶

Children may also choose to fight for issues like national liberation, religious expression, self-determination or other social causes. This happened in South Africa where they joined the struggle to pursue political freedom.

1.3.2 Activities and Duties of Child Soldiers

Child soldiers activities are tasks that they are expected to carry out once they are recruited. Child soldiers generally receive the same treatment as adults once they are recruited, this includes brutal induction ceremonies. Numerous kid fighters begin in bolster capacities like serving as watchmen, conveying substantial burdens including harmed warriors or ammo. Youngsters who can't convey their own particular burdens are whipped or even shot. Tyke troopers may likewise be utilized for family obligations. For instance, in Uganda, kid troopers frequently plundered sustenance from patio nurseries and storage facilities, chased for wild products of the soil, been alert obligation, worked in the greenery enclosures or utilized as posts and delivery people. While their part as emissaries may appear life debilitating

¹⁶ Rachel, Brett, Rhonda O'Shea and Margaret McCallin, "Children: The Invisible Soldiers", Geneva, UN Office and the International Catholic Child Bureau, April 1196, pp. 31.

contrasted with alternate parts, it in certainty puts all children under doubt. In Latin America, there were reports of government strengths that intentionally executed even the most youthful children in laborer groups in light of the fact that they, as well, were hazardous.¹⁷

In spite of the fact that a substantial lion's share of youngster soldiers enlisted as boys, young girls are additionally enrolled by equipped groups. Most times the young girls play out an indistinguishable capacities from the boys. In Guatemala, revolt bunches utilized young girls to wash garments, plan nourishment and take care of the injured. Young girls may likewise be compelled to give sexual services. In Uganda, young girls who had been stole by the Lord's Resistance Army were offered to revolt pioneers.¹⁸ When the man died the girl would be put aside for ritual cleansing and then married off to another rebel.

The association of youngsters in outrageous demonstrations of extraordinary viciousness makes them obtuse to torment. Numerous youngsters have been purposely presented to terrible scene which makes them more inclined to be more tolerant to conferring savage acts. In a few nations which incorporate Columbia, Mozambique, Afghanistan and Nicaragua, youngsters have been compelled to submit monstrosities all alone families.¹⁹

1.3.3 Disarmament, Demobilization and Reintegration (DDR)

The terminology “DDR” refers to disarmament, demobilization and reintegration. DDR is one of the most recognized post-conflict processes that is applied globally for the purpose of

¹⁷ Rachel, Brett, Rhonda O'Shea and Margaret McCallin, “Children: The Invisible Soldiers”, Geneva, UN Office and the International Catholic Child Bureau, April 1196, p. 88.

¹⁸ Almquist, Kate, Robbie Muhumuza and David Westwood, “*The Effects of Armed Conflict on Girls*”, Geneva, World Vision International, May 1996, pp. 21

¹⁹ G. Machel, “*Impact of Armed Conflict on Children*,” United Nations (1996)

disarming and reintegrating armed soldiers, both adults and children.²⁰ In armed conflict, there is a principle difference in the legal accountability between children and adults.²¹

Part of the most urgent priorities is withdrawing anyone under eighteen years from the armed forces. The existence of child combatants has not been formally recognized by any peace treaty so far. This means that there are some exceptional necessities that are probably not going to be considered in retirement programs. In Mozambique, for instance, amid retirement endeavors by the Resistência Nacional de Moçambique (RENAMO) child soldiers were not recognized by both the international community and the Government and in this area recruitment of children was well known. Officially acknowledging the involvement of children as part of a war is an important step.²² Provisions of demobilization of children should be incorporated into peace agreements and all related documents; without this acknowledgment, there can be no powerful arranging or programming on a national scale.

Reintegration as a procedure ought to help children build up new establishments in life. Previous youngster soldiers have grown up far from their families and have been denied of a considerable lot of the ordinary open doors for enthusiastic, physical and scholarly advancement. Article 39 of the Convention on the Rights of the Child underscores, recuperation and reintegration ought to occur in a situation that encourages the poise, sense of pride and wellbeing of the kid. Reintegration programs must mean to rejoin the children with their families and the group. Indeed, even the children who are brought together with their

²⁰ Muggah, R., Maughan, P. and Bugnion, C. (2003), *The Long Shadow of War: Prospects for Disarmament and Reintegration in the Republic of Congo*, A Joint Independent Evaluation for the European Commission, UNDP and the MDRP Secretariat.

²¹ Pauletto, E. and Patel, P. (2010), *Challenging Child Soldier DDR Processes and Policies in the Eastern Democratic Republic of Congo*, *Journal of Peace, Conflict and Development*, Issue 19, pp. 35-57, November 2010, London.

²² Brett, Rachel, Margaret McCallin and Rhonda O'Shea, "*Children: The Invisible Soldiers*", Geneva, Quaker United Nations Office and the International Catholic Child Bureau, April 1996, pp. 88

families may have little prospects of life as it was some time recently. A some time ago sprightly twelve year old may return home as a bleak sixteen year old who feels free and recently emphatic. Reuniting girl child soldiers with their families may be very difficult partly due to the cultural attitudes and beliefs mainly because of the atrocities they experienced like rape or being sexually abused. The girls also have minimal chances of getting married. Most children have few alternatives and in the long run get to be casualties of prostitution. Much of the time, reunification is unthinkable as families may have died in the contention or might be untraceable. For a few children, aggregate care might be essential for a transitional period. The methodologies utilized by establishments have been insufficient however one approach to give such care is through companion bunch living plans, which ought to be unequivocally coordinated into groups. Support from both the community and families are an important recipe for effective social reintegration. There are important determinants that would prevent re-recruitment and that would ensure successful social reintegration, these are the economic security of families, education and vocational opportunities for former child combatants.²³

1.3.4 Education programmes

In the year 2005, there were forty three million children out of school in conflict-affected fragile states. At a time when children could most benefit from the structure, skills and choices offered by education, hope, protection, opportunity, they are most likely to be denied it. When education is really needed to help break the cycle of conflict, destruction and poverty, it is least likely to be available. In Democratic Republic of Congo (DRC), for example, there are more than five million primary-aged children, between the age of six and

²³ Ibid

eleven year, are out of school and more than six million twelve to seventeen year old have never been to school.²⁴

Amongst January and August 2005, in Nepal, more than eleven thousand eight hundred understudies were snatched from country schools for teaching or constrained enrollment into the state army.²⁵ Most qualified teachers, trainers and head teachers fled the conflict in Afghanistan. Less than fifteen per cent of teachers hold professional qualifications.²⁶ Up to forty six per cent of teachers are untrained, in Uganda they yet have to manage classes of up to two hundred pupils.²⁷

The completion of primary schooling or education in general must be a high priority.²⁸ Instruction for a previous youngster trooper is more than a course to work. Training likewise standardizes life and to build up an alternate personality from that of the fighter. Cultural and recreational activities may improve the former child soldiers' self esteem and help develop their peer relationships.

However with all the pros, the reintegration process is hounded by several challenges. Firstly due to the time spent out of school by former child soldiers, there tends to be a gap in their educational attainment as compared to other youth who have not participated in combat. This has a negative impact on post conflict development and personal economic inequality. In Liberia, after fourteen years of conflict, an estimated sixty per cent of primary school students

²⁴ <http://yearbook2005.sipri.org/ch2/ch2>

²⁵ Concern for Working, "Children in Nepal Children in Conflict Fact Sheet," CWIN, Kathmandu, Nepal (2005)

²⁶ A. Wirak et al, "Afghanistan–Norwegian Education Team Report (draft)," www.deco.no (2005)

²⁷ Uganda Ministry of Education and Sports "Strategic Framework for Education for All in the Conflict and Post-Conflict Districts," April 2004

²⁸ Ibid

are over-age.²⁹ A large amount of government budgets are taken up by war or conflict which leaves very little funds for education which affects the entire system. It also becomes difficult to sustain funding and administrative support for education including holding national level school leaving examinations. It becomes difficult for children to attend school as it becomes more urgent for them to support their families due to the decreased income as livelihoods are affected.

Protracted conflict inevitably affects the quality of education which is what leads to most children dropping out of school. The biggest challenge is keeping children in school. The education enrolment rate in South Sudan is just twenty per cent, and out of those, only two percent complete primary education.³⁰ In Uganda, during the northern conflict, seventy per cent of children who enrolled in grade one did not complete primary school,³¹ and in Angola, twenty seven per cent of the children have to repeat years due to poor quality teaching and learning.³²

There is also the issue of former child soldiers falling behind in their studies which means they will be placed in classes with children who are much younger than they are. There may be need to place the former child soldiers in special classes then they can transition progressively into regular schools. Most of the parents and teachers may not be comfortable with former child soldiers enrolling in school as in their view, they would have a troublesome impact. Reintegration programs must address all these group concerns. In some African cultures, there is a belief that people who have killed are haunted by evil spirits. This makes it

²⁹ Save the Children UK, "Education Assessment Liberia: Views of children, teachers and other adults on education in post-conflict Liberia, Monrovia, Liberia (2005)

³⁰ New Sudan Centre for Statistics and Evaluation in association with UNICEF, "*Towards a Baseline: Best estimates of social indicators in South Sudan*," May 2004

³¹ N. Lanson, "*Increasing Access and Quality of Education for Vulnerable and Drop-out Children*," (2004)

³² Indicadores Fundamentais de Educacao, Ministry of Education, Angola

hard for such communities to accept former combatants as they do not want to accept evil spirits to their villages. In a situation like this, programs need to involve the community for example, involving traditional healers in cleansing the former combatants.³³

Powerful instruction, for more seasoned youngsters particularly, will require solid segments of preparing in professional open door and life-abilities. Previous kid warriors may think that its difficult to change their outlook from trusting that viciousness is a honest to goodness method for accomplishing one's objectives. Indeed, even where there has been a positive reaction with those taking an interest in the make, the move a peaceful way of life will be hard. This is especially genuine where the disappointments of treachery neediness still remain. Helping more seasoned youngsters discover work will help them survive; it furnishes them with a feeling of significance and character and may likewise encourage their acknowledgment at home. The test for common society and Governments is to channel the experience, thoughts and vitality of the young into contributing in positive approaches to the production of their post strife society.³⁴

1.4 Justification of the study

The significance of exploring re-integration mechanisms for child combatants in South Sudan in specific is prompted by the perceived sector vulnerability of the education system in South Sudan.

³³ Ibid

³⁴ Ibid

Several authors like Machel, Lanson, Brett, Pauletto have looked into the area of reintegrating child soldiers though not enough has been done in this area especially the area of education. The findings of the study shall contribute towards a better understanding of the role of education in protecting children in conflict and how it can be enhanced to contribute to national reconciliation and reconstruction in a post conflict environment. Various studies have been done on the process of disarmament, demobilization and reintegration of child soldiers; however focus has not been put on education in facilitating this process. This study will therefore form a basis for future research.

1.5 A conceptual framework

There are various conceptual views towards child soldier intervention that is both in practice and in theory. Intervention programs have been sustainable post conflict tools, though they must be approached as a process, rather than a step. Therefore, all components of the DDR process must therefore be diligently carried out and the same must be adapted to the individual's needs.

Annan et al created a framework which includes four main factors which are vital in assessing the reintegration process. This research paper will mainly look into reintegrating child soldiers back into the society in a post conflict environment mainly using education as a tool. The main factors that are vital in assessing the reintegration process include; social acceptance, hostility, economical livelihood and the psychological well being.

Social acceptance relates to the way former combatants are received back into their immediate surroundings that is; by the local community reintegration, by family, by

alternative placement, and by the host community resettlement. Former combatants who are discriminated will find it hard to settle and establish themselves in a civilian setting. Others believe that most of the former child soldiers generally reunite with their local surroundings in a tolerable manner and also experience gradual acceptance by the community. Some claim that former combatants, who have perpetrated violence, female child soldiers in particular, encounter significant hostilities and rejection.³⁵ Social acceptance is viewed to be a high contributor for successful reintegration. This is also closely linked with the possibility for generating a positive economic livelihood.

Hostility refers to the perception people have of former combatants. They are seen as hostile in terms of their behavior because of their involvement in conflict. Annan et al is of the view that there is a lot of theory but very little evidence of the hostility of former child soldiers.³⁶ Recent case studies demonstrate that majority of former combatants show little or no aggression in the post conflict environment.³⁷ This may be actually not be a pervasive reality and maybe derived from a constructed perception instead. It is nevertheless an important factor in the reintegration process in terms of family or community sensitization and support, social acceptance, and is therefore included into the concept of social reintegration.

Economic livelihood encompasses income generating activities, vocational training and/or education. This is believed to be one of the major factors influencing successful reintegration. It is believed to rely heavily on the individual's ability to seek economic opportunities and educational too. One of the current theories implies that a child soldiers affiliation with armed

³⁵ Annan, J., Blattman, C., Dyan, M. and Kristopher, C. (2010), *Civil War, Reintegration and Gender in northern Uganda*, *Journal of Conflict Resolution*, Vol. 55, No. 6, pp. 6, December 2011.

³⁶ Ibid, Annan, Blattman, Dyan, and Kristopher, pp. 877-908.

³⁷ Boothby, N., *What happens when child soldiers grow up? The Mozambique case study*, *Intervention*, (2006), Vol. 4, pp. 244-259, No. 3, USA.

groups affects their possibilities to accumulate wealth, human capital skills, experience and education. Several case studies suggest that this is one of the most crucial parts of reintegration. This study will mainly focus on this unit.

Psychological well-being is also considered important in reintegrating former child soldiers back into society. It is more connected with each of the former child soldiers individual experience, which means the experiences of each child soldier will vary.

1.6 Hypotheses

The following hypotheses were developed which will be tested by the study findings;

- a.) A collapse in education systems leads to a rise in child soldiers in a conflict environment.
- b.) There is a correlation between a conflict society and the existence of child soldiers.

1.7 Research Methodology

This study will adapt both primary and secondary sources. The primary data will be obtained through unstructured questionnaires to key informants and stakeholders from International Organizations specializing in DDR programs in South Sudan e.g. employees of international organizations like United Nations who work in DDR programs. Secondary data will be obtained from analysis and review of books, journals, conventions, papers and other available literature on reintegration of child soldiers into education systems. For example literature from War Child Conferences, Work Bank literature on child soldiers e.t.c. . A comprehensive

analysis of secondary data will be undertaken, including review of published books, journals, and articles by authors who have examined the subject of peace building.

The data will be analyzed using content analysis. Content investigation is a procedure for making surmisings by unbiasedly and efficiently recognizing determined qualities of reactions and dispassionately distinguishing and utilizing a similar way to deal with relate patterns. The results will be presented under identified themes.

1.8 Chapter Outline

The study is organized into five sections. The first chapter is the proposal. It gives the introduction to the study. The research problem is conceptualized and provides justification for this study. The chapter also presents a literature review where there is relevant literature by various scholars on challenges of reintegrating former child soldiers into the education system. Theoretical framework adopted by the study is also presented. The chapter then outlines the hypotheses made by the researcher which will be tested. It also gives the research methodology including data collection and data analysis methods that will be used by the study. The second chapter will be a discussion on child soldier and their reintegration into education systems in the global and regional context. The third chapter will give be a discussion on child soldier and their reintegration into education systems in Sudan. The fourth chapter will be a critical analysis of findings. The fifth chapter will constitute the conclusions and recommendations.

CHAPTER TWO

CONCEPTUAL ANALYSIS OF REINTERGRATION

2.0 Introduction

This chapter will analyse the theory of child soldiers. It will look at different issues as their participation in conflict, their recruitment, disarmament, demobilization and reintegration, rehabilitation, educating child soldiers and its benefits and the challenges encountered in reintegration and education.

2.1 Child Soldiers

A child soldier in relationship with a furnished group alludes to a man underneath eighteen years old who has been enrolled by an outfitted group in any way.³⁸ The worldwide tradition of youngster work characterizes a kid as anybody underneath the age of eighteen years. The present day perspective of the kid considers them to be "a ware for loot," denoting an alarming time of extended contribution of social orders' most helpless natives.³⁹

The post cutting edge Western thought of youth characterizes youngsters as blameless, flighty, frail and helpless, in contrast with grown-ups who are said to be in charge of their activities, develop, solid, develop and canny.⁴⁰ From this perspective, it is agreed that children should not engage in armed conflict. This has resulted in using age to distinguish between a child and an adult. At the international level, the definition of a child soldier has

³⁸ [Paris Principles on the Involvement of Children in Armed Conflict 2007](#)

³⁹ McIntyre, A. and Weiss, T., Exploring Small Arms Demand, A Youth Perspective, Institute for Security Studies, Paper 67, (2003), South Africa.

⁴⁰ Shepler S., The Rites of the Child: Global Discourses of Youth and Reintegrating Child Soldiers in Sierra Leone. Journal of HumanRights 4, (2005), pp. 197-211.

revolved primarily around the issue of age. This debate looks at accountability and responsibility for one's actions meaning it asks at what age can one demonstrate agency of thought and action and therefore be responsible for those thoughts and actions. This approach of distinguishing children from adults using the basis of agency and responsibility it is assumed that adults are responsible for their thoughts and actions while children are not in full control and therefore cannot be held accountable.⁴¹

The recruitment of child soldiers by armed groups due to advances in technology, the prevalence of failed states and an enduring small arms trade in the world. Internal conflicts operate differently from other wars. These conflicts are mainly along lines of ethnicity or regional lines and they do not distinguish if populations are military or civilians. The temptation to add or enlist children into war activities is encouraged by the proliferation and easy to use small arms. This made it possible for immoral leaders to recruit and convert vulnerable children into expendable and low cost troops and to fight for their cause.⁴²

Commanders see children as cheap, compliant and effective fighters. The immaturity of the child soldiers makes them more obedient to orders and more likely to be fearless. They are ideal tools to be used in the inhumane activities in the front line.⁴³ Children are less resistant to the face of authority and are easier to shape for their roles as soldiers. They are considered resilient, faster and more agile compared to the traditional combatants.⁴⁴

⁴¹ Rosen, D. (2007). Child Soldiers, International Humanitarian Law, and the Globalization of Childhood. *American Anthropologist*, 109(2), 296-306.

⁴² Singer, P. W. (2006), *Children at War*, 1st Edition, University of California Press, USA.

⁴³ Human Rights Watch World Report, 2004

⁴⁴ Hughes, L. (2000). Can International Law Protect Child Soldiers? *Peace Review*, 12 (3), 399-405.

The use of child soldier in war also serves as a war tactic as others may be more hesitant to fire on children.⁴⁵

2.2 Participation of children in conflict

The purpose of recruiting child soldiers into armed forces is mainly to supplement the shortage of adult soldiers. Due to this the longer conflicts would mean that more children are recruited. Studies show that commanders see huge benefits in recruiting child soldiers as they are convenient fighters who are easily disposable and do not threaten their power in anyway. Commanders find children quick to learn, easy to manipulate, anxious to impress and adventurous, easy to use in battles, quick to learn fighting skills and less costly in maintenance. Commanders tend to hope that their enemies will face a moral challenge of fighting children.

The recruitment of child soldiers could either be voluntary or compulsory though a fine line exists between the two recruitment styles. Forced recruitment may take shape in the following ways: driven to volunteer as a result of social exclusion, they may be abducted and taken captive, compelled to enlist by other extreme methods or also threatened into joining the ranks.

Voluntarily recruitment is encouraged by the following factors; cultural, economic, social, protection and ideological reasons.

Possession of arms may be seen as a mark of masculinity in certain cultures while participating in warlike activities may be glorified in some cultures. These are some of the cultural reasons to join armed groups.

⁴⁵ Ibid

The idealization of a culture of violence or years of indoctrination towards violence may cause some children to believe in this cause they are fighting for. These are some of the ideological reasons that lead to some children volunteering.

Children may enlist as they or their families require this income. Volunteering is a method for survival, particularly where the contrasting option to enrollment is unemployment. For some youngsters, the armed force speaks to one of the main ways to impact and upward social versatility. A few young girls volunteer in light of the fact that their marriage prospects are poor. These are a portion of the monetary and social purposes behind volunteering.

Children who have seen viciousness, particularly to their relatives or individuals near them might be roused to enroll either for the motivations behind retribution or for insurance. Past encounters of contention, makes a feeling of defenselessness among youngsters. Volunteering or enrolling might be viewed as a method for assurance.

A large number of child soldiers are recruited from the most marginalized sectors of the society. The most vulnerable out of these groups are those with disrupted family groups and those that have separated families.⁴⁶ These groups include; marginalized children and former child soldiers, children living in conflict zones and children from unstable or disrupted backgrounds.

Children from these marginalized groups are most vulnerable to being recruited. Those living in conflict zones are also very vulnerable as in a conflict situation the role of a family is

⁴⁶ UNCHR's "Critical Issues: Child Soldiers" in Action for the Rights of Children, September 2002, pg. 9-11.

undermined and due to the poor economic situation, children are forced to go look for income to support their families. Some have lost their parents in the conflict.

A family set up provides both physical and ideological protection from recruitment. Family guidance will prevent children becoming prey to militarist cultures as adults are physically more capable of resisting recruiters.

Physically child soldiers suffer more injuries than adults. Most of them have significant health problems which result mainly from their poor living conditions and diet, unattended injuries, sexually transmitted diseases and other associated issues.⁴⁷

Through their participation in conflict, child soldiers suffer psychological damage and these experiences feeling stigmatized and traumatized at the same time. These situation makes it hard for them to go back home. It also makes the reintegration process very challenging.⁴⁸

2.3 Recruitment of Child Soldiers in South Sudan

The African continent has become a hotbed for conflict and with this the exploitation of child soldiers. The International Criminal Court has recently turned its attention to the continent. Since late 2008, the ICC has been investigating five conflict situations, all in Africa, including the Central African Republic, DRC, Darfur, Kenya and Uganda.⁴⁹ In Darfur alone,

⁴⁷ UNESCO's Report on the Project in Sierra Leone and UNCHR's "Critical Issues: Child Soldiers" in Action for the Rights of Children, September 2002, pp. 37.

⁴⁸ ILO, Reintegrating Child Soldiers, pp. 6.

⁴⁹ Office of the Prosecutor, Letter to senders concerning the situation in Iraq, (Feb. 9, 2006), <http://www.icccpi.int/library/organs/otp/>. Retrieved 28/03/2016

an estimated 90,000 people died due to conflict from the year 2003, with an additional 200,000 dead due to disease and malnutrition.⁵⁰

In Juba, South Sudan in 2013, the government had recruited about sixteen thousand children that is according to the United Nations. The young combatants were foot soldiers, cooks and cleaners both girls and boys as young as nine. Most were taken from home and forced to fight.⁵¹ This happened in rare instances, but where children were released UNICEF officials reported treating boys with deep psychological scars and bullet wounds. At the point when pioneers of the South Sudanese government and the dissidents consented to the peace arrangement in August 2015, both sides guaranteed that they didn't keep on using kid soldiers. The cease fire was violated over and over. Even after the agreement, Western officials reported that there were still children in the battlefield.⁵²

In 2015, South Sudan was named by the United States as one of the nations that abused the Child Soldiers Prevention Act of 2008. The common war in South Sudan started essentially over a split between President Salva Kiir a Dinka and previous Vice President Riek Macher, a Nuer yet later decayed into a contention between the two tribes.⁵³

In a significant part of the nation, the war has been tenacious, with thousands murdered and nonmilitary personnel youngsters and grown-ups focused on. UN authorities reported that assailants in northern Unity state had maimed boys and left them to seep to death and assaulted and slaughtered young girls. A report by the African Union noticed that security

⁵⁰ Amnesty International, Sudan: Displaced in Darfur: A Generation of Anger (2008).

⁵¹ http://www.unicef.org/appeals/files/MRM_22_Oct.pdf Retrieved 13/03/2016

⁵² https://www.washingtonpost.com/world/africa/south-sudan-thought-it-had-solved-its-child-soldier-problem-it-hasnt/2015/11/12/dc52fe42-8488-11e5-8bd2-680fff868306_story.html Retrieved 13/03/2016

⁵³ https://www.washingtonpost.com/world/africa/south-sudans-growing-conflict-reflects-rivalry-between-president-and-his-former-deputy/2013/12/22/52af70e8-6b2c-11e3-b405-7e360f7e9fd2_story.html?tid=a_inl Retrieved 13/03/2016

strengths which are commanded by the Dinkas had constrained the Nuers to eat the fragile living creature and drink the blood of dead bodies⁵⁴

The historical backdrop of kid soldiers in southern Sudan does a reversal decades, to the locale's extended war against Sudan's focal government, amid which both sides utilized youngsters on the cutting edges.

The conflict in Sudan began at the time of the state's independence in 1956, when ethnic strife led to large-scale revolts against the government.⁵⁵ Janjaweed bandits supported by the Sudanese government retaliated against those revolting by systematically destroying villages in Darfur, resulting in the deaths of thousands²⁰ and the terrorizing and displacement of millions. Since President Omar Al Bashir seized power in a 1989 coup, his government has maximized its own influence by spreading terror and death throughout its outlying regions.⁵⁶

The conflict began in February 2003.⁵⁷

Even after the initiation of the peace process, the Sudanese government continued to deploy both air and ground forces.⁵⁸ The failure of the Darfur Peace Agreement of May 2006 saw a continuation of violence that continually plagued the country.⁵⁹ One of the outstanding factors in the recurrent conflict centers around the differing economic needs of the Arab and non-Arab peoples living in the region, with many of the non-Arab inhabitants living as

⁵⁴ <http://bigstory.ap.org/article/62d1fe072dc643c797a5910abfb4bc3/au-report-cites-mass-graves-cannibalism-south-sudan> Retrieved 13/03/2016

⁵⁵ Report of the International Commission of Inquiry on Darfur to the United Nations Secretary-General, 18 (Jan. 25, 2005).

⁵⁶ Ben Crair, Centrifugal Violence, The New Republic (2008) [hereinafter Crair].

⁵⁷ Q&A:Sudan's Darfur Conflict, BBC News, Aug. 27, 2009, <http://news.bbc.co.uk/2/hi/africa/3496731.stm>; Darfur Conflict, Thomas Reuters Foundation, March 27, 2009, http://www.alertnet.org/db/crisisprofiles/SD_DAR.htm. Retrieved 13/03/2016

⁵⁸ Eric Reeves, Genocide by Attrition, Dissent 24 (2005).

⁵⁹ Darfur Peace Agreement, <http://allafrica.com/peaceafrica/resources/view/00010926.pdf>. Retrieved 23/3/2016

sedentary farmers and the Arabs as traditional nomadic herdsmen, leading to a conflict over water.⁶⁰

The prevalence of child soldiers was widespread on all sides. The United Nations found that anti government rebels, the SPLA, the government backed Janjaweed militia and government forces all used child soldiers to a large extent.⁶¹ Abduction was used to recruit child soldiers into Sudan's national army.⁶² Fighting the utilization of youngsters as warriors in Sudan, UNICEF got to be included in the deactivation of tyke troopers.

In 2005, amid the consenting to of the peace arrangement by SPLA and focal government, the evaluated number of tyke warriors who had been incapacitated in South Sudan was assessed at more than ten thousand.

Two years after autonomy, late 2013, the world's most up to date nation repeated into struggle. Amid this period youngsters were vigorously enrolled. As indicated by UNICEF, by November 2014 there were twelve thousand children battling for both sides. Reports by some guide bunches and the UN demonstrated that, the white armed force, a revolt drive is thought to have sent a great many youngster troopers into fight.⁶³

Certain commanders believed that boys were mature enough to fight according to their culture which is contradictory to the South Sudan's child protection law which states that only those over eighteen years of age qualify to join the army.

⁶⁰ Darfur, Spiritus-Temporis: see spiritustemporis.com and search "Darfur"

⁶¹ Sudanese Government, Rebel Armies Slammed for Recruiting Children, Deutsche Press Agency Release, Aug. 23, 2006; UN: Sudan Armies Abuse Children, BBC News, Aug. 23, 2006 [hereinafter BBC Report].

⁶² Human Rights Watch, World Report 1999, New York: Human Rights Watch (2000) [hereinafter Human Rights Watch 1999].

⁶³ <http://www.ssrresourcecentre.org/wp-content/uploads/2015/02/CSG-paper-1-Adeba-Feb2015.pdf> Retrieved 23/03/2016

Pete Walsh who was the South Sudan's, Save the children county director stated that cultural leaders found it hard to transition to constitutional law.⁶⁴

In Malakal, in Upper Nile state, Human Rights Watch reported South Sudanese government forces recruited children forcibly from outside a UN compound.⁶⁵

Early 2015 UNICEF held a series of ceremonies in which about eighteen thousand children were released by an armed faction which was located in the eastern county of Pibor. Most of these children had never attended school. The South Sudanese government has a disarmament program specifically for children. This disarmament program was involved in the release that occurred in Pibor. Most researchers and aid workers worry that the children who are released may be abducted by other armed groups. Officials say after this Pibor release there are slim chances of other such ceremonies taking place as commanders continue to be unmoved by the plea to free child fighters.⁶⁶ The head of child disarmament program, Oluke Andrew said that most children prefer it is better to belong to an army during conflict as most villages are destroyed and there are no schools.

2.4 Disarmament, Demobilization and Re-Integration

Disarmament, demobilization and reintegration forms frame an imperative piece of peacekeeping operations and systems for national recuperation once conflicts have finished. Their point is to reestablish peace and security by reintegrating warriors into society and furnishing them with option, manageable jobs to keep them from being re-selected by

⁶⁴ https://www.washingtonpost.com/world/africa/south-sudan-thought-it-had-solved-its-child-soldier-problem-it-hasnt/2015/11/12/dc52fe42-8488-11e5-8bd2-680fff868306_story.html Retrieved 13/03/2016

⁶⁵ <https://www.hrw.org/news/2015/02/16/south-sudan-government-forces-recruiting-child-soldiers> Retrieved 23/03/2016

⁶⁶ <http://www.un.org/apps/news/story.asp?NewsID=50717#.Vv92sKR97cd> Retrieved 13/03/2016

outfitted units or criminal groups. The most widely recognized component of the reintegration phase of the procedure for youngsters is family reunification. In a few areas this is upheld by instruction and preparing.⁶⁷

2.5 Rehabilitation and Re-integration Programs

Reintegration and rehabilitation programs for children in specific are necessary for the stability of the post conflict region and society. A study carried out in Uganda showed that most children were forced to kill their friends, kill by ambush, rape girls and women and attack. The children themselves were also abused. Most children interviewed revealed that they adapted to the violent abusive environment and started committing the atrocities themselves.⁶⁸ Researchers have stated that former child combatants who are not assisted to settle and get productive in society are at a huge risk of reengaging in violence in their new environment.⁶⁹ Feeling unwelcome in the community or feeling alone, or just not having an active role on a day to day together with all the past trauma experiences can contribute to them engaging in criminal activity, sexual violence and abuse, alcoholism, idleness, and criminal activity.⁷⁰ The study in Uganda also disclosed that seventy percent of the inmates in the juvenile crime unit in Gulu District were former child combatants. These former child soldiers were arrested for theft, assault and rape.

Poverty is also a major contributor in this problem. Betty Bigombe, who played an important role in the peace agreements between the government of Uganda and the LRA stated that

⁶⁷ https://www.warchild.org.uk/sites/default/files/I%20Am%20Not%20Trash_0.pdf retrieved on 14/03/2016

⁶⁸ Annan, J. R., Aumge, A. P. & Angwaro, S. T. (2003). Counseling for peace in the midst of war: Counselors from northern Uganda share their views. *International Journal for the Advancement of Counselling*, 25(4): pp. 235-245.

⁶⁹ Veale, A. & Stavrou, A.. Former Lord's Resistance Army child soldier abductees: Explorations of identity in reintegration and reconciliation. *Peace and Conflict: Journal of Peace Psychology*, (2007) 13(3): pp. 273-292.

⁷⁰ Ibid

children are abducted from abject poverty. Kony makes big promises like they shall win the war and after they will all have properties and be rich. This would encourage the children as they see they will be better off once they win the war only to come back to an even worse off situation where getting even one meal a day is a problem. All of a sudden their home is no longer a home anymore but instead it is a camp. This also comes with an element of hostility from the rest of the community. The former child soldiers become very nostalgic about their days in the bush and sooner than later, if nothing is done to improve this situation they actually consider going back to the army life.⁷¹

2.6 Benefits of Education in the Reintegration of Former Child Soldiers

In 1996, Graca Machel wrote a groundbreaking report for the UN on the impact of armed conflict on children. This report identified education as a critical component of successful reintegration programs for child soldiers.

“54. Training and particularly the culmination of essential tutoring, must be a high need. For a previous kid trooper, instruction is more than a course to business. It additionally standardizes life and to build up a personality isolate from that of the fighter...”

“56. For more seasoned youngsters particularly, compelling training will require solid parts of preparing in lifeskills and professional open doors. Planning more established children to discover business won't just help them survive, however may

⁷¹ Uganda Rising (2006). Produced by Alison Lawton and the Canadian Independent Film & Video Fund. Copyright Mindset Media.

*likewise encourage their acknowledgment at home and give them a feeling of significance and personality.*⁷² (Machel 1996, pp. 14-15).

According to Machel, education promotes economic reintegration by providing ex combatant children with the knowledge and skills to obtain employment without resorting to soldiering in the future; education also aids psychosocial reintegration by restoring a sense of normalcy, fostering a civilian identity, and encouraging family and community acceptance.

Education in general helps supports the reintegration of former combatants in many ways. There has been an emphasis for example on the important link between economic security and the literacy skills learning for former child soldiers in post conflict environment. The two factors help determine if their social integration will be successful and they also help prevent re-recruitment.⁷³

In Northern Uganda, because of serious injuries sustained in conflict by former child soldiers makes them less likely to engage in skilled work. This reduces the average wage earned by these young people post reintegration.⁷⁴ Studies from El Savador have also given a lot of emphasis to the benefits of education to the ex combatants livelihoods.⁷⁵ The young ex combatants can get a sense of normalcy by attending school and training.⁷⁶ Schools can act as a safety zone or as a security base where they feel safe.⁷⁷ A study involving about four

⁷² Machel G. (1996), *The Impact of Armed Conflict*, UN Report (1996) pp.14-15

⁷³ Machel Grac'a. Report of the Expert of the Secretary-General, Submitted Pursuant to UN General Assembly Resolution 48/157. New York: United Nations; 1996. Impact of Armed Conflict on Children.

⁷⁴ Annan Jeannie, Blattman Christopher. Research Brief 2, Survey of War Affected Youth. Uganda: 2006. The Psychological Resilience of Youth. <http://www.sway-uganda.org/SWAY.RB2.pdf>.

⁷⁵ Verhey Beth. Africa Region Working Paper Series. Washington, DC: World Bank; 2001. Child Soldiers: Preventing, Demobilizing, and Reintegrating.

⁷⁶ Sommers Marc. Education in Emergencies. Washington, DC: Creative Associates International; 2003.

⁷⁷ Elbedour Salman, Bensel Robert Ten, Bastien David T. Ecological Integrated Model of Children of War: Individual and Social Psychology. *Child Abuse and Neglect*. 1993; 17(6):pp. 805–819.

hundred Palestinian children in Gaza and the Westbank found out that going to organized non formal exercises, including social and recreational open doors and after-school instructive support, prompted to enhanced measures of children' mental wellbeing.⁷⁸ Instruction likewise empowers objective setting and seek and trust after the future among war influenced youth.⁷⁹The educational system gives various short medium term benchmarks that children use to gauge their advance in a positive bearing for instance going to classes consistently, holding fast to classroom rules, doing homework, examining for and taking exams, and finishing evaluations or cycles of training can all serve as achievable objectives giving forward energy in the reintegration procedure.⁸⁰ The chance to learn particular undertakings can improve youngsters' trust in their capacities and give them a feeling of reason in their lives. A study carried out in Gaza on conflict affected youth, brought out that the youth were putting effort in studying hard and school work as a coping mechanism to deal with stress and trauma.⁸¹

A similar study carried out in a Liberian camp on Sierra Leonean refugees found that the optimistic youth who put value on educational programs and recognized the central importance of a strong belief in the value and purpose of life were coping in the post conflict environment.⁸²

Attending school helps the ex combatants returning to their communities to see themselves as significant persons other than as a victim or a soldier. Vocational or educational programs

78 Loughry Maryanne, Ager Alastair, Flouri Eirini, Khamis Vivian, Hamid Abdel H, Qouta Samir. The Impact of Structured Activities among Palestinian Children in a Time of Conflict. *Journal of Child Psychology and Psychiatry*. 2006;47(12):pp. 1211–1218.

79 Betancourt Theresa S. Stressors, Supports, and the Social Ecology of Displacement: Psychosocial Dimensions of an Emergency Education Program for Chechen Adolescents Displaced in Ingushetia, Russia. *Culture, Medicine, and Psychiatry*. 2005;29(3):pp. 309–340.

80 Nicolai Susan, Triplehorn Carl. Humanitarian Practice Network Paper 42. London: Overseas Development Institute; 2003. The Role of Education in Protecting Children in Conflict.

81 Hundt Gillian L, Chatty Dawn, Thabet Abdel A, Abuateya Hala. Advocating Multi-Disciplinarity in Studying Complex Emergencies: The Limitations of a Psychological Approach to Understanding How Young People Cope with Prolonged Conflict in Gaza. *Journal of Biosocial Science*. 2004;36(4):pp. 417.

⁸² Kline Paul M, Mone Erin. Coping with War: Three Strategies Employed by Adolescent Citizens of Sierra Leone. *Child and Adolescent Social Work Journal*. 2003;20(5):321–333.

help normalize a former child soldiers life by giving them a sense of self worth and a different identity from that of a soldier.⁸³

2.7 Types of Education Recommended to Foster Reintegration

All types of education have been recommended to former child soldiers including primary, secondary schooling, vocational training, life skills classes, and accelerated learning programs.⁸⁴ It has further been advanced that accelerated learning programs should be created for ex-combatant children, as many do not return to school because they are embarrassed to attend classes with much younger children. According to Machel (1996) introduction of peace education into schools is important in order to cultivate unity and respect for human rights as well as to develop negotiation, problem solving, critical thinking, and communication skills.⁸⁵

The importance of peace education as proposed by Machel has however received criticism on the basis that there have virtually been no empirical evidence to substantiate the claim that peace education is at all effective.⁸⁶ It has been argued that peace education programs created by educators in developed countries may be culturally inappropriate to conflict-affected developing countries. Peace education programs are not delivered in a vacuum; they assert that these programs cannot be expected to demilitarize the minds of children who live in a militarized environment. None of these studies investigate how peace education or other

⁸³ Bayer Christophe P, Klasen Fionna, Adam Hubertus. Association of Trauma and PTSD Symptoms with Openness to Reconciliation and Feelings of Revenge among Former Ugandan and Congolese Child Soldiers. *Journal of the American Medical Association*. 2007;298(5):555–559.

⁸⁴ Machel, G. (1996). *The Impact of Armed Conflict on Children*. United Nations. 26 August 1996. A/51/306. Retrieved February 2009 from http://www.unicef.org/graca/a51-306_en.pdf. Retrieved 12/03/2016

⁸⁵ Ibid

⁸⁶ Cairns, E. (1996). *Children and Political Violence*. Cambridge, Mass.: Blackwell.

types of education programs and curricula impact reintegration outcomes for former child soldiers⁸⁷

2.8 Challenges in educating former child soldiers

Indeed, even in the post struggle environment it is still troublesome for the previous kid fighters to take an interest in training as the financial and social substances don't take into consideration this advance. The circumstances when children are retired are most presumably affected by the same social, social and political contemplations that existed amid their enrollment. The previous tyke fighters live in ranges that have for some time been influenced by struggle and weakness.

Instructing previous kid soldiers is to a great degree testing as no formal schools both at the essential and auxiliary levels and professional or specialized organizations exist. The education system, just like other systems, is destroyed due to conflict. There may be no school infrastructure as it was destroyed, there are no teachers, no learning materials, there are no funds to run schools.

In addition to everything, the ex combatants have not been in a learning environment for quite a long time so preparing them for this environment itself is challenging. The transformation from soldiers to students or the requirement of adapting to the social and cognitive requirements is an enormous challenge in itself.

⁸⁷ Bush, K. & Saltarelli, D. (2000), *The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children*. Florence: UNICEF Innocenti Research Centre. Retrieved March 17, 2016 from <http://www.unicef-irc.org/publications/pdf/insight4.pdf>.

2.9 Key Challenges in Reintegration

There are several challenges encountered when reintegrating child soldiers. These are; economic challenges, adjustment issues, availability of relevant and appropriate learning options and practical considerations. These are discussed below.

2.9.1 Economic Considerations

Most child soldiers come from poor communities and conflicts presumably compound the already terrible financial circumstance. Most times the ex-soldiers' families are not ready to bolster them after they return. This implies most likely the ex-soldiers will be unable to go to school during the formal hours as they likewise need to add to the family pay. School charges additionally may not be practical.⁸⁸

The ex combatants may also experience some stigmatization even from their own communities. This stigmatization makes it impossible for the former child soldiers to have a successful integration. Some community members may resent these children as in their view they are receiving special treatment and they may also fear that the ex combatants may fall into violent patterns again. Others are not willing to forget or forgive the crimes that the former child soldiers may have committed.⁸⁹

⁸⁸ Ibid, pp 18-19.

⁸⁹ UNESCO's Report on the Project in Sierra Leone.

Girls face the most difficult form of stigmatization as they are viewed to have been involved in inappropriate sexual behaviours which makes it hard for them to get employment or even get married. Most of them result into prostitution. Stigmatization remains the biggest barrier in the success of reintegration and educating former child soldiers.

2.9.2 Adjustment Issues

Trauma be it psychological or physical still remains one of the biggest difficulties when working on transitioning former child soldiers into the education system. Most of them suffer from an acute sense of guilt as it comes to their realization the kind of atrocities they committed. It is very common to find the ex combatants having issues with building relationships with others, following rules, concentrating in classes or keeping up their interest or staying motivated all through.⁹⁰

Former ex combatants find it difficult to break their norms and adapt to a new way of life, that is, from military life to civilian life. Those especially who spent most of their childhood in the combat life know no other way. They do not have a point of reference in this new life to determine their new identities. This leaves them feeling lost and abandoned when they are demobilized. Most of them end up missing the lifestyle they were used to before.

Some of the children may have had certain responsibilities in the armed groups and lack of this may make it hard for them to adjust to non military personnel life where there status is did not perceive anymore. These same children may think that its hard to adjust to class rules. Different circumstances might humiliate for instance where some ex soldiers may feel

⁹⁰ UNCHR's "Critical Issues: Child Soldiers" in Action for the Rights of Children, September 2002.

mortified to go to classes with other much more youthful youngsters or find that some of these children and educators may really fear them.⁹¹

2.9.3 Availability of Relevant and Appropriate Learning Options

In the post conflict environment, most times than not, the education system is badly affected. At the same time, quality education may not be available. There may be alternative learning opportunities for example bridge activities or other vocational programs which most of the time are not funded. The programs may also not be structured to challenge the ex combatants or learners enough to keep their interest alive or they may be overwhelming to them which in overall sets them up for failure.⁹²

2.9.4 Practical Considerations

Authorities may not allow ex combatants to learn in the same environment as other younger children who were not involved in conflict. The former ex combatants may also find it hard to get any documentation for the enrolment in schools.⁹³ The schools may also be very far from the villages to allow the former combatants to permanently enroll in a school. At the same time teachers who may have been victimized during the conflict period may also not be comfortable with having this former child soldiers in their classrooms as there may be limits to the demands that can be asked of them.⁹⁴

⁹¹ Ibid

⁹² World Banks' Child Soldiers: Preventing, Demobilizing and Reintegrating, pg. 18-19.

⁹³ Ibid

⁹⁴ UNCHR's "Critical Issues: Child Soldiers" in Action for the Rights of Children, September 2002.

2.10 Conclusion

In overall, children no longer enjoy the protection they used to as they were considered minors. To the contrary, children are increasingly recruited as commanders see them as obedient and are not a threat to their power. They are seen as efficient killing machines by their armed groups whose loss is bearable as they can be replaced easily. They are seen as easier to control than adults as they can be conditioned or drugged easily into violence.⁹⁵

We also look at DDR programs and how they are used to help bring back stability in the life of the former child soldiers. Particular attention is paid in the role education takes in the reintegration process and its challenges too.

⁹⁵ "To Child Soldier, 14, War was "Shoot or be Killed," Reuters, June 12, 2001.

CHAPTER THREE

REINTERGRATION OF CHILD SOLDIERS INTO EDUCATION SYSTEMS IN SOUTH SUDAN

3.0 Introduction

This chapter will address a case study of child soldiers in South Sudan. It will look into the background of the conflict and issues of child soldiers in South Sudan, the actors on the issues of child soldiers, DDR in South Sudan, legal norms applicable to child soldiers in South Sudan and international law violations in the child soldiers situation.

3.1 A background of the conflict in Sudan and the issue of child soldiers

The result of the civil war between the administrations of Sudan in the North and Sudan Individuals' Freedom Development/Armed force (SPLM/A) in the South was disastrous to the nation. Subsequent to picking up autonomy from Egypt and England in 1956 the war in Southern Sudan brought about one of the longest and complex civil wars, the principal reason was the contention between the Muslim Middle Easterner people group in the north and the non-Muslim, non-Arabic south. Like a great deal of African nations after autonomy, the two closures were all the while thinking about regardless of whether to keep the provincial designs acquired or characterize again their boondocks.⁹⁶ The isolation and underdevelopment of the South that had got to be obvious and there were various approaches the administration to manage the issue. Sadly, progressive northern-commanded governments, both regular citizen and military were unsuccessful in taking care of the

⁹⁶ Jok Madut, Sudan, Race, Religion, and Violence, Oxford!2007, p54

'southern issue', extending from disregard to endeavours to turn around the English seclusion by upheld Arabisation and Islamisation.⁹⁷

While the government reacted by stating its stand against lawlessness, the Anya nya (a rebel group in the South, and later a generically used term to refer to southern armed resistance movement/groups) responded to the new government offensively causing atrocities all over the country. There were and still have been a lot of effort to bring peace to both the south and north parts of Sudan.⁹⁸ However when Khartoum disowned the Addis Ababa peace agreement in 1982, the Sudan People Liberation Army immediately resumed the struggle in 1983.⁹⁹

The phenomenon of child soldiers originated as an ideology driven by the communist concept of the Red Army. Around 1988 to 1989, the late Dr John Garang, the former leader of SPLA came up with a plan of child soldiers meaning Red army. Children mainly boys below the age of 15 years were recruited through community chiefs and area commanders. The SPLA movement was based in the Ethiopian region of Gambella in an area called Itang. Children from disadvantaged families were initiated into collective recruitment living together, singing war songs and participating in simulated military marches as a way of boosting their morale in believing that they would secure a brighter future through education, health care and a better life as they enjoyed life stolen through raids. However as soon as the children reached fifteen years of age they were drafted into the SPLA movement where living conditions were deplorable.

⁹⁷ Woodward and Forsyth, p. 88.

⁹⁸ <http://www.un.org/en/peacekeeping/missions/unmis/background.shtml> Accessed 23/05/2016

⁹⁹ Report of the Secretary General on children & armed conflict in Uganda, UN Doc., 7 May 2007

Despite the desolation state the child soldiers emulated their great leader John Garang and continued to disappear from home because of poverty and in search of the new acclaimed heroism. Being a child soldier became synonymous with symbols of power, heroism and loyalty towards. The movement and being in possession of a machine gun gave a false sense of security.

3.2 Child soldiers in South Sudan

The involvement of children and the voluntary aspect of it is an alarming trend. There has been a lot of discussion on why children join rebel groups. One major issue has been that children join rebel movements voluntarily.

In the case of South Sudan, the discourse of children volunteering has been refuted for various reasons. Firstly most of the children can be described as voluntarily recruits because of the limited options they had in life where conditions included abject poverty in many families in war ravaged societies. The effect of most conflicts in Africa on the family as the social fabric of the society is usually huge; as the family is the institution to be disintegrated and fragmented deepening the levels of poverty with various consequences for children. Many children are then left with no option but to join armed rebel groups voluntarily as the children are taken as booty by the rebels. The aspect of voluntarism is a means of survival especially when both parents are killed in war or whole communities are burnt out during raids. In other situations children join armed groups because that is the only access to food, freedom and care, despite the fact that all their hopes for a brighter future will be fruitless as they eventually endure the brutality of war, exploitation, abuse and dehumanization. In such

circumstances children as young as six become targets because of their vulnerability and lack of power to defend themselves from the vices of war and rebel commanders.

Children can be coerced by being promised that they will be protected and will be taken to safer places where their security and basic needs will be guaranteed and that they will be sent to school and live a better life. At times families accept surrendering their children to the powerful and uncompromising rebel leaders in the belief that their children will be safe, without realizing the manipulation and exploitation that await them. Once they are out of sight in horrid rebel camps, the vulnerable children are initiated into a life of drugs and all forms of direct violence as a way of strengthening their attitude and brutally penetrating and exploiting their minds, turning them into killer maniacs.

Research shows that most child soldiers are from marginalized and very disadvantaged backgrounds where survival is always a challenge. Because of this vulnerability, families and children succumb to the unguaranteed promises of a brighter and better future. Analysis of this situation reveals the need to question the simplistic notion that children as young as six or eight are capable of volunteering to join the rebel group without taking into account the prevailing circumstances of the children's life experiences and the nature and complexity of the war situation.

In war-torn contexts, such as South Sudan, recognition has to be given to the fact that when children join a military or militia group, it provides an opportunity for survival as joining the rebel movement gives them a sense of belonging.

In South Sudan evidence shows that children would appear to have volunteered because initially after recruitment they are given lighter chores of cooking, fetching water, washing

clothes and collecting firewood until they are of age and are put in the battle frontline where the only rule of the game is to kill. Such exploitation and abuse challenge the extent of the mandate of global society in protecting the rights of children.

3.3 Actors involved with child Soldiers in South Sudan

The complex and protracted nature of the war in South Sudan has given rise to a multiplicity of actors involved or implicated in the enlisting of child soldiers. While the ushering in of peace and stability in the war-torn societies of Angola, Liberia and Sierra Leone and the completion of the reintegration programs in these countries have brought hope for the eradication of the child soldier phenomenon, the reintegration of child soldiers in South Sudan remains tenuous for a number of reasons. Firstly the nature and form of child soldiers in South Sudan are different from the other characterization of child soldiers in that there are many fighting political faction groups, including the Sudan Armed Forces (SAP); the SPLA and other informal groups or Militias competing in the recruitment of young children into their armies for diverse instrumental reasons and interests. This phenomenon continued unabated despite the signing of the Comprehensive Peace Agreement (CPA), because of the frustration and disgruntlement over the outcome of the 2010 elections and the resistance of the Khartoum government to give full autonomy and self-rule to the South. The continued resistance of the Khartoum government meant that it continued to exploit the situation through the recruitment of child soldiers, whom it used to destabilize and frustrate the ambitions of the South. Thus, the continued recruitment of children by the SAP remained a serious problem. This situation was compounded by the fact that most of the vulnerable children had lost both parents and relatives during the long and protracted war and were left

with no option but to join either the rebel groups or the government forces, despite being under age to engage in military duties.

Although the new government of South Sudan is in place, it remains weak and fragile because of a number of factors, which include continued strained relations between the North and the South over the ownership and sharing of the oil resources, tensions and ethnic conflicts among the communities of South Sudan's 10 states, lack of trained and professional human resources to develop relevant policies and a fragmented security sector.

3.3.1 Sudan armed forces

The involvement of the SAP in the recruitment of children was carried out against the background that many boys of Arab descent in Sudan did not want to join the military. As a result the Sudanese government mobilized to recruit and abduct male youths forcibly from the South and other parts of the neighbouring countries of Ethiopia, Chad and the Darfur region. The main reason was to boost its military forces. However, according to a UN report the SAF has vehemently denied engaging in the forced recruitment of children. Nevertheless, from May to August 2006 an estimated 19,000 children who were under the age of 18 were said to have been infiltrated into the main SAP army and militia rebel groups in Darfur.¹⁰⁰

3.3.2 Sudan's People's Liberation Army

¹⁰⁰ <http://www.warchild.org.uk/issues/child-soldiers>. Accessed on 23rd May 2016

SPLA made an affirmation that it had a few youngster warriors in its positions and that it had made abnormal state duties to stop their enrollment and utilize. Notwithstanding, in July 2006, 47 youngsters were accounted for in the Kilo 7 dormitory in Bentiu, Unity State. The same child soldiers were not released until July 2007. Some of the child soldiers, who were as young as nine years old, were enticed into SPLA junior soldiers and promised an education in Southern Sudan. In October 2006, SPLA forces raided a school in Nasir, Upper Nile and abducted 32 boys to be child soldier recruits. The UN confirmed the existence of child soldiers in South Sudan in the SPLA forces in September 2007.¹⁰¹

3.3.3 Militias and armed groups associated with the SPLA

The recruitment of child soldiers by militias and armed groups associated with the SPLA is alleged to have been carried out by commanders through village chiefs and elders. The militia commanders would demand that the chiefs and elders identify specific numbers of young boys in their communities. Those who defied these orders were either tortured or killed in front of their children and other members of the family as punishment and as a deterrent for further resistance. In many situations parents were coerced into believing that their children were being selected so that they could be sent to school in neighbouring countries or were fighting a just war to liberate their country. The militia groups also used this strategy as a way of strengthening their negotiation powers with government officials. Some armed groups in the South Sudan Defence force continued struggles to enforce the rule of law and observation

¹⁰¹ <https://childrenandarmedconflict.un.org/countries-caac/south-sudan/>

In South Sudan child soldier's re-integration is made the Demobilization, Disarmament and Reintegration Commission (DDRC), which provides skills training, cooperatives and packages to the demobilized groups, including disabled persons. International organization support comes from UNICEF, the UN Mission in South Sudan and other international organizations that are active in such areas. The strategies for employment focus on building human capacity, literacy and the reintegration of children into civil life.¹⁰² The reintegrated children are given opportunities to go back to school and their school fees, school uniforms and school exercise books are provided by the government. The involvement of the SAP in the recruitment of children was carried out against the background that many boys of Arab descent in Sudan did not want to join the military. As a result the Sudanese government mobilized to recruit and abduct male youths forcibly from the South and other parts of the neighbouring countries of Ethiopia, Chad and the Darfur region. The main reason was to boost its military forces.

3.4 Child disarmament, demobilization and reintegration in Southern Sudan

Child demobilization begun in Southern Sudan in 2001 when the SPLA turned into the primary revolt development all-inclusive to start deactivation of youngsters from military. Somewhere around 2001 and 2004, roughly 18 000 youngsters were deactivated from the SPLA and returned home. Since the marking of the CPA in 2005, 4000 youngsters have been grounded.

¹⁰² David J. Francis, "Peace and Conflict in Africa," (New York and London: Zed Books) 2008, p. 8.

However, one of the challenges has been that since the signing of CPA, some children entered into SPLA from other armed groups that continue to fight in the 10 states of Southern Sudan.¹⁰³

3.5 Relevant legal norms applicable to the child soldier situation in Sudan

International humanitarian law, sometimes referred to as the law of armed conflict, is a body of law aimed at regulating conduct in armed conflict through the establishment of rules in regards to methods of warfare and protection of victims.¹⁰⁴ A preliminary complication to legal norms relevant to child soldiers regards the issue of illegal acts committed by child soldiers during their time in combat. Adult soldiers are responsible for the illegal actions they carry out, but the story is more complicated for children. Questions arise as to who constitutes a child and whether children are legally responsible for their military actions that violate the law of armed conflict. There exists a significant cultural difference as to what constitutes childhood—a fact that further frustrates the international ban of children in conflict.¹⁰⁵ While general international usage has settled the definition of “child” as fifteen years or younger when no further description is given¹⁰⁶ such usage has not become customary international law, and the consensus as it exists is insufficient to constitute *opinio juris*. In parts of the African continent, for example, 16- and 17- year-old children fight as a

¹⁰³ South Sudan Disarmament, Demobilization and Reintegration Commission (SSDDRC) and United Nations Development Programme (UNDP) Final Evaluation of Disarmament, Demobilization, and Reintegration Programme Individual Reintegration Project Component (2009-2012) Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&cad=rja&uact=8&ved=0ahUKEwisgI7e9JLOAhWBtBoKHRFaBVQQFggzMAM&url=https%3A%2F%2Ferc.undp.org%2Fevaluation%2Fdocuments%2Fdownload%2F7636&usq=AFQjCNFFxUcwABHDUDkiNCbl1aBFYH12QcA&sig2=EEExsSH99aCxbO_nR5iyulg&bvm=bv.128153897,d.bGs June 30 2016

¹⁰⁴ Criminalizing the Recruitment of Child Soldiers-Using Children in Armed Conflicts, in MONOGRAPH NO. 32: USING CHILDREN IN ARMED CONFLICT: A LEGITIMATE AFRICAN TRADITION? (Dec. 1998)

¹⁰⁵ Alex Obote-Odora, *Legal Problems of Children in Armed Conflict*, Murdoch University (2010).

¹⁰⁶ Jean Pictet, *Commentary on the IV Geneva Convention* 395 (1958).

ritualistic initiation into adulthood.¹⁰⁷ In short, explicitly defining the term ‘child’ in a global context is for all intents and purposes impossible, as the separation of ‘childhood’ and ‘adulthood’ is a social construct.

While relevant legal norms applying to Sudan are overlapping and sometimes contradictory, they exist in some form on three primary levels: national instruments, African regional instruments, and larger international instruments. The section that follows addresses in particular; the Sudanese Child Act 2004, two regional instruments including the African Charter on Human and Peoples’ Rights and the African Charter on the Rights and Welfare of the Child, as well as two international instruments including the International Labor Organization’s Convention No. 182 on the Elimination of the Worst Forms of Child Labor and the U.N. Convention on the Rights of the Child & First Protocol.

3.5.1 Sudanese National Instrument: Child Act 2004, Provisional Decree

The Sudanese Child Act 2004 (the Act) is a national instrument that repeals the Juvenile Welfare Act 1983.¹⁰⁸ The most important sections of the Act for the present discussion are chapters 1 and 2. Chapter 1 of the Act declares that the word “kid’ might mean any male or female tyke whose age is underneath eighteen years unless the appropriate law stipulates that the tyke has achieved development.” Chapter 2, area 5(b) announces that “kid’s insurance and their most extreme intrigue should have the need in all choices or measures concerning youth, family or environment by whosoever issue or implement these choices and measures.”

The Sudanese Child Act 2004 is significant in that, as opposed to the other documents

¹⁰⁷ Legal Problems of Children in Armed Conflict, supra note 50.

¹⁰⁸ Provisional Decree, Child Act, 2004, Sudan,

http://www.law.yale.edu/rcw/rcw/jurisdictions/afn/sudan/Sudan_ChildAct.pdf, chapter 1, section 2

discussed herein, it is not an international treaty negotiated with other nations. Rather, it is a domestic document written exclusively for the nation of Sudan, setting out the nation's policies pursuant to its own constitution.¹⁰⁹ As such, the Act provides a startling juxtaposition between the nations' declared constitutional principles with regards to the protection of children, and its actions regarding the forcible recruitment of children into its armed forces.

3.5.2 African Regional Instruments

On the level of regional instruments, the two most applicable to establishing the illegality of the use of child soldiers in Sudan are the 1981 African Charter on Human and Peoples' Rights, and the 1990 African Charter on the Rights and Welfare of the Child.

3.5.2.1 1981 African Charter on Human and Peoples' Rights

The African Charter on Human Rights was adopted on June 27, 1981, entered into force on October 21, 1986, and has been ratified by 53 countries. Sudan signed onto the Charter on September 3, 1982, and ratified on February 18, 1986. While the Charter does not speak to the issue of child soldiering specifically, it is useful nonetheless. Article 18, section 3 states that "The State should guarantee the end of each oppression girls furthermore guarantee the insurance of the privileges of the lady and the kid as stipulated in worldwide affirmations and traditions." The Charter is useful for three reasons. First, it places the spotlight on women and more importantly children, highlighting these groups' needs for special protection.

¹⁰⁹ "Pursuant to provisions of Article 90 (1) of the Constitution of the Republic of Sudan 1998, the President of the Republic issued the following Provisional Act").

Second, it places the burden of eliminating discrimination against these groups on States Parties to the Charter. Third, it refers to “international declarations and conventions” in regards to the establishment of the rights of women and children, thus establishing a point of reference to which the rights of women and children are to be compared.¹¹⁰

3.5.2.2 1999 African Charter on the Rights and Welfare of the Child

The African Charter on the Rights and Welfare of the Child entered into force on November 29, 1999.¹¹¹ Out of a total 39 signatories, 37 countries have ratified; Sudan ratified on July 30, 2005. The articles applicable to the present discussion include articles 1, 2, 17, and 22. In setting out the obligation of states parties, Article 1, section 1 of the Charter uses affirmative language, placing the burden on states to give effect to the measures. Article 1 declares in full that: Part States of the Organization of African Unity Parties to the present Charter might perceive the rights, flexibilities and obligations revered in this Charter and should attempt to the essential strides, as per their Constitutional procedures and with the arrangements of the present Charter, to embrace such administrative or different measures as might be important to offer impact to the arrangements of this Charter.¹¹² Article 2 is particularly useful as it defines the ever elusive yet vital term “child,” saying

“[f]or the purposes of this Charter, a child means every human being below the age of 18 years.”

¹¹⁰ African Charter on Human and Peoples’ Rights, adopted June 27, 1981, OAU Doc. CAB/LEG/67/3 rev. 5, 21 I.L.M

¹¹¹ African Charter on the Rights and Welfare of the Child, OAU Doc. CAB/LEG/24.9/49 (1990), entered into force Nov. 29, 1999, <http://www.africa-union.org/root/au/Documents/Treaties/Text/A.%20C.%20ON%20THE%20RIGHT%20AND%20WELF%20OF%20CHILD.pdf>

¹¹²Ibid.

Article 17, section 1, regarding the administration of juvenile justice, provides for the special treatment of children:

Each kid blamed or discovered liable for having encroached correctional law might have the privilege to extraordinary treatment in a way steady with the kid's feeling of nobility and worth and which fortifies the tyke's regard for human rights and major flexibilities of others.

Finally, Article 22 talks particularly to the obligations of states groups in furnished conflicts; especially concerning guaranteeing the assurance of children, announcing in full that:

States Parties to this Charter might attempt to regard and guarantee regard for standards of universal helpful law appropriate in furnished conflicts that influence the tyke.

States Parties to the present Charter might take every single vital measure to guarantee that no tyke should take an immediate part in dangers and hold back specifically, from selecting any kid.

States Parties to the present Charter might, as per their commitments under worldwide helpful law, secure the non military personnel populace in furnished conflicts and should take every single doable measure to guarantee the assurance and care of youngsters who are influenced by equipped conflicts. Such principles should likewise apply to youngsters in circumstances of inner outfitted conflicts, strain and strife.¹¹³

3.5.3 International Instruments

The years between 1998 and 2000 saw the adoption of important international instruments for the fight against child soldiering. These include the Universal Labor Organization's Convention 182 on the Elimination of the Worst Forms of Child Labor, which denies the

¹¹³ Ibid

constrained enrollment of children, and the Optional Protocol to the Convention on the Rights of the Child, which sets up eighteen as the base age for cooperation in outfitted conflict.¹¹⁴

3.5.3.1 International Labour Organization, Convention 182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour

The International Labor Organization received Convention 182 on June 17, 1999, and it went into constrain on November 19, 2000. There are right now 129 nations that have endorsed, including Sudan as of March 7, 2003. Article 1 of Convention 182 requires that "[e]ach Member which confirms this Convention should take quick and compelling measures to secure the denial and disposal of the most exceedingly awful types of kid work as an issue of direness."¹¹⁵ Article 2 states that "[f]or the purposes of this Convention, the term "child" shall apply to all persons under the age of 18."¹¹⁶ Assist, Article 3 gives that to the motivations behind the Convention, the expression "the most noticeably bad type of youngster work" involves "all types of subjugation or practices like subjection, for example, the deal and trafficking of children, obligation servitude and serfdom and constrained or obligatory work, including constrained or mandatory enlistment of children for use in furnished conflict."¹¹⁷

Tradition 182 is especially noteworthy for various reasons. Suggestion 190 urges states to make tyke enrollment a criminal offense, which abuses the arrangements of the Convention.

¹¹⁴ Becker, supra note 32.

¹¹⁵ International Labor Organization Convention 182 Concerning the Prohibition and Immediate Elimination of the Worst Forms of Child Labor (1999) (entry into force Nov. 19, 2000), <http://www.ilo.org/public/english/standards/relm/ilc/ilc87/com-chic.htm>, art. 1.

¹¹⁶ Ibid., art. 2.

¹¹⁷ Ibid., art. 3

The Convention is the first run through a universal bargain of its greatness completely sets eighteen as the base age for kid soldiering. Also, the Convention gives the primary particular legitimate acknowledgment of tyke soldiering as a type of tyke work.¹¹⁸

3.5.3.2 United Nations, Convention on the Rights of the Child & First Protocol (Regarding the Involvement of Children in Armed Conflict)

The Convention on the Rights of the Child was adopted on November 20, 1989, and came into force on September 2, 1990. There are 140 signatories and 193 parties to the Convention, including Sudan, which signed onto the treaty on July 24, 1990 and ratified on August 3, 1990.⁷² The most relevant section of the Convention on the Rights of the Child for the issue of child soldiering is Article 38, which addresses the issue of military recruitment of child soldiers. Article 38 provides:

State Parties embrace to regard and to guarantee regard for the principles of universal philanthropic law material to them in equipped conflicts that are significant to the tyke.

State Parties might take every single plausible measure to guarantee that people who have not accomplished the age of 15 years don't take a section in threats.

State Parties should cease from enlisting any individual who has not achieved the age of 15 years into their military. In selecting among those people who have achieved the age of 15

¹¹⁸ International Legal Protection for Children in Armed Conflict, <http://www.childsoldiers.org/>

years yet who have not accomplished the age of 18 years, states parties might attempt to offer need to the individuals who are most established.¹¹⁹

An interesting and potentially problematic oddity of Article 38 is that it uses fifteen as the minimum age for states' recruitment of soldiers, while in other areas the Convention on the Rights of the Child defines anyone under the age of eighteen as a child.¹²⁰ Potentially resolving this issue is Article 41, which allows states favoring the prohibition of recruitment of those under eighteen to interpret Article 38 in light of Article 41's provision that any conflict between the provisions of the Convention and obligations under municipal or international law must be settled in favor of whichever rule provides the greatest protection.¹²¹

As useful a tool for establishing legal norms in the recruitment of child soldiers as the Convention on the Rights of the Child is, it nonetheless has two significant limitations. Firstly, while it is meant to apply to all children in all circumstances, the United States and Somalia are not parties to it.¹²²

The fact that the United States has not ratified the Convention undermines its efficacy.¹²³ Secondly, the Convention only pertains to states, consequently excluding non-state actors. Where non-state militias are responsible for a significant portion of the enrollment of youngster troopers, this serves as a noteworthy impediment. Furthermore, the Convention utilizes feeble dialect, committing states to "take every achievable measure." Compare this to

¹¹⁹ Convention on the Rights of the Child, G.A. Res. 44/25, 44 U.N. G.AOR Supp. No. 49, U.N. Doc. A/44/73

¹²⁰ Allison Dundes Renteln, *The Child Soldiers: The Challenge of Enforcing International Standards*, 21 *WHITTIER L.REV.* 191 (1999).

¹²¹ Sudan: SPLA child soldiers demobilized in the south

¹²² Human Rights Watch, *Child Soldiers: International Legal Standards Governing Child Soldiers* (2010)..

¹²³ Renteln, *supra* note 25

Article 1 of the African Charter on the Rights and Welfare of the Child, which utilizes confirmed dialect that "Part States of the Organization of African Unity Parties to the present Charter . . . should embrace to the fundamental strides . . . to receive such authoritative or different measures as might be important to give impact the arrangements of this Charter."¹²⁴ The UN General Assembly adopted the Optional Protocol in 2000.¹²⁵

Until this point, most endeavors to keep the oppressive utilization of children as fighters had been political, done by nongovernmental associations and certain components of the UN. At the point when the Optional Protocol came into constrain in 2002, the Convention raised the base age for direct investment in battle, all enrollment into equipped groups, and mandatory enlistment by governments, from fifteen to eighteen.¹²⁶ In any case, states keep on being allowed to acknowledge volunteers as ahead of schedule as sixteen. For states to end up groups to the Optional Protocol, they should store a coupling presentation giving their base age to deliberate enlistment, and the protections they have embraced to guarantee that those less than eighteen years old, if allowed to volunteer, are not pressured into doing as such.¹²⁷

Additionally, states must continually maintain standards ensuring that recruitment of under-eighteens is, in fact, voluntary, that the recruits' parents or legal guardians knowingly consent, and that the recruits are fully informed of the duties involved in military service and provide proof of age. Once submitted, declarations by states parties to the Protocol may only

¹²⁴ African Charter on Human and People's Rights

¹²⁵ Human Rights Watch, Status of the Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict, <http://www.hrw.org/campaigns/crp/ratifications.htm>

¹²⁶ UNICEF and the Coalition to Stop the Use of Child Soldiers, Guide to the Optional Protocol on the Involvement of Children in Armed Conflict (Dec. 2003)

¹²⁷ Ibid

be withdrawn in favor of declarations specifying a higher minimum voluntary recruitment age, or otherwise strengthening the protection of children.¹²⁸

3.6 International Law Violations in Darfur Child Soldier Situation

While it is abundantly clear that the current conflict in Darfur, and particularly the widespread use of child soldiers in the conflict, violates international humanitarian law, what remains to be discussed is precisely why and how the practices of the involved parties violate international law. This section refers back to section above regarding the relevant legal norms as set out by African regional and international instruments.

3.7 Violations of African Regional Instruments

The African Charter on Human and People's Rights, while not alluding to youngster soldiering particularly, requires states groups to "guarantee the security of the privileges of... the kid as stipulated in worldwide announcements and traditions."¹²⁹ While compelled in its propriety to the issue of child soldiering and selection in Darfur, the Charter in any case gives that the weight lies on States Parties to ensure the confirmation of children, and sets "general affirmations and conventions" as a point of view from which the commitments of states social occasions are set up.¹³⁰ Since coming to control in 1989, President Bashir's legislature has been generally in charge of across the board demise all through the nation.

¹²⁸ Ibid

¹²⁹ African Charter on Human and Peoples' Rights

¹³⁰ Ibid

The United Nations has likewise found that over the span of the present conflict, all groups included, including government forces, the Sudan Peoples' Liberation Army, government-supported Janjaweed civilian armies and against government Darfuri rebels, have made broad and precise utilization of youngster fighters. Where the Charter puts the weight on States Parties to "guarantee the assurance of the privileges of... the youngster,"¹³¹ risk for infringement of these rights lies with President Bashir's legislature. This reality is noteworthy in light of the fact that it makes the administration obligated not just for its own utilization of youngster soldiers, additionally for the utilization of kid troopers by the Sudan Peoples' Liberation Army, Janjaweed civilian armies, and even, at an extend, the counter government Darfuri rebels.

The African Charter on the Rights and Welfare of the Child, also to the African Charter on Human and Peoples' Rights, utilizes positive dialect to put the weight on states groups to offer impact to the measures contained in the Charter.¹³² Section 2 of Article 22 requires states groups to "take every fundamental measure to guarantee that no kid might take an immediate part in dangers and cease specifically from enlisting any tyke."¹³³

Article 2 defines "child" for purposes of the Charter as "every human being below the age of 18 years."¹³⁴ The African Charter is especially valuable for building up the Sudanese government's universal law infringement, as it unequivocally commits states groups to "take every single essential measure to guarantee that no tyke might take an immediate part in

¹³¹ African Charter on Human and Peoples' Rights, *supra* note 58, at art. 18 para. 3.

¹³² African Charter on the Rights of the Child

¹³³ *Ibid.* at art. 22 para 2

¹³⁴ *Ibid.* at art 2

dangers and cease specifically from enrolling any youngster," with "tyke" characterized as all people beneath the time of 18.¹³⁵

Where President Bashir's administration has gone so far as to utilize kidnapping as a methods for enlistment to encourage its broad utilization of kid warriors in government constrains, the administration's activities straightforwardly abuse various arrangements of the African Charter, not really restricted those particularly specified here. Infringement of International Instruments The International Labor Organization's Convention¹³⁶ on the Elimination of the Worst Forms of Child Labor requires every state to "take prompt and successful measures to secure the restriction and end of the most noticeably awful types of tyke work, and incorporates under the meaning of "the most noticeably awful types of youngster work" the "constrained or necessary enrollment of children for use in equipped conflict." The most evident infringement of the Convention by President Bashir's administration originates from the measures it has taken not just in neglecting to wipe out the "constrained or obligatory enlistment of children for use in furnished conflict," additionally in its proliferation of the practice by means of the utilization of tyke kidnapping as a key enrollment strategy. The utilization of the arrangements of the Convention to the certainties of the present circumstance in Darfur shows that the activities of President Bashir's administration run as opposed to the articles and general objective of the Convention. The United Nations Convention on the Right of the Child and First Protocol (with respect to the Involvement of Children in Armed Conflict) fills a comparable need to the Charters and Conventions above. Article 38 is especially significant, giving in related part that states parties must guarantee the "regard for the principles of universal helpful law pertinent to them in furnished conflicts

¹³⁵ Op cit, Human Rights Watch

¹³⁶ Convention on the Rights of the Child

which are applicable to the tyke," furthermore should forgo enlisting youngsters beneath the age of 15.

The Convention gives additional proof of President Bashir's administration's infringement of universal philanthropic law by underlining the need of States Parties to conform to the principles of global helpful law, especially as to the law of children in equipped conflict. The Convention is to some degree risky in that it opens up the likelihood of characterizing "tyke" for the motivations behind confinements on military enrollment as 15 years old. In any case, as President Bashir's administration has efficiently selected youngsters more youthful than 15, it has abused even the most liberal time of enrollment restrictions.¹³⁷

3.8 A way forward

Taking into account the specifics of the situation in Darfur and the relevant legal norms, this paper proposes a framework for rehabilitation programs for former child soldiers after conflict. As for any comprehensive program for former child soldiers, the proposed framework breaks the process down into the two broad steps of disarmament and demobilization followed by rehabilitation.

3.8.1 Disarmament and Demobilization

The first step in any rehabilitation program of this nature is disarmament and demobilization. NGOs, namely UNICEF, have made some progress in this area, particularly subsequent to

¹³⁷ The Disarmament, Demobilization, and Reintegration of Child Soldiers

the signing of the Comprehensive Peace Agreement.¹³⁸ However, the efforts must be expanded in both the south and the North. As it stands, many thousands of child soldiers remain in active duty, incorporated into the ranks of government forces, the Sudan People's Liberation Army, government-backed Janjaweed militias and anti-government Darfuri rebels.¹³⁹ A prerequisite and necessary first step toward rehabilitation is that these children must be disarmed.¹⁴⁰

What constitutes a 'child' for this purpose is more complicated than it initially appears, partly because of the cultural values, whereby fighting constitutes a ritualistic initiation into adulthood, and partly because of the contradictory legal definitions of childhood. The optimal framework from legal instruments and the one suggested here defines a child as "every human being below the age of 18 years." This definition of 'child' is taken directly from the African Charter on the Rights and Welfare of the Child,¹⁴¹ and is nearly identical to the definition provided in article two of the International Labor Organization's Convention 182 on the Elimination of the Worst Forms of Child Labor.¹⁴² Once child soldiers have been disarmed and become former child soldiers, a crucial element of disarmament and demobilization is to ensure that they remain demobilized. A common occurrence not just in Sudan but wherever child soldiering is found is that child soldiers are often re-recruited where demobilization occurs during a continuing conflict.¹⁴³ From 2000-2001, more than 3,500 children were demobilized from the Sudan People's Liberation Army.¹⁴⁴ Two years

¹³⁸ SLM-Minawi agrees to hand over Darfur children soldiers, SUDAN TRIBUNE (June 12, 2007)

¹³⁹ BBC Report, supra note 26.

¹⁴⁰ Legal Problems of Children in Armed Conflict, supra note 40.

¹⁴¹ African Charter on the Rights of the Child, supra note 60, art 2.

¹⁴² ILO Convention, supra note 66, art. 2

¹⁴³ Tamil Tigers Will Stop Using Child Soldiers, note 30

¹⁴⁴ https://www.unicef.org.uk/Documents/UnicefChildSoldiersbriefing_UKweb.pdf Retrieved July 15 2016

later, 7,000-8,000 children remained in the Sudan People's Liberation Army's ranks, including some children that had previously been demobilized.¹⁴⁵

3.8.2 Rehabilitation

Once children have been disarmed and demobilized, rehabilitation can begin. Rehabilitation involves the two general areas of education and job training as well as psychological rehabilitation and maintenance. The relationship between education and psychological rehabilitation is one of give and take, whereby successful education programs require successful psychological rehabilitation programs, and vice versa.¹⁴⁶ For education programs to be effective, they must involve both long and short-term programs tailored to suit the different situations in which former child soldiers find themselves. This determination is often based on age. Where former soldiers are young enough—logically fifteen or younger—they should be placed into a long-term program modeled after the Rapid Response Education Program which was successfully utilized in Sierra Leone. The Rapid Response Education Program was designed to educate younger students to either move back into government schools after completion, or to move into the longer-term Complementary Rapid Education for Primary Schools.¹⁴⁷ During rehabilitative processes in Sierra Leone Complementary Rapid Education for Primary Schools was used for former child soldiers over the age of sixteen. The aim of Complementary Rapid Education for Primary Schools was to accommodate the special requirements of over-age students by ¹⁴⁸putting them into peer groups of similar ages and providing them with accelerated learning. While designed as an

¹⁴⁵ Op cit., UNICEF Report 54

¹⁴⁶ Grief-Focused Group Psychotherapy, note 143.

¹⁴⁷ Wang, supra note 116.

¹⁴⁸ Mozambique Child Soldier, supra note 20

accelerated learning plan, Complementary Rapid Education for Primary Schools still constitutes long-term education. For former child soldiers who are too old for or not interested in committing themselves to long-term education, short-term job training is more appropriate. These types of short-term job training programs focus on providing students with fundamental literacy and life skills, as well as practical vocational training. In Sierra Leone, the most prominent such programs was the Youth Reintegration Training and Education for Peace program (YRTEPP) mentioned above, which ran programs lasting from six months to a year.¹⁴⁹ Graduates of the YRTEPP reported high levels of success across a variety of newly acquired skill sets, and further studies also concluded that the Youth Reintegration Training and Education for Peace program improved behaviour, resulting in fewer violent actions among graduates.¹⁵⁰

As a component of a study on youth in Sierra Leone, scientists observed three qualities to be indispensable to psychosocial recuperation after war. They incorporate support of a feeling of reason, control of traumatic recollections, and effective security against damaging social disengagement, and are discussed at length under ‘Psychological rehabilitation and maintenance’ in section II (B)(d) above. While some aspects of the conflict in Sudan are very different from those in Sierra Leone, the framework for a Darfur rehabilitation program must also incorporate these three characteristics. In this suggested framework, the various types of long and short-term education and job training interconnect with the three characteristics of psychological rehabilitation and maintenance to form a substantive rehabilitation program. Education and job training serve in particular to help former child soldiers define goals and

¹⁴⁹ Hansen, Final Evaluation, supra note 25

¹⁵⁰ Ibid, supra note 28

develop a sense of purpose. ¹⁵¹On the other side of this relationship, youth who have experienced the atrocities of war must learn to control what are otherwise overpowering emotions, and similarly must learn to cope with traumatic stress reactions including flashbacks as well as a multitude of other concentration problems if education is to be effective.¹⁵²

3.9 Conclusion

Having provided an overview of the use of child soldiers both globally and in Sudan, discussing the relevant legal norms theoretically governing the country and providing a case study. This paper has proposed a framework for a series of comprehensive programs that could be put into action after cessation of hostilities. While there is admittedly no way to undo the damage by the various actors that has been done, or to return childhoods that have been lost, this paper sought to give direction on a way forward in regard to rehabilitation of the children who are evidently the future of Sudan.

¹⁵¹ Betancourt, supra note 144.

¹⁵² Gupta, supra note 147

CHAPTER FOUR
A CONCEPTUAL ANALYSIS OF REINTEGRATING CHILD SOLDIERS IN
SOUTH SUDAN

4.0 Introduction

In this chapter, an analysis of findings based on the research questions and objectives of the study will be presented. It will be divided into two parts. The first part is analytically derived from the first research objective on the effect of conflict on literacy levels in South Sudan; this section will also address specific economic statuses of child soldiers during rehabilitation/reintegration. Additionally the various interviews with stakeholders will be included.

The second part is based on objective three and four. It builds partially on findings from the first analytical part and will include arguments and views on results of unsuccessful reintegration with specific examples from South Sudan. This section will also assess the effects of child soldier intervention programmes and the impact of the peace building processes.

4.1 The effect of conflict on literacy levels in South Sudan

Recruitment of children as child soldiers in South Sudan just like all other situations globally is a tragic legacy of conflict. As of 2009 according to a report by UNICEF, only 27 percent of the population and 16 percent of girls and women of ages 15 and older were literate.¹⁵³ Currently according to a DDR consultant with UNICEF, more than half of school going children are not going to school and in terms of a gender comparison; young girls are more likely to get pregnant, married early or die during child birth than finish primary school.¹⁵⁴

Some of the reasons that have been stipulated as cause of dropping out of school especially for child soldiers re-integrated in the community during the study include psychosocial problems due to poverty, issues with acceptance of the child soldiers by the community and also lack of trained teachers.¹⁵⁵ It's accounted for that lone 39 percent of educators are prepared and organization is not really subject to the quantity of children that are in school. Three out five educators on a pay from the legislature have a normal of eighty understudies. Lion's share of educators demoralized from the low pay leave the calling to look for better open doors. Disappointment or deferrals to pay the rest of the parcel encourage defers instructive exercises as educators don't appear for their obligations. This further exacerbated with challenges in conveying inclining materials because of poor streets.¹⁵⁶

¹⁵³ UNICEF (2009) Entitled Socio Economic and Cultural Barriers to Schooling in South Sudan.

¹⁵⁴ Wahito A., Interview with a DDR Consultant based in South Sudan, Nairobi, August, 2016.

¹⁵⁵ Wahito A., Interview with a DDR Consultant based in South Sudan, Nairobi, August, 2016.

¹⁵⁶ UNOCHA (2015). South Sudan Crisis. Situation Report No. 58

https://radiotamazuj.org/sites/default/files/South_Sudan_Situation_Report_58_as_of_16_October_0.pdf

Retrieved 20/08/2016

Most children do not complete the full primary school cycle. In the year 2010 there were over four thousand and twenty six thousand children enrolled in grade 1 but only one thousand and seventeen thousand were in grade 5 and twenty two thousand in grade 8. This means that half of elementary school youngsters are in school and less than half of those that enter grade school get the eight years of instruction. Appraisals by the World Bank demonstrate that under 8 percent of understudies tried in review 6 could accomplish higher than 50 percent on a fundamental arithmetic test. As it can be contended the training issue in South Sudan is both on enrolment and learning results.¹⁵⁷

One of the most important factors in these poor results is the long stretch event of the common wars in South Sudan which have crushed instructive prospects for eras of South Sudanese as most were dislodged under customary school cycles. For instance youngsters who have been uprooted wind up in various states with various training measures. Struggle uproots nationals and unhinges administrations from the legislature. Another challenge that has impacted on education enrolment and completion is high costs, lack of buildings and insecurity.¹⁵⁸ Primary schools are usually packed, class sizes are substantial and schools once in a while offer the total essential cycle. About 32 percent according to a World Bank report, primary level learning spaces are in the open air. In the rural areas, students learn under trees.¹⁵⁹ Adding to the already deteriorated situation is the demand for education for returnee

¹⁵⁷ UNESCO (2011). "Building a better future: Education for an independent South Sudan". Education for All Global Monitoring Report <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/gmr2011-policy-paper-south-sudan.pdf> Retrieved August 15th 2016

¹⁵⁸Faye, R. (2010). "Barriers to higher education for women in Southern Sudan". Bergen University College Journal 1: 18

¹⁵⁹ World Bank (2012). Education in the Republic of South Sudan Status and Challenges for a New System. Africa Human Development Series. Washington D.C [https://www.google.com/search?q=World+Bank+\(2012\).+Education+in+the+Republic+of+South+Sudan+Status+and+Challenges+for+a+New+System.+Africa+Human+Development+Series.+Washington+D.C&aq=chrome..69i57.922j0j7&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=World+Bank+(2012).+Education+in+the+Republic+of+South+Sudan+Status+and+Challenges+for+a+New+System.+Africa+Human+Development+Series.+Washington+D.C&aq=chrome..69i57.922j0j7&sourceid=chrome&ie=UTF-8) Retrieved 16th August 2016

offspring of evacuees who had fled amid the war. Having new sections to such a divided instruction framework implies extending the under-resourced and restricted assets within reach.¹⁶⁰

To improve on its educational system, South Sudan will need to put more pedagogical inputs and an increase in the number of teachers.

4.2 Re-integrating child soldiers in South Sudan

The procedure of Disarmament, Demobilization and Reintegration (DDR) in South Sudan at long last started in 2009, four years after the marking of the Comprehensive Peace Agreement (CPA). The year interceding were loaded with arrangements, arranging and foundation of different techniques and structures for the procedure to occur. This included building DDR establishments and collaboration with worldwide offices. This implied the DDR procedure languished delay over two years before the CPA's six year between time period and the submission on southern self-assurance that had made arrangements for January 2011 and during an era that there was extensive spates of political strains, frailty and monetary turmoil.¹⁶¹

A standout amongst the most critical issues in the arrangements in the CPA understandings concerned CAAFG's. A presidential announcement was issued shaping the board of trustees of DDR.

¹⁶⁰ UNICEF (2014) Children in South Sudan

http://www.unicef.org/esaro/Children_in_Sudan_summary_sheet_final.pdf Retrieved 16th August 2016

¹⁶¹ Brethfeld, J; *Unrealistic Expectations: Current Challenges to Reintegration in Southern Sudan* Small Arms Survey, Graduate Institute of International and Development Studies, Geneva 2010.

<http://www.smallarmssurveysudan.org/fileadmin/docs/working-papers/HSBA-WP-21-Current-Challenges-to-Reintegration-in-Southern-Sudan.pdf> Retrieved 26th August 2016

A few peace assentions straightforwardly tending to the issue of ex soldiers and helpless exceptional needs groups (SNG's) were marked all through Sudan's history. They incorporate; The Comprehensive Peace Agreement marked in Naivasha, Kenya (CPA-2005), Darfur Peace Agreement marked in Abuja, Nigeria (DPA-2006), East Peace Agreement (EPA) marked in Asmara, Eritrea (ESPA-2007) and Doha Document for Peace in Darfur.

It is to be noticed that the CPA, DPA and EPA incorporate proposes and provisions that maintain particular reference to unmistakable duties and pointers in regards to ex-warriors and powerless unique needs assembles (SNGs), incorporating children connected with military and groups (CAAFG), girls connected with military and groups (WAAFG), the debilitated and elderly ex-soldiers.

4.3 The position of Sudan Armed Forces concerning Child Soldiers

The stand taken by Sudan Armed Forces is as per the following: The SAF never conscribes youngsters, 18 years old is the authority legitimate age for enrolment in the strengths. It expresses the law is the genuine determinant of the legitimate age for enrollment and that a similar law will force a punishment on induction of children underneath the age of 18 years of age.

4.4 National Legislation Acts

There are a few authoritative activities that are viewed as a major aspect of the endeavors taken to address issues with respect to discharge, demobilization, activation and reintegration. These administrative reports include: The SAF 1986 Law: Article No.16 states that the time of induction ought to be resolved as per the applicable statutes. The statutes particularly

express that the period of induction is at least 18years, The 2004 Law of the Child particularly precludes the investment of youngsters in equipped conflict, The SAF's 2006 Law indicates that 18 years is the legitimate age for reasons for enrollment; and if this is disregarded by anybody it should result to arraignment, The 2010 Child Act was thought to be the best enactment tending to and controlling issues of care and security particularly to children. The Child Act additionally included critical kid assurance arrangements in peace understandings in Darfur and with the South.

4.5 Sudan's commitment to international instruments regarding child soldiers

In reinforcing the DDR procedure, the nation marked various worldwide and local instruments that have kept on being placed as a result. These instruments talked about in detail in the past section incorporate; the appropriation and marking of International Declaration on the Rights of the Child, the selection and marking of the convention on the cooperation of children in equipped conflict.

4.6 Policies and Plans Developed for child soldier's protection and welfare

Strategies and arrangements are set up set up to encourage the way toward meeting the prerequisites of the usage procedure.

Certain arrangements and strategies have been elevated to meet the necessities of the projects embraced connection to encouraging and usage of the DDR procedure including:

As a main priority of a national legitimate structure highlighting the situation of CAAFG's exhorted by the 2007 National DDR key arrangement (NDDRSP), the actualizing group concentrates on the standards and key vision set in the national 5 year procedure arrange. It likewise perceives the applicable national laws, provincial arrangements, duty to global conventions, pledges and understandings as fundamental references for CAAFG-related approaches, ventures, arranges and programs. The standards put forward in the NDDRSP are viewed as obligatory, counting: national ownership and power; working through existing national establishments with value and esteem, straightforwardness and duty.

The National DDR Strategic Plan moreover chose the capability criteria for children to take an intrigue in the process as takes after;

Is the tyke less than 18 years old years? On the other hand has the tyke or youth been enlisted or utilized by an equipped compel or outfitted group in any way?.

Any CAAFG recognized before or after the mark of CPA must be instantly expelled from the normal or sporadic military structures.

Children who are exclusively wards of grown-up contenders and of youngsters destined to grown-ups or children who are as of now in military or outfitted groups,

Particular consideration might be given to young girls to guarantee that they take an interest in DDR independent of their part in the equipped compel or group.

Youngsters don't have to formally go through the non specific strides of a DDR program preregistration, demilitarization, deactivation, reinsertion advantages and reintegration,

Children require not be pre-enlisted, have release endorsements, or be enrolled on guaranteed records to take an interest in the program,

Youngsters should not be oppressed on the premise of their locale for interest in DDR. Strategies to react to retirement and reintegration of youngsters from different nations should be in accordance with the Paris Principles. The SAF and SPLA won't oppress girls and debilitated individuals who have not been retained into their positions amid the arrangement procedure.

4.7 An overview of the DDR Program of Child Soldiers in South Sudan

The National Reintegration Strategy for Children Associated with Armed Forces and Groups purposes of intrigue the goals, destinations and process for working with children and assistants the Program.

The goal of the National Reintegration Strategy is transcendently to support the reintegration of children associated with prepared get-togethers through a methodology which engages adolescents to move from life in a military space into basic culture and enter essential parts and make lifestyles as general individuals who are recognized by their families and groups. Reintegration handle intends to ensure that youths can achieve their rights, including family solidarity, formal and casual training, wellbeing, security and stately employments.

Targets Reintegration program for CAAFG have the accompanying destinations:

Fortify instruments for social work for children connected with military and additionally furnished groups of returnees, such an orderly follow-up to help children to be reintegrated with their families and groups, and help them in getting the required organizations;

Bolster deactivation rehearses that will encourage the reintegration of children connected with furnished groups. This incorporates on-screen character and upgraded screening, effort, and the hunt down the reunification of families and option mind courses of action;

4.8 Reintegration, Peace building and Education in South Sudan

While the signing of the CPA in 2005 was a major breakthrough for South Sudan, the country still does not provide a sufficient post conflict environment for re-construction. Like many other government responsibilities, education planning is affected by the wider political environment and as South Sudan has been hit with counts on civil strife that has affected good progress that was being made.

According to a UNICEF DDR consultant interviewed for this paper, the process of political transition has been marked by persistent group based conflict. This coupled with high levels of displacement continuing has made the task of reintegration hard. The destabilizing nature of frequent violence underrates the importance of a strong educational system that is geared towards common understanding and a shared identity.¹⁶²

Years after interventions and a peace settlement, South Sudan still lacks a full proof national strategy of demobilization of former combatants many of which had missed opportunities for education in their primary years. In Mozambique for example the United Nations agencies, donors and the government post conflict put in a well done strategy aimed at facilitating the

¹⁶² Wahito A., Interview with senior UNICEF DDR Consultant, Nairobi, August, 2016.

process of reintegration of ex-combatants back into civilian life through life skills training, financial livelihood support and education. South Sudan on the other first approach was placing ex-military individuals in public sector jobs a strategy that was clearly unsustainable and a source of inefficiency in public administration.¹⁶³

Over the years, over twenty thousand children left military and started another life in their groups. Greater part of the DDR programs principle objective is to keep up the tricky sought objective of supporting CAAF's thoroughly that is free of disgrace. An instrument has been put down to guarantee this happens whereby social laborers visit to guarantee that youngster fighters are connected to group administrations. Powerful data administration that tracks the children and screens hints of re-enrollment, distinguishes the holes and gives a superior level of administrations for the Child Protection Network (CPN). The re-joining program centers in supporting youngsters to return to class or included with occupation openings. While the program concentrates on youngster warriors, it's set in an approach to incorporate other powerless children in the groups. This guarantees there is no hatred towards a specific group of youngsters and guarantees that all children formally or casually discharged get the essential support and exhortation and improves this procedure in the groups. The National Strategy gives bolster on case by case administration. Specific consideration is given to young girls in guaranteeing that the program addresses their issues.¹⁶⁴

4.9 Challenges and a better direction in Reintegrating Child Soldiers

Some of the obstacles that have been mentioned in hindering re integration of child soldiers are as stipulated below;

¹⁶³Building a better future: Education for an independent South Sudan, Policy Report 2011
<http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/gmr2011-policy-paper-south-sudan.pdf>

¹⁶⁴ Eldeen, Hagir Gamal Osman – Sudan experience on the release, reunification and reintegration of CAAF's. Paper presented at the Kampala conference 2013

Trouble in deciding the quantities of kid soldiers in South Sudan. There are excessively numerous youngsters in the nation confronting a hard life including but not limited to street children, displaced children and children affected by conflict. It's difficult to distinguish between the children all facing challenging circumstances.

The process and strategies set up for reintegration of child soldiers require sustained funding which has not been the case in South Sudan.

Areas not controlled by the government have no support and thereby little or no active implementation of the reintegration programme planned for the children due to security related issues, restrictions in access resulting to high numbers of child soldiers from armed non signatory groups of peace agreements.

Communication, coordination and cooperation among national and international DDR stakeholders in South Sudan and other national levels has greatly improved but still remains insufficient.

The fragile security situation in South Sudan is a risk for destabilization for the reintegration process of child soldiers if it's not closely to wider communal efforts in security, peace building, arms control, community policing and security sector reforms.

The decision to adopt and the individual based reintegration programmes rather than the communal one is burdening economically and socially the community in absorbing ex combatants.

The role of local communities in the DDR process in South Sudan has been very limited. Their main involvement has included dissemination of information through radio programmes which are only found in urban centres. It's of essence to increase and expand these efforts to rural areas in promoting dialogue between DDR agencies and communities so that

expectations of the programme outcomes can be managed and the fears related with the reintegration process dissipated.

According to the UNICEF DDR expert during the interview, communities know the local context well and as with reintegration of displaced persons or returnee citizens, they should be at the forefront of the reintegration of child soldiers. Communities will be burdened with the responsibility of providing resources that cannot be provided by DDR actors. Public forums also generally provide for ex combatants and other community members to come together and talk. Grievances are addressed and a common ground found. Law enforcement agencies should also engage with communities at all levels as this aids in rebuilding trust and enabling an understanding in each other's roles and responsibilities. The discussions also facilitate discussions on how to maximize on the limited resources that are available at the local level. This is one of the ways of improving and bringing success to the DDR process¹⁶⁵

4.10 Successes on the issues of child soldier's reintegration

Overall, though small, there have been milestones made by the government and cooperating agencies on matters relating to issues of reintegration of child soldiers. These successes represent the government's prioritizing on matters of CAAFG. They include;¹⁶⁶

The issue of child soldiers has had standing priority commitment from the government of Sudan. The Humanitarian Aid Commission (HAC) was tasked with recognition of the welfare of CAAFG. An uncommon office was made inside HAC which put its endeavors in

¹⁶⁵ Wahito A., Interview with senior UNICEF DDR Consultant, Nairobi, August, 2016.

¹⁶⁶ Eldeen, Hagir Gamal Osman – Sudan experience on the release, reunification and reintegration of CAAFGs. Paper presented at the Kampala conference 2013

reorienting and drawing the consideration of government offices and foundations, and additionally significant national non-legislative associations (NGOs). The HAC likewise sorts out introduction workshops on the welfare and security of youngsters particularly in troublesome conditions.

The Republican Decree (5) was issued in January 2006 building up the National Sudan DDR Commission (NSDDR). The third section of the CPA convention on security courses of action stipulates that all children under eighteen years old must, inside a greatest time of six months, be released forthwith, rejoined with their families and reintegrated into general native society.

CAAFGs Desk, a division made for CAAFG-related activities at the SDDRC, started working in a joint exertion with UNICEF, the worldwide accomplice for the particular help and the financing administrator for the program.

CAAFG purpose of meeting is a person from the consultative group for child authorization in National Council for Child Welfare

Lessons picked up from positive enhancements in executing the CPA pushed the Government of National Unity (GONU) to expand the order and extent of the SDDR to fuse both the DPA and the EPA territories in its operational plans and tasks. The general game plan for NSDDR intervention in the DPA region has been sketched out, including, through joint get-togethers and group tries with the Mini-Minawi group of the Sudan Liberation Movement (SLM). The basic reference for this joint course of action for SDDR intervention in Darfur prospers in article (29) of the DPA which stipulates that specific reintegration

undertakings be delivered to benefit disabled ex-troopers, CAAFG and Women Associated with Armed Forces and Groups (WAAFG).

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Conclusion

Children should be an integral process in all elements of peacebuilding and resolution of conflict both as a component of the assent in making peace and the DDR command. Particular segments highlighting children must be focal in any given working DDR program. Failure by parties to recognize their own particular tyke troopers can bring about disappointment of any re integration programme for the child soldiers. In Mozambique in 1992-1994, the government military denied having any child soldiers in their forces. This reaction had been prompted by the exclusive focus of children recruited by RENAMO.¹⁶⁷

All components in a DDR programme that are specific to child soldiers must be well planned, evaluated and executed. This should be by bodies that are monitoring peace agreements and using a framework of central DDR committees. Ongoing monitoring of the whole process should take place by inter-agency forums. They should continuously appraise how well the ex child soldiers needs are being met and look into what support they can give or where the weak spots are to address them.

In the case of Liberia, where there was insufficient planning and preparation on the demobilization plan for child soldiers. Scarce resources may have justified the disorganized demobilization process which was not guaranteed to meet all the essential rights and protection of children. The implementation process was over flawed due to the scarce

¹⁶⁷ Legrand, J.C; *Lessons Learned from UNICEF Field Programmes For the Prevention of Recruitment, Demobilization and Reintegration of Child Soldiers October 1999*
https://www.researchgate.net/profile/Jean-Claude-Legrand2/publication/265190028_Lessons_Learned_from_UNICEF_Field_Programmes_For_the_Prevention_of_Recruitment_Demobilization_and_Reintegration_of_Child_Soldiers/links/559a310c08ae99aa62cc8be4.pdf Retrieved August 26th 2016

resources and lack of adequate preparation. Agencies that were dealing with kid care were compelled to surrender their best care situations in benefiting an occupation under outrageous limitations. Specifically was the absence of political will and assets for settlement implied that arrangements to hold children for an extensive period to encourage appraisal were downsized to a degree that exclusive a small amount of the children could be obliged. This implies a bigger number of the children were left helpless against the authorities who had enlisted them. The objective of retirement and breaking the chain structure which would dishearten re –recruitment was enormously undermined. The demobilization process should have conditions attached to it. Children should be demobilized at all costs whether they hand back weapons or not.¹⁶⁸

Re-integration programmes aimed at children should have structure and clear views as to what should constitute a suitable package aimed at child soldiers. Creators of the programmes need to ensure that the ex combatant's needs are met but at the same time ensuring that this does not make dread and hatred to their groups thus being careful to be rid of the misplaced perception in the communities that the former child soldiers are getting privileged or special treatment.

The chances of the community rejecting an integrated former ex tyke soldier ought to be anticipated and relieved. Arranging must start right on time to build reintegration programs that can supplant the financial impetus of war for kid fighters while maintaining a strategic distance from false desires which could lead to frustrations and recurrence of violence.

¹⁶⁸ United Nations Children's Fund, Cape Town Principles and Best Practices on the recruitment of children into the armed forces and on demobilisation and social reintegration of child soldiers in Africa , New York, UNICEF, 1999. http://www.unicef.org/sowc06/pdfs/option_protocol_conflict.pdf Retrieved 26th August 2016

The arrangement of instruction in crises is among the most ideal approaches to relieve the effect of the emergency on youngsters while building trust later on. Guaranteeing quality instruction in crises gives children and youth a feeling of trust and regularity when their lives have been upset, advances their psychosocial prosperity and psychological improvement, and reduces the hazard that they will be enlisted into hazardous exercises. What's more, guaranteeing the continuation of instruction in crises secures earlier ventures made in the training division and guarantees a more grounded future for individual understudies and in addition the groups and countries inside which they live.¹⁶⁹

While get ready retirement projects, advancement and implementation of the arrangement of the Convention on the Rights of the Child must be considered. The Convention of Rights of the Child constitute the controlling standards in all activities to ensure the rights and welfare of youngster warriors. Youngsters must be counseled in all phases of grounding and reintegration to guarantee that the projects and procedures to be utilized really mirror their requirements and concerns. Children ought to take an interest in deciding their future as to issues of instruction openings, family reunification and professional open doors.

The progressive process of the DDR programme in South Sudan is happening in a fragile environment in relation to security. The weaknesses that exist in the cooperation and coordination between the government and the implementing international agencies need to be addressed and complemented by long term economic reintegration strategies and programmes. Some disgruntled ex combatants who may have no faith in the peace process or may feel cheated by the government and or have no faith in the mechanisms put in place or seeing no change or experiencing any benefits, may lead to turning to violence. This risk

¹⁶⁹ Academy for Educational Development, *The Education Imperative* (2003), at 6.

can be reduced by using a coordinated approach which involves international, national and local actors, to ensure that the DDR process takes into account local and regional security outcomes.

Additionally communal involvement in the re integration process needs to take into account the progress that has been made. Integration of child ex combatants offer valuable lessons on economic recovery through information and awareness raised on the onset of the program, during consultations and decision making in the implementation. For example through imparting of new skills.

In the South Sudan society, it is important to involve the whole community as nearly everyone; both military and civilians struggle with basic economic needs. In the past, reconciliation has been limited to conflicts between communities to promote the local peace processes. This need will need to be addressed both at inter and intra community levels to facilitate the successful return of the ex combatants into their communities. The situation in South Sudan may seem complex due to this; DDR is an important and necessary part of the peace process. It is therefore important essential for the United Nations agencies, the government institutions, the former child soldiers, the communities, the implementing organizations and the donors, to stay engaged. They all need to take heed of the complexities, and recognize the need for efficient, and effective cooperation and coordination, while also operating with some degree of flexibility.

The arrangement of training in crises is among the most ideal approaches to alleviate the effect of the emergency on children while building trust later on. Guaranteeing quality training in crises gives youngsters and youth a feeling of trust and regularity when their lives have been upset, advances their psychosocial prosperity and subjective improvement, and diminishes the hazard that they will be enrolled into risky exercises. Furthermore,

guaranteeing the continuation of training in crises secures earlier speculations made in the instruction part and guarantees a more grounded future for individual understudies and in addition the groups and countries inside which they live.¹⁷⁰

If conflict and insecurity persist in a region, demobilization of child soldiers is not possible. The accomplishment of the retirement endeavors depend an extraordinary arrangement on specific conditions, which incorporate;

The confirmation of peace and strife discontinuance in the area. Reintegration of youngster troopers is troublesome without a general situation of security.

Peace assentions that particularly require the deactivation of tyke troopers.

The advancement and usage of improvement and reproduction arranges by the nation which particularly consider children' needs. Without dynamic change in the crucial setting of contention, youngsters will stay at high hazard for re-enlistment.

A painstakingly arranged DDR prepare. The DDR procedure needs legitimate arranging process which will incorporate; arrangements for mapping previous tyke soldiers, giving them personality cards, organizing with their families, achieving and running reasonable travel camp offices, and giving suitable instructive open doors. This will require a complex comprehension of the coordinations and operational points of interest of DDR.

The total suspension of little arms supply to the locale makes the last precondition.

¹⁷⁰ Academy for Educational Development, the Education Imperative (2003), at 6.

With regards to reintegration through instruction, existing writing has not gave much confirmation on the accomplishment of the training techniques. In any case, the information in many records highlight the quantity of previous kid troopers grounded, reintegrated with their families, or instructed, demonstrating the high need regularly put on training by the children and their families.

There is have to play out a further inside and out study on the particular effect of instruction on kid soldiers and the diverse training approaches taken. There is additionally need to assist investigate into comprehension diverse instructive alternatives for youngster soldiers both regarding strategy and substance utilized as a part of educating.

These options instructive alternatives should be both appropriate to the sorts of learning and abilities these youngsters need to survive and flourish in a post-struggle environment furthermore difficult to the brain of the previous warrior. Professional courses and the part of formal frameworks need to develop so they offer learning alternatives that are not just playing out a move work but rather that both include an information base that will help the youngster in life and construct abilities.

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