

SOUTH SUDANESE UNACCOMPANIED CHILDREN AT JEWI CAMP...

Assessment of Services Provision and Challenges of South Sudanese Unaccompanied Refugee  
Children in Jewi Refugee Camp

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This is to certify that the thesis prepared by Gatwech Koak Nyuon, entitled: “Assessment of Services Provision and Challenges of South Sudanese Unaccompanied Refugee Children in Jewi Refugee Camp of Gambella Regional State” submitted to Addis Ababa University School of Social Work in partial fulfillment for the requirements of Master of Social Work complies with the regulations of the Addis Ababa University and meet the accepted standards with respect to originality and quality.

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### **Abstract**

This study assesses the services provision and challenges of South Sudanese unaccompanied refugee children in Jewi refugee camp. The study adapted the constructivist philosophical stance with single case study design. Unaccompanied refugee children had been considered as unit of analysis. Thus, purposive sampling was employed to gather data from children, caregivers and social workers. Ten children, five key informants and twelve participants who are also children (males and females) had participated in focus group discussion. Thematic analysis was used to analyze the research findings. The study identified tribal conflict as fundamental factor and geographical proximity as well as families' disintegration to be among the immediate factors that forced children to Ethiopia. Educational services, basic services and health services had been identified as services provided to unaccompanied refugee children. Moreover, psychological and environmental factors were identified to be among the challenges faced by children. Others identified challenges include: children restriction from social activities, cultural difference, gender role, problem of training opportunities, shortage of access to basic necessities and limitation of healthcare services. It is sensed that to be an unaccompanied refugee child limited access from social interaction. Therefore, gender training for caregivers and social workers, psychosocial support training for social workers, provision of vocational trainings and skills to unaccompanied are recommended.

**Keywords:** South Sudanese, unaccompanied refugee children, services provision, Jewi Refugee Camp

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**Acronyms and Abbreviations**

ARRA - Administration for Refugee and Returnees Affairs

CAR - Central African Republic

CRC - Convention on the Rights of the Child

DRC - Democratic Republic of Congo

GBV - Gender-based violence

GUNR - Greater Upper Nile Region

ICRC - International Committee of the Red Cross

IGAD - Intergovernmental Authority on Development

IMS - Information Management System

MRM - Monitoring and Reporting Mechanism

PTSD - Post-Trauma Stress Disorder

PTSS - Posttraumatic Stress symptoms

SCI - Save the Children International

SPLA - Sudan People Liberation Army

SPLA-IO - Sudan People Liberation Army – In Opposition

TOR - Term of References

UASC -YP - Unaccompanied Asylum-seeking Children and Young People

UNHCR - United Nations High Commissioner for the Refugees

UNICEF – United Nations Children Education Funds

URC - Unaccompanied Refugee Children

URM - Unaccompanied Refugee Minors

USCRI – United States Committee for Refugees and Immigrants

WRC - Women’s Refugee Commission

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## **Chapter One**

### **1. Introduction**

This chapter discusses the flow of an introductory part of the thesis that consist of background of the study, statement of the problem, rationale of the study, research questions and significance of the study, scope and operational definitions of the term used.

#### **1.1 Background**

In Africa particularly in Sub-Sahara, armed conflict become the major threat for people that force majority of citizens from developing countries and thought refuge in developed nations. In early 2011, crisis related to political upheaval were witnessed in North Africa. The result of these conflicts created destruction and displacement (UNHCR, 2015). In South Sudan, the armed conflict that ensued in December 2013 had internally displaced millions of people and thousands of citizens fled to other countries bordering South Sudan according to Adaku, Okello, Lowry, Kane, Alderman, Musisi, and Tol (2016). (2016). Among the displaced South Sudanese, majority of them came to Ethiopia and were settled in Jewi refugee camp in Gambella regional state.

The South Sudan refugee update by UNICEF in 2015 estimated Jewi refugee camp to accommodate 50,000 South Sudanese refugees. The update indicated that there are five camps around Gambella Regional State (UNICEF, 2015). These camps are: Tierkidi, Lietchuor, Kule, Pugnido and Okugu refugee camps. The update also revealed that the refugees in Lietchuor camp were later moved to Jewi due to the flood that devastated the area. The new camp was later inaugurated sometime in March 2015 and refugees from NipNip, Lietchuor and newly arrived

refugees from South Sudan are believed to have been relocated to Jewi camp that make possible projection for the numbers of the refugees to increase beyond the previous estimated number of 50,000 refugees.

Jewi refugee camp is located 18 km away from Gambella town and it is estimated to be approximately 748 km away from Addis Ababa, the capital city of Ethiopia. This area is entirely dominated by South Sudanese refugees mainly from Greater Upper Nile region of South Sudan (UNHCR, 2015). Greater Upper Nile region comprises of Jonglie State, Unity State and Upper Nile State. UNHCR (2015) indicated that most of the refugees entering to Ethiopia through Burebiey, Pamdong, Akobo and Pagak. These entry points are bordering Ethiopia. The economic status of the refugees depends on the monthly ration that they receive from the UNHCR.

UNICEF (2015) indicated that “Out of the total refugee population that have arrived since December 2013, some 18,560 unaccompanied minors and separated children have been identified and are registered at Tierkidi, Leitchour, Kule, Pugnido and Okugu refugee camps” (p. 2). The number of unaccompanied refugee children that have been shown in this research sum-up the total numbers of the entire unaccompanied and separated children in all camps with no specification to Jewi refugee camp because this number reflect the entire camps found in Gambella regional states as a whole.

Another research findings released by South Sudan Regional Response Plan (2015) revealed that close to 200,000 South Sudanese refugees have arrived in Ethiopia. It is stated that the number of refugees in Ethiopia is more than 630,000 that are accommodated in 23 camps within the country (UNHCR, 2015). These camps are located in Assosa, Dollo Ado, Gambella, Jijiga, Semera and Shire.

The recent finding from UNHCR (2016) indicated that Ethiopia hosts 324,075 South Sudanese refugees and asylum seekers. Tesfa-Alem Tekle (2016, November 18) added that 547 South Sudanese arrive in Ethiopia on daily basis in which 64% of the total registered new arrivals are children, including 8,392 unaccompanied and separated children. The finding indicated that 8,392 unaccompanied and separated children identified from the newly arrived refugees and reported to have been settled in newly created camp called 'Ngueny-yiel' without considering the current status of Jewi refugee camp.

The guidelines on policies and procedures in dealing with unaccompanied children seeking asylum (UNHCR, 1997) defines the term unaccompanied refugee children as a child under eighteen years who separated from both biological parents. Although this definition seems a bit far from my operational definition, the operational definition was made intentionally to be between 12-18 years old because this group was rational enough in answering the interview questions concerning the service provision and challenges of unaccompanied refugee children in the camp. According to Broekaert and Derluyn (2008), unaccompanied refugee children face challenges that expose them to risks. The author added that unaccompanied refugee children do not only face challenges of being abused by other people but also encounter cultural shock due to the fact that they feel strangers to a new destination. In a broader perspective, the first section of the article one (1) in convention governing the specific aspects of refugee problems in Africa by Organization of African Unity (OAU, 1969) defines the term 'refugee' as any person who left his/her country due to fear of being persecuted because of race, religion, nationality, political affiliation and others.

Article 3 (1) of the 'Convention on the Rights of the Child' (CRC, 1989) indicated that "In all actions concerning children, whether undertaken by public or private social welfare

institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration” (p. 2). The UNHCR guideline on the formal determination of the best interests of the child (2006) indicated that unaccompanied refugee children should be properly protected from any harm where they are placed by the concerned authority.

## **1.2 Statement of the Problem**

Number of researches done on unaccompanied refugee children asserted that unaccompanied children went through tough experiences in search of safety and security to their second or third country of destination. Among the studies conducted, Eunson (1995) conducted study on children in war with special focus on investigating the role of child-to-child activities in therapy and care of displaced unaccompanied children. The findings of this study recommended that unaccompanied refugee children should be equipped with skills in order to make decision by themselves and that decision lead them to better social wellbeing and reduce the dependency from adults and agencies.

Bean, Nugent and O'Brien (2006) presented a study on refugee toward ensuring the best interests and empowerment of unaccompanied alien children. The researcher studied how unaccompanied children cope-up with the life in Netherland as well as the life of some Latino undocumented, unaccompanied immigrant children in Washington DC area. Furthermore, Markova and Hek (2005) assessed the experiences and needs of refugee and asylum seeking children in [the] United Kingdom (UK) with aim of providing an overview of the issues for this group of children. The researchers further assessed the availability, accessibility and types of preventative services that attempt to meet the needs of unaccompanied children.

Førde and Jarawan (2007) conducted study on refugee children and resilience with special consideration to empowerment, participation and subjective wellbeing of young, illegal, and unaccompanied children in Norway. The result of this study revealed that health professionals should take appropriate action to elevate critical environmental circumstances of unaccompanied refugee children. Besides that, Lopez (2010) also conducted a research on unaccompanied and separated children's migration to Europe alone without parents to seek for alternatives. The finding of this study indicates that better alternative for unaccompanied refugee children should be realized unless the rights and needs of unaccompanied immigrants are respected internationally.

To substantiate this, Çelikaksoy and Wadensjo (2015) provided general background of unaccompanied refugee children who cross the border beyond their countries especially to European countries. The authors comparatively studied the demographic make-up and analyzed how these children endure suffering based on their demographic orientations. The finding of this research indicates that females are largely affected in school and in work places. Meanwhile, Reisen and Rohwerder (2016) investigated the challenges of Eritreans unaccompanied refugee children in suffering about the human trafficking. The findings of Reisen and Rohwerder (2016) reveal that unaccompanied refugee children face challenges in the coastline of the English Channel and the North Sea beyond Africa.

Johnston (2011) explored the psychosocial needs of cross-border unaccompanied minors in Johannesburg and human trafficking and exploitation of children and youth in the United States. Although this study partly focus on the psychological aspect of the unaccompanied refugee children, it tells about what face the unaccompanied refugee children while they are on the move to search for life changing mission. Thus, Hernandez, Momenian and Women's Refugee

Commission (2013) conducted an assessment on factors driving the movement of unaccompanied children and adolescents from Eritrea into Ethiopia, Sudan and beyond. Hernandez et al. (2013) revealed that the factors driving the movement of unaccompanied refugee children to other countries include; governance, geographical proximity, gender based violence and demographic factors.

Although numerous researches have been conducted on unaccompanied refugee children globally, limited studies had been conducted on the services provision and challenges of South Sudanese unaccompanied refugee children in Ethiopia.

### **1.3 Rationale of the Study**

Among the plethora useful researches conducted on the area of unaccompanied refugee children, the researcher believes that there was no specific research done on the services provision and challenges of South Sudanese unaccompanied refugee children in Ethiopia particularly in Jewi refugee camp of Gambella Regional State. The researcher also acknowledges the usefulness of the researches conducted on the area of unaccompanied refugee children globally but feels unsatisfied because majority of the researches conducted focus on solving the problem of unaccompanied children who fled to European countries and United States of America leaving the unaccompanied refugee children's experience; services provision and challenges in Ethiopia unstudied. As a social worker, I believe that social issues differ from country to country and this makes it difficult on social research to be applicable in other countries because they are conducted in different country with different culture and different settings of approaching the phenomenon.

## **1.4 Objectives**

### **1.4.1 General objective**

The general objective of this study is to assess the push and pull factors, services provision and challenges that encounter South Sudanese unaccompanied refugee children in Jewi camp.

### **1.4.2 Specific objectives**

The specific research objectives of this study are:

- To assess the cause of influx of unaccompanied refugee children to Ethiopia
- To explore the educational services of unaccompanied refugee children in Jewi camp
- To assess the basic services of unaccompanied refugee children in Jewi camp
- To assess health services of unaccompanied refugee children in Jewi camp
- To assess psychological challenges of unaccompanied refugee children in Jewi camp
- To assess environmental challenges of unaccompanied refugee children in Jewi camp

## **1.5 Research Questions**

### **Major Research Questions**

What are the push and pull factors, services provision and challenges that encounter South Sudanese unaccompanied refugee children in Jewi camp?

### **1.6 Specific Research Questions**

1. Why did South Sudanese unaccompanied refugee children take refuge in Ethiopia?

2. What are the educational services of unaccompanied refugee children in Jewi camp?
3. What are the basic services of unaccompanied refugee children in Jewi camp?
4. What are the health services of unaccompanied refugee children in Jewi camp?
5. What are psychological challenges of unaccompanied refugee children in Jewi camp?
6. What are environmental challenges of unaccompanied refugee children in Jewi camp?

### **1.7. Significance of the Study**

Even though several useful studies on unaccompanied refugee children have been widely conducted around the world, this study is uniquely intended to contribute to other previous researches concerning services provision and challenges of unaccompanied refugee children particularly to South Sudanese in Jewi refugee camp. Thus, it will help other concerned bodies to know the services provided and challenges of South Sudanese unaccompanied refugee children in Jewi camp. This will also help the organizations that are funding the unaccompanied refugee children to evaluate the impact of what they have been offering to unaccompanied refugee children based on potential agreed recommendations.

This study is intended to contribute to the existed policy on unaccompanied refugee children. It is believed that it will possibly create awareness to the agencies that are aiding the unaccompanied refugee children concerning their immediate and long-term goals. The research recommendations will also benefit the para-social workers who are dealing with unaccompanied refugee children to intervene in children's situation while considering the best interest of the child as stated in convention on the rights of the child (1989).

### **1.8. Scope of the Study**

The study limited its scope to exploring the services provision and challenges of unaccompanied refugee children in Jewi refugee camp. It further limited its scope on exploring the push and pull factors of South Sudanese unaccompanied refugee children to Ethiopia. It also limited its scope to interviewing children between 12-18 years old in the camp, caregivers and social workers.

### **1.9 Organization of the Paper**

This paper has been organized into six chapters. The first chapter includes the introduction, background, statement of the problem, rationale of the study, objectives, research questions, significance of the study, scope of the study, organization of the paper and operational definitions of the term used. The second chapter presented the relevant literatures on unaccompanied refugee children. The third chapter describes how data were collected and analyzed. Trustworthiness of the data and ethical consideration were also included in this chapter. The fourth chapter presented the findings. The fifth chapter discussed the findings with existed literatures and theoretical perspectives on the cause of unaccompanied refugee children to Ethiopia. The final chapter includes the conclusion and social work implications.

### **1.10 Definitions of Basic Terms**

Due to the fact that researchers provide their own taxonomy to the terms used become a great deal for the readers to portray what the researcher means for the terms used in the study, the researcher has defined the term used as follow.

**The term camp:** refers to the special place or site where only refugees are settled.

**The term challenge:** refers to any negative experiences that unaccompanied refugee children went through on their way to Ethiopia and in Jewi refugee camp.

**The term child/children:** refers to refugees between age of 12 and 18 years old.

**The term Refugee:** refers to any individual who is forced to cross the border beyond his/her country due to fear of persecution and legally granted status by UNHCR to live peacefully in another country where he/she is free from persecution.

**The term Services provision:** refers to tangible and intangible services provided to South Sudanese unaccompanied refugee children by the organization in the camp.

**The term unaccompanied:** refers to the status of the children who are officially recognized and registered under the UNHCR database as refugee without biological parents during the registration and at the time when this research is conducted.

## **Chapter Two**

### **2. Review of Related Literatures**

This chapter emphasizes on the definition of the terminologies related to unaccompanied refugee children and how different bodies including the UNHCR have globally defined the term. The main part of the literatures review focus on several studies, which emphasizes on push and pull factors, services provision and challenges of unaccompanied refugee children. The chapter provides the essence of the unaccompanied refugee children globally and domestically. The literature review was carried out using journal articles; book chapters, thesis materials and others local and internationally recognized policies and guidelines on unaccompanied refugee children.

#### **2.1 Unaccompanied Refugee Children**

According to Broekaert and Derluyn (2008), the term unaccompanied children refers to children who have been separated from their parents. Both Convention on the right of the child (CRC, 1989) and United Nations High Commissioner for the Refugees (UNHCR, 2006) ‘guidelines on formal determination of the best interests of the child’ has defined the term ‘child’ as person below 18 years of ages. The guideline further defines unaccompanied refugee children as “children who have been separated from both parents and relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so” (p. 5). Many institutions that deal with children in crisis have internationally recognized the definition of United Nations High Commissioner for the Refugees concerning the unaccompanied refugee children.

As it was briefly defined in operational definition, the term refugee has also been defined in different conventions globally. Among these: the article 1 of the 1951 convention relating to the status of refugees and the Geneva Convention (1967) defines the term refugee as:

A person who is outside his/her country of nationality or habitual residence; has a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion; and is unable or unwilling to avail himself of the protection of that country, or to return there, for fear of persecution.

Lee (2005) commented that the term 'refugee' refers to force migration and a way for an individual to running away from his/her country due to threat that directly affects his/her life. Lee furthered that any individual feel threatening to his/her dear life should run beyond the border of his/her country to avoid physical harm from the enemy.

According to Nugent (2006), several countries including the United States of America have tried their best to rescue unaccompanied refugee children. Beyond the assistances from other countries, Nugent (2006) defines the term unaccompanied children as children "without parents or legal guardians" (p. 219). Moreover, UNICEF (2016) also defines both child and unaccompanied as children who travel alone to other country without their legal or biological parents. The agency reported that some 1.5 million people have made their way across the Mediterranean Sea to reach Europe to find better life and safety. Among the huge influx of refugee across the Mediterranean, 40 per cent of the population that crossed the Mediterranean is believed to be children mostly the unaccompanied children according to UNICEF report in 2016. The report indicated that there were many nationalities that participated in the interview

concerning why there is an increase of unaccompanied refugee children crossing the seas. The unaccompanied children who participated in the interview were nationals of the following countries: Afghan, Egyptian, Syrian, Kurdish (Iranian and Iraqi), Sudanese, Eritrean, Ethiopian, Kuwaiti, Guinean or Vietnamese.

## **2.2 The Cause of Influx of Unaccompanied Refugee Children to other Countries**

Women's Refugee Commission (2013) discussed in their research finding that unaccompanied refugee children have different reasons that forced them to flee their countries for other destinations. Among these reasons: economic need, fear of military recruitment, religious persecution, and social pressures. The research indicated that the reasons for unaccompanied refugee children to flee their countries differ between boys and girls. Sexual exploitation and forced marriage were raised as one of the concerns by the girls while boys revealed that recruitment to child soldier is also among the threats that lead them to flee their countries for other countries.

Nugent (2006) further believes that over 8,000 unaccompanied refugee children received significant attention from stakeholders (congress, policy maker, academia, public and media) in United States of America. UNESCO (2010) mentioned that children possibly cross the border beyond their country due to different reasons. The finding attributed the fear of death threat and lack of protection that exploit them and violate their rights especially in the arm conflicts to be among the sources of unaccompanied children to cross the border beyond their country.

The data obtained from the literatures as described above helps the researcher to infer that unaccompanied refugee children suffer from different challenges. Politics, tribal conflicts, demographic, and proximity are among the pushing factors contributed to influx of

unaccompanied refugee children to countries of destinations. To this end, the researcher felt that it is essential to talk briefly about the driving forces of unaccompanied refugee children to other countries.

### **2.2.1. Demographic factors**

Without any references it is clear that demographic data include the age, sex, religion, ethnicity and etc. In other hand, it is also referred to how population is structured that is according to my understanding. These classifications in some countries create insecurity to people. For instance, the UNHCR report in 2015 indicates that South Sudan conflict had taken side of targeting killing based on ethnic line. For this reason, demographic has been considered in this literature review section as among the pushing factors that lead South Sudanese unaccompanied refugee children to flee for other countries. Some descriptive studies substantiate that demographic have been carried out to analyze the data on migrants that flow from different part of the world to other countries of destinations. Among these studies, Trovato, et al. (2016) made demographic and clinical data of sea migrants seen at the port clinic in Augusta from August to December 2014. The study compare migrants from near Eastern, war-torn and different part of the world comparing and contrasting the significant differences in term of demographic and morbidity profiles.

The finding of the Travato et al. (2016), comparative study shows that systematic data collection is needed to improve the knowledge of health professional and other concerned bodies to deal with unaccompanied refugee children. This is because unaccompanied refugee children who fled their countries for other countries carried out an existed trauma concerning their social and demographic background. The study of migrants based on their demographic and morbidity

profiles reveal real presentation and clue for many researchers to know the different of the affected refugees based on their demographic information. Literatures further disclosed that the number of refugees smuggling to European countries increase yearly. For instance, “the number of sea migrants has escalated substantially since 2011 (62,500 in 2011, 43,000 in 2013, 170,000 in 2014) following the Syrian war, the rise of the Islamic State, as well as the political crisis in Libya“ (Trovato et al., 2016, p. 2). Mansourian, Rubenstein, Spencer, Chisolm-Straker, Noble, Skeels, Ceriotti and Stark (2016) who carried out study on Northern Kivo after an attack by M23 in 2012 in Democratic Republic of Congo assessed the number of affected families based on their demographic information. The research measures the prevalence basic characteristic of children who were separated from their biological parents.

Finally, the study that involved demographic data is inferred to examined the different profiles of migrants especially upon landing to the destinations. This is because migrants always have different medical requirements that require more attention from the health department and these should be done separately depending on their demographic data. According to Trovato et al. (2016), the knowledge of demographic profiles of unaccompanied refugee children crossing international borders help the immigration and health officers in different countries to improve knowledge and training for professional who deal with issues related to unaccompanied children and how the need of these children should be met.

### **2.2.2 Lack of good governance**

Although some pushing factors of conflict that led the unaccompanied refugee children to flee South Sudan for Ethiopia have been identified, lack of good governance is believed to be among the main drivers of conflicts and inequality. UNICEF (2015) added, “poor governance in

South Sudan is also coupled with elite political rivalry that, in a country with such a low level of human development, can further widen socio-economic disparities and lead to a deterioration in inter-communal relations” (p. 39). This shows that some governments of several countries where unaccompanied refugee children come from did very little to protect children from being harmed.

### **2.2.3. Geographical proximity of the destination**

Some writers claimed that unaccompanied refugee children have simple options in their minds when they are encountered by problem in their countries. According to Women’s Refugee Commission (2013), the only option that comes to their minds is to fleeing their countries for other countries and makes it short to the country of proximity. This is because their ages matters and this influence their mobility to the nearest country. For instance, Women’s Refugee Commission (2013) stated, “Majority of the children living in the refugee camps in Sudan and Ethiopia are originally from very close to the Eritrean border with each country. The majority of those interviewed in Mai- Aini are from border villages” (p. 15). This proofs that there is only one possible reason for an unaccompanied refugee children to opt for the closest country. This reason is clear because it is known that unaccompanied refugee children’s ages are below 18 years old. The fact that they are under 18 years of ages, the researcher intuitively perceives them incapable to walk for far distance because of their ages and lack of confidence to walk like adults. For instance, the study by Women’s Refugee Commission in 2013 indicated that “the close proximity of Sawa to the Sudanese border and Wi’a to the Ethiopian, both camps see a steady influx of military deserters” (p. 15).

The projection by Women's Refugee Commission based on their research conducted on unaccompanied refugee children from Eritrea to Ethiopia, Sudan and beyond would be possibly realize to be the best because the evidences, which they had presented, convinced the readers and they are also practically true. It can also be inferred that the reality of making choice depend on the access to grasp what is nearer and closer to unaccompanied refugee children. And this is why the researcher agreed to support the finding of Women's Refugee Commission assessment on unaccompanied refugee children.

#### **2.2.4. Gender-based violence**

According to South Sudan Protection Cluster [SSPC] (2015) gender-based violence (GBV) becomes a threatening situation in South Sudan. Report obtained from SSPC (2015) disclosed, "sexual violence such as rape, sexual harassment, castration, sexual exploitation, abduction and survival sex were increasingly reported both inside and outside protection of civilians (POC) sites" (p. 6). Data from the GBV information management system (GBV IMS) put the highest risk of incidents to be between the early of 2015.

The research finding of SSPC (2015) also revealed that rape accounted for 16 per cent of the entire report of early of 2015. Moreover, sexual assault incident accounted to nearly 4 per cent on the overall report and emotional abuse were on average of 20 per cent while other related abuse such as denying access to resources and survivors who were forced to marry out of their will accounted to 16 per cent. Based on the above observation, it is possible to come to conclusion that gender based violence is one of the pushing factors that lead unaccompanied refugee children to fled South Sudan for Ethiopia.

One more driving forces that lead the unaccompanied refugee children to fled South Sudan has been indicated in the same literature that large scale of recruitment was carried out by the government of South Sudan on children in some areas within South Sudan (SSPC, 2015). The research finding indicated that incidents of grave violation children's rights were identify by monitoring and reporting mechanism (MRM) between January and March 2015.

SSPC (2015) further stated that 97 incidents were documented by MRM; a body selected by Intergovernmental Authority on Development (IGAD) to document the incidents of crimes and atrocities committed in South Sudan. The report claims that the grave incidents of children's right violation affect 7,257 children with focus of recruiting children into army. When considering the numbers of affecting children, it is possible to recall that children have right to flee the country for other destinations because they are under threatening situation.

### **2.3 Services Provision of Unaccompanied Refugee Children**

As unaccompanied children left their countries for other destinations, goodwill and other humanitarians feel concern to support these children. To my understanding among the organizations concerned to helping children around the world includes UNHCR, UNICEF and other international organizations such as Save the Children International. When insecurity and the war becomes an option in the war-torn of South Sudan, children started to flee for their safety and huge numbers of unaccompanied children were seen in neighboring countries bordering South Sudan in early 2014 (UNHCR, 2015). It was indicated that unaccompanied refugee children had been granted services such training and free education as part of response to the influx of refugee according to Eunson (1995). Nugent (2006) also added that unaccompanied refugee children who fled from different parts of the World to United States of America had been

legally given rights to access services by the congress, policy maker, academia, public and media.

The research finding from the leading agencies that deal to bringing aid to children indicated that unaccompanied refugee children do not only face challenges in their second countries but they also access opportunities. For instance, UNICEF (2015) indicates “polio supplementary immunization campaign targeting children under the age of five was conducted from 27 March to 30 March 2015 in all the refugee camps and surrounding host community” (p. 3). It was also noticed that UNICEF provided emergency drug kit to UNHCR in Tierkidi camp that cover health services for an estimate of 2,500 people for three months. As per the literature, such a contribution is an observable from the organization and it is also an opportunity for unaccompanied refugee children. In other hand, Førde and Jarawan (2007) recommended that the basic services, education and health services of unaccompanied refugee children should be given first priority for the betterment of the children. Therefore, educational services, basic services, and health services of unaccompanied refugee children have been independently discussed below.

### **2.3.1 Educational service**

Educational service is one of the services provided to unaccompanied refugee children entirely among the countries that sponsor children. Study conducted by Acosta (2016) on unaccompanied refugee children who fled to United States of America revealed that children who fled for America were accepted to attend public schools like any other children. Acosta (2016) indicated that unaccompanied refugee children are settled in

shelter immediately after coming from different part of the world. It is indicated that the intension of settling these children in shelters was to make sure that they are oriented, educated to speak better English as their second language and later allowed to join formal education like other citizens. Acosta (2016) believes that “Upon securing a sponsor and leaving a shelter, unaccompanied minors seek to enroll in public schools and integrate into local communities while awaiting a resolution in their respective cases” (p. 669).

Taylor (2015) indicated that school is one of the tools that help to change the traumatic experiences of unaccompanied refugee children. Furthermore, Taylor (2015) added that:

Schools are a fundamental and natural place for meeting many needs of immigrant youngsters and their families. Moreover, the success of many schools is dependent on how well they address the needs not only of immigrants, but also of all newcomers (p. 324).

The educational service a government-tasked objective to transition the unaccompanied refugee children to adapting to a new life of other countries. It was also indicated that unaccompanied refugee children from other countries who fled for America faced stereotyping from local citizens. Adelman and Taylor (2015) elaborated, “Whatever the reason for leaving their country of origin, obviously many immigrant families adapt successfully after arriving in a new country. Furthermore, researchers have cautioned about tendencies to stereotype students from immigrant families as low performers” (p. 327).

According to Benton (2017) “Newly arrived migrants, especially those who arrive through humanitarian protection channels, often have difficulty achieving success in host-country education systems” (p. 3). To this point, it shows that children suffer to meet the quality of education in the host country immediately after their arrival in United States of America. This occurs as result of encountering new culture of educational system. With education, it is possible to notice that unaccompanied children behaviors could be changed if proper educational services are provided to them.

### **2.3.2 Basic services**

It is obvious that human being is entitled to access to basic services in order to survive. According to Førde and Jarawan (2007), unaccompanied refugee children should be given chance to access basic services such as food, shelter and clean drinking water. As to my understanding, these services are essential to everybody. It has been stated that most countries such as European countries and United States of America who are open to receive refugees were receptive to host the unaccompanied refugee children.

To substantiate this, Nugent (2006) stated that ”Both experts and stakeholders have amassed substantial recommendations for systemic reform in policies, practices and procedures affecting unaccompanied children” (p. 219). In these countries, experts and other stakeholders advocated for policy change that favor unaccompanied refugee children. The intention behind advocating for policy change by stakeholders in countries that receive refugees was because unaccompanied children who fled their countries of origin should be allowed to have access to basic services like any other human beings.

The initial point of advocating for the right of the children to access basic services was observed when some institution within the developed states that receive refugees

started treating the unaccompanied refugee children unfairly (Nugent, 2006). As a result, Nugent (2006) believes that

Congress had acknowledged that the Immigration and Naturalization Service (INS) had a poor track record in caring for the children over the last two decades, while the Office of Refugee Resettlement (ORR) had a demonstrated history of expertise in working with child refugees through their Unaccompanied Minor Program (p. 222).

This indicated that unaccompanied refugee children are protected and given chance to access basic services not only by the willingly individuals but by the laws as well. It was also indicated that unaccompanied refugee children prefer to stay in developed countries such as Sweden, Norway and United States of America due to good record of security, human right and access to free basic necessities according to Momenian (2013).

### **2.3.3 Health services**

Unaccompanied refugee children who had been crossing border to European countries especially to Italy had been reportedly said to face health related issues on their way (Trovato et al., 2016). According to Trovato et al. (2016) group of children from Near East (Syrians, Iraqis and Palestinians) suffered from several diseases upon their arrival in Italy. “Among this group there was more acute and chronic vascular disease, diabetes, and health-seeking behavior. The other group included mostly African migrants of young age. Among them there were more unaccompanied minors and patients with skin diseases, including scabies” (p. 8). It had also been revealed that diseases mentioned above occurred as result of long distance that the children had travelled from Near East to Europe.

Ministry of Health (MoH) and Medicine San Frontier (MSF) were so receptive to the unaccompanied refugee children in Augusta harbor in Italy. Trovato et al. (2016) added, “There was efficient cooperation between MSF and MoH clinical staff and good relations with the local hospitals. As a result of the collaboration, MoH took over medical activities at the Augusta harbor in January 2015” (p. 9). The cooperation between MoH and MSF successfully facilitated the settlement of unaccompanied refugee children.

Another study by Adaku et al. (2016) on South Sudanese unaccompanied refugee children in Uganda indicated that health services were freely provided. Adaku et al. (2016) added that refugees were also granted access to opportunities in areas of health and education.

In these areas, according to government policy, refugees are permitted to receive government-funded regional health and educational resources. Despite this generous policy, our review found that South Sudanese refugees have reported a lack of access to basic needs and health care services (p. 5).

The increase of refugees’ presence in Uganda derailed the chance of unaccompanied refugee children to fully access the health services. However, the government of Uganda and the rest of stakeholders such World Health Organization (WHO) had positively contributed health services to the South Sudanese unaccompanied children.

## **2.4 Challenges of Unaccompanied Refugee Children**

After the eruption of the conflict in South Sudan in December 2013, children become apart from their parents as result of war. Majority of children were forced to different countries such as Ethiopia, Sudan, Kenya and Uganda to search for safety, food and new hopes according to

UNICEF (2015). Unaccompanied refugee children who crossed the border had shown significant number of risks. UNICEF (2015) indicated that unaccompanied South Sudanese refugee children who entered Ethiopia through Gambella region faced psychological related problem, social, health, and educational related challenges.

To substantiate this, (US Committee for Refugees and Immigrants [USCRI], 2015) released a report entitled, 'Forgotten Refugees: Eritreans Children in Northern Ethiopia'. This report highlights the challenges affecting unaccompanied refugee children from Eritrea. The report revealed that unaccompanied refugee children are forgotten sometimes and this leads them to face a lot of challenges beyond imagination. The research finding indicated that unaccompanied refugee children faced shortage of water, food, sanitation, education, security, and opportunity. The findings further narrated that "within the Shire camps, there is little to no electric power. Eight to ten refugees collectively live in 10ft x 10ft concrete or mud dwellings in an extremely hot and arid area" (p. 1).

Based on the above experiences from Eritreans unaccompanied refugees children in 'Shire refugee camp', the researcher inferred that psychological impact occur as a result of bad living condition, social isolation, sanitation and health, education and livelihood and water are universal requirements for life and these refugees lack those. Therefore, the researcher has tailored to use some of them as subtitles and critically go through thorough literature review concerning their negative effect as it happened to Eritreans refugee children in Shire refugee camp in Northern Ethiopia.

According to Jensen, Skårdalsmo and Fjermestad (2014), unaccompanied refugee children suffer from anxiety and depression. The study further commented that unaccompanied refugee

children's mental health deteriorated after they have been resettled in a new country especially for children under 15 year. Meanwhile, the research finding further elaborated that unaccompanied refugee children develop symptom of Post-Trauma Stress Disorder (PTSD) and other related mental health as they resettle in the country of their destination.

Jensen et al. (2014) elaborated that “unaccompanied and accompanied minors’ mental health was compared in which unaccompanied refugee minors consistently reported higher scores for internalizing problems, traumatic stress reactions, and stressful life events than accompanied minors” (p. 9). Moreover, Jensen et al. (2014) added that there is need to deal with unaccompanied refugee children on building new hopes for them and how they could catch up to make new friendship with new friends and how they should integrate to a new culture.

Jensen et al. (2014) argued that unaccompanied refugee children leave their countries with purpose to seek new life and to make good living in order to support their family members back home. It is also argued that unaccompanied refugee children's stress and depression grow to the highest level due to the fact that some countries legislatures pursue the children to be deported to their home country. This increases their stress and made the children to be more attentive to their daily lives (Jensen et al., 2014). Moreover, Unterhitzberger, Eberle-Sejari, Rassenhofer, Sukale, Rosner and Goldb (2015) believe that “unaccompanied refugee minors (URMs) are a group who are vulnerable to developing posttraumatic stress symptoms (PTSS)” (p. 1).

Adaku et al. (2016) mentioned that the conflict that erupted on December 15 2013 displaced 2 million people while an estimate of 270,000 is believed to have resettled in Uganda. The authors suggested that these refugees especially the unaccompanied refugee children are facing risks of mental health and psychosocial problems and recommend the psychologists and social

workers to intervene in this process to offer psychosocial support. Hence, Adaku et al. (2016) claim that displacement is a potential source of mental health that occurs as result of families when they fall apart. Thus, psychological challenges, environmental challenges and physiological challenges have been discussed below.

### **2.4.1 Psychological challenges**

Unaccompanied refugee children faced psychological challenges such as posttraumatic stress disorder (PTSD) as result of bad treatment, loneliness and stress related to school (Jensen et al., 2014). Children encountered posttraumatic stress disorder due to long journey they had alone without biological parents. However, Unterhitzberger et al. (2015) added that the use of cognitive behavioral therapy (CBT) or trauma-focused CBT (TF-CBT) is helpful in reducing posttraumatic stress disorder (PTSD). This creates hope for practitioners to solve the PTSD on unaccompanied children who already experienced the phenomenon.

Although TF-CBT seems to be proper treatment for unaccompanied children suffering from posttraumatic stress disorder, it is also believe that PTSD would stop unless if the discrimination and other biased related treatments are stop on children. To substantiate this, Jensen et al. (2014) stated that the “Commonly reported stressors were discrimination, dissatisfaction with education situation, being forcibly moved and missing family” (p. 8).

Adaku et al. (2016) also disclosed that prevalence of psychological problems have been witnessed on South Sudanese refugees who fled South Sudan for other countries particularly Uganda due to recent conflict that ensued in December 2013. Adaku et al. added that:

The psychiatric epidemiological research on populations displaced from South Sudan in previous conflicts suggested high prevalence of common mental disorders (depression, PTSD, anxiety), although the use of non-validated cut-off scores for the population may mean that psychological distress and mental disorders are conflated in these studies. Exact expected rates of mental disorders are challenging to estimate from existing studies (p. 5).

The finding indicated that the fighting that erupted in South Sudan did not only affect the unaccompanied refugee children who fled to Northern Uganda but the entire population of South Sudanese refugees who were settled in Northern Uganda had been recommended for thorough psychosocial assistance according because they were seen almost psychologically affected (Adaku et al., 2016).

#### **2.4.2 Environmental challenges**

According to Trovato et al. (2016), environmental challenges are subjected to unpleasant things that affect unaccompanied refugee children. Some individuals believe that these challenges ensue on children while on their way to new destinations or when they arrive in the area of their settlement. To substantiate this, Trovato et al. (2016) further stated, “Most are fleeing war, persecution or extreme poverty” (p. 2). This indicated that children who fled their countries for other destinations associated war, poverty and persecution as environmental challenges.

According to Mansourian et al. (2016) unaccompanied children endured environmental challenges after an attack by M23 in North Kivu of Democratic Republic of the Congo (DRC). M23 is an insurgent or group of militia operating in the Northern

part of DRC. Mansourian et al. added that environmental challenges pose adverse effect on the children. According to Mansourian et al. (2016) “In addition, separation can have long-term social and psychological impacts, including chronic stress and anxiety” (p. 2). This tells us that the environmental challenges could further emerge to be threats on children if they are not carefully prevented.

Adaku et al. (2016) added that conflict had been the main sources of the environmental challenges for many children. Accordingly, “Armed conflict continues to be a major concern for populations around the globe. In 2014, 40-armed conflicts were recorded, together associated with the highest conflict yearly fatality rate since the Cold War” (Adaku et al., 2016, p. 2). This briefly indicated that an environmental challenges begun as war but later turns to devastation that resulted on displacing the population.

## **2.5 Theoretical Perspectives on the Cause of International Migration**

The purpose of using theoretical perspectives on the cause of international migration is to understand the cause of unaccompanied refugee children to other countries. Theoretical perspectives are used in this section as literatures not as a framework. Different theories have different perspectives and understanding about the cause of international migration. Thus, the researcher had selected some theories that help to explain the cause of international migration and briefly put the assumptions of the theories.

European communities (2000) added that a few vital theories exist that properly explains the cause of international migration. This is because theories and models are developed based on mixed disciplinary viewpoints. However, European Communities (2000) claimed that any theory or model could be framed to explain the cause of international migration. Therefore, the

researcher has used some of the theories that explain the cause of international migration. These theories include; neoclassical economic theory, structural theory, household theory, network theory, and push-pull theory. Among these-mentioned theories, push-pull theory and social network theory have been given more emphasis in this section due to their relevance explanation on the cause of international migration.

### **2.5.1 Push and pull theory**

According to Miller (2009) “Migration is nothing new. The need to escape conflict and persecution or a desire to seek new and better opportunities elsewhere have always led people to migrate” (p. 326). To my understanding, the Lee’s migration theory (push and pull) does not only focus on one dimension rather it focuses on the general factors that cause and motivate the migrants to cross their national borders. To substantiate this, the European Communities (2000) indicated that “The fundamental assumptions are that the more disadvantaged a place is, the more likely it will produce migration, and that, given inequalities, there will be migration” (p. 3).

The factors that lead people to cross national border have been categorized as push and pull factors according to Momenian (2013). Momenian (2013) mentioned that some of the pushing factors that push unaccompanied refugee children to other countries include “threats and forced recruitment, risks associated to their ethnicity, insecurity, economic hardships, loss of democracy, violence, conflicts and war” (p. 70). Based on this, it is possible to draw an insightful assumption about the cause of international migration as attributed to war and political upheaval.

### **2.5.2 Social network theory**

Social network theory has recently been considered by majority of scholars to be among the cause of international migration. Among the scholars who debated on the theory, Massey, Arango, Hugo, Kouaouci, Pellegrino and Taylor (1993) and Haug (2008) are seen to be the core proponents of this theory. According to Haug (2008), network theory is a theory that enhances the migrants to move due to the social ties and network they have with other people in the destination country. The theorists believe that international migration is caused due to economic factor at mezzo level. Moreover, the author argued that the theory facilitates the movement and makes it easier because of the existed social ties between the migrants and the recipients' countries.

In other hand, Massey et al. (1993) attributed the cause of international migration to social ties among the communities but revealed that it is hard to control such type of migration by the authority once it occurs. Massey et al. (1993) further claimed that network theory is one of the international migrations theories but difficult to be controlled by the government due to the ties between the migrants and the existed members of the community in the host country.

Massey et al. (1993) summarized that network theory believes that social ties and cultural similarities between the migrants and the host communities established the existence of network theory. Push-pull theory indicated that all the negative factors that threatened human security such as war, political upheaval and droughts are push factors while neutral and positive factor such as social ties; cultural similarities are considered as pull factors.

To summarize the chapter, the revelation from the existed literatures indicated that war and other factors such as bad governance, gender based violence, recruitment of children into the army as child soldiers, rape, forced marriage and threatening environment are among the pushing factors triggering unaccompanied refugee children to flee their countries of birth for other destinations. Finally, the reviewed policies, guidelines and conventions on children also indicated that unaccompanied refugee children deserve rights and other opportunities such as education, free health treatment, psychosocial and many more like any other children.

## **2.6 Summary of the Chapter**

Literatures on unaccompanied refugee children indicated that the influx of refugees around the world is triggered by war. It had been stated that unaccompanied refugee children come from developing countries such as Middle East and sub-Sahara Africa. Documents on unaccompanied refugee children specifically revealed that demographic factor, poor governance, geographical proximity and gender based violent negatively affect the unaccompanied refugee children and cause unaccompanied refugee children to flee their countries for other countries. Despite the huge influx of unaccompanied refugee children to different part of the world, remedial actions had been made by the concerned organizations and governments to response to the influx of refugees in general and unaccompanied refugee children in particular in their respective capacities. This is purposely to tackling the factors affecting their movement across the countries and other factors that affect the unaccompanied refugee children globally. Almost all countries of the world according to the literatures had signed the conventions on the refugees.

## **Chapter Three**

### **3. Research Methods**

This chapter discusses the methodology in which, the research was conducted throughout the study. First, the philosophical stance that guides the researcher on conducting the research is briefly discussed. In relation to this, research design has also been one of the contents that highlight on how the study was carried out. Description of the study area, study population, sampling techniques, data collection tools, data analysis, data trustworthiness and ethical consideration are briefly discussed as part of the methodology.

#### **3.1 Research Philosophy**

The decision to prefer the research philosophy tells the readers about the interest and the philosophical stance of the researcher. According to Creswell (2009) the research philosophy has been categorized into four. These are: positivist worldview, the social constructivist worldview, the advocacy and participatory worldview and the pragmatic worldview. The worldviews are guidance and key instruments in shaping the researcher's perspective in deciding the direction for the study. Among the above-mentioned worldviews, the researcher had decided to consider the social constructivist worldview not by choice but because of who he is in order to explore the push and pull factors, services provision and challenges of unaccompanied refugee children.

The constructivist worldview also enhances the researcher to explore the wider environment and allow the research participants to interpret their own world as simple as they want it to be (Creswell, 2009 & Fisher, 2010). It also enhances the researcher to understand the concept of

how data related to certain phenomenon should be collected and how they should also be interpreted in light of participants' knowledge and experiences on particular phenomenon.

The constructivist philosophical stance led the researcher to quietly and diligently observe the push and pull factors, services provision and challenges of South Sudanese unaccompanied refugee children depending on their settings and environment. It guided the researcher to listen carefully to participants on what they possibly constructed concerning their own expressions. Finally, many reasons not limited to the above-mentioned reasons can be cited to explain the reasons why the researcher was keen to use the social constructivist philosophical stance. For instance, this world view influences the nature of research undertaking starting from data collection designing tools, data analysis and report writing. Therefore, the researcher convinced to use the philosophy due to the fact that it relies on how the research participants make meaning to what they feel.

### **3.2 Research Design**

Intuitively, the nature of the research intended by the researcher determines the approach of research to be carried out. According to Creswell (2007), there are five types of qualitative research. Among the five approaches (ethnography, phenomenology, case study, narrative research and grounded theory), the researcher employed case study. Kumar (2011) stated, "this design is of immense relevance when the focus of a study is on extensively exploring and understanding rather than confirming and quantifying" (p. 123). In other hand, Lester (1999) concluded that the purpose of using qualitative approach is to avoid the specific and generalization of problem in specific setting instead it grants the research participants to present

what they perceive is good for them depending on their experiences since they are the main actors of the situation.

According to Creswell (2003), case study has got three major categories – (a) single case study (b) multiple case study and (c) intrinsic case studies. The researcher employed single case study design. Yin (2003) recommended this type of case study with exploratory strategy because it allows the researcher to use several sources of data to help for triangulations. The rationale behind choosing this research approach was because qualitative research approach encourages the research participants to express what they want rather than what researcher wants.

Yin (2003) mentions five rationales in conducting single-case design. The five rationales are:

- (1) When it represents the critical case in testing a well-formulated theory
  - (2) when the case represents an extreme case or unique case
  - (3) when it represents typical case – capturing circumstance of everyday condition in one place
  - (4) when it represents revelatory case and finally
  - (5) when it represents longitudinal case
- (pp. 40-42).

Based on the above-mentioned rationales of conducting single-case study, the researcher conducted single case study not to test a well-formulated theory but to reveal the benefits or obstacles that are affecting the unaccompanied refugee children in Jewi camp. As a social worker, it was also essential to acknowledge the words coming out from the research participants due to the fact that exploring the services provision and challenges of unaccompanied refugee children is a great task and it requires direct narration from the participants themselves.

### **3.3 Description of Study Area**

Jewi is one of the five established refugee camps located around Gambella town just 18 km away from Gambella town. It is the closest camp to the city of Gambella compared to the rest of the refugee camps. It was established in 2015 after the UNHCR had learned that [the] refugees were suffering from flood in Liet-chuor camp.

As the researcher is familiar to the study site - Jewi refugee camp, it is from the researcher experience that Jewi is the second recently established camp next to Ngueny-yiel that was established in [the] late 2016. The fact that the researcher explored the state of push and pull factors, services provision and challenges of unaccompanied refugee children – it was significantly preferred to conduct the study in Jewi because the children that stay in this camp had relatively stay for sometimes compared to other camps that have been recently established. For instance, if the researcher would like to conduct the study on the newly established camp - Ngueny-yiel, there is no doubt that it should be overshadowed by challenges. This should possibly undermine the contributions of agencies that are assisting the refugees. In fact, their actions might seem undermined and this should likely account not because they are insufficiently providing less assistants to the unaccompanied refugees but the newness of the camp might possibly contribute to this assumption.

### **3.4 Study Population**

The population was South Sudanese unaccompanied refugee children in Jewi refugee camp. Ritchie, Lewis and Elam (2003) explained that “Whatever the unit of study, it will be necessary to define the parent population - that is, the population from which the sample is to be drawn” (p. 86). Therefore, this study drew the sample from South Sudanese unaccompanied refugee children who are currently living in Jewi camp.

Key informants (social workers and caregivers) were also given due attention as part of expected study populations in interview. The assumption of considering these groups was that the groups must have been sharing thoughts and stories with [the] unaccompanied refugee children. Patton (2002) defines the unit of analysis as: “Often individual people, clients, or students are the unit of analysis” (p. 228). Thus, the unit analysis of this study was unaccompanied refugee children.

### **3.5 Inclusion Criteria**

The researcher considered some eligible inclusion criteria for the research participants to participate in this study. The proposed eligibility criteria for the research participants include:

- (a) Any participant from children was officially recognized and registered by both the UNHCR and Save the Children International in their database as unaccompanied refugee child as well as he/she was willing to participate in the study,
- (b) The caregivers who have been considered as part of research participant officially got recognition from the Save the Children International,
- (c) The social workers that have been considered as participants got recognition from Save the Children International as officials and for sometimes have been visiting the unaccompanied refugee children in Jewi camp with good knowledge about the challenges and opportunities of unaccompanied children,

The inclusion criteria for children, caregivers and social workers were measured through the help of Save the Children International. Save the Children International provided the list of unaccompanied refugee children and key informants in Jewi camp to the researcher. For example, the inclusion criteria for key informants were measured through the length of their

experiences on the area of unaccompanied refugee children. The cutting point of key informants' experiences was considered from the officials with more than one-year experience on the area of unaccompanied refugee children. The key informants were selected from Save the Children International. Finally, to make brief clarification concerning why everything is based on the terms and conditions of Save the Children is because this organization was found to be the one dealing with unaccompanied refugee children in the camp. That is why the researcher used it as a cutting point for the inclusion criteria.

### **3.6 Sampling Techniques**

In this qualitative single-case study, more than one strategy or sampling techniques were used. Creswell (2007) added "Also, researchers might use one or more of the strategies in a single study" (p. 126). Hence, the researcher used non-probability techniques. Among the non-probability techniques, purposive sampling was used with an assumption that research participants would best serve the purpose of the study. The researcher preferred to use purposive sampling strategies in this qualitative study due to the fact that it leads the researcher to specific participant that is believed to have credible information about the case purposely.

Another rationale behind using purposive sampling was because key informants had been involved in research process to forward some golden ideas concerning the push and pull factors, services provision and challenges of unaccompanied refugee children. This required the researcher to use the purposive sampling in order to reach to the right person. Therefore, the use of purposive sampling strategy was needed. Patton (2002) defines key informants as people with knowledgeable ideas about the certain phenomenon and can easily understand or interpret why the phenomenon exists or occurs.

Kothari (2004) clarifies the reason behind the selection of non-probability sampling technique as follows:

Under non-probability sampling the organisers of the inquiry purposively choose the particular units of the universe for constituting a sample on the basis that the small mass that they so select out of a huge one will be typical or representative of the whole (p. 58).

Subsequently, Kothari (2004) added that non-probability sampling techniques amplify the understanding of the researcher on specific issues. Furthermore, Bhattacharjee (2012) defines the non-probability sampling as “A sampling technique in which some units of the population have zero chance of selection or where the probability of selection cannot be accurately determined” (p. 69). According to Yin (2011), “The goal or purpose for selecting the specific study units is to have those that will yield the most relevant and plentiful data, given your topic of study” (p. 88). By selecting purposive sampling, the researcher believes that it yielded better result in exploratory qualitative single case study.

Ritchie, Lewis and Elam (2003) explain “Members of a sample are chosen with a 'purpose' to represent a location or type in relation to a key criterion” (pp. 79-86). To substantiate this, Ritchie et al. (2003) further explain that a purposive sampling technique is rational to exploring the phenomenon and it exactly fit for [with] qualitative investigation.

The sampling frame for this study included South Sudanese unaccompanied refugee children aged between twelve and eighteen year old, caregivers and social workers. As stated by Pandey and Pandey (2015), the idea of selecting sampling frame is to make sure that the target population is met. As a result, ten unaccompanied refugee children and five key informants were

interviewed. Moreover, twelve unaccompanied refugee children in which six of them were males and others six females attended the focus group discussion separately.

Although Creswell (2007) recommends 4-5 participants in a single case study, the researcher believes that it is worthwhile to considering the principles of Kumar (2011), which explained “In qualitative research you do not decide the number of respondent in advance but continue to select additional case till you reach the point of data saturation,” (p. 188). Based on this clue, sample size was determined by extent to which the participants continuously narrate similar responses on the same scenario. The researcher therefore discontinued to collect the data when the degree of data saturation was observed and this marked the end of [the] data collection. The finding of this study is not subjected to generalization to all unaccompanied refugee children in other camps around Gambella but specifically to Jewi refugee camp.

### **3.7 Data Collection Tools**

Data collection tools comprise of tools that are used by researcher to collect data for the study. As revealed by Yin (2011) “In qualitative research, the relevant data derive from four field-based activities: interviewing, observing, collecting and examining (materials), and feeling” (p. 129). This study focused on both primary and secondary sources as mean of data collection tools.

#### **3.7.1. Primary data sources**

The primary data sources comprise of observation, in-depth interviews that is also applicable for both children and key informants, focus group discussion. These tools enhance the researcher to assess the services provision and challenges of South Sudanese unaccompanied refugee children. Thus, the tools are presented below.

**a) Observation:** is one of the data collection tools that were used to explore the services provision and challenges of South Sudanese unaccompanied refugee children to collect data on the site. Pandey et al. (2015) believe that direct observation "...is used in evaluation performance, interests, attitudes, values towards their life problems and situations. It is most useful technique for evaluating the behaviors of children" (p. 60). Although such type of data collection tools is time-consuming process - the researcher had chosen an observation technique to obtain first hand data. The purpose of considered an observation was to make sure that; feeling, attitudes, gesture and other physical observable things are directly observed. Although direct observation seems to be more relevance for ethnography, Walliman (2011) claims that "Observation can record how people react to questions, and whether they act differently to what they say or intend" (p. 101). This implies that an observation is a general tool that can be used for either approach.

The point of observation was to draw feasible services delivery by the institutions to unaccompanied refugee children and how social workers response to their needs. The researcher developed the checklist for successful observation on the site. The checklist bear some information concerning the South Sudanese unaccompanied refugee children's general health, education, shelters or where they sleep, their social interaction with other refugee communities, their relationship with caregivers, the quality of services delivered by the agencies and the roles of social workers on them. Because observation takes place before any steps in the data collection techniques, this enhanced the researcher to triangulate what was later obtained from the in-depth interview, focus group discussion and other secondary sources.

**b) In-depth interview:** Legard, Keegan and Ward (2003) define an in-depth interview as structural mean of flexible interactions between interviewer and interviewees. This type of data

sources help in generating fresh and exchangeable data through dialogues between the research participants and the researcher. Ritchie and Lewis (2009) believe that this technique brings the stakeholders together. At this stage, the researcher leads the process unlike focus group discussion that is mostly led by the participants in which the researcher only serves as a facilitator. Moreover, the researcher had developed semi-structured interview guide as mean of dialoguing to build rapport between the stakeholders.

**c) Focus group discussion (FGD):** Finch and Lewis (2003) define the focus group discussion as a mean of [to] generating data through interaction between the groups of research participants. Finch and Lewis (2003) added, "...participants present their own views and experience, but they also hear from other people. They listen, reflect on what is said, and in the light of this consider their own standpoint further" (p. 171). In this focus group discussion, the researcher takes the listening role instead of leading the discussion according to Finch and Lewis (2003). The authors further claim that the group size in focus group discussion should range from six to eight participants but with optimal size depending on the issues raised in the discussion. Unlike Finch and Lewis (2003), Patton (2002) defines the focus group discussion as an interview with small group of people that ranged from six to ten participants with similar background and the process last for approximately one to two hours.

Finch and Lewis (2003) claim that "The socio-demographic makeup of the group can influence how frank and fulsome discussion will be - particularly in relation to characteristics such as age, social class, educational attainment, gender and ethnicity" (p. 191). Based on this argument, the researcher believes that it is relevance to consider two groups in forming focus group discussion so that females and males unaccompanied refugee children are grouped

differently for discussion. The researcher believes that the closer the group category the better for them to reveal the challenges and opportunities across their daily life. This led them to discuss openly without fearing each other.

The researcher further convinced to adapt the group discussion as one of the best tools in collecting data because it brings the participants together to dialogue among themselves and recall what they might have missed during the individual interview. Therefore, a group of six participants for each category (males and females) were selected to form one focus group discussion that last for more than an hour and half. Each group comprised of six members. This was made in order for any group member to have chance to reflect on the issues under discussion. The number of two groups brought the total number of participants to twelve. Finally, the procedures for all data collection methods were started by observation, in-depth interview for both children and key informants, and focus group discussion was employed at last to triangulate what had been discussed earlier. Meanwhile, audiovisual materials and field note were used throughout the study.

### **3.7.2. Secondary data sources**

According to Kothari (2004), secondary data sources are readymade data that had been collected, presented and analyzed by other scholars or institutions. The researcher had used the existed data that are relevance for the study. These were both published and unpublished from the organization that works in the area of children especially the unaccompanied refugee children. Kothari (2004) added that researcher should focus on obtaining suitable, relevance and adequate data while considering the quality and the fitness of the data to the specific research.

#### **a) Documents review**

Documents were reviewed in order to compare and contrast whether they support the study. According to Creswell (2007) “Journaling is a popular data collection process in case studies” (p. 141). In this case, the researcher used journals articles, books, dissertations, guidelines, policies, conventions, book chapters, and other relevance materials that fit the purpose of this research so that services provision and challenges of unaccompanied refugee children are explored.

Yin (2003) explains that documents such as letter, memoranda, communiqués, minutes of the meetings, agenda, and other written reports of events are crucially important for case studies. For this reason, the researcher was not challenged to find the documents because many scholars, organizations and government agencies have extensively published some relevance documents on unaccompanied refugee children. Therefore, the researcher was able to obtain relevance materials from Save the Children International.

### **3.8. Data Collection Process**

The researcher had requested the department to provide an official stamped supportive letter that was later presented to the concerned organization responsible for issuing permission to the research site. The researcher had identified Administration for Refugee and Returnee Affairs (ARRA) as the government partner responsible for issuing entry permission to the camp. When ARRA issued the permission letter, the researcher presented the letter to Save the Children International. Save the Children International was responsible for South Sudanese unaccompanied refugee children in the camp.

The provision of social workers that had been working with unaccompanied refugee children assured the participants to feel confidence in the researcher and this facilitated the communication between the researcher and participants. However, social workers only made an

introduction between children and researcher and were later requested to leave after an introduction. The researcher continued with participants without any officials from Save the Children International to avoid fear from the children unless otherwise an official was requested to take part in the discussion. While discussing with the organization in the first place, the researcher provided his schedule and the whole thesis proposal to Save the Children International Child Protections Advisor in Gambella office and ARRA. The schedule showed the purpose of the study, details of how the researcher wants to conduct the study, which data to be collected and the inclusion criteria for the participants.

The data collection process started with observation. It was continuously done in two days. The second step was interview for children. This took place when the researcher and the participants agreed to hold the interview in a place, which was suitable for the participants. This was in line with constructivist worldview that allows the participants to choose the place of their choices for interview according to Creswell (2014). Therefore, all interview were conducted in Save the Children office in Jewi for period ranged from 30-60 minutes per participant. Nuer language was used as mean of communication between the researcher and the participants. However, social workers were given choice to either talk in Nuer or English. All the entire flows of interview were conducted while recording the voices of the participants by digital audio recorder. But this was through the consent of the participants when he/she agreed to be tape-recorded. For the participants who were not willing to be tape-recorded, note had been used. Finally, the aforementioned steps were also applied to focus group discussion.

### 3.9 Data Analysis

Bhattacharjee (2012) asserted, “The emphasis in qualitative analysis is “sense making” or understanding a phenomenon, rather than predicting or explaining” (p. 113). In this juncture, the researcher transcribed the data immediately after the interview and focus group discussion. The rationale behind transcribing data after each task was to avoid the poor memory and use the opportunity of transcribing the data from Nuer language to English while the researcher still in fresh memory.

Ritchie, Spencer and O'Connor (2003) claim that “Whatever approach a researcher uses, there is a need to capture, portray and explain the social worlds of the people under study, and so the researcher must initially stay close to the original data” (p. 213). To portray the social world of the participants, the researcher employed code to each participant in order to avoid confusion and to make ease of data analysis. Moreover, the researcher consulted trusted peer from the School of Social Work to proofread the transcribed data so that trustworthiness of the data is maintained. Besides that, the researcher briefly discussed the overall analysis of Creswell, Yin and Patton to clarify why the researcher had chosen the four descriptions of analysis by Smith (2012) rather than considering other authors.

Yin (2003) admitted that it is not easy to analyze the case studies. Yin (2003) commented “Analyzing case study evidence is especially difficult because the strategies and techniques have not been well defined” (p. 109). However, Yin proposed five techniques in analyzing the case studies. These are: pattern matching, explanation building, time-series analysis, logic models, and cross-case synthesis. Although Yin (2003) presented the above-mentioned techniques, the

[his] techniques are weakened due to the fact that novice researchers cannot easily understand them because they require the researcher's expertise to perform these techniques.

Creswell (2007) stated that data analysis consist of "Preparing and organizing the data for analysis, then reducing the data into themes through a process of coding, condensing the codes and finally representing the data into table and figures or discussion" (p. 148). This process of analyzing the data through following the aforementioned stages is more general and it fails to specify how the data analysis leads to the report writing. Patton (2002) believes that "The analysis of qualitative data involves creativity, intellectual discipline, analytical rigor, and a great deal of hard work" (p. 442). In this aspect, there is no more different between Creswell and Patton's assumptions on analyzing qualitative data.

For the present study, the researcher has adapted the description of stages analysis of qualitative materials by Smith's (2012). To substantiate this, Smith provides flexible guideline that is free for adaption by any researchers based on their objectives. Smith (2012) stated that "However, these guidelines are merely an illustration of one possible way of analyzing the qualitative materials" (p. 6). In other hand, Smith (2012) explains four possible descriptions of stages in analyzing [the] qualitative data. These stages are: multiple reading, transforming notes into emergent themes, seeking relationships and clustering themes and writing up an interpretive phenomenological analysis study. Briefly, I felt that I should briefly paraphrase each stage in line with my analysis techniques so that the flows of my data analysis become clear.

**Multiple Reading and Making Notes:** at this stage, the researcher repeatedly read the transcribed materials while listening to the recorded audio so that the researcher recalls the

previous moment. This did not restrictedly apply to the audio and transcribed materials alone but also to the videos and others recorded data.

**Transforming the Notes into Emergent Themes:** this is the second stage of Smith (2012) requires the researcher to concentrates on the notes instead on transcript. Smith (2012) asserted, “The aim is to transform notes into emerging themes. The researcher tries to formulate a concise phrase at a slightly higher level of abstraction, which may refer to a more psychological conceptualization” (p.7).

**Seeking Relationships and Clustering Themes:** Smith (2012) describes “The next stage involves looking for connections between emerging themes, grouping them together according to conceptual similarities and providing each cluster with a descriptive label” (p. 8). This is the filtering stage where some unnecessary themes that do not form the main theme of the study get dropped.

**Writing up the overall Study:** this is the final stage where themes are putting together in term of writing but substantiated with practical examples from the interviewees. According to Smith. Smith (2012) added “This usually involves taking the themes identified in the final table and writing them up one by one” (p. 9). Smith claims that this part discloses the participants’ views concerning the studied phenomenon and an interpretative commentary from the researcher is also added while writing the final report.

Finally for the present study, the researcher has adapted four descriptions of stages suggested by Smith in qualitative analysis due to clarity used compared to that of Patton, Yin and Creswell (2002, 2003 & 2007). Thus, code had been assigned and the related themes were put together

and marked with different highlighter pens that bear different colors to differentiate the related ideas from others. To conclude this, the data were presented and discussed inline with research questions while data that were obtained from observation, interview, focus group discussion and document analysis were compared and contrasted to check whether they meet the purpose of the study.

### **3.10 Trustworthiness of the Data**

The researcher had developed some mechanisms to tackle the issue of trustworthiness of the data. Among the mechanisms, the researcher tailored social constructivist philosophical stance to make sure that the flow of entire study is framed by the particular philosophy. Moreover, an accurate methodical has also been designed for clear data collection procedure. Consistently, the researcher had developed a mean of building rapport with the research participants. For instance, the researcher was given a supportive letter after defending the proposal by the department. The supportive letter granted an opportunity for the researcher to access the study site and to dialogue with the participants.

According to Yin (2011) the trustworthiness of the data should include transparency, methodic-ness and adherence to evidence. All the three components are very essential for any researcher to keep the trustworthiness of the data. This was maintained through sharing the preliminary report of the study with research participants to make sure that no extra ideas were added beyond what they revealed during the research process. Yin (2011) elaborated that “To use a term that rose in popularity in the 21st century, the research procedures should be transparent” (p. 19). This statement directly applies to the novice researcher to strictly respect the culture and the norms of the participants and adjust to use language that is free from biases.

Yin (2011) indicated that qualitative study must meet quality criteria and avoid distortion. Yin (2011) also repeatedly mentioned that, “Being methodic also includes avoiding unexplained bias or deliberate distortion in carrying out research” (p. 20). In the last part, Yin concluded that trustworthiness would also be measured by how frequent the researcher has exactly use the direct words or narration from the participants.

Triangulation is one of the ways to ensure trustworthiness. According to Patton (2002), “This means comparing and cross-checking the consistency of information derived at different times and by different means within qualitative method” (p. 559). To give brief description, triangulation is necessary to keep trustworthiness because different data collected through different methods produce different results. For instance, observation, interview, video recording and focus group discussion yield different results and this does not mean that they are incorrect but the researcher needs to know why and how these things happen the way they happened. Patton (2002) also added that triangulation might also be done by two analysts analyzing one qualitative issue. Triangulation is defined by Patton (2002) as “Comparing observations with interviews, what people say in public with what people say in private” (p. 559). Finally, Patton classifies triangulation into four types. These are: method of triangulation, triangulation of data sources, analyst triangulation, and theory triangulation.

### **3.11 Ethical Consideration**

To address ethical consideration, the researcher had designed an informed consent form that helps the participants to be confident enough about the identity of the researcher and where the researcher comes from (see Annexes: p.114). This form also indicated the institution that should be contacted in case if some unethical issues arise during the study. To substantiate this, Lewis

(2003) stated “Informed consent indicated that it is a critical concept in ethical considerations” (p. 76). The informed consent form ensures the participants to have clear knowledge of study purpose.

Creswell (2009) added “Other ethical procedures during data collection involve gaining the agreement of individuals in authority (e.g., gatekeepers) to provide access to study participants at research sites” (p. 90). In addition, the researcher indicated the purpose of conducting the study and its outcome. More respect was paid to the site where the study was conducted. This is because the researcher spent more times on the site for observation and for conducting an interview that took several days.

The researcher made sure that the stakeholders in the research are involved so that they feel confident about research significant. Save the Children International that deals with provision of services to South Sudanese unaccompanied refugee children was the lead stakeholder in which the research was conducted under its supervision. Administration for Refugee and Returnees Affairs, the government partner that deals with protection and security of the refugees was first and independently contacted before any organization to give the green light for the study to take place in Jewi camp.

The identity of the participants during the data analysis was kept confidential and the data obtained from the participants were destroyed after the study so that other researchers who are not part of this research might not use them for other purpose. Similarly, the researcher recognizes that gender disparity within the participants exists. Thus, the researcher did not use any biased language against the participants based on their sexual orientation, ethnic group, age or disability.

The researcher was determined to minimize the potential risk. The researcher was aware that invasion of privacy is unethical not only to the participants but also to the institution. The respect of confidentiality and anonymity was something known to the researcher. The researcher neither published nor used any information obtain without consent of the participants. Fisher (2010) mentions, “When you are doing your research you should not treat people unfairly or badly. You should not harm people, or use the information you discover in your research to harm them, or allow it to be used to do harm” (p. 72). In the meantime, informed consent form was provided to the research participants. This form bears the brief description of the research purpose, the researcher’s contact and some space for the research participants to sign as mean of agreeing to participate in the research.

The disclosure of participant’s identity without her/his consent was highly considered as violation of participant’s rights. The researcher was also aware that the protection from any physical and mental stress harm or danger of participant is unethical. The knowledge outcome of the research was presented to the organization after report writing. Finally, data fabrication and deception of any work of another author without acknowledging his/her efforts is the most dangerous crime that is far worsening than stealing.

## **Chapter Four**

### **4. Data Presentation**

This chapter presents the findings from overall consulted materials, observation, in-depth interviews and focus group discussions that were conducted with children, social workers and caregivers. First, the cause of influx of unaccompanied refugee children to Ethiopia, services provision and challenges are presented. While presenting the findings of the study, the researcher employed pseudo names instead of participants' real names to maintain the confidentiality.

#### **4.1 The Cause of Influx of Unaccompanied Refugee Children to Ethiopia**

The data indicate that it was not just a matter of choices for children to come to Ethiopia instead push and pull factors instigated their way to Ethiopia. Both male and female children who participated in focus group discussion and in-depth interview stated that it was a tribal conflict, which occurred in South Sudan forced them to flee their country for Ethiopia. The research participants indicated that targeted killing based on ethnic lines, geographical proximity of destination and families' disintegration were among the factors that forced children to walk beyond South Sudan border. Thus, the above-mentioned factors have been framed as sub-themes for further discussion to see how they adversely affect children.

##### **4.1.1 Tribal conflict**

The tribal conflict that erupted in December 2013 had widely spread throughout South Sudan and adversely affected the citizens. As a result, life moves from normal to more challenging. It forced people to leave their homes to seek for safety in other neighboring countries closer to South Sudan. Documents that had been reviewed indicated that large numbers of people mostly

from Greater Upper Nile States of South Sudan dominated the population in Jewi camp. Greater Upper Nile States comprises of Jonglie State, Unity State and Upper Nile State. An account of some research participants indicated that all these states are dominated by Nuer but cited the presence of other tribes such as Shilluk, Dinka and Murle although they are not significantly populous compare to Nuer tribe from all the above-mentioned states. Deng Makuach Tut who went through an in-depth interview at zone 'A' of Jewi refugee camp narrated how he narrowly escaped the death and came to Ethiopia with his little baby sister.

As bombs and bullets fall into our compound, the compound was overwhelmed by thick, huge and dark smoke. We all got silent for sometimes. After a few minutes, I heard the sound of my baby sister crying calling my name but I could not see her because of thick smoke. Shortly, I discovered that my sister is alive but might have been wounded. It took nearly 5-7 minutes for the smoke to over. A few minutes later, I managed to slightly sneak and see my sister through lighter smoke. I creep slowly and caught her hand. She continued to cry but I told her that I am the one holding her hand. She kept quiet and we started to follow some crowd of people running in groups. I told my sister that we have to follow these people because they are more matured than us. One of the secrets that I decided to follow them was because I could see some children less than eight years old were running. I therefore hoped that my baby sister would also make it to run like these children.

Considering a child witnessed such tragedy at early ages, it is possible to infer that there is no one who may want to stay in a conflict zone like Malakal town that exchange hands several

times with rebels and government forces shelling the city and targeting the citizens on the ethnic basis. Deng Makuach Tut revealed that life was not as it is now in Jewi camp. The South Sudanese unaccompanied refugee child – Deng, who currently reside with other people who are not even his relatives disclosed that tribal conflict did not only displace people to go to other countries but also perished many lives. This makes it fundamental factor for many children to come to Ethiopia.

Viewing the child's life as articulated in the interview, the war that had turned into tribal conflict triggered huge influx of [the] refugees to the neighboring countries. Some accounts who participated in focus group discussion revealed that it was not easy for [the] people to walk footing between South Sudan and Ethiopia. The research participants from focus group discussion and in-depth interview disclosed that unexpected circumstances had occurred on their way to Ethiopia. Chang Tang Jakoak had narrated how the war broke-out in his county and some circumstances he had come through on his way to Ethiopia.

It was exactly at 8:00 am in the morning when we were attacked by the government forces. We were on our way to school when the war broke-out. As we were about to approach the school, we heard the sound of the guns. Immediately, it was the beginning of the battle. As war ensued, we returned back home where we stayed and we found that everybody had left. We continued to run as group of students but we were disarray after a few hours when the war intensified.

Meanwhile, another child that come from Nasir county of Upper Nile State elaborated that it was unfortunate for her to fleeing alone without biological parents. She narrated that her parents

were aware that the war erupted in Juba, the capital city of South Sudan but had no idea that the war would reach Nasir County. Tabitha Nyanchiew, who is currently staying with an old man who hailed from Nasir County but with no blood relationship, narrated her story.

When we were attacked in Nasir County, I ran without shoes. There used to have a lot of water on the road because we have many lakes and rivers around Nasir. I walked for more than two hours in the water. A snake had bitten me on my right leg. The good thing was that the enemy did not pursue me and other people whom I walked with. It took me many days to reach 'Burebiey' where I got registered as a refugee. Now, I am living with this old man. He is from Nasir County but from different sub-clan of 'Gajiok'.

Tribal conflict was identified to be the fundamental factor that forced children to flee for Ethiopia. However, some other factors such as geographical proximity of destinations were considered as immediate factors. Thus, geographical proximity of the destination has been presented below.

#### **4.1.2 Geographical proximity of the destination**

South Sudan conflict that killed tens of thousands and displaced more than a million people create [a] gap and confusion in [for] many people to choosing the destinations in order to secure peace and better life outside South Sudan. Moreover, the data generated from interview revealed that the daily fighting between the Sudan People Liberation Army (SPLA) and Sudan People Liberation Army in Opposition (SPLA-IO) had affected the security that led people particularly the children to have no choices rather than fleeing to other countries. The focus group discussion

that was conducted in zone 'A' of Jewi refugee camp indicated that children fled to other countries due the war that occurred in December 2013. The year of 2013 was a dangerous time that exposed children and other members of the community to flee their residences for Ethiopia due to [the] geographical proximity of the two countries (see annex: p.136, [South Sudan map](#)).

An in-depth interview data also confirmed that unaccompanied refugee children are children whose ages ranged between twelve to eighteen years old as per my operational definition. These children came alone with no immediate families. The war that ensued had separated families and forced children to come without immediate parents to the camp. Some children witnessed their families got killed while rest of the children became apart from their parents due to [the] unexpected war that erupted in their villages. Thus, majority of children came from Greater Upper Nile States that bordering Ethiopia by East while Ethiopia bordering these states by west through Gambella regional state. The interviewees added that majority of children crossed to Ethiopia due to nearness, inter-cultural relationship between Nuer of South Sudan and the Nuer tribe of Ethiopia. To substantiate this, Nyapal Ruot Biel, narrated why she came to Ethiopia rather than other countries in East Africa as follows:

I was at 'Hai Selam' with all my parents when the war erupted on December 24, 2013. My father was killed immediately in front of our compound when we tried to push our way to flee the area. We all ran away from the scene. As a result, I saw large number of people running toward Nasir County and I followed them. Other parents of mine ran in different directions and I found myself running together with my sister. We followed other people and they told us that they are running to Ethiopia because is the nearest country we could reach. I came to Ethiopia through

many small villages that I could not remember their names. For example, we came from Malakal to Korfullus, Lankien, Akobo, Tiergol, and Burebiey and then came to Ethiopia.

In another story, Nyakong Gatluak Gatdin said that she never thought of coming to Ethiopia. She added that she had three main reasons in mind to run to Ethiopia. Among these, geographical proximity of the destination, cultural similarity between Nuer tribe of South Sudan and Ethiopian Nuer and similarity of language made it possible to follow the group of people who were coming to Ethiopia as a child. She claimed that her mother used to talk about similarities between Nuer tribe of South Sudan and Nuer tribe of Ethiopia before the conflict erupted, she narrated.

I came to Ethiopia rather than going to other countries for three reasons. First of all, it was not my choice to come to Ethiopia but we were forced to flee by South Sudan government's forces. That is why I did not know my parents' whereabouts. Secondly, I came to Ethiopia because Ethiopia is the nearest destination compared to other countries bordering South Sudan. Thirdly, I came to Ethiopia because I know that there is also some Nuer tribe that lives in Ethiopia as Ethiopian citizens and we share the same culture with them. My parents used to tell me our similarities with Ethiopian Nuer. Above all, I am happy to be here in Ethiopia because the language is not challenging me.

The geographical proximity of Greater Upper Nile States to Gambella regional state of Ethiopia was the main reason that led many children to Ethiopia. Another reason was that the culture, which both Nuer of South Sudan and Ethiopian Nuer shared, attributed to huge influx of

children to Ethiopia. Another issue that led children to Ethiopia was identified as language. The fact that Nuer tribes share the same language everywhere was also hoped that it is worth an opportunity for children to run to Ethiopia. Children believe that if they ran to Ethiopia they would not encounter culture and language barriers. Although children were able to make new friends in the camp, the finding shown that the complementary of children's expectation when they arrived in Ethiopia and the reality on the ground was different due to the fact that majority of the teachers that teach them became Ethiopians from highland areas contracted by ARRA to teach. The teachers therefore differed in both culture and language with children.

#### **4.1.3 Families' disintegration**

When the war broke out in South Sudan, many families were disintegrated. Some of the families could not manage to walk with their own children because the war intensified all over the country especially in Greater Upper Nile states. As war ensued on ethnic basis, targeted killing was witnessed. People were attacked and killed based on the ethnic basis. The growth of violence among the tribes made majority of children felt disintegrated with their parents and ended-up running alone. Deng Makuach Tang narrated how he got apart from his parents.

I came alone because the government forces stormed us. They fired heavy guns in our compounds including Rocket Propeller Guns (RPG) and we were apart automatically. So, when the war broke-out in 'Gissa-Jinub', I ran toward Nasir County. Initially, I did not know that the groups of people were running toward Nasir but I was told after three days that we are heading to Ethiopia through Nasir County. I used to hear about Nasir County but do not know the location.

Many people believe that the war that erupted in Juba, the capital city of South Sudan would not escalate to other parts of the country. Families were doing their regular business. Enough attention was not also given to what might happen at anytime by many families. Therefore, families were not vigilant enough to imagine the war that ensued in Juba would further escalate to their villages beyond the capital city. Some families believe that it was just a fight between the presidential guards and it had nothing to do with civilians. All these made many families to fall apart because they were not aware of what might happen concerning the conflict. For instance, Rebecca Nyakong Gatluak made the following statement:

I was in 'Wunkir' Village of Nasir County from Upper Nile State when the war ensued. My parents were away while they knew that the war already erupted in Juba. They went to attend my grandfather's funeral in another village outside Nasir town. Two days later, the government forces attacked our village. As a result, I ran alone with other people from our village. We went to one of the village called 'Jikmir' and reached there at the evening. That village was safe and I tried to wait my parents hoping that they might come until I decided to leave the area after two days because I was alone and there were no foods in that village. I left 'Jikmir' for Ethiopia because some people told me that the war was escalating and might reach Jikmir at any time. I proceeded to 'Burebiey', [the UNHCR entry point] and I was registered as a refugee and taken to 'Liet-chuor' refugee camp in Ethiopia. A year later, the [UNHCR] learned that it was not safe for refugee to stay in Liet-chuor because it was flooding and the agency decided to relocate us to Jewi refugee camp [in 2015].

To many children, it seems that it was not a choice for them to flee without parents instead it was just unexpected occurrence of war in their villages in absence of their parents. The focus group discussion data indicated that negligent of some families made majority of children to fled South Sudan for Ethiopia without parents. The fact that families were aware of what happened in Juba led some children to blame their being alone as unaccompanied on their own families. This should be inferred that lack of awareness on early warning and early response led majority of families to continue their daily business without giving more emphasis to what might take place. Thus, the children on their way to Ethiopia had encountered challenges.

#### *4.1.4.1 Challenges of unaccompanied refugee children on the way to Ethiopia*

While crossing the border to Ethiopia, children indicated that they have had encountered some challenges. Tabitha Nyanchiew, one of the survivors revealed the challenges on the way to Ethiopia as follow:

It was very hard for me as a female child to walk alone on the road. One day I was very hungry but the good thing was that I had some fifty South Sudanese Pounds (money) in my pockets. I therefore used that money to buy fishes. But, it was very challenged to cook the fish due to the fact that my leg was swollen because of snakebites.

Deng Makuach Tut who hailed from Lou Nuer counties but studied his primary school in Malakal during his childhood revealed his baby sister's traumatic story. Deng could not believe that his sister would return to normal. The experience that they had gone through during the crisis in South Sudan and on their way to Ethiopia depicted [a] difficult image on their minds.

Deng who believes that things come and go narrated his experiences about the South Sudan conflict.

When we were on our way to Ethiopia, we used to hear the gunshots every day and my sister recalled the bad memory when we were stormed in Malakal with rocket-propelled grenade (RPG). For instance, my sister used to dream at night and cried while on our way to Ethiopia. Another challenge that I experienced was that people that you do not know came and rob you. For example, when we came from Malakal... I found some biscuits on the road. It was a box full of biscuits but some men on the road threatened to kill me and they took the box of the biscuit. I begged them to give my sister just a piece of biscuit and the men were pointing guns on me. I could remember those were not government forces but the opposition forces. It took us ten days to reach 'Burebiey', the [Ethio-South Sudan border].

Listening [to] the traumatic story from the participants concerning the challenges on their way to Ethiopia, they stated that there was no enough food. Data from an in-depth interview indicated that lack of food and water were not the fundamental factors for children but it was just a challenge on their way to which occurred as a result of conflict. Chang Tang Jakoak narrated the challenges on his way to Ethiopia as follow:

I had faced many challenges on my way to Ethiopia. For instance, there was no food and no enough water. I began to carry some food and water but we ended up with no food at our hands. Another problem is that it was

not easy for me walking, carrying things and taking care of my security. Honestly speaking, I did not participate in any battle. This is not because I was a young boy but it was because there was no gun at my hand when the war ensued. I would have fight if I were having a gun because some of my classmates were killed while walking together.

Different stories from other children in focus group discussion indicated that they had faced challenges on their way. For example, Nyapal Ruot Biel said that she had come across some challenges, which include: walking in barefoot, starving and fear of wild animal. She added that wild animals at 'Winadol' village between Lou Nuer counties and Malakal in the middle of the night also attacked them but none of them was hurt. Moreover, shortage of water was also a challenge. The little girl explained that although walking at night was so challenging due to fear of wild animal it was also better for them to do it because walking during the daytime exposed them to thorny. They therefore decided to walk at night because there was no water and the distance was far.

Challenges on the way to Ethiopia were not only account to security threats from the government forces but fear of wild animals that might attack the children at any time was among the challenges. Moreover, lack of water and food were also among the challenges encountered by the children on their way to Ethiopia.

#### **4.2 Services Provision of Unaccompanied Refugee Children in Jewi Camp**

Children suffer from many challenges due to identified different pitfall; however they also get different services after they were resettled in Jewi refugee camp. Thus, children gained various services from different agencies. Key informant participants explained that unaccompanied

children have been provided with access to free primary educational services, basic services, health service and psychological services. The focus group discussant children indicated that safety and security, foods and other non-food items were among the provided services.

Bang Latjor Mach and Pal Gatluak Bithow who went through an in-depth interview stated that the monthly ration (food) is provided by [UNHCR] with shelter provided by International Organization for Migration (IOM). Furthermore, they added that Administration for Refugee and Returnee Affairs (ARRA) has been providing safety and security to the refugees. The participants added that sport materials were also made available to them. Gatluak Chang Thoan stated that the purpose of establishing 'child rights club' is to make sure that children are protected from the potential risk. He asserted that children are easily vulnerable to situation and that requires Save the Children International to establish child rights club so that children are aware of their rights in the community. The trained child rights club members also sensitize their peers to have awareness on child protections issues in the camp, Gatluak disclosed.

Although the organizations that work on the area of child protections differs on what they offer to children, it is also an appreciative because the children benefit in the services provided by these agencies in one way or another. For instance, the provision of educational, basic and health services was a responsibility of UNHCR, IOM, SCI and ARRA respectively. This is also an indication of positive joint effort to mitigate the challenges affecting children in camp.

#### **4.2.1 Educational services**

Education is one of the services provided to children in the camp. The observation indicated that ARRA and SCI had prioritized the educational services for children. Moreover, baby friendly space (BFS) program, which was not the subject of this study, was also made available

for children under six years old. The BFS is a program that provided playing ground, playing materials such as legos and biscuits to children under six years old. Legos are toys consisting of interlocking plastic building blocks that enhance children to build their own houses, cars, airplanes and any symbolic objects that the children would like to construct. This indicated that those donor organizations are working for the best interest of the children to empower and maintain the wellbeing of children. Hence, children are benefiting from services provided by the donors.

Children believe that the regular visitation by social workers could also be counted as part of educational services. Chieng Doyak Biel and Nyakang Chan Bachuch who attended the focus group discussion argued that they had acquired full knowledge from the social workers as result of regular visitations. Among other children who attended focus group discussion on educational services provision, Nyadoni Bile Wang interlinked the regular visitations by social workers with education as follows:

Social workers regularly come to our house and talk to me about many things including how an individual could protect herself or report a case to the concerned body. One day, a social worker that I don't want to mention her name talks to me about how to report the abuses. She mentioned that if someone forcefully wants to have unhealthy relationship with you...I could report it to her immediately and there is responsible body to handle the case. Now I am aware of where I can report the case related to abuses.

Despite challenges faced by children in the camp, it is also hoped that the future is bright for children due to an existed free primary education. Mary Nyamal commented about the school and her future hope.

I found that my school is very good except that I am living alone without parents. But it is minor issue to me because if I concentrate in my school, I know that one day I will change myself. Sometimes it might happen that I may reunite with my family, who knows? In fact, I like Jewi Primary School because when I came here I spoke no English but now I speak better English than before.

Through education, children have had learned the benefit of living in the camp. The finding indicated that the primary school environment is also favorable for children. It had also been observed that education had created hope for unaccompanied children.

#### ***4.2.1.1 Training***

Training is one of the educational services and it creates unity among the children. It brings children from different background. For example, there are sub-clans: Lou Nuer, Jikany Nuer, Fangak Nuer and Bentuie Nuer. Gatdel Dawech Deng who facilitated the training on child rights club stated that religious denominations and clans are the main different among the children. He further explained the difference as follows:

The children that you can see attending training here come from different denominations and clan backgrounds. All are Nuer and believe in Christianity in term of religious but they come from different clans and different denominations. For example, some of the denomination includes

Lutheran Church, Presbyterian Church, Seven Days Adventist, Pentecostal churches and others. In our training policy, the issue of religious and clan is not a case here. We don't talk about it at all.

The training material consists of term of reference (TOR) that shows the details of what is expected of a child. The training material explains the overall contents of the training, which include the objectives of the child rights club, the roles of children within the club and the hierarchy of the child rights club. Tibitha Nyajuok Kong who attended an in-depth interview and who also participated in training explain the benefit of training.

The training helped us to learn together, play together and share our own stories and experiences concerning the refugees' life together. It also enhanced us to debate on child protections issues. Now I know more about gender and child protections issue.

The training guideline showed that members' selection for unaccompanied children to participate in training ranged from twelve to seventeen years old. An in-depth interview with Mary Nyamal, another child who is a member of child rights club stated that she is now aware of her rights, roles and duties as a child. She stated her understanding about the child rights clubs and the general training as follows:

... Save the Children International has given me training on the child rights. They taught us about our rights as children. They told us that it is not good for a child to participate in war as a child soldier. They also specifically said to the girls that it is not good for girls to be forced to get marriage under eighteen years old. They said that it is not good for any

child to engage in unhealthy business or relationship with adult persons.

At the end of training, they gave us money (Birr, 160) and the training last for two days.

Save the Children International had been providing training to unaccompanied children as mean of empowering them to know their rights on issues related to child protections. Document that bear the signatures of the children who had been attending the training on child rights club indicated that more than one hundred and fifty children had been trained in five centers in Jewi camp. In general, data generated from focus group discussion, interview and observation showed that numbers of unaccompanied children who attended the training become aware of their rights and they had also made positives impact on their peers. Based on this, it is possible to conclude that educational service is one of the tools to transform children to a better society.

#### **4.2.2 Basic services**

Basic services provided to children comprised of food, clean drinking water, non-food items (other appropriate items for children) and safety and security among others. However, non-food items and safety and security had been emphasized in the discussion below.

##### ***4.2.2.1 Other appropriate items for children***

Unaccompanied refugee children have been privileged to enjoying some basic services from different organizations, which are not enjoyed by other children who are not unaccompanied children in the camp. Some of the basic services provided by the agencies include: food, non-food items. Food refers to any valuable goods that are eatable by children to make a living. In

this context, clean drinking water has also been considered as part of food as well. Non-food items are considered to be valuable goods that are not eatable such as clothes and other materials. It was indicated that SCI had been providing clothes, blankets and other cooking utensils. These services were purposely provided to children due to their status as 'unaccompanied'. It was also indicated that UNHCR, World Food Program (WFP), IOM were providing food and shelters to the entire population of refugees.

Although the above-mentioned organizations have been providing non-food items to children, the children have been questioning the quality of the clothes. The researcher did not get access to observe the children while receiving these services. This makes it difficult to infer whether children were right in claiming the quality of the clothes provided to them by the organizations. Nyakong Gatluak Gatdin termed the access to get non-food items as partial opportunities. She elaborated her thoughts in the following.

We were given non-food items such as mat, blanket, dress and cooking utensils sometimes in July 2015. Our main concern was to have clothes not materials like I have listed. Secondly, I wonder how [SCI] imagines giving someone clothes in 2015 without giving clothes again after two years? I think that this is partial opportunity. I wish [SCI] should give clothes every year. The clothes they had provided to us in 2015 have now torn apart. For example, I was given a dress but it was very small sized and I gave it to my friend because it was not fitting me. Another friend gave the dress you can see that I have put on to me.

Officials who are locally employed at camp level also commented the claims by children concerning the issue of untimely provision of basic services. The officials explained that they have been requesting and reporting children's need that they have identified from the communities and the office in Gambella never response timely to their request as expected.

Gatluak Chang Thoan narrated the story as follows:

Yes, SCI had been providing non-food items to unaccompanied refugee children. I am a caseworker. My role is to follow the unaccompanied refugee children's cases concerning their needs. For example, I have been requesting the organization to provide the necessary materials to children but it takes longer to response. I do not know if the organization has got no enough materials in the store or if it is just a bureaucracy.

The above finding indicated that the provision of other appropriate services to children was in line with the agency's goal but children had been questioning the timely provision of basic services.

#### ***4.2.2.2 Safety and security***

Another basic service provision in the camp was identified to be safety and security. The issue of safety and security is being maintained by Administration for Refugee and Returnee Affairs (ARRA). Pal Gatluak Bithow reported that ARRA is an implementation partner from the government of Ethiopia that deals with protecting refugees. In South Sudan where children have traumatized due to frequent fighting among the armed forces, children believe that camp is one of the safest places. Since 2014, it has been calm without gunshots in the refugee camp. However, fighting has been reported in back home in South Sudan according to discussants.

Children who have been in the camp for the last three years felt secured from any external fear, living condition and general safety in the camp. The fact that calm has been realized throughout the camp, this became an indication of peaceful coexistence between the refugee and the host community. However, an incident was reported by one of the participants in a private interview that there was an attack on Ethiopian citizens by refugee community on 21 April 2016 at block 'C' in Jewi camp. Deng Makuach Tang explained that the incident was retaliation for the tragic car accident that killed two children who were bicycling on the roadside. Officials from the camp revealed that the perpetrators were later arrested after the investigation and the Ethiopian court had charged 23 with carrying out "gruesome" murder of killing Ethiopians by sticks. Families of the perpetrators claimed that their sons and daughters did not receive fair trial instead blamed UN for not doing enough to protect the refugees. However, majority of the caregivers who went through in-depth interview blamed the perpetrators for killing innocents Ethiopian citizens who were not even the people who killed the children. Nyapal Ruot Biel, an unaccompanied refugee child narrated her thoughts about safety and security of the refugees as follows:

I did not expect that this refugee camp would be so safe and secure like this. I thought that fighting might ensue here anytime. Since my arrival from South Sudan, it has been so peaceful and I never heard any gunshots. I can say that this is one of the service provisions I got here in the camp. As a child, I could not be able to build a house for myself...fortunately; I have been given a shelter that I am staying in with my caregiver although it does not accommodate the entire family as expected.

Further details concerning the safety and security from the interview account of some participants indicated that children who left their parents back home in South Sudan have been granted some chances to contact their parents through an arranged telephone call by International Committee of the Red Cross (ICRC). Nyagai Biliw Bangoang who went through lengthy interview argued that granting services provision to children to contact their parents is part of safety and security. Nyagai who spoke slowly narrated the statement bellow.

[ICRC] grants two minutes telephone call to people who are apart from their parents but this is possible when you know the telephone number of your parents. For that reason, I feel optimistic that one day God may bring somebody from South Sudan who may know my parents' telephone number if they are still alive and that will enhance me to know the safety and security status of my parents.

It is indicated that organizations that deal with protecting the best interest of the child such as Save the Children International has its own way to protect the best interest of the child. Some of the mechanisms that are put in place to protect the children's safety from any physical or emotional harm are that the social workers are tasked to follow-up the child's case. If the child is found insecure or vulnerable to any circumstance, the social worker has a solution to that situation. Gatluak Chang Thoan stated the mechanism they have been using in order to keep the unaccompanied child safe and secure.

We keep the unaccompanied refugee child safe and secure by following-up his/her case. For example, if the child turn nineteen years old and SCI believes that one of the child's biological parents had made some mistake

and the child is wanted for revenge due to mistake made by one of his/her parents, we put the child under medium classification to sustain and protect the child from physical or emotional harm.

Confidentiality has been established for children to feel safe and secure. The confidentiality is done through creating a file for each child to keep his/her information. Child Protection Management Information System (CPMIS) is the only organ in the organization to access the information related to child. However, other high officials are permitted to access the data unless they are permitted. The form is designed to make sure that the best interest of a child is kept to the maximum so that children feel protected. It possibly leads children to express what they feel to the caseworkers because they believe that their information is kept confidential. The organization introduced the use of confidentiality when investigating the case due to the fact that children are vulnerable to other malpractices. As stated above, Gatdel Gatwech Deng who works with Save the Children International as a caseworker explain what confidentiality means.

Confidentiality is one of the mechanisms that we have been using to counsel the unaccompanied refugee children who experienced abuse or harassment. For instance, if the child reveals that she has been abused or harassed, that secret always remains between the caseworker and the child. If noticed that the child has been abused or harassed, we give regular visitation so that the child feels protected. As a caseworker, I am not expected to disclose any case that has been shared with me by unaccompanied child to anybody including my best friends, family or even my wife. This is what we mean by confidentiality.

In order to guarantee safety and security of children, Save the Children International has categorically classified social workers into groups. The organization defines the social workers as general name for any individual that work socially. Within social workers, caseworkers are there to follow-up the cases. They regularly go into community and assess the best interest of the child through using different self-explanatory forms for documentations. The forms include; registration form, reunification form, follow-up form, best interest assessment form, interagency case referral form, and file closure form...etc according to SCI manual.

#### **4.2.3 Health services**

Data obtained from an in-depth interview and focus group discussion indicated that children get free health services in the camp. Although these are entitled to everyone in the camp, Save the Children International had been facilitating health related problems with other concerned body to make sure that these children are given priority to attend health services. An account of some research participants revealed that there are more than fifty thousand refugees in the camp. All these refugees require health services. There is only one hospital in Jewi refugee camp. The research participants indicated that the hospital is run by ARRA. Among the children who attended the focus group discussion, Nyakang Chan Bachuch narrated the advantage of free health services.

There is only one hospital here in Jewi camp. It is not easy to get health treatment services for other people but for unaccompanied refugee children we find it a bit easier compared to other refugees. If you feel sick and you are unaccompanied refugee child, the caseworker will fill a referral form for you. This form will be taken to hospital and given to the

doctors in the hospital. The referral form allows you to have first priority to be attended before other patients.

Although the hospital seems to be busier with a lot of sick people who need urgent attention from the doctors, unaccompanied children have been so appreciative to health services. This is because they have been given special privilege to access the medical attention before anybody else due to the referral form. Children believed they have been affected by different health problems due to long distance they traveled without proper care. But, an observation indicated that their health statuses have improved. Pal Gatluak Bithow, one of the key informants added that children have been provided with free health services.

#### **4.2.4 Psychological services**

Study participants commented free psychological service as one of the services accessed by the children in the camp. It had been also confirmed that other children such as accompanied refugee children never got chance to access free psychological services according to Gatluak Chang Thoan, a social worker working with unaccompanied refugee children. Gatluak added that a psychological service is a privilege given only to unaccompanied refugee children because the organization believes that they are more stressful compared to other children. Nyanhial Puol, one of the caregivers explained that it is not easy for children who experienced and witnessed the death of their love ones. She further added her experience about unaccompanied refugee children as follow:

I have been with two children from Jonglie state and I am originally from Upper Nile state of South Sudan for the last two years here in Jewi camp. It is not easy for unaccompanied refugee children because whatever slight

thing happens to them... make them sad and think about their biological parents. They need special care. Sometime when I go to work, they may recall about their parents. I will find them crying. As a result, I will counsel them and tell them that I am your mother...whatever you want you are highly welcome to ask me. I go to church with them every Sunday and treat them better compared to my own children because I know that unaccompanied refugee children are always emotional.

Bang Latjor Mach, one of the key informants believes that the traumatic memories of war exposed children to think beyond measure and this led majority of them to psychological disorder. Bang added that psychological disorder has to be psychologically treated by well-trained professionals like social workers or psychologists. Among the children who participated in an in-depth interview, Nyapal Ruot Biel narrated her experience as follows:

Soldiers stormed our compound and my father was killed immediately in Malakal town when the war ensued. I was disturbed throughout my way to Ethiopia but I later relieved after two years in Jewi camp because social workers and our neighbors had asked me to forget the past and open a new page.

Numbers of unaccompanied refugee children almost shared similar stories concerning their anxious experiences on the conflict. Data revealed that these children had gone through tough experiences. Gatdel Gatwech Deng, one of the caseworkers who had been following the case of Nyapal Ruot Biel for the last two years narrated his experience concerning the psychological problem of children.

I have known Nyapal Ruot Biel two years ago. The first time she narrated her story to me...I became very shock and sad. Nyapal never used to talk. In a day she might only say two or a few words. Throughout the years, I have been trying my best to make whatever I can to make her forgetting the death of her father. As time goes by, she began to talk. She told me that she always think about her father who was killed in Malakal town of Upper Nile State immediately when the war ensued. I have been telling her to accept the death of her father and start new life. Nyapal told me that she got relieved from stress in December 2016.

Although it is nearly impossible to make children happy in a short period of time, the finding indicated that some agencies such as UNHCR and SCI tried their best to cultivate the hope of unaccompanied refugee children. The organizations are working hard to maintain the wellbeing of children in order to make them productive members of the community. The purpose of restoring hopes for these children is to make sure that they resign from psychological disorder and stress.

### **4.3 Challenges of Unaccompanied Refugee Children at Jewi Camp**

Children have got some challenges that occurred as a result of their being alone in refugee camp without biological parents. In relation to shortage of resources from the donors that are supporting children, the study shown that large numbers of children's problem is associated to lack of resources that hinder their accessibility to basic needs.

Depending on the challenging affecting children in the camp, Save the Children International had put some criteria to assigning the unaccompanied refugee children to foster parents.

Document obtained from the organization indicated that best interest of the child is the first thing to be assessed. If the child is happy to live with a person whom she/he previously knew is considered as the first priority criteria of assigning a child to foster parents. The second criterion is that SCI has already got existed trained foster parents in the camp. These individuals went through training before any unaccompanied refugee children are assigned to them. If the best interest of the child is assessed and the child agreed to be placed so that the organization assign the existed foster parents who had been trained to the child. The third criterion is that if the child knows some friends to stay with, the organization will assign the child to stay with those people but will monitor the child through daily or weekly visitations. The fourth criterion is that the child is assigned to be alone if the organization believes that the child is capable of staying alone. The child must be above sixteen years old to be allowed to stay alone as head of the household.

The child rights club that will be later discussed has its own criteria of selecting members of the club. The purpose of the club is to sensitize other children who are not part of the club about their rights. According to the club's manual, it had been stated that the members of the club are from twelve to seven years old. The group members are already acquainted with term of references (TOR). The entire camp of Jewi had got five centers in which each centre has one club that consist of thirty active members. Thus, some of the challenges affecting children in Jewi refugee camp include psychological and environmental challenges.

#### **4.3.1 Psychological challenges**

Psychological challenges for unaccompanied refugee children had been revealed to occur as absent of provision of necessary basic services to children. It was also indicated that the failure to meet children's demands possibly lead to psychological challenges.

Therefore, restriction children from social interaction, cultural differences, and gender roles had been inferred to have adverse effect on children.

#### ***4.3.1.1 Restriction from social interaction***

Children had categorically classified the challenges into many depending on how they feel. Among the classified challenges, restriction from social interaction has been identified as one of the psychological challenges. Children have different understanding than what other people normally think about the social challenge. They attributed it to bad treatment from the caregivers and the perception of other people on them.

Unaccompanied refugee children have limited access to attend social activities such as sports and other games enjoyed by other accompanied children in the camp. Child friendly space and playing ground for children have been built in the camp to accommodate both accompanied and unaccompanied refugee children in the camp to play together but unaccompanied refugee children never been allowed to play by their caregivers because the caregivers want the children to deal with domestic activities. Nyanchiew Dawech Muon who participated in focus group discussion stated why she discontinued to participating in the provided playing facility.

There used to be volleyball at every afternoon after the class. One day I participated in the volleyball game but when I returned home in the evening after the game... my caregiver was very sad and she warned me not to go there again. She told me that she is happy for me to go to school but not to play volleyball because there are other things to be done at home. She expected me to help her to fetch some water or to cook as well.

For that reason, I discontinued to play with other accompanied refugee children.

Unaccompanied children have difficulty of integrating themselves with accompanied children. They develop lack of integration to other children because they spend limited time outside their homes. Therefore, the fact that their caregivers do not allow them to play after school in other sports activities become another factor that lead them not to socially interact with other children and this adversely affect them psychologically.

#### *4.3.1.2 Cultural difference*

Another psychological challenge includes cultural difference in the camp. Cultural difference becomes one of the factors due to the fact that children unexpectedly encountered different culture and life style. From the first place, children thought that their culture has similarities with Ethiopian culture; however, it became wishful thinking after attended primary school in Jewi. Children revealed that they are taught by “highlanders” a name refers to Ethiopians who come from highland areas by local community in Gambella region. As a result, it became difficult for children to communicate with teachers (highlanders) due to culture and language difference. Children believe that the fact that their teachers are Ethiopians while students are South Sudanese created cultural barrier especially in communication and this result to psychological challenge. Among the pupils who were interviewed, Rebecca Nyakong Gatluak narrated how her culture interferes with school culture.

I like my previous school more than this school simply because if you late here the teacher will beat you. In school back in South Sudan, if you encounter mistake the teacher will call you and make an inquiry about the

reason behind making mistake. Another challenge here is that as a girl there is a lot to say. For instance, when the menstrual cycle is about to come - I experience cramping and that lead me to absent from school. For that reason, I find it very difficult to tell my homeroom teacher because we do not talk this sensitive thing in our culture. It is a shame for a girl to talk about the menstruation in Nuer culture but our teachers do not understand this because most of them are males.

Integration to new culture in the camp has an adverse effect on children socialization. The culture does not only affect children's performance in [the] school but daily activities are also affected by the culture. Unaccompanied refugee children came from different parts of South Sudan. Majority of [the] children who participated in both focus group discussion and in-depth interview commented the culture as an obstacle to them in approaching teachers in school. Although cultural similarity was among the "pull factors" for children to come to Ethiopia, it became almost opposite to what they thought because teachers who teach these children are not from indigenous community of Gambella but other Ethiopians who come from highland areas. Their culture and language are so different from children's culture. It is worthwhile to note that this camp has many people coming from different backgrounds with different cultures although they share the same language. The Nuer [s] tribes of South Sudan are classified into four big sub-clans or sub-sections; these are Lou Nuer, Jikany Nuer, Fangak Nuer and Bentuei Nuer. All these communities speak the same language but slightly differ in accent. Rebecca Nyakong Gatluak narrated similar story concerning how culture adversely affect her.

Culturally, you do not ask an elder person with simple thing, one day I hold my breath and asked my caregiver to give me pant or underwear in

case if she has an extra one. My caregiver just looked at me without responding. I was so frightened and recalled about my mother. I felt ashamed and I could not even ask her again with anything concerning other assistance.

Although the entire refugees camp of Jewi is dominating by Nuer, the fact that they come from different sub-clans makes it difficult for children to cope-up with situation. Moreover, gender and culture had also been observed as one of the challenges in school. This is because majority of teachers who teach in school are foreigners and most of them are males. For that reason, there is no doubt that children were psychologically affected because they couldn't express their need freely because of language, culture and gender.

#### ***4.3.1.3 Gender role in the camp***

Regardless of services provided by the organization, children are yet encountering overwhelming domestic roles from their caregivers. Data generated from in-depth interview and focus group discussion indicated that children face overwhelmed domestic activities. It had also been revealed in the focus group discussion that children were seen to be the ones bringing water, cooking, washing clothes, and doing other works instead of their caregivers. To this extent, gender role in the camp had adversely affected children psychologically especially the female unaccompanied refugee children. Rebecca Nyakong Gatluak expressed how she felt psychologically affected by her caregiver.

All the times I have to make sure that water is available for members of our family to take shower. Here in the camp, there is no river where we could go and take shower. I have been the one providing water for all

people at home. That stressed me all the times. Even when I am in school I think about coming home and make water ready for the rest of the people at home. Imagine, to bringing water for more than nine people is not easy. All these people need to bath at least once per a day and I am the one bringing water for them.

Gatluak Chang Thoan disclosed that girls are engaged to carryout domestic activities due to their special skills in cooking, washing clothes, cleaning living rooms, fetching water and ...etc. The participation of children in domestic activities and the mistreatment from the caregivers are the most determinant factor affecting children's education. In addition to this, Nyapal Ruot Biel explained how gender issues in the camp affected her education in the following manner:

The woman (caregiver) that I stayed with prevented me to go to school in order to take care of her babies. As we talk now, I am fourteen years old and I still in grade three. My classmates that we started class together have now reached grade six. I came here when I was grade three and I am still at the same grade. This is because I was not allowed to go to school. I have been kept at home cooking, fetching water and taking care of my caregiver's children. My caregiver never allowed me to go to play with other children. One day, I went to play with children who are our neighbors but she beat me when she saw me playing with those children.

Caregivers take an advantage of exploiting children as housemaids, the study revealed. For very longtime, some children had missed the opportunities to go to school because they have been concentrating on domestic activities routinely done at the household level. For that reason,

unaccompanied children especially females have been kept busy to handle other activities at home. The caregivers especially women become the perpetrators who commit gender based violence against female unaccompanied refugee children. All these reasons have limited children's opportunities to attend social activities. Their social networks to explore the opportunities and general environment had shrunken and these children became psychologically affected.

### **4.3.2 Environmental challenges**

This part presents the environmental challenges that children encounter in the camp. It considered the problem of training opportunities, shortage of access to basic necessities and limitation of healthcare services that triggered unfavorable environment for children are discussed below.

#### ***4.3.2.1 The problem of training opportunities in the camp***

Save the Children International had been providing training to children in Jewi camp. While providing trainings, children argued that they had reservation in [the] training that was given to them by the organization. The perceptions of children toward services delivered had drawn dissatisfaction. Some children who went through interview attributed the problem of training opportunities in the camp to unfavorable environmental challenges.

Children argued that training opportunities had not been provided to their expectation. Some children express their dissatisfaction claiming that Save the Children International staffs in the camp had been providing training opportunities unfairly. Among the children who participated in [the] focus group discussion, Biel Panyok Chany narrated his dissatisfaction concerning the unavailability and unfair distribution of training opportunity as follows:

I heard from friends that there used to be training opportunities but I had never been invited. Those who attend the training are people who have been selected to participate in child right club and the club members are being selected not because you are an unaccompanied child but it depends if you know someone from the [SCI] officials who are tasked for the club members' selection especially the officials who based here in the camp. It becomes more competitive to attend the training here. This is because if you get selected you will receive some money after the training.

Gatdel Gatwech Deng stated that children dissatisfied because access to limited resources. He claimed that the unfair distribution of training opportunity occurred due to the fact that the organization has policy of categorizing children into levels. The levels help the organization to identify who should be given priority compared to other based on proven reason. Bang Latjor Mach narrated the criteria of distributing the training opportunities as follows:

Many children have right to say that they do not receive non-food items (NFI) equally with other unaccompanied refugee children. Yes, it happens because we have levels of giving the assistance. We classified the levels into high priority, medium and low level. If we find out that a child is under high priority... we give that particular child the chance of getting the opportunity. Concerning the training opportunity, we also have our own criteria for selecting a child. For instance, our manual indicated that a child has to be from 12-17 years old to be selected for child rights club.

Lack of training opportunity in Jewi refugee camp had brought mistrust between children and officials who are locally employed by SCI in Jewi camp. Although some criteria exist to gauge a child for training opportunities selection, the organization should provide equal awareness to children in order to know the prioritization levels on training opportunities.

#### ***4.3.2.2 Shortage of access to basic necessities in the camp***

Shortage of basic necessities is among the factors affecting children in the camp. Research participants believe that shortage of basic necessities occurred when shortage of food, shelters and other basic necessities is declared. An in-depth interview indicated that majority of children sleep on one blanket. The fact that more than three people share a blanked indicated the incapability of the household to access services. To my analysis, the fact that majority of children share blanket would possibly expose them to airborne diseases. Such type of diseases are caused when the droplet of pathogens are spread into air through coughing and talking. Nyakong Gatluak Gatdin, an unaccompanied refugee child who shares a blanket with some siblings narrated the following story.

We are eight people in the room and we live together. We have no mattress, but blankets. You cannot believe that four people sleep on one blanket! But, the good thing is that my caregiver made it clear that females should sleep together and share a blanket and males do the same thing as well. Among the girls whom I share the blanket with... one is my sister and the rest are my caregiver's daughters. I have one sister and one brother. My brother sleeps together with other boys.

Lack of basic necessities are not limited to lack of non-food items such as blankets and clothes but to lack of enough food at the household. Children believe that food never been enough to them due to number of people at home. They claimed that the number of monthly-received ration is not equated to the number of the beneficiaries at one household. Makuach Gatluak Bol, who participated in the focus group discussion, narrated his experience as follows:

The food that we receive monthly from [UNHCR] is not enough because we are ten people in the house. Sometime you might think that the food would be enough because of our family size but it finishes before we reach the end of the month. When I go to school and I delay, it is obvious that the group at home will eat the food and they will not wait for me. This also disturbed me while I am in the class and it is attributed to shortage of basic necessities. Other people who have access to other opportunities add-up something to their monthly ration: because it is not enough. For instance, one of our neighbors who is an old man but educated is working with Save the Children International. He earns some money and he use to buy some additional bag of sorghum or wheat during the ration to add the food they receive from the [UNHCR].

Shortage of basic necessities for children at Jewi camp is a real. The fact that some families' size are bigger does not grantee the availability of basic necessities. It is indicated that the number of basic necessities do not correspond to the number of children. The more the family's size is bigger the possibility for the unaccompanied refugee children to face shortage of basic necessities. Thus, due to number of people in one household, food, water and other basic necessities become scarce.

Challenges grow as a child starts to stay alone without biological parents in a quiet remote area where there is no information about the whereabouts of her/his parents. The challenges that exist as a result of being unaccompanied children are not specifically classified into specific challenges but vary from child to child within even the same children who live in the same refugee camp. Among the accounts of children who went through both in-depth interviews and focus group discussions, they revealed that shortages of shelters and clothes were among the serious challenges that affect them.

International Organization for Migration (IOM), a UN agency responsible for building shelters for refugees, made strong efforts in building tents which were later turned into “tukul”, – locally constructed houses with grasses and roofed-up with bamboos. The organization built these structures while considering the environment or weather conditions. According to Chieng Doyak Biel, Mayok Nyuon Ter and Nyagile Chuol Thiep, they said that Jewi refugee camp in Gambella is very hot. To my feeling, its temperature ranged from 25 to 37 degrees Celsius during the rainy season and rose up from 37 to 40 or above degrees Celsius during the dry season. Because I have been there almost throughout the year, I noticed that the heat started from the middle of January to the first week of May annually. I personally describe this period (January - May) as “hot zone” while Bang Latjor Mach, one of the participants, described this period from January to May at Jewi camp as “dangerous-zone”. The participant who had enough knowledge of Jewi explained that he applauded the decision by [IOM] for building such types of houses “tukul” made of grasses instead of houses made of iron sheets. Bang Latjor Mach expressed fear that the houses made of iron-sheet would not fit with weather conditions in Jewi. But to my understanding, I felt that it is more risky to have such “tukul” made of grasses because they might easily catch fire in case of an emergency fire.

Children had raised some questions concerning the insufficiency of the houses. They claimed that more than nine people stay in one house but the [IOM] had not been reached by the researcher for comment to explain the criteria used to accommodate children due to the scope and limitation of the study that only revolved to interview things within Save the Children International's vicinity. Mat Riek Lok who went through interview stated the challenge related to shelter as follows:

We are fifteen people at home but three people use to go to zone 'B' because the house could not accommodate us. Zone 'B' is not very far – it is just twenty minutes' walk on foot from zone 'A' where I live. Therefore, we are twelve in the room. We share one blanket as five people. Sometimes, some boys are not very clean. You find that the boys have lice on their clothes. When I tried to raise the issue concerning lice, the boys will get jealous and tell me “you are not here to correct us but to live with us because you do not have parents”. The parents of these boys considered all the embarrassing words and they never correct their children. I feel this as one of the challenges related to shelter.

The above-mentioned quote indicates that shelters and clothes are not sufficient. This also tells us that the possibility of children to hate each other is high. In other hand, SCI has been providing some clothes to children. Due to frequent influx of refugee from South Sudan, the agencies that are assisting [the] children have been facing challenges to meet the demand of children simply because the numbers of children exceed the number of shelters and clothes expected from the agencies. Deng Makuach Tang narrated the challenges of clothes as follows:

One day I went to the market with slipper. On my way to the market... my slippers had torn apart. I was not able to fix it because I did not have any needle or string with me. It was very unfortunate for me until I decided to walk barefooted. Look at me; I am now seventeen years old walking to the school and church with slipper. Sometimes, I feel shames to walk with these because people do not understand my situation but I have no choices. I also do not have my own mattress, blanket and bed sheets...I just share blanket and bed sheet with other friends.

The insufficient shelters and clothes are caused by limited organizations that invest in shelters and clothes provision. IOM also become the leading agency that builds shelters. The issue of shelters and clothes is a burning issue to children in the camp and they attributed to environmental challenges. Although there were no enough items such as blankets for children, yet children believe that they could not sleep outside although even during the dry season because of mosquitoes. Mosquitoes exist in Jewi camp because of forest and this result to high prevalence of malaria. All the above-mentioned reasons occur due to environmental challenges.

#### ***4.3.2.3 Limitation of healthcare services in the camp***

Although health treatment is one of the services provided to children, it has also been realized that it has its own challenges to reach the target group. The population of South Sudanese refugees in Jewi camp had been sharply increasing from time to times. This probably triggered environmental challenges or sanitation. Although International Medical Corp (IMC) had been trying to clean the camp: participants indicated that there is cleaning gap. An in-depth interview and general observation indicated that mosquitoes exist in the camp.

An interview with participants revealed that the hospital in the camp, which was previously run by the Medical San Frontiers (MSF), is currently being run by ARRA. This creates gap in providing health services. According to Nyakang Chan Bachuch and Puok Dojiok Tut who attended the focus group discussion, they claimed that although they benefit from the services it had been also realized that refugees are dissatisfied with the health services from the ARRA administered hospital. The participants further claimed that it was better when the hospital was under MSF administration compares to its current status under ARRA. Makuach Gatluak Bol, participant who participated in focus group discussion insisted that there is no proper treatment in Jewi hospital under ARRA. He presented his perspectives concerning the hospital as follows:

Above all the challenges we face, hospital is the most challenging one here in Jewi. For example, one of our neighbors was seriously sick. He was vomiting and he had continuous water diarrhea as well. When his relatives rushed him to the hospital... he was rejected by the [ARRA] simply because his body was not hot. Few hours later, his parents tried to take him to Gambella where he could attend better health services but [ARRA] officials rejected them at the checkpoint. As they returned back to the community, the patient was unfortunately pronounced dead in the evening.

Although children seem to be more blamable to the camp administration concerning the healthcare services, it is also believed that health care problem occurs due to the newness of the environment. Rebecca Nyakong Gatluak who went through an in-depth interview indicated that the newness of the environment creates undesirable situation to unaccompanied children. The participant narrated her thoughts as follows:

I feel more estranged and challenged here due to the newness of the environment. Most of the times I felt sick and there is shortage of healthcare services. Although there are no better health facilities here in the camp, I believe that the health related challenge is also connected to the newness of the environment. I never felt like this before when I was in South Sudan.

Limitation of healthcare services in Jewi camp has been identified as one of the environmental challenges raised by research participants. The current state of healthcare services has not been to the expectation of children. The concerned institution that provide healthcare services is trying to deliver healthcare services to eradicate the health related challenges such as malaria but the newness of the environment for refugees and the number of refugees attending healthcare services made it impossible for the institution to achieve its goal.

#### **4.4 Summary of the Chapter**

Services provision and challenges in the camp have been the focus of the studies. Moreover, fundamental and immediate factors that led unaccompanied children to flee from South Sudan to Ethiopia had also been identified. The finding indicated that tribal conflict was identified as fundamental factor while geographical proximity of the destination and families' disintegration had been identified to be the immediate factors that triggered children to fled South Sudan for Ethiopia. Among other challenges in the camp: shortage of basic necessities had been observed as among the challenges affecting the children in Jewi. Unaccompanied refugee children face isolation, which derailed them to participate in sports activities and school. Gender issue had not boldly been addressed in the camp. As a result, children become the one working domestically. Other challenges that affect unaccompanied refugee children in the camp include limitation of

healthcare services, insufficient shelters and clothes, gender and cultural difference and insufficient training opportunities. Finally, educational, basic and health services had been provided to unaccompanied children in the camp.

## **Chapter Five**

### **5. Discussion**

This chapter discusses the selected findings concerning the cause of influx of children to Ethiopia, services provision and challenges of South Sudanese unaccompanied refugee children at Jewi camp. In data presentation part, three major themes were identified as the result of the study. Thus, the chapter discusses the main identified findings with results found in the existed literatures from other studies conducted earlier.

#### **5.1 The Cause of Influx of Unaccompanied Refugee Children to Ethiopia**

It has been revealed that children had encountered threats that lead them to leave their country for Ethiopia. These children left South Sudan due to fear. However, the outbreak of tribal conflict triggered families to disintegrate apart. In a simple term, the conflict that killed tens of thousands and displaced more than a million people create gloominess to majority of people to choosing other destinations in order to secure peace and better life outside South Sudan. Hence, growth of violence on the tribal basis made majority of children to become disintegrated from their biological parents and ended-up running alone. This supports the finding of Trovato et al. (2016), which attributed the fundamental factor for Syrian unaccompanied refugee children to European countries as war.

Children would have gone to other countries than Ethiopia but some reasons behind their coming to Ethiopia had been cited as geographical proximity of the destination between the two countries. South Sudan is bordering Ethiopia and this emerged to be

among the factors that lead children to easily enter to Ethiopia. To my understanding, another reason for children to come to Ethiopia is that the issue of geographical proximity in one hand is an immediate factor. However, cultural similarities and historical ties between the two countries play vital roles for children to come to cross the border. South Sudan and Ethiopia had long historical relationship before South Sudan separated from North Sudan. For instance, the peace agreement known as regional autonomy between Sudanese government and Sudan People's Liberation Movement/Army (SPLM/A), a guerilla movement formed by Southerners to liberated South Sudan from North Sudan was initially mediated in Addis Ababa in 1972.

Although the 1972 agreement was not successful, another agreement known, as Comprehensive Peace Agreement (CPA) was later initiated by Intergovernmental Governmental Authority on Development (IGAD) between 2002-2005. Ethiopia as a member of IGAD states significantly play crucial roles to bring peace and this resulted to peaceful referendum held by South Sudanese in July 2011 that marked the birth of their nation. For that reason, I believe that the historical ties between two sisterly countries irrespective of languages and cultural similarities would also pulled majority of South Sudanese refugees to come to Ethiopia. This is similar with the finding from Massey et al. (1993), which indicated that social network theory focuses on social ties between the migrants and the people of the destination country. To substantiate this, Pal Gatluak Bithow, one of the research participants who attended an in-depth interview revealed that he came to Ethiopia because he knew that some similarities between Nuer tribe of Ethiopia and Nuer tribe of South Sudan exist. The current study is also supported by Miller (2009), one of the proponents of 'push' and 'pull' theory that described migration

as a mean to escape conflict and persecution. This is true because these children crossed border at their young ages due to fear of persecution based on their ethnicity.

Although families' disintegration and social networks between the refugees and the host communities had been considered to be among the immediate factors for children to fled South Sudan for Ethiopia, I do believe that famine would likely occur and could be considered as one of the push factors. Famine could possibly be an immediate factor because the conflict that erupted had displaced the communities. As a result, villages have been evacuated and burned as well as the warring factions had looted livestock. For that reason, there is no doubt that the famine would be immense and this will deepen the influx of refugees to Ethiopia. Therefore, tribal conflict, family disintegration and social ties between the refugees and the host communities influence the influx of unaccompanied refugee children to Ethiopia.

## **5.2 Services Provision to Unaccompanied Refugee Children in Jewi Camp**

The findings of this study indicated that children have gained some services provided to them by the organizations. Although majority of these services were provided to the entire population in the camp, unaccompanied children were specifically happy to receive free primary educational services, basic services and health services. These services had been crucial to children under eighteen years old because they could not afford to support themselves alone. Organizations such as UNHCR, UNICEF, and SCI response to children's needs because they are aware that these children came alone from that far without biological parents and these make them unique to deserve aid from donors. For instance, the provision of primary educational services is one of the universal rights deserved by every child. It is important because it enhances children to gain new

knowledge: experience sharing and positive attitudinal change from the school environment itself. Such services do not only expose children to a new knowledge but they also shape children in a way that they could forget the stresses, which they had gone through. One of the benefits of putting children into school especially the primary school is that most of the primary schools' teachers are believed to go through series of trainings on childcare and child development courses. Thus, this portrays children to build hope and confidence in their future development. The provision of educational, basic and health services is inline with finding from Førde and Jarawan (2007) which outlined that unaccompanied children should be supported to access free primary education, healthcare services and other basic needs that pretend to response to children's wellbeing.

In addition, other opportunities such as survival training in a condition where there are no parents to take care of children have been granted to children. For instance, they had been granted chance to have extracurricular trainings apart from formal primary education. To my analysis, the provision of extracurricular activities came to existence because children are believed to be vulnerable to abuses by their caregivers and other community members around their vicinity. I believe that the provision of extracurricular such as trainings and survival skills would not only help them to know their rights and make a meaning to what they see against their rights but would also strengthening their capacity to know where and who to report the cases on abuses and harassments. This finding supports the study by Eunson (1995), which recommended that unaccompanied refugee children should be trained on survival trainings skills in orders to enrich their capacity in responding to external threats.

A study conducted by Nugent (2006) in United States of America indicated that unaccompanied refugee children who fled other countries for America received significant

attentions from stakeholders. Stakeholders such as non-governmental organizations and governmental organizations formulated laws and policies. Laws and policies were formulated as a mean of translating the universal rights of providing protections to any child to fit practically on the unaccompanied refugee children who fled their countries for America. Therefore, unaccompanied children have free access to protections and other benefits like any other children in United States of America.

### **5.3 Challenges of Unaccompanied Refugee Children in Jewi Camp**

The challenges of unaccompanied refugee children at Jewi camp can be mentioned from psychological and environmental challenges. Psychological challenges are factors that children encounter in meeting their demand to adjust to living style at Jewi camp. From the viewpoint of this factor, children came from South Sudan because of fear. The recent finding disclosed that atrocities were committed by the warring factions that resulted to huge influx of refugees to Ethiopia. While on their way travelling from South Sudan to Ethiopia, challenges were encountered. Even at the camp, children were not satisfied with food and other basic necessities although the primary education and healthcare services were seen relatively available.

Lack of other opportunities in the camp broadened the challenges to escalate beyond expectation on children. Children could not cope with psychological challenges because there were no other opportunities presented to them in the camp by other organizations. Rather than sitting and going to school, they would have been provided with other skills such as carpentry and basic computer skills so that they step away from idleness. The fact that basic necessities are not provided to children, it leads majority of children to have high demands of acquiring more services. As these demands are not met, it creates gap that result to anxiety for children. This support the research finding by Jensen et al. (2014) which confirmed that unaccompanied

refugee children undergo anxiety and depression if their needs are not met. This indicates that the challenges of unaccompanied children are mostly the reflections of inadequacy of basic necessities.

Although some organizations have been providing basic services to children, it was revealed that these services were not enough due to the population that resided in the camp. The finding indicated that the inadequacy of basic necessities amounted to scarce of available resources, which facilitate children to explore further opportunities. Finally, the influx of unaccompanied refugee children occurred due to conflict and different stakeholders response through provision of educational, basic and health services to their challenges in the camp.

## Chapter Six

### 6. Conclusion and Implications for Social Work

This chapter consists of two major parts. These are conclusion and implication for social work. Under implication for social work: implication for policy, implication for education, implication for future research and implication for practice/intervention are presented.

#### 6.1 Conclusion

This study aimed to assess the cause of influx of children to Ethiopia, services provision and challenges of South Sudanese unaccompanied refugee children. The study provided detail description regarding the factors that lead children to come to Ethiopia, the services provided to these children as well as the challenges encountered by the children in Jewi camp. The findings from this research revealed that majority of children from South Sudan prefer to come to Ethiopia to seek for peaceful destination where there is no gunshot. Their expectations to search for safer place where there is no security threat such as Jewi refugee camp and the reality on the ground matched. Although gender related issue exist in the camp especially for the females unaccompanied children, it was indicated that living in the camp was far better than South Sudan.

Regarding the services provision in Jewi camp, the finding confirmed that children's wellbeing have been promoted and protected. For instance, various services such as access to training on child rights, participation in child rights club and free psychological treatment were provided. Moreover, services were also provided to children and the general public. These services include health, food, education, safety and security. It had been revealed that donors and other organizations had been providing the above-mentioned services. However, the

psychological impact of the war had not been over in the minds of unaccompanied children. This derails majority of the children not to easily cope with services and particularly to adapt to new culture of their caregivers in the camp.

To be an unaccompanied refugee child: stress, lack of basic necessities and other complementary needs are limited. From the experiences of unaccompanied refugee children, it had been indicated that the children had difficulties of adapting to a new life in the camp. The experiences of the children tell us the strategies that had been used by the concerned organization to prioritizing the needs of the children through classification into levels such as first priority level, middle and lower. These classifications help the organization to prioritize the provisions of services to unaccompanied children based on their urgency.

## **6.2 Implications for Social Work**

In line with findings of the study, the researcher draws the following implications for social work. These include: implication for policy, implication for education, implication for future research and implication for practice or intervention.

### **6.2.1 Implication for policy**

The finding indicates that children faced challenges in the camp due to caregivers' improper treatment; lack of some services and other needs and untimely respond from the organization. Since the organization stands to provide care and support to children, there is need to provide proper services in order to address the best interest of the child and these services should be provided on time. Therefore, to mitigate the challenges that are affecting the children, the stakeholders such as government of Ethiopia through ARRA and other institutions that are

working on children need to set proper strategies and set policy revision based on need assessment to confirm whether services are meeting the expectations of the beneficiaries.

### **6.2.2 Implication for education**

The finding of this study will serve as a platform for policy makers, experts and other organizations who are working on unaccompanied refugee children. It will further educate the community as well as other concerned bodies in tackling the factors affecting the unaccompanied children. The finding of this study could possibly be used by the interested stakeholders to develop a manual on how the unaccompanied children especially female children should be treated fairly as any other children by the caregivers. Furthermore, the finding could also be used for teaching and advocacy concerning the rights of unaccompanied refugee children by the concerned body and other stakeholders.

### **6.2.3 Implication for future research**

The findings of the study showed that there is need for more researches to be conducted on South Sudanese unaccompanied refugee children in order to ensure proper services to tackling the observed problems in the refugee camp. Therefore, (1) the perspectives of caregivers towards South Sudanese unaccompanied refugee children living condition in refugee camp (2) social adjustment and its challenge for South Sudanese unaccompanied refugee children.

### **6.2.4 Implication for practice/intervention**

The challenges that had been identified from the finding need intervention in order to address the best interest of the child. Experts who are working in the camp should work to solve psychological problems of unaccompanied children. In fact, the finding confirmed that these children are psychologically affected due to war and the rest of the factors such as shortage or

untimely services delivering in the camp and the improper treatment from their caregivers may aggravate the problem. In general, all the challenges identified from the research call attention from the governmental, non-governmental and individual level participation to bring fundamental change on unaccompanied refugee children. Thus, the following recommendations have been suggested based on the findings.

**Gender Training for caregivers and social workers is needed:** as finding shown that female children encountered different challenges due to improper treatment from caregivers and overwhelming by domestic works, there is need for the concerned organizations to provide quarterly training to the caregivers and social workers on child protections especially on cases affecting the unaccompanied refugee children. The training for caregivers and social workers should emphasize on how to treat and provide love, care and support to these children.

**Psychosocial support training for social workers is needed:** as indicated in the finding, inefficiency social work services and persistence of psychological problems exists and this should be eradicated through empowering the social workers through training provision so that they are capable of performing their roles effectively.

**Provision of vocational trainings and skills are needed:** the finding indicated that unaccompanied children face economic challenges, which lead them to lack of clothes and other non-food items. To address these challenges, concerned organizations such UNHCR, ARRA, IOM, etc...need to provide vocational training to bridge the skills gap. The provision of skills training would equip the children after they become adults to support themselves and tackle the issue related to economic challenges.

**Weekly assessment and direct supervision is needed:** in order to follow-up the living conditions of unaccompanied children in the camp, there is need for the donors who are funding child related projects to arrange a weekly visitations to oversee the daily operations. The weekly visitations will help the donors to see the children's wellbeing.

**Re-integration and tracing program is needed:** since South Sudanese unaccompanied refugee children separated from their biological parents due to war, there is need for the organization and donors who are working on the area of child protections to create a link with organizations who are working in South Sudan to make tracing mechanism rather than providing phone call to children. The provision of two minutes phone call as stated in the findings is only appropriate to children who know their parents' telephone numbers. However, South Sudan now is at brink of war and the telephone network communication had been disconnected all over the Greater Upper Nile Region (GUNR) where large number of these children came from. Therefore, concerned organizations need to arrange other means to trace the parents of these children. For example, coordination with organizations that are working on unaccompanied refugee children in South Sudan would possibly yearn fruitful steps.

**Fair distribution strategies of resources are needed:** as narrated in the finding that unaccompanied refugee children have been questioning the distribution of resources and basic necessities by locally employed officials, there is need for ARRA to monitor the distribution of resources. This would help the organization to know whether the resources have been given to the concern beneficiaries.

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## Annexes

**Table 1- Socio-Demographic Information of South Sudanese unaccompanied refugee children participated in in-depth interviews**

Case	Pseudonym	Age	Sex	Place of birth	Education	Relations with caregiver	Year spent in the camp
1	Nyapal Ruot Biel	14	F	Akobo, Jonglie State	3rd grade	No relationship	2
2	Nyakong Gatluak Gatdin	14	F	Nasir, Upper Nile State	8th grade	No relationship	3
3	Deng Makuach Tang	17	M	Waat, Jonglie State	5th grade	No relationship	3
4	Mat Riek Lok	15	M	Nasir, Upper Nile State	4th grade	No relationship	1
5	Biel Panyok Chany	15	M	Maiwut, Upper Nile State	6 <sup>th</sup> grade	No relationship	2
6	Chang Tang Jakoak	17	M	Ayod, Jonglie State	6 <sup>th</sup> grade	No relationship	3
7	Rebecca Nyakong Gatluak	17	F	Wunkir, Upper Nile State	6 <sup>th</sup> grade	No relationship	3
8	Tabitha Nyanchiw	15	F	Nyariew, Upper Nile State	5 <sup>th</sup> grade	No relationship	3
9	Tibitha Nyajuok Kong	15	F	Nasir, Upper Nile State	2 <sup>nd</sup> grade	No relationship	3
10	Mary Nyamal	15	F	Nasir, Upper Nile State	6 <sup>th</sup> grade	No relationship	3

**Source:** Researcher's Field in depth interview, 2017

**Table 2- Socio-Demographic Information of key informants participated in in-depth interviews**

Key informants	Pseudonym	Age	Sex	Education	Organization	Position	Work experience
1	Bang Latjor Mach	28	M	Diploma	SCI	Caseworker	3
2	Gatluak Chang Thoan	25	M	12	SCI	Caseworker	3
3	Gatdel Gatwech Deng	24	M	10	SCI	Caseworker	2
4	Nyanhial Puol	35	F	9	SCI	Caregiver	2
5	Pal Gatluak Bithow	54	M	Diploma	SCI	Caregiver	2

**Source:** Researcher's Field in depth interview, 2017

**Table 3- Socio-Demographic Information of unaccompanied refugee children participated in focus group discussion**

Case	Pseudonym	Age	Sex	Place of birth	Education	Relations to the caregiver	Year spent in the camp
1	Makuach Gatluak Bol	14	M	Leer, Unity State	5 <sup>th</sup> grade	No relationship	2
2	Puok Dojiok Tut	15	M	Ulang, Upper Nile State	4 <sup>th</sup> grade	No relationship	2
3	Dol Bang Deng	17	M	Akobo, Jonglie State	6 <sup>th</sup> grade	No relationship	2
4	Mayok Nyuon Ter	14	M	Malakal, Upper Nile State	4 <sup>th</sup> grade	No relationship	2

5	Buom Kueth Duol	16	M	Malakal, Upper Nile State	4 <sup>th</sup> grade	No relationship	2
6	Chieng Doyak Biel	15	M	Malakal, Upper Nile State	5 <sup>th</sup> grade	No relationship	2
7	Nyaluak Gatkuoth Duol	14	F	Wunkir, Upper Nile State	3 <sup>rd</sup> grade	No relationship	2
8	Nyadoni Biel Wang	14	F	Malakal, Upper Nile State	5 <sup>th</sup> grade	No relationship	2
9	Nyanchiew Dawech Muon	16	F	Bor, Jonglie State	5 <sup>th</sup> grade	No relationship	2
10	Nyagile Chuol Thiep	15	F	Bor, Jonglie States	4 <sup>th</sup> grade	No relationship	2
11	Nyakang Chan Bachuch	15	F	Mayiandit, Unity State	5 <sup>th</sup> grade	No relationship	2
12	Nyagai Biliw Bangoang	16	F	Nasir, Upper Nile	6 <sup>th</sup> grade	No relationship	2

**Source:** Researcher's Field in depth interview, 2017

**Appendix I: Informed Consent Form****[English Version]**

My name is **Gatwech Koak Nyuon**, a Masters Student from Addis Ababa University, Graduate School of Social Work. I am undertaking my research on assessing “Assessment of Services Provision and Challenges of South Sudanese Unaccompanied Refugee Children in Jewi Refugee Camp” for the purpose of academic requirement. Participation in this research process depends on your written informed consent. The participant is free to skip any question or withdraw from the entire process as he/she feels at any time. Your willingness to provide answers to these questions will enhance the researcher to understand the circumstance of South Sudanese unaccompanied refugee children. I would like to assure you that any information you share with me will be kept confidential and will only be used for academic purpose in line with research ethics. Your chance to sign on this consent form declares your agreement to the purpose of the research as stated above and acceptance to take part in this process.

**Thank you for your cordial cooperation!**

**(1) Participant**

**2) Researcher**

Name: \_\_\_\_\_ Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

E-mail: [gatwechkok@yahoo.com](mailto:gatwechkok@yahoo.com)

**Appendix II: In-depth Interview Guide for Unaccompanied Refugee Children****1. Socio-Demographic Information of Participant**

1. Pseudo Name: \_\_\_\_\_
2. Sex: \_\_\_\_\_
3. Age: \_\_\_\_\_
4. Place of birth: \_\_\_\_\_
5. Place of living: \_\_\_\_\_
6. Relationship with caregiver: \_\_\_\_\_
7. Educational level: \_\_\_\_\_
8. Duration in the camp: \_\_\_\_\_

**2. The Cause of Influx of Unaccompanied Refugee Children to Ethiopia**

1. May you please tell me where are you from in South Sudan, your county and state?
2. May you please tell me how did you leave South Sudan for Ethiopia?
3. May you please tell me which places you have had passed from South Sudan all the way to Ethiopia?
4. May you please tell me any problem you faced during your journey to Ethiopia?
5. May you please tell me how long did it take for you to come to Ethiopia?
6. May you please tell me why you prefer to come to Ethiopia rather than other countries?

**3. Services Provision of Unaccompanied Refugee Children in Jewi Camp**

1. Would you please mind to tell me what kind of services you have been receiving from Save the Children International in Jewi camp?
  2. May you please tell me how long you have been receiving services from Save the Children International in Jewi?
  3. Are you satisfied with the services provided by the Save the Children International? If yes, may you please explain how you are satisfied? If no, may you please explain how you are not satisfied?
  4. May you please tell me some of the opportunities (health, education, etc..) you have gotten here in Jewi refugee camp?
  5. May you please tell me whether Save the Children International or any organizations here in Jewi provide any skills or training for you?
- 4. Challenges of Unaccompanied Refugee Children in Jewi Camp**
1. Would you please mind to share your experiences with me concerning the challenges you face here in Jewi refugee camp?
  2. May you please tell me what challenges do you think are the most challenging in your life here in Jewi?
  3. May you please tell me whether you have heard from your parents back home since you come to Jewi?
  4. May you please tell me how you are coping-up with the situation here in the camp without biological parents?
  5. May you please tell me about your education and how it is negatively affected as result of being alone in the camp?

6. What would you recommend to be done to minimize all the challenges affecting you in the camp?

**Appendix III: In-depth Interview Guide for Key Informants: Caregivers****1. Socio-Demographic Information of Caregivers**

1. Pseudo Name: \_\_\_\_\_
2. Sex: \_\_\_\_\_
3. Age: \_\_\_\_\_
4. Place of birth: \_\_\_\_\_
5. Experience: \_\_\_\_\_
6. Duration in the camp: \_\_\_\_\_
7. Educational level: \_\_\_\_\_

**2. General Questions for Caregivers**

1. May you please tell me how often do you meet the unaccompanied refugee children?
2. May you please share your experiences concerning the challenges affecting you in taking care of unaccompanied refugee children?
3. May you please tell me whether you have been given some training on unaccompanied refugee children?
4. May you please tell me how often you meet with the Save the Children International's staffs?
5. May you please tell me who and where do you address your complain in case if there is need concerning the unaccompanied refugee children?

6. What can you recommend to Save the Children International to improve the life of unaccompanied refugee children in Jewi camp please?

**Thank you so much for your time please!**

**Appendix IV: In-depth Interview Guide for Key Informants: Social Workers****1. Socio-Demographic Information of the Social Workers**

1. Pseudo Name: \_\_\_\_\_
2. Sex: \_\_\_\_\_
3. Age: \_\_\_\_\_
4. Education: \_\_\_\_\_
5. Work experience: \_\_\_\_\_

**2. General Questions for Social Workers**

1. May you please tell me the eligibility criteria for unaccompanied refugee children for their placement to caregiver?
2. May you please tell me any services you have been providing to unaccompanied refugee children in Jewi?
3. May you please share your experiences concerning the challenges of unaccompanied refugee children in Jewi?
4. May you please share your experiences concerning the opportunities of unaccompanied refugee children in Jewi?
5. May you please share your experiences concerning the services provision of unaccompanied refugee children in Jewi?
6. May you please tell me what mechanism you have been using to ensure that unaccompanied refugee children are supported psychologically after the post-trauma?

**Appendix V: FGD guide for Female Unaccompanied Refugee Children**

1. May you please discuss whether you satisfy with the services provided by Save the Children International?
2. May you please discuss whether you feel comfortable with your placement and caregivers?
3. May you please discuss the effectiveness of counseling on trauma and others issues from Save the Children International's staffs?
4. May you please discuss your relationship with caregivers, and social workers?
5. Do you have anything to add please?

**Thank you so much for your time please!**

**Appendix VI: FGD guide for Male Unaccompanied Refugee Children**

1. May you please discuss whether you satisfy with the services provided by Save the Children International?
2. May you please discuss whether you feel comfortable with your placement and caregivers?
3. May you please discuss the effectiveness of counseling on trauma and others issues from Save the Children International's staffs?
4. May you please discuss your relationship with caregivers and social workers?
5. Do you have anything to add please?

**Thank you so much for your time please!**

**Appendix VII: Observation Checklist****Housings**

- 1 How do the equipping and the furnishing of the house looks like?
- 2 How is the capacity of the house in term of accommodating children?
- 3 How does the surrounding of the house look like?
- 4 How does the shape and attractiveness of the house/shelter look like?

**School**

- 1 How is the capacity of the school in term of classroom?
- 3 How are the availability of library, chairs or benches, uniforms, and exercise books in school?
- 4 What is the proximity of the school to the road?
- 5 How are the availability of books and dictionaries in the library?

**Interpersonal skill between children, caregivers & Social workers**

- 1 How does the interaction between unaccompanied children look like?
- 2 How is the communications between children, social workers, and caregivers?
- 3 How do children share their experiences with counselors?
- 4 How is the confidentiality looks like among the social workers and

children?

### **Health and sanitations**

- 1 How is the health centre for unaccompanied children and other refugees?
- 2 How is the cleanliness of health centre in the camp?
- 3 How is the overall hygiene of the health centre?
- 4 What resources and equipment are being used in health centre?

### **Recreations**

- 1 What are the available recreational materials?
- 3 How do the availability of space and other materials for sports activities look like?
- 4 What is the availability of trainer to training unaccompanied refugee children in sport activities?

### **Other services**

- 1 How does the entire refugee camp look like?
- 2 How does the provision of skills and trainings provided to unaccompanied children look like?
- 3 How do the comments of unaccompanied refugee children are considered and taken into account by social worker?

**Appendix VIII: Puom lääri ke kui thiecni****[Nuer Version]**

Coalä Gatwec Koak Nyuon. E xän gat duēlgōrä kã Adith Ababa Yunibōthti mi lät Mathter kã thocol wäk kiε/ lat kēēl ke kiu naath. Latdä waregak dã ke kui thuukã duēlgōrä kã “Tin gow tin jiëk ke ε gaat tin daak kenε tin cuockε gaat tin daak tin ci bën kã rō kien a thiel cië mani kã Jiwi Rōpiji Kēm”. En waregak emε latdä je ke kui duēlgōrä ke xöö bã duēlgōrä dã thuuk. Cu je diw cie tē mi cã mat thin. Rami nhok je en xöö be thiec ni titi loc tēē ke luaj ke hōō derε thiec mi ci rō lot ke je päl bã. Luoc dun ke thiec ni titi be xã luäk ke xöö bã cijε tin cuoc ke gaat Thoθh Thudan ηac kã Jiwi Rōpiji Kēm. Lääri dial tin cia nyuaak kēel ke xã cãn ke bi nyuaak ke ney ti kōkien. Mi ci raan thaany kã waregak emε nyothe xöö ce nhok i be thieec ni titi loc.

**Ci locdã teeth elōη ke liēndun ke ruac emε.**

**(1) Ram min thiëc ke**

**2) Ram min thiëc raan**

Ciöt: \_\_\_\_\_ Ciöt: \_\_\_\_\_

Thääny: \_\_\_\_\_ Thääny: \_\_\_\_\_

Cäj: \_\_\_\_\_ Cäj: \_\_\_\_\_

## Thiecn̄i Gatkā mi dak

### 1. Ruaacni tin nhiam kā ramin thiecke

1. Ciöt: \_\_\_\_\_
2. Tuut/ገሀዕገገ: \_\_\_\_\_
3. Run: \_\_\_\_\_
4. Guath dāpä: \_\_\_\_\_
5. Guath ciɛŋä: \_\_\_\_\_
6. Maar gatkä ke roomde: \_\_\_\_\_
7. Pek gorä: \_\_\_\_\_
8. Pek ciɛŋä kā kem: \_\_\_\_\_

### 2. Luot en noŋ gat mi ci dak kā Ithiöpia

1. Deri xä met lar guath ciɛŋä du min bi/jiɛyi thin kā Thoḥ Thudan?
2. Läri xä taa ee jiey ke ji kā Thoḥ Thudan ke bändu kā Ithiöpia?
3. Läri xä guath tee ci rɛt/ jäl ke bendu kā Ithiöpia?
4. Tee ke rik/riɛk mi ci jek mee tii jäl ke bendu kā Ithiöpia?
5. Ce ji narj nin/pek mi bäär mi nindi ke cuɔpdu ke Ithiöpia?
6. Läri xä min ci nhok kā xöö bi ben ni jin kā Ethiopia, a /ci moa wii tin koŋ?

### 3. Tin jek Gat mi ci dak ke kā Jiwi Kēm

1. Deri xä met lar tin laa kamke ji kā Kēm ε Save the Children International?
2. E pek mi nindi caa ji luäk ke je mo ε Save the Children International?
3. Teeth löcdu ke pek en laa kamke ji ε Save the Children International?... mi ε  
“Jen” läri xä taa en teeth ke löcdu?...mi “/Cie Jen” deri xä lat min dak?

4. Deri ḡä met lat tin kɔŋ tin la jeki cet ke (duel-wal, duel-gɔrä, ε wä wee) laa ke a jeki en wanε kä Jiwı Kēm?
5. Laa Save the Children International kie muktäpni luäkä tin kɔŋ tin tekä Jiwı en guath εme, ji met kam ɲicni tij gööl?

#### 4. Tin bec-bëëc tin jekε ε gat mi dak kä Jiwı Kēm

1. Deri tin jeki ε bec kä Jiwı Kēm, met nyuak ke ḡä keel?
2. Ɛ riεk en mith guici bec elɔŋɔ rεy teekädu kä Jiwı Kēm εme?
3. Cı mal cie-muɔɔri/diëëthku met liŋ ni mee ku ben en guath εme kä Jiwı?
4. Deri ḡä met lat taa en ci dɔp ciaaŋ εme, yiεnε ney tin cienj yiεn keel ti, ε thile cie-muɔɔri?
5. Deri ḡä met lar taa en gɔr ke ji, ke ḡöö cienj kārɔadu kä Kēm a/thile dieethku?
6. Ɛ ɲu mi gööri I dee lätkä ji, min dee tin cuɔcke ji kä Kēm jakä kuiy?

**Thiečni kā ram en Tiit Gat****1. Ruaacni tin nhiam kā ramin thiecke**

1. Ciöt: \_\_\_\_\_
2. Tuut/ገሀዕት: \_\_\_\_\_
3. Run: \_\_\_\_\_
4. Guath dāpä: \_\_\_\_\_
5. Pek njäcä lat: \_\_\_\_\_
6. Pek cieṅjä kā kem: \_\_\_\_\_
7. Pek gora: \_\_\_\_\_

**2. Thiečni kā ramin röm/tiit Gat**

1. Deri xä met lar pek /nin ti la jek yen yiene Gat?
2. Deri xä met lar rik tin jeki rey römdu ke gat eme?
3. Tee ke njic mi ci kon jek, ke duɔɔp en laa roamke gat mi thil cie-mani?
4. Deri xä met lar pek/nin tin la jek ke yie yiene laat Save the Children International?
5. Deri xä met lar xöö e na laa läri riex gatkä mo? Kä e guath en mith?
6. Tiike car mi deri kam Save the Children International ke duɔɔp en dee ken gaat yop ke je?

*Ci loçdä tæeth ke ji!*

**Thiēcni kā ram min: Lāt ke kui Gatkä****1. Ruaacni tin nhiam kā ramin thiecke**

1. Ciöt: \_\_\_\_\_
2. Tuut/ገሀዕጥ: \_\_\_\_\_
3. Run: \_\_\_\_\_
4. Pek gṛä: \_\_\_\_\_
5. Pek ṛäcä lat: \_\_\_\_\_

**2. Thiēcni kā läät**

1. Deri ṣä met lar dup tin laa gat mi thil cie-maani a lathke tetkä ramin bie tit?
2. Deri ṣä met lar tin la yien ke a lätkä gat mi thil cie-mani en wane kā Jiwi?
3. Deri ṣä met mat tin jeki ε bec, kā rik tin laa jek gatke ε bec kā Jewi?
4. Deri ṣä met lar tin laa jek gatke a gow kā tin kām yien ke ke kā Jiwi?
5. Deri ṣä met lar tin kə kiēn cie ke kuaak tin laa jek gatke kā Jiwi?
6. Deri ṣä met lar duṣṣp en lāt ke ji, ke ṛäcdun ke je en ṣöö luäk yien gat amäni cärke?

**Ci löcdä teeth ke ji!**

**Thopni cāri kā buɔn dhöli-nyieet tin ci dak****Duɔɔp en dee tiit Gat Nyaal mi Dak**

1. Derie met lar ɣä mi tæeth loɔdun ke tin caa kam ji ε Save the Children International?
2. Deri ɣä met lar ɣöö mi ɔaa ciaaɔdu kā ramin caa ji lath tetkäde?
3. Deri ɣä met lar min ɔaa en ci jek, kā ca com ji ε laat Save the Children International ke ɣöö tin jiek tin ci tuɔk deri ke pal ruëec?
4. Deri ɣä met lar maaru yiene ramin tiit ji kene läät en lät ke kuidu?
5. Derε te ke mi mati thin?

*Ci loɔdä tæeth elɔɔ*

**Thopni cāri kā buɔn dhöli-dhooli tin ci dak****Duɔɔp en dee tiit Gat Dhöl mi Dak**

1. Derie met lar ɣä mi tæeth loɔdun ke tin caa kam ji ε Save the Children International?
2. Deri ɣä met lar ɣöö mi ɔaa ciaaŋdu kā ramin caa ji lath tetkäde?
3. Deri ɣä met lar min ɔaa en ci jek, kā ca com ji ε laat Save the Children International ke ɣöö tin jiek tin ci tuok deri ke pal ruëec?
4. Deri ɣä met lar maaru yiene ramin tiit ji kene läät en lät ke kuidu?
5. Derε te ke mi mati thin?

*Ci loɔdä tæeth elɔŋ*

**Tin ba guic****Tiec/Duel**

1. Ken tiec/duel, caa ke thuk ke latni a goa?
2. Ke gaat/dhōli dan di cien duel kel o?
3. Cet geek duel ke nu?
4. Duel ca lat ke taa mi tee di min dee nath mer?

**Duel gorä**

1. Duel gorä tee ke duel-njicä dan di?
2. Laa dhōli duel-gorä dan di a tee duel-njicä kel?
3. Tëe duel-gorä ke duel-buokni, koamni, yunipuomni kene buokni gorä?
4. Duel-gorä thieeke ke duop?
5. Tee ke buokni kuenä kene dikcinerini rey duel-buokni?

**Luaj romä kam Gatkä, Ramin tiit gat kene ramin lat ke kui teekä gatkä**

1. Gat mi ci dak, römdë ke naath päre ke nu?
2. Tee ke röm-ruac kamä gatkä min dak kene ramin tiit gat?
3. Laa gat a tee ban mi laa jëke kene ramin laa cuumde?
4. Tëe nath kamä gatkä kene ney tin kon?

**Pual puany kene yuop**

1. Tee ke duel-wal ke kui gatkä mi dak, kene daak tin kon?
2. Duel-wal goae kie yuopke je?
3. Taa duel-wal keliw wee idi?
4. Ke kuak tin kien lat ke naath duel-wal o?

**Guath ɲaari**

1. Kε kuak guath ɲaari tin kien tēē thin tɔ?
2. Laa tee kε guath ɲarä mi lɔr kε kui gaan?
3. Laa tee kε guath kene kuak ɲarä (sport) kε kui gaan?
4. Tee kε rami la gaat a ɲiic kε ɲaari?

**Lät tin kɔŋ**

1. Ciaaŋ rey Kemä keliw wee idi?
2. Laa tee kε ɲiicni t̄i laa kamke gaat?
3. Laa cär tin thöp gaatke a lieŋke kä lathke kε lät?

**Declaration**

I, the undersigned, declared that this thesis is my original work and has not been presented for a degree in any other University and that all sources of materials used for the thesis has been duly acknowledged.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

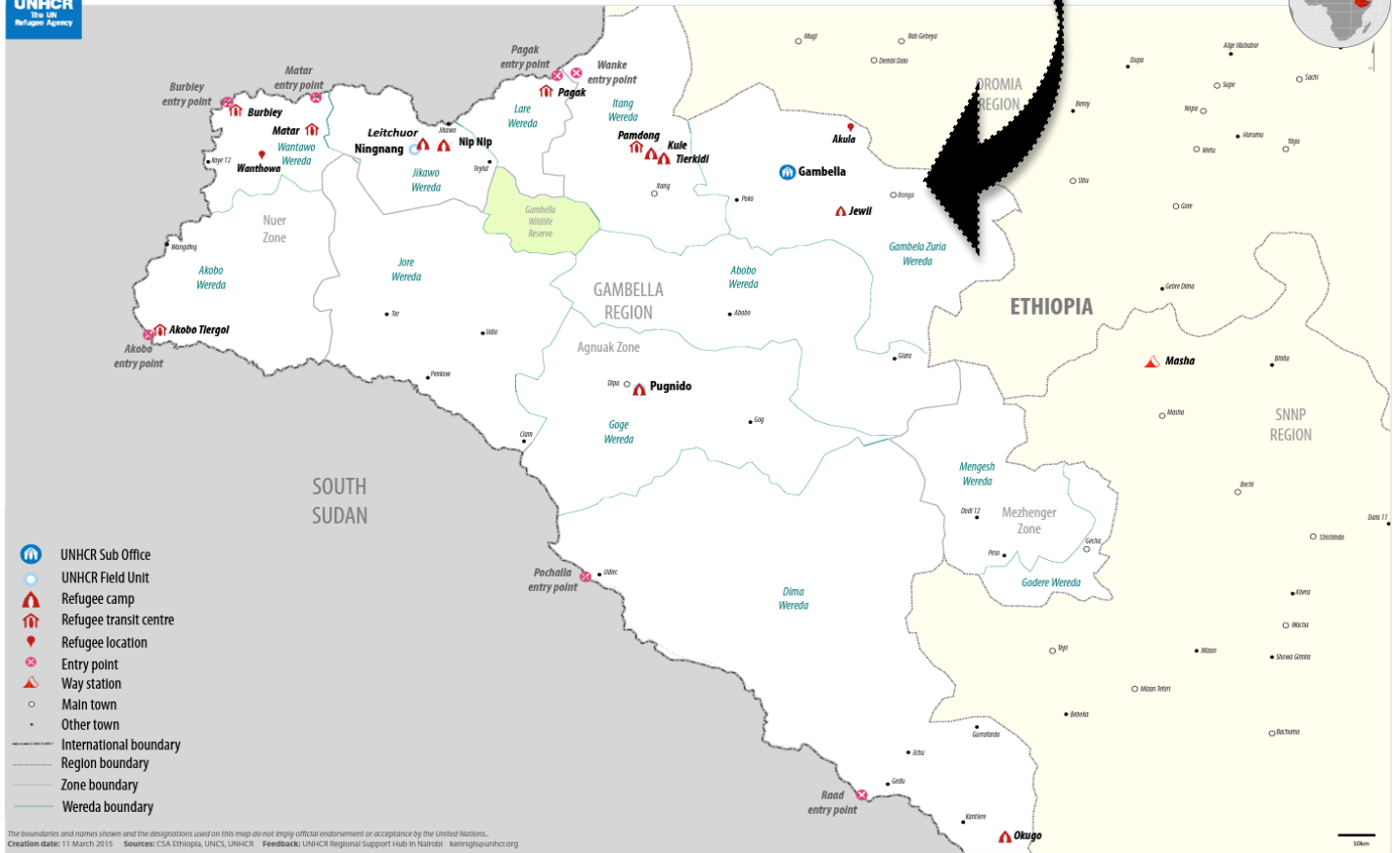
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Date of submission: \_\_\_\_\_

### Gambella and Jewi Map



**ETHIOPIA: Gambella Operational Overview** | As of March 2015



The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.  
Creation date: 11 March 2015 Sources: CSA Ethiopia, UNCS, UNHCR Feedback: UNHCR Regional Support Hub in Nairobi kenrsg@unhcr.org

Source: UNHCR, 2015

### South Sudan Map



Source: United Nation (edited)