South Sudan
Mid-Term Evaluation

Thematic window: Youth, Employment & Migration

Programme Title: Creating Opportunities for Youth Employment

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Prologue

The current mid-term evaluation report is part of the efforts being implemented by the Millennium Development Goal Secretariat (MDG-F), as part of its monitoring and evaluation strategy, to promote learning and to improve the quality of the 128 joint programs in 8 development thematic windows according to the basic evaluation criteria inherent to evaluation; relevance, efficiency, effectiveness and sustainability.

The aforementioned mid-term evaluations have been carried out amidst the backdrop of an institutional context that is both rich and varied, and where several UN organizations, working hand in hand with governmental agencies and civil society, cooperate in an attempt to achieve priority development objectives at the local, regional, and national levels. Thus the mid-term evaluations have been conducted in line with the principles outlined in the Evaluation network of the Development Assistant Committee (DAC) - as well as those of the United Nations Evaluation Group (UNEG). In this respect, the evaluation process included a reference group comprising the main stakeholders involved in the joint programme, who were active participants in decisions making during all stages of the evaluation; design, implementation, dissemination and improvement phase.

The analysis contained in the mid-term evaluation focuses on the joint program at its mid-term point of implementation- approximately 18 months after it was launched. Bearing in mind the limited time period for implementation of the programs (3 years at most), the mid-term evaluations have been devised to serve as short-term evaluation exercises. This has limited the scope and depth of the evaluation in comparison to a more standard evaluation exercise that would take much longer time and resources to be conducted. Yet it is clearly focusing on the utility and use of the evaluation as a learning tool to improve the joint programs and widely disseminating lessons learnt.

This exercise is both a first opportunity to constitute an independent ‘snapshot’ of progress made and the challenges posed by initiatives of this nature as regards the 3 objectives being pursued by the MDG-F; the change in living conditions for the various populations vis-à-vis the Millennium Development Goals, the improved quality in terms of assistance provided in line with the terms and conditions outlined by the Declaration of Paris as well as progress made regarding the reform of the United Nations system following the “Delivering as One” initiative.

As a direct result of such mid-term evaluation processes, plans aimed at improving each joint program have been drafted and as such, the recommendations contained in the report have now become specific initiatives, seeking to improve upon implementation of all joint programs evaluated, which are closely monitored by the MDG-F Secretariat.

Conscious of the individual and collective efforts deployed to successfully perform this mid-term evaluation, we would like to thank all partners involved and to dedicate this current document to all those who have contributed to the drafting of the same and who have helped it become a reality (members of the reference group, the teams comprising the governmental agencies, the joint program team, consultants, beneficiaries, local authorities, the team from the Secretariat as well as a wide range of institutions and individuals from the public and private sectors). Once again, our heartfelt thanks.

The analysis and recommendations of this evaluation report do not necessarily reflect the views of the MDG-F Secretariat.
Mid-term evaluation of the Joint Programme:

“Creating Opportunities for Youth Employment in South Sudan”

Carlos Carravilla
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<td>Accelerated Learning Programme</td>
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<td>Annual Work Plan</td>
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<td>BCA</td>
<td>Basic Cooperation Agreement</td>
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<td>BNS</td>
<td>Blue Nile State</td>
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<td>BOSS</td>
<td>Bank of South Sudan</td>
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<td>CAAFG</td>
<td>Children Associated with Armed Forces and Groups</td>
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<td>CBOS</td>
<td>Central Bank of Sudan</td>
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<td>CPA</td>
<td>Comprehensive Peace Agreement</td>
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<td>CPAP</td>
<td>Country Programme Action Plan</td>
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<td>DDR</td>
<td>Disarmament, Demobilization, Reintegration</td>
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<td>EES</td>
<td>Eastern Equatoria state</td>
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<td>FAO</td>
<td>Food and Agriculture Organization of the United Nations</td>
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<td>FMG</td>
<td>Federal Ministry of General Education</td>
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<td>GONU</td>
<td>Government of National Unity</td>
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<td>GOSS</td>
<td>Government of South Sudan</td>
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<td>HAC</td>
<td>Humanitarian Aid Commission</td>
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<td>ICRD</td>
<td>Integrated Community Recovery and Development</td>
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<td>Information &amp; Communication Technology</td>
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<td>JFFLS</td>
<td>Junior Farmer Field and Life School</td>
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<td>LIWP</td>
<td>Labour-Intensive Works Programme</td>
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<td>Lord's Resistance Army</td>
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<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MDTF</td>
<td>Multi Donor Trust Fund</td>
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<td>MEMI</td>
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<td>Ministry of Commerce, Trade, and Supply</td>
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<td>MoCYS</td>
<td>Ministry of Culture, Youth and Sports</td>
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<td>MoEST</td>
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<td>Ministry of Industry</td>
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<td>Ministry of Labour and Public Service and Human Resource Development</td>
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SBAA Standard Basic Assistance Agreement
SK Southern Kordofan
SOME State Ministry of Education
SPLM/A Sudanese People's Liberation Movement/Army
SRH Sexual and reproductive health
SRRC Sudan Relief and Rehabilitation Commission
SYIB Start and Improve Your Business
ToE Training of Entrepreneurs
ToT Training of Trainers
TWG Technical Working Group
UNAIDS Joint UN Programme on HIV/AIDS
UNCT United Nations Country Team
UNDAF United Nations Development Assistance Framework
UNDP United Nations Development Programme
UNESCO United Nations Educational, Scientific and Cultural Organization
UNFPA United Nations Fund for Population Activities
UNICEF United Nations Children's Fund
UNIDO United Nations Industrial Development Organization
UNOPS United Nations Office for Project Services
UNV United Nations Volunteers
VT Vocational Training
VTC Vocational Training Center
WAAFG Women Associated with Armed Forces and Groups
WES Western Equatoria State
WFP World Food Programme
WP Work Plan
YA Youth Association
YE Youth Entrepreneurship
1. INTRODUCTION

1. The Millennium Development Goals Achievement Fund (MDG-F) is an international cooperation mechanism whose aim is to accelerate progress on the Millennium Development Goals (MDGs) worldwide. Established in December 2006 with a contribution of €528 million from the Spanish Government to the United Nations system, the MDG-F supports national governments, local authorities and citizen organizations in their efforts to tackle poverty and inequality. In September 2008 at the UN High Level Event on MDGs, Spain committed an additional €90 million to the MDG-F.

2. The MDG-F operates through the UN teams in each country, promoting increased coherence and effectiveness in development interventions in line with the Paris Declaration and the Accra Agenda for Action through collaboration among UN agencies. The Fund uses a joint Programme mode of intervention and has currently approved 128 joint Programmes in 49 countries. These reflect eight thematic windows that contribute in various ways towards progress on the MDGs.

3. The object of evaluation is the Joint Programme (JP) Creating Opportunities for Youth Employment in South Sudan (YEP) belonging to the MDG-F Youth Employment and Migration Thematic Window. Initially the JP covered both Sudan and South Sudan, but as of July 2011 the Programme was separated into two country Programmes: UN Joint Programme for Creating Opportunities for Youth Employment in Sudan, and UN/RSS Joint Programme for Creating Opportunities for Youth Employment in South Sudan (YEM). The budget was divided almost equally between the North and the South with US$ 4,517,2911 to the South and US$ 4,482,708 to the North.

4. The Programme started on 11 June 2009 and will end on 30 April 2012.

5. The YEP aims to provide skills development and livelihood opportunities to 2,500 young men and women aged between 15 to 30 years with particular attention to migrant youth, including returnees and demobilised soldiers. Twenty-one years of civil war have left an entire generation without access to education. The Programme seeks to demonstrate in six localities in four States across South Sudan.

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1 Kwajok town in Warrap State; Wau in Western Bahr el Ghazal State; Juba in Central Equatoria State; Magwi County in Eastern Equatoria State; and in Bor town and Akobo County in Jonglei State.
youth employment approaches in three broad labour markets: urban markets, rural markets and agro-pastoralist livelihoods.

6. **Programme Partners in South Sudan and stakeholders of this evaluation:** The lead Government of South Sudan (RSS) partners are the (1) Ministry of Culture, Youth and Sports and the (2) Ministry of Labour and Public Service and Human Resource Development while the lead UN Agencies is the (3) International Labour Organization (ILO). Also the following agencies: (4) United Nations Development Programme (UNDP), Food and Agriculture Organization of the United Nations (FAO), International Organization for Migration (IOM), United Nations Programme on HIV/AIDS (UNAIDS), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Fund for Population Activities (UNFPA), United Nations Children's Fund (UNICEF), United Nations Industrial Development Organization (UNIDO), United Nations Office for Project Services (UNOPS), United Nations Volunteers (UNV). In addition to the two lead Ministries the following RSS Ministries and Commissions, in conjunction with their relevant State Ministries: (5) Ministry of Rural Development and Cooperatives; (6) Ministry of Commerce and Industry; (7) Ministry of Education; (8) Ministry of Agriculture and Forestry; (9) Ministry of Animal Resources and Fisheries; (10) Ministry of Gender, Social Welfare and Religious Affairs; (11) Ministry of Health; (12) Bank of South Sudan Micro-finance Unit; (13) South Sudan AIDS Commission; and the (14) South Sudan Disarmament, Demobilisation and Reintegration Commission.

7. The MDG-F Secretariat visited the JP (only Khartoum) from 2 to 6 November 2009. The main aspects covered by the mission report are: (1) Level of consultation and communication in the formulation of the JPs. (2) Extension of the Joint Programme by six months after delays encountered in the start up of the Programme. (3) Difficulties between operating in North and South Sudan became more evident. (4) The importance of the role of the UN Resident Coordinator to mediate discrepancies or disagreements between UN agencies. (5) Limited communication between the Programme teams in the North and the South. (6) The government representatives expressed interest and commitment to pursue the joint Programme. (7) The length of the joint Programme was agreed to be two and a half years. (8) The budget should be disaggregated by activity and budget category; the proposed activities should be more specific and indicate the targeted amounts/units. (9) The flow of information between the Resident Coordinator’s Office and the JP teams and vice versa should be improved. (10) More regular communication with the Secretariat will also be appreciated.
8. The motivations for the implementation of this mid-term evaluation are to generate knowledge, identifying best practices and lessons learned and improve implementation of the Programme during its remaining implementation time.

9. The evaluation was conducted by Carlos Carravilla, founding member and member of the board of the Col·lectiu d’Estudis sobre Cooperació i Desenvolupament (El Col·lectiu)\(^2\), external consultant specializing in tools and methodologies of international cooperation.

### 2. EXECUTIVE SUMMARY

10. There are two issues that need to be mentioned to understand the context in which the Youth Employment Programme (YEP) is working: (1) The state is underdeveloped and fragile after two wars, this means 38 years of war since independence in 1956. The (2) political context of national elections, referendum and new state needs to be highlighted. This is not a normal developmental context but a situation transitioning from emergency to development in a newborn country where almost everything is to be done.

11. The YEP faces real and serious problems felt by the youth of the Republic of South Sudan. Additionally, since South Sudan is a country whose population is predominantly young, some 72% of the population are under the age of 30 years\(^3\), it can be said that the Programme’s lines of work are vital to the (1) social stability today and in the near future of the country and (2) to keep young returnees in South Sudan since some of them are going back to neighbouring countries as economic migrants because of the lack of opportunities in their own country.

12. According to the Resident Coordinator’s Support Office (RCSO) in Juba, the real value of the Programme has been to introduce youth problems into the dialogue agenda between the United Nations System in the Country and the Government of the Republic of South Sudan (RSS). The Programme has served as a catalyst for the promotion of the attention to youth to the extent that priorities addressing youth problems are in the Interim South Sudan Development Plan\(^4\). This result goes beyond any expectations that the RCSO could have about the impact of YEP. Additionally, RCSO...
thinks that Joint Programming has the value of forcing the agencies to deliver as one.

13. The Government's commitment to the Programme is of the maximum level. This attitude has been patent during the evaluation activities, and especially strongly showed by the two leading ministries, the Ministry of Labour and Public Service and Human Resource Development (MoL) and the Ministry of Culture, Youth and Sports (MoCYS), which have remarked their will of participating at every level, from decision making to monitoring. It was precisely this commitment that led the RSS to propose a reshaping of the Programme, originally conceived in Sudan (Khartoum), with a weak participation from South Sudan and, therefore, not relevant to the reality of South Sudan.

14. A stronger commitment to the Programme has to be demanded to some of the agencies involved. UNDP, UNICEF UNIDO and UNESCO have really low budget execution levels and developed little activity so far.

15. The leading agency, ILO, has been doing a great effort to bring all agencies together to deliver a real joint implementation but the previously attitude of some participating agencies has not been the most propitious. One of the consequences of this situation is that the real contribution of YEP to the United Nations reform can be assessed as poor. It has to be considered that agencies are having their first experience of joint working and are dealing, for the first time, with its complexities and trying to face them, which has to be understood as a positive process.

16. The participatory process developed by the Inception Mission (April and May 2010) allowed, through the subsequent reshaping of the YEP, adapting the initial Programme to RSS priorities, national context and beneficiaries’ needs with the exception of gender specific needs. Before undertaking the mission there were two issues that required resolution between the RSS and UN partners: (1) RSS did not fully agree with the locations selected and some of the activities identified by the UN partners and wished them adjusted. (2) The project had not received the official approval of the Government Inter-ministerial Appraisal Committee (IMAC). In addition, the Deputy UN Resident Coordinator Office (RCSO) and the Head of UNDP in South Sudan both raised similar concerns about the project’s weak alignment to governmental priorities, lack of internal coherence, overlapping activities, and the fragmented allocation of funds. It was foreseen that these limitations would result in reduced Programme impact.  

17. The main results of this reshaping process were: (1) The initial Programme in South Sudan transitioned to a demonstration intervention\textsuperscript{6} to match the budget available and the real size of the problems that the youth have in regards to their capacity for either finding or creating jobs; (2) the redefinition of the territories to be covered by the Programme in order to geographically balance its presence in the country; and a the (3) redesign of the activities so they would adapt to the national reality.

18. The opinion of the RCSO in Juba about the YEP before the Inception Mission and the reshaping was that since there were (1) too many partners, (2) a reduced budget and a (3) design not relevant to the Southern Sudan context, the intervention wouldn’t have any positive impacts. The RCSO also expressed that the Inception Mission and subsequent reshaping completely succeeded in improving the design and transforming the YEP into a relevant intervention.

19. The Programme, although some activities were designed to address women’s needs following the consultations during the Inception Mission, cannot be qualified as gender sensitive. An initial gender sensitive participatory assessment should have been carried out as a prerequisite to then design and implement introducing the gender perspective.

20. Joint Programming, when performed in a balanced manner in terms of the number of agencies involved depending on their area of expertise can bring valuable benefits, but when the number of agencies is as high as in the case of YEP, eleven UN and UN affiliated organizations, some unwanted effects may occur that can compromise the Programme efficiency: (1) Extreme difficulty to coordinate actions, (2) activities overlap and (3) an increase in running costs that could have been possibly avoided, specially considering that the normal operation of the agencies in the RSS requires a high investment due to the security conditions in the country. It would be recommendable for future interventions to look carefully at the balance between the number of agencies involved with respect to the development needs to be addressed.

21. In this scenario it’s essential to underline the quality of the performance of the leading agency ILO at the (1) Programme management level, making adequate decisions together with RSS in order to make the Programme progress towards development results and also (2) enhancing institutions

\textsuperscript{6} A National Labour Survey that would be required as baseline for an intervention a large scale can cost between 1 and 2.6 million US. In South Sudan transportation is extremely expensive so a South Sudan National Labour Survey would be close to 2.6 million US. The total Budget for the Programme is 3.6 million. Theses figures clearly show how unrealistic the initial design was.
capacity building both at the national level through the hiring of a Senior Technical Vocational Educational Training for Employment (TVETE) Adviser and state level.

22. The Youth Peer7 (Y-PEER) experience promoted by UNFPA in close collaboration with the Ministry of Culture, Youth and Sports works from a holistic approach to raise awareness on gender issues, early marriage and early pregnancy, Sexual Transmitted Diseases (STIs), family planning and awareness and prevention of HIV/AIDS among the youth has to be highlighted as a good and transferable experience because of its efficacy, great transformative capability and high replicability at a very low cost. It has to be noted that the Y-PEER methodology is in the process of being institutionalized by RSS, something to be particularly highlighted in a country where the health services, in the opinion of the Ministry of Health, are not designed to attend youth.

23. A requirement for a no-cost four months extension was presented to the National Steering Committee (NSC) during its first meeting (18 October 2011). The reason for this requirement is that the YEP will not be able to complete all its activities by 31 December 2011 given the pace at which some UN partners are delivering their components. The NSC endorsed the extension and the RCSO has already forwarded the request to the MDG-F Secretariat. Once the request has met all the requirements at the national level, the evaluation recommends its approval by the MDG-F Secretariat.8

24. The initial Programme design was adapted to the UNDAF 2009-2012, however, given that South Sudan became a country in July 2011 the YEP is now aligning its actions to the Interim South Sudan Development Plan 2011-2013 and also works towards two outcomes of the Draft for Discussion of the first UNDAF for the Republic of South Sudan 2012-2013: UNDAF Outcome 2: Chronic food insecurity is reduced and household incomes increase. UNDAF Outcome 3: Key basic service delivery systems are in place, laying the groundwork for increased demand: Education: The united Nations Country Team (UNCT) will help to review existing policies and develop a relevant curriculum for general education and vocational training. UNDAF Outcome 4: Violence is reduced and community security improves: Reintegration of Ex-combatants. The United Nations Country Team (UNCT) will help to review existing policies and develop a relevant curriculum for general education and vocational training.

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7 Peer is a group of people who are equal in such respects as age, education or social class etc. Peer training basically means that young men and women train others and all together form a network.
8 The Secretariat authorized the no-cost extension before the mid-term evaluation process was finished.
25. The JP specially contributes to the attainment of Millennium Development Goal (MDG) 1, target 1.B. Achieve full and productive employment and decent work for all, including women and young people. There is also a contribution towards MDG 5: Improve maternal health, and MDG 6: Combat HIV/AIDS, malaria and other diseases.

26. Paris Declaration and Accra Agenda for Action: (1) Ownership and alignment have a very good characterization. (2) There are two issues that are hindering mutual accountability: (a) The first has to do with activities planning and budgeting: Governmental partners demand more information sharing in this regard. (b) The second one has to do with the sharing of financial reporting by some agencies to the other members of the YEP: UNIDO, UNDP, UNICEF, UNESCO/UNAIDS and UNFPA have a really poor reporting record and FAO and UNESCO a rather poor one. (3) YEP harmonizes with other initiatives carried out in the country by international agencies, UN agencies and International NGOs. There are a number of agencies and NGOs working in the field of youth and employment opportunities and the TVETE component is coordinating their activities together with Government. On the other hand, YEP has been facing internal harmonization problems due to lack of coordination amongst agencies and incompatibility of non-standard procedures.

27. The contribution of YEP to the United Nations reform can be considered poor. Agencies are having their first experience of joint working and are dealing, for the first time, with its complexities and trying to face them, which has to be assessed as a positive process. Next joint experiences in South Sudan will probably learn from this one and will be much more successful. The YEP is a very valuable one first step of an exceptionally complex process.

28. Communication/coordination between YEP in South Sudan and YEM in Sudan: UNIDO’s office in Wau reports to UNIDO’s office in Khartoum and sometimes UNIDO experts from Khartoum travel to South Sudan for training purposes. ILO in South Sudan consolidates reports from both countries, so ILO in Juba is updated about how the YEM is progressing. Apart from this cases no further communication/coordination between the YEP in South Sudan and Sudan since separation has been detected. In this regard, it has to be understood that due to the common recent history between Sudan and South Sudan, the disconnection between the two countries and between the JPs developed in them is logical. The dominant political thought in Southern Sudan is that anything that comes from Khartoum is automatically rejected and even the transit of persons and goods between the two countries is complicated.
29. The Programme started on 11 June 2009 and will end on 30 April 2012.

3. DESCRIPTION

3.1. The JP

30. The YEP aims to provide skills development and livelihood opportunities to the youth with particular attention to migrant youth, including returnees and demobilised soldiers. Twenty-one years of civil war have left an entire generation without access to education.

31. The main objective of the initial JP was to develop capacity for youth employment creation with particular reference to migrant groups through the following three outcomes: Outcome 1. Employment creation for migrant youth is mainstreamed into national development framework. Outcome 2. Policies and measures are in place to help young returnees enter and remain in the labour market. Outcome 3. Innovative interventions to create concrete employment and training opportunities for the youth developed and implemented in six states.

32. Two issues required resolution between the Government of RSS and UN partners in regards to the initial design of the YEP before starting implementation: (1) Government of RSS did not fully agree with the locations selected and some of the activities identified by the UN partners and wished them adjusted and (2) the project had not received the official approval of the Government Inter-ministerial Appraisal Committee (IMAC). In addition the Deputy UN Resident Coordinator Office (RCSO) and the Head of UNDP in South Sudan both raised similar concerns about the Programme.  

33. In order to solve the mentioned issues a participatory process developed by the Inception Mission allowed, through the subsequent reshaping of the YEP, adapting the initial Programme to Government of RSS priorities, national context and beneficiaries’ needs. The reformulation maintains the original outcomes, very similar outputs but more specific and activities adapted to the context.

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9 Extracted from the Summary Report of the Inception Mission for the South Sudan Programme Component
10 Annex 1. UN Agencies Operational Plans and Budgets.
34. **YEP as a pilot intervention**: The objective of the YEP as a demonstration intervention is to implement a set of clustered and joined-up employment and life skills actions designed to demonstrate good Millennium Development Goal (MDG) practice from which the following three lessons can be drawn: “Firstly, scaling-up MDG-based employment and life skills good practices to reach all ten States through contributing to the developing a larger youth employment and Life skills Programme. Secondly, to contribute to the development of youth policies and the production of a Youth Employment Action Plan/s at both RSS and State levels. And thirdly, the implementation of practical employment and life skill training opportunities for young men and women that is tailored to their choices and needs.”

35. The areas of intervention are: Kwajok town in **Warrap State**; Wau in **Western Bahr el Ghazal State**; Juba in **Central Equatoria State**; Magwi County in **Eastern Equatoria State**; and in Bor town and Akobo County in **Jonglei State**.

![Figure 1. Location of the JP](https://www.mapsofworld.com)

Source: [www.mapsofworld.com](https://www.mapsofworld.com)

36. Partners of the JP and **stakeholders** of this evaluation are those described in paragraph 6. Other key stakeholders are: MDG-F Secretariat, the Evaluation Reference Group (ERG), the Joint Programme

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Management Committee (PMC), the National Steering Committee (NSC) and all those involved in the activities of the JP.

37. The programme **started on 11 June 2009** and will end on **30 April 2012**.

**Management and Coordination Arrangements**

38. The National Steering Committee (NSC) consists of the Resident Coordinator (co-chair) and the Ministry of Regional Cooperation of the Government of South Sudan (co-chair) as non-implementing parties, as well as a representative of the Spanish Embassy. The NSC is responsible for overall coordination and oversight of the JP. A Joint Programme Management Committee (PMC) was established to adequately respond to Programme coordination, management, and reporting requirements related to Programme components. **ILO is the lead coordinating agency for the JP.** It promotes an integrated approach to the JP internally among participating organizations and partners. As lead agency, ILO is responsible for compiling and submitting narrative JP progress reports to the PMC on a quarterly basis.

**Table 1: Joint Programme Management Committee for South Sudan**

<table>
<thead>
<tr>
<th>Joint Programme Management Committee for South Sudan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>24 Members:</strong></td>
</tr>
<tr>
<td>Ministry of Youth, Sports &amp; Recreation (MoYSR) (Co-chair)</td>
</tr>
<tr>
<td>Ministry of Labour and Public Service and Human Resource Development (MoLPS)</td>
</tr>
<tr>
<td>Ministry of Cooperatives &amp; Rural Development (MoCRD)</td>
</tr>
<tr>
<td>Ministry of Commerce &amp; Industry (MoCI)</td>
</tr>
<tr>
<td>Ministry of Gender, Child and Social Welfare (MoGCSW)</td>
</tr>
<tr>
<td>Ministry of Education (MoE)</td>
</tr>
<tr>
<td>Ministry of Health (MoH)</td>
</tr>
<tr>
<td>South Sudan Disarmament, Demobilisation &amp; Reintegration Commission (SSDDRC)</td>
</tr>
<tr>
<td>Bank of South Sudan, Microfinance Unit (BOSS-MFU)</td>
</tr>
<tr>
<td>Ministry of Agriculture &amp; Forestry (MoAF)</td>
</tr>
<tr>
<td>Ministry of Animal Resources &amp; Fisheries (MoARF)</td>
</tr>
<tr>
<td>South Sudan AIDS Commission (SSAC)</td>
</tr>
<tr>
<td>DRHCO (Co-chair)</td>
</tr>
<tr>
<td>FAO</td>
</tr>
<tr>
<td>ILO</td>
</tr>
<tr>
<td>IOM</td>
</tr>
<tr>
<td>UNDP</td>
</tr>
<tr>
<td>UNAIDS</td>
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<td>UNESCO</td>
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<tr>
<td>UNFPA</td>
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<tr>
<td>UNICEF</td>
</tr>
<tr>
<td>UNIDO</td>
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<tr>
<td>UNOPS</td>
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<tr>
<td>UNV</td>
</tr>
</tbody>
</table>
3.2. Context

39. After more than five decades of near continuous war, and following the six-year interim period of the Comprehensive Peace Agreement (CPA), the Republic of South Sudan (RSS) was established on 9 July 2011 and formally admitted into the United Nations General Assembly as the 193rd member state on 14 July and into the African Union as the 45th member state on 15 August 2011.

40. The achievements of the Government during the CPA period have been impressive, all the more so when the low baseline resulting from decades of marginalization and war is taken into account. Essential executive, legislative and judicial institutions have been established at the central and state levels. More than two million people have returned to the south, including 330,000 South Sudanese refugees from neighbouring countries. The number of children in primary school has doubled and 6,000 kilometres of road have been opened, although not yet upgraded into all-weather routes.

41. Despite these achievements, the challenges facing the world’s newest State are overwhelming in both scale and complexity. State structures have only just been established, and delivery systems across all sectors are either absent or dysfunctional. Corruption impacts virtually all levels of Government, and accountability mechanisms, where they exist, have failed to deter misuse and mismanagement of public resources. In the absence of broad-based political and social-cultural mechanisms for resolving disputes, violent conflict remains a day-to-day problem.

42. Emerging from war, South Sudan is struggling with the largest capacity gap in Africa. Every single ministry, every single state government and every single spending agency suffers from a debilitating lack of qualified, competent staff. Nearly half of all civil servants in South Sudan have only a primary education. Noting this, significant capacity does exist within the Diaspora and South Sudanese society, which is not being adequately harnessed.

43. Some of the worst social indicators globally are found in South Sudan, particularly among women. At least 80 percent of the population is income-poor, living on an equivalent of less than USD 1 per day. More than one third of the population is food insecure and even in a good year, 20 percent of households cannot support themselves. Less than 40 percent of the population has access to any form of

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health care. Half of all children do not attend school. Eighty-five percent of the South Sudanese population is illiterate. The maternal mortality rate is the highest in the world and gender based violence and rape devastates both individuals and communities.

44. The prolonged conflict between the North and South Sudan has left South Sudanese society highly militarized, fragmented and characterized by a proliferation of arms and armed groups. Inter-communal conflicts are prevalent, resulting in large numbers of casualties and mass displacement, disproportionately affecting women. Southerners continue to return in record numbers, exacerbating competition over scarce resources. On-going tensions between the Republic of Sudan and the Republic of South Sudan have resulted in border skirmishes and restrictions on the free movement of people and goods.

45. South Sudan is a country with impressive natural resources, oil in particular. The challenge is for the Government to tap and distribute the wealth of the country in a way that benefits the population and reverses the legacy of warfare and marginalization. While there is no question about the length and difficulty of the transition confronting South Sudan, there are very real questions about ensuring that the right kind of strategies and Programmes are in place to overcome the deficits the new state is facing.

4. CHARACTERISTICS OF THE EVALUATION

4.1. Specific objectives of the evaluation

46. This mid-term evaluation has the following specific objectives: (1) To discover the Programme’s design quality and internal coherence and its external coherence with the UNDAF, the National Development Strategies and the Millennium Development Goals, and find out the degree of national ownership as defined by the Paris Declaration and the Accra Agenda for Action. (2) To understand how the joint Programme operates and assess the efficiency of its management model in planning, coordinating, managing and executing resources allocated for its implementation, through an analysis of its procedures and institutional mechanisms. This analysis will seek to uncover the factors for success and limitations in inter-agency tasks within the One UN framework. (3) To identify the Programme’s degree of effectiveness among its participants, its contribution to the objectives of the Youth Employment and Migration thematic window, and the Millennium Development Goals at the local and/or country level.
4.2. Approach and methodology

47. **This is an individual, formative (the main goal is to learn how to do things better) mid-term evaluation that has been carried out following a qualitative design.** Qualitative research allows to put people and their experiences at the centre of the evaluation process. The evaluation approach has been characterized by wanting to serve as a learning process essentially participatory and inclusive, giving voice to different population groups and institutions involved in the JP.

48. The evaluation has been carried out under a **gender perspective** provided by (1) by including specific information requirements on each of the evaluation criteria and (2) by the introduction of an evaluation criterion to study just gender issues. In particular, the following aspects have been analyzed: (1) Collection and management of information related to gender in different stages of the JP. (2) Implementation of mechanisms to ensure women's active participation in all activities and all areas of discussion and decision. (3) Prioritization of women's organizations in the selection of local partners. (4) Inclusion of specific interests of women in the development of the JP.

4.3. Information collection tools

49. **The basic tool in this study has been the interview.** The types of interviews applied have been, in increasing order of structuring: casual conversation, guided interview and standardized open-ended interview. Document review has also been used as well as direct observation. Other technique used has been focus group sessions.

50. The gender analysis has been based in the application of the **Harvard Analytical Framework.** It has three main components: an activity profile ('who does what?'), an access and control profile ('who has access and who controls what?'), and an analysis of influencing factors ('how does gender influence the profiles?'). This framework has been applied indirectly, through the inclusion of its components in the various evaluation questions, focus groups sessions, etc.

51. The different tools were applied flexibly in order to achieve their adaptation to the working conditions. A standardized interview became a casual conversation when the interviewee felt more comfortable in an informal situation. The evaluation has taken full advantage of informal spaces where important information was poured spontaneously.
52. The following participative work sessions took place: (1) presentation of the evaluation methodology to the Evaluation Reference Group with suggestions and inputs on the proposed evaluation matrix. (2) Workshop dedicated to the contextualization of conclusions and recommendations with the Evaluation Reference Group at the end of the evaluation mission.

4.4. Evaluation principles\textsuperscript{14}

53. Independence is attained through ensuring independence of judgment is upheld such that evaluation conclusions are not influenced or pressured by another party, and avoidance of conflict of interest, such that the evaluator does not have a stake in a particular conclusion. Impartiality pertains to findings being a fair and thorough assessment of strengths and weaknesses of a project or programme. This requires taking due input from all stakeholders involved and findings presented without bias and with a transparent, proportionate and persuasive link between findings and recommendations. Transparency requires that stakeholders are aware of the reason for the evaluation, the criteria by which evaluation occurs and the purposes to which the findings will be applied. Access to the evaluation document should be facilitated through findings being easily readable, with clear explanations of evaluation methodologies, approaches, sources of information and costs incurred.

5. FINDINGS BY LEVEL OF ANALYSIS AND INFORMATION NEEDS

5.1. DESIGN LEVEL

5.1.1. Relevance

Relevance to the context, governmental priorities and beneficiaries’ needs

54. The main problems among the youth highlighted in a number of meetings with young men and women that took place as part of the evaluation activities (Y-PEER\textsuperscript{15} group supported in Juba; Y-PEER group supported in Magwi, both by UNFPA in close collaboration with the Ministry of Culture Youth and Sports through the Assistant Inspector of Youth Training; Duk Youth Association Secretary General; Warrap State Youth Union) are, in order of importance: (1) Education, (2) unemployment,

\textsuperscript{14} American Evaluation Association
(3) insecurity and (4) drugs abuse. It has to be added that specific views of pastoralists and fisheries youth have not been captured.

55. Seven Ministries and Commissions and nine UN partners prepared the Inception Mission (April and May 2010): (1) Field visits and consultations were held with over 340 participants of whom two-thirds were male and one-third female. Also a group of women was included in the consultations. (2) Inception teams met a total of 144 State and County officials of whom two thirds were male and one-third female. (3) In addition a cross section of Civil Society was consulted: 25 NGOs, 6 women’s associations, and 10 youth associations/forums. (4) To gather the views of youth, inception teams held focus group meetings with 107 youth (36 females and 71 males) and (5) visits were made to 19 adolescent and youth facilities including vocational and technical training centres and women’s centres.

56. Governmental partners interviewed during the evaluation mission agreed on expressing their identification with the YEP after the reshaping and their satisfaction regarding the Inception Mission process and its results.

57. Regarding the relevance of the YEP to different ethnic groups needs it has to be mentioned that the reshaping specifically included pastoralist livelihoods, which were mentioned in the original project document but without any proposed actions. The YEP is working in Akobo, Jonglei State and the TVETE advisor is tasked at looking at skills training using mobile approaches like non-centre based training. This relates to issues of access and equity for ethnic groups such as herders and fishers.

58. Working with pastoralist youth is a priority for the RCSO, but before designing any type of activity to highly involve this collective it’s necessary to carry out a comprehensive study of pastoralist societies, which are extremely complex. Otherwise, the activities will be based on preconceptions and the probability of producing unwanted effects is too high.

59. The partners intend to work with a gender perspective but the difficulty to implement this motivation has been the lack of specialized knowledge and utilization of specific tools among partners. As a result, the reshaping doesn’t show gender sensitivity, although there are activities addressing women’s immediate needs and also an intention to involve women in the YEP.
Reshaping process and identification of results/experiences to be piloted by the YEP

60. The Inception Mission allowed identifying four\textsuperscript{16} thematic areas for creating opportunities for youth employment: (1) Employability and Job creation in the Private sector including self and group-based employment\textsuperscript{17} including cooperatives and private businesses; (2) Technical and Vocational Education and Training for Employment (TVETE); (3) Life skills with an emphasis on Function literacy, Peace Building, Reproductive Health and Gender Equality; and (4) Inclusiveness of special groups affected by the conflict. The fourth one was changed afterwards by Renovation and Equipping of Youth Facility Infrastructure. This rearrangement doesn’t alter substantially the approach since the idea of inclusiveness is mainstreaming the whole Programme.

61. In addition a main objective and three main results/experiences to be piloted were defined. They’ve already been described in paragraph 31.

62. The last step of the reformulation was reshaping the initial framework following the findings and results of the Inception Mission: An Operational Plan was defined.

Design quality and internal coherence

63. The Operational Plan\textsuperscript{18} is clear (including an adequate description of activities per output, including who does what, timeframes and budget per activity), seems to be based on the description of problems and particularities at the locations\textsuperscript{19} of execution and keeps the same outcomes and very similar outputs than those of the initial Programme, but with a redesign of activities according to the real needs in South Sudan. The relationship between outputs and outcomes is appropriate, and so is the relationship between activities and outputs. It can be stated that internal coherence of the Operational Plan is good.

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\textsuperscript{16} Annex 2. YEP briefing note.
\textsuperscript{17} Group-based employment includes: income generation groups; producer groups and associations; pre-cooperative groups; business partnerships; community enterprises; and business-led NGOs.
\textsuperscript{18} Annex 1. UN Agency Operational Plans and Budgets for the Southern Sudan Component. The operational plan is organized by agency rather than output, which can be a bit confusing for the evaluation, although very useful as a guide for agencies
Monitoring indicators

64. Several unsuccessful efforts were done to define a baseline that could serve both to have an accurate snapshot of the situation of youth and labour markets, and to help establishing an evaluation and monitoring set of indicators: (1) The first trial for carrying out a National Labour Survey that could also work as a baseline for the Programme failed because agencies didn’t manage to put part of their budgets together due to administrative difficulties. (2) The Southern Sudan National Bureau for National Statistics developed a Baseline Household Survey in 2009, but this couldn’t be used since data related to the youth and employment module was not reliable. Finally, a survey was carried out at the locations where the Programme was going to focus on but the reduced budget didn’t allow obtaining data suitable for the set of indicators.

65. As a result of the unsuccessful efforts to define a baseline, the Operational Plan lacks a set of monitoring indicators. The progress towards goals by thematic area of intervention has to be measured using basically two tools/documents named (1) YEP Outcome Training and Employment Totals and (2) YEP Outcome Chart, which details main interventions and indicators/targets by thematic area, together with the support of evaluation visits reports. Targets by thematic area allow measuring general progress of the Programme but don’t allow knowing details and aren’t gender sensitive.

External coherence with the UNDAF and the National Development Strategies

66. The Programme clearly contributes to the attainment of Millennium Development Goal (MDG) 1, target 1.B. Achieve full and productive employment and decent work for all, including women and young people. There is also a contribution towards MDG 5: Improve maternal health, and MDG 6: Combat HIV/AIDS, malaria and other diseases.

67. The Programme is relevant to the UNDAF 2009-2012 Outcome “By 2012, poverty, especially amongst vulnerable groups is reduced and equitable economic growth is increased through improvements in livelihoods, decent employment opportunities, food security, sustainable natural resource management and self reliance”. Also, the YEP works towards two outcomes of the Draft for Discussion of the first UNDAF for the Republic of South Sudan 2012-2013, which is tailored to the Interim South Sudan Development Plan that is about to be approved by the Government of the

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20 Annex 6. YEP Outcome & Training & Employment Totals
21 Annex 7. YEP Outcome Chart Oct 2011
**RSS: UNDAF Outcome 2**: Chronic food insecurity is reduced and household incomes increase.

**UNDAF Outcome 3**: Key basic service delivery systems are in place, laying the groundwork for increased demand: Education: The United Nations Country Team (UNCT) will help to review existing policies and develop a relevant curriculum for general education and vocational training. **UNDAF Outcome 4**: Violence is reduced and community security improves: Reintegration of Ex-combatants.

### 5.1.2. Ownership in the design

68. The Interim Constitution of South Sudan prescribes that the Government of South Sudan and the States should “adopt policies and provide facilities for the welfare of children and youth and ensure that they develop morally and physically, and are protected from moral and physical abuse and abandonment [they should] empower the youth to develop their potentials”\(^{22}\).

69. Before undertaking the Inception Mission RSS did not fully agree with the locations selected and some of the activities identified by the UN partners and had not officially approved the Programme. The Inception Mission and subsequent reshaping succeeded in involving RSS partners and beneficiaries in the redesign of YEP as the evaluation mission could verify on numerous interviews and meetings: The main RSS partner, MoL, emphasized several times its identification with the Programme and satisfaction with the way the Inception Mission was carried out.

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### 5.2. PROCESS LEVEL

#### 5.2.1. Efficiency

**Management model**

70. There have been some managerial difficulties so far: (1) The initial Programme Document is poor in terms of detailing who is doing what. This has produced the implementation of parallel activities more that a real joint implementation. (2) The pass-through modality is useful and simple, but causes problems when it is needed to raise money from different agencies into a common fund for the execution of certain activity. Transferring money from one agency to another using the same forms took from three weeks to several months depending on the agencies involved, and some times the

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\(^{22}\) The Interim Constitution of Southern Sudan (2005)
transfer was impossible because of complex and non-standardized bureaucracy: The MoL mentioned, during the evaluation mission, several times that whenever activities requiring budget allocation from different UN agencies had been planned, agencies had not been able to respond to the necessity of coordination and consequently, the activities had to be cancelled or carried out partially. The attempt to elaborate a complete baseline study is an example of this type of problem. (3) The YEP Chief Technical Adviser has responsibilities that require coordination among agencies, but doesn’t have the authority to make agencies coordinate.

71. It’s been difficult to involve the National Steering Committee as people of such high responsibility as those that integrate the NSC have very little time for small interventions because of the extremely complex context of South Sudan. On the other hand, NSCs have been useful for other JPs; the case of South Sudan has to be considered as an exception.

Coordination and communication among YEP partners, between agencies and Civil Society

72. The YEP in Kwajok is coordinating with the Joint Programme Conflict Prevention and Peace Building through the action of a Senior Consultant who takes care of activities corresponding to both Joint Programmes. TVETE is making an interesting and successful effort in establishing coordination with the three line ministries (MoCYS, MoE and MoL) involved in the management of TVETE to produce standardized curricula, syllabus and certification for this type of education in the country. The Y-PEER component is another good example of good coordination between an agency and its governmental partner: UNFPA and the Ministry of Culture, Youth and Sports work really close with the different Y-PEER groups and UNFPA’s expertise is contributing to build capacities of its partner. Relationships established with youth and women associations allow YEP having a good connection and communication with Civil Society.

73. On the other hand, coordination among agencies involved in the YEP has given problems: (1) Planned activities that required budget from several agencies sometimes couldn’t be carried out because agencies didn’t manage to put the funds together, like the baseline study, that hasn’t a larger scope because of this reason. There are, as mentioned before, (2) overlaps in the implementation of activities from different approaches: UNIDO is doing a very similar work than ILO; UNAIDS, UNESCO and UNFPA are involved in issues related to HIV and AIDS; UNESCO was responsible for managing the preparation of some Business Training Manuals that required funds from different agencies (this is
another activity that didn’t go ahead because agencies didn’t manage to put funds together) while these manuals had already been developed by some other agency.

74. **Communication between YEP in South Sudan and YEM in Sudan:** UNIDO’s office in Wau reports to UNIDO’s office in Khartoum and sometimes UNIDO experts from Khartoum travel to South Sudan for training purposes. ILO in South Sudan consolidates reports from both countries. Apart from this cases no further communication/coordination between the YEP in South Sudan and Sudan since separation has been detected. It has to be understood that due to common recent history between Sudan and South Sudan, the disconnection between the two countries and between the JPs developed in them is reasonable. The dominant political thought in Southern Sudan is that anything that comes from Khartoum is automatically rejected and even the transit of persons between the two countries is complicated.

75. **Mechanisms to prevent overloads:** Only the leading agency was overloaded during the evaluation mission and it seems that this is the usual situation for ILO and the YEP Chief Technical Adviser. Part of this overload is because most of the responsibilities related to coordinating the whole YEP require an authority that hasn’t been awarded to the leading agency and the YEP Chief Technical Adviser.

**Pace of implementing**

76. A **requirement for four months no cost project extension** was presented to the National Steering Committee (NSC) during its first meeting. The reason for this requirement is that the YEP will not be able to complete all its activities by 31 December 2011 given the pace at which some UN partners are delivering their components.

77. There are four agencies (UNDP, UNICEF UNIDO and UNESCO) with really low budget execution levels and little activity, as reported in the Consolidated Quarterly Colour-coded Work Plan Reporting - Six Quarter (April to June 2011)\textsuperscript{23}. It should be noted that the date of termination, is 30 April 2012. UNFPA is delivering its component with quality but reporting with mistakes, so the percentage of funds spent/committed shown in Table 2 isn’t reliable and no assessment can be done in regards to its implementation pace since there are no data available.

\textsuperscript{23} Annex 9. YEP Q7 Work Plan Report
Table 2: Percentage of UN agencies funds spent/committed at 30 June 2011

<table>
<thead>
<tr>
<th>UN Agency</th>
<th>Programme Activity Budget</th>
<th>Funds Spent/Committed</th>
<th>Percentage of funds spent/committed</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNOPS*</td>
<td>$801,698</td>
<td>$806,185.89</td>
<td>100%</td>
</tr>
<tr>
<td>ILO*</td>
<td>$591,198</td>
<td>$371,775.37</td>
<td>63%</td>
</tr>
<tr>
<td>UNIDO</td>
<td>$541,080</td>
<td>$151,175.00</td>
<td>28%</td>
</tr>
<tr>
<td>UNDP</td>
<td>$461,523</td>
<td>$83,622.63</td>
<td>18%</td>
</tr>
<tr>
<td>UNICEF</td>
<td>$365,912</td>
<td>$121,542.24</td>
<td>33%</td>
</tr>
<tr>
<td>IOM</td>
<td>$362,500</td>
<td>$261,231.00</td>
<td>72%</td>
</tr>
<tr>
<td>FAO*</td>
<td>$305,814</td>
<td>$160,369.83</td>
<td>52%</td>
</tr>
<tr>
<td>UNESCO</td>
<td>$175,000</td>
<td>zero</td>
<td>zero</td>
</tr>
<tr>
<td>UNFPA</td>
<td>$90,240</td>
<td>$14,514.00</td>
<td>16%</td>
</tr>
<tr>
<td>UNAIDS/UNESCO</td>
<td>$85,180</td>
<td>$29,288.00</td>
<td>29%</td>
</tr>
</tbody>
</table>


Table 3. Activity level by agency up to September 2011

<table>
<thead>
<tr>
<th>Agency</th>
<th>Number of quarters with planned activity</th>
<th>Number of quarters with no activity</th>
<th>Quarterly inactivity percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNOPS</td>
<td>11</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>ILO</td>
<td>25</td>
<td>6</td>
<td>10.8%</td>
</tr>
<tr>
<td>UNIDO</td>
<td>17</td>
<td>7</td>
<td>41%</td>
</tr>
<tr>
<td>UNDP</td>
<td>12</td>
<td>6</td>
<td>56%</td>
</tr>
<tr>
<td>UNICEF</td>
<td>11</td>
<td>7</td>
<td>56%</td>
</tr>
<tr>
<td>IOM</td>
<td>11</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>FAO</td>
<td>16</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>UNFPA</td>
<td>No data available</td>
<td>No data available</td>
<td>No data available</td>
</tr>
<tr>
<td>UNESCO</td>
<td>16</td>
<td>16</td>
<td>100%</td>
</tr>
<tr>
<td>UNESCO/UNAIDS</td>
<td>14</td>
<td>12</td>
<td>86%</td>
</tr>
</tbody>
</table>


78. When enquired about this situation, agencies answered: **UNDP** didn’t give any specific explanation but that the YEP didn’t have a high priority within the second biggest Programme in Africa (UNDP in South Sudan); **UNESCO** explained that the delays (no execution at all) were due to the reorganization of UNESCO’s presence in two countries; **UNICEF**: The focal point for the Programme explained that the delays were caused because the YEP was assigned to the Child Protection Department when it should have been under the supervision of the Education Department; **UNIDO**: There was no opportunity to ask this agency directly about this issue during the evaluation mission.
79. It has to be taken into account that every agency involved in the YEP has been facing the same difficulties and yet, some have good levels of performance and the aforementioned very low.

80. No real reasons have been found to explain the implementation delays in the cases of UNDP and UNICEF, so they are possibly due to the low or not high priority the YEP has for these two agencies. The case of UNESCO, not only in South Sudan but also in Sudan, is that the funds for the YEP, and for the Youth, Employment and Migration (YEM) in Sudan, are kept in the Headquarter in Paris so the country teams have real difficulties in getting funds for carrying out activities on time or aren’t getting any funds at all. The situation for UNIDO is that the focal person in South Sudan has no autonomy to work since he depends on UNIDO in Khartoum and Headquarter in Vienna to make decisions and this is delaying the implementation seriously.

Towards a more efficient joint programming

81. There are several reasons that suggest that the Programme is operating with low efficiency despite the highly professional and proactive role played by the leading agency: (1) The number of United Nations involved in an intervention very specialized on youth vocational, life skills and business training seems to be oversized since it doesn’t really needs to involve so many different areas of expertise as those supplied by the participating agencies. This over sizing complicates coordination and communication demanding too many resources. (2) The running costs of every United Nations agency in a fragile state coming out of conflict and in a recovery situation are extremely high: security condition, lack of human resources, communications and infrastructure. The already mentioned (3) overlaps in the implementation of activities carried out by different agencies.

5.2.2. Ownership in the process

82. Several Government institutions both at national and state levels, especially the MoL and the Jonglei State Government, mentioned having no detailed information about: (1) Budget allocation, (2) financial reports (because the ones the agencies send to the Programme Management Committee are too simple and some agencies have not been reporting on a regular basis), and (3) activities planning. Also they have explicitly demanded more information sharing about these issues on a regular basis from the UN agencies. Specific recommendations about theses situations can be found as a part of the mutual accountability analysis.
83. On the other hand, Government partners have shown a **high level of ownership of the implementation phase of YEP**, with a **proactive presence in every important moment of the evaluation**. Only the attitude of the agencies that are not sharing financial information is hampering **complete governmental ownership** of the process. A recommendation addressing this situation can be found as a part of the mutual accountability analysis in the section entitled Country Level.

84. Meetings with beneficiaries and visits to a number of activities in the states allowed confirming a **fine level of ownership by the participants** with some exceptions: (1) The Abara Women’s Association didn’t show real appropriation of the facility renewed in Abara (Magwi County), which clearly lacks maintenance. (2) Warrap Youth Union demands information sharing about activities that were expected to have taken place already: Skills and business trainings that are part of the component to be delivered by UNIDO.

85. Most YEP components are delivered in close **collaboration with youth and women’s associations**: The evaluation could verify this in Wau (meeting with the Warrap State Youth Union), in Abara (meeting with the Abara Women’s Association), in Juba and Magwi (meetings with the Y-PEER group). This type of relationship is probably **the best way to achieve beneficiaries’ ownership of the processes**.

86. **Public and private resources and/or counterparts mobilized**: Six facilities have been built, renewed or expanded. Two of them belong to RSS (Juba and Wau) and the rest belong to youth associations/unions or women’s associations/unions. The Government contributed with a 20% of the total budget required for carrying out building and renovation activities of their two facilities.
5.3. RESULTS LEVEL

5.3.1. Efficacy

Progress towards achieving the stipulated results

87. The progress towards main goals by thematic area\(^{24}\) is reported through the YEP Outcome Chart (targets) together with the YEP Outcome Training and Employment Totals (achievements).

Table 4: Progress to targets at October 2011

<table>
<thead>
<tr>
<th>Thematic area</th>
<th>Targets - YEP Outcome Chart</th>
<th>Progress at October 2011 - YEP Outcome Training and Employment Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical and Vocational Education and Training for employment (TVETE)</td>
<td>TVETE policy formulated, disseminated and operational.</td>
<td>Draft policy formulated and disseminated Six previously standardised courses shortened to 6 and 3 months and 5 additional short courses developed. In particular emphasis has been on devising Entrepreneurship curricula to drive work-based TVETE training. 100 copies of the curricula printed for distribution to TVETE centres.</td>
</tr>
<tr>
<td>Life skills with an emphasis on Functional Literacy, Peace building &amp; Gender Equality</td>
<td>1,200 to 1,500 youth receive Programme services</td>
<td>Total: 1,775 (1,104 males and 661 females) This includes trainees in Life skills, employability and TVETE. Considering the target was between 2,400 and 3,000, the progress is between 74% and 60%. Total labour days: 5,831</td>
</tr>
<tr>
<td>Employability &amp; Job Creation in the Private Sector including Self-employment</td>
<td>1,200 to 1,500 youth receive Programme services</td>
<td></td>
</tr>
<tr>
<td>Renovation &amp; Equipping of Youth Facility Infrastructure</td>
<td>Youth facility infrastructure fully operational in 3 locations</td>
<td>Youth facility infrastructure operational in 6 locations. 3 non-governmental fully operational and 3 governmental not fully operational due to financial problems, but partially operational for short courses and activities. This means that the objective has been fulfilled.</td>
</tr>
</tbody>
</table>

88. YEP’s progress to targets at October 2011: (1) The number of trainees is 1,775 (1,104 males and 661 females) including life skills, employability and TVETE. Considering the target was between 2,400 and 3,000, the progress is between 74% and 60%. The total planned number of trainees would be surely reached, after the authorization of the no-cost extension by the Secretariat, if the agencies that have been showing low activity levels fulfilled their commitments to the YEP. (2) The target referred

\(^{24}\) Thematic areas were identified by the Inception Mission.
to Renovation and Equipping of Youth Facility Infrastructure has been already 100% achieved. In regards to the (3) target TVETE policy formulated, disseminated and operational, the YEP has disseminated the policy; constituted a curriculum development working group; facilitated an inter-ministerial dialogue between the Ministries of Labour, Youth and Education on TVETE; and through location of the YEP TVETE advisor in the Ministry of Labour mentoring and coaching of mid-level and senior staff is underway. It can be stated that the TVETE component progression towards the target is all right and no difficulties in achieving the entire planned goal can be expected. These achievements, taken into account the difficult operating context and although targets/indicators don’t allow measuring details about the progress but only general progress, are extremely valuable.

89. **Youth centres**, in a country with a massive lack of facilities of any kind, are essential for the youth and their organization. A youth centre is a place to meet other young men and women, learn, participate in community activities, play sports and promote unity among the youth.

90. It’s also interesting to do a qualitative assessment of the achievements of the YEP in regards to the three main results/experiences to be piloted that were identified by the Inception Mission: In the opinion of the evaluator, YEP’s contribution to the first and second main results/experiences to be piloted has been successful so far: (1) The YEP has succeeded as a pilot intervention since there is already an agreement between the United Nations System in the Country and RSS to scale the intervention to a national level; (2) the contribution of TVETE to enhance governmental capacities for developing policy related to youth and employment is outstanding; also the YEP has been able to position the issue of youth and employment as a priority in the next Interim South Sudan Development Plan 2011-2013 and in the UNDAF 2012-2013. In regards to the third main result, (3) achievements depend on the agency because of the already mentioned not high priority the YEP has for some of them: UNOPS, IOM, ILO, UNFPA, FAO have been delivering with high quality while UNDP, UNICEF UNIDO and UNESCO have not.

91. **Contribution to the goals set by the thematic window:** YEP clearly contributes to three goals (1,2 and 5) of the thematic window **Youth, Employment and Migration:** (1) YEP has positioned the issue of youth and employment as a priority in the first Interim South Sudan Development Plan. (2) Second and third thematic areas identified by the Inception Mission contribute to the second goal of the thematic window. (5) The first thematic area identified by the Inception Mission contributes to the fifth goal.
Outputs quality

92. **Training**: (1) Y-PEER participants met in Juba and Magwi, and entrepreneurship trainees in Wau expressed their satisfaction with the training, the direct utility it had for their lives, and their capability to replicate their knowledge. (2) Participants in the Entrepreneurs ToT carried out in the Don Bosco Vocational Centre in Wau expressed that the quality of the courses was very high and that their lives had improved with their new skills. (3) Cooking, pastry and hostelry trainees mentioned the high quality of the courses and also the utility for their own businesses.

93. **Facilities**: Renovations and new constructions visited seemed to be of a good quality and according to the technicians involved they were built to the highest standard possible.

94. **TVETE**: This component is operating with excellent quality, strategic vision and always seeking the highest level of institutionalization of processes and tools. Government partners emphasized their satisfaction with TVETE activities.

95. **Follow-up mechanisms**: The tools used to monitor the development of activities seem to be easily updatable and very useful: Quarterly Narrative Progress Report and Quarterly Colour-coded Work Plan Reporting. Their simplicity is important in such a complex organizational scenario. The first one reports on: What was achieved during this quarter? What challenges were faced? How do you plan to overcome the challenges? The Colour-coded report allows identifying which activities are ongoing, which ones were finished and which ones delayed. The combination of both reports is enough to get an overview on how the YEP is progressing quarterly.

96. **Coverage to beneficiaries**: During meetings with groups of direct beneficiaries and participating state governments at different locations some level of disappointment with the YEP became visible because some activities that people thought were to take place hadn’t been executed so far while the Programme is approaching to its end. Target population knows the contents and Programme activities quite well because ILO, after the reshaping, widely distributed a summary Programme document.

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25 Women’s Union in Abara, Warrap State Youth Union, Ministry of Culture, Youth and Sports in Wau, Jonglei State Youth Association, Duk County Youth Association and Warrap Youth Association.
Good practices, success stories, transferable examples and innovative measures for problem solving

97. Y-PEER has to be highlighted as a good practice because of its efficacy and high replicability at a very low cost.

98. The fast market surveys carried out for the elaboration of the Youth Employment & Livelihood Baseline Assessment on Skills & Market Opportunities prepared for the YEP were based on a model developed by ILO. The use of mobile phones for data collection worked very efficiently and can be considered as innovative.

99. Finally, farmer field schools, although have been already implemented in other different countries, are innovative in South Sudan

Contribution to fair youth employment and internal and/or external migration

100. The quick action no educational barrier that the YEP is implementing addresses those young men and women who have less employment opportunities, so it can be stated that the Programme promotes a more equitable development.

101. Migration is not an issue specifically worked by the Programme, although it has to be said that youth employment is of the most importance to stop migration of youth to neighbouring countries.

5.3.2. Sustainability

Support and capacity building of national and/or local institutions

102. Reshaping phase: ILO is doing a great and successful effort to promote national/local leadership of the YEP and support National and State governments: The Inception Mission and subsequent reshaping of the YEP adapting the intervention to national and state governmental priorities, context and beneficiaries’ needs is a perfect example of this support.

103. Implementation phase: (1) Institutions support and capacity building at the national level: Through the hiring of a Senior Technical Vocational Educational Training for Employment (TVETE)
Adviser whose office is in the Ministry of Labour and who has been highly involved in: The (i) Creation of a Directorate of Vocational Training within the Ministry of Labour, (ii) providing support to enhance the coordination among the MoL, MoE and MoCYS around vocational training; facilitating the (iii) establishment of a multi-stakeholder Vocational Training Curriculum Development Working Group to support the standardization of training syllabus, curricula, assessment and certification; (iv) the conceptualization and introduction of mobile skills training. (2) Support at state level: A State Intervention Model has already been implemented in Jonglei State and is going to be replicated in the rest of states with some identical features: (i) It begins with having a Special Adviser for Youth so there is a link between youth and State Government, next step is (ii) creating a State Youth Committee Support; (iii) finally a State Youth Action Plan is produced. Also, the Government of Jonglei is receiving technical support from UNDP through a UNV who coordinates youth activities in the state including Jonglei Youth Steering Committee. (3) Support at both national and state levels: The Y-PEER component is a good support to the MoCYS, who will be perfectly able to continue the experience once the YEP is over; the renovation of youth facilities by IOM and UNOPS has to be considered as a support to the MoCYS since this task is under this ministry’s responsibility.

104. YEP and RSS are planning to support together the Amadi Rural Development Institute, which is four hours from Juba, to become a national centre for sustainable livelihood skills training including ToT in farmer field schools, Y-PEER education, small scale enterprise, income generation activities, and the Payam Youth Service.

105. Government of RSS is preparing an Education Sector Strategy Plan (ESSP) that initially didn’t plan to include consultations with the youth, but ILO together with MoCYS managed to introduce them in the process. YEP will support both the consultations in Juba and Wau.

106. At an strategic level, the fact that next South Sudan UNDAF (2012-22013) components related to youth and employment have been directly extracted from the first Interim South Sudan

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26 The Amadi Rural Development Institute (ARDI) was established in Western Equatoria in 1976 as the principal public training institution for community development workers in Southern Sudan. It provided training to youth officers, village elders, women’s leaders and county administrators in rural regions where 83 percent of the population lives. In addition it operated a demonstration farm to train agricultural extension workers. Until the signing of the CPA in 2005, ARDI offered a nine-month certificate course in community development covering agriculture, nutrition, health, gender, water and sanitation management, rural development and project management. It also offered short-term courses in trades, bee keeping and crop farming as well as leadership training and extension services to support the self-help development initiatives of local groups.
Development Plan is another case of YEP support to national institutions and priorities.

107. The MoL, during the first National Steering Committee, required support in the development of policy framework related to youth and employment. Since developing policy has to be sustained in evidence, it’s recommended that, before providing any support in this direction, ILO and UNDP continue to support the Ministry of Labour and National Bureau of Statistics with the development of the Welfare and Labour Force Survey (WLFS) until it’s completed. The WLFS is identified in the Interim South Sudan Development Plan as a priority survey and ILO has worked to include technical support to the execution of the WLFS in the UNDAF 2012-13.

Partners’ financial capacity to keep up the benefits produced by the Programme

108. The benefits delivered by the YEP to the Government partners that will need some funds for maintenance are the youth facilities that have been constructed/renewed by IOM and UNOPS and belong to the MoCYS.

109. A total of six youth facilities have been constructed or renovated or expanded by the Programme. Two of them belong to the Government (Juba and Wau). The other four belong to youth associations or women associations. It has to be mentioned that the general lack of financial and human resources makes sustainability an important issue that will require attention from RSS and youth and women associations that own the facilities. For instance, RSS Vocational Training Centre (VTC) in Juba is functioning with donor support, something in common to all vocational training centres that are operated by RSS and state governments. Only NGO and faith-based operated vocational training centres are functioning to some extent.

110. The YEP has searched for allies, and Save the Children will assist the State Ministry of Social Development in Wau to operate the Youth Training Centre and there are conversations with Save the Children to run the Training Centre in Juba, also the Snowflake Foundation from Poland has agreed to run small restaurant and bakery training courses for young women from the centre in Juba.

Sustainability of youth centres that don’t belong to the RSS

111. The Warrap Youth Union has its own Strategic Plan\(^\text{27}\) to use the youth centre (partially built by

\(^{27}\) Annex 14. Warrap State Youth Union Strategic Plan
the Programme) which includes a number of activities to provide services to youth and the community and help the sustainability of the facility: Like installing an Internet cafe and commercial activities. Also these activities could contribute to boost the local economy.

112. YEP’s main building activities in Magwi have focussed on the **Abara Women’s Association Centre** and comprise two village market stalls, kitchen for the women’s centre and toilets. The kitchen and market stalls were provided to enable the women trained to take forward their income generation activities. The Abara Women’s Association Centre was closed when the evaluation visited it because there were no teachers available.

113. The building work undertaken at the **Magwi Vocational Training Centre** was the addition of a small vehicle repair shed to free up a classroom that was being used to repair engines. The Magwi VTC is operated by Eastern Equatoria State who funds the salaries of the instructors. The VTC struggles to cover the operational costs of the technical courses including the feeding of students.

114. The sixth youth facility is the **Akobo Enterprise Centre**, just built by the Programme in a remote area (there’s no access during the rainy season) that couldn’t be visited by the evaluation. No information about its sustainability was collected.

115. The Nazareth Youth Centre in Wau, where IOM is delivering some training, is beginning to develop a productive activity for self sustainability consisting in making bricks with a technology (Hydraform) that uses little cement, which is extremely expensive in South Sudan, and is environmental friendly since it doesn’t require wood for making the bricks. The Don Bosco Centre, also in Wau, is obtaining 20% of its annual budget from economic activities, like printing a newspaper.

116. **Have networks been created or strengthened to carry out the roles that the joint Programme is performing?** The roles performed by the YEP should be performed by the RSS once the Programme is over. Anyway, the YEP has created a network for basically exchanging information on each of the specialty areas. This network includes NGOs, donors, private sector, UN system and regional institutions in Africa.
### Table 5. Networking and information sharing out with the YEP partners

<table>
<thead>
<tr>
<th>TVETE</th>
<th>Employability and business</th>
<th>Agriculture and livestock</th>
<th>Like skills</th>
<th>Advocacy and Associational</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UN System and Africa Regional Institutions</td>
<td>World Bank</td>
<td>World Bank</td>
<td>WFP</td>
<td>Africa Union</td>
</tr>
<tr>
<td></td>
<td>UNHCR</td>
<td>IFAD</td>
<td>UNMISS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Africa Development Bank</td>
<td>UNMISS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Africa-Union</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Donors</td>
<td>USAID</td>
<td>CIDA</td>
<td>CIDA</td>
<td>CIDA</td>
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<tr>
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<td>Spanish Embassy</td>
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<td>JICA</td>
<td>UK-DFID</td>
<td>UK-DFID</td>
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<td>JICA</td>
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<td>Netherlands</td>
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<td>UK-DFID</td>
<td>Finland</td>
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<tr>
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<td>PLAN</td>
<td>PLAN</td>
<td>PLAN</td>
<td>NPA</td>
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<tr>
<td></td>
<td>Save the Children</td>
<td>Stromme Foundation</td>
<td>Save the Children</td>
<td>Friedrich Elbert Stifung</td>
</tr>
<tr>
<td></td>
<td>WUS Canada</td>
<td>ACDI/VOCA</td>
<td>SNV</td>
<td>WUS Canada</td>
</tr>
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<td>NPA</td>
<td>MEDA</td>
<td>GIZ-DED</td>
<td>NPA</td>
</tr>
<tr>
<td></td>
<td>Stromme Foundation</td>
<td>Lulu Works</td>
<td>Stromme Foundation</td>
<td>Adam Smith Institute</td>
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<tr>
<td></td>
<td>World Vision</td>
<td>Land o’ Lakes</td>
<td>World Vision</td>
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<td>NRC</td>
<td>COOPAfrica</td>
<td>NRC</td>
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<td>ADRA</td>
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<td></td>
<td></td>
<td></td>
<td>Ibis Denmark</td>
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<tr>
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<td>AECOM</td>
<td>AECOM</td>
<td></td>
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<td></td>
<td>Juba Catering Services</td>
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<tr>
<td></td>
<td>Triodos Facet</td>
<td>Triodos Facet</td>
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</tbody>
</table>

117. Improvement of **governance of the joint Programme for better sustainability**: Governance of JPs would obviously be simpler, and joint implementation would produce better and more sustainable results if the number of partners involved were smaller because: (1) Communication between partners required for updating and resolution of administrative issues would consume less time and efforts. These resources could be dedicated to **programmatic and substantive discussions through which different activities would be designed, monitored, and adjusted synergistically**. (2) The relationship between partners and beneficiaries could be easier, closer and deeper, so that it would be possible to **build mutual trust** that would help to work more attached to strategies and priorities of RSS partners and beneficiaries, **thereby enhancing sustainability**.
5.4. COUNTRY LEVEL

118. **Contribution towards MDG:** The JP contributes to the attainment of Millennium Development Goal (MDG) 1, target 1.B. Achieve full and productive employment and decent work for all, including women and young people. There is also a contribution towards MDG 5: Improve maternal health, and MDG 6: Combat HIV/AIDS, malaria and other diseases.

**Progress towards United Nations reform. One UN.**

119. **One Leader:** The RC in Juba is extremely empowered because of her capabilities and personality, although it would probably be beneficial for a more coherent presence of UN agencies in South Sudan that the RC also had mandate and authority over all agencies in the country.

120. **One Budget:** Each agency manages its own budget frameworks and financial procedures; the evaluation mission has detected no contribution to the One Budget principle.

121. **One Programme:** YEP is relevant to UNDAF 2009-2012, which is a set of strategic results based on national priorities, the internationally agreed development goals and the UN’s capacity and comparative advantages, so it can be stated that the YEP is supporting the implementation of the One Programme principle.

122. **One Office:** Every agency uses its own procedures and the evaluation mission couldn’t detect any common services utilization by the agencies so it can be said that the YEP isn’t contributing to the One Office principle in the country.

**Paris Declaration and the Accra Agenda for Action**

123. **Ownership:** The Interim Constitution of South Sudan prescribes that the Government of RSS and the States should “adopt policies and provide facilities for the welfare of children and youth and ensure that they develop morally and physically, and are protected from moral and physical abuse and abandonment [they should] empower the youth to develop their potentials”\(^{28}\). In addition, South Sudan has just prepared its first Interim South Sudan Development Plan (SSDP). These two facts determine a good level of ownership in the sense of the Paris Declaration.

\(^{28}\) The Interim Constitution of Southern Sudan (2005)
124. **Alignment:** At the time the YEP was designed and reshaped the country had no development plan, either at national or state level. At the moment of the evaluation the YEP had positioned, because the interest provoked by the Programme in RSS partners, youth and employment as a main concern in the first Interim South Sudan Development Plan, so it can to be said that in a certain way **YEP is highly aligned to national priorities** determined by the SSDP and the Interim Constitution of South Sudan.

125. **Mutual accountability:** Several RSS institutions have mentioned having no detailed and complete information about: (1) Budget allocation, (2) **financial reports** (because the ones the agencies send to the Programme Management Committee are too simple and some agencies have not been reporting on a regular basis), and (3) activities planning. Also, they have explicitly demanded more **information sharing** about these issues on a regular basis from the UN agencies. **UNIDO, UNDP, UNICEF, UNESCO/UNAIDS and UNFPA have a really poor reporting record** and FAO and UNESCO a rather poor one.

**Table 6. Quarterly financial reporting by UN Agencies**

<table>
<thead>
<tr>
<th>Agency</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Q3</td>
<td>Q4</td>
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<tr>
<td>ILO</td>
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</tr>
<tr>
<td>UNIDO</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>UNDP</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>UNICEF</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>UNESCO/UNAIDS</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>UNESCO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer of funds by UN Agencies</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>UNFPA</td>
<td>no</td>
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</tr>
<tr>
<td>UNOPS</td>
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<tr>
<td>IOM</td>
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<td>yes</td>
</tr>
<tr>
<td>FAO</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>

126. **Harmonisation:** There are a number of **agencies and NGOs working in the field of youth and employment opportunities and the YEP, through its TVETE Adviser, is trying to coordinate their activities together with RSS in terms of standardisation:** A Youth Leadership Programme from UNICEF is about to start, the Japanese International Cooperation Agency (JICA) has been working for the last years in vocational training through the implementation of two phases of the Project for Improvement of Basic Skills and Vocational Training in Southern Sudan, Save the Children supports a Youth VTC in Bahr El Ghazal, Christians Relief Service (CRS) and Plan International also work in this direction. **Coordination among agencies involved in the YEP has given problems:** (1) Planning activities that required budget from several of them. (2) Overlaps in the implementation of activities from different approaches.
5.5. GENDER ANALYSIS

This section provides a summary of the findings concerning the inclusion of gender analysis throughout the evaluation and discusses aspects not yet reviewed.

127. Although there are activities implemented by different agencies and RSS institutions addressing gender issues and a clear **intention to include gender issues in the work, no specialized knowledge** (gender expert assessing is usually required during every project phase) and **tools** (basically, a gender sensitive participatory assessment at the very beginning) have been present; as a result, the **design and implementation of the YEP cannot be considered as gender sensitive**.

128. **Promotion of gender equity at national level:** Even though the **Ministry of Gender, Child and Social Welfare is a counterpart member of the Joint Programme** and the Director General of Gender and Child Welfare is the focal person from the Ministry of Gender on the Programme Management Committee, the real involvement of this ministry in the Programme has been rather poor.

129. **Gender equity promotion at community level:** A strong sexual division of labour is an important feature of the economic activity in rural areas of Sudan. Also, it’s been detected, during evaluation meetings with direct beneficiaries, that the proportion of women involved compared to men is low.

130. Since the design of the JP did not start with a gender sensitive participatory assessment, the remaining phases of the project are based on assumptions and preconceptions about gender relations. On the other hand, as the Outputs Framework has not gender sensitive indicators, **it’s not possible to know how men and women and any other traditionally excluded groups are differentially affected and accessing the benefits provided by the YEP.** This does not mean that adverse effects have occurred, and does not mean that women and other traditionally excluded groups have not improved their position with the YEP; it simply means that these phenomena cannot be measured.

131. There are 67 different ethnic languages in South Sudan. Addressing specific ethnic groups is not an area that the government wishes the YEP to focus upon, but the YEP emphasizes **inclusiveness and national solidarity approaches** such as the Payam Youth Service; and proposes scaling of interventions to reach all ten **states based on State-led Youth Committees rather than a centralised approach.**

132. Government institutions are gradually becoming familiar with gender issues the YEP progresses,
although this effect is limited because the programme focuses on livelihood skills and employment. Additionally, the YEP doesn’t consider specialized activities to strengthen the capacities of Government partners on gender issues.

6. CONCLUSIONS AND RECOMMENDATIONS

Additional information: Recommendations highlighted in blue are those applicable to the YEP.

Additional information: Recommendations addressing Continuity interventions could be particularly useful for the design and implementation of the intervention at a national scale based on the experiences piloted by the YEP.

6.1. CONCLUSIONS AND RECOMMENDATION ON RELEVANCE

Relevance to the context, RSS priorities and beneficiaries’ needs

133. Conclusion 1. The participatory process developed by the Inception Mission allowed adapting the initial Programme to governmental priorities, national context and beneficiaries’ needs with the exception of gender specific needs.

134. C2. The reshaped Operational Plan doesn’t show gender sensitivity, although there are activities addressing women’s immediate needs and also an intention to involve women in the YEP through the search of equal participation in the activities between men and women.

135. Recommendation 1. Continuity interventions should be based on gender sensitive participatory assessments conducted by a specialist in order to address social groups that are systematically excluded from development initiatives. Also, it would be recommendable to hire a gender expert to give technical support to all the partners during the whole Programme duration to (1) facilitate the gender inclusion in the implementation and to (2) deliver trainings to the partners to contribute to build their capacities.

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20 This recommendation addresses possible projects of continuation and/or expansion of the YEP.
Additional information: A gender sensitive participatory assessment should be conducted by an expert in gender issues that could support the identification (inception missions and diagnostics), and formulation (definition of gender sensitive outcomes, outputs, monitoring indicators and activities) phases to include gender approach since the beginning.

Additional information: A gender sensitive participatory assessment should also be a fully inclusive process, taking into account differences in the needs and priorities not only of men and women, but also of different ethnic groups and of any other collectives who could be in a situation of exclusion.

136. **C3. Youth associations and unions** cover all administrative levels in the country: Boma (several villages), Payam (at least two Bomas), County and State. Some of them are very well organized, like the Kwajok Youth Union, which has its own Strategic Plan. **Women’s Associations** have also a wide presence in the country, although not so strong as youth unions.

137. **R2. YEP and continuity interventions.** In order to maintain, in an extremely variable environment as the South Sudanese, the (1) relevance to direct beneficiaries’ interests, and also (2) promote ownership and (3) sustainability of the results achieved it’s recommended to enhance the participation of youth and women associations and unions in decision-making at state level and to implement activities dedicated to strengthen these associations.

Additional information: Thinking about strengthening these associations in a sustainable way, perhaps the best options would be (1) providing some training in those areas in which the associations themselves feel weak and (2) promoting exchanges of experiences amongst associations from different states.

138. **R3. Continuity interventions.** In order to keep the Programme’s relevance to a variable context as the South Sudanese, it would be recommended to hire a national evaluator to conduct a continuous evaluation process to give the Programme feedbacks that could help to reshape activities.

139. **C4. Design and internal coherence:** The design of the **Operational Plan** is clear and seems to be adequately based on the description of problems and particularities at the locations of execution. It keeps the same outcomes and very similar outputs than those of the initial Programme. Activities were redesigned according to the real needs in South Sudan. The relationship among outputs and outcomes is appropriate, and so is the relationship between activities and outputs. It can be stated that

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30 The additional information isn’t part of the recommendation but provides guidance to implement the recommendation
31 Annex 1. UN Agency Operational Plans and Budgets for the Southern Sudan Component. The operational plan is organized by agency rather than output, which can be a bit confusing for the evaluation, although very useful as a guide for agencies
internal coherence of the Operational Plan is good.

140. **C5. Monitoring indicators:** The Operational Plan lacks a set of monitoring indicators. The progress towards goals has to be measured using two tools/documents: (1) YEP Outcome Training and Employment Totals\(^{33}\) and (2) YEP Outcome Chart\(^{34}\), which includes targets by thematic area that allow measuring general progress of the Programme but don’t allow knowing details and aren’t gender sensitive.

141. **R4. Continuity interventions.** It would be desirable that the indicators were focused on the improvement of the living conditions of people affected by the programme, avoiding as much as possible using activities, products or processes as indicators. Indicators should also be gender and ethnic sensitive. This means that they have to allow measuring: (1) The quality of participation (from decision making to just participation in activities) of the different collectives involved; and (2) how different collectives are benefitting from the programme.

142. **C6. External coherence:** YEP works towards Outcomes 3 and 4 of the Draft for Discussion of the first UNDAF of the Republic of South Sudan (2012-2013), which is tailored to the Interim South Sudan Development Plan that is about to be approved by RSS.

**6.2. CONCLUSIONS AND RECOMMENDATION ON OWNERSHIP**

143. **C7. Design Level:** The Inception Mission allowed a wide and successful participation in the reshaping of the Programme by governmental partners and beneficiaries that would have been of optimal quality if it had used gender analysis tools. Additionally, the YEP has managed to position the issue of youth and employment in the first Interim South Sudan Development Plan, which is a clear indication that this subject is a national priority.

**Process level**

144. **C8.** Government partners demonstrated a high level of ownership of the implementation phase of YEP during the whole evaluation mission. The MoL explicitly mentioned their will to be fully involved in activities implementation and in evaluation and monitoring visits to the States. Only the

\(^{33}\) Annex 6. YEP Outcome & Training & Employment Totals

\(^{34}\) Annex 7. YEP Outcome Chart Oct 2011
attitude of the agencies that are not sharing financial information is hampering complete governmental ownership of the process\textsuperscript{35}.

145. \textbf{C9}. Most YEP components are delivered in close collaboration with youth and women’s associations, approach that has allowed achieving beneficiaries’ ownership of the processes, and only one exception was detected: Warrap Youth Association members demand more information sharing about activities involving them that were expected to have taken place already: Skills and business trainings that are part of the component to be delivered by UNIDO.

\textbf{6.3. CONCLUSIONS AND RECOMMENDATION ON EFFICIENCY}

146. \textbf{C10}. Management model: Managerial difficulties so far: (1) The initial Programme Document doesn’t detail who does what. This has produced the implementation of parallel activities. (2) The pass-through modality causes problems when it’s needed to raise money from different agencies into a common fund for the execution of certain activity. Transferring money from one agency to another has been a challenge due to complex and non-standardized bureaucracy. (3) YEP Chief Technical Adviser has responsibilities that require coordination among agencies, but doesn’t have the authority to make agencies coordinate.

\begin{table}[h]
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\begin{tabular}{|c|}
\hline
\textbf{R5. YEP agencies}. It's recommended to \textit{give the YEP Chief Technical Adviser authority} over all the agencies involved in the YEP and regarding YEP implementation. By doing so, coordination, efficiency and coherence will surely improve. \\
\textit{Additional information:} The best solution would possibly be that agencies involved in the JP recognized this authority and leadership in terms of coordination and assumed firmly this situation for the benefit of the Programme. \\
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\begin{table}[h]
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\begin{tabular}{|c|}
\hline
\textbf{R6. YEP agencies}. \textit{Some flexibility in the application of administrative procedures} (as procurement and tendering) \textit{needs to be enhanced} in order to react to the challenges of daily work and improve efficiency. \\
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\end{tabular}
\end{table}

\textsuperscript{35} A recommendation addressing this situation can be found as a part of the \textit{mutual accountability} analysis in the section entitled Country Level.
149. **R7. MDG-F Secretariat.** Joint Programming is a good model, but the tools currently used for managing design and implementation should probably be reviewed in the mid term: (1) **Identification, formulation, implementation and monitoring should be conducted in a joint way** to enhance coherence. (2) The **standardization** of forms, formats and procedures would help efficiency. (3) Programme documents detailing who does what and who is responsible for what would increase accountability and coordination. (4) Programme Managers with authority to coordinate the different agencies would enhance **coherence and efficiency**.

150. **R8. Continuity interventions.** All management instruments to be used by the JPs partners should be **standardized and attached to the Programme Document** so that all agencies had to use the same forms, formats and procedures. This would eliminate delays and blockages arising from administrative incompatibilities among agencies.

Additional information: Management instruments for joint programming could be an evolution/adaptation of those used by the agencies for traditional Programmes which generally involve only one agency and one Government partner.

151. **C11.** Coordination and communication among YEP partners, between agencies and Civil Society: Despite the efforts undertaken by the lead agency, and with few exceptions (TVETE is making an interesting and successful effort in establishing coordination with and among the three line ministries involved and UNFPA and the Ministry of Education work really close with the different Y-PEER groups) it cannot be said that there is good coordination between partners. Particularly negative experiences in this regard are: The **incapability to perform certain activities with joint funds and overlaps**.

152. **R9. YEP agencies.** UN and affiliated organizations are encouraged to **enhance coordination** (through the utilization of the tools and structures available) **in the implementation of activities to improve joint implementation**, and by doing so prioritize **efficiency and results delivery** during the last part of the Programme.

Additional information: Since the Operational Plan prepared during the reshaping is clear, the follow-up tools allow to easily know the global planning and overall situation of the Programme and the improvement of the management structure has already been covered, this recommendation can only encourage partners to use the available tools for coordinating.
153. **C12. Communication between YEP in South Sudan and YEM in Sudan**: There are a few cases of regular communication between some agencies’ offices in Sudan and South Sudan, such as UNIDO and ILO. Apart from this particular situations no further communication/coordination between the YEP in South Sudan and Sudan since separation has been detected. It has to be understood that due to common recent history between Sudan and South Sudan, the disconnection between the two countries and between the JPs developed in them is reasonable.

154. **C13. Communication between YEP and the MDG-F Secretariat**: The evaluation process detected poor communication between the Secretariat and the YEP. The Secretariat, before the evaluation mission, only knew general information about the Programme and the leading agency of YEP recognized little information exchange with the Secretariat.

155. **R10. YEP and MDG-F Secretariat.** Improving the exchange of information in both directions would develop the capability to solve problems, mutual trust and accountability in the relationship between both instances.

156. **C14. Mechanisms to prevent overloads**: Only the leading agency was overloaded during the evaluation mission and it seems that this is the normal situation for ILO and the YEP Chief Technical Adviser himself. Part of this overload is because most of the responsibilities related to coordinating the whole YEP require an authority that hasn’t been awarded to the leading agency and the YEP Chief Technical Adviser.

157. **R11. MDG-F Secretariat.** The YEP Chief Technical Adviser in ILO needs a bigger support team and the already recommended authority according to his coordination responsibilities.

Additional information: To fully understand this recommendation it has to be considered that the RCSO hasn’t the capability to track and manage daily work issues.

158. **C15. Pace of implementing**: There are four agencies (UNDP, UNICEF UNIDO and UNESCO) with really low budget execution levels and little activity so far. No real reasons have been found to explain the implementation delays in the cases of UNDP and UNICEF. The case of UNESCO, not only in South Sudan but also in Sudan, is that the funds for the YEP, and for the Youth, Employment and Migration (YEM) in Sudan, are kept in the Headquarter in Paris so country teams have real
difficulties in getting funds for carrying out activities on time or aren’t getting any funds at all. The situation for \textbf{UNIDO} is that the focal person in South Sudan has no autonomy to work since he depends on UNIDO in Khartoum and Headquarter in Vienna to make decisions.

\textbf{159. R12. UNDP, UNICEF, UNESCO and UNIDO.} It’s recommended that these three agencies prepare as soon as possible realistic and detailed implementation plans to fulfil their commitments with the required quality and spend their budgets before the termination date of the Programme. These three plans should get the approval of the Programme Management Committee. In case any of these plans were rejected by the Programme Management Committee it would be advisable to redirect the affected funds to any of the agencies that have demonstrated higher implementation capacities (UNOPS, ILO, IOM, FAO or UNFPA) so far to carry out the same or different activities, depending on the Programme Management Committee priorities and always maintaining the contribution to the YEP’s outcomes and outputs.

Additional information: The mid-term evaluation mission had no time to verify whether this recommendation will be sufficient to ensure full budget spending before the conclusion date, even with the approval of four months no-cost extension. On the other hand, total expenditure of the budget depends largely on the attitude of the agencies with low levels of performance, situation that would make rather difficult issuing a precise conclusion even if the evaluation had had time enough to deeply study the circumstances.

Additional information: UNICEF had not started activities at the moment of the evaluation. UNICEF has a Communication and Advocacy Unit that could support other agencies to get the expected outputs by implementing a Communication Strategy focused in raising youth and the rest of the South Sudanese society awareness about the problems that are affecting young men and women and ways to solve them. Some creative ideas could work: radio programmes, theatre for development, etc.

\textbf{160. C16. Towards a more efficient joint programming:} There are several reasons that suggest that the Programme has been operating with low efficiency despite the highly professional and proactive role played by the leading agency: (1) The \textbf{number of United Nations involved} in an intervention very specialized on youth vocational, life skills and business training seems to be oversized complicating communication and coordination and thus, hindering efficiency. (2) The \textbf{running costs} of every United Nations agency in South Sudan are extremely high. The already mentioned (3) \textbf{overlaps} in the implementation of activities carried out by different agencies. Additionally, overlaps don’t benefit the standardization of materials and procedures, tasks that the Programme should prioritize to contribute to institutional capacity building.
161. **R13. YEP agencies.** During the last part of the Programme UN agencies should make an effort towards the **standardisation and institutionalisation of training materials, curricula and methodologies in the closest collaboration with the corresponding ministries.** ILO has already been working in this direction, so there is some experience accumulated that could be useful for the whole Programme.

162. **R14. MDG-F Secretariat.** **Joint programming** needs to move towards **structural configurations more balanced and rational**, particularly in contexts where the running costs per agency can compromise efficiency. **Future actions should involve less agencies** and each one should participate with a clearly defined role based on the **contribution of an added value.**

### 6.4. CONCLUSIONS AND RECOMMENDATION ON EFFICACY

163. **C17.** **Progress towards results:** **YEP’s progress to targets** at October 2011\(^{36}\): (1) The figure of trainees is **1,775** (1,104 males and 661 females) including life skills, employability and TVETE. Considering the target was between 2,400 and 3,000, **the progress is between 74% and 60%**. The total planned number of trainees would be **surely reached** after the authorization of the four months no-cost extension by the Secretariat if agencies with low activity levels fulfilled their commitments. (2) The target referred to **Renovation and Equipping of Youth Facility Infrastructure** has been already **100% achieved.** The (3) TVETE component progression towards the target is all right and no difficulties in accomplishing the entire planned goal can be expected. These achievements, taken into account the difficult operating context and although targets/indicators don’t allow measuring details about the progress but only general progress, are extremely valuable.

164. **R15. MDG-F Secretariat.** A **requirement for four months no-cost project extension** was presented to the National Steering Committee (NSC) during its first meeting on 18 October 2011. The reason for this requirement is that the YEP will not be able to complete all its activities by 31 December 2011 given the pace at which some UN partners are delivering their components. The **NSC endorsed the extension and the RCSO has already forwarded the request to the MDG-F Secretariat.** Once the request has met all the requirements at the national level, **the evaluation recommends its approval**

\(^{36}\) The targets definition can be found in Annex 7. YEP Outcome Chart
by the MDG-F Secretariat.

Additional information: The Secretariat authorized the no-cost extension before the mid-term evaluation process was finished.

165. **C18. Qualitative assessment of progress** to the three main results/experiences to be piloted[^37]: (1) The **YEP has succeeded as a pilot intervention** since there is already an agreement between the United Nations System in the Country and the Government to **scale the intervention to a national level** and has been able to position the issue of youth and employment as a priority in the next **Interim South Sudan Development Plan 2011-2013**. (2) The **contribution of the TVETE component** to enhance governmental capacities is **outstanding**. In regards to the (3) third main result/experience to be piloted[^38], achievements depend on the agency because of the already mentioned not high priority the YEP has for some of them: UNOPS, IOM, ILO, UNFPA, FAO have been delivering with high quality while UNDP, UNICEF UNIDO and UNESCO have not.

166. **C19. Outputs quality**: The **quality of every output (trainings delivered, facilities renewed/constructed and TVETE)** the evaluation had the opportunity to assess can be described as **very good**. The evaluator found no negative opinions about the quality of results delivered by the Program.

167. **C20. Follow-up mechanisms**: The tools used in the YEP to monitor the development of activities seem to be simple, easily updatable and very useful: **Quarterly Narrative Progress Report** and **Quarterly Colour-coded Work Plan Reporting**.

168. **C21. Good and innovative practices**: (1) The **Y-PEER experience promoted by UNFPA** has to be highlighted as a **good practice** because of its efficacy, great transformative capability and high replicability at a very low cost. (2) The use of **mobile phones for fast market surveys** data collection, adapting a model developed by ILO, worked very efficiently and can be considered as **innovative**.

169. **R16. YEP and continuity interventions.** It’s recommended to **expand the Y-PEER experience** to all the locations where the Programme has presence.

[^37]: The three results/experiences to be piloted can be found in Annex 2. YEP Briefing Note.
[^38]: “The implementation of practical employment and life skill training opportunities for young men and women that is tailored to their choices and needs.”
6.5. CONCLUSIONS AND RECOMMENDATIONS ON SUSTAINABILITY

170. **C22. Support and capacity building of national and/or local institutions:** The YEP, especially through the action of the leading agency, is developing an important role in supporting and strengthening RSS institutions at both national and local levels. Examples include the Inception Mission and the reshaping during the redesign stage (all agencies) involving all the governmental partners at both national and state levels; the TVETE (ILO) component during the implementation phase at national level and involving the MoCYS, MoE and MoL; the Y-PEER component (UNFPA) at both national and state levels delivered in collaboration with MoCYS. The construction/renovation of two youth facilities by IOM and UNOPS has also to be considered as a support to the MoCYS, institution responsible for this type of constructions all over the country. Finally, at the strategic level, the fact that next South Sudan UNDAF (2012-2013) components related to youth and employment have been directly extracted from the first Interim South Sudan Development Plan is another case of YEP support to national institutions.

171. **C23. Partners’ financial capacity to keep up the benefits produced by the Programme:** The component of YEP that will need some attention for sustainability is the Renovation and Equipping of Youth Facility Infrastructures one because of the enormous lack of human and financial resources in the Government. Measures have already been taken by the YEP to establish alliances to operate the Government-owned Youth Centres (Juba and Wau) between Government and International NGOs for operations and maintenance, the only solution for every youth centre all over the country right now: Save the Children will assist the State Ministry of Social Development in Wau to operate the Youth Training Centre and there are conversations with Save the Children to run the Training Centre in Juba, also the Snowflake Foundation from Poland has agreed to run small restaurant and bakery training courses for young women from the centre in Juba.

172. **R17. YEP and continuity interventions.** Promoting productive activities\(^\text{39}\) to generate income in the youth centres could help to enhance their sustainability.

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\(^{39}\) Some centres visited in Wau are developing productive activities for self-sustainability. Nazareth Youth Centre is starting to produce bricks with a technology (Hydraform) that uses little cement, which is extremely expensive in South Sudan, and is environmental friendly since it doesn’t require wood for making the bricks. The Don Bosco Centre, also visited in Wau, is obtaining 20% of its annual budget from economic activities, like printing a newspaper. These options are interesting as a complement to the mentioned alliances with International NGOs.
173. **R18. YEP and continuity interventions.** It's recommended to promote experiences exchange among the different youth centres supported by the Programme and also with others that are working in the country, especially to share sustainability activities. Also, these exchanges could contribute to improve intercultural relationships, something that could help building peace culture in the country.

174. **R19. YEP and continuity interventions.** To counteract to some extent the effect of the lack of human resources in RSS for teaching in the vocational and youth centres, it’s recommended a massive ToT in the main areas of interest.

Additional information: The NGO Don Bosco has a Vocational Training Centre in Khartoum that could send trainers of trainers to the Don Bosco Vocational Training Centre in Wau to improve capacities of the ministries responsible for providing teachers to the governmental VTC. This could be complicated since cooperation between Sudan and South Sudan is involved.

175. **C24.** Improvement of governance of the joint Programme for better sustainability: Governance of JPs would obviously be simpler, and joint implementation would produce better and more sustainable results if the number of partners involved were smaller because: (1) Communication between partners required for updating and resolution of administrative issues would consume less time and efforts; these could be dedicated to programmatic and substantive discussions through which different activities would be designed, monitored, and adjusted synergistically. (2) The relationship between partners and beneficiaries could be easier, closer and deeper, so that it would be possible to build mutual trust that would help to work more attached to strategies and priorities of RSS partners and beneficiaries, thereby enhancing sustainability.

176. **C25.** The agreement between the United Nations System in South Sudan and the RSS to scale the YEP to a national level covering the ten states and the positioning of the issue of youth and employment as a priority in the Interim South Sudan Development Plan are key factors for the sustainability of YEP.

177. **R20. MDG-F Secretariat.** It is recommended, since there is an agreement between the United Nations System in South Sudan and the RSS to scale the YEP to a national level: (1) To allocate some funds from the YEP to contract an external consultant specializing in identification and formulation and a gender expert to facilitate the formulation process and prepare the Programme document of the future intervention. (2) To allocate some funds from the YEP to carry out a systematization of
the YEP experience under a gender perspective that would give accurate inputs to the formulation process of the programme at a national level.

Additional information: Since both activities (systematization and hiring a formulation team) would be dedicated to improve a continuity intervention, they have to be understood as an important contribution to the sustainability of the results delivered by the YEP.

6.6. CONCLUSIONS AND RECOMMENDATIONS ON COUNTRY LEVEL

178. C26. Contribution towards MDG: The Programme clearly contributes to the attainment of Millennium Development Goal (MDG) 1, target 1.B. Achieve full and productive employment and decent work for all, including women and young people. There is also a contribution towards MDG 5: Improve maternal health, and MDG 6: Combat HIV/AIDS, malaria and other diseases.

179. C27. Contribution of YEP to the United Nations reform: The leading agency, ILO, has been doing a great effort to bring all agencies together to deliver a real joint implementation but the previously mentioned attitude of some participating agencies has not been the most propitious. One of the consequences of this situation is that the real contribution of YEP to the United Nations reform can be considered poor. Agencies are having their first experience of joint working and are dealing, for the first time, with its complexities and trying to face them, which has to be assessed as a positive process. Next joint experiences in South Sudan will probably learn from this one and will be much more successful. The YEP is a very valuable one first step of an exceptionally complex process.

180. C28. Paris Declaration and Accra Agenda for Action: Ownership and alignment have a very good characterization. There are two issues that are hindering mutual accountability: (1) The first one has to do with activities planning and budgeting: RSS partners demand more information sharing in this regard. (2) The second one has to do with the sharing of financial reports by some agencies: UNIDO, UNDP, UNICEF, UNESCO/UNAIDS and UNFPA have a really poor reporting record and FAO and UNESCO a rather poor one. YEP harmonizes with other initiatives carried out in the country by international agencies, UN agencies and INGOs. There are a number of agencies and NGOs working in the field of youth and employment opportunities and the TVETE component is coordinating their activities together with RSS. On the other hand, YEP has been facing internal harmonization problems due to lack of coordination amongst agencies and incompatibility of non-standard procedures.
181. **R21. YEP agencies.** In order to enhance mutual accountability it’s recommended that the participating UN agencies share with their governmental partners both at national and state levels the (1) detailed budget allocation for the whole Programme, and (3) a detail of the activities to be carried out until the end of the Programme with their corresponding budget.

182. **R22. UNIDO, UNDP, UNICEF, UNESCO, UNESCO/UNAIDS and UNFPA should share as soon as possible** the different financial reports produced during the life of the Programme to all the Programme partners to improve mutual accountability.

### 6.5. CONCLUSIONS AND RECOMMENDATIONS ON GENDER ANALYSIS

183. **C29.** Although there is a clear intention among partners to include gender issues in the work, no specific tools have been applied. As a result, the design and implementation of the YEP cannot be considered as gender sensitive.

184. **R. Continuity interventions** should be based on a **gender sensitive participatory assessment** in order to address social groups that are systematically excluded from development initiatives. This type of assessment has to use some specific tools as those of the **Harvard Analytical Framework**: an activity profile (‘who does what?’), an access and control profile (‘who has access and who controls what?’), and an analysis of influencing factors (‘how does gender influence the profiles?’). This assessment should allow to design gender sensitive outcomes, outputs, activities and monitoring indicators.

185. **C30. Gender equity promotion at community level:** A strong sexual division of labour is an important feature of the economic activity in rural areas of South Sudan. Also, it’s been detected, during meetings with direct beneficiaries, that the proportion of women involved in activities compared to men is low.
186. **R23. YEP and continuity interventions.** It's recommended to promote a 1:1 proportion between women and men involved in every activity of the Programme. Also some positive action measures to promote gender equity, like training more women than men as trainers (ToT), are recommended.

187. **R26. YEP and continuity interventions.** It's recommended to promote among women from rural areas to participate in trainings related to works different from those traditionally assigned to women to progress towards a more fair work model in the country.

188. **R27. YEP and continuity interventions.** To improve the gender perspective in the implementation at community level it’s recommended to expand to all the locations covered by the Programme the Y-PEER component implemented by UNFPA.

189. **C. Promotion of gender equity at national level:** Even though the Ministry of Gender, Child and Social Welfare is a counterpart member of the YEP, the real involvement of this ministry in the Programme has been rather poor.

190. **R24. YEP.** It's recommended, to achieve strategic and sustainable results in gender equity, to assess the possibility of enhancing the involvement the Ministry of Gender in the last part of the Programme.

191. **R25. Continuity interventions** should include a national governmental counterpart specializing in gender issues in the Programme to increase the possibility of achieving strategic goals related to gender equity.

192. **C32.** Since the Outputs Framework has not gender sensitive indicators, it’s not possible to know how men and women and any other traditionally excluded groups are differentially affected and accessing the benefits provided by the YEP.

193. **C33. YEP doesn’t consider specialized activities to strengthen the capacities of RSS partners on gender issues so no influence on capabilities of partners to work under a gender perspective can be**
remarked.

194. **R28. YEP and continuity interventions.** The inclusion of some **activities dedicated to strengthen the capacities of RSS partners on gender issues** during the last part of the YEP is highly recommendable. These formative activities should be related to (1) basic concepts and tools to work with gender perspective and (2) inclusion of gender in public policy. It’s also recommended to hire an expert on gender and public policy to conduct these activities.

195. **R29. Continuity interventions.** To develop the **components dedicated to strengthening public policies** related to youth and employment with a gender approach it would be advisable to hire an expert on gender and public policy who could advice the different partners involved in the corresponding activities.

Additional information: The same gender expert mentioned in the previous recommendation could conduct these activities.
ANNEXES
Joint Programme on Creating Opportunities for Youth Employment in Sudan

UN Agency Operational Plans and Budgets for the Southern Sudan Component

Please note that Outputs stated in this document correspond to the following Outcomes

Outcome 1: Employment creation for youth is mainstreamed into national development framework

Outcome 2: Policies and measures are implemented at state level to help youth enter and remain in the labor market

Outcome 3: Innovative interventions to create concrete employment and training opportunities for youth are developed and implemented in three states
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ACC</td>
<td>Akobo County Commissioner</td>
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<tr>
<td>AES</td>
<td>Alternative Education System</td>
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<td>AIDS</td>
<td>Acquired Immuno-Deficiency Syndrome</td>
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<tr>
<td>ALP</td>
<td>Accelerated Learning Programme</td>
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<td>AWP</td>
<td>Annual Work Plan</td>
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<td>CES</td>
<td>Central Equatoria State</td>
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<td>CPA</td>
<td>Comprehensive Peace Agreement</td>
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<tr>
<td>DDR</td>
<td>Disarmament, Demobilization, Reintegration</td>
</tr>
<tr>
<td>FAO</td>
<td>Food and Agriculture Organization of the United Nations</td>
</tr>
<tr>
<td>GOSS</td>
<td>Government of Southern Sudan</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immuno-Deficiency Virus</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>IOM</td>
<td>International Organization for Migration</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MDTF</td>
<td>Multi Donor Trust Fund</td>
</tr>
<tr>
<td>MFI</td>
<td>Microfinance Institution</td>
</tr>
<tr>
<td>MAF</td>
<td>Ministry of Agriculture and Forestry</td>
</tr>
<tr>
<td>MARF</td>
<td>Ministry of Animal Resources and Fisheries</td>
</tr>
<tr>
<td>MCRD</td>
<td>Ministry of Cooperatives and Rural Development</td>
</tr>
<tr>
<td>MCI</td>
<td>Ministry of Commerce and Industry</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MFEP</td>
<td>Ministry of Finance and Economic Planning</td>
</tr>
<tr>
<td>Mi&amp;C</td>
<td>State Ministry of Information &amp; Culture</td>
</tr>
<tr>
<td>MGCSW</td>
<td>Ministry of Gender, Child &amp; Social Welfare</td>
</tr>
<tr>
<td>MoH</td>
<td>Ministry of Health</td>
</tr>
<tr>
<td>MLPS</td>
<td>Ministry of Labour and Public Services</td>
</tr>
<tr>
<td>MSD</td>
<td>Ministry of Social Development</td>
</tr>
<tr>
<td>MYSR</td>
<td>Ministry of Youth, Sports and Recreation</td>
</tr>
<tr>
<td>NAP</td>
<td>National Action Plan on Youth Employment</td>
</tr>
<tr>
<td>NSC</td>
<td>National Steering Committee</td>
</tr>
<tr>
<td>PMC</td>
<td>Programme Management Committee</td>
</tr>
<tr>
<td>Q</td>
<td>Quarter</td>
</tr>
<tr>
<td>RCSO</td>
<td>Resident Coordinator's Support Office</td>
</tr>
<tr>
<td>SRH</td>
<td>Sexual and reproductive health</td>
</tr>
<tr>
<td>SSDDRC</td>
<td>Southern Sudan Disarmament, Demobilisation &amp; Reintegration Commission</td>
</tr>
<tr>
<td>SYIB</td>
<td>Start and Improve Your Business</td>
</tr>
<tr>
<td>ToE</td>
<td>Training of Entrepreneurs</td>
</tr>
<tr>
<td>ToT</td>
<td>Training of Trainers</td>
</tr>
<tr>
<td>TWG</td>
<td>Technical Working Group</td>
</tr>
<tr>
<td>TVETE</td>
<td>Technical and Vocational Education and Training for Employment</td>
</tr>
<tr>
<td>UNAIDS</td>
<td>Joint UN Programme on HIV/AIDS</td>
</tr>
<tr>
<td>UNCT</td>
<td>United Nations Country Team</td>
</tr>
<tr>
<td>UNDAF</td>
<td>United Nations Development Assistance Framework</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNFPA</td>
<td>United Nations Fund for Population Activities</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children's Fund</td>
</tr>
<tr>
<td>UNIDO</td>
<td>United Nations Industrial Development Organization</td>
</tr>
<tr>
<td>UNOPS</td>
<td>United Nations Office for Project Services</td>
</tr>
<tr>
<td>VTC</td>
<td>Vocational Training Centre</td>
</tr>
<tr>
<td>WAAGF</td>
<td>Women Associated with Armed Forces and Groups</td>
</tr>
<tr>
<td>WFP</td>
<td>World Food Programme</td>
</tr>
<tr>
<td>YTC</td>
<td>Youth Training Centre</td>
</tr>
</tbody>
</table>
### Output 1.2: Joint Action Plan for Youth Employment activities in place for GOSS Ministries by the end of the programme

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Support and assist a GOSS-led Technical Working Group (TWG) to prepare and coordinate the development of a National Action Plan (NAP) for Youth Employment with policy priorities and actions in line with Southern Sudan’s national development strategy</td>
<td>ILO, UNDP &amp; UNICEF with the MLPS, MYSR &amp; MFEP</td>
<td>Q4 – Q8 October 2010 to December 2011</td>
<td>$40,000</td>
</tr>
<tr>
<td>2. Support the execution of a Comprehensive Youth Analysis and Survey in Southern Sudan</td>
<td>Population Council &amp; UNDP with support from UNICEF, ILO &amp; UNFPA</td>
<td>Q3 – Q6 July 2010 to June 2011</td>
<td>In kind support</td>
</tr>
<tr>
<td>3. Support and assist the development of a GOSS-led TVETE through the provision of a technical assistance expert to work on policy, curriculum and accreditation of six basic trades for courses up to 6 months duration</td>
<td>ILO, UNIDO, UNICEF MLPS, MoE &amp; MYSR</td>
<td>Q4 – Q8 October 2010 to December 2011</td>
<td>$70,000</td>
</tr>
</tbody>
</table>

#### Output 2.1. State level action plans for employment of youth developed in three States and in line with national strategies

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Support and assist the development of State-led Youth Action Plans and ensure alignment with State Development Plans and the GOSS National Action Plan (NAP) for Youth Employment</td>
<td>ILO, UNDP, MLPS, MCI, MYSR</td>
<td>Q4 – Q8 October 2010 to December 2011</td>
<td>$45,000</td>
</tr>
</tbody>
</table>

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1 Timeframe starts in Q1 (January to March 2010) and indicates the relevant time periods in Quarters (Q1, Q2, Q3 through the Q8).
### ILO

#### Output 2.4. Enhanced capabilities of at least three meso-level delivery institutions per state to implement youth development policies and services

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Support and assist State Ministries, vocational and technical training centres, and youth training centres to deliver an integrated skills packages comprised of technical skills, business skills and lifeskills</td>
<td>ILO, State Ministries of Labour, Youth and Education</td>
<td>Q4 – Q7 October 2010 to September 2011</td>
<td>$80,000</td>
</tr>
<tr>
<td>2. Design and conduct training of trainers to enhance the capacities of institutions to implement TVETE and business development policies and services linked to Output 3.6.</td>
<td>ILO, State Ministries of Labour, Youth and Education</td>
<td>Q4 – Q7 October 2010 to September 2011</td>
<td>$60,000</td>
</tr>
</tbody>
</table>

#### Output 3.2. Employability of youth improved through adoption of short and medium term literacy skills with special focus on females - $25,000 transferred from ILO to UNESCO

#### Output 3.6. Local capacity for running training for micro and small enterprises and developing cooperatives and associations enhanced at state level

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In the demonstration localities: (i) assess the business development support needs (Output 2.3); and (ii) devise business training packages for Training of Trainers and conduct business training</td>
<td>ILO. State MFEP, MCRD &amp; MYSR</td>
<td>Q4 – Q7 October 2010 to September 2010</td>
<td>$118,000</td>
</tr>
<tr>
<td>2. Assist ten groups in the demonstration localities to: (i) form cooperatives; (ii) develop their organizational and management capacities through training and advisory assistance; and (iii) link the cooperatives to savings and credit training (Output 3.7)</td>
<td>ILO &amp; MRDC</td>
<td>Q4 – Q8 October 2010 to December 2010</td>
<td>$177,000</td>
</tr>
</tbody>
</table>
UNIDO

Output 1.2: Joint Action Plan for Youth Employment activities in place for GOSS Ministries by the end of the programme

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Support and assist the development of a GOSS-led TVETE through the provision of a technical assistance expert to work on policy, curriculum and accreditation of six basic trades for courses up to 6 months duration</td>
<td>ILO, UNIDO, UNICEF MLPS, MoE &amp; MYSR</td>
<td>Q4 – Q8 October 2010 to December 2011</td>
<td>$70,000</td>
</tr>
</tbody>
</table>

Output 2.5. Short-term livelihood skills training packages and enterprise development training programme prepared and public training institutions have enhanced management capacity in Wau and Warrap

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess the capacities of the State Industry Development Units in assisting micro and small enterprises and State Ministry of Youth, private and public training institutions in providing short term livelihood skills training packages</td>
<td>UNIDO, MYSR &amp; State Industry Development Units</td>
<td>Q4 October – December 2010</td>
<td>$105,000</td>
</tr>
<tr>
<td>2. Develop an entrepreneurial training programme with the State Industry Development Units and short term livelihood training packages with the State Ministry of Youth and identified private and public training institutions.</td>
<td>UNIDO, MYSR &amp; State Industry Development Units</td>
<td>Q4 – Q5 October 2010 to March 2011</td>
<td></td>
</tr>
<tr>
<td>3. Strengthen the capacities of State Industry Development Units to assist micro and small enterprises and State Ministry of Youth and identified public and private training providers to provide livelihood skills training packages through trainings</td>
<td>UNIDO, MYSR &amp; State Industry Development Units</td>
<td>Q6 – Q8 April to December 2011</td>
<td></td>
</tr>
</tbody>
</table>

Output 3.2. Employability of youth improved through adoption of short and medium term literacy skills with special focus on females - $25,000 transferred from UNIDO to UNESCO
### UNIDO

#### Output 3.5. Livelihood training packages and entrepreneurship development training offered to youth in Wau and Warrap

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and adopt short term livelihood training packages with potentials for employment and self-employment</td>
<td>UNIDO, MYSR &amp; State Industry Development Units</td>
<td>Q5 January – March 2010</td>
<td>$340,000</td>
</tr>
<tr>
<td>2. Conduct livelihood training packages for target beneficiaries</td>
<td>UNIDO, MYSR &amp; State Industry Development Units</td>
<td>Q5 – Q8 January to December 2011</td>
<td></td>
</tr>
<tr>
<td>3. Establish linkages with local industries for apprenticeship, internships, on-the-job training, and job placements.</td>
<td>UNIDO, MYSR &amp; State Industry Development Units</td>
<td>Q5 – Q8 January to December 2011</td>
<td></td>
</tr>
<tr>
<td>4. Provide business coaching to existing enterprises, including graduates of training programmes conducted for growth and creation of additional employment</td>
<td>UNIDO, MYSR &amp; State Industry Development Units</td>
<td>Q5 – Q8 January to December 2011</td>
<td></td>
</tr>
</tbody>
</table>
## UNDP

### Output 1.4: Micro finance policies conducive to youth employment developed with the Bank of Southern Sudan

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop policy and technical guidelines to mainstream financial support to youth with the Bank of Southern Sudan (BOSS)</td>
<td>UNDP &amp; BOSS</td>
<td>Q5 – Q6</td>
<td>$25,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>January to June 2011</td>
<td></td>
</tr>
</tbody>
</table>

### Output 2.3. Analysis undertaken on strategic economic sectors, labor force supply and demand and opportunities for youth self employment in 3 States

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct supply demand analysis of rural livelihood and urban labour market and identify major livelihood constraints, priorities, and options/potentials</td>
<td>UNDP, BOSS, MCRD &amp;</td>
<td>Q4 – Q6 October 2010 to June 2011</td>
<td>$65,000</td>
</tr>
<tr>
<td></td>
<td>MCI</td>
<td>2011</td>
<td></td>
</tr>
</tbody>
</table>

### Output 3.2. Employability of youth improved through adoption of short and medium term literacy skills with special focus on females - $55,000 transferred from UNDP to UNESCO

### Output 3.7. Micro finance capacity building and micro-business start-up supporting mechanisms established for boosting youth self employment

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Form and train autonomous savings and credit associations focusing on youth associations, enterprise development centres, and associations of farmers and livestock keepers</td>
<td>UNDP, BOSS, MCRD, MCI &amp; State Ministries</td>
<td>Q4 – Q7 October 2010 to September 2011</td>
<td>$120,000</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Provide business skills training and start-up kits and capital for youth in collaboration with ILO, FAO, IOM and UNIDO</td>
<td>UNDP, BOSS, MCRD, MCI &amp; State Ministries</td>
<td>Q4 – Q7 October 2010 to September 2011</td>
<td>$195,000</td>
</tr>
</tbody>
</table>
**UNICEF**

**Output 1.5.** Integrate youth and adolescence priorities into national and state plans including guidelines on vocational training developed conducive to youth employment

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Build institutional capacity for planning, quality data collection and management access to reliable functional literacy and vocational training data on young adolescents</td>
<td>UNICEF, MoE, MYSR, MLPS, MGCSW &amp; SSDDRC</td>
<td>Q4 – Q8 October 2011 to December 2011</td>
<td>$15,000</td>
</tr>
<tr>
<td>2. Support the development and introduction of functional literacy to youth training centres and pastoralist field and lifeskills schools</td>
<td>UNICEF &amp; MoE</td>
<td>Q4 – Q8 October 2011 to December 2011</td>
<td>$65,000</td>
</tr>
<tr>
<td>3. Support the development of cross-ministry vocational training guidelines and policies and their introduction into youth training centres in the demonstration localities</td>
<td>UNICEF, MoE, MLPS &amp; MYSR and State Ministries</td>
<td>Q5 – Q8 January to December 2011</td>
<td>$70,000</td>
</tr>
</tbody>
</table>

**Output 3.1.** Functional literacy, accelerated learning programme (ALP) and vocational training opportunities available for adolescents with special focus on girls and ex-child soldiers

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contribute to the design and implementation of functional literacy, ALP and vocational training curriculum and materials for planners, teachers and instructors in the demonstration localities including the use of the media for advocacy and information purposes</td>
<td>UNICEF, MYSR, MoE &amp; MLPS</td>
<td>Q5 – Q8 January to December 2011</td>
<td>$115,000</td>
</tr>
<tr>
<td>2. Provide rehabilitation support to youth training facilities and mobile services for young people in the demonstration localities</td>
<td>UNICEF</td>
<td>Q4 – Q7 October 2011 to September 2011</td>
<td>$100,000</td>
</tr>
</tbody>
</table>
**UNESCO**

**Output 3.2.**  Employability of youth improved through adoption of short and medium term literacy skills with special focus on females

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
</table>
| 1. Conduct a rapid assessment of literacy materials, trainers and learners to develop a contextual appreciation of the teaching and learning environment | UNESCO, MoE AES      | Q4 October – December 2010 | $175,000  
This figure is comprised of transfers from the following UN Agencies:  
UNICEF $55k  
UNDP $55k  
UNIDO $25k  
ILO $25k  
FAO $15k |
| 2. Design training modules and conduct training of trainers (ToT) and literacy trainings for youth with a special focus on females | UNESCO, MoE AES      | Q5 January – March 2011 |
| 3. Adapt, test and produce functional literacy material relevant to the Southern Sudanese context | UNESCO, MoE AES      | Q5 January – March 2011 |
| 5. Monitor teaching of functional literacy and modify the training and material accordingly | UNESCO, MoE AES      | Q5 – Q8 January – December 2011 |
### UNAIDS & UNESCO

**Output 2.7. Reduced youth vulnerability towards HIV through increased accessibility and acquisition of information, knowledge and life skills on HIV**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hire local expert and assess the training and information needs of TVETE instructors and youth on knowledge and life skills on HIV and AIDS</td>
<td>UNAIDS, UNESCO &amp; GOSS Peer Review Group</td>
<td>Q3 – Q4 September - October 2010</td>
<td>$90,900</td>
</tr>
<tr>
<td>2. Based on the assessment, develop a HIV/AIDS curriculum for vocational and technical training centres for both North and South Sudan</td>
<td>UNAIDS, UNESCO &amp; GOSS Peer Review Group</td>
<td>Q4 October – November 2010</td>
<td></td>
</tr>
<tr>
<td>3. Adapt, test and produce HIV and AIDS training materials relevant to the Southern Sudanese context. Develop core capacities of master trainers at and conduct Training of Trainers for TVETE instructors in three states through a local facilitator</td>
<td>UNAIDS, UNESCO &amp; GOSS Peer Review Group</td>
<td>Q4 – Q6 December 2010 – June 2011</td>
<td></td>
</tr>
<tr>
<td>4. Provide audio visual equipments and related materials to the TVET centres to be used for awareness raising on HIV/AIDS among the target population</td>
<td>UNAIDS, UNESCO &amp; GOSS Peer Review Group</td>
<td>Q5 February – March 2010</td>
<td></td>
</tr>
<tr>
<td>5. Follow through and monitor progress for increased dissemination of information, knowledge and life skills on HIV at TVET centres</td>
<td>UNAIDS, UNESCO &amp; GOSS Peer Review Group</td>
<td>Q6 April – June 2011</td>
<td></td>
</tr>
</tbody>
</table>
UNFPA

Output 3.3.  Young women and men empowered to increase employment opportunities through improved knowledge on reproductive health

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design and conduct peer reproductive health education training for youth groups in three demonstration localities – Magwi, Budi and Juba</td>
<td>UNFPA, MYSR &amp; MoH</td>
<td>Q4 – Q7</td>
<td>$90,000</td>
</tr>
</tbody>
</table>
### UNOPS

**Output 3.8.** Youth benefit from on-the-job skills training at youth centres including cash income through temporary employment during building renovation and construction activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rehabilitation and expansion of the Juba Youth Training Centre (YTC)</td>
<td>UNOPS, MYSR &amp; CES MI&amp;C</td>
<td>Q3 – Q4</td>
<td>$215,000</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>July – December 2010</td>
<td></td>
</tr>
<tr>
<td>2. Expansion of Dichwinyi Women’s Group /Panyikwara Youth Association</td>
<td>UNOPS &amp; Dichwinyi Women’s Group</td>
<td>Q4</td>
<td>$39,000</td>
</tr>
<tr>
<td>3. Phase 1 construction of the Akobo Youth Enterprise Development Centre</td>
<td>UNOPS, ACC, &amp; AYA</td>
<td>Q5 – Q6</td>
<td>$200,000</td>
</tr>
</tbody>
</table>
**IOM**

**Output 3.9.** Youth have improved access to training facilities and the ability to engage in sustainable productive employment in areas of return in Warrap State and Wau

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rehabilitation and of Wau Youth Training Centre (YTC) – technical assistance, design, support and construction supervision</td>
<td>IOM, MYSR &amp; WBG MSD</td>
<td>Q4 – Q5 October 2010 to March 2011</td>
<td>$139,000</td>
</tr>
<tr>
<td>2. Completion of the Youth Union Centre building in Kwajok - technical assistance, design, support and construction supervision</td>
<td>IOM &amp; Youth Union</td>
<td>Q4 – Q5 October 2010 to March 2011</td>
<td>$47,000</td>
</tr>
<tr>
<td>3. Livelihood and technical skills training in Wau and Warrap State</td>
<td>IOM &amp; MYSR</td>
<td>Q5 – Q7 January to September 2011</td>
<td>$25,000</td>
</tr>
</tbody>
</table>
**Output 3.2.** Employability of youth improved through adoption of short and medium term literacy skills with special focus on females - $15,000 transferred from FAO to UNESCO

**Output 3.10.** Rural youth have acquired life skills for improved: (i) agricultural production; (ii) livestock husbandry; and (iii) food marketing and sustainable rural income generating activities in two localities in Eastern Equatoria State.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsible Agencies</th>
<th>Timeframe</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review Farmer Field School training materials and produce appropriate training and resource materials for South Sudan</td>
<td>FAO</td>
<td>Q3 – Q4, July – December 2010</td>
<td>$290,000</td>
</tr>
<tr>
<td>2. Conduct Training of Trainers (ToT) in Farmer Field School methodology for team leaders and facilitators</td>
<td>FAO</td>
<td>Q3 – Q4, July – December 2010</td>
<td></td>
</tr>
<tr>
<td>3. Run Farmer Field School training over a period of 9 to 12 months</td>
<td>FAO</td>
<td>Q4 – Q6, October 2010 – June 2011</td>
<td></td>
</tr>
<tr>
<td>4. Upon graduation from Farmer Field Schools provide graduates with basic productive assets. Undertake follow-up visits with graduates</td>
<td>FAO, MCYS &amp; MAF</td>
<td>Q4 – Q8, October 2010 – December 2011</td>
<td></td>
</tr>
</tbody>
</table>
Joint Programme on Creating Opportunities for Youth Employment in Sudan

Briefing Note

Introduction
In November 2008 the Joint Programme “Creating Opportunities for Youth Employment in Sudan” was signed by the Government of National Unity (GoNU) and the Government of Southern Sudan (GoSS) and by 11 UN organisations. The lead technical agencies for this programme are the United Nations Industrial Development Organization (UNIDO) in Northern Sudan and the International Labour Organization (ILO) in Southern Sudan. The joint programme is funded through the UN Millennium Development Goals Achievement Fund (MDG-F) with funding made available from the Government of Spain.

The Programme is being executed as a single programme with two parts: (i) a Northern Sudan component; and (ii) a Southern Sudan component. This note outlines the objectives and activities of the Southern Sudan component of the Programme.

Programme Purpose, Duration and Budget
The Programme aims to provide skills development and livelihood and employment opportunities for youth aged between 15 to 30 years. In particular it will seek to address the post conflict circumstances of the following categories of youth both male and female: migrant youth, returnees and demobilised soldiers including women and children associated with armed forces and groups.

The programme has a time-span of two years however due to the late start in the South it will run from March 2010 to February 2012. The budget for programme operations is divided almost equally between the North and the South with US$3,622,500 to the South and US$3,567,500 to the North.

Programme Partners in Southern Sudan
In the South the lead GoSS partners are the Ministry of Youth, Sports and Recreation and the Ministry of Labour and Public Service while the lead UN Agencies are the ILO and UNDP. In addition to the two lead Ministries the following GoSS Ministries and Commissions will be involved in executing specific parts of the programme in conjunction with their relevant State Ministries and UN counterparts: Ministry of Rural Development and Cooperatives; Ministry of Commerce and Industry; Ministry of Education; Ministry of Agriculture and Forestry; Ministry of Animal Resources and Fisheries; Ministry of Gender, Social Welfare and Religious Affairs; Ministry of Health; Bank of Southern Sudan Micro-finance Unit; Southern Sudan AIDS Commission; and the Southern Sudan Disarmament, Demobilisation and Reintegration Commission.

1 FAO, ILO, IOM, UNAIDS, UNFPA, UNDP, UNESCO, UNICEF, UNIDO, UNOPS and UNV
2 The GoNU and GoSS use the African Union Youth Charter age definition of youth.
Main Programme Activities

The Programme in the South will seek to demonstrate three youth employment approaches using four thematic areas and two primary entry points and pathways to guide its implementation activities. See the diagrams on the following pages for details.

The three youth employment demonstration approaches are:

- An urban markets approach using Juba and Wau as the localities
- A rural markets approach using Magwi and Torit counties as the localities
- An agro-pastoralist approach using Jonglei and Warap States as the localities

The four thematic areas for creating opportunities for youth employment are:

- Training and Vocational Training and Education for Employment (TVETE)
- Lifeskills with an emphasis on Function Literacy, Peace Building and Gender Equality
- Employability and Job Creation in the Private Sector including Self and Group-based Employment including cooperatives and private businesses
- Inclusiveness of special groups affected by the conflict

The two primary entry points and pathways to creating youth employment are:

- Quick Workplace Learning and Employment Support
- Short Skills Training and Employment Support

These will be supplemented by other entry points as the programme evolves:

- Temporary Job Creation Schemes that include work-based functional literacy
- Accelerated Learning and Employment Support
- Vocational Skills Training and Employment Support

A range of joined-up activities will be delivered for young men and women that respond to differing urban and rural needs; regional differences; and age groups – 15 to 18 years and over 18 years. By way of illustration:

Vocational skills training for urban interventions will cover both trade and craft skills such as construction, metal working, vehicle mechanics, food processing, hospitality and catering, etc. while rural interventions will focus on agriculture, horticulture, animal husbandry and fisheries, etc.

Lifeskills based education will focus on functional literacy; access to the GoSS Alternative education system; information and knowledge on reproductive health, HIV and AIDS and gender equality; and non-violent conflict resolution and active citizenship.

Employability and Job Creation with a focus on self and group-based employment in the private sector will provide support in the fields of Business Development Services (BDS) such as training courses on Starting a Business and Improving Your Business; Registering a Business; Labour Laws and Health and Safety in the Workplace, Purchasing, Marketing and Sales; Micro-finance loans; and forming a Micro-enterprise, Group-based Income Generation Activities Group or establishing a Cooperative Society, etc.
Main Programme Results
The objective of the Joint Programme is to implement a set of clustered and joined-up employment and life skills actions designed to demonstrate good Millennium Development Goal (MDG) practice from which the following three results and lessons can be drawn:

Firstly, scaling-up MDG-based employment and life skills good practices to reach all ten States through contributing to the developing a larger youth employment and lifeskills programme.

Secondly, to contribute to the development of youth policies and the production of a Youth Employment Action Plan/s at both GoSS and State levels.

And thirdly, the implementation of practical employment and life skill training opportunities for young men and women that are tailored to their choices and needs.

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The opinions expressed in this document do not necessarily reflect the policies of UNFPA, UNAIDS, or WHO/Europe. The principles and policies of each of these U.N. agencies are governed by the relevant decisions of each agency’s governing body, and each agency implements the interventions described in this document in accordance with these principles and policies and within the scope of its mandate.

UNFPA is an international development agency that promotes the right of every woman, man, and child to enjoy a life of health and equal opportunity. UNFPA supports countries in using population data for policies and programmes to reduce poverty and to ensure that every pregnancy is wanted, every birth is safe, every young person is free of HIV/AIDS, and every girl and woman is treated with dignity and respect.

The Y-PEER Programme has worked since 2001 with country partners to build the capacity of national non-governmental organizations and governments to implement, supervise, monitor, and evaluate peer education programmes to prevent HIV/AIDS and improve reproductive health. The Y-PEER initiative has been spearheaded by UNFPA in partnership with FHI/YouthNet, the United Nations Children’s Fund (UNICEF), and others. Y-PEER, launched in 27 countries of Eastern Europe and Central Asia, is now spreading to other regions of the world, including the Arab states, Africa, and Latin America.

YouthNet is a five-year programme funded by the U.S. Agency for International Development (USAID) to improve reproductive health and prevent HIV among young people. The YouthNet team is led by FHI and includes CARE USA and RTI International. This publication is funded in part through the USAID Cooperative Agreement with FHI for YouthNet, No. GPH-A-00-01-00013-00. The information contained in the publication does not necessarily reflect FHI or USAID policies.

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The first edition of this manual was used extensively for two years in 27 countries across Eastern Europe and Central Asia and was translated into 15 languages, including Arabic. Development of the contents of this manual benefited from the enthusiasm of and feedback from all peer educators who participated in the regional and subregional training workshops implemented by the IAG from 2001 through 2003 in Eastern Europe and Central Asia, where the training activities described in this manual were field tested.

The IAG is a United Nations inter-agency technical support group working to ensure that comprehensive rights-based approaches are used to support young people’s health and development. Formed in June 1999, IAG is composed of staff from the Joint United Nations Programme on HIV/AIDS (UNAIDS) Secretariat, UNFPA, U.N. Drug Control Programme (UNDCP), U.N. Development Programme (UNDP), the World Health Organization (WHO), and the World Bank.

This second edition of the manual has been revised based on feedback from trainers and participants and adapted to the needs of an even broader audience of peer educators. The manual is part of a package of peer education materials developed under the Youth Peer Initiative that will be made available through a partnership with UNFPA and FHI/YouthNet.
Revisions and adaptations were coordinated and conducted by Marija Vasileva-Blazev (FHI/YouthNet). The content was revised by, in alphabetical order: Aleksandar Bodiroza (UNFPA); Hally Mahler, Maxwell Marx, Maryanne Pribila, Jane Schueller, and Shyam Thapa (FHI/YouthNet); and Greta Kimzeke, independent consultant. Aleksandar Bodiroza and Hally Mahler provided technical oversight and guidance. Other reviewers included Tonya Nyagiro FHI/YouthNet and Mahua Mandal of the U.S. Agency for International Development.

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Introduction

Since the inception of Y-PEER in 2001, UNFPA, Family Health International/YouthNet, and United Nations partners (UNICEF, WHO, and UNESCO) have worked to build the capacity of local non-governmental organizations (NGOs) to design, implement, supervise, monitor, and evaluate peer education programmes in Eastern Europe and Central Asia. The programme has focused on reinforcing the status and credibility of peer education. It has also promoted a comprehensive and multisectoral response to reducing the vulnerability of young people to HIV/AIDS and sexually transmitted infections (STIs) and to empowering them to become active partners in efforts to stem the pandemic.

Peer education is important for youth reproductive health and HIV prevention programmes for many reasons, including:

- Peers are traditional providers of information to their peers. Young people tend to talk with their peers about most subjects, including sensitive issues such as reproductive health and HIV/AIDS.
- Peer education programmes are community-based. Peer education programmes tend to be quite flexible, rooted in the realities of individual communities, and they can be used in a variety of settings and in combination with other activities and programmes.
- Peer education programmes can provide strong benefits to peer educators themselves. Peer education programmes allow for direct participation of young people in programmes designed to affect them, thereby promoting positive life skills such as leadership and communication and creating opportunities for mentoring and future job contacts.
- Peer education programmes can be economical. Although the costs of peer programmes are often underestimated, these activities can be implemented economically, especially as part of a larger system with management, supervisory, and monitoring systems already in place.

Evaluations of peer education programmes, including those with rigorous designs, have found that peer education programmes have led to increased levels of knowledge and reports of positive sexual behaviours, including increased condom use to prevent HIV/AIDS, modern contraceptive use at last sex, STI care-seeking behaviours, and intention to delay first sexual intercourse.

Since the beginning of Y-PEER, the initiative has expanded through face-to-face training, NGO capacity-building, the development of training tools, the development of local and regional networks, and the development and
implementation of the Y-PEER online community (www.youthpeer.org). Due to numerous requests by local NGOs, in 2005, Y-PEER began the process of ‘going global’, beginning expansion into countries in the Middle East and Africa.

Y-PEER was established as a response to recommendations from a UNFPA-commissioned assessment of peer education efforts in Eastern Europe and Central Asia. The assessment found that hundreds of peer-education-related manuals were available in the region; however, they primarily provided medical information about sexual and reproductive health, including HIV/AIDS. Few discussed the logistics of recruitment and supervision of peer educators, the sustainability of peer education initiatives, the specific needs of diverse youth target audiences, the theory behind behaviour change interventions, or comprehensive approaches to behaviour change. Few provided information for peer educators on how to reach their peers or how to organize, monitor, report, and improve their work.

The Training of Trainers Manual was developed to fill these gaps. It provides a comprehensive training programme that can be used by ‘master’ level peer educators and trainers. Activities were developed based on experience in the field during subregional workshops, on evidence from the literature, and from successful Y-PEER peer education programmes. The manual uses participatory techniques based on a variety of theoretical frameworks to ensure that future trainers of peer educators are skilled and confident in their abilities to train peer educators and serve as informed resources for their peers. It also explains how the work of peer educators fits within a systematic approach to behaviour change on individual and societal levels. Special attention is given to gender and cultural sensitivity and to youth participation in health education.

This training curriculum focuses on sexual and reproductive health and the prevention and management of HIV, other STIs, and substance abuse. However, this training programme does not – and cannot – claim to cover all possible variations of these themes. To supplement the training of peer educators, Y-PEER has created an interactive CD-ROM and web-based training tool with technical, detailed information about HIV/AIDS and reproductive health.

**Contents of the manual**

This new edition of the manual has been revised with updated content and adapted for an international audience. Trainers are encouraged to adapt exercises as needed for their own projects.
The manual is composed of four main sections:

- **Section 1. From Theory to Practice in Peer Education** reviews the definition of peer education and its rationale and value in the context of different behaviour change theories and models.

- **Section 2. Guidelines for Training of Trainers: A Curriculum** provides the outline of a suggested six-day training of trainers (TOT) workshop. For each of the training topics, the curriculum provides appropriate training exercises and notes. The exercises are described in detail so that they can be reproduced easily in future trainings.

- **Section 3. A Sample Peer Education Session on HIV/AIDS** presents an example of a peer education activity for use in the field. It describes a three- to four-hour HIV/AIDS education session that can be presented to a group of adolescents.

- **Section 4. Participant Handouts** includes 20 handouts that are used in the six-day training.

Several annexes are included as well. A catalogue of selected resources contains guidelines on peer education, research resources, training manuals, resource guides, peer education journals, and a list of useful websites. The annexes also include samples of additional training exercises.

This second edition of the *Training of Trainers Manual* is part of an expanded *Youth Peer Education Toolkit* that includes:

- **Standards for Peer Education Programmes**
- **Theatre-Based Techniques for Youth Peer Education: A Training Manual**
- **Performance Improvement: A Guide for Managers**
- **Assessment Tool for Youth Peer Education Programmes**

**Who should use this manual?**

This manual can be used by anyone seeking to provide higher level training to experienced peer educators on issues related to the design, implementation, and evaluation of peer education programmes. It is important to note that while this manual was created for the Y-PEER Initiative, it can easily be used and adapted by any experienced peer educators. Also, although the scope of Y-PEER’s work is in sexual and reproductive health and HIV/AIDS prevention, the methodology described in detail in this publication can be adapted to fit any health-related topic where education, awareness, or change of behaviour is desired, such as programmes on violence, dietary habits, and so on. Although the primary audience of Y-PEER is young people (ages 10 to 24), the methodology of peer education can be used with any age group in almost any cultural setting.

Within the Y-PEER Initiative, the manual is intended to be used by experienced trainers of peer educators, sometimes called ‘master’ or advanced trainers.
In general, these are current or former peer education trainers who have demonstrated commitment and excellence in their work. They have conducted trainings and would benefit from more detailed knowledge about peer education, training skills, and management of peer educators. Some portions of this manual may also be used by peer educators themselves.

Y-PEER training model

Y-PEER uses a pyramid training model, which empowers youth to pass on knowledge, skills, and practical expertise as new young people join a peer education programme. This model also provides a system for continuous training and recognizes commitment and excellence of individuals.

Training of peer educators provides the foundation of the initiative. Trainings take place locally and often begin by introducing new information and skills necessary to conduct outreach to peers in their community. Although it may start with a workshop, this training is not a one-time event. The ultimate purpose of ongoing training and supervision is to improve the ability of peer educators to provide accurate information and confidently influence their peers in a positive way.

Training of trainers, the next step in the pyramid model, prepares future trainers of peer educators, those individuals who exhibit skills and commitment to peer education. These trainings provide more in-depth information about peer education training techniques and theory. They enable trainers to explore ways to recruit and supervise peer educators, monitor their work, and manage small groups of peer educators as part of a larger programme. This manual provides a curriculum for this level of training. These trainings give even more in-depth information on relevant topics, such as youth participation, retention of peer educators, or the needs of especially vulnerable young people.

Specialized training, the top of the pyramid, is designed for more experienced trainers, or ‘master trainers’, to receive additional training in the same content areas as covered in the training of trainers level, as well as more attention to training techniques. These master trainers, in turn, support less experienced trainers and peer educators. They are encouraged to hold refresher workshops to pass on new and pertinent information and skills.
Section 1

From Theory to Practice in Peer Education
What is peer education?

In the context of this manual, peer education is the process whereby well-trained and motivated young people undertake informal or organized educational activities with their peers (those similar to themselves in age, background, or interests). These activities, occurring over an extended period of time, are aimed at developing young people's knowledge, attitudes, beliefs, and skills and at enabling them to be responsible for and to protect their own health.

Peer education can take place in small groups or through individual contact and in a variety of settings: schools, universities, clubs, churches, workplaces, street settings, shelters, or wherever young people gather.

Examples of youth peer education activities include:

- Organized sessions with students in a secondary school, where peer educators might use interactive techniques such as game show quizzes, role plays, or stories
- A theatre play in a youth club, followed by group discussions
- Informal conversations with young people at a discotheque, where they might talk about different types of behaviour that could put their health at risk and where they can find more information and practical help

Peer education can be used with many populations and age groups for various goals. Recently, peer education has been used extensively in HIV/AIDS prevention and reproductive health programmes around the world.

**Word sense**

- **Peer** is a person who belongs to the same social group as another person or group. The social group may be based on age, sex, sexual orientation, occupation, socio-economic or health status, and other factors.

- **Education** refers to the development of a person's knowledge, attitudes, beliefs, or behaviour as a result of the learning process.
Why peer education?

A young person’s peer group has a strong influence on the way he or she behaves. This is true of both risky and safe behaviours. Not surprisingly, young people get a great deal of information from their peers on issues that are especially sensitive or culturally taboo. Peer education makes use of peer influence in a positive way.

The credibility of peer educators within their target group is an important base upon which successful peer education can be built. Young people who have taken part in peer education initiatives often praise the fact that information is transmitted more easily because of the educator’s and the audience’s shared background and interests in areas such as music and popular celebrities, use of the language, family themes (e.g., sibling issues, the struggle for independence), and role demands (e.g., student, team member). Youth peer educators are less likely to be seen as authority figures ‘preaching’ from a judgemental position about how others should behave. Rather, the process of peer education is perceived as receiving advice from a friend ‘in the know’ who has similar concerns and an understanding of what it is like to be a young person.

Peer education is also a way to empower young people; it offers them the opportunity to participate in activities that affect them and to access the information and services they need to protect their health.
The theoretical base for peer education

When undertaking a peer education programme, the objectives are often to reinforce positive behaviours, to develop new recommended behaviours, or to change risky behaviours in a target group.

Why and how do people adopt new behaviours? The fields of health psychology, health education, and public health provide relevant behavioural theories that explain this process. It is important to be aware of these theories, because they provide a theoretical base that explains why peer education is beneficial. Moreover, these theories can help guide the planning and design of peer education interventions.

The following theories and models of behaviour change are of particular relevance for peer education.

Theory of reasoned action

This theory states that the intention of a person to adopt a recommended behaviour is determined by:

- A person’s subjective beliefs, that is, his or her own attitudes towards this behaviour and his or her beliefs about the consequences of the behaviour. For example, a young woman who thinks that using contraception will have positive results for her will have a positive attitude towards contraceptive use.
- A person’s normative beliefs, that is, how a person’s view is shaped by the norms and standards of his or her society and by whether people important to him or her approve or disapprove of the behaviour.

In the context of peer education, this concept is relevant because young people’s attitudes are highly influenced by their perception of what their peers do and think. Also, young people may be motivated by the expectations of respected peer educators.
Social learning theory
This theory is largely based upon the work of psychologist Albert Bandura. He states that people learn:
- Through direct experience.
- Indirectly, by observing and modelling the behaviour of others with whom the person identifies (for example, how young people see their peers behaving).
- Through training that leads to confidence in being able to carry out behaviour. This specific condition is called self-efficacy, which includes the ability to overcome any barriers to performing the behaviour. For example, using role plays to practise how and when to introduce a condom can be important in developing the self-confidence to talk about safer sex methods with a partner.

In the context of peer education, this means that the inclusion of interactive experimental learning activities are extremely important, and peer educators can be influential teachers and role models.

Diffusion of innovations theory
This theory argues that social influence plays an important role in behaviour change. The role of opinion leaders in a community, acting as agents for behaviour change, is a key element of this theory. Their influence on group norms or customs is predominantly seen as a result of person-to-person exchanges and discussions.

In the context of peer education, this means that the selected peer educators should be trustworthy and credible opinion leaders within the target group. The opinion leader’s role as educator is especially important in informal peer education, where the target audience is not reached through formally planned activities but through everyday social contacts.

Theory of participatory education
This theory states that empowerment and full participation of the people affected by a given problem is a key to behaviour change.

In the context of peer education, this means that many advocates of peer education believe that the process of peers talking among themselves and determining a course of action is key to the success of a peer education project.
Health belief model
The health belief model was developed in the early 1950s by social psychologists Godfrey Hochbaum, Stephen Kegels, and Irwin Rosenstock. It was used to explain and predict health behaviour, mainly through perceived susceptibility, perceived barriers, and perceived benefits.

This model suggests that if a person has a desire to avoid illness or to get well (value) and the belief that a specific health action would prevent illness (expectancy), then a positive behavioural action would be taken with regards to that behaviour.

Social ecological model for health promotion
According to this model, behaviour is viewed as being determined by the following:

- Intrapersonal factors – characteristics of the individual such as knowledge, attitudes, behaviour, self-concept, and skills
- Interpersonal processes and primary groups – formal and informal social networks and social support systems, including the family, work group, and friendships
- Institutional factors – social institutions with organizational characteristics and formal and informal rules and regulations for operation
- Community factors – relationships among organizations, institutions, and informal networks within defined boundaries
- Public policy – local, state, and national laws and policies

This theory acknowledges the importance of the interplay between the individual and the environment, and considers multilevel influences on unhealthy behaviour. In this manner, the importance of the individual is de-emphasized in the process of behavioural change.

In the context of peer education, this means that it is important to recognize that peer education is just one piece of the puzzle. While peer education can be an important intervention to affect intrapersonal and interpersonal change, in order to be successful, peer education activities must be coordinated with other efforts designed to influence institutions, communities, and public policy.

In the context of peer education, this means that the health belief model’s most relevant concept is that of perceived barriers, or a person’s opinion of the tangible and psychological costs of the advised action. In this regard, a peer educator could reduce perceived barriers through reassurance, correction of misinformation, incentives, and assistance. For example, if a young person does not seek health care in the local clinic because he or she feels that his or her confidentiality is not respected, the peer educator may provide information on a youth-friendly service, thus helping to overcome the barrier to accessing proper health care.
IMBR model: information, motivation, behavioural skills, and resources

The IMBR model addresses health-related behaviour in a way that can be applied to and across different cultures. It focuses largely on the information (the ‘what’), the motivation (the ‘why’), the behavioural skills (the ‘how’), and the resources (the ‘where’) that can be used to target at-risk behaviours. For example, if a young man knows that using condoms properly may prevent the spread of HIV, he may be motivated to use them and know how to employ them correctly, but he may not be able to purchase or find them. Thus, the concept of resources is important to this model.

In the context of peer education, this means that a programme that does not have a comprehensive approach including all four IMBR concepts probably lacks essential components for reducing risk behaviour and promoting healthier lifestyles. A programme might, for example, explain to young people the need for contraception and describe contraceptive methods but might omit demonstrating their proper use. Participants would then be informed about what to do but not how to do it. Other programmes might inform participants of the what and the how of certain healthy behaviours but not give them strong emotional or intellectual reasons as to why they would want to practise such behaviours. Although resources can be considered part of ‘information’, it is important to provide young people with information about where to access appropriate resources or services beyond the scope of peer education sessions. Such resources might include, for example, youth-friendly clinics, counselling services, HIV/STI and pregnancy testing and care programmes, and other sources of commodities (e.g., condoms and contraceptives).
Translating theory into practice

Whether you are implementing a training of trainers (TOT) workshop, training of peer educators, or peer education sessions with the target population, there are some basic methodological considerations for translating the theory into practice. Most important are experiential learning (learning based on experience and observation) and use of interactive methodologies, including drama.

Experiential learning

_Tell me ... I forget, show me ... I remember, involve me ... I understand._

_Ancient Proverb_

‘Involving’ participants in a training workshop in an active way that incorporates their own experience is essential. Such experiential learning gives the trainees an opportunity to begin developing their skills and to receive immediate feedback. It also gives them the opportunity to participate in many of the training exercises and techniques first-hand, before they engage other peer educator trainees in such exercises.

The TOT approach proposed in this manual is based upon an experiential learning model with highly interactive techniques. The model includes four elements: _participation_, _reflection_ on the experience, _generalization_ (lessons learned), and _application_ of lessons learned. It can be summarized in a diagram as follows:
Direct Experience

**Participation**
*(Trainer introduces the activity/exercise and explains how to do it)*

**Trainees participate in:**
- Brainstorming
- Role play and story-telling
- Small-group discussion
- Case studies
- Games and drawing pictures

**Application**

**Next Steps**
*(Trainer gives suggestions)*

**Trainees discuss:**
- How the knowledge/skills can be useful in their lives
- How to overcome difficulties in using knowledge/skills
- Plan follow-up to use the knowledge/skills

**Reflection**

**Thoughts/Feelings**
*(Trainer guides discussion)*

**Trainees participate in:**
- Answering questions
- Sharing reactions to activity
- Identifying key results

**Generalization**

**Lessons Learned**
*(Trainer gives information, draws out similarities and differences, summarizes)*

**Trainees participate in:**
- Presenting their results and drawing general conclusions
Use of role plays and other theatre-based techniques

Peer education uses a range of interactive techniques, including brainstorming, small-group discussions, case studies, and game show quizzes. Another commonly used and highly interactive approach involves using theatre-based techniques, including role plays. Realistic theatre pieces and role plays can help achieve several major objectives of a health education programme. They can:

- **Provide information.** Role plays and other theatre techniques provide an attractive way to deliver information through humour and true-to-life drama. It permits educators to dramatize the myths that people spread and show how to break them down. In a role play, people can explore problems that they might feel uncomfortable about discussing in real life.

- **Create motivation.** Theatre techniques can effectively dramatize external situational pressures and difficult psychosocial situations that sometimes result from poor decision-making and risk behaviour. For example, they can bring to life the realities of getting an unwanted positive pregnancy test result or testing positive for a sexually transmitted infection (STI), including HIV. They can demonstrate the difficulties of having to disclose sensitive and painful information to a loved one or partner. Strong theatre engages the hearts and minds of the audience and can motivate them to change their attitudes.

- **Build skills.** Role playing and other theatre techniques have the potential to shape behaviour by demonstrating various skills, such as negotiation, refusal, decision-making, and practical expertise, such as how to use a condom correctly.

- **Make a link to resources.** Theatre techniques can provide opportunities to inform the audience about services that exist in the community, whether these services are accessible to young people, and whether staff will respect their right to confidentiality.

For all these reasons, mature peer education programs should dedicate sufficient time to using theatre techniques, including role plays, and to training peer educators in basic acting skills. For more guidelines on theatre-based techniques, including role plays, see Section 2, page 48.
Peer education as a youth-adult partnership

Peer education, when done well, is an excellent example of a youth-adult partnership. Successful peer education is indeed about young people and adults working together to achieve the goals of a programme.

Youth-adult partnerships arise from the conviction that young people have a right to participate in developing the programmes that serve them and a right to have a voice in shaping the policies that will affect them. In addition, youth participation can help achieve stronger program outcomes. In the reproductive health and HIV/AIDS fields, the goal is to show that increased youth participation can help lead to such outcomes as improved knowledge, attitudes, skills, and behaviours. While a rights-based approach is the underpinning of youth-adult partnerships, this effort should also achieve improved program results.

Youth participation can help achieve better program outcomes for the young people involved with an organization, for the adults in the organization, for the target audiences of young people and providers, and for the community as a whole. The target group’s full involvement in the development of the programme contributes to the programme’s sustainability and effectiveness. Youth participation ensures that the programme responds to the specific needs and concerns of the target group and that the approaches used are interesting and engaging. The core elements of an effective youth-adult partnership are addressed in the training curriculum in Section 2, page 116.

Peer education as a piece of the puzzle

Peer education is one part of the complex puzzle of improving young people’s sexual and reproductive health by preventing HIV, STIs, substance use, and other health concerns. Peer education programmes must be well coordinated within a much larger context of the policy environment, health-care services, and other intervention approaches. Peer education, standing alone, will not make significant impacts on young people’s attitudes and behaviours. Successful peer education programmes work hard to build linkages with other organizations to complement each other and refer to each other as necessary. In this way, peer education should be part of a comprehensive approach and a community-wide effort. For example, peer education can complement efforts to create more favourable policies for young people’s access to contraception, skills-based health education led by teachers, a program that encourages abstinence and partner reduction for youth, a condom promotion media campaign, the work of staff in health clinics, or the efforts of social workers to reach vulnerable young people out of school.
Section 2

Guidelines for Training of Trainers: A Curriculum
How to use this training of trainers curriculum

This six-day training of trainers (TOT) curriculum is designed for approximately 25 participants (see page 26 for an overview of the agenda). Trainees can use the material and exercises in this curriculum when designing future TOT workshops. In addition, as noted in the description of each exercise, some of them may be suitable for the training of peer educators and for field work, where peer educators work with target groups of young people.

The exercises that follow might also be used in refresher trainings. Once trained, trainers need continuing support, including further training. This provides a way to help trainers stay aware of new material and sharpen their training skills.

Many topics and techniques described in this curriculum are accompanied by training notes. These provide information to help trainers understand why a topic is important or how specific techniques will contribute to the objectives of the peer education training of trainers.

Key components of a training of trainers workshop

Each peer education TOT will be unique and should be flexible enough to meet the needs of each group of participants. Even so, these trainings should include the following key components:

- **Rationale for peer education, including its benefits and barriers.** It may seem reasonable to expect that future trainers of trainers are familiar with the practice of peer education. However, it is essential to ensure at the start of training that trainees not only understand the concept and benefits of this approach, but are also aware of its limitations or pitfalls.

- **Background knowledge about skills-based health education and behaviour change interventions.** Peer education clearly goes beyond information sharing, into the realm of behaviour change. It is essential that trainees learn the principles of comprehensive, skills-based health education and behaviour change interventions and understand how they relate to peer education.

- **Basic knowledge of the programme’s technical content.** A trainer of trainers needs basic knowledge about the health issues that the programme addresses. Whenever questions related to the programme’s content arise – whether during
training or when supervising peer educators in their field work – the trainer should be capable of responding adequately.

- **Exploration of personal values about the health issues being addressed, including attitudes towards gender-based norms and biases.** Trainers of trainers must recognize their own values and biases so they can help the trainees begin to understand their own. It is difficult to lead a group through a process of self-awareness without having already done this same work oneself.

- **Methodologies for skills building, such as role play.** Building skills is an essential part of peer education. A good peer education programme will include role plays and other theatre-based techniques as an approach to developing skills. However, delivering constructive, believable theatre and role plays requires some training.

- **Communication and group-work skills.** Facilitating a training course and working interactively with a group of trainees requires a thorough knowledge of communication techniques. Future trainers must be able to serve as a model for communication and group work, since the best training is conducted by example.

- **Basic guidelines for planning, implementing, monitoring, and evaluating peer education programmes.** Planning and implementing a peer education programme is not just the responsibility of the project manager. It is essential that all those involved in the programme, including the trainer and the peer educators, have a basic understanding of processes such as needs assessment or monitoring and evaluation. Future trainers also need solid guidelines on how to select, supervise, and support peer educators.

- **Strategies for outreach to vulnerable young people.** Peer education can be used either as an educational approach among mainstream youth or as an outreach approach to reach groups of especially vulnerable young people. Future trainers of trainers need to be able to inform the trainees about the challenges of reaching vulnerable populations (legal, ethical, and logistical issues) and specific techniques for working with them.

- **Information about peer education resources.** Trainers need to be familiar with resources that can complement their knowledge of peer education, such as peer education training guides, textbooks on peer education and behaviour change, and resources on content areas of peer education (e.g., reproductive health, STIs and HIV/AIDS, or information on drugs). A TOT workshop should offer opportunities to explore these resources.

- **Information about youth health services.** Peer education programmes do not operate in a vacuum, but instead are components of a larger framework of resources. Trainers should be aware of the clinics, information sources, pharmacies, and supportive services available in their area and should include this information as part of a comprehensive peer education programme. They
should instruct both peer educators and other members of the community about how to access these resources.

### A sample six-day training of trainers workshop

The **overall objective** of the training of trainers workshop described here is to build the capacity of peer education trainers to design and deliver a peer education training programme.

The **specific objectives** of the workshop are to enable participants to:

- Better understand the concepts of skills-based health education and related peer-led health education methodologies
- Acquire accurate information about reproductive and sexual health issues, including HIV/AIDS
- Discuss their own attitudes and values regarding youth health education
- Develop interpersonal and group communication skills
- Acquire the skills to facilitate a range of interactive methodologies used in the training of peer educators
- Acquire basic knowledge in peer education programme development

The **expected outcome** of this training is the development of confident, competent peer education trainers with the skills to design and implement a training programme for peer educators.

The **expected time** needed may vary from training to training. The topics and exercises presented here are organized into day-long sessions. There are flexible amounts of time allocated, so no exact timetable is presented for each day. A trainer should review the material ahead of time and plan the amount of time that fits the needs of the particular training.
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Getting started
Workshop opening
Introduction of trainers and participants
Pre-test questionnaire
Introduction to the training methodology
Participants’ expectations and concerns
What to expect during this week
Selection of daily feedback teams

Training Topic: Introduction to icebreakers, warm-ups, and energizers
- Pass the beat
- Ball toss name game

Training Topic: Setting ground rules

Training Topic: Peer education – theory and practice
- Peer education – what and why?
- Theory – practise it
- Information, motivation, behavioural skills, and resources

Training Topic: Using topic lead-ins in training programmes
- How careful are we with our health?

Training Topic: Introduction to public speaking
- Public-speaking skills
- Thirty seconds of fame

Training Topic: Introduction to team building and trust building
- Moving sculptures
- The human knot
- Aha, and I was there

Training Topic: Use of role play
- Role play revolution

Wrap-up
Getting Started

**Workshop opening**
The workshop starts with a brief welcome from the host organization. This gives organizers an opportunity to explain the purpose of the workshop and to give the participants any additional information about the training sessions or about special arrangements and housekeeping issues (for example, accommodations, meals, or excursions).

A welcome session can vary depending on the style of the host organization and on local traditions. Sometimes opening ceremonies are conducted along very traditional and formal lines. Trainers should try to avoid situations where the trainees have to sit through several speeches that are of little interest to them, resulting in boredom and concern about the format for the rest of the training. Trainers should make sure that the trainees are given a voice during this important first meeting. At the very least, the trainees should each be invited to introduce themselves to the whole group, stating their names and their home towns or organizations.

**Introduction of trainers and participants**
Members of the training team should introduce themselves and briefly tell the participants about their background and training, emphasizing their enthusiasm for the opportunity to work with this group.

**Members of the training team should include:**
- Males and females, to model equal participation and promote gender sensitivity in the programme
- Experts in areas relevant to the focus of the peer education programme, such as medical doctors who treat HIV-positive patients or counsellors with experience in gender-based violence and substance abuse
- Young women and men who have extensive experience in peer education
- Drama teachers, volunteer actors, or senior drama teachers, since theatre-based techniques play an important role in peer education

**Word sense**
In this manual, we refer to the training team both as trainers and as facilitators.
**Training note**

Trainers in a peer education workshop play several roles:

- **Expert**: the trainer transmits knowledge and skills, answers questions (or promises to obtain information later), and clarifies misconceptions.

- **Socializing agent**: the trainer strives to share values and ideals – for example, that adolescents and adults should treat both female and male peers as equals and take responsibility for promoting gender equity.

- **Facilitator**: the trainer leads the sessions in such a way that participants are encouraged to participate fully in acquiring the new knowledge and skills introduced in the workshop.

**Trainers can facilitate different types of learning:**

- Learning about subject matter – for example, what is gender or sexual orientation?

- Learning about the relationship between the subject matter and real life – for example, how do gender roles affect adolescent boys’ and girls’ relationships?

- Learning how to apply knowledge acquired – for example, how can adolescents use their gender sensitivity to recognize and avoid health risks?

Group discussions play a major role in an interactive training programme. To lead group discussions effectively, facilitators will need various **facilitation skills**. They should know how to deal with different types of participants and uncomfortable discussions. More guidelines on facilitating group discussions can be found in the session on facilitation skills (Day 5, page 98).

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**Pre-test questionnaire**

A pre-test is administered to participants to obtain a baseline level of knowledge, attitudes, and skills (or perceived skills) regarding the issues to be covered in this training. The facilitator should encourage the participants to answer the questions from their own perspectives. A sample pre-test questionnaire is provided in Annex 1.

A pre-test questionnaire, aimed at assessing the initial knowledge, attitudes, and skills of the trainees, is an evaluation tool similar to those used to evaluate the impact of an intervention within the target group of young people. Monitoring and evaluation is a significant aspect of quality control and sustainability of any programme. This issue will be further explored in a session on monitoring and evaluation on Day 6.
Introduction to the training methodology
The trainer explains very briefly the experiential and highly interactive training that will be used during the six-day session. This is a good time to invoke the old saying: Tell me … I forget, show me … I remember, involve me … I understand. Explain that this training will be one of ‘involvement’, of experiential learning, as explained in Section 1. The ‘Direct Experience’ diagram provided in that section (as well as in Handout 1) could be copied and distributed to the participants.

Participants’ expectations and concerns
Participants are given an opportunity to speak about their expectations for the training session and to state any concerns regarding peer education that they would like to have addressed. Responses are recorded on a flip chart.

Assess which expectations are likely to be met in the course of the training workshop and which ones may go beyond its scope.

At the end of the workshop, a review of these initial expectations should be part of the evaluation.

What to expect during this week
The facilitator provides a brief explanation of the training team’s expectations for a successful workshop, being sure to incorporate participants’ expectations. The facilitator explains what will happen during the training sessions in the next few days, so that participants are aware of what to expect.

Selection of daily feedback teams
The facilitator explains that daily feedback from participants on all aspects of the training (not only on the content of the training, but also on organizational and logistical issues) allows the trainers to make changes as needed. She or he suggests appointing an evaluation team made up of two volunteers (called the ‘eyes and ears’) for each day of training. Their task will be to collect feedback from the group and report to the whole group the next morning.

Training note
Daily feedback is a useful tool for monitoring and evaluating the educational process, as is the pre-test questionnaire.
Objectives of the session
To begin the process of getting to know each other in this workshop and to help participants understand the purpose of icebreakers and get experience using them.

Introduction
The trainer first introduces one of the icebreakers suggested in the exercises below and then leads a group discussion on the use of icebreakers, warm-up activities, and energizers in training and peer education sessions. If there is enough time, trainees could do a second exercise.

When a trainer first walks into a group, participants may not react favourably. By ‘warming up’ the group with enjoyable icebreakers or energizers, trainers help participants relax, be more responsive, and participate more positively.

Icebreakers are also essential for helping participants get to know each other and for relieving the initial tension that is to be expected among a new group of people. Subsequently, it is recommended that training sessions begin with warm-up activities and icebreakers.

Icebreakers help the educators play and learn together and set the stage for continued training together. Warm-up activities are usually used to begin a session on a positive note or to ‘recharge’ if the group’s energy seems to be low. Some groups begin with a simple stretching exercise to get warmed up. At other times, energizers may be introduced. Even when people are interested and concerned about the subject being covered, they can get tired and sleepy. Energizers give people a quick break and may add some humour, contributing to a positive group spirit.

Word sense
Icebreakers are activities that are undertaken at the beginning of an exercise to help people feel at ease.

Energizers are activities used to stimulate and motivate participants during training sessions.
**Things to consider when using energizers**

- Use energizers frequently during a training session, whenever people look sleepy or tired or to create a natural break between activities.
- Try to choose games that are appropriate for the local context. Think carefully, for example, about games that involve touch, particularly of different body parts.
- Try to select games in which everybody can participate and be sensitive to the needs and circumstances of the group. For example, some games may exclude people with disabilities.
- Try to ensure the safety of the group, particularly with games that involve running. For example, make sure that there is enough space and that the floor is clear.
- Try not to use only competitive games, but also include ones that encourage team building.
- Try to avoid energizers that go on too long. Keep them short and move on to the next planned activity when everyone has had a chance to move about and wake up.


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**Exercise: Pass the beat**

**Objectives**
To help participants get to know each other and become aware of their dependence upon one another

To raise the group’s energy

**Materials**
None

**Process**
Have all participants form a circle. To introduce the exercise, say: ‘I am going to face and make eye contact with the person on my left, and we will try to clap our hands at the same moment [demonstrate]. Then, she or he will turn to the left and clap hands at the same time with the person next to her or him. We will “pass the beat” around the circle. Let’s try it now and remember to make eye contact and try to clap at the same time.’

The rhythm builds up and the facilitator can call out ‘faster’ or ‘slower’ to increase the speed. Once the handclaps have passed around the circle, say: ‘Now we will try to make the rhythm go faster and faster. Always be ready, because we might send additional rounds of handclaps around the circle, chasing the first.'
The ‘beat’ begins to be passed around the circle, from one person to the next. Remind people to keep it going, even if it stops for a moment when someone misses the beat. When the first round of handclaps is well established, start a new round. Eventually there might be three or four beats going around the group at the same time. This will often result in an enjoyable, high-energy chaos with lots of laughter.

**Closure**
Briefly ask whether participants enjoyed the exercise. Ask the group to describe, without singling anybody out, what happens in an interdependent team game when a player drops the beat. Remind the group that, to get the best results when working as a team, everyone depends on the other team members.

**Exercise: Ball toss name game**

**Objective**
To help participants learn each other’s name while learning a simple metaphor for communication skills

**Materials**
Paper rolled into lightweight balls – enough for each group of approximately 8 to 12 people to have 3 balls

**Process**
Ask participants to split into smaller groups (about 8 to 12 people in a group) and have each group stand in a circle. Make sure that the circles are positioned with a safety zone of one or two metres of space behind each group, in case the participants move backwards to try to catch a ball. Tell the participants: *‘In this exercise, we will try to learn each other’s names in the small groups.‘* Start by getting everyone in the circle to say his or her name, one by one. Repeat this once or twice and remind the group to call out their names slowly and clearly so that the others have a chance to remember more names. Explain that, at the beginning, the person holding the ball will call out the name of someone in the group and then throw the ball to him or her. Demonstrate how this is done.

Continue to explain: *‘The person who receives the ball makes eye contact with another group member, calls out that person’s name, and tosses the ball to them. If you forget someone’s name and want to be reminded of it, you can ask her or him to repeat it to you. If you like, you can even throw the ball back to the person who threw it to you.’*
Begin the game as described above. After a couple of minutes, when the participants start to remember several names, add a second ball and instruct the group to continue playing with the two balls. After a minute or so, introduce a third ball to the game. The group should then try to throw and catch the three balls, all the while calling out the receiver’s name, 10 or 15 times without dropping the balls; if a ball is dropped, they must start counting again. All three balls must be used in the exercise.

When the ball throwing is done, ask how the players felt playing the game. Then begin to explore how throwing the ball from one person to another can be considered a metaphor for how we communicate as peer educators. Ask the group to consider what actions were necessary both to ensure that the game was successfully completed and to communicate well. These can include making eye contact, calling someone by name, making sure the person was ready to receive the ball (or message), throwing it (or talking) directly to the person, and not throwing it when another ball (or message) was coming in.

**Closure**

Point out how one of the most fundamental skills in peer education is good communication. Suggest that the peer educators remember this exercise as a guide for asking themselves whether they are using the best possible communication skills in their teaching.

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**Training topic**

**Setting ground rules**

**Objectives of the session**

To agree on ground rules for the workshop and to identify common ground rules for peer education.

**Introduction**

The facilitator and participants first decide upon the ground rules for this training workshop. This activity is followed by a group discussion on the importance of setting ground rules in any training activity.

At the beginning of a training session, the group needs to identify and agree upon ground rules or guidelines for its work, and also to understand why rules are important. The trainer should ensure that certain common rules are included (see box on the next page). An especially important rule in a workshop dealing with sensitive issues is to respect all participants’ privacy and confidentiality; it should
be made clear that no one is allowed to share personal information about other trainees outside the group. Some groups also operate with a rule encouraging people to share their feelings if they are offended or hurt by someone, so that the offender has a chance to apologize. This can be especially relevant in cases where participants feel hurt or insulted by jokes or remarks related to gender, ethnicity, or personal characteristics.

Once all participants have agreed on a set of rules, the list is posted in the training room for the entire duration of the workshop. At times, it may be necessary to remind participants of the agreed-upon rules.

**Common ground rules**

- Respecting each other, even when you disagree
- Agreeing to participate actively
- Having the right not to participate in an activity that makes you feel uncomfortable
- Listening to what other people say without interrupting them
- Using sentences that begin with ‘I’ when sharing values and feelings (as opposed to ‘you’)
- Not using ‘put-downs’ (i.e., snubbing or humiliating people on purpose)
- Respecting confidentiality
- Being on time
- Turning off cell phones
Training topic  Peer education – theory and practice

Objectives of the session
To help participants to understand the nature and purpose of peer education and to gain insight into the mechanisms of behaviour change and how these relate to peer education.

Exercise: Peer education – what and why?

Objectives
To have a common understanding of the concept of peer education

To identify the benefits and the limits of peer education

Materials
Three flip charts and markers

Process
Prior to this exercise, review the content in Section 1.

Conduct three consecutive group ‘call-outs’ (an activity similar to brainstorming, in which participants call out their responses) on the following questions:

- What do we mean when we say ‘peer education’?
- What are the possible advantages of peer education?
- What are the possible disadvantages of peer education?

Record all responses on the flip charts.

When agreeing on a working definition of peer education, it is important to come as close as possible to the following description:

‘Peer (health) education is the process whereby well-trained and motivated young people undertake informal or organized educational activities with their peers (those similar to themselves in age, background, or interests). These activities, occurring over an extended period of time, are aimed at developing young people’s knowledge, attitudes, beliefs, and skills and at enabling them to be responsible for and to protect their own health.’

A peer is a person who belongs to the same social group as another person or group. The social group may be based on age, sex, sexual orientation, occupation, socio-economic or health status, and other factors.

Education refers to the development of a person’s knowledge, attitudes, beliefs, or behaviour as a result of the learning process.
When discussing major advantages and disadvantages of peer education over other forms of education, have the following table at hand to add essential points if necessary:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>▼ Young people take on programmatic responsibilities</td>
<td>▼ As peer educators age, they grow out of their role; new people always have to be recruited and trained</td>
</tr>
<tr>
<td>▼ Educators and target group members often use the same slang terms</td>
<td>▼ Peer education programmes pose large management burdens on NGOs, schools, etc., and require skilled supervisors to be on the staff of a programme</td>
</tr>
<tr>
<td>▼ Peer educators gain skills that are important for their continued personal development</td>
<td>▼ It is difficult to evaluate the impact of peer education, especially when proper monitoring and evaluation budgets have not been set aside for the programme</td>
</tr>
<tr>
<td>▼ Peer education can supplement other educational interventions, such as the work of teachers, social workers, and health service providers</td>
<td>▼ If educators are not well trained, peer education can have a harmful effect (misinformation and unprofessional advice)</td>
</tr>
<tr>
<td>▼ Peer education is a community-level intervention that can provide a link to other community services</td>
<td>▼ If not properly targeted, activities called peer education may really be outreach or general education interventions</td>
</tr>
<tr>
<td>▼ Peer educators can gain access to groups that are otherwise difficult to reach</td>
<td></td>
</tr>
<tr>
<td>▼ Peer education can be relatively inexpensive when compared to other interventions</td>
<td></td>
</tr>
</tbody>
</table>

**Closure**

At the end of this activity, the trainers should emphasize that peer education is not the solution to every problem, and sometimes it may be better to use other approaches. The objectives of the intervention, the characteristics of the target group, and the specific setting are all elements when considering whether peer education is appropriate.
**Exercise: Theory – practise it**

**Objective** To help participants understand the practical application of theoretical and other methodological approaches to behaviour change

**Materials** Markers, tape, flip chart paper, and Handout 2. *Peer Education and Behaviour Change Theories*

**Process**
Distribute the handout and give a brief presentation on the theories and models for behaviour change. Instruct participants to separate into three groups, each with flip chart paper and markers.

Ask participants to choose a programme in which one of their group members is involved and analyse all aspects of it. Then ask them to outline the programme on the paper and to identify the theories and models (or parts of theories and models) that are being used in it. Emphasize that multiple theories and models may be used in the same programme and that only some aspects of theories and models may be used. Ask each group to present its discussion to all other participants.

**Closure**
Point out that without realizing it, everyone uses theories and models of behaviour change in their everyday work. Initiate a discussion on the topic of why organized theoretical and methodological approaches to behaviour change should be included in training programmes. Emphasize once again that a theory or a model does not have to be used in its entirety and that different parts of different theories and models can be used in one programme. Nevertheless, it is important that programmes be rooted in appropriate theories and models.

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**Exercise: Information, motivation, behavioural skills, and resources**

**Objective** To identify information, motivation, behavioural skills, and resources as the four primary components of successful peer education

**Materials** Flip chart and markers
Process

Draw four columns (untitled at this stage) on the flip chart and lead a group call-out, asking participants what they consider to be the essential components of successful peer education programmes.

The participants are still not aware of the identification of the columns, but you should record their responses on the flip chart according to where they belong in the following four categories:

- Providing information
- Creating motivation
- Building behavioural skills
- Referring to resources

It is best not to name the categories beforehand, but to list the participants’ suggestions in the untitled columns. Once all the responses have been included, the four categories can be identified and the trainees’ responses discussed within that context.

Closure

Point out that these are four complementary components.

Training topic

Objective of the session

To introduce the use of a ‘topic lead-in’ and get experience with a topic lead-in related to health education training.

Introduction

There are several ways to introduce a new theme or topic to a group of peer educators. A topic lead-in can play a number of functions. It can:

- Generate interest in the topic
- Activate participants’ prior knowledge of the subject
- Encourage the sharing of information and resources
- Reverse resistance to discussion or learning

The exercise below, How Careful Are We with Our Health?, can be used as a topic lead-in to health education. Another example of a topic lead-in is the use of ‘buzzwords’. The trainer writes a key word on a flip chart and gets the participants to call out words or ideas that they associate with the buzzword, which are also
written on the flip chart (if they are appropriate). For an example, see the *Gender, Not Sex* exercise (page 67).

Another way to introduce a topic could be to get participants to fill in a brief questionnaire on the subject. Sometimes a facilitator may choose to use some improvisational role plays as an introduction to a topic. For other examples, see the exercises, *Role Play Revolution* on page 50 and *Peer Education Password* on page 54).

**Exercise: How careful are we with our health?**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>To encourage participants to consider that many people behave in a manner that is not in the best interest of their health</th>
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<tr>
<td></td>
<td>To help increase participants’ understanding about human behaviour and the discrepancy between what we know and how we behave</td>
</tr>
</tbody>
</table>

**Materials**

A chair for each participant

**Process**

Have all participants stand in front of their chairs. Introduce the exercise by saying:

*To start this exercise, you all need to stand in front of your chairs. I’m going to read out some statements. If your answer to one of them is “no”, you have to sit down. As long as you can reply “yes” to the statements, you remain standing. But once you are seated, you remain seated, even if your answer to following statements is yes. For example, if the first statement is “I get regular medical check-ups” and you do not have regular medical check-ups, you have to sit down and remain seated.’*

Explain two additional rules: *Sometimes someone has to sit down right away, after the first or second statement. If the order of statements had been different, they might have still been standing. They might ask if they can stand up again. But participants may not stand up once they have had to sit down. This might not seem fair, but that is how this exercise works. Also, someone may say, for example, “Oh, sure, I get regular medical check-ups. Let’s see, I think my last one was in 1998!” We have to decide together how frequent “regular” is in this exercise, but it must be reasonable; regular is not once every ten years!’*
Ask the participants to stand up. Then quickly read out the statements from the list below, in a clear, audible voice:

- I get regular medical check-ups.
- I don’t smoke cigarettes.
- I get regular exercise.
- I stick to healthy food.
- I never drink alcohol to excess.
- I get vaccinations I need.

When everyone is seated, ask the participants what these statements have in common. If no one says it, point out that they are all health-related behaviours. Explain that while we all might know what is in the best interest of our health, we do not always use this information as well as we could. For example, even though we know we shouldn’t eat lots of sweet things, our will power is not always strong when we need it. That second portion of ice cream or cake might just be calling us too loudly from the refrigerator!

**Training note**

Trainers are strongly encouraged to adapt this (and all exercises) to the local context if necessary.

**Closure**

Point out that in our work, we may come across people who are consistently putting their health at risk. It is important to remember that most of us have put ourselves in harm’s way at some point, and usually we have been lucky to suffer no bad consequences. This is not true for everyone.

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**Training topic**

**Introduction to public speaking**

**Objective of the session**

To allow participants to identify and practise skills in public speaking and facilitation.

**Introduction**

Peer educators might be nervous about speaking in public or being in the spotlight. To ensure that tasks are carried out successfully, educators should not be asked to undertake activities that are beyond their limits.
The following exercises will help participants gain experience in speaking in public and improve their public speaking skills.

**Exercise: Public-speaking skills**

<table>
<thead>
<tr>
<th>Objective</th>
<th>To help participants identify and practise their skills in public speaking and facilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>None unless a participant chooses to use relevant materials, such as a flip chart</td>
</tr>
</tbody>
</table>

**Process**

Tell participants that they are now going to focus on public speaking techniques. Discuss the major features of effective public speaking, such as:

- Use of engaging and interactive techniques
- Movement into and out of the audience
- Use of gestures
- Eye contact (of appropriate duration)
- Modulation of intonation
- Appropriate use of humour

Practice these techniques as you explain them, and ask participants to watch closely. This allows the group to see how theory of good public speaking is actually applied. Then ask for feedback: *‘How would you describe what I’m doing at this moment?’* Make sure the main components of good public speaking are mentioned.

After this, start a discussion about other factors that aid effective public speaking. Be sure to bring up the following areas:

- Use of storytelling as a technique to capture attention
- Caution about inappropriate use of slang terms or other unacceptable language
- Creation and maintenance of a safe learning environment for the audience
- Ways to respond to incorrect answers from the audience

**Closure**

Tell the participants that they will receive feedback on how they use their public-speaking skills throughout the training session.
Exercise: Thirty seconds of fame

Objectives
To give participants an opportunity to speak in public
To make the experience as positive as possible in order to build confidence

Materials
Chairs for all participants

Process
Explain that each participant will be given 30 seconds to speak to the group about anything she or he would like. Tell the participants that: ‘At the end of the 30 seconds, I will start to applaud to show appreciation for your effort. Don’t be alarmed if you are in mid-sentence. My applause will be the signal for everyone else to begin applauding, which will show positive appreciation for your effort. During your 30 seconds, you can do whatever you want. However, even if you stop speaking, we will not begin to applaud until your 30 seconds are over. It is the job of everyone in the group to give each speaker their undivided attention and delighted, enthusiastic interest. Please do not interrupt any speaker in any way at all. Do not try to rescue them in any way. We should applaud as loudly for the last person as we did for the first, and for everyone in between.’

Ask the first person to begin; after 30 seconds, even if she or he is in mid-sentence, you should begin applauding. You may sometimes have to remind the group to remain silent while a person speaks and to give every speaker their undivided attention. Also remind them to wait until you give the signal before they begin clapping.

Closure
After everyone has had 30 seconds to speak, lead a group discussion in which participants talk about how they felt doing the exercise. Which speeches best displayed effective public-speaking skills? How can these skills be applied to peer education training?
Objectives of the session
To start a process of team building in the workshop, to allow participants to understand the importance of team building in training, and to get experience with appropriate team-building techniques.

Introduction
After the group has experienced the first team-building exercise (Moving Sculptures, below), the facilitator should discuss the importance of team and trust building in a training workshop. The other examples of team-building exercises (The Human Knot and Aha, and I Was There) could be included in a future workshop or used as an energizer at another point in the training.

Early in a peer educators’ training session, it is important that the trainees develop a sense of teamwork and trust. Team-building and trust-building exercises help create working relationships among peer educators who, in their future work, must be able to collaborate and sometimes rely on each other for support. They must trust each other enough to work successfully as a team.

Exercise: Moving sculptures

Objectives
To energize participants and encourage them to be spontaneous and ‘get outside themselves’ while performing

To help participants work towards building a team and developing trust

Materials
None

Process
Designate an open space at the front of the room as the ‘stage’ area. Tell the group, ‘In this exercise we will make some human team sculptures and poems together. It’s a team-building and group creativity exercise.’

Ask for a volunteer to come up to the stage and strike a pose of his or her choice (demonstrate). Once this first person is in a pose, ask for another volunteer to come up and strike a different pose that in some way touches the first pose. (Make sure that everyone is comfortable with the physical contact.) Ask more participants
to come up voluntarily, strike a pose that connects with those already on the stage, and freeze in that position.

Explain to participants that when you say the word ‘change’ (let the word last a few seconds: chaaaaange), they should change to a new pose. Remind them to stay touching at least one other participant, even while changing poses. Tell them that, as soon as you finish saying the drawn-out chaaaaange, they should freeze in their new positions.

Watch the group carefully and advise them whenever you see that someone is not in contact with at least one other person in the group. If you notice that male and female participants feel uncomfortable touching one another, help rearrange the sculpture so that people of the same sex are closer to each other. You can also play with the group by changing the length of the word ‘change’, so that sometimes they have a long time to find their pose, while at other times they must rearrange themselves very quickly (in two to three seconds). This makes the exercise more challenging and entertaining. Allow more teams to come up after the first group has made a few poses.

**Closure**

If possible, take some photos of the wonderful group poses that will emerge in this exercise. Giving copies of the photos to the trainees can help make them feel part of a team.

### Variations on the exercise

**Say a Word (no theme)**. Ask participants to say a word (any word) as they come onto the stage to pose. Once the group is in a pose, ask participants to repeat their words one after the other, in the order that they got on stage. Encourage them to try to say their words in a sequence, so that they flow like a sentence.

**Make a Poem (words in line with a theme)**. Do the exercise as described above, only this time, ask participants to use a word that fits a certain theme (which can be selected by a participant). Once the group has done this a few times, as a sort of a poem, they can be invited to shout out their words in a random sequence, repeating them simultaneously.

**Vary the Exit Process**. You can vary the way in which the participants leave the sculpture. They can say their words in the original order and leave the sculpture one by one as they do so. Or they can say their words as they leave the pose in reverse order (i.e., the participant who came up last and has the last word now leaves first).
Exercise: The human knot

Objectives
To work on trust building, team building, and problem solving.

To learn to respect people's bodies by exercising self-control and trying to accomplish a group task without hurting anyone

Materials
A room in which participants can move around comfortably

Caution: Before beginning, warn participants that they need to be very careful not to hurt anyone by twisting a wrist, stepping on others, etc.

Process
Clear a space in which to form a circle of about eight to ten people (or several such circles, depending on the number of participants). Explain that for this exercise, it is very important to follow instructions and listen to each other carefully so that no one get's hurt.

Explain that everyone will stand in a circle, reach into the middle of the circle with both hands, and join hands with two other people. Their job will be to untangle the resulting 'rope' without letting go, and form a circle again.

Now, tell the participants to take the right hand of one person and the left hand of another person. Next, ask them to try — slowly and carefully — to unravel until they can form a circle without letting go of the hands they are holding. If the group gets very good at this, try variations like not talking during the exercise, or only whispering.

Closure
Talk to the group briefly about how they felt playing the game.
Exercise: Aha, and I was there

Objective
To work on team and trust building

Materials
A room in which participants can move around comfortably

Process
Prepare the room so that participants have enough space to move around a little. Chairs should be moved out of the way.

Explain that one participant will tell a story and act it out at the same time. Other participants will then respond to the narrator by engaging in the same actions, as if they also were the narrator’s character in the story.

Begin by saying, ‘Someone will begin to tell a story and act out her or his part while telling it. Everyone in the group must do the same actions, as if they also were the narrator’s character in the story. For example, if I, as the first narrator, were to begin by saying, “One day I was walking down the street . . .,” while I walk, you all walk as well. I might then continue, “I saw a giant tree and began to climb it.” All of you begin climbing the tree as well. At any time, anyone in the group can shout, “Aha, and I was there!” At this moment everyone in the group responds together, calling out, “And what did you see, my friend?” The person who interrupted takes over the narration and the exercise continues like before.’

Explain to participants that they should try to support each other as much as possible. For example, ask the group what they think should happen if the narrator is obviously stuck and cannot think of anything else to say. You can ask what they would like to have happen at that point if they were the narrator. They will probably reply that they would like someone else to jump in. This is an appropriate time to point out that everyone in a team should be ready to jump in and ‘save’ someone who appears stuck or uncomfortable, just as others would like someone to help if they were in an awkward situation.

Explain that the group’s job is only to say or do whatever the narrator’s character says or does in the story, even if there are other characters described in the story. If, as the facilitator, you realize that people are describing less active behaviours, such as thinking, waiting, or watching, point out that the exercise is more fun if the choices involve a lot of action.

Bring the exercise to an end when most participants have had an opportunity to be the narrator.
Closure

Lead a discussion about how people felt during the exercise. For example, ask if anyone remembers feeling ‘saved’ by the person who took over the narration or if they helped a narrator who appeared stuck. Point out that working well as a team requires paying careful attention to how group members are doing. Also explain that it is important to learn how and when to help them, without dominating others or trying to take over too quickly or at the wrong time. You can end by saying, ‘Things work much better when you know people will be there for you if you need help.’

Training topic

Use of role play

Objective of the session

To introduce role play as a highly interactive method that can be used effectively in health education.

Introduction

The facilitator first highlights the importance of acting skills in peer education. She or he points out that this session will introduce the technique of role play. During the rest of the full workshop, role play will be used frequently as an educational tool and participants will have opportunities to develop their acting skills further.

Role play is a multi-purpose tool in peer education (see also Section 1, page 21). Many peer education programmes use role plays to illustrate challenges and to model important skills. Effective role play engages the hearts and minds of the audience and motivates them to begin the all-important move towards real behavioural change.

When setting up a role play for presentation by trainees, the following guidelines are important:

- Usually two or more people are asked to take on the roles of certain characters and then act out a scene focusing on a predetermined situation. In some cases, details might be given about how a situation should unfold, and role players are asked only to create an ending.
- Make sure that no one is bullied or forced to act in a role play by other participants; some young people may not feel comfortable acting. However, if a group member only seems to be a little shy or reluctant, encourage her or him – gently, not forcefully – to try acting a role.
- Suggest that male participants play female roles and female participants play
male roles from time to time so that they have a chance to place themselves in situations encountered by members of the opposite sex.

- Visit small groups as they are creating a role play to make sure that they are developing a scene that is no longer than five to seven minutes long and to ensure that all members of the group are involved in some way.
- Make sure that the group does not spend all the exercise time devising a script – they need to practise their role play as well.
- Create sufficient space for the performance so that all other participants can see it when it is presented.
- Encourage the players to speak loudly so that the whole audience can hear the dialogue.
- If the role play goes on too long or seems to get ‘stuck’, invite the players to stop so that everyone can discuss the situation.
- Allow the other participants to offer their observations after each group has performed. For example, you might ask the audience what they saw and then ask the actors whether they intended to portray that.
- Sometimes, when doing a very serious or emotional role play, it might be necessary to ‘de-role’, so that the actors can acknowledge who they are in real life, outside the role of the character they just played.
- If you have time, ask the participants how the role play relates to their own lives.

### Suggestions for role play scenarios

**Condom demonstration.** You are about to engage in a sexual encounter with someone who is applying a condom incorrectly. Show your partner how to do it correctly, while not ‘spoiling the moment’.

**Not ready for sex.** A group of girls are debating when the right time to have sex might be. At least one member of the group feels that the time is not right for her.

**Drug or alcohol use.** A good friend has decided to try a drug her boyfriend has been using for a while. Her boyfriend told her how wonderful it feels and that she will forget all her school and family problems. How would you handle this situation?

**Parents find a condom.** Parents find a condom in their teenage daughter’s bedroom. What are the subjects and issues that may come up in conversation? Role play both the parents’ and daughter’s part.

**Drunkenness, parties, and sex.** Your teenage friend is bragging to you about drinking alcohol and having sex with a woman he met at a party. He hints that he does not remember all the details of that night. Similar incidents happen almost every weekend. What would you say to him?

**Being there for someone who is HIV-positive.** A friend confides in you that he or she is HIV-positive. How would you handle this situation?
The scenarios described above may offer opportunities to provide information on numerous topics, such as:

- When is the right time to have sex?
- What is the window period of HIV infection?
- Who should be tested for HIV?
- Can STIs be treated?
- What is the difference between a latex and lambskin condom?
- What are spermicides and lubricants?
- What are the effects of ecstasy (or a drug used in your community) on sexual decision-making?

**Exercise: Role play revolution**

**Objectives**

To serve as a topic lead-in to introduce various sides of an issue

To provide information, motivate people to change behaviour, and demonstrate a variety of negotiation and decision-making skills

To model appropriate behaviour

To provide information about accessing resources

Others as may be identified by trainer

**Materials**

Two chairs

**Process**

Have eight to ten volunteers stand in a semi-circle behind the backs of two chairs. Ask two volunteers to sit on the chairs; explain that they will do a little acting. Ask one of the players sitting on the chairs to start an improvised role play by saying something to which the other player responds. Explain that at any point, one of the participants standing behind the chairs can ‘tap in’ and take over by simply lightly tapping the shoulder of one of the actors in the improvisation (provided this kind of touch is acceptable in the local culture). The participant who taps in can either continue the story or start a new scene.

**Closure**

After most or all of the participants have had a chance to act, end the role play and start a discussion about what the participants experienced while playing their roles.
Make sure to explain the benefits of this type of role play. It can generate realistic dialogue that could be used to develop scenes in the future or to develop the skills of peer educators. For example, if the group began by brainstorming the ways to negotiate safer sex, the group could practice using those communication skills with this type of role play. The role play would continue until participants didn’t have any new ways of asking a partner to use a condom. When finished, they may have even identified additional ways to convey the same message.

Any incomplete or incorrect information that appeared in the story can be discussed. It is very important to note that the actors were ‘in character’ and not necessarily playing themselves.

**Training note**

This exercise is a valuable example of how peer educators can practise supporting each other as a team. For example, make clear to them that when they are standing in the background, behind the chairs, they need to be quiet. They can be instructed to behave in such a way that it appears as though the role play is ‘the most fascinating thing happening at this moment on the planet!’

**Wrap-up**

The facilitator provides a brief review of the topics covered during the day. Participants are asked to think back on the day’s activities and discuss some of the central themes. They can give feedback on how they feel the training is going.
Getting started
Stretching and warm-up
Feedback on Day 1
Icebreaker and team-building exercise: A cold wind blows

Training Topic: Techniques for sharing information
- Peer education password
- STI challenge

Training Topic: Techniques for exploring values and attitudes
- Language of sex
- Privacy squares
- Brainstorming on four topics
- Do you agree?

Training Topic: Gender awareness and sensitivity
- Gender, not sex

Wrap-up
Getting Started

**Stretching and warm-up**
Participants are invited to lead the group in some stretching exercises. Several trainees can take turns demonstrating which muscles to stretch. Trainers might make the exercise more fun by asking participants to ‘try to reach the ceiling (or the floor)’ when stretching. Invite participants to pay attention to their breathing, which can help them relax and prepare for the day’s work.

**Feedback on Day 1**
The feedback team delivers a summary of the feedback they collected on the training programme in general and on the previous day’s activities.

**Icebreaker and team-building exercise: A cold wind blows**

**Objective**
To raise participants’ energy level

**Materials**
A circle of chairs

**Process**
Prepare a circle of chairs in which there is one fewer chair than the number of participants.

**Caution:** For safety purposes, make sure that there are no sharp edges on the chairs or around the exercise area, in case, in the excitement of the game, someone slides the chair backwards into another participant or runs into the chair. Also, make sure the chairs are strong enough to handle this type of activity, since participants will be jumping onto them.

Ask all but one of the participants to take a seat. Have the remaining person stand in the centre of the circle. Explain that the objective of the game is for that person to get a seat. The player standing in the middle of the circle starts a sentence by saying, ‘A cold wind blows for anyone who …’ and ends it with a fact that is true about herself or himself. For example, if the player in the centre is wearing black shoes, he or she might say, ‘A cold wind blows for anyone who is wearing black shoes.’ Everyone about whom that fact is also true – in this case people wearing black shoes – must then immediately get up and run to find a seat left empty by someone else. Participants may not take the seat next to them unless there is only one other person who is changing seats. The person in the middle also rushes to find a seat so that there is one person left standing. Whoever is left in the middle then repeats the process, and the game continues.
Explain that the choices for ending the sentence do not have to be limited to physical things. For example, participants could include attitudes about things or life experiences. If someone believes in helping support people who wish to abstain from sex, they could say, ‘A cold wind blows for anyone who believes people choosing to be abstinent should be supported in their decision.’ Or they might say, ‘A cold wind blows for anyone who thinks you should make condoms available in secondary school.’ The game ends whenever the facilitator (or group) chooses to end it.

**Closure**

Ask whether participants enjoyed the game and how they felt about it.

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**Training topic**

**Techniques for sharing information**

**Objectives of the session**

To build participants’ knowledge in content areas of peer education, such as sexuality, STI/HIV prevention, and substance abuse prevention and to build their capacities in using techniques for sharing information on these subjects.

**Introduction**

The facilitator stands up and (perhaps using a flip chart) begins a traditional style lecture, talking about some technical information in a factual manner. The lecture may last a few minutes – enough time to demonstrate the drawbacks of using an old-fashioned lecture style. This demonstration could be followed by a brief group discussion on more interesting and creative information-sharing techniques that require the active participation of the trainees.

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**Exercise: Peer education password**

**Objective**

To learn and share information in a way that is fun and appealing

**Materials**

Two rows of chairs for participants, large index cards with words related to peer education subjects written on them, one word per card. Examples of these ‘peer education passwords’ include mucous membranes, clitoris, penis, and other words related to sexuality, HIV/AIDS, or substance abuse.
**Process**

Set up two rows of chairs so that they face each other and ask the participants to sit on them. Have the stack of index cards with words ready to use, but do not let the participants see the words yet. Explain to the group that the goal of the exercise they are about to play is to give each other clues so they can try to guess the ‘peer educator password’ written on the cards. Tell them that the clues can only contain one word, but the answers may have more than one word. The clue should not contain part of the answer in it. Ask the group to avoid ‘cheap shots’ such as a clue that contains nothing about the true meaning of the word. For example, if the answer is ‘penis’, the clue should not be someone pointing to her or his lap and saying ‘Venus’. In fact, rhyming clues are also discouraged.

Now, stand behind one row and tell everyone to look straight ahead. Show the ‘password’ on the card to the people in the line facing you. One person at the beginning of the line that has seen the word gives a clue, and the person sitting directly opposite him or her tries to guess the password. If he or she is wrong, the next person gives a clue, and the participant sitting opposite tries to guess the password. This continues until someone guesses the word. Ask the person who guesses correctly to hold the card for a discussion at the end of the exercise.

**Closure**

After 15 to 20 minutes, sit with the group and ask participants, one at a time, to tell the group whatever they can about the word on the card they are holding. Then, invite others to add any information that they think might be relevant. As the facilitator, you can then correct any misinformation and fill in any information gaps. Try to get through as many of the cards as possible or review them later. You can also use them in the game some other time.

To introduce the next exercise, the facilitator explains how a simple quiz can be used as a springboard for discussions with peer educators. Including one or two difficult questions might also generate additional interest among participants who initially thought they knew everything there was to know about a specific topic. (See **Handout 3. HIV/AIDS Quiz** and **Handout 4. STI Challenge**.)

**Training note**

When preparing a quiz on STIs or HIV/AIDS for peer educators or trainers, the quiz questions may be somewhat more difficult than those you would include in a quiz for field activities with young people. However, keep in mind that neither peer educators nor trainers are expected to be as knowledgeable about infectious diseases as are professional health workers.
**Exercise: STI Challenge**

**Objective**
To learn and share information in a way that is fun and appealing.

**Materials**
Chart on which to keep score

**Process**
Prepare a list of questions and answers (see Handout 3. HIV/AIDS Quiz and Handout 4. STI Challenge).

Divide the participants into two, three, or more teams (depending on the total number of participants) and tell each group to select a name and a speaker for their team. All team members should work together to find an answer, but only one person will be allowed to say the answer out loud. Explain that you will be asking questions to each team. If the first team does not know or does not give the correct answer within three minutes, the next team will get a chance to answer it. A point is awarded for each correct answer. For the final question, the participants will have a chance to ‘bet’ all their accumulated points. They will receive double points if they answer the final question correctly or lose all of their points if they do not.

Begin asking the questions. After each correct answer is given, ask or explain why it is correct. Also, address the incorrect answers, especially if they are common misconceptions.

**Closure**
After the game, ask participants if they have any questions about any of the questions or answers. If so, deal with their questions immediately.

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**Training topic**
**Techniques for exploring values and attitudes**

**Objectives of the session**
To provide participants with experience in techniques that explore values and attitudes and to create awareness of how difficult it is to discuss sexual and reproductive health issues openly.

**Introduction**
To introduce this session, the facilitator explains that participants will be exploring their own values and attitudes about human sexuality through discussion and
activities. The trainer points out that although the teaching may cover sensitive issues in some detail, it is in no way intended to tell people how to live their lives. These sessions are meant to give people information with which to make educated decisions and to build their capacity to help and protect others on the road to health.

Word sense

**Values** represent what a person appreciates and esteems. If young people have learned to value their health, for example, they will be more likely to delay having sex or to practise safe sex.

**Attitudes** are a person’s feelings towards something or someone. In the context of AIDS, tolerance of different lifestyles, rejection of discrimination and prejudice, as well as compassion and care, are very important attitudes.

Most of our notions about human sexuality are influenced by sexual and gender norms, as well as by family and cultural messages that we received while growing up. It is important to recognize that our religious or non-religious upbringing may also play a significant role in our personal attitudes towards peer education and the issues with which it deals. All trainers and peer educators should therefore examine their own values and attitudes.

Attitudes and values are not easy to teach or to measure. However, there are techniques, such as group discussion, case studies, or ‘values-voting’, that can help explore and influence people’s attitudes and values. Another technique is personal example – peer educators can act as ‘role models’. If, for example, one of the aims of a peer education programme is to encourage young people to be tolerant, the peer educators’ personal behaviour should reflect this attitude.

Before beginning a peer education programme in any community, it is important to learn about the prevailing culture(s), traditions, and social norms. Without such awareness, there is a great risk of offending people and losing their respect for you and your programme. A damaged reputation can have far-reaching consequences, and the impact may last for a long time.

In some communities, a certain importance is placed on modesty regarding sexual matters. Immediately talking about sexual issues in very frank and detailed language might be a mistake. Some communities may also have concerns about programmes in which young women and young men participate together. It is best to move into this area one small step at a time.
**Training note**
The following are examples of how to learn about the community and avoid activities that may upset them:

- Find out what issues might concern the organization with which you will be working.
- Conduct an assessment of the target community if one is not available. Find out whether young women will be able to participate in your programme or what barriers may prevent them from doing so.
- Discuss with the leaders or the administration of the organization you will be working with which topics you propose to cover and how they will be taught.
- Move into the discussion on issues of sexuality and gender gradually and with care.
- If possible, organize a training session for the administration so that they can better understand the problems you are addressing (e.g., reproductive health, gender biases).
- If you are working with young people in a school, first try to inform or train the administration, then the teachers, and then the parents, before going on to the training programme for young people. In this way, you will obtain input and approval from the community.
- To show your respect for the community in which you are working, ask for feedback about how the programme has been received.

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**Working with religious leaders**

It is very important to consider the religious teachings and norms that influence the target community with which you will be working. Peer education programmes are often more successful if religious organizations and leaders have collaborated in developing the curriculum and materials. If the leaders are properly sensitized to and educated about the target group’s needs (for example, they have seen the results of needs assessments) and issues (having heard about them personally from the affected group), they may become important allies in helping you achieve your programme’s educational objectives. It is particularly important to seek out religious leaders who are gender-sensitive, since their support can contribute greatly to enabling young women and young men to participate equally in your programme.

Historically, religious leaders have been expected to help counsel and support people who are ill. You should take a sensitive approach in helping them see that by advocating for education, they can also help prevent people from becoming sick in the first place. When they understand this, religious leaders and experts can also help you to justify why it is important to address reproductive health matters by explaining where and how religious teachings permit such education.
Exercise: Language of sex

**Objective**  
To become more comfortable when talking about sexuality

**Materials**  
Lists of words related to sexuality, flip chart paper, markers

**Process**

Divide the participants into groups of three people; give each group flip chart paper and a marker.

Explain that many people find it embarrassing to discuss subjects that touch on sexuality and its consequences. However, when dealing with topics such as sexual health and HIV/AIDS, we must be able to talk about sexual attitudes, behaviours, and the consequences of unprotected sex.

Ask the participants to put aside their fears of saying taboo words during this exercise, explaining that we must learn to talk about various sexual parts of the body and different sexual acts in order to protect our health.

Give each group a handout that contains a list of terms related to sexuality. (Examples include vagina, breasts, menstruation, sperm, penis, abstinence, intercourse, orgasm, pleasure, STI, HIV/AIDS, masturbation, condoms.) Ask each group to choose two terms (or you can assign them).

For example, although some religions stress the value of modesty regarding sexual matters, they also teach that protecting or saving a life takes precedence over other rules. Those who adhere to these beliefs feel that rules must be applied when they help people live and stay healthy, but not when observing the rules might cause them to die. They teach that life is sacred, that we must warn others of danger, that we must be compassionate towards people, and that we must attend to those who are ill. Thus, in some religions, it is said that when someone saves a single life, ‘It is as if she (or he) has saved the entire world’.
Ask each group to write on the flip chart paper synonyms (similar terms) used in their community for each term they have chosen or been assigned. Post the lists on the wall for others to see and ask the group to answer the following questions:

- Which synonyms are most acceptable for public use and which are considered unacceptable?
- Which words do young people use most when they talk amongst themselves?
- Which words do young people use most when talking with their parents and other adults?
- Which words have negative meanings for women or men?
- Do you think that the negative words can be harmful when they are used to embarrass or insult people? If so, why do we use them?
- Why do people use words that are not respectful of women and men?

**Closure**

Point out that it is important to talk to adolescents in their own language – or at least allow them to use the words that they know best so that they feel comfortable in talking about sex and its consequences.

Emphasize that we must adjust our use of language to our audience; this means we may use certain words with our friends and other words with adults, such as parents and teachers.

Explain that to be able to talk about sexuality, we need to overcome our own sensitivity to using sexually explicit words. If we cannot communicate clearly to other people what we like and do not like, what we want and do not want, misunderstandings will occur.

Tell the participants that we need to be able to say words that clearly refer to sex and sexuality when we want to ask for help – for example, when visiting a health worker.

Stress that disrespectful words can be harmful. For example, in many places, there are lots of negative words for women who have sex outside marriage (e.g., slut, whore), while the words for men who have sex outside marriage or with many partners (e.g., real man, stud) are viewed as positive. This use of language reinforces double standards and inequality between men and women.

Also point out any words on the list that are violent in nature (e.g., bat, gun, spear) and explain how using such words can contribute to ideas that violence in sex is permissible.
**Exercise: Privacy squares**

**Objective**
To help participants think about how individuals share information when thinking about sexual health and HIV/AIDS.

**Materials**
For each participant: Handout 5, Privacy Squares and a pen or pencil. You will also need flip chart paper, markers, and a list of ‘privacy square items’ (see list in the ‘Process’ section).

**Process**
Give each participant a copy of Handout 5 and a pen or pencil. Display a large flip chart paper with the concentric privacy squares.

List the following ‘privacy squares’ items on the flip chart.

With whom would you share:
- Your height (ht)
- Your weight (wt)
- Your dissatisfaction with some part of your body (body)
- Your method of contraception (contra)
- The extent of your sexual experience (extent)
- Your sexual fantasies (fantasies)
- Whether you enjoy erotic material (X)
- Whether you have fantasized about a homosexual relationship (gay-fan)
- Whether you have had a homosexual relationship (gay-exp)
- Your feelings about oral sex (oral)
- Whether you have considered being tested for HIV (considered)
- Whether you have been tested for HIV (tested)
- Whether you tested positive for HIV (+)
Explain to participants that when educating about sexuality, they must respect the privacy of others. To explore what privacy means to each of us, participants should write the privacy square items listed above in the appropriate square, indicating with whom they would share each type of information. (They can use the symbols or abbreviations instead of the whole phrase.)

Ask participants to also think about people in their lives who might ‘fit’ into the respective squares. Help define terms such as ‘acquaintance’ and ‘intimates’.

You can begin by saying, for example: ‘Let’s start with your height. Think about with whom you would be able to share information about how tall you are. Would you share it with the people you consider your intimates? Acquaintances? Or in a public setting with people you do not know?’

Point out that some of the experiences will not apply to some participants. Explain that for those questions, the participants should try to consider with whom they would share the information if those experiences did apply to them.

When reading out questions about privacy, be careful to allow enough time for participants to think about the question and their answer to it.

**Closure**

Ask the participants what they felt about the exercise. Did they learn anything about themselves? Point out that because we are used to working in the world of sex education and to talking and thinking about it, we may forget how private certain issues are to some people.

**Exercise: Brainstorming on four topics**

**Objective** To explore personal values with regard to sexual relationships

**Materials** Four flip charts, four markers, and tape

**Process**

Tape four flip chart sheets on the wall, each with one of the following questions written at the top of each:
- Why do young people engage in sexual relationships?
- What could be their reasons for waiting or abstaining from having sex?
- Why should one use protection when having sex?
- What are the alternatives to having sex?
Split the group into four teams, give each group a marker, and tell each group to choose one of the question sheets. Tell them they will have five minutes to write down as many items or ideas as they can on each sheet. Give them a one-minute warning when time is nearly up.

After the first sheet, ask the groups to move on to the next sheet. Tell them to read the other groups’ responses to avoid repetition before they write down their own ideas. Repeat until each group has written responses to each of the topics and then ask the participants to reassemble as one group.

Ask them to evaluate the lists. Are some reasons better than others? How do they know? How do the reasons affect the ways in which peer educators try to influence the decisions their friends make?

If you think the participants have overlooked an important reason, tell them your idea now. If they agree, add it to the list.

At this point, start a discussion with the participants. Using their responses to the questions about possible alternatives to sex and why protection should be used, ask them to suggest ways to encourage a friend or peer to have safer sex (or to abstain from sex). As a group, decide which strategies would be most effective and positive.

If you have enough time, ask the participants to split into pairs and role play. Tell them one is the peer educator, the other is a friend or peer. Ask them to practise encouraging the friend not to indulge in risky behaviour.

**Note:** Trainees must keep in mind that a discussion on these questions may be considered inappropriate by members of some cultures. This exercise should only be used where it is culturally acceptable, and even then, must be handled with great sensitivity.
**Exercise: Do you agree?**

**Objective**
To explore values and attitudes related to issues such as sexuality, HIV/AIDS, and substance use.

**Materials**
Two sheets of flip chart paper, on one of which is written the word ‘agree’ and on the other, ‘disagree’.

**Process**
Put the two pieces of paper on opposite walls of the room. Ask participants to stand together in the middle of the room.

Explain that you will read aloud some controversial statements, and participants have to take a stand on the imaginary line somewhere between ‘agree’ and ‘disagree’ according to their response to this statement.

Examples of statements include:
- All young people should remain virgins until they are married.
- Teenagers should know about condom use and have free access to condoms.
- I would accept a friend who is homosexual.
- I would accept my brother or sister if he or she were homosexual.
- Those infected with HIV have only themselves to blame.
- Prostitution should be banned to prevent the spread of HIV/AIDS.
- Clean needles should be made available on request to drug users who inject their drugs.

After you have read the first statement, the participants should go to the spot that best describes their response to it. When they are all standing somewhere along the line, ask a volunteer to explain why he or she is standing there. Let three volunteers give their viewpoint; then let the other participants react to these opinions.

Continue with the next statement.

After reading and reviewing all the statements, you can ask the participants how they felt about exposing their values to other participants, especially if they were in the minority.

You can also give group members the opportunity, after listening to the views of some participants, to move to the position that best expresses their feelings now. Ask them if it was easy to change their position.
**Closure**

Be sensitive towards your participants’ needs before, during, and after this exercise. Some of them might feel vulnerable, but may not show it. Make sure that they feel comfortable sharing – or not sharing – information. After the exercise is officially finished, make yourself available to discuss any possible problems with the participants individually.

**Objective of the session**

To create greater awareness of why it is important to integrate a gender perspective into peer education work.

**Word sense**

**Gender** refers to the socially constructed roles, responsibilities, and expectations of males and females in a given culture or society. These roles, responsibilities, and expectations are learned from family, friends, communities, opinion leaders, religious institutions, schools, the workplace, advertising, and the media. They are also influenced by custom, law, class, ethnicity, and individual or institutional bias. The definitions of what it means to be female or male are learned, vary among cultures, and change over time.

**Introduction**

Young men and women can help reduce some of the risk factors that contribute to the health issues they face, if they are equipped to recognize and deal with them.

Negative gender norms are one such risk factor. People who work in the field of adolescent health need to understand the concept of gender and how they are influenced by their own cultures, traditions, and prejudices, sometimes without even realizing it. Everyone is taught – both as children and adults – to behave in certain ways and believe certain things according to gender-based norms.

Once young people recognize these gender-based norms, they can begin to learn how to change them and to resist expectations and situations that put them at risk. Peer educators can also help to challenge gender-based norms and stereotypes by being more aware of how gender influences their own and their peers’ behaviour.
When integrating a gender perspective into a peer education programme, peer educators should keep the following points in mind:

- Incorporating a gender perspective into activities with young people requires continual effort and awareness-raising. It is not a one-time action or simply a matter of using correct terminology (e.g., speaking about both young men and young women or using ‘she and he’ instead of just ‘he’ in documents).
- Gender has to do with relationships, not only between the sexes but also among women and among men. For example, mothers teach daughters not to contradict men; fathers teach sons ‘not to act like women’ by crying when they are hurt.
- A quick way to remember the difference between sex and gender is that sex is biological and gender is social. This means that the term ‘sex’ refers to physical characteristics we are born with, while gender roles are learned gradually and can change.
- Gender does not only apply to people who are heterosexual; it also affects people who are bisexual or homosexual (male and female), or who choose to abstain from sex.
- Men and women can manipulate gender-based ideas and behaviours for their own benefit, perhaps without harming anyone but at the same time reinforcing stereotypes (e.g., women crying or flirting or men ‘pouring on the charm’ to get something done).
- It is difficult to be 100 percent gender-sensitive; all of us are influenced by gender in our ideas and actions. However, as a peer educator, you must try to model gender-sensitive behaviour by not reinforcing gender stereotypes. Peer educators should aim to treat young men and women equally and to address power imbalances, where possible.
- Gender sensitivity does not mean that we no longer recognize differences between men and women. Some differences remain because of biology; we may choose to retain others even in equal relationships (for example, men opening doors for women to be polite).

Additional gender exercises may be found in Annex 2, page 186.
**Exercise: Gender, not sex**

**Objective**
To help participants understand the difference between ‘sex’ and ‘gender’

To recognize gender stereotypes

**Materials**
Flip chart, markers, and tape; a flip chart sheet or overhead transparency on which definitions related to sexual orientation will be outlined; *Handout 6. Sex and Gender*

**Process**
Draw three columns on the paper. Label the first column ‘woman’ and leave the other two blank.

Ask participants to identify personality traits, abilities, and roles (‘attributes’) that are often associated with women; these may include stereotypes prevalent in the participants’ communities. Write down their suggestions in the ‘woman’ column.

Next, label the third column ‘man’ and ask participants to again make a list of personality traits, abilities, and roles that are often associated with men. These may include stereotypes prevalent in the participants’ communities. Write down their suggestions in the ‘man’ column.

Ensure that participants provide examples related to reproductive health. Here is an example.

**Girls and young women:**
- Are biologically more susceptible to STIs and HIV
- Are at greater risk of morbidity and mortality
- Experience higher rates of sexual violence and coercion
- Are expected to care for children
- Are unable to negotiate condom use effectively

**Boys and young men:**
- Experience peer pressure to be sexually active
- Are taught to dominate and control
- Do not feel comfortable using reproductive health services
- Tend to avoid responsibility
Ensure that both columns include positive and negative words or phrases. Also, add biological characteristics (such as women have vaginas, men can grow beards, men have penises, women can breastfeed, men experience wet dreams, etc.) if none are suggested by the participants.

Now reverse the headings of the first and third columns by writing ‘man’ above the first column and ‘woman’ above the third column. Working down the list, ask the participants whether men can exhibit the characteristics and behaviours attributed to women and vice versa. Place those attributes usually not considered interchangeable into the middle column, and label this column ‘sex’.

To save time, it is not necessary to discuss each term separately. However, make sure that all the words in the ‘sex’ column are discussed.

Expect participants to debate the meanings of some words – one of the goals of this exercise is to demonstrate that people assign different meanings to most characteristics that are gender-based.

Be prepared to handle discussions about different types of sexuality. It can be useful to distinguish ‘sexual orientation’ or ‘sexual identity’ from gender. If necessary, provide simple definitions for ‘sexual orientation’ and ‘sexual identity’ on a flip chart or an overhead transparency. Point out that no matter what individuals’ sexual orientation or identity is, everyone is influenced by social expectations regarding their behaviour and roles according to their biological sex.

Explain that sex has to do with biological and genetic matters, whereas gender refers to socially constructed roles, responsibilities, and expectations of males and females in a given culture or society. These roles, responsibilities, and expectations are learned from family, friends, communities, opinion leaders, religious institutions, schools, the workplace, advertising, and media. They are also influenced by custom, law, class, ethnicity and individual or institutional bias. The definitions of what it means to be female or male are learned, vary among cultures, and change over time.

Point out that many people confuse sex with gender or vice versa. The word ‘gender’ is also often used inappropriately instead of ‘sex’ (for example, when people are asked their gender instead of their sex on application forms).
Closure

Stress that stereotyped ideas about female and male qualities can be damaging, because they limit our potential to develop the full range of possible human capacities. By accepting these stereotypes, we restrict our own actions and lose the ability to determine our own behaviour, interests, or skills. For example, as a result of gender stereotyping, men are discouraged from participating in ‘women’s work’ (such as childcare), while women are dissuaded from choosing careers that are traditionally male-dominated (such as engineering).

Emphasize that refusing to be stereotyped does not mean that we cannot enjoy displaying qualities that are usually associated with our own sex, but that it is important for all of us to make our own decisions about what we do.

Wrap-up

The facilitator provides a brief review of the topics covered during the day. Participants are asked to think back on the day’s activities and discuss some of the central themes. They can give feedback on how they feel the training is going.
Getting started
Stretching and warm-up
Feedback on Day 2
Icebreaker exercise: Pass the mask

Training Topic: Techniques for building skills
- Introduction to life-skills-based education
- Saying ‘no’ role play
- Condom relay race

Training Topic: Motivational tools and techniques
- Why do we do this work?
- Visual imagery – HIV testing

Training Topic: Role play again
- Triads – competing for attention

Wrap-up
Getting Started

**Stretching and warm-up**
Participants are invited to lead the group in some stretching exercises. Several trainees can demonstrate in turn which muscles to stretch.

**Feedback on Day 2**
The feedback team delivers a summary of the feedback collected from all participants the day before.

**Icebreaker/warm-up**
Participants are reminded how important it is to use icebreakers, warm-up activities, energizers, and team-building exercises continuously in training. Consider doing an energizer every day during the training, about half-way through the day.

**Exercise: Pass the mask**

**Objectives**
- To break the ice, raise the group’s energy level, and take steps towards team building
- To help participants relax by being able to appear silly with each other

**Materials**
None

**Process**
Ask all the participants to stand in a circle, facing inwards.

Explain that each person is going to receive and then make a facial ‘mask’ that he or she will pass on to the next person, who will make a new one to pass on, etc.

Tell participants the following: ‘*I am going to make a face or a “mask” and make eye contact with the person on my left. She or he must try to copy the exact same mask, with her or his face, as if she or he were looking in a mirror* [demonstrate]. *Then, that person will turn to the left and create a new mask to pass on to the next person. We will “pass the mask” around the circle. Let’s try it now, and remember to make eye contact and give the person enough time to make a really good copy of your mask.*’

**Closure**
Allow the group to discuss how they felt during the exercise.
**Objective of the session**

To help participants understand why skills-building is an essential component of a health education programme. It provides an opportunity to explore the concept of life skills and to experience common techniques for building skills with young people.

**Introduction**

Various studies have shown that knowledge alone does not lead to behaviour change. Most people know, for example, that cigarettes can cause lung cancer. But that does not necessarily keep them from starting to smoke or continuing the habit. In the same manner, being aware of how HIV and other STIs are transmitted or knowing how to protect oneself does not always lead to safer behaviour. So, activities that only impart information should not dominate a training programme. Knowledge is only a base upon which to build positive skills, attitudes, and values.

**Training note**

To adopt and practise safe sexual behaviour, young people need to develop important life or behavioural skills, such as:

- Self-awareness
- Decision-making skills
- Assertiveness (for example, to be able to resist pressure to use drugs or to have sex)
- Negotiating skills (to insist upon protected sex)
- Practical skills (for efficient condom use)
- Recognizing, avoiding, or managing situations that may lead to violence or abuse

**Word sense**

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.
**Exercise: Introduction to life-skills-based education**

**Objective**

To enable participants to identify what life skills are and what they are useful for

To introduce the concept of skills-based education and identify the role of peer educators in facilitating life-skills-based education

**Materials**

Two flip charts

**Process**

Divide participants into four small groups, and ask each group to discuss two questions, the first of which is, ‘What are life skills?’

Then, have each group choose one of the following questions as the second issue for discussion:

- Who can teach life skills?
- Where can life skills be taught?
- How can life skills be taught?

After this, reconvene the whole group to discuss the answers to the four questions.

Read out loud (or give the participants) the definition of life skills (see Word Sense box, page 72) and discuss how this fits into what the participants have said.

Ask the participants to share with the group their own experience of building skills when working with young people and what they consider appropriate techniques for building skills.

**Training note**

The following exercise on saying ‘no’ is an example of an activity to help build skills. It is aimed at developing assertiveness in non-sexual situations and is very suitable for a young target audience. It can also be used as an introduction to an activity aimed at developing safer-sex negotiation skills.
Exercise: Saying ‘no’ role play

Objective
To help young people develop assertiveness in non-sexual situations
To help participants find ways of dealing with peer pressure

Materials
None

Process
Ask participants to think of a situation in which someone their own age asked them to do something they did not want to do. Select a few examples, such as:
- A friend asked if he or she could borrow your brand-new motorbike for a ride far away on a bad road.
- A friend asked you to try a cigarette or a joint.
- A friend dared you to steal an item in a store.

Ask two volunteers to act out one of these situations in a role play.

Discuss the way in which the person in the role play said ‘no’ to the person who plays the friend or peer. Ask the actors how they felt refusing what the other asked. Was it easy?

Emphasize that it is not always easy to say no, especially to a friend. It is normal to feel confused or to think there is something wrong with you when others are putting pressure on you. But you can learn different ways of refusing to do something you do not like or do not want to do, while remaining true to yourself and to the things you believe.

Ask the participants to think of different ways of saying no. Examples of assertive ways of saying no include:
- You refuse politely.
- You can give a reason for your refusal (this doesn’t mean you have to apologize).
- You walk away.
- You give an alternative.
- You disagree with the other person.
- You take the offensive.
- You avoid the situation.

Ask two volunteers to act out a second situation proposed at the beginning of the activity. Ask them to try using a few of the ways of refusal you just discussed. Discuss with the whole group how well the actors resisted pressure.
**Exercise: Condom relay race**

**Objectives**
- To present participants an opportunity to touch and feel a condom in a non-threatening atmosphere
- To help participants practise the proper way to put on a condom

**Materials**
- Two condom demonstration models (e.g., bananas or penis models), enough condoms for all the participants, flip chart, and markers

**Process**

Divide the group into two teams. If you have equal numbers of male and female participants, consider making single-sex teams. Ask two volunteers (participants or co-facilitators) to hold the two penis models. Explain that these volunteers will serve as judges and that they will determine whether others have completed the exercise correctly.

Tell the teams that each member will briefly demonstrate correct condom use. In turn, each participant should open a condom package, put the condom on the model, and then remove it. The winning team is the first to have everyone complete the task. Lots of cheering and encouragement make this exercise fun.

When the relay is over, ask the judges if everyone correctly demonstrated how to open the package and put on and take off the condom. Go over the correct steps of condom use and summarize these steps on a flip chart:

- Check the expiry date printed on the package.
- Open the package carefully so that the condom does not tear. Do not unroll the condom before putting it on.
- Squeeze the tip of the condom, so that you leave a centimetre of empty space at the top for semen.
- Still holding the tip, unroll the condom until it covers the entire erect penis.
- After ejaculation, pull the penis out before erection is lost, holding the rim of the condom to prevent spilling.
- Dispose of the condom in a safe place.

Also mention the importance of storing condoms properly in a cool, dry place.

**Closure**

Without singling anyone out, point out some mistakes people made in the condom relay. Use this opportunity to reinforce the correct steps. Tell the group that with a little practice, putting on a condom correctly can be done very quickly.
Training note

Remember that abstaining from sex or using condoms during sexual relations are the only ways to protect individuals both from unwanted pregnancy and from HIV and other STIs. Many surveys, however, show that young people do not use condoms at all or use them inconsistently, even if they are aware that condoms provide protection. This can be due to lack of skill in using condoms with a partner, lack of self-confidence when it comes to buying them, or negative attitudes towards condom use. Therefore, it is important to include condom activities in your prevention programme whenever possible. It is also useful to be able to answer the questions that young people frequently ask about condoms (see box below).

Frequently asked questions about condoms

▶ Can a condom be used again?
No, a condom should only be used once.

▶ Should you use a lubricant with a condom?
Lubrication helps to avoid tearing the condom. Most condoms are already lubricated when manufactured. If the condom is not lubricated, use water-based lubricants – never use oil or grease, as these can cause the condom to tear.

▶ Do condoms reduce sensation?
Condoms are very thin but very strong. Thicker does not mean stronger. These days, condoms hardly reduce sensation.

▶ Can a condom slip off inside a vagina or anus?
Yes, but not if you have put it on properly – read the instructions carefully and practise on your own!

▶ Do condoms come in different sizes?
While there are several sizes of condoms, usually one size fits all.

▶ What is a female condom?
A female condom is a strong, soft, transparent sheath made of polyurethane. It fits inside the vagina and prevents any contact with the man’s semen. It can be inserted manually at any time before intercourse and removed afterwards.
Objectives of the session

To motivate participants to continue to work in the area of youth health education and to provide a collective feeling of why this work is important.

Introduction

As a way of introducing this topic, participants are given an opportunity to talk about the meaning of peer education work in their personal lives, in order to explore and increase trainees’ motivations for working in the field of youth health education.

The session continues with a discussion of tools and techniques that can encourage young people to take health prevention seriously, whether to protect their own health or to care for others. Examples of useful techniques and tools include inviting a guest speaker to share his or her experience with the audience, involving people from vulnerable groups in the programme, or showing all or part of an appropriate film.

Exercise: Why do we do this work?

Objectives

To increase participants’ awareness about their motivation for working in peer education

To share feelings with other group members in an open discussion session and help participants feel part of a group

To help participants recognize as a group that the work they do is important

To increase trainees’ motivation to carry on that work

To encourage them to remain a member of their peer education network

Materials

A comfortable place without distractions where participants can sit in a group
**Process**

Begin the exercise with a reminder of the ground rules about respecting privacy and confidentiality. Explain that although the participants will have opportunities to speak about their personal experiences, under no circumstances should they feel pressured to disclose more than they are comfortable sharing. They should use some judgement about how much to divulge, since this is an educational workshop and not a therapeutic clinical situation.

Share some personal feelings about how important peer education and health promotion are in your own life. You could mention some experiences that were responsible for your choice to pursue this type of work or talk about the professional career path that led you to this job.

Your comments help show participants that during this exercise speaking personally is acceptable. The group may be ready for this level of interaction, particularly if workshop activities have made them feel part of a group. An ideal scenario would be to organize a fun social activity the evening before this exercise, so that participants can relax with each other.

Some participants will probably follow your example and share personal experiences about events or losses that they have experienced and that helped them become interested in working in peer education.

**Closure**

Thank the trainees for participating so openly in the discussion. Explain that peer educators can use a discussion of why they work in peer education as an introduction to a workshop (a session sometimes called ‘Why We Are Here’). This is likely to increase their credibility with the participants and help the audience to better identify with them.

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**Exercise: Visual imagery – HIV testing**

**Objective**

To help participants develop a deeper understanding of what people experience when they go for an HIV test.

**Materials**

A bag or hat containing small pieces of paper in two different colours with a few pieces of a third colour.
**Process**

Explain to the participants that they are going to do a visual imagery exercise that will help them imagine what it would be like to experience HIV counseling and testing. Be certain to adapt the imagery to the local context.

Ask each participant to take a piece of paper out of the bag or hat, remember the colour, and hold onto it. Say the following (adapt the text if necessary): *This will work better if you close your eyes. I’d like you to imagine that you are in bed at home in the morning. The alarm clock is ringing and, as you fumble around to turn it off, you slowly wake up. You are still feeling tired, and you notice that your head is feeling heavy, a little heavier than usual. In fact, you realize that you probably have a fever, and you ache just trying to move your body. As you get up to wash, you decide that you won’t go to school or work today but that you will go to the doctor to see whether you are sick.*

> ‘At the doctor’s office, you are finally examined and the doctor says that everything will be fine, you just have the flu (influenza). On your way home, however, you remember thinking in the waiting room about the fact that you have never had an HIV test. Maybe now is the time to do it. So when you get home, you call the doctor’s office to make an appointment to have an HIV test.*

> ‘It’s the day of the test now. Think about your journey to the clinic. Perhaps you have to take a bus, go in a car, or walk there. Imagine what the clinic looks like when you get to the door. Perhaps there is a sign on the door with the clinic’s name or perhaps it’s an anonymous place. You walk in, and they give you a number and you wait your turn. Finally a counsellor greets you, asks you some questions about your past behavour, drug use, and sexual history. Then you have a blood or saliva sample drawn, and you are given an appointment to return to the clinic to receive your test results.*

> ‘The time goes slowly. Now it’s the day you go for your test results. In the morning, as you wash or take a shower, you wonder what it would be like to receive a positive test result. You remember the familiar journey to the clinic. On the way you might remember an experience from your past when somehow you might have risked being infected with HIV. You enter the clinic and tell the receptionist your name. While you wait, you see the counsellors go in and out of the office with other clients.*

> ‘Now the counselor greets you and asks you to follow him or her into the office. You are shown a number to compare with the one you are carrying to confirm that the test results you are about to receive are definitely yours. Once you see that the numbers match, the counsellor opens up your file to give you your results.*
Those of you who selected the paper that is [name a colour] tested positive. Those of you who selected the [name another colour] paper tested negative. If you took a piece of the [name the third colour], you had an inconclusive test result.’

Allow a few moments of silence again and then continue: ‘Think about whether you would say anything or ask the counsellor any questions. Maybe you are wondering with whom you might share the news.

‘Now I’d like you to come back to the present, to this room, and remember that you are in a training exercise and not really in a clinic. When you are ready, you can open your eyes, and we will share some thoughts and feelings.’

Allow the group to discuss their experience. Be ready for considerable emotion from the group members, particularly as you might have some participants who have already had an HIV test and tested positive. Allow participants to discuss their feelings, while reminding them that some of the people in the room might be affected by HIV/AIDS.

**Closure**

Point out that sometimes people might send others to take an HIV test without thinking about or understanding the implications. Mention that sometimes people who get a positive test result first tend to tell several people about it quickly. When the emotional impact of the news really sinks in, they sometimes regret telling some of those people. Therefore, individuals should be told to consider carefully whom they trust enough to tell the news.

**Training note**

Make sure that you allocate at least 45 minutes for this session and try to avoid making it the last exercise of the day or a workshop, as some participants might need some time afterwards to collect themselves emotionally. An alternative exercise, *Singles Party Weekend*, is provided in Annex 2.
Objective of the session
To build participants’ skills in using role plays, a technique that is often used in peer education.

Exercise: Triads – competing for attention

Objective
To practise listening and giving selective attention through role play

Materials
Three chairs

Process
Ask the participants to sit in a semicircle. Place the three chairs side by side and slightly removed from the participants. Ask three volunteers to sit in the chairs facing the rest of the group.

Begin the exercise by saying: ‘The person sitting in the centre of the three chairs is the “listener”, whose job is to try to listen and be attentive to the people on both sides. The person in the chair on the right must continually try to attract and keep the listener’s attention. Do this by telling the person in the center about some problem that you make up. The person in the chair on the left must also try to keep the listener’s interest and attention by telling the listener about your job, the wonderful, amazing job you have that you love so much. You can make up any kind of job you want. Neither of the people trying to get the listener’s attention should pay attention to the other one, but focus only on the listener.’

All participants in the group rotate through all three positions in sequence, moving over one seat at a time as in a big, moving circle. During this activity, you may help a participant whom you think needs some coaching – for example, encouraging him or her to try harder to capture the listener’s attention. You can also stop the game temporarily to demonstrate how to work very hard to get the listener’s attention. This might involve turning up the emotional ‘volume’, such as by showing how desperate you are to capture the listener’s attention.
**Closure**

Allow the participants to talk about their experience with the exercise, asking them whether there were any moments that clearly stand out in their memory. Ask the group whether there were any particularly effective strategies used to get the listener’s attention.

**Wrap-up**

The facilitator provides a brief review of the topics covered during the day. Participants are asked to think back on the day’s activities and discuss some of the central themes. They can give feedback on how they feel the training is going.
Getting started
Stretching and warm-up
Feedback on Day 3
Trust-building exercise: Willow in the wind

Training Topic: Working with especially vulnerable youth
- Power walk
- One day in my life
- Problem tree analysis
- Who is at risk?
- Peer-to-peer approaches to reaching especially vulnerable youth

Wrap-up
Getting Started

**Stretching exercise and warm-up**
Participants are invited to lead the group in some stretching exercises. Several trainees can demonstrate in turn which muscles to stretch.

**Feedback on Day 3**
The feedback team delivers a summary of the feedback collected from all participants on Day 3.

**Trust-building exercise: Willow in the wind**

<table>
<thead>
<tr>
<th>Objective</th>
<th>To help participants learn how to build trust</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td>An area in which participants have enough room to move around comfortably and to make about three circles of eight people. An area with a soft (carpeted) floor is preferable, but not essential.</td>
</tr>
</tbody>
</table>

**Training note**
Some people may be afraid to play this game. Never force or pressure them to participate. Always respect the right-to-pass rule.

<table>
<thead>
<tr>
<th><strong>Process</strong></th>
<th>Arrange the participants in three circles, making sure there is a little extra room around the outside of each circle. Move chairs out of the way. Explain that the exercise is aimed at building trust and requires careful attention to instructions. It is important that everyone carries out the instructions carefully; if they do not, someone could get hurt. Every participant will have a chance to be in the centre, but only if he or she wants to be. Ask for a volunteer to stand in the centre. Have the other participants stand in a circle, shoulder to shoulder, facing the person in the middle. Explain that the person in the centre is the ‘willow’. The willow will be blown around but will also be supported by the wind. Tell everyone standing in the circle to hold their hands up, with palms facing the person, just below chest height of the person in the middle. Their legs should be apart, with one slightly in front of the other, and their knees bent a little, so that they will not be thrown off balance if someone leans heavily on them.</th>
</tr>
</thead>
</table>
Demonstrate how they should stand. Carefully check and monitor the circle as much as possible.

Explain that the person in the centre must remain standing as stiff as a board the whole time, with their arms crossed at chest level and hands under the armpits. When she or he is ready to begin, she or he should say, ‘Ready to fall.’ The circle should reply, ‘Ready to catch.’ The person then says, ‘I’m falling,’ and the circle responds, ‘Fall away.’

As the ‘willow’ falls out towards the circle, make sure he or she remains stiff and doesn’t bend at the waist. The participants support the ‘willow’ and slowly move him or her around, back and forth. Invite people in the circle to make very soft blowing sounds, passing air between their lips to sound like a gentle wind.

**Closure**

After the ‘willow’ has been moved around in the ‘wind’ for a couple of minutes, ask the group to help the person stand upright. Ask another participant to volunteer to stand in the centre.

Discuss with the participants what they felt during this exercise.

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**Training topic**

**Working with especially vulnerable youth**

**Objectives of the session**

To help participants understand how stigma, discrimination, and other risk factors increase young people’s vulnerability and to suggest effective ways to work with especially vulnerable youth.

**Exercise: Power walk**

**Objectives**

To raise awareness about the inequality of opportunities in society

To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups

To help participants identify vulnerable and marginalised groups

To promote empathy with those who are different from oneself
Materials
One index card for each participant with a character from a typical community written on each (see list of characters below), tape or CD player and soft/relaxing music, a list of statements (see below), flip chart and markers, and *Handout 7. Problem Tree*.

Process
Write each of the characters listed below on an index card or piece of paper.
(Adapt these as necessary for your cultural context.)
- Mayor of a small town (male)
- Social assistance employee in municipality (female)
- Member of the committee for minors (female)
- School teacher (female)
- Boy in detention facility, age 14
- Girl in residential institution, age 13
- Uncle, ‘guardian’ of a niece
- Single mother with three children, ages 12, 6, and 2
- Girl with disability, age 10
- Boy, intravenous drug user, age 16
- School principal (male)
- Teacher in boarding school (female)
- Street kid, age 10
- HIV-infected pregnant woman, age 23
- Primary school girl, age 13
- Primary school boy, age 14
- Adolescent girl, looking for a job, age 16
- Victim of cross-border trafficking, girl, age 17
- Police officer (male)
- Violent father
- Judge in juvenile justice system
- Medical doctor (female)
- Father with disability
- Migrant worker with a family of four (male)

Prepare a flip chart sheet with this list of characters. Do not display the sheet until you start Part 3 of the exercise.

This exercise requires a big space, so if room is not available indoors, you might want to take the group outside.
**Training note**

- Make this exercise relevant by adapting the characters and questions to your local context.
- When doing this activity outdoors, make sure that the participants can hear you, especially if you are working with a large group.
- In the imagining phase, some participants may say that they know little about the life of the person they have to role play. Tell them that this does not really matter and that they should use their imagination and do the best they can.
- The impact of this activity lies in seeing the distance increase between the participants, especially at the end when there should be a big distance between those who stepped forward often and those who did not.
- If you have fewer participants than roles, shorten the list of characters. Be sure that there is a balance in the characters who can take steps forward (i.e., can agree with the statements) and those who cannot. This also applies if you have a large group and have to devise more roles.

**Part 1**

Create a calm atmosphere by playing soft background music or by asking participants to remain silent. Hand out the role cards at random, one to each participant. Tell them to read their card but not show it to anyone else. Invite them to sit down.

Now ask them to begin to get into the role. To help, read some of the following questions out loud, pausing after each one to give them time to reflect and develop a picture of themselves as this person:

What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?

What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do in your holidays?

What excites you? What are you afraid of?

Now, stop the music.

Part 2
Ask participants to remain absolutely silent as they line up beside each other (as if on a starting line). Tell them that you are going to read a list of statements. Every time that their character can agree to the statement, they should take a step forward. Otherwise, they should stay where they are. Ask participants to remember the number of steps they take until the end of the exercise. Now read aloud the statements listed below, one at a time. (Adapt these as necessary for your cultural context.)

- I can influence decisions made at the municipal level.
- I get to meet visiting officials from ministries.
- I get new clothes when I want.
- I have time and access to watch TV, go to the movies, spend time with friends.
- I am not in danger of being sexually abused or exploited.
- I get to see and talk to my parents.
- I can speak at town meetings.
- I can pay for treatment in a private hospital if necessary.
- I went to or expect to go to secondary school.
- I will be consulted on issues affecting children/young people.
- I am not in danger of being physically abused.
- I sometimes attend workshops and seminars.
- I have access to plenty of information about HIV/AIDS.
- I can provide a child what he or she needs.
- I have access to social assistance if necessary.
- I can talk to an adult I trust when I have problems.
- I am not isolated.
- I can report cases of violence, abuse, and neglect of children when I identify them.
- I can provide for and protect my children.
After reading all statements, invite everyone to take note of their final positions: Some participants will have moved a long way forward, while others are further behind. Ask the ‘power walkers’ (those at the front) to reveal what roles they are playing. Then ask those in the back to reveal their roles.

Give participants a couple of minutes to come out of their roles before debriefing as a group.

**Part 3**

Bring the group back together for the debriefing. Before they take their seats, ask each participant to record the number of steps each took on a table on the flip chart. When everyone is seated, ask how they felt about the activity. Then, lead a group discussion about the following questions:

- How easy or difficult was it to play the different roles? How did they imagine what their character was like?

- How did people feel stepping forward? Not stepping forward? How did those who made very few or no steps feel as they watched all the others moving forward? For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?

- Why are some people at the front and some at the back? Does the exercise mirror society? How?

- What factors might account for these disparities?

- Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?

- How does gender account for the different end positions?

**Closure**

Discuss what first steps could be taken to address inequalities in society. How can we reach the people at the back? How can we reduce their vulnerability?
Exercise: One day in my life

Objectives
To create an understanding of vulnerability in society
To raise awareness of stereotypes, stigma, and discrimination towards certain groups in society

Materials
Five small sheets of paper, each labeled with one of the following characters:
- HIV-positive young woman
- Homosexual young man
- Street kid
- Young injecting drug user
- Young sex worker

(Adapt these to your country’s HIV epidemic.)

Process
Ask five volunteers to wear one of the labels described above and role play that character. As they act the part assigned to them, have the volunteers tell the group briefly what their day has been like since they woke up in the morning.

Invite the audience to ask each ‘actor’ additional questions about his or her life and have them answer in the voice of whatever role they are playing.

Give the actors a few minutes to come out of role and then discuss the experience with the group. First, ask the actors how it felt to portray their character. Next, ask how they knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes)? Are they sure the information and the images they have of the characters are reliable? The responses to these questions may offer an opportunity to introduce how stereotypes and stigma work. Ask the group to identify areas of discrimination experienced by the characters.

Training note
Consider inviting representatives from an organization that works with especially vulnerable young people (or advocates for their rights) to talk to the group. Ask the representatives to share the challenges and successes of their work. This would also be an opportunity to address or review some of the prejudices or stereotypes that were brought up during the discussion in the exercise.
Closure
Emphasize how stereotypes and prejudices towards certain groups may lead to
discrimination and violation of basic human rights (for example, right to education,
housing, and health services).

About young people and high-risk behaviour

At some point in their lives, many young people are likely to engage in risk behaviour such as
unprotected sex, alcohol abuse, smoking, or experimenting with illicit drugs. They are, therefore,
more vulnerable to the consequences of such risky behaviour: sexually transmitted infections,
transition to injecting drug use, and HIV infection. It is important to recognize, however, that not all
young people are equally vulnerable.

Peer educators often stay in the ‘comfort zone’ of their own life context and experience, and they
may not necessarily understand some of the specific needs of more vulnerable populations with
whom they do not share certain characteristics, such as a similar socio-economic background. This
is one reason why it is important that true ‘peers’ be the peer educators of especially vulnerable
young people, rather than young people from the general population.

Exercise: Problem tree analysis

Objectives
To help participants identify causes and consequences of a
problem a young person is experiencing and of young people’s
vulnerability in general.

To help participants identify possible interventions to solve
the problem and identify where peer education might be an
appropriate strategy.

Materials
Three flip charts and enough markers for the group.

Process
Draw on each flip chart a tree that has large roots and branches with leaves and
fruits. On the trunks of the trees, write the following statements:
- Tanya, age 16, three months pregnant
- Ruslan, age 19, injecting drug user (IDU), HIV-positive for four years
- Anna, age 15, living on the streets

(Adapt these to the situation in your country.)

**Part 1**

Ask the group members to stand. Give the following instructions while acting them out yourself:

Use your body as an acting tool. Imagine yourself as a small seed; get down on your knees and curl up. While I count to ten, start ‘growing’ (stand up) to become a tree with your arms as branches and your fingers as fruits.

Feel a gentle breeze blowing the branches back and forth, then a storm, and then the wind dying down. (Move your arms around gently, then roughly, and then gently again.)

Let the tree feel itself. Let the roots move a little (move your toes) and then the branches (hands) and the fruits (fingers).

Now imagine the tree is being poisoned. The poison enters the tree through the roots, moving up to the fruits (fingers die), branches (hands die) and finally the trunk. The whole tree dies. (End up by falling down to the floor.)

Next, ask the group to sit down and explain that a healthy tree gets sufficient nutrients from its roots. But if the fruits begin to turn bad, this indicates that something is not right. The nutrients are insufficient or the tree is being poisoned. What we can see first are the visible signs above the ground – the fruits, leaves, branches, and trunk of the tree begin to show signs of disease and this indicates there might be a problem at the level of the roots. It is the same for life: problems that we see, such as HIV infection or unsafe abortions, are the visible result of other problems that already existed (for example, lack of protection caused by lack of information or lack of access to health services).

Explain that problems can have both indirect and direct causes. Direct causes are more obvious and easier to identify than indirect causes. For example, not using a condom can be a direct cause of HIV infection or unwanted pregnancy. Abuse in childhood that lowers self-esteem can contribute indirectly to a person engaging in unprotected sex. Rape can directly result in unwanted pregnancy; social norms that tolerate violence against women can lead to rape and indirectly contribute to unwanted pregnancy.
Part 2
Divide the participants into three groups and explain that each group will consider a problem of a young person (see the list on page 92).

Ask each group to think about possible causes of the problem and write them on the roots of the tree. They should then do the same for the consequences and write them on the branches and fruit. Also, ask each group to discuss the links among all the factors and use arrows to indicate the links.

Allow approximately 20 minutes for this task.

Allow another 10 minutes to:
- Discuss possible strategies and interventions to solve or reduce the problem
- Identify where peer education might be an appropriate strategy

Ask each small group to present their problem tree to the other participants. Get the entire group to say what they think or ask any questions they may have after each presentation.

Closure
Explain that the roots of many problems may be different for women and men and may have different gender-based consequences. For example, young women who have unprotected sex face many more potential repercussions, both socially and for their health, than young men. Point out that peer education, where appropriate, may complement other strategies or interventions that aim at addressing problems that affect youth.

Exercise: Who is at risk?

Objectives
To help participants understand why some young people are more vulnerable to substance abuse than others

To create awareness of the risk factors and protective factors for substance abuse

Materials
Flip chart and markers
Process

Introduce this exercise to the group with the following question: ‘What is the chance that a particular man or woman will fall in love with you?’ You may let participants come up with some answers. Continue with the following explanation: ‘Now most of us know that it is not just a matter of coincidence or being decent looking. There are many other factors, some of which will work in your favour and some of which will go against you. For example, does the object of your desire already have a partner, do your interests match, are you in the same school or workplace and so are likely to meet often, do you have common friends who will act as your messengers? Depending on how you answer these questions, there will be a higher or a lower chance that you will get what you want. The same goes for drug abuse: there are a number of factors in one’s life that can cause one to start using drugs; these are called “risk factors”. At the same time, there are some other factors that prevent one from doing so and these are called “protective factors”.

Next, ask participants to name as many risk factors as they can think of that could cause a young person to start abusing drugs. Emphasize that such risk factors are different from overall reasons why young people use drugs initially, such as curiosity.

Record the answers on the flip chart. If any of the factors listed on the facilitators’ resource are not mentioned, bring these up yourself. Ask if everybody can agree with this list. Next, ask the group to brainstorm on the protective factors and record the answers on the flip chart.

Next, explain that both kinds of factors, risk and protective factors, can be further divided into two. They can be either personal or environmental. Personal factors are those that have to do with the individual, and environmental factors are those that have to do with the social, familial, and physical environment in which a person lives. Ask a volunteer to indicate which factors in the first list are personal and which are environmental. Follow the same procedure for the list of protective factors.

Closure

Emphasize that these factors do not cover all the possible things that contribute to drug use by young people. However, if the risk factors in an individual’s life outweigh the protective factors, it is more likely that she or he will start abusing drugs. When working with young people who are at risk for substance abuse, it is most important to look at both risk and protective factors and to try not only to reduce the risk factors but also to reinforce the protective factors.
Exercise: **Peer-to-peer approaches to reaching especially vulnerable youth**

**Objectives**
- To share experience
- To develop an understanding of core characteristics of a peer outreach approach

**Materials**
Flip chart and markers, *Handout 8. Types of Peer-led Approaches (A)*

**Process**
On a sheet of flip chart paper, draw a table similar to that in *Handout 8. Types of Peer-led Approaches (A)* but fill in only the labels of the columns and rows for now.

Invite the participants who have experience with peer-led approaches targeting especially vulnerable young people to describe briefly the aims and activities of the projects in which they are or were involved.

Based on the information shared, lead a discussion with the whole group on the main differences between a peer education initiative aimed at mainstream youth (the so-called educational approach) and one that reaches out to especially vulnerable young people (the outreach approach).

Ask the participants to reflect upon the topics that are written on the flip chart:
- Settings
- Type of activities
- Methods
- Focus (type and size of audience)

Discuss these aspects with the participants and write their ideas and conclusions on the flip chart. The goal is to develop on the flip chart a table similar to *Handout 8. Types of Peer-Led Approaches (A)*. In addition, you might also briefly mention specific requirements regarding selection, training, and support of peer educators either in outreach work or in a project with mainstream youth. These issues will be discussed further in other training sessions.

**Closure**
Distribute *Handout 8. Types of Peer-Led Approaches (A).*
Wrap-up
The facilitator provides a brief review of the activities covered during the day. Participants are asked to think back on the day and discuss some of the central themes. They can give feedback on how they feel the training is going.

Group excursion
It is a good idea to let participants relax at various points throughout the workshop, such as a free afternoon or organized group excursion to a place that is of interest to most of them. Let them decide whether to join the excursion or rest, read, catch up on work or other responsibilities, or explore the area on their own.
Getting started
Stretching and warm-up
Feedback on Day 4
Team-building exercise: Aha, and I was there

Training Topic: Co-facilitation skills
- Poor co-facilitation role play
- What would you do if …

Training Topic: Recruitment and retention of peer educators
- Selection criteria for recruitment of peer educators
- Debate – how to retain peer educators
- Design of peer education training

Training Topic: Counselling versus education
- Snowball fight

Wrap-up
Getting Started

**Stretching exercise and warm-up**
Participants are invited to lead the group in some stretching exercises. Several trainees can demonstrate in turn which muscles to stretch.

**Feedback on Day 4**
The feedback team delivers a summary of the feedback collected from all participants on Day 4.

**Team-building exercise: Aha, and I was there**
(See description, Day 1, page 47.)

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**Training topic**

**Co-facilitation skills**

**Objectives of the session**
To create awareness that good teamwork contributes to the success of a training programme. The session provides opportunities for exploring and developing co-facilitation skills through interactive exercises.

**Exercise: Poor co-facilitation role play**

**Objectives**
- To highlight important aspects of co-facilitation
- To use humour to demonstrate the effect of poor co-facilitation

**Materials**
None

**Process**
Have two trainers role play a situation that highlights poor collaboration, including, for example, frequently interrupting each other, contradicting each other, constantly trying to be the centre of attention, pushing in front of the other, etc.

**Closure**
Ask participants what they thought of the role play. Ask them to give specific examples of poor co-facilitation. Ask them what should have been done instead.
Exercise: What would you do if …

Objective  To teach participants to think and react instantly about co-facilitation

Materials  
- Handout 9. Co-Facilitation Styles
- Handout 10. Co-Facilitation Quiz

Process  
Have the participants pair up and go through the co-facilitation quiz. Let them decide how they will do this task.

Closure  
Ask the participants how they decided to do the quiz (e.g., individually, together). What did they find out about co-facilitating with their partner? In what ways would it be difficult to co-facilitate with their partner? How would they overcome these difficulties? Distribute Handout 9. Co-Facilitation Styles.

Dos and don’ts of co-facilitating

- Do go over with your co-facilitator what you will each be covering before you get to a training workshop. Be clear who is doing what and in what time frame.
- Do be on time. Be early enough to decide how you and your partner want to arrange the room.
- Do be responsible for your own time. Don’t ask your co-facilitator to watch the clock and signal to you when your time is up. Carry a watch with you and check it so you are aware of how much time you have left.
- Do start and end on time. Don’t go over the time agreed upon either with participants or with your co-facilitator. If you run out of time and you haven’t covered all that you were supposed to, stop where you are and do better next time. Remember participants can always stay and speak to you after the session is over.
- Do contribute to your partner’s leadership. Don’t interrupt or challenge. Wait to be invited to speak by your co-facilitator. You can talk to participants when it is your turn to present - to give correct information or add what you know about the subject.
Do invite your co-facilitator to speak when you need help. Don’t assume he or she will rescue you. Say: ‘Joe, do you have anything to add?’ or ‘Jane, do you know the answer to that?’

Do sit off to the side when your partner is presenting a subject. Don’t sit next to your partner or hide where he or she cannot see you. Sit somewhere so that you can both make eye contact but where the person who is presenting can have the spotlight.

Do focus on what your partner is saying. Don’t do other things while your partner is presenting (like reading the paper or working on your calendar or homework). When presenting after your co-facilitator, try to refer to what he or she has said. If you pay attention to what your co-facilitator is saying, your participants will, too.

Do help when needed. Don’t give directions for activities that contradict what your partner is trying to do.

Do compliment your partner. Don’t denigrate him or her. Tell your partner what you liked about his or her presentation (what she said and what she did). Positive feedback on specific actions means that action will be repeated. Don’t joke with your partner if it excludes the group or demeans someone. A positive, supportive relationship between co-facilitators creates a safe learning environment for the participants. The relationship between the facilitators is of primary importance to the education of the group.

**Training topic**

**Recruitment and retention of peer educators**

**Objectives of the session**

To improve participants’ understanding of the multiple components involved in successfully recruiting and retaining peer educators.

**Exercise:** **Selection criteria for recruitment of peer educators**

**Objective**

To provide participants with guidelines on selection criteria and the strategies for recruiting peer educators

**Materials**

Flip chart paper, markers, and tape

**Process**

Divide participants into four groups and ask each group to discuss one of the following questions:

- What selection criteria should be used when recruiting peer educators?
- What are key personality traits of strong peer educators?
What strategies can be used to advertise peer education recruitment?

What methods can be used to choose peer educators?

After each group has discussed and developed lists, ask them to report back to the entire group. Encourage the groups to present their lists by improvising role plays on them.

Ensure that participants have captured the most common responses to the questions (see the table below). After all four groups have reported back, lead a discussion on the advantages and disadvantages of the presented strategies.

<table>
<thead>
<tr>
<th>Important selection criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peers of target audience</td>
</tr>
<tr>
<td>Can meet expectations of project (this will vary according to objectives)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key personality traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respected by peers</td>
</tr>
<tr>
<td>Non-judgemental</td>
</tr>
<tr>
<td>Discreet</td>
</tr>
<tr>
<td>Tolerant</td>
</tr>
<tr>
<td>Role model</td>
</tr>
<tr>
<td>Energetic</td>
</tr>
<tr>
<td>Interested</td>
</tr>
<tr>
<td>Self-confident</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common recruitment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posters and flyers</td>
</tr>
<tr>
<td>Television and radio announcements</td>
</tr>
<tr>
<td>Website, e-mail</td>
</tr>
<tr>
<td>Word of mouth, via existing peer educators and their friends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods for selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application forms</td>
</tr>
<tr>
<td>Nomination</td>
</tr>
<tr>
<td>Interview</td>
</tr>
<tr>
<td>Pre-selection training event</td>
</tr>
</tbody>
</table>
**Closure**

Explain that no matter what recruitment strategy is used, programmes should seek to represent their target audience and choose recruits based on the objectives of a project. This often means selecting a balance in gender, vulnerability, and age. Emphasize that making recruits and selected individuals aware from the beginning of what is expected will help to decrease turnover or dropping out. Finally, they should look for people who are charismatic facilitators, organized workers, modest observers, and sensitive communicators.

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**Training note**

**Building and retaining a peer educator team**

After recruiting and training a team of peer educators, it is useful to develop a contract of expectations with them. The contract should be a result of collaboration with peer educators, trainers, and program staff. This contract acts as guidelines to help peer educators understand their roles. It also establishes clear responsibilities from the beginning and a timeline of commitment.

Ask the team to agree to abide by the contract and sign it. The contract should include:

- Guidelines about attendance, punctuality, and following established ground rules.
- Notification if team members know they will be absent (for example, if they have a doctor’s appointment). Participants should understand that if they miss some training sessions, they are responsible for gathering the relevant information that they have missed. Explain that excessive absences or tardiness might be grounds for reassessing suitability for the team and that participants will be given warnings if their continued participation is in question.

All team members should have certain basic skills, although some might be specialists with a particular talent in a given area. Experience shows that many peer education groups naturally fall into a pattern in which they tend to rely on the same people to do the same things. For example, the group may begin to rely too much on one or two of the educators to provide scientific or medical information. If the group’s ‘experts’ are suddenly unavailable for a training session, the others may feel incompetent or unqualified to present the relevant teaching unit.
It is important, therefore, to make sure that all peer educators in the group begin to increase their confidence and expertise so that they can cover all of the topics taught by your group. How can you make sure this happens? In an ideal world, you would train the group to a point at which you could randomly select any of the topics, and a peer educator could demonstrate how to teach the topic right away. You can teach them early in the training that they are responsible for learning everything required in the programme, perhaps by establishing a certification/qualifying test for which they can prepare. Your group may appreciate receiving a certificate marking their completion of the training, since this will demonstrate an accomplishment about which they can feel pride and which will increase their self-esteem.

As a trainer, you are likely to find yourself having to monitor and respond to the way in which peer educators behave towards one another. As with any group, interpersonal tensions may erupt. It is also common for cliques to form within a peer group. If the programme is well structured from the beginning, the use of trust-building and team-building exercises will be incorporated into the training. During the training, the facilitator should randomly assign participants to small groups and activities, so that the trainees gain maximum exposure to each other. This may help reduce the tendency for sub-groups or cliques to form. When peer educators have more opportunities to discover things they like about each other, there may also be fewer tendencies for cliques to exclude someone or treat a participant in a negative way.

### Retention

Turnover, when peer educators leave the project, is to be expected once peer educators or trainers complete their contract and fulfil program expectations. Managers and trainers can help increase rates of retention by good recruitment and management and also by providing regular feedback, information, and incentives. Identifying low cost ways to retain or keep peer educators in programs should be considered an essential part of any training program. Strong youth-adult partnerships can assist in retention, including working with parents, community stakeholders, and program staff.
**Exercise: Debate – how to retain peer educators**

**Objectives**
- To identify elements of retention in peer education
- To explore values related to expectations and incentives for peer educators

**Materials**
- Three sheets of flip chart paper, labelled ‘retention’, ‘agree’, and ‘disagree’; copies of *Handout 11. Incentives for Peer Educators*

**Process**
Begin the exercise by posting the flip chart labelled ‘retention’. Ask participants to brainstorm the ways that peer educators are retained in programs. List all their answers.

If not mentioned, be sure to add these items:
- Regular updates on information and skills on related education topics
- Regular feedback on the performance (as related to expectations) of the group and individual peer educators
- Peer education experiences linked to future career development opportunities
- Incentives, rewards, compensation

Explain to participants that the next exercise will help them to explore their feelings about expectations of and incentives for peer educators.

Post the two pieces of flip chart labelled ‘agree’ and ‘disagree’ at opposite ends of the room. Ask participants to stand together in the middle of the room.

Explain that you will read some statements out loud, and participants will take a position on the imaginary line somewhere between ‘agree’ and ‘disagree’ according to their response to the statement.

Examples of statements include:
- Peer educators can be motivated and kept engaged in their work by non-financial incentives.
- Peer educators should be given financial incentives for their work instead of being volunteers.
- Volunteer peer educators should be expected to work when they have time.
- Peer educators who receive financial incentives for their work are the same as volunteer peer educators.
Peer educators should be expected to work independently, contacting their supervisors rarely.

Most peer educators leave a program because they do not feel appreciated by their organizations.

After you have read the first statement, the participants should go to the spot that best describes their response to it. When they are all standing somewhere along the line, ask a volunteer to explain why he or she is standing there. Ask participants to provide examples of the types of financial and non-financial incentives that can be used to motivate peer educators. Let three volunteers give their viewpoint, then let the other participants react to these opinions.

Continue with the other statements in the same way. At the end of the session, provide a copy of Handout 11. Incentives for Peer Educators.

**Closure**

After reading and reviewing all the statements, explain important points about motivating and retaining peer educators. (See the box below.)

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**Tips for managing relationships among peer educators**

- Frequently change the composition of small groups of peer educators to ensure that they all have opportunities to work with each other, separate from their closest friends or cliques.

- As much as possible, ensure that small groups include equal numbers of male and female participants and make sure that members of both sexes are able to play active roles in the activities.

- Plan activities that encourage trainees to show ‘who they are’ early in the training. Sharing vulnerabilities and personal information is likely to lead to increased bonding within the group, provided that the trainees feel their work is taking place in a ‘safe space’.

- To identify issues on which young women and young men may have differing perspectives, ensure that some exercises are done by small groups of only male or female peer educators. They can then present their results to one another, compare their answers, and discuss similarities and differences.

- Identify and deal with points of stress within group relationships early on. Some interpersonal difficulties are inevitable.

- Encourage the group to respond collectively to contentious issues that may arise (e.g., a peer educator’s irregular attendance). The impact can be greater if decisions on how to deal with the issue emerge from a group consensus.
Stress and self-care

Peer educators may feel especially dedicated to their work because of the severity of the repercussions of HIV/AIDS, especially those in high-prevalence countries and those who work with vulnerable groups. However, even when working in low-prevalence countries and with general-population youth, trainers and peer educators experience stress from the competing demands of work, home, and school.

Stress is physical, mental, or emotional pressure caused by overworking the body or mind. It can lead to physical and emotional symptoms. Common symptoms include:

- Pain (headaches or backaches)
- Changes in feelings (such as anger or sadness)
- Changes in eating habits (overeating or undereating)
- Social retreating (wanting to be alone)
- Changes in sleeping habits (insomnia or sleeping too much)
- Loss of concentration (restlessness)

A few symptoms of stress might be considered normal or fairly common for motivated and committed individuals. But stress can be limited by positive peer support and a commitment to inform trainers and peer educators about ways they can care for themselves. In serious cases, stress can lead to burnout, a serious medical condition. Self-care is a way that individuals can prevent stress from building up (see Handout 12, Self-Care).

**Exercise: Design of peer education training**

<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th>To discuss various models and strategies for training peer educators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td>Flip chart paper, markers, and tape</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>First, explain that there are many different designs for peer educator training programmes, all with their own advantages and disadvantages. Some programmes use an intensive training schedule over several full days; others employ shorter, individual sessions that extend over a period of weeks or months. One successful design of a peer educator training programme requires a consistent commitment by the trainees to one evening of training per week throughout the (academic) calendar. In such a training format, the peer educators can, for</td>
</tr>
</tbody>
</table>
example, meet once a week after school for two to three hours. When the group is ready to conduct community education sessions, the same evening time-slot can be used to maximize the number of peer educators who can attend. An advantage of using this programme design is that many students attending school in the daytime should be able to participate. This programme model helps to avoid some of the disadvantages associated with those that require the trainees to be available for several full days of training.

Some training models use full weekends for the initial training. It appears that these models are also often successful and commonly used. One of their advantages is that peer educators can begin their work in the field more quickly. Such programmes also provide an opportunity for intensive team building, which, when successful, results in rapid cohesiveness of the group. However, these models can make it difficult for new peer educators to join after the first sessions.

Next, divide the participants into four groups for a 15-minute brainstorming session on the different designs of peer educator training. They might consider sharing how their programmes are structured and which elements work and which do not.

After each group has finished, ask them to share their results with the entire group. Give each group five minutes to present.

**Closure**

Reiterate to the group that there is no ONE successful model for peer educator training. They should adapt their training to suit whatever models work in their context.

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**Training note**

This session may also include a discussion on how to evaluate the skills of future peer educators. An example of a skills rating form is provided in Annex 3.
Balancing act – keeping the energy level up

The experience of training peer educators can sometimes feel like walking a tightrope. If you tip too much in either direction, things get wobbly and you might lose your ‘balance’ during the training session. You must use all of your senses to observe the group’s energy level. Sometimes the trainees will give you feedback. For example, if you are talking too much about a particular subject or taking too long to process an exercise rather than moving on to something new, you might hear about it from the trainees. The feedback may be direct or indirect. Sometimes peer educators will ask to move on to something else. At other times, they may become restless, start to fidget, begin to focus their attention elsewhere, and perhaps even begin to disrupt the training segment.

One of the challenges you will face as the trainer is to ensure that you teach new facts without making the programme seem too much like being in traditional school. Watch, listen, and see when the group is finding it difficult to follow what you are saying or doing. If you see this happening, take a break and do something else. It is important, however, to keep track of what information has been covered and to re-visit it, to ensure that the team is absorbing and retaining the information.

Objectives of the session

To create awareness that counselling is different from peer education and requires specific skills, to emphasize the need to teach peer educators referral skills, and to stress the importance of having competent adults supervise a peer education project.

Word sense

Referral skills are the ability to judge whether a person needs more extensive help or services than you can provide and to get the necessary information about where and how to obtain these additional services.
**Exercise: Snowball fight**

**Objectives**
- To identify the differences between peer counselling and peer education
- To identify skills and qualities involved in giving individual peer support
- To become aware of challenges, obstacles, and limits of peer counselling activities
- To emphasize the importance of referral skills in peer education

**Materials**
- One sheet of paper per participant, pens, the text of *Handout 13. Types of Peer-Led Approaches (B)* written on a transparency for overhead projection or copied on flip chart paper, and the handout itself for distribution

**Process**

**Part 1**
Ask participants to write on a sheet of paper what they think are the differences between peer counselling and peer education. When they are finished, ask participants to crumple their sheets into a paper ball, and throw the balls around for a few minutes to other participants (having a ‘snowball’ fight), so that everyone gets someone else’s response. Have each person read the response they now hold, ask them to respond, and then ask the group react.

Structure and summarize the discussion around the following issues:

**Role of the educator**
- Knows the content
- Teaches for a specific amount of time, usually short-term
- Is goal oriented
- Works to improve knowledge, attitudes, and skills to facilitate behaviour change
- Refers to other professionals as needed

**Role of a counsellor**
- Is trained in counselling skills
- Conducts counselling as a potentially long-term process
- Works with a person’s thoughts, feelings, and behaviour
- Has an open-ended relationship with the person being counselled
Is relationship oriented
- Addresses motivation, denial, and resistance on a personal level

Have the participants brainstorm a working definition for peer counselling, ending with a definition that is close to this one: ‘Youth peer counselling is a situation where a young person turns to a trained person of his or her own age for understanding, assurance, and assistance in coping with a personal problem.’

Part 2
Next, ask participants to brainstorm about the kinds of problems for which young people seek support from a peer. List their responses on the flip chart. You can add the following examples if they are not mentioned: unhappiness (depression), difficulties in relationships with friends or adults (parent, teacher), problems related to school, problems related to sexual behaviour, unwanted pregnancy, substance abuse, etc.

Lead a group discussion and reflection on following issues:
- Do peer educators in your programme all possess the qualities required to give appropriate support in dealing with the problems listed above? Did they get specific training to do so?
- What obstacles might stop them from giving proper support?
- What might the dangers be if peers give inappropriate support?

Closure
Point out that when a peer education programme is delivered, it is not uncommon for a young person from the audience to share a personal problem with one of the peer educators and ask for advice. In such a case, it is crucial that:
- The peer educator is a sensitive listener and has the required referral skills.
- The team of peer educators is supervised by competent adults to whom they can turn for advice.
- Peer educators need to realize that they may face sensitive and difficult issues, when they will need to be able to link to other services, counsellors, and trusted adults.

At the end of this training segment, the facilitator highlights the differences between the three peer-led approaches – peer information, peer education, and peer counselling – which are summarized in Handout 13. Types of Peer-Led Approaches (B) (projected on a screen or shown on the flip chart). Distribute the handout.

It should be stressed that the concept of peer counselling sometimes confuses people. In some situations, so-called peer counselling (for example, young people
answering a hotline) should be considered as ‘young people providing appropriate information and referral to their peers’.

Although there is little experience of good practice and limited evidence of effectiveness of young people acting as counsellors for their peers, this approach may be appropriate in reaching some groups of especially vulnerable young people. The method is often used in HIV testing and counselling and supporting young people living with HIV.

**Wrap-up**

The facilitator provides a brief review of the activities covered during the day. Participants are asked to think back on the day and discuss some of the central themes. They can give feedback on how they feel the training is going.
Getting started
Stretching and warm-up
Feedback on Day 5
Icebreakers suggested by participants

Training Topic: Monitoring and evaluation
- Introductory presentation and group discussion
- Monitoring and evaluation

Training Topic: Youth-adult partnerships in action
- Defining youth-adult partnerships
- Introduction of the spectrum of attitudes theory
- Role play based on the spectrum of attitudes
- Strategies for effective youth-adult partnerships

Wrap-up and closing ceremony
- What we have covered: feedback and evaluation
- Closing ceremony and distribution of certificates
Getting Started

Stretching exercise and warm-up
Participants are invited to lead the group in some stretching exercises. Several trainees can demonstrate in turn which muscles to stretch.

Feedback on Day 5
The feedback team delivers a summary of the feedback collected from all participants on Day 5.

Icebreakers suggested by participants
Participants have an opportunity to lead an icebreaker or warm-up of their choice.

Training topic: Monitoring and evaluation

Objective of the session
To address basic concepts of monitoring and evaluation (M&E) and why it is important to develop and implement an M&E plan when conducting a peer education project or programme. In-depth training on M&E, however, is outside the scope of this curriculum. The resource list in Annex 4 (page 193) provides some useful references for further reading on the topic.

Exercise: Introductory presentation and group discussion

Objectives
To help build an understanding of the basic principles of M&E relevant to health promotion programmes

To identify the potential effect of monitoring and evaluation on programme quality

Materials
PowerPoint slides or overheads

Process
Using PowerPoint slides or overheads, present and discuss the key concepts, principles, and guidelines of monitoring and evaluation, which are provided in Handout 14. Monitoring and Evaluation of Peer Education Programmes. Distribute the handout after the session.
To introduce the topic, mention that monitoring and evaluation are not often included in project development, usually because people find it too technical an issue that is beyond their capacities or because they do not make it a priority. They are more interested in the interpersonal and managerial aspects of work than in the measurement aspects. Often, when people are passionate about what they are doing, they believe that their project is progressing well and having a big impact, and they can cite anecdotal or subjective evidence in support of their claim. For example, they can tell you how enthusiastic some participants were about a workshop or educational event. Such indicators, however, are not sufficient to inform us about the real progress and impact of the programme. It is not enough to ‘feel and know’ intuitively that a project is achieving its objectives. Even though some project members might find M&E boring and painstaking work, it is important to know whether, and to what extent, the project is achieving its objectives and whether it is having the desired impact.

This M&E slide presentation should include the following discussion points:

- **What is monitoring? What is evaluation?**
- **What do we mean by the terms process evaluation, outcome evaluation, and impact evaluation?**
- **What are the typical peer education indicators?**
- **Why is it necessary to identify suitable indicators?**
- **Why is measuring behaviour change difficult?**

The presentation is followed by a question-and-answer session, which also gives an opportunity to share field practices in M&E and exchange challenges and successes in this area.

### Word sense

The principal components common to monitoring and evaluation include input, output, outcome (short-term and long-term), and impact (short-term and long-term).

**Monitoring** is the routine and systematic process of data collection and measurement of progress towards programme/project objectives. Some of the main questions that monitoring activities seek to answer include: Are planned activities occurring? Are the planned services being provided? Are the objectives being met?

**Evaluation** is the process of systematically investigating a project’s merit, worth, or effectiveness. The question that it answers is: Does the project/programme make a difference? The common types of evaluation include process evaluation, outcome evaluation, and impact evaluation.
Process evaluation consists of quantitative and qualitative assessment to provide data on the strengths and weaknesses of a project’s components. It answers questions such as: Are we implementing the programme as planned? What aspects of the programme are strong? Which ones are weak? Are the intended clients being served? What can we do to strengthen the programme? Are we running into unanticipated problems? Were remedial actions developed? Were these actions implemented?

Outcome evaluation consists of quantitative and qualitative assessment of the achievement of specific programme/project outcomes or objectives. Usually conducted at the project-level, it assesses the results of the project. Outcome evaluation addresses questions such as: Were outcomes achieved? How well were they achieved? If any outcomes were not achieved, why were they not? What factors contributed to the outcomes? How are the clients and their community affected by the project? Are there any unintended consequences? What recommendations can be offered to improve future implementation? What are the lessons learned?

Impact evaluation is the systematic identification of a project’s effects – positive or negative, intended or unintended – on individuals, households, institutions, and the environment. Impact evaluation is typically carried out at the population level, rather than at the project level. Furthermore, impact evaluation refers to longer-term effects than does the outcome-level evaluation.

Exercise: Monitoring and evaluation

Objectives
To identify suitable strategies for monitoring and evaluation of peer education programmes
To exchange personal experiences

Materials
Flip charts and markers

Process
Divide participants into small groups of people who work in a similar context (if possible), such as peer education in school settings, in out-of-school settings, with hard-to-reach youth, etc. Ask the groups to brainstorm on the following key questions:
What do we evaluate in our projects?
Why do we evaluate?
How do we evaluate?
Where do we evaluate?
When do we evaluate?
With whom do we evaluate?
For whom do we evaluate?

When the small groups have had enough time to answer the questions, ask them to report back to the entire group. Then lead a full group discussion, posing the following questions:
- How are we going to use these data?
- What difference could this make to the work that we do?

**Closure**
Emphasize that a well-conducted evaluation can make a big difference in the following ways:
- It is cost-effective: it allows decision makers to continue successful programmes and improve or abandon unsuccessful ones.
- It can provide support for future funding requests.
- It can contribute to the development of new programmes.
- It can help explain why a programme failed to meet its objects (for example, poor project design, poor implementation, or unreasonable expectations).

**Training topic** Youth-adult partnerships in action

**Objective of the session**
To promote positive attitudes that increase participants’ ability to work as partners, with both young people and adults. By working in partnership, adults gain skills relevant to their professional development, youth gain skills for their future professional careers, and the partnership can enhance programs.

**Introduction**
Peer education is youth-adult partnership in action. Good peer education is indeed about young people and adults working together to reach the common goal of improving the health and well-being of young people.
The concept of youth participation arises from the conviction that young people have a right to participate in developing programmes and policies that affect them. Also, good practice in youth health education shows that young people’s full involvement contributes to a programme’s sustainability and effectiveness. It ensures that the programme responds to the specific needs, values, and concerns of youth and that the approaches used are interesting and engaging.

Therefore, when developing and implementing a youth peer education project, it is important for the overall success of the programme to build an effective partnership between youth and adults. The process begins on unequal ground because the adults have the dominant position, so the development of true partnership will require a conscious and concerted effort to achieve a balance that is satisfactory to both.

One way to view youth-adult partnership in peer education is to see it as a ‘learning partnership’ in which each group learns continuously from the other. Adults hold the knowledge, skills, and resources, while young people know the thoughts, feelings, and lifestyles of the youth they represent. The partnership begins by focusing on young people’s ideas about how to receive certain problems, even though their thoughts may appear unprofessional or unconventional. Asking young people about their opinions, and being sincerely interested in what they have to say, gives them a sense of ownership in the work being accomplished. They gain power through their partnership with adults when the partnership includes openness and communication, mutual respect, trust, and shared decision-making. In this context, peer education programmes are unique in that youth and adults must cooperate in the common goal of improving the health and well-being of young people.

Youth-adult partnerships arise from the conviction that young people have a right to participate in developing the programmes that will serve them and a right to have a voice in shaping the policies that will affect them. People who support youth-adult partnerships believe that youth are caring and capable. They believe young people have the capacity to make positive and wide-ranging contributions when they receive support and the opportunity to develop their skills. In addition,
they argue that programmes are more sustainable and effective when youth are partners in their design, development, and implementation and assert that evaluation results are more honest and realistic when young people assist in gathering and providing the data on which evaluation is based.

In peer education, young people are given the opportunity to take responsibility for their own health in accordance with their capacities. In partnerships with adults, they are given ownership of the work being accomplished.

In the context of youth-adult partnerships, ‘tokenism’ means only making a symbolic, rather than substantive, effort to include youth in development and implementation of a programme.

**Exercise: Defining youth-adult partnerships**

**Objectives**
- To introduce the concept of youth-adult partnerships
- To develop a working definition for the purpose of the training

**Materials**
Definitions (shown below) on PowerPoint slides or overheads, flip chart and markers, Handout 15. *Definitions of Youth and Youth Participation* and Handout 16. *From Youth Participation to Youth-Adult Partnerships*

**Process**
Ask each participant to think how they would define partnership between youth and adults. Have two or three volunteers share their definitions with the group and write the definitions on the flip chart.

Next, display the following information as a slide or overhead:

Youth-adult partnership is one that:
1. Integrates the realistic perspectives and skills of youth with the experience and wisdom of adults
2. Offers both parties the opportunity to make suggestions and decisions
3. Recognizes and values the contributions of both young people and adults
4) Allows youth and adults to work in full partnership – envisioning, developing, implementing, and evaluating programmes

Youth-adult partnerships are not simply a checklist that either youth or adults follow.

Ask some volunteers to read that definition out loud and to share their interpretation. Then, continue reading and share with the participants what does not constitute youth-adult partnership:

1) Youth-adult partnerships are not ways to hide the fact that programs are designed, developed, and run by adults.
2) Tokenism is not partnership. Examples of tokenism:
   - Having youth present but with no clear role
   - Assigning to youth tasks that adults do not want to do
   - Having youth make appearances without training
   - Having only one youth on a board or council

**Closure**

Distribute the handouts. If participants are still confused about partnerships between youth and adults, explain that defining such partnerships may become easier as the session proceeds. In that case, you might want to continue with the session and come back to the definitions at the end, if time allows.
Exercise: Introduction of the spectrum of attitudes theory

Objective
To introduce a theoretical framework for moving towards effective youth-adult partnerships

Materials
Flip chart on which you have written the descriptions of ‘Youth as Objects’, ‘Youth as Recipients,’ and ‘Youth as Partners’ from the bold type below (taken from Handout 17. Challenges to Building Effective Youth-Adult Partnerships)

Process
Explain that research in the field of youth development recognizes that skills (especially, communication skills) are important in youth-adult partnerships, but that attitude is even more important. William Loftquist has developed a theory about a spectrum of attitudes, which shows whether youth-adult partnerships will be successful. If adults hold attitudes that undermine partnership, true partnership will not materialize. Attitudes that support partnership provide the potential for true partnership development.

Next, distribute the handout and point out the description of the spectrum of attitudes. Begin discussion about the first attitude, ‘youth as objects’. Read the text from the handout or the flip chart, or ask a volunteer to do so.

Youth as objects: Adults believe they know what is best and attempt to control all situations in which youth are involved.

If read by a volunteer, ask him or her to give an illustrative example.

If you read the text, illustrate the attitude with the following example: ‘Let’s say that I am working for a non-governmental organization on a peer education project for HIV/AIDS prevention. I have recruited a young artist named David to help me design a poster with HIV/AIDS prevention messages, to be placed in secondary schools in the district. If I hold the attitude of “youth as objects”, I will tell David exactly how the poster should look, what messages it will deliver, and where the poster will be placed. I will control every aspect of the project. It would be understandable if David did not want to work with me anymore since I am wasting his time and talent.’

Explain that this attitude is often based on the belief that youth are in need of protection from the outside world. Therefore, the adult tells the youth exactly how the programme will run, including all operational details. The adult evaluates the programme without input from youth.
The second attitude is ‘youth as recipients’. Read the text from the handout or the flip chart, or ask a volunteer to do so.

**Youth as recipients: Adults allow young people to take part in decision-making because they think the experience will be ‘good for’ the young people.**

If read by a volunteer, ask him or her to give an illustrative example.

Explain that some adults have this attitude, which patronizes youth. Adults with this attitude think that involving youth will be a ‘good experience’ for them as they transition into adulthood but that youth participation is only somewhat useful and not important to the programme. Thus, youth are allowed to conduct only trivial activities (‘It won’t matter if they mess up’) or activities that adults do not want to do. In fact, this attitude often results in adults’ treating youth as tokens. An example is remembering at the last moment to include youth on a panel or in a discussion.

Refer the participants to Hart’s Ladder of Participation (*Handout 16. From Youth Participation to Youth-Adult Partnerships*) which depicts participation on a continuum, from manipulation and tokenism, which do not constitute real participation, to higher levels of participation in which young people initiate, direct, and share decisions with adults.

Ask that participants who can relate to this attitude to put up their hands. Ask them if they ever have felt belittled or demeaned by adults simply because they are young.

To further explain the ‘youth as recipients’ attitude, refer back to the previous example: ‘Let’s say that I hold this attitude. With David, I might plan and develop the poster’s message and layout, and then allow David to choose a colour for the text. Or I might have David put the posters up in schools, because I don’t want to and don’t have time.’

The third attitude, which is what we are working to achieve, is ‘youth as partners’. Read the text from the handout or flip chart, or ask a volunteer to do so.

**Youth as partners: Adults respect young people as having something significant to offer and recognize the great impact youth bring to a project. Youth are encouraged to become involved.**

Adults who have this attitude treat youth with respect. As a result, everyone gains from the partnership.
Returning to the example, ask the participants how an adult who believed in youth as partners would work with David.

**Possible answers could be:** Ask David to design the poster. Ask David to collaborate with some of his peers to develop messages for the poster or ideas for its design. Convene a meeting of many youth, including David, and get their input. Ask David to lead the project and to organize a committee with both youth and adults and assign responsibilities based on abilities, talents, background, and interest.

**Closure**
Close by saying, *‘Remember, partnership is about moving away from seeing youth as objects or recipients. It is about combining the skills of youth and adults in order to develop more effective programmes.’*

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**Exercise: Role play based on the spectrum of attitudes**

**Objective** To explore theoretical attitudes towards building skills around partnerships

**Materials** Index cards, tape

**Process**
Before the exercise, write ‘adult’ on four index cards and ‘youth’ on another four cards. Write one of the following attitudes on the back of each adult and youth card, as indicated:

**Adult**

1. You want to control everything.
2. You are a caring, committed leader who wants this project to be a success.
3. You patronize youth.
4. You ignore the youth.
Youth

You want to control everything.
You are a caring, committed leader who wants this project to be a success.
You are negative about everything that is suggested.
You are bored and do not want to work on the project.

The cards should be legible from a distance of half a meter. Depending on the size of your group, you may need several sets of these cards.

Remind participants about the spectrum of attitudes theory discussed in the previous exercise and refer them to Handout 17. Challenges to Building Effective Youth-Adult Partnerships. Ask how many youth know of adults who have attitudes that inhibit their efforts to work together. Explain that the group will role play different attitudes by dividing into two to four groups of eight people each (depending on the total group size).

Randomly distribute a card to all participants and ask them not to share their cards with anyone. Have them read the role they will play and then tape the card to their chest so that the youth/adult side is showing.

Ask the group to imagine that they have been assigned the task of planning a benefit concert for World AIDS Day featuring three of the hottest music groups in the country. Tell them they will have 10 minutes to develop their plan while playing their roles, and they must all eventually agree on the plan. Let them know that they should also prepare to give a short presentation of their plan to the entire group.

After 10 minutes, even though they will not have had enough time to finish their plan, stop the role play and ask participants to tell the others in their group what their index card says – that is, what role they were playing.

Next, have each group to share its plan with the entire group. Ask if all members of the group are in agreement about the plan.

Note: No group should really have a complete plan, given the opposing roles they played.
Closure

Ask one participant from each small group to describe to the entire group what process they went through while trying to develop a plan. Then ask each small group the following questions:

- Who was the hardest person to work with?
- What did people do to reach out to this person?
- Did the adults or youth dominate?
- How did it feel to play your role?
- Some people had the same role. Did you find them acting differently if they were a youth or adult?
- What were the most effective strategies for working together towards the plan?

Exercise: Strategies for effective youth-adult partnerships

Objective

To discuss the benefits of youth-adult partnerships, barriers to and challenges of developing them, and strategies for creating effective youth-adult partnerships.

Materials


Process

Before you begin, ask participants to go back into the small groups from the previous exercise.

Distribute Handouts 18 and 19 to each group and ask them to brainstorm solutions to the situation posed in the case study.

Be very clear with the instructions. Ask participants to use the information in the handout, as well as what they have learned from their own experience, to think of solutions to the situation posed by the case study. Ask them to focus on strategies for better youth-adult partnerships in the situation, not on ways to make interventions more effective.

Have participants document their discussion on flip chart paper.

Give each group about 15 minutes, with a five-minute warning before their time is up.
Ask one member of the first group that presents to read the case study and another member to share the strategies the group developed. Then give each group about five minutes to make its presentation. When a group has finished, ask other groups to acknowledge the common elements that they share with the previous group and to focus more on elaborating the new ones in order to contribute ideas to solve the situation.

**Note:** Facilitators should assist with the discussions, but remember to participate rather than dominate the discussions.

**Closure**
After the last group has presented, say, ‘I hope these case studies were realistic and helped you think about the strategies you discussed and ways that you can apply these strategies in your own organizations and programmes.’

**Wrap-up and closing ceremony**
**What we have covered: feedback and evaluation**
The lead facilitator invites the participants to sum up what has been covered in the past six days. Looking back at the initial expectations of the group, and also at the many flip chart sheets which cover the walls of the training room, the facilitator adds important points not mentioned. Participants provide feedback on what they view as the highlights of this training, what was not achieved, and what topics require further training.

The post-test questionnaire (found in Annex 1) is administered.

**Closing ceremony and distribution of certificates**
Allow enough time for a well-planned closing ceremony, which should include a congratulatory speech by the lead organizer and the facilitators, as well as time for the participants to express themselves. In addition, ensure that professional certificates of completion are distributed. These certificates are very valuable for the participants’ professional career and serve as a reward for their hard work in the previous six days.
Section 3

A Sample Peer Education Session on HIV/AIDS
A Sample Peer Education Session on HIV/AIDS

Session introduction

Audience
This basic introduction to HIV/AIDS is aimed at young people between 14 and 20 years old.

Setting
The setting could be anywhere that is suitable for organizing a well-planned educational activity, such as in a school, a youth club, or a summer camp.

Objectives
To create awareness of HIV/AIDS, to equip young people with information and skills to protect themselves from infection, and to build positive attitudes towards those affected by HIV/AIDS.

Time
3.5 hours

Preparation of the peer educators
The peer educators should be trained in interactive methodologies, be capable of managing an audience of young people in a sensitive and appropriate fashion, and have some expertise in the health issues with which the session deals.

Before peer educators present a session, they should agree upon and create a written agenda that outlines what to cover and what activities the session will include. They should also decide who will lead or co-facilitate each of the activities and assign an understudy for each section, in case a facilitator is unable to attend.

The session should be rehearsed before the event, preferably a week ahead of time. People sometimes think they are better prepared to conduct a session than they really are, and this only becomes apparent when they rehearse.

Activities
- Questionnaire (10 minutes)
- Introduction (5 minutes)
- Icebreaker (10 minutes)
- Ground rules (15 minutes)
- What does safer sex mean to you? (20 minutes)
- Guest speaker or video (30 minutes)
- Break (20 minutes)
- HIV/AIDS: Basic facts and questions (30 minutes)
- Role play (25 minutes)
- Condom demonstration (25 minutes)
- Final questions (10 minutes)
- Wrap-up (10 minutes)

**Materials**


**Before you begin**

- Prepare and make copies of the pre-workshop and post-workshop questionnaire (see Annex 1).
- Write the questions for *What Does Safer Sex Mean to You?* (see page 130) on paper or index cards.
- Make copies of the handouts.

**Description of activities**

**Pre-workshop questionnaire (10 minutes)**

Hand out the pre-workshop questionnaires as the participants walk into the room. Ask each person to fill it out without any help from his or her friends. Participants should be given about 10 minutes to complete the questionnaires, after which the peer educators collect them. If possible, the educators should try to scan through them quickly to see what the participants already know about the subject, which will help them determine what information they need to focus on. The same questionnaire may be used at the end of the session to help evaluate whether the session was successful.

**Introduction (5 minutes)**

It is good to begin with an introduction to the peer education session, to the participants, and to the facilitators. Two examples of introductory activities, both relating to a presentation about HIV/AIDS, are provided on page 129.
Why we are here

For this exercise, the peer educators stand in a line, say their names, and say why they want to teach others about HIV/AIDS. After introducing himself or herself, the last educator says: ‘What we are trying to say is that we all, each and every one of us in this room, have to deal with the reality that HIV and AIDS exist in the world and have an impact, directly or indirectly, on our lives. Therefore, in a sense, we are all “people living with AIDS”. You do not have to be infected to be affected.’

Introduction – Hello, my name is … and I am a person living with AIDS

This exercise is a great way to get attention and make a bold statement about why the peer educators are at the workshop and how AIDS affects everyone. Some educators prefer not to use it, however, because audiences do not always understand that the educators are not actually saying they each have AIDS. Others like to use this exercise and feel it is worth the risk. The peer educators form a line in front of the audience. The first person at one end of the line starts by saying, ‘Hello, my name is [name] and I am a person living with AIDS.’ This continues down the line until every educator has spoken. After the last educator gives his or her name, he or she says, ‘Sometimes this part of our presentation can be very deceptive. People have walked away thinking that we are all HIV-positive. This is not what we are trying to say. What we mean is that we all, each and every one of us in this room, have to deal with the reality that AIDS exists in this world and has an impact, directly or indirectly, on our lives. Therefore, in a sense, we are all “people living with AIDS”. You do not have to be infected to be affected.’

Icebreaker (10 minutes)

There are many icebreakers that can be used, including games and exercises such as Pass the Beat and How Careful Are We with Our Health? See Section 2 (pages 32 and 40) for a detailed description of these games.

Ground rules (15 minutes)

It is essential for the group to decide upon some ground rules, so that everyone participating in the session is comfortable. Have the group brainstorm on what they consider important rules, and make sure that the list includes:

- **Confidentiality.** People need to respect each participant’s personal information, only sharing general information outside the session, without using a participant’s name.
- **Respect.** You must respect everyone in the group. This means there are no attacks on people, and everyone must be sensitive to other people’s points of view. Use ‘I’ statements. It is much more effective to say, ‘Well, for me personally, I feel that …’, than to say, ‘No, you’re wrong, the right thing is …’

- **Attentiveness.** Listen to what other people are saying. You will not only learn something but also make the people who are speaking feel more comfortable.

- **Openness.** To get the most out of the session, people should be encouraged to speak about their own experiences and not to speak for others. Take risks – do not be afraid to speak openly as long as you are not aggressive, abusive, or insensitive.

**What does safer sex mean to you? (20 minutes)**

Divide participants into groups of about six to eight people. Each group is given a question to discuss and answer. If the audience is small, there may be fewer groups formed, and the faster groups can be given a second question to brainstorm.

The peer educators spread themselves among these groups as facilitators, ideally with two or more per group, to encourage the group and help them think of more answers by giving ideas and ‘clues’.

Five questions to ask in a workshop dealing with HIV/AIDS could be:

- Why do some people have sex?
- What are the reasons to wait or abstain from sex?
- What are some alternatives to sexual intercourse?
- Why do some sexually active people not use condoms for protection?
- How can we encourage someone (e.g., a partner) to act in a safer manner?

**Guest speaker or video (30 minutes)**

If time allows, a guest speaker – a person living with HIV – should be invited to share his or her experience. It is best if the peer educators know the speaker well and know that she or he is a good public speaker and is well prepared. This part of the presentation is usually most effective when the speaker talks about personal experiences to which the audience might be able to relate. An emotionally engaging video about the HIV/AIDS epidemic is another way to get people motivated if a person living with HIV is not available.

**Break (20 minutes)**
HIV/AIDS: Basic facts and questions (30 minutes)
A quiz can be used as an entry point to discuss the basic facts and questions about HIV/AIDS. Handout 3 provides a sample quiz, and Handout 20 gives key information on HIV/AIDS. For additional information, consult the resource list in Annex 4.

Role play (25 minutes)
Throughout the session, participants may raise particularly important issues or points, such as how to say ‘no’ in certain situations and how to help peers better protect their health. Peer educators may use these issues as the topic of the role play. They may choose to include one or more members of the audience in the role play, or have only peer educators participate. See Section 1, page 21 and Section 2, page 48 for additional information on role plays.

Condom demonstration (25 minutes)
In any HIV/AIDS educational session for young people who may be sexually active, it is strongly recommended to include activities about how to use condoms properly and how to say ‘no’ to unprotected sex. See the exercises and the detailed description on performing a condom demonstration in Section 2, page 75.

Final questions (10 minutes)
At the end of the session, the audience is invited to share their reactions to what they have experienced during the session. They may have responses to the role plays or questions that they felt were unanswered during the session. Although they should be encouraged to ask questions and give comments at any point, this is their chance to ask any questions they may still have. The peer educators also have the opportunity to review issues that may have arisen out of the role plays – for example, some of the choices made by the role-play characters might merit discussion.

If an HIV-positive speaker is present, the participants have the opportunity to ask him or her questions that may have come to them during the presentation.

Wrap-up (10 minutes)
In a wrap-up session, thank all participants and support staff for their contribution. Participants should complete a post-training questionnaire (see Annex 1).

After the session ends, the peer educators might want to wait for a few minutes so that people can approach them with comments or questions. Sometimes someone will have a personal issue to discuss or will need help in finding out where to obtain further information. She or he might be more comfortable approaching an educator individually rather than during the session.
Section 4

Participant Handouts
Direct Experience

**Participation**
*(Trainer introduces the activity/exercise and explains how to do it)*

- Trainees participate in:
  - Brainstorming
  - Role play and story-telling
  - Small-group discussion
  - Case studies
  - Games and drawing pictures

**Application**

**Next Steps**
*(Trainer gives suggestions)*

- Trainees discuss:
  - How the knowledge/skills can be useful in their lives
  - How to overcome difficulties in using knowledge/skills
  - Plan follow-up to use the knowledge/skills

**Reflection**

**Thoughts/Feelings**
*(Trainer guides discussion)*

- Trainees participate in:
  - Answering questions
  - Sharing reactions to activity
  - Identifying key results

**Generalization**

**Lessons Learned**
*(Trainer gives information, draws out similarities and differences, summarizes)*

- Trainees participate in:
  - Presenting their results and drawing general conclusions
The theory of reasoned action
This theory states that the intention of a person to adopt a recommended behaviour is determined by:
- The person’s attitudes towards this behaviour (his or her beliefs about the consequences of the behaviour)
- The person’s perception of the social norms towards a certain behaviour in a group or culture

In the context of peer education, this concept is relevant because:
- Young people’s attitudes are highly influenced by their perception of what their peers do and think
- Young people may be highly motivated by the expectations of respected peer educators

The social learning theory
According to this theory, individuals can increase their ability to take control of their lives (called self-efficacy) by acquiring new knowledge and skills that teach them how to better handle situations. This learning can occur:
- Through direct experience
- Indirectly, by observing and modelling the behaviour of others with whom the person identifies
- Through training in skills that lead to confidence in carrying out a behaviour

In the context of peer education, this means that the inclusion of interactive experimental learning activities is extremely important and that peer educators can act as influential teachers and role models.

The diffusion of innovations theory
This theory argues that social influence plays an important role in behaviour change. The role of opinion leaders in a community, acting as agents for behaviour change, is a key element of this theory. Their influence on group norms is predominantly seen as a result of person-to-person exchanges and discussions.

In the context of peer education, this means that the selected peer educators should be trustworthy and credible opinion leaders within the target group. Especially in outreach work, where the target audience is not reached through formally planned activities but rather through everyday social contacts, the role of opinion leaders as educators may be very important.

These three theories assert that people adopt certain behaviour not because of scientific evidence but because of the subjective judgement of close, trusted peers who act as role models for change.

The theory of participatory education
This theory states that empowerment and full participation of the people affected by a given problem is key to behaviour change. The relevance of this theory in the context of peer education is obvious: many advocates of peer education claim that the (horizontal) process of peers talking amongst themselves and determining a course of action is key to the success of a peer education programme.
The health belief model

The health belief model suggests that if a person has a desire to avoid illness or to get well (value) and the belief that a specific health action will prevent illness (expectancy), then the person will take a positive action towards that behaviour. An important aspect of the health belief model is the concept of perceived barriers, or one’s opinion of the tangible and psychological costs of the advised action. Peer educators could reduce perceived barriers through reassurance, correction of misinformation, and assistance. For example, if a young person does not seek health care in the local clinic because he or she feels that confidentiality is not respected, the peer educator may provide accurate information on a youth-friendly service, thus helping to overcome the barrier to accessing proper health care.

Social ecological model for health promotion

According to this model, behaviour is determined by the following:

- Intrapersonal factors – characteristics of the individual such as knowledge, attitudes, behaviour, self-concept, and skills
- Interpersonal processes and primary groups – formal and informal social network and social support systems, including the family, work group, and friendships
- Institutional factors – social institutions with organizational characteristics and formal and informal rules and regulations for operation
- Community factors – relationships among organizations, institutions, and informal networks within defined boundaries
- Public policy – local, state, and national laws and policies

This theory acknowledges the importance of the interplay between the individual and the environment, and considers multilevel influences on unhealthy behaviour. In this manner, the importance of the individual is de-emphasized in the process of behavioral change.

IMBR model: information, motivation, behavioural skills, and resources

The IMBR model addresses health-related behaviour in a way that can be applied to and across different cultures. It focuses largely on the information (the ‘what’), the motivation (the ‘why’), the behavioural skills (the ‘how’), and the resources (the ‘where’) that can be used to target at-risk behaviours. For example, if a young man knows that using condoms properly may prevent the spread of HIV, he may be motivated to use them and know how to employ them correctly, but he may not be able to purchase or find them. Thus, the concept of resources is important to this model.

In the context of peer education, this means that a programme that does not include all four IMBR concepts probably lacks essential components for reducing risk behaviour and promoting healthier lifestyles. A programme might, for example, explain to young people the need for contraception and describe contraceptive methods but omit demonstrating their proper use. Participants would then be informed about what to do but not how to do it.
Questions

1. What does AIDS stand for?
2. What does HIV stand for?
3. Can you get HIV from kissing?
4. ‘You can catch AIDS from sharing infected needles’. Is there anything wrong with this statement?
   Answer yes, no, or I don’t know. If you answer yes, explain what is wrong with the statement.
5. What does it mean if someone is diagnosed as HIV-antibody positive (HIV+)?
6. How can HIV be transmitted from mother to child?
7. In the context of testing for HIV, what do we mean by the ‘window period’?
8. The HIV virus cannot survive outside the body. True or false?
9. Why does anal sex carry more risk of HIV transmission than other kinds of sex?
10. You cannot get HIV infection from giving blood with sterile syringes. True or false?

Correct answers

1. Acquired immunodeficiency syndrome
2. Human immunodeficiency virus
3. Kissing only carries a risk if there is an exchange of blood from an HIV+ person to his or her partner. This can occur when the skin or mucous membranes in or around the mouth are damaged.
4. The statement is wrong: you contract HIV (the virus), but not AIDS.
5. It means that the white blood cells have produced antibodies in reaction to the presence of HIV in the bloodstream. It proves that the person is infected with HIV. However, the antibodies cannot kill the virus!
6. During pregnancy, delivery, and breastfeeding.
7. HIV antibodies usually take between two and three months to appear in the bloodstream. This period is called the ‘window period’, during which an infected person will test negative, even if she or he has the virus and is infectious.
8. True.
9. The rectum bleeds easily, allowing blood to mix with semen carrying HIV.
10. True.
1. Condoms are the most effective protection against the spread of sexually transmitted infections (STIs).
   **FALSE**
   - Abstinence from sexual intercourse is the best way to prevent the spread of STIs.
   - Condoms are the next best prevention, but only complete sexual abstinence is 100 percent effective.

2. Biologically, both men and women have an equal risk of acquiring an STI from a sexual partner.
   **FALSE**
   - Women are more vulnerable to STIs than are men because women’s mucous membranes are larger and more sensitive. Small tears are common in the vagina.

3. Women who take contraceptive pills are protected from pregnancy and STIs.
   **FALSE**
   - Fluid exchange puts you at risk of contracting STIs. The pill is not a barrier that protects from fluid exchange.
   - When taken consistently, the pill is an effective hormonal method for preventing pregnancy.

4. Using two condoms at once (‘double bagging’) provides more protection against STIs.
   **FALSE**
   - Condoms are made to be used alone – friction between two condoms can cause breakage.
   - Do not combine a male condom with a female condom.

5. Condoms are not always effective in preventing human papilloma virus (HPV), which causes genital warts.
   **TRUE**
   - HPV can be transmitted by touching (hand to genital or genital to genital) an infected person’s lesions.
   - Genital warts can be found on parts of the genitals (testicles, vulva) that are not covered or protected by a condom.
   - Genital warts are transmitted during an outbreak. However, a person may not be aware that he or she is having an outbreak, since warts are not always visible.

6. Someone infected with chlamydia usually has noticeable symptoms.
   **FALSE**
   - Most people infected with chlamydia show no symptoms (the same is true for gonorrhoea).
   - If left untreated (with antibiotics), chlamydia (and also gonorrhoea) can cause long-term complications (infertility and pelvic inflammatory disease in women and prostatitis in men).
   - Symptoms: In women – pain or dull ache in cervix, heavy feeling in pelvic area, pain when urinating or during intercourse, heavier menstrual flow, heavy cervical discharge; in men – urethral discharge, pain when urinating, epididymitis.
7. A person with herpes can infect a partner even if he or she does not have any visible lesions.
   **TRUE**
   - Transmission is possible in the absence of lesions.
   - The contagious time is at the beginning of an outbreak, during ‘shedding’, when the infected person feels pain or a tingling, burning, itchy sensation.
   - The least contagious period is when the infection is dormant and there are no visible lesions.

8. Gonorrhoea can be cured with antibiotics.
   **TRUE**
   - There are two types of STIs: bacterial and viral. Gonorrhoea is a bacterial STI. Bacterial STIs can be cured with antibiotics. Viral STIs cannot be cured, although they sometimes go into remission (meaning you have no symptoms); antiviral drugs may help some people maintain a state of remission.
   - Symptoms: In women – pain or dull ache in cervix, heavy feeling in pelvic area, pain when urinating or during intercourse, heavier menstrual flow, heavy cervical discharge; in men – urethral discharge, pain when urinating, epididymitis.

9. Only women can be tested for STIs.
   **FALSE**
   - Both men and women can be tested for most bacterial and viral STIs.
   - The tests differ for men and women and depend on a person’s sexual behaviours (the healthcare provider may need to take oral, cervical, urethral, or anal cell cultures).
   - There are three types of STI tests: blood tests (syphilis, HIV); cell cultures (chlamydia, gonorrhoea); and visual inspections (HPV, herpes).

10. Which one of the following STIs cannot be cured?
    - ✗ Chlamydia  ✗ Gonorrhoea  ✗ Herpes
    **HERPES**
    - There are two types of STIs: bacterial and viral. Herpes is a viral STI. Bacterial STIs can be cured with antibiotics. Viral STIs stay in the human body, sometimes without symptomatic outbreaks (remission); antiviral drugs may help some people maintain a state of remission.
Self
Intimates
Friends
Acquaintances
Public
Sex refers to the biological differences between males and females. These differences are concerned with physiology and are generally permanent and universal. Sex identifies a person as male or female: type of genital organs (penis, testicles, vagina, womb); type of predominant hormones circulating in the body (estrogens, testosterone); ability to produce sperm or ova (eggs); ability to give birth and breastfeed children.

Gender refers to the socially constructed roles, responsibilities, and expectations of males and females in a given culture or society. These roles, responsibilities, and expectations are learned from family, friends, communities, opinion leaders, religious institutions, schools, the workplace, advertising, and the media. They are also influenced by custom, law, class, ethnicity, and individual or institutional bias. The definitions of what it means to be female or male are learned, vary among cultures, and change over time.

If anyone asks about dictionary definitions of sex and gender, point out that dictionary definitions tend to define sex and gender in a similar way, but that in peer education training, we use a social-science definition of the term ‘gender’.
**Handout 7 • Problem Tree**

**Trunk of the tree:** 17-year-old girl involved in transactional sex (sexual relationships in exchange for clothes, food, and other goods)

**Branch 1: Dropping out of school**  
*Apples for branch 1:*  
1. No education  
2. Limited career possibilities

**Branch 2: Guilt, fear, low self-esteem**  
*Apples for branch 2:*  
1. Suicide  
2. Social isolation

**Branch 3: Prostitution**  
*Apples for branch 3:*  
1. Involvement in crime  
2. Problems with the legal system and police

**Branch 4: Stigma**  
*Apples for branch 4:*  
1. Limited access to services  
2. No friends, lack of social support

**Branch 5: Violence leading to unprotected sex**  
*Apples for branch 5:*  
1. STI/HIV infection  
2. Unwanted pregnancy  
3. Physical and mental harm

**Roots:**  
1. Poverty  
2. Coerced sex, rape, incest  
3. Lack of communication with parents  
4. History of alcohol or drug abuse or other risk-taking behaviors  
5. Family violence  
6. Lack of education or reproductive health education  
7. Unfriendly social situations  
8. Early sexual debut  
9. Desire to be independent

**Possible measures:**  
1. Acknowledge the existence of transactional sex  
2. Build up self-esteem and empower young women to make healthy life decisions  
3. Establish drug and alcohol prevention programmes  
4. Provide more educational and employment possibilities for young people  
5. Rehabilitation programs for victims of violence  
6. Improve young women’s negotiating skills
<table>
<thead>
<tr>
<th><strong>Educational approach</strong></th>
<th><strong>Outreach approach</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td><strong>Primarily used to reach mainstream youth</strong></td>
</tr>
<tr>
<td><strong>Settings</strong></td>
<td><strong>Formal settings (i.e., school, youth centres)</strong></td>
</tr>
<tr>
<td><strong>Type of activities</strong></td>
<td><strong>Planned activities, often complementary to other curricular activities</strong></td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td><strong>Participatory, interactive techniques</strong></td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td><strong>More or less structured groups, with or without adult presence or facilitation</strong></td>
</tr>
</tbody>
</table>
Tag team versus competition style
The ‘tag team’ style allows one person to present, while the other person observes and supports his or her partner. Partners can divide the material in a way that lets them capitalize on their individual strengths and have their own moment in the spotlight. A competitive style puts facilitators at odds with one another as they teach the class. As such, the tag team style is the preferred method.

Preservation of energy
Presenting can be tiring both for the facilitators and the participants. Co-facilitators provide diversity in voices, presentation styles, and energy levels. Co-facilitation helps to hold the attention of the group, while giving each facilitator time to shine and time to rest.

Maximizing diverse resources
No one, no matter how well educated or skilled, has a talent for or knows about everything. Working as a team allows each person to contribute the best of his or her gifts, talents, and resources.

Extra eyes, ears, and hands
Two facilitators can manage a group better than one. The second person can help gauge participants’ reactions and notice whether people seem to understand the material. The co-facilitator can also help hand out materials and can assist in monitoring discussions when participants have been separated into small groups. Finally, a co-facilitator can also handle problems with the physical environment, late-comers, and phone calls.

Support
Two facilitators in the same room should support each other rather than compete for floor space. Everyone can have an ‘off’ day when nothing works well; perhaps an activity did not go as planned, or you lose your place in a lecture. The co-facilitator is there to help smooth over those moments. Co-facilitators’ behaviour towards one another – being supportive and respectful – should serve as a model for the way participants should behave towards each other.
Directions: Circle ‘agree’ or ‘disagree’ for each question.

1. When I am talking, I do not mind if my co-facilitator interrupts me to make an important point.
   Agree  Disagree

2. When I feel that something important should be mentioned during a workshop, I need to be able to interrupt the other facilitator so that I can make my point.
   Agree  Disagree

3. When my co-facilitator makes a mistake while leading a workshop, it is okay for me to correct him or her in front of the group.
   Agree  Disagree

4. I want to be able to trust my co-facilitator to be able to figure out when I need help facilitating.
   Agree  Disagree

5. The way to let your co-facilitator know that you have something to say is to raise your hand until you are acknowledged.
   Agree  Disagree

6. I feel uncomfortable being in charge so I would prefer to have my co-facilitator run things.
   Agree  Disagree

7. When my co-facilitator talks a lot, I feel like I have to say something just to remind the group that I am there.
   Agree  Disagree

8. If a participant discloses upsetting information, I usually wait to see if my co-facilitator will handle it before I do.
   Agree  Disagree

9. I get nervous at the beginning of each workshop because it is so hard to get started.
   Agree  Disagree

10. I like to be flexible to the group’s needs, so I do not like to plan out exactly what we are going to cover in a workshop.
    Agree  Disagree
Incentives are things that bring about action. In peer education, incentives can help attract peer educators into a program and keep them motivated and interested in their work. Incentives can range from fairly costly to inexpensive. The following list of incentives was developed during brainstorming sessions held with Y-PEER Focal Points in Ochrid, Macedonia, in August 2004.

**Higher cost**
- Offer large quantities of high-quality or high-tech educational materials (electronic resources, T-shirts, notebooks, manuals)
- Sponsor attendance to conferences, meetings, or presentations that occur at the regional or international level
- Provide internships, scholarships, or job opportunities at organizations
- Invite peer educators to represent their organization at national and regional events
- Hold contests with generous prizes (such as travel or a computer)
- Sponsor a formal reception for all people involved with peer education (peer educators, trainers, staff, partners, donors)
- Provide administrative, technical equipment (computers, photocopies, software)
- Offer a salary

**Lower cost**
- Provide no- or low-cost access to administrative, technical equipment for peer educators (computers, fax, phones, internet)
- Find ways to make use of peer educators’ creativity by letting them write and design a newsletter, website, or promotional materials
- Conduct regular monitoring visits so peer educators know supervisors are interested in their work
- Invite senior staff from non-governmental organizations (NGOs), donors, and partners to observe work at the field level
- Provide access to low-cost basic health services (family planning, counselling, and commodities such as pills or condoms)
- Continue training by providing short refresher courses or introducing new technical information
- Provide access to additional reference or resource materials
- Pay small sums of money to peer educators, such as a per diem for work days
- Provide money for local transportation or provide bicycles
- Give some promotional materials (t-shirts, pens, pamphlets)

**Little or no cost**
- Ask peer educators for their ideas and listen to what they have to say
- Provide verbal recognition of good work or successful completion of assignments (one-on-one, in meetings, or at events)
- Give awards (such as ‘peer of the month’)
- Finish some meetings with a ‘fun’ session with refreshments (this could also mean having a meeting and providing lunch or snacks after)
- Invite peers to present their work or knowledge at higher-level meetings or workshops
- Invite peers to attend regular staff meetings to learn more about the project
Apply these suggestions to help trainers and peer educators relax, reduce stress, and invite balance into their lives.

**Breathe deeply.** Have you ever noticed your breathing when you are feeling stressed or moving too fast? It is probably shallow and tight. Take a few slow, deep breaths to relax.

**Take a walk.** Get out. Go shopping. Play sports. Exercise not only helps burn off nervous energy but also allows you to leave the place causing you stress.

**Eat well.** Busy people often skip meals or eat fast food too frequently. Heavy foods, too many or too few calories, and inadequate nutrition can make you feel lethargic. Eat vegetables, fruits, grains, and lean proteins – nutritious, high-energy foods.

**Drink water.** Most people do not drink enough water and feel dehydrated, tired, and achy. Next time you feel dry or in need of a liquid ‘pick me up’, drink water instead of coffee, tea, or high-sugar drinks. Experts say that once you feel thirsty, you are already dehydrated, so drink up.

**Slow down.** Do not worry; you do not have to stop. By making sure your mind is actually where your body is, you will feel (and appear) less scattered, think more clearly, and be more effective. Time-management and delegation strategies can help avoid confused priorities and schedule conflicts.

**Team up.** If you are a stressed-out trainer or peer educator, you may not be letting other people help you get things done – whether delegating tasks to other peers or trainers, partnering with other groups, or simply networking for support and advice. Sharing the load with other people and staying connected to positive people can help prevent stress.

**Sleep well.** A good night’s sleep is not a luxury; it is a necessity for clear-thinking and mindful responsiveness. Aim to get a good night’s rest by watching what you eat before you go to bed, turning off the television and computer, and taking a few minutes to slow down and transition from ‘busy day’ to ‘restful night’ – perhaps by sipping some herbal tea and listening to soothing music.

**Loosen up.** Tight muscles and narrow, critical thinking exacerbate stress and propel you towards burnout. Find ways to stretch both body and mind. Take a bath. Pray. Gentle stretching loosens tight muscles, while similar ‘mind exercises’ or meditation can help lessen chronic perfectionism and criticism.

**Have fun.** Laughter is great medicine, so surround yourself with fun things and people. Watch your favorite funny movies, play with your kids or animals, choose to be around people who make you laugh, or just laugh at yourself when you get overly serious or unhappy.

**Get away.** Whether for an hour, a day, or a week, remove yourself from your work and concentrate 100 percent on someone or something else. Recharge yourself today so you are more productive and can enjoy your work tomorrow.
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What are monitoring and evaluation?

**Monitoring** is the routine and systematic process of collecting data and measuring progress towards programme objectives. Questions that monitoring activities seek to answer include: Are activities occurring as planned? Are services being provided as planned? Are the objectives being met? Monitoring supports evaluation, as the two are closely related.

**Evaluation** is the process of systematically assessing a project’s merit, worth, or effectiveness. In this process, the relevance, performance, and achievements of a programme are assessed. The evaluation process addresses the question: Does the programme make a difference? The common types of evaluation include process evaluation, outcome evaluation, and impact evaluation.

*Process evaluation* consists of quantitative and qualitative assessment to provide data on the strengths and weaknesses of components of a programme. It answers questions such as: Are we implementing the programme as planned? What aspects of the programme are strong? Which ones are weak? Does the programme reach the intended target group? What can we do to strengthen the programme? Are we running into unanticipated problems? Were remedial actions developed? Were these actions implemented?

*Outcome evaluation* consists of quantitative and qualitative assessment of the results of the programme. Outcome evaluation addresses questions such as: Were outcomes achieved? How well were they achieved? If any outcomes were not achieved, why were they not? What factors contributed to the outcomes? How are the target groups and their community impacted by the programme? Are there any unintended consequences? What recommendations are offered for improving future implementation? What are the lessons learned?

*Impact evaluation* is the systematic identification of a programme’s effects – positive or negative, intended or unintended – on individuals, households, institutions, and the environment. Unlike an outcome evaluation, which is focused at the programme level, impact evaluation is typically carried out at the population level and refers to longer-term effects.
Definitions of youth

Webster’s Dictionary, 1998
The quality or state of being young; youthfulness; juvenility; the part of life that succeeds childhood; the period of existence preceding maturity or age; the whole early part of life, from childhood, or sometimes, from infancy, to adulthood.

United Nations General Assembly (the basis for UN statistics on youth)
Defines youth as those ages 15 to 24. Note that by this definition, children are those under age 15. However, the United Nations Convention on the Rights of the Child defines children as up to age 18, thus theoretically providing more protection and rights to those up to age 18. There is no similar United Nations Convention on the Rights of Youth.

U.S. Agency for International Development
Youth is generally defined as the cohort between ages 15 and 24, the generation straddling childhood and adulthood, especially by researchers working with U.S. Agency for International Development funding.

United Nations Division for Social Policy and Development
Calls those ages 12 to 19 ‘teenagers’, and those 20 to 24 ‘young adults’. This distinction is important since the sociological, psychological, and health issues these two groups face may differ. Some countries consider young people to have become young adults when they pass the ‘age of majority’, which is usually age 18, at which point they are treated as adults under the law. However, the operational definition and nuances of the term ‘youth’ often vary from country to country, depending on sociocultural, institutional, economic, and political factors.

Definitions of youth participation

Adolescent participation
UNICEF uses this term, defining it as ‘adolescents partaking in and influencing process, decisions, and activities’.

Children’s participation
Roger Hart uses this term in his essay _Children’s Participation: From Tokenism to Citizenship_ In it, he describes participation as the process of sharing decisions that affect one’s life and the life of one’s community.

Youth-adult partnerships
As defined by Advocates for Youth, this term refers to a situation where adults work in full partnership with young people on issues facing youth and/or on programmes and polices affecting youth.
Youth involvement
This term is often used interchangeably with ‘youth participation’.

Youth participation
This is the most common term used in the fields of youth development, youth governance, and health. It follows the terminology used for the inclusion and involvement of other marginalized groups (i.e., participation of people living with HIV/AIDS). The U.S. National Commission on Resources for Youth defines youth participation as: ‘Involving youth in responsible, challenging action that meets genuine needs, with opportunity for planning and/or decision-making affecting others, in an activity whose impact or consequences extends to others – outside or beyond the youth participants themselves.’
Hart’s *Ladder of Participation* depicts participation on a continuum, from manipulation and tokenism, which do not constitute real participation, to higher levels of participation in which young people initiate, direct, and share decisions with adults.

The ladder of participation highlights two important characteristics about true youth participation. First, simply having a young person present does not result in true participation. Young people must have a certain level of empowerment, responsibility, and decision-making power to participate meaningfully. Second, the quality and type of the partnership between youth and adults is important.

An example of participation at the lower end of the ladder is involving young people on a programme discussion panel without giving them decision-making power or any role in the management of the programme. Examples of higher levels of participation include having youth serve on boards or steering committees and participate in day-to-day decision-making.
Youth-adult partnership

A true partnership between youth and adults in a professional setting has several distinguishing characteristics:

- It integrates the realistic perspectives and skills of youth with the experience and wisdom of adults.
- It offers both parties the opportunity to make suggestions and decisions.
- It recognizes and values the contributions of both young people and adults.
- It allows young people and adults to work in full partnership – envisioning, developing, implementing, and evaluating programmes.

Sharing the power to make decisions means that adults respect and have confidence in young people’s judgement. It means that adults recognize the assets of youth, understand what youth can bring to the partnership, and are willing to provide additional training and support when youth need it.

Both youth and adults may need to embrace change in order for the partnership to work. For example, adults may need to modify their ideas about what will and will not work and about times and conditions under which work proceeds. Similarly, youth may need to understand the limitations and realities that affect a programme’s development, operation, and evaluation.

In addressing adolescent and reproductive health issues, youth and adults can work together in a number of ways, such as conducting a needs assessment, writing a grant proposal, raising funds, designing a programme, training staff, delivering services, implementing interventions and projects, overseeing a programme, collecting data, evaluating a programme’s effectiveness, improving unsuccessful aspects of a programme, and replicating successful programmes.

Safeguards should protect youth from abuse

Minors need special protection when working with people who are older than they are. Institutions should have anti-harassment policies designed to prevent abuse as well as discrimination or harassment on any basis: racial, ethnic, religious, sexual, socio-economic, or age. The policies should outline how they are to be enforced, including a clear and safe grievance procedure.

In countries where it is legal and possible, the backgrounds of all adults and older youth should be checked before they are hired. This process should also be clearly stated by organizations in its recruitment guidelines and followed for all staff.
Attitudes as challenges
Some adults still believe that the opinions of young people do not matter, that youth are not capable of contributing in a valuable way, and that adults have nothing to learn from youth. These types of attitudes about youth might be viewed from the perspective of cultural diversity, where firsthand experience can be an effective strategy for changing attitudes. For example, involving young people at high levels of responsibility and decision-making enables adults to see that youth can be thoughtful and make important contributions. When someone comes to see a formerly undifferentiated group as diverse, that person becomes more likely to value the individuals within the group and let go of stereotypes.

Power dynamics, usually rooted in cultural norms, may contribute to challenges of youth-adult partnerships. Formal instruction in school often teaches youth to expect adults to provide answers and to ignore, deride, or veto youth ideas. Adults frequently underestimate the knowledge and creativity of young people and may be accustomed to making decisions without input from youth, even when youth are directly affected by the decisions. Therefore, successful partnerships require deliberate effort on the part of both adults and youth.

Spectrum of attitudes
According to the ‘spectrum of attitudes’ theory, adults may have one of three types of attitudes about young people’s ability to make good decisions. These attitudes also determine the extent to which adults will be willing to involve young people as significant partners in decisions about programme design, development, implementation, and evaluation.

- **Youth as objects.** Adults who have this attitude believe they know what is best for young people, attempt to control situations involving youth, and believe that young people have little to contribute. These adults seldom permit youth more than token involvement. For example, an adult might write a letter to an elected official about an issue pertinent to youth and use a young person’s name and signature for impact. Adults may feel the need to protect youth from the consequences of potential mistakes.

- **Youth as recipients.** Adults who have this attitude believe they must help youth adapt to adult society. They permit young people to take part in making decisions because they think the experience will be good for them, but they also assume that youth are not yet self-sufficient and need practice to learn to think like adults. These adults usually delegate to young people responsibilities and tasks that the adults themselves do not want to undertake. The adults usually dictate the terms of youth’s involvement and expect young people to adhere to those terms; the adults might deliberately retain all power and control. For example, adults who view youth as recipients might extend an invitation to one young person to join a board of directors that is otherwise comprised solely of adults. In such a setting, a young person’s voice is seldom raised and little heard – adults do not expect the young person to contribute, and the young person knows it.
Youth as partners. Adults who have this attitude respect young people and believe they have significant contributions to make. These adults encourage youth to become involved and firmly believe that youth involvement is critical to a programme’s success. They accept youth having an equal voice in many decisions (see box on equal decision-making, page 167). They recognize that both youth and adults have abilities, strengths, and experience to contribute. These adults are as comfortable working with youth as with adults and enjoy an environment where youth and adults work together. They believe that genuine participation by young people enriches adults just as adults’ participation enriches youth. For example, adults who view youth as partners might hire young people to participate at the very beginning of a programme’s design.

Organizational environment
Adults who endorse the concept of youth-adult partnerships must also be willing to alter the organizational environment if institutional barriers exist that are detrimental to young people and their ability to participate. Some barriers that could make youth involvement difficult include:

- **Work hours and meeting times.** An organization’s hours of operation usually coincide with times when young people are at school or work. To engage youth, programme planners must find nontraditional times at which to hold important meetings. Often, scheduling conflicts can be difficult to overcome. However, compromise is vital if an organization is to create effective youth-adult partnerships. For adults, this may mean altering schedules to hold meetings in the late afternoon, early evening, or on the weekend. For youth, this may mean gaining permission from school or other work to attend a daytime meeting.

- **Transportation.** Many young people do not have assured access to a vehicle. Programme planners should schedule meetings in easily accessible locations. They should also provide youth with travel vouchers or immediate reimbursement for the cost of travel.

- **Food.** Few young people have the income to purchase meals in business districts or dinners in restaurants. When a meeting occurs at mealtime, the organization should provide food or sufficient funds for young people to pay for the meal.

- **Equipment and support.** Organizations should provide youth with the same equipment as other employees, such as a computer workstation, mailbox, e-mail account, and business card. Failure to do so carries a powerful message that these youth – whether they are full-time or part-time volunteers, interns, or peer educators – are not as important as adult employees.

- **Procedures and policies.** With input from youth and adults, organizations should develop policies on youth-adult interactions. For example, if a programme involves overnight travel, youth and adults should be clear about their roles and responsibilities in travelling together. The policies will need to respect youth’s desire for independence and, at the same time, address the legal liability of the organization, the comfort level and legal responsibilities of adult staff, and parental concerns about security. Organizations may also consider establishing policies requiring the consent of parents or
guardians for youth participation, for staff driving young people to meetings, and other policies specific to a particular institution’s work.

- Training. In organizations that have always operated from an exclusively adult perspective, staff may need training in cultural competency. Whether working directly with youth or not, staff will need to accept young people’s perspectives and ideas and change workplace rules to meet the needs of youth. Organizations and their staff must make a determined effort to let young people know that they are valued.

**Equal decision-making?**

The goal of equal decision-making may not be realistic or attainable if adults have financial responsibility, if youth are short-term interns, or if the work requires technical skills that youth do not have. In these cases, it is important for adults to be honest with youth about the situation and identify areas where youth can make meaningful contributions to decision-making processes.
You are the coordinator of a community-based reproductive health peer education programme for volunteer youth. Each year, you train 12 to 16 youth to be certified as peer educators. Once certified, they conduct outreach sessions in schools, community centers, and places of worship. Unfortunately, each year you have difficulty retaining members. As the year progresses, youth begin to drop out and, typically, only one to three youth actually implement the programme. What can you do to attract committed peer educators and retain more of them in the programme?
In the reproductive health and HIV/AIDS fields, information about the impact of youth participation and youth-adult partnerships is limited. But literature from related fields indicates that involving young people in programmes has many benefits. Programme experience and research suggest 10 elements that lead to effective youth-adult partnerships.

**Clear goals for the partnership.** Youth and adults should understand the reasons for and objectives of the partnership.

**Shared decision-making power.** If youth have no power to make decisions, their participation is not one of partnership.

**Commitment from highest level.** Those in the highest level of the organization should commit fully to partnerships in order for them to be feasible and meaningful.

**Clear roles and responsibilities.** Be clear on which youth and adults have roles in the partnership and ensure that those people understand everyone’s roles and responsibilities.

**Careful selection.** Select the appropriate youth and adults for the partnership. Youth vary widely in their level of development and readiness to assume responsibility, and adults vary widely in their degree of commitment to work with youth.

**Relevant training.** Young people may need training in communication, leadership, assertiveness skills, and technical areas. Adults may also need training in working with youth as well as in technical areas.

**Awareness of different communication styles.** Different styles of communication do not necessarily imply disrespect, disinterest, or different goals and expectations. Asking questions and assuming the best about others can help diffuse conflicts that arise from different communication styles.

**Valuing participation.** Part of valuing youth involvement is to hold young people accountable for their responsibilities, just as one would with adults. The skills and commitment that adults bring to the partnership should also be valued.

**Room for growth.** Establish ways for youth to advance to increased levels of responsibility.

**Awareness that youth have other interests.** Youth may not be able to meet high levels of obligations because of other commitments and priorities. Work with youth to develop a level of responsibility that matches their time and commitment.
Impact on youth

Youth participation can:

- Help youth form higher aspirations, gain confidence, attain resources, improve skills and knowledge, change attitudes, and develop more meaningful relationships with adults
- Foster resilience by giving youth opportunities to contribute to family or community
- Enhance young people's social competence, problem-solving skills, and autonomy, and give them a sense of purpose
- Help young people be more open to learning, engaging in critical dialogue, exercising creativity, and taking initiative

Research has identified factors that seem to account for the difference between those young people who emerge from high-risk situations with positive results and those who do not. While many factors influence health behaviors, resilient youth, in particular, display some important characteristics, including:

- Social competence, including responsiveness, flexibility, empathy, caring, communication skills, a sense of humor, and other pro-social behaviors
- Problem-solving skills, including the ability to think abstractly, reflectively, and flexibly and the ability to arrive at alternative solutions to cognitive and social problems
- Autonomy, including a sense of identity and an ability to act independently and to exert control over the individual's environment
- Sense of purpose and future, including having healthy expectations, goals, an orientation towards success, motivation to achieve, educational aspirations, hopefulness, hardness, and a sense of coherence

The findings above come primarily from literature on youth development, which is defined as the ongoing growth process in which youth attempt to meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, be spiritually grounded, and build the skills and competencies that allow them to function and contribute in their daily lives. Thus, youth are more likely to develop in positive ways when they have opportunities to:

- Feel physically and emotionally safe
- Build relationships with caring, connected adults
- Acquire knowledge and information
- Engage in meaningful and purposeful activities in ways that offer both continuity and variety

Research also shows that contributing to one's community has many positive outcomes. One study found that college students who provided community service for credit significantly increased their belief that people can make a difference and that people should be involved in community service and advocacy. They became less likely to blame social services clients for their misfortunes and more likely to stress a need for equal opportunities.

Behavior change theory and research on resiliency suggest that, while the types of activities offered by successful youth development programmes vary, the emphasis lies in providing opportunities for active
participation and real challenges. Proponents of youth development programmes and of youth-adult partnerships have in common a belief that youth are caring and capable. Rather than seeing youth as problems to be managed, youth development proponents view young people as valued resources.

Proponents of youth-adult partnerships see young people as individuals with the capacity to make positive and wide-ranging contributions when they receive support and the opportunity to develop their skills. Few things can more concretely demonstrate a belief in young people’s capabilities than when trusted adults share with youth the power to make decisions.

The literature leaves little doubt that youth involvement benefits those youth who participate meaningfully in programmes. By providing young people the opportunity to develop skills, competencies, leadership abilities, self-confidence, and self-esteem, youth involvement programmes contribute to building resilience, a protective factor that can help prevent negative health outcomes and risky behaviors.

**Impact on adults and community**

Youth involvement also has an impact on adults involved in the partnerships. A U.S. study examined organizations in which youth had decision-making roles such as advisory board members, staff members, peer educators, and programme planners. Interviews and focus group discussions with young people and adults from 31 organizations showed that adults began to view youth as competent individuals who contributed to the organizations rather than simply as receiving its services. The energy of youth also enhanced adults’ commitment to the organizations and their ability to work collaboratively.

The study found that adults:

- Experienced the competence of youth firsthand and begin to perceive young people as legitimate, crucial contributors
- Found their own commitment and energy was enhanced through their work with youth
- Felt more effective and more confident in working with and relating to youth
- Understood the needs and concerns of youth, became more attuned to programming issues, and gained a stronger sense of connection to the community
- Received fresh ideas from different perspectives
- Reached a broader spectrum of people
- Developed more relevant and responsive programming and services
- Shared knowledge

The study also identified positive outcomes for the organizations:

- Young people helped clarify and bring focus to the organization’s mission.
- The adults and the organization, as a whole, become more connected and responsive to youth in the community, leading to programming improvements.
Organizations placed a greater value on inclusion and representation and saw programmes benefiting when multiple and diverse voices participated in making decisions.

Having youth make decisions helped convince foundations and other funding agencies that the organization was truly committed to meaningful youth development and youth involvement.

**Impact on reproductive health and HIV/AIDS**

Programmes involve youth in various ways in the reproductive health and HIV/AIDS fields. Substantial partnerships at the local programming level include youth involvement in planning and developing programmes, peer education projects, youth-led clubs and sports teams, and youth-run newspapers. Youth involvement with advocacy, policy development, governance, and evaluation is also expanding. Below are brief summaries of the limited research that does exist on the impact of such efforts, most of which covers peer education. Adult partners typically work with these projects, encouraging youth to make decisions and providing assistance where needed.

**Peer education**

- In Peru, a peer programme resulted in improved youth knowledge and attitudes, a reduction in the proportion of sexually active males, and increased contraceptive use at most recent intercourse.
- In Cameroon, a community-based peer programme resulted in improved knowledge about contraception in the intervention site, with increased condom use at last sex associated with influence based on peer education.
- A Family Health International study of 21 peer programmes found that most peer educators reported changes in their own behaviors as a result of their involvement. Thirty-one percent said they were practicing safer sex, including using condoms, and 20 percent said they had reduced the number of partners.
- Some researchers have concluded that peer education interventions tend to influence only the behaviors of small numbers of peer educators, not necessarily the target populations, making these interventions not cost-effective enough to justify implementation on a large scale.

**Other programme activities**

- In Nigeria and Ghana, through the West African Youth Initiative, youth worked as peer educators and were involved in programme planning, design, implementation, and evaluation. Reproductive health knowledge, willingness to buy contraceptives, ability to use contraceptives, and proportion of sexually active youth reporting use of a modern contraceptive increased significantly.
- A media campaign in Zambia (called HEART) included seven youth on its design team and a youth advisory group of 35 young people from 11 youth organizations. Focus group discussions, in-depth interviews, and pre-testing of materials with young people who were the target audience helped shape the media messages. A year after the campaign, viewers were 46 percent more likely to be practicing primary or secondary abstinence and were 67 percent more likely to have used a condom at last sex, compared to non-viewers.
- In Kenya, the Mathare Youth Sports Association (MYSA) in a slum area of Nairobi offers reproductive health education while operating football teams, garbage collection, and other community projects. Youth manage MYSA, emphasizing the skills and ideas of youth as its strongest resource.
In Uganda and Kenya, a youth-run newspaper called Straight Talk shows how a youth-led editorial board can respond to questions from youth with a candor and connection that makes the paper widely popular in school clubs in both countries.

**Institutional involvement**

- The International Planned Parenthood Federation now has a substantial number of youth on its board of directors.
- A growing number of organizations working globally, such as YouthNet and Advocates for Youth, have made a commitment to having young people on their permanent staff and linking interns in a two-way mentoring programme.
- Groups such as the Women’s Commission for Refugee Women and Children are incorporating youth into evaluations of projects.
- Involving youth in reproductive health and HIV/AIDS programmes increases credibility, visibility, and publicity for the programme, according to several studies.
- Youth can be visible ambassadors for programmes and organizations. The Barcelona YouthForce, an alliance of some 150 youth and 50 adults from around the world, worked at the XIV International AIDS Conference in 2002 to make youth a higher international priority in HIV prevention efforts through press conferences, an on-site newsletter, and other advocacy efforts. This was expanded at the XV International AIDS Conference in Bangkok in 2004 with an emphasis on involving youth in the scientific content of the meeting.
1. AIDS (acquired immunodeficiency syndrome) is caused by HIV, the human immunodeficiency virus, which damages the body’s defense (immune) system. People who have AIDS become weaker because their bodies lose the ability to fight all illnesses. They start to become sick with a variety of illnesses, and eventually many will die. There is no cure for HIV/AIDS.

2. The onset of AIDS can take up to ten years from the time of infection with HIV. Therefore, a person infected with HIV may look and feel healthy for many years, but he or she can transmit the virus to someone else. New drug therapies called antiretroviral therapy (ART) can help a person stay healthier for longer periods of time, but the person will still have HIV and be able to transmit it.

3. HIV is transmitted through the exchange of any HIV-infected body fluids. Transfer may occur during all stages of the infection. HIV is found in the following fluids: blood, semen (and pre-ejaculate fluid), vaginal secretions, and breast milk. There is no known case of getting the virus from saliva while kissing. However, if a person has a cut in the mouth, he or she could possibly get HIV from kissing an infected person who also has a cut or open sore. The virus can only survive for a short time outside the body, so it cannot be transmitted through touching an infected person or sharing ordinary objects such as plates, eating utensils, and clothes.

4. Worldwide, HIV is most frequently transmitted sexually. During sexual intercourse, body fluids mix and the virus can pass from the infected person to his or her partner, especially if there are tears in vaginal or anal tissue, wounds, or other sexually transmitted infections (STIs). Girls and young women are especially vulnerable to HIV infection because their vaginal membranes are thinner and more susceptible to infection than those of mature women.

   If an HIV-positive man has sex with a woman and does not use a condom, the man’s semen can carry the virus into the woman’s bloodstream through a tiny cut or sore inside her body, which can be so small that she does not know it is there. If an HIV-positive woman has sexual intercourse with a man without a condom, her vaginal secretions can transmit HIV into the man’s blood through a sore on his penis or through his urethra, the tube that runs down his penis.

5. People who have STIs are at greater risk of being infected with HIV/AIDS and of transmitting their infection to others. People with STIs should seek prompt treatment and avoid sexual intercourse or practise safer sex (non-penetrative sex or sex using a condom), and inform their partners. A person infected with an STI is five to ten times more likely to become infected with HIV. Additionally, people who have an STI are also at a greater risk of transmitting their infection to others.

6. The risk of sexual transmission of HIV/AIDS can be reduced if people abstain from sex, if uninfected partners have sex only with each other, or if people have safer sex, that is, sex without penetration or with a condom. The only way to be completely sure to prevent the sexual transmission of HIV is by abstaining from all sexual contact.
7. HIV can also be transmitted when the skin is cut or pierced with an unsterilized needle, syringe, razor blade, knife, or any other tool. People who inject themselves with drugs are at high risk of becoming infected with HIV/AIDS. In Eastern Europe and Central Asia, the sharing of contaminated needles among injecting drug users is currently responsible for the majority of infections. Moreover, drug use alters people’s judgement and can lead to risky sexual behaviour, such as not using condoms. Intravenous (injecting) drug users should always use a clean needle and never use another person’s needle or syringe. If you know or suspect your sexual partner to be injecting drugs, you should never have unprotected sex.

8. Anyone who suspects that he or she might have been infected with HIV should contact a health worker or an HIV/AIDS centre in order to receive confidential counselling and testing.

HIV tests can identify HIV antibodies in the blood as early as two weeks after infection, but the body may take up to six months to make a measurable amount of antibodies. This period of time is known as the ‘window period’. The average time is 25 days. A positive result on an HIV test means that HIV antibodies are present in your bloodstream and that the person is HIV positive. The onset of AIDS may take up to ten or more years. Remember – it is possible to live a productive and healthy life as a person living with HIV/AIDS.

A negative result on an HIV test usually indicates that the person is not infected with HIV. However, re-test after six months is suggested if the person engaged in high-risk behaviour during the past six months, because it can take this long for the immune system to produce enough antibodies to be detected.

9. HIV is not transmitted by casual, everyday contact: hugs or handshakes; swimming pools; toilet seats; shared bed linen, eating utensils, or food; mosquito and other insect bites; or coughing or sneezing.

10. Discriminating against people who are infected with HIV/AIDS or anyone thought to be at risk of infection violates individual human rights and endangers public health. Everyone infected with and affected by HIV/AIDS deserves compassion and support.
Section 5

Annexes
Welcome to this training! We would like to know a bit about your background, your peer education knowledge and skills level, and your expectations of and opinion about this training. There are no right or wrong answers. We are interested only in knowing your opinion. Please tick mark the appropriate box or fill in the blanks. Note that you do not need to give your name or address. Thank you!

Today’s date: ___________________ Training location: ___________________

1. Are you □ Male □ Female

2. How old are you? ___________________

3. What level of schooling have you completed?
   □ Primary school □ Secondary school □ University or postgraduate

4. What is the primary functional role in your job? (select one)
   □ Manager □ Trainer □ Peer educator □ Other (specify) ___________________

5. How many years have you been working in peer education? (enter 0, if no experience)
   ________ years

6. How likely is it that you will use the knowledge and skills learned in this training to train other peers?
   □ Highly likely □ Somewhat likely □ Not likely □ Unsure at this time

7. On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank your confidence in being able to conduct a training programme for youth in peer education?
   □ 1 □ 2 □ 3 □ 4 □ 5

8. On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank your knowledge of and ability to describe a comprehensive model for peer education programmes?
   □ 1 □ 2 □ 3 □ 4 □ 5

9. On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank your knowledge about the difference between gender and sex and how gender may affect sexual and reproductive health in a population?
   □ 1 □ 2 □ 3 □ 4 □ 5
10 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank your confidence and skills in setting up and conducting role-play exercises for peer educators?

1 2 3 4 5

11 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how confident and comfortable are you in bringing a speaker living with HIV/AIDS to a workshop for youth?

1 2 3 4 5

12 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how confident are you in conducting at least three team-building exercises for peer educators?

1 2 3 4 5

13 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how well do you think you know at least four icebreaker exercises?

1 2 3 4 5

14 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how well do you think you know at least three different ways to teach factual information in a training?

1 2 3 4 5

15 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how well do you think you know at least three different motivational techniques to use in a peer education training?

1 2 3 4 5

16 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how well do you think you know at least five different life skills to address in a health education programme?

1 2 3 4 5

17 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how strongly do you feel that you would involve a person living with HIV/AIDS in the design and implementation of your peer education programme?

1 2 3 4 5

18 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank your confidence in providing services related to the areas discussed in this training?

1 2 3 4 5

19 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank the usefulness of this training for your work?

1 2 3 4 5
20 Please specify two to three critical challenges related to peer education programmes in your work. Feel free to write in your language of choice.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

21 Please feel free to write comments about any topic related to this training (e.g., your expectations)?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you for completing this form!
Post-training questionnaire

Dear Participant,
As the very last activity of this training, we would like you to fill in this questionnaire. We will use this data to evaluate the training. You do not need to give your name or address. We encourage you to express yourself as honestly as you can. Thank you!

Today’s date: ________________________________  Training location: __________________________________________

1  Are you       ☐ Male       ☐ Female

2  How old are you? ____________________________

3  What level of schooling have you completed?
   ☐ Primary school ☐ Secondary school ☐ University or postgraduate

4  What is the primary functional role in your job? (select one)
   ☐ Manager       ☐ Trainer       ☐ Peer educator       ☐ Other (specify) ____________________________

5  How many years have you been working in peer education? (enter 0, if no experience)
   __________ years

6  How likely is it that you will use the knowledge and skills learned in this training to train other peers?
   ☐ Highly likely ☐ Somewhat likely ☐ Not likely ☐ Unsure at this time

7  On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank your confidence in being able to conduct a training programme for youth in peer education?
   ☐ 1       ☐ 2       ☐ 3       ☐ 4       ☐ 5

8  On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank your knowledge of and ability to describe a comprehensive model for peer education programmes?
   ☐ 1       ☐ 2       ☐ 3       ☐ 4       ☐ 5

9  On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank your knowledge about the difference between gender and sex and how gender may affect sexual and reproductive health in a population?
   ☐ 1       ☐ 2       ☐ 3       ☐ 4       ☐ 5
10 Provide definitions for:

Gender

__________________________________________________________

__________________________________________________________

Sex

__________________________________________________________

__________________________________________________________

11 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank your confidence and skills in setting up and conducting role-play exercises for peer educations?

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

12 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how confident and comfortable are you in bringing a speaker living with HIV/AIDS to a workshop for youth?

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

13 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how confident are you in conducting at least three team-building exercises for peer educators?

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

14 Name three team-building exercises:

1. ________________________________________________________

2. ________________________________________________________

3. ________________________________________________________

15 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how well do you think you know at least four icebreaker exercises?

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

16 Name four icebreaker exercises:

1. ________________________________________________________

2. ________________________________________________________

3. ________________________________________________________

4. ________________________________________________________

17 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how well do you think you know at least three different ways to teach factual information in a training?

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5
18 List three different ways to teach factual information in a training:

1. 
2. 
3. 

19 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how well do you think you know at least three different motivational techniques to use in a peer education training?

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

20 List three different motivational techniques to use in a peer education training:

1. 
2. 
3. 

21 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how well do you think you know at least five different life skills to address in a health education programme?

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

22 List five different life skills to address in a health education programme:

1. 
2. 
3. 
4. 
5. 

23 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how strongly do you feel that you would involve a person living with HIV/AIDS in the design and implementation of your peer education programme?

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

24 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank your confidence in providing services related to the areas discussed in this training?

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

25 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank the overall quality of this training?

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

26 On a scale of 1 to 5 (1 being the lowest; 5 being the highest), how do you rank the usefulness of this training for your work?

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5
27 Please specify two to three critical challenges related to peer education programmes in your work. Feel free to write in your language of choice.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

28 Please feel free to write comments about any topic related to this training (e.g., your expectations, observations, interactions)?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Thank you for completing this form!
**Exercise:** *Sex and gender – what do they mean?*

**Objective**  To help participants distinguish between the concepts of ‘sex’ and ‘gender’ and identify their own values related to these concepts

**Time**  30 minutes

**Materials**  Three signs with the following titles: 1) Agree, 2) Disagree, and 3) Not sure; *Handout 6. Sex and Gender*

**Suitable for**  All training and field work

**Process**

Post the three signs on a large wall (‘Agree’ on the left, ‘Disagree’ on the right, and ‘Not sure’ in the middle of the wall). Ask the participants to stand, facing the trainers and the signs.

Explain to the participants that they will now have an opportunity to try to express and clarify their thoughts and feelings about sex and gender. Tell them that you will read several (six or seven) statements aloud. After you read the first statement, each participant should decide whether they agree, disagree, or are unsure about the statement. Once they decide, each participant should stand under the sign on the wall that matches their position.

After you have read a statement and the participants have moved, ask for a few volunteers to explain why they chose their position. Repeat this process with five or six more value statements. Make sure you hear different points of view from the participants. Remember that processing the statements and expressing and explaining thoughts and feelings is the most valuable part of this activity.

Below is a list of statements that may be used for this exercise. Choose six or seven statements that are appropriate for your participants. You may adapt and modify this list to make it appropriate to your setting:

- Women can breastfeed babies; men can bottle-feed babies.
- Females are sensitive and need more love than males.
- Females are better parents than males.
- Boys should pay when a boy and girl go out on a date.
- Males should never cry.
- Men and women are equal.
- Because men are physically stronger, they should be paid more money for work.
- Women give birth to babies; men do not.
- A man who remains a virgin until he is married is probably homosexual.
- A boy’s voice breaks at puberty; a girl’s does not.
- Women should remain virgins until they are married.
- Having sex is a good way for a man to prove his masculinity.
- Getting pregnant is an acceptable way for a girl to prove her fertility.

**Closure**

Distribute *Handout 6. Sex and Gender*. Read through the definitions and ask if the participants have any questions.

**Exercise: Media images analysis**

**Objective**

To have participants analyse how women and men are portrayed in the media and how images may reinforce or challenge gender-based stereotypes.

**Time**

25 minutes

**Materials**

Pictures from newspapers and magazines, flip charts, markers

**Suitable for**

All training and field work

**Process**

Before the workshop, collect images (advertisements, cartoons, articles) from magazines and newspapers that show women or men in different circumstances. They should include images that both reinforce and challenge stereotypes. Positive and negative images should also be used, as there is a tendency among participants in this exercise to criticize each image without acknowledging that there are positive images. It is helpful if you can make overhead transparencies of the images.

Divide the participants into groups of three people. Give each group a large sheet of paper, a marker, and three images.

Explain that stereotypes are beliefs or assumptions that seem so ‘natural’ that many of us do not question them. Even if we do not hold these beliefs, we hear or see them expressed over and over – for example, in the media. We need to understand how stereotypes can affect our attitudes and behaviour.

Ask the participants to look at the images they have received and answer the following questions for each image:

- What is the main message the image gives about women or men?
- Does the image show women or men in a positive or negative way?
- Does the image reinforce or challenge gender-based stereotypes?
- Would you like yourself (or your mother or father, or your brother or sister) to be shown this way in public? Why or why not?
Ask each group to present one of their images to the entire group and give their answers to the questions about it. Ask the other participants if they agree.

**Closure**

Point out that this exercise provides an opportunity to analyse the impact of one information source – the print media – on gender stereotypes and beliefs.

Explain that it is possible to interpret images from different points of view; not everyone receives the same ‘message’ from an image. We may receive a different message than was intended by those who produced the image. The common experience that all people share is that we are influenced in our ideas about ‘proper’ or ‘desirable’ characteristics and behaviours for women and men by such images, often without realizing it.

Point out that both adolescents and adults continue to learn about gender roles and responsibilities in this way and that these lessons are important in determining our sexual and reproductive behaviour as well as the consequences of that behaviour.

Emphasize that challenges to gender stereotypes are good – for example, advertisements showing women playing sports or men caring for children demonstrate that both men and women can carry out such activities.

Point out that media advertisements try to get people to buy products, and they often do this by reinforcing gender stereotypes. However, as ideas about women’s and men’s roles change in society, the media may also challenge gender stereotypes in a harmful way. For example, tobacco advertisements specifically target women by appealing to their desire for ‘adventure’ or ‘independence’. We need to be aware of the health consequences of the messages we see, even if they challenge gender stereotypes that we want to change.

**Exercise: Singles party weekend**

**Objectives**

- To have participants become more motivated to protect themselves from exposure to HIV infection
- To increase their awareness about how easily HIV transmission can become a reality for someone as a result of behavioural choices

**Time**

30-40 minutes

**Materials**

Four small pieces of blank paper (about 3 square cm) for each participant to represent hotel room keys, four to eight pieces of paper with HIV written on them in small letters, pens and pencils, a cassette or disc player with tapes or discs of dance music
Suitable for  Peer educators’ training

Process
Have each participant take four pieces of paper from a bag or envelope. Arrange in advance to have one or two participants or facilitators who will participate in the party to get four ‘hotel room keys’ with HIV written on them.

Explain to participants that in this exercise we are going to pretend we have been invited to a special three-day weekend at a famous resort. It is Friday night, and our group has arrived just in time to get to the club for a big party for single people. Everyone can mingle and get to know each other. What you are holding in your hands are your four room keys. If you would like, you can trade your room keys with other people you find attractive. The rule is that when you give a room key to someone, you get one from that person, so you always have four room keys. Also make sure that you do not look at the keys when exchanging them. ‘I think I hear the music starting up right now! Let’s go to the party!’

Start the music. After the first round of exchanging room keys (about two to three minutes), stop the music and instruct participants to be silent and listen carefully to instructions.

Explain that at this point, participants should not indicate the results of what they are about to find out. Without letting anyone else know, they should quietly check their room keys to see whether they picked up a room key with ‘HIV’ written on it in very small letters. Remind them not to react visibly so that the other participants will not be able to tell from their reaction who has HIV on their room keys. Explain that some participants will still have blank cards, while others will have one or more room keys with HIV written on them.

At this point, ask everyone to take a pencil and pretend they are writing ‘HIV’ on all four of their room keys. Explain that anyone who noticed at any time that they were holding a room key with HIV written on it (even if they already passed it onto someone else) should really mark all four keys they are holding with a small HIV. Point out that although one can give a room key away with HIV written on it, once they have come in contact with the key they have still technically ‘got’ HIV.

Announce that after a busy day of swimming, skiing, and sunbathing, it is Saturday night, and the second party is starting. The participants use the room keys they are now holding for the second party. Begin the party. Explain that the rules are the same as before. Remind participants that, ‘If you see someone you like and you would like to exchange a room key with them, you can do so.’

End the party and instruct the participants to mark their papers as before. Announce that we have been invited to stay over one extra night. Repeat the party procedures as before.
**Closure**

Once people have finished marking their papers, ask how many people became ‘infected’, so to speak, in the game. Then ask how many people have four blank papers and how they managed to avoid the virus. Discuss what it was like for participants, asking them, for example, if it was more difficult for women or men to avoid getting the virus. Give some time for people to speak about what it was like to be ‘infecting others’, perhaps knowingly.

Ask the participants whether they were surprised by their emotions or responses. Can they see parallels to real-life situations in the strategies they used? Was there any peer pressure? Did anyone decide to be abstinent at some point? Did anyone exchange a room key with only one person (symbolic of monogamy)? Did the participants think trusting to luck was a good strategy?

Be sure to remind people that in reality HIV is not necessarily transmitted with every exposure. Point out that the one or two people who first introduced HIV into the group had an important role in helping us all learn through this exercise. Perhaps their behaviour will help slow the epidemic by making it more real for some and by teaching others.
This form contains items used as part of an evaluation of peer educators’ and trainers’ skills.

Today’s Date: _______________________________ Training location: _______________________________

Please rate the strength of the peer educator or presenter on the items below using the following scale:

1 = Weak  2 = Good  3 = Excellent

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<thead>
<tr>
<th>Name of Peer Educator/Trainer</th>
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<td>Training Techniques</td>
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<tr>
<td>1. Explaining the purpose</td>
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<td>2. Connection with the</td>
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<td>audience, eye contact</td>
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<td>3. Appropriate body language</td>
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<td>movement, gestures</td>
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<td>4. Listening skills</td>
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<td>5. Intonation and volume</td>
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<td>6. Use of visual aids, e.g.,</td>
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<td>flip charts</td>
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<td>7. Energy and enthusiasm</td>
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<td>theoretical skills</td>
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<td>9. Agenda preparation for</td>
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<td>presentation</td>
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### Team Work

1. Co-operation with co-facilitator
2. Practical assistance
3. Sharing the training space
4. Respecting each other
5. Smoothness of teamwork
6. Keeping to agreed agenda
7. Communicating agenda changes if needed

### Managing Participants

1. Creating a safe learning environment
2. Dealing with troublemakers, talkers, bored participants
3. Motivating the participants
4. Giving feedback and acknowledging participation

**Comments:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Note:** The three-point rating scale for this form may not be necessary. In many cases, one could use the items as guidance regarding skills and techniques in feedback sessions with peer educators or trainers.
1. Guidelines on peer education/youth participation

**European Guidelines for Youth AIDS Peer Education**
This European (the European peer education network) publication provides guidance on setting up, running, and evaluating AIDS peer education projects for young people. The first two chapters examine the benefits and limitations of the peer education approach. Available in English, French, German, Greek, Italian, Portuguese, Spanish, Swedish, and Czech. Available online at: [http://www.europeer.lu.se/index.1002---1.html](http://www.europeer.lu.se/index.1002---1.html), by mail at: Department of Child Health, Church Lane, Heavitree, Exeter EX2 5SQ, UK, or by e-mail: europeer@exeter.ac.uk

**Guide to Implementing TAP (Teens for AIDS Prevention)**
Advocates for Youth, second edition, 2002
This step-by-step guide aims to help adults and teenagers develop and implement a peer education programme on HIV/AIDS prevention in schools and communities. It includes plans for 17 sessions with suggested activities and descriptions of ongoing projects. Available online at: [http://www.advocatesforyouth.org/publications/.tap.htm](http://www.advocatesforyouth.org/publications/.tap.htm) or by mail at: Advocates for Youth, 2000 M Street NW, Suite 750, Washington, DC 20036, USA

**How to Create an Effective Peer Education Project: Guidelines for AIDS Prevention Projects**
Family Health International, nd
This document provides practical guidelines for planning and implementing a peer education project and creates awareness of potential difficulties. Available online at: [http://www.fhi.org/en/HIVAIDS/pub/guide/BBC+Handbooks/peereducation.htm](http://www.fhi.org/en/HIVAIDS/pub/guide/BBC+Handbooks/peereducation.htm) or by mail at: Family Health International, Attn: Publications, P.O. Box 13950, Research Triangle Park, NC 27709, USA

**Peer Approach in Adolescent Reproductive Health Education: Some Lessons Learned**
UNESCO Asia and Pacific Bureau for Education, Thailand, 2003
This booklet focuses on research on the impact of peer education in promoting healthy behaviour among adolescents, synthesizes field experiences, and offers guidelines to enable policymakers and programme implementers to adopt or adapt appropriate strategies in their own settings. Available online at: [http://www.unesdoc.unesco.org/images/0013/001305/130516e.pdf](http://www.unesdoc.unesco.org/images/0013/001305/130516e.pdf)

**Peer Learning**
Harey M. UK Youth, second edition, 2000, £11.00
*Peer Learning* is a popular resource that provides tools with which to train young people to run a peer learning programme. It offers clear guidelines and a flexible structure that can be used across differing levels of participation by young people in many settings. It is suitable for work on a range of
participative topics such as crime, democracy, and citizenship. Peer Learning contains action points, session plans for recruitment and training, basic and key skills activities, and follow-up ideas. It can be used in combination with Yes Me!, the book for young peer educators’ (see 3. Training Manuals, below). Order online at: http://www.ukyouth.org or by mail at: UK Youth, Kirby House, 20-24 Kirby Street, London EC1N 8TS, UK

**Peer to Peer: Youth Preventing HIV Infection Together**
Advocates for Youth, 1993, US$4.00
This resource for programme planners and youth workers examines the rationale and research behind the peer education approach to risk reduction, with a focus on HIV prevention. It outlines in detail successful model peer education programmes. Available online at: http://www.advocatesforyouth.org

**Peer, An In-Depth Look at Peer Helping, Planning, Implementation, and Administration**
Tindall, JA. Accelerated Development, revised edition, 1994
This book focuses on peer counselling and how it can have an impact upon some of society’s problems. It is aimed at those who are responsible for planning, implementing, and administering peer-helping programmes. Available by mail at: Accelerated Development, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598, USA

## 2. Research

### 2.1. General research

**Peer Education and HIV/AIDS: Concepts, Uses, and Challenges**
Joint United Nations Programme on HIV/AIDS, Best Practice Collection, 1999
This brochure discusses the peer education theory and presents a literature review and the results of a needs assessment carried out in Jamaica in April 1999. Available in English, French, and Spanish. Available online at: http://www.unaids.org, by mail at: UNAIDS, 20 Avenue Appia, CH 1211 Geneva 27, Switzerland, or by e-mail at: unaids@unaids.org

**Peer Potential: Making the Most of How Teens Influence Each Other**
National Campaign to Prevent Teen Pregnancy, 1999, US$15
Three research papers highlight the positive effects of peer influence in teenagers’ lives and warn about ways peer influence can also be harmful. They also offer some important guidelines for programme developers and policymakers to make the most of the peers’ potential. Order by e-mail at: orders@teenpregnancy.org or by mail at: The National Campaign to Prevent Teen Pregnancy, 1776 Massachusetts Avenue, NW, Suite 200, Washington, DC 20036, USA
Summary Booklet of Best Practices
Joint United Nations Programme on HIV/AIDS, 1999
The booklet describes 18 projects aimed at young people. The main objectives are to:
- promote sexual health
- empower young people with life skills
- reduce the risk of HIV/AIDS infection
- prevent risk of violence, abuse, and entry into the sex trade
- build a peer support network
- reduce discrimination towards people living with HIV/AIDS
- assist young people in continuing their education and ensure long-term social and economic security for the participants
The majority of the projects include peer education. Available in English and French. Available online at: http://www.unaids.org, by mail at: UNAIDS, 20 Avenue Appia, CH 1211 Geneva 27, Switzerland, or by e-mail at: unaids@unaids.org

2.2. Monitoring and evaluating programmes for and with young people

Learning to Live: Monitoring and Evaluating HIV/AIDS Programmes for Young People
Webb D, Elliott L. Save the Children, 2000, £12.95
This is a practical guide to developing, monitoring, and evaluating practice in HIV/AIDS-related programming for young people, based on experiences from projects around the world. It focuses on recent learning about peer education, school-based education, clinic-based service delivery, reaching especially vulnerable children, and working with children affected by HIV/AIDS. Condensed version in English and Portuguese available. Available online at: http://www.savethechildren.org.uk or by mail at: Save the Children, 1 St. John’s Lane, London EC1M 4AR, UK

2.3. Research tools

The Narrative Research Method – Studying Behaviour Patterns of Young People by Young People
World Health Organization, 1993, order no. 1930054, 8 Swiss francs/US$7.20
This research tool has been extensively used to understand behaviours, including sexual behaviour, among young people in the context of their cultural realities. A core group of young people is brought together to develop a representative story depicting behaviour in their community. The story is then transformed into a ‘questionnaire’, which is administered to other young people in the districts to be investigated. The findings of this participatory methodology can be used to develop local or national plans of action to promote adolescent health and health information products, in which the core group may become involved as facilitators. Available in English, French, and Spanish. Available online at: http://www.who.int or by e-mail at: publications@who.org
3. Training manuals

3.1. Peer education training manuals

The Crunch: Negotiating the Agenda with Young People. A Peer Education Training Manual
The Health Education Board for Scotland, 1997, £20
This manual describes the context in which peer education has developed, offers a theoretical framework to support the development of peer education work, and offers practical guidelines for good practices. The manual illustrates theory and practice using examples of drug, alcohol, and tobacco education. However, the guidelines can be applied to any form of peer education. Available by mail at: Fast Forward, 4 Bernard Street, Edinburgh EH6 6PP, UK or by e-mail at: admin@fastforward.org.uk

Know the Score
UK Youth, 1999, £17.95
Drug education is the focus of this peer education resource. Designed to be used as a preparation programme for peer educators, this publication includes:
- hints and tips on the strengths and challenges of peer drug-education work
- training manuals that can be photocopied and used to train peer drug educators
- activities that peer educators can use or adapt to increase other young people’s awareness about drug issues
- different ways to evaluate peer drug-education initiatives
- case studies of two different peer drug-education projects
Available online at: http://www.ukyouth.org or by mail at: UK Youth, Kirby House, 20-24 Kirby Street, London EC1N 8TS, UK

Peer Education: A Manual for Training Young People as Peer Educators
Book 1: Peer education: an introduction
Book 2: Training peer educators (15 training sessions in five modules)
Book 3: HIV/AIDS and sexuality (training sessions)
Murtagh B. National Youth Federation in association with the Health Promotion Unit, Ireland, 1996, Euro 13.00
These three manuals provide information, guidance, and models for peer education projects in youth services. All manuals draw on actual field experience. Book 1 is designed to clarify the concept of peer education and includes guidelines on evaluating peer education. Book 2 provides five modules for use in the general preparation and training of potential peer educators. Book 3 provides two modules: one for training HIV/AIDS peer educators and one to help them reflect on aspects of sexuality. Available online at: http://www.nyf.ie/, by mail at: National Youth Federation, 20 Lower Dominick Street, Dublin 1, Ireland, or by e-mail at: info@nyf.ie
Together We Can: Peer Educator’s Handbook and Activity Kit
Jamaica Red Cross HIV/AIDS Peer Education Project, 1995
This manual is for teenage peer educators working in HIV/AIDS and STI prevention. Includes activities for managing risk situations, assessing personal values, and developing skills in condom use. Available online at: http://www.gysd.net/doc/resources/TWC_InstructorManual.pdf and http://www.gysd.net/doc/resources/TWC_ActivityKit.pdf, or by e-mail at: jrcs@mail.infochan.com

Yes Me!
UK Youth, 1996, £12.00
This easy-to-follow self-development programme enables young peer educators to acquire the understanding and skills needed to run a peer learning group. Yes Me! is divided into six broad sections: getting started, getting others talking, tackling health issues, working with groups, planning tactics, and doing it for real. Yes Me! contains 23 sessions for young people to work through individually or in a group. A popular and long-standing title, Yes Me! explores topics such as non-verbal communication and group dynamics and encourages young people to plan projects systematically and to evaluate their own qualities and strengths. Available online at: http://www.ukyouth.org/resources, by e-mail: publications@ukyouth.org, or by mail at: UK Youth, Kirby House, 20-24 Kirby Street, London EC1N 8TS, UK

3.2. Related training manuals

Action with Youth, HIV/AIDS and STDs: A Training Manual for Young People
International Federation of Red Cross and Red Crescent Societies, second edition, 2000
This manual is intended for youth leaders who wish to develop an HIV/AIDS health promotion programme among young people. It includes basic information on HIV/AIDS and the impact of the epidemic, guidelines for programme planning, and ideas for educational activities and community projects. Available in English, French, Spanish, and Arabic. Order online at: http://www.ifrc.org/publicat/catalog/order.asp, by mail at: International Federation of Red Cross and Red Crescent Societies, PO Box 372, CH-1211 Geneva 19, Switzerland, or by e-mail at: jeanine.guidera@ifrc.org

AIDS: Working with Young People
This training manual is intended to be used with young people age 14 and over in youth clubs, training schemes, and schools. It includes exercises and games introduced by background text that gives an overview of the medical and social aspects of AIDS as well as advice on HIV/AIDS education. Available online at: http://www.avert.org

Exploring Healthy Sexuality
Jewitt, C. Family Planning Association UK, 1994
This manual is aimed at youth workers with little training in sexuality education. Order by mail at: Family Planning Association UK, 2-12 Pentonville Road, London N1 9FP, UK
**Games for Adolescent Reproductive Health. An International Handbook**  
Program for Appropriate Technology in Health, 2002  
This manual fuels the imagination of educators with tips on getting started; 45 games that are fun, easy-to-use and educational; guidance on creating your own games; and ready-to-use card sets. Available online at: http://www.path.org/publications/pub.php?id=676

**Gender or Sex, Who Cares?**  
de Bruyn M, France N, IPAS and HD Network, 2001  
This resource pack, which includes a manual, curriculum cards, and overhead transparencies/handouts, provides an introduction to the topic of gender and sexual and reproductive health (SRH). Available online at: http://www.synergyaids.com/documents/3858_060602_GenderBook.pdf

**It's Only Right. A Practical Guide to Learning about the Convention of the Rights of the Child**  
United Nations Children's Fund, 1993  
This guide is intended for youth group leaders and teachers working with young people ages 13 and older. It offers a range of activities that will help children get to know their rights and to help them plan action on rights issues. Available in English and French. Available online at: http://www.unicef.org/teachers/protection/only_right.htm

**Life Planning Education: A Youth Development Program**  
Advocates for Youth, 1995, US$60  
This is a training pack with interactive exercises on sexuality/life-skills education for young people ages 13 to 18. It is designed for use in schools or other youth settings. Available online at: http://www.advocatesforyouth.org/publications/lpe/or by mail at: Advocates for Youth, 2000 M Street NW, Suite 750, Washington, DC 20036, USA

**A Participatory Handbook for Youth Drug Prevention Programs: A Guide for Development and Improvement**  
U.N. Office on Drugs and Crime and The Global Youth Network, 2002  
This tool for youth groups is aimed at identifying issues of concern relating to substance abuse. Available in English, Chinese, French, Spanish, Russian, and Arabic. Available online at: http://www.unodc.org/youthnet/youthnet_youth_drugs.html

**Primary Prevention of Substance Abuse: A Facilitator Guide**  
World Health Organization and the U.N. Office on Drugs and Crime, 2000  

**Project H – Working with Young Men to Promote Health and Gender Equity**  
Instituto Promundo, 2002.  
This manual covers five topics: sexuality and reproductive health, fatherhood and caregiving, violence to peaceful coexistence, reason and emotions, and preventing and living with HIV/AIDS. Each topic
contains a theoretical section and a series of participatory activities to facilitate group work with young men between the ages of 15 and 24. Available in Portuguese, English, and Spanish. Available online at: http://www.promundo.org.br/controlPanel/materia/view/103 or by e-mail at: promundo@promundo.org.br

Right Directions: A Peer Education Resource on the UN Convention of the Rights of the Child
Save the Children in association with The Guides Association, UK, 1999, £4.99
This guide helps young people think about their rights through a range of fun and lively activities based around the UN Convention of the Rights of the Child. The 40 activities cover a wide range of important youth issues such as bullying, discrimination, poverty, homelessness, health, and self-expression. Available online at: http://www.savethechildren.org.uk

Young People and Substance Use: A Manual
This easy-to-use guidebook helps health workers who do not have extensive training or sophisticated resources produce educational materials. Particular attention is given to the needs of street children. The manual illustrates many ways to engage young people in the design, use, dissemination, and evaluation of educational materials. Order by e-mail at: msb@who.int

Working with Street Children. A Training Package on Substance Use and Sexual and Reproductive Health, Including HIV/AIDS and STDs
World Health Organization, 2000, order no. WHO/MDS/MDP/00.14
This comprehensive training package was developed for street educators (and others involved in programmes for street children) and contains two parts:
- Ten training modules provide information on the problems street children may face and essential skills and knowledge educators need to function in a dynamic environment on the street.
- Trainer Tips, a manual that provides ideas on how the subjects can be taught, includes information on selected topics, and gives options that could help the trainer or educator in adapting local needs and resources.
Available online at: http://www.who.int/substance_abuse/activities/street_children/en/or by e-mail at: publications@who.org

100 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community
The International HIV/AIDS Alliance, 2002
This is a compilation of energisers, icebreakers, and games that can be used by anyone working with groups in a workshop, meeting, or community setting. Available in English, French, and Spanish. Available online at: http://www.aidsalliance.org/sw7452.asp
3.3. Training manuals on counselling (not specifically peer counselling)

Counselling Skills Training in Adolescent Sexuality and Reproductive Health. A Facilitator’s Guide
World Health Organization, revised edition 2001
This guide is designed to help facilitators conduct a five-day training workshop on counselling skills in adolescent sexuality and reproductive health. The training described in the guide combines basic information about sexuality, reproductive health, and the principles of non-directive counselling with training in specific interpersonal communication skills. Available online at: http://www.who.int/child-adolescent-health/New_Publications/ADH/WHO_ADH_93.3.pdf or by e-mail at: cah@who.int

4. Resource guides

Annotated Bibliography about Youth AIDS Peer Education in Europe
Svenson G, et al. (eds), European Commission, 1998
Available online at: http://webnews.textalk.com/europeer/youth/, by mail at: Department of Child Health, Church Lane, Heavitree, Exeter EX2 5SQ, UK, or by e-mail: europeer@exeter.ac.uk

Resource Guide for Sex Educators: Basic Resources That Every Sex Educator Needs to Know About
Huberman B. Advocates for Youth, 2002, US$10

5. Other resources


6. Journals

**Xcellent. The journal of peer education in Scotland**
Published by Fast Forward Positive Lifestyles Ltd., subscription: £10 per year
This journal, produced three times a year, promotes the development of peer education in the field of health, shares good practice, provides a forum for debate, and publicizes useful resources and forthcoming events such as training courses and networking opportunities. Order from: Fast Forward Positive Lifestyles Ltd., 4 Bernard Street, Edinburgh EH6 6PP, UK or by e-mail at: admin@fastforward.org.uk

7. Useful websites

**http://www.advocatesforyouth.org/**
Advocates for Youth deals with issues of young people’s sexual and reproductive health internationally and provides information, training, and strategic assistance to youth-serving organizations, policymakers, youth activists, and the media.

**http://www.avert.org**
AVERT is an international HIV/AIDS charity with useful statistics, information for youth, news, recent updates, and resources on homosexuality.

**http://europeer.lu.se/index.1002---1.html**
Europeer is Lund University’s and the European Union’s resource centre for youth peer education in Western Europe. It focuses on the health, development, and empowerment of young people.

**http://www.fhi.org**
Family Health International works on improving reproductive and family health around the world through biomedical and social science research, innovative health service delivery interventions, training, and information programmes.

**http://www.goaskalice.columbia.edu**
Columbia University sponsors this youth-friendly, funny, and educational question-and-answer Internet health education programme.

**http://www.ippf.org**
International Planned Parenthood Federation (IPPF) is the largest voluntary organization dealing with issues of sexual and reproductive health. It hopes to promote and establish the right of women and men to decide freely the number and spacing of their children and the right to the highest possible level of sexual and reproductive health.
http://www.iwannaknow.org
This is the American Social Health Association's sexual health information site for young people.

http://www.savethechildren.org.uk
Save the Children is the leading British charity working to create a better world for children. It works in 70 countries and helps children in the world’s most impoverished communities.

http://www.siecus.org
The Sexuality Information and Education Council of the United States (SIECUS) promotes comprehensive sexuality education and advocates for the right of individuals to make responsible sexual choices.

http://www.teenwire.com
Planned Parenthood’s sexual education site features many articles written by and for young people.

http://www.unaids.org
Joint United Nations Programme on HIV/AIDS (UNAIDS) brings together the efforts and resources of eight United Nations system organizations to help the world prevent new HIV infections, care for those already infected, and mitigate the impact of the HIV/AIDS epidemic.

http://www.unfpa.org
The United Nations Population Fund (UNFPA) supports developing countries, at their request, to improve access to and the quality of reproductive health care, particularly family planning, safe motherhood, and prevention of STIs, including HIV/AIDS.

http://www.unicef.org
The United Nations Children’s Fund (UNICEF) works with partners around the world to promote the recognition and fulfillment of children’s human rights. Within this site, go to http://www.unicef.org/programme/lifeskills.html for extensive information on life skills-based education.

http://www.unodc.org/youthnet
The Global Youth Network is an initiative of the International Drug Control Programme of the United Nations Office on Drugs and Crime (UNODC). The Global Youth Network aims to increase youth involvement in developing drug abuse prevention policies and programmes.

http://www.youthclubs.org.uk
This British network supports and develops high-quality work and educational opportunities for all young people.

http://www.youthhiv.org/
YouthHIV, a project of Advocates for Youth, provides a website created by and for HIV-positive youth and HIV peer educators. The purpose is to provide a safe and effective website offering sexual and mental health information, community support, opportunities for advocacy, resources and referrals, and online peer education.
Annex 5 • Exercises Used in Section 2

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How Careful Are We with Our Health? ......................... Day 1, p. 40
The Human Knot ....................................................... Day 1, p. 46
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Peer Education – What and Why ................................ Day 1, p. 36
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Materials were drawn from many sources. Many of the exercises in Section 2 were adapted from personal experiences, passed from one person to another over the years. For example, Robert Zielony adapted one exercise from colleagues Danny Keenan and Ron Henderson in San Francisco, California; Keenan taught many of those who developed this manual this exercise and trained many young people about HIV and AIDS before he died. Other exercises come from publications and organizations, many of which are listed in Annex 4.

Sources for exercises not mentioned elsewhere include: Stacy Block, Jane Bogart, Robert Eckert of Narcotic and Drug Research Incorporated, the High Risk Adolescent Project H-RAP Curriculum of Westover Consultants in Washington, DC, the Learning Institute for Functional Education (LIFE Institute), and Shira Piven in theatre training in New York, NY.

Similarly the handouts for participants were developed from various sources, including:


Handbook 18. Adapted from Section IV. Youth-Adult Partnership Training Curriculum In Marx et al., eds.

Handout 19. Adapted from Background Handout 3. Building Effective Youth-Adult Partnerships – Research Evidence and Program Summaries In Marx et al., eds.

Joint Programme on Creating Opportunities for Youth Employment in Sudan

Project No: SUD/08/50UND (MDGF – 1888-H-SDN)

Inception Mission Report for the Southern Sudan Programme Component

July 2010
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Acronyms
AIDS Acquired Immuno-Deficiency Syndrome
CIDA Canadian International Development Agency
CPPB Conflict Prevention and Peace Building project
DDR Disarmament, demobilisation and reintegration
GOSS Government of Southern Sudan
HIV Human Immuno-Deficiency Virus
IMAC Inter-ministerial Appraisal Committee
ILO International Labour Organisation
IOM International Organisation for Migration
MDGF Millennium Development Goal Fund
MDTF Multi-donor Trust Fund
NGO Non-Governmental Organisation
RCO Resident Coordinator’s Office
TVETE Technical and Vocational Education and Training for Employment
UN United Nations
UNDP United Nations Development Programme
UNDSS United Nations Department of Safety and Security
UNIDO United Nations Industrial Organisation
UNMIS United Nations Mission in Sudan
YEP Youth Employment Programme
INTRODUCTION
The UN and Government of Southern Sudan (GOSS) Youth Employment Programme (YEP) partners undertook a joint Inception Mission during April and May 2010. The purpose of the mission was to confirm the suitability of the Southern Sudan component of the YEP and to take into account any changes in circumstances.

The Inception Mission focussed on four objectives:

1. Assess the Programme’s strategic approach, coherence and budget allocations to determine if changes are required to ensure that Programme activities are coordinated and have impact
2. Introduce the Programme objectives and outcomes to GOSS and State counterparts, and civil society in the pilot locations
3. Review and agree the pilot locations for Programme implementation
4. Assess the linkages between the pilot locations and the Programme’s thematic interventions to ensure cohesion and compatibility: Employability and Job Creation; Technical and Vocational Education and Training for Employment; and Lifeskills

For further details see Annex 1 for the Mission’s Terms of Reference.

Before proceeding to undertaking the Inception Mission there were two outstanding issues that required resolution between the GOSS and UN partners. With the arrival of the UN Youth Employment Programme manager in early March 2010 a start was made. Negotiations were held with the GOSS Ministries of Youth, Sports and Recreation and Labour and Public Service to resolve a number of issues. Firstly, the GOSS did not fully agree with the locations selected and some of the activities identified by the UN partners and wished them adjusted and secondly, the project had not received the official approval of the GOSS Inter-ministerial Appraisal Committee (IMAC). In addition the Deputy UN RCO and the Head of UNDP in Southern Sudan both raised similar concerns about the project’s weak alignment to GOSS priorities, lack of internal coherence, overlapping activities and the fragmented allocation of funds. It was foreseen that these limitations would result in reduced programme impact. To address the GOSS issues and UN concerns, as well as to re-establish understanding of the project, and to improve its strategic approach the following tasks were undertaken.

- **The project’s main activities and budgets were unpacked into separate components for the South and North** as a means of: (i) clarifying priorities and activities, (ii) identifying overlaps and gaps; and (iii) revisiting what actions were being proposed, by whom, when and where.

- **Preparation and dissemination of a project briefing note** that sought to: (i) create a strategic framework based on three thematic areas; (ii) align the main project activities to these thematic areas; and (iii) to increase project coherence and impact through clustering and joined-up actions at GOSS, State and in demonstration localities.
• **Convening of a GOSS Ministries\(^1\) meeting to prepare for the IMAC** and to create renewed awareness and increased government leadership of the project.

The project received IMAC approval on 22 March 2010 and moved immediate to the Inception Mission. On 29 March a half day Inception workshop involving 7 GOSS Ministries and Commissions and 9 UN partners agreed: terms of reference; a visits schedule; draft visit programmes; a set of guiding questions; team leaders for each visit; and logistics. The Inception Mission visited six locations including Warrap State. The Warrap visit was undertaken as a joint mission with the MDGF funded Conflict Prevention and Peace Building (CPPB) project. In addition three UN Youth Employment partners from Northern Sudan participated in the Inception Mission – UNDP Khartoum in the Inception workshop; UNIDO in the Wau and Warrap visits; and IOM Khartoum in the Warrap visit.

In scheduling the Inception Mission the national election period was taken into account. However some slippage in the visit schedule occurred when the election period was extended from one to three weeks. During the extended period there were UNDSS security restrictions that limited the ability of UN officials to travel to the States. Due to these restrictions the Wau and Torit field visits were rescheduled to the last two weeks in May.

Field visits and consultations were held with over 340 participants of whom two thirds were male with the balance one third females. Inception teams met a total of 144 State and County officials of whom two thirds were male with the balance one third females. In addition a cross section of civil society was consulted: 25 NGOs, 6 women’s associations, and 10 youth associations/forums. To gather the views of youth Inception teams held focus group meetings with 107 youth (36 females and 71 males) and visits were made to 19 adolescent and youth facilities: vocational and technical training centres; adolescent and youth centres, neighbourhood centres, women’s centres, accelerated learning centres, schools, farmer field demonstrations, and an agro-processing centre. See Annex 2 for further details.

Field visit coordination and logistical support was provided by UN partners, UN Integrated States Offices, the Ministry of Youth, Sports and Recreation and their counterparts in the States. The report consists of two parts. Part One summarises the main findings and recommendations for improvement while Part Two examines the implementation localities in relation to current GOSS and UN priorities and outlines the main components for State-level action plans.

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\(^1\) Participating GOSS Ministries: Ministry of Youth, Sports and Recreation; Ministry of Labour and Public Service; Ministry of Cooperatives and Rural Development; Ministry of Gender, Social Welfare and Religious Affairs; Ministry of Animal Livestock and Fisheries; and Ministry of Health.
PART 1: MAIN FINDINGS & RECOMMENDED IMPROVEMENTS

Assess the Programme’s strategic approach, coherence and budget allocations to determine if changes are required to ensure that Programme activities are coordinated and have impact

The Inception Mission found that:

- Circumstances in Southern Sudan have changed since the project document was drafted in 2008 where the dominant concern was a focus on the high level of youth returnees returning to the South from Northern Sudan and East Africa. By mid-2009 the vast majority of returnees had relocated to the South\(^2\). Many of these returnees have decided to relocate to urban areas and not to return to the countryside.

- Since 2008 armed violence among agro-pastoralist youth has become of increasing concern to both the Government and UN. Although the issue was briefly mentioned in the project document not sufficient attention was given to this category of youth and their particular needs. Given the continuing and escalating levels of armed violence by cattle-herding youth this issue needs to be given much higher consideration.

- There is a growing recognition in Southern Sudan that youth employment and youth issues have not been sufficiently addressed during the post-CPA recovery and reconstruction period. This needs to be addressed through the preparation and financing of a more substantive GOSS and States Youth Employment Programme. The project document does not place sufficient emphasis on devising two or three youth employment demonstration approaches that can be incorporated and scaled-up into a larger youth employment programme for Southern Sudan.

- Adjustments to a number of Youth Employment Programme activities are required so as to ensure that there is: (i) stronger alignment to GOSS and State priorities; (ii) a clearer focus on quick employment and literacy activities; (iii) a reduction in the number of overlapping activities; and (iv) a greater emphasis on achieving impact through clustering and joined-up actions at GOSS, State and in demonstration localities.

Main Recommended Improvements to the Project

In Southern Sudan there are three broad employment and livelihood sectors in which youth seek economic opportunities. These are: urban markets, rural markets and agro-pastoralist livelihoods. To address these three sectors the Programme will demonstrate youth employment approaches for each of the sectors using three thematic areas and two primary entry points and pathways to guide its implementation activities. However, due to the low levels of literacy in Southern Sudan particularly among young women it is proposed that all three approaches will embed a functional literacy module as an integral part of their activities.

To address both the Inception findings and the main employment and livelihood sectors the Southern component of the Programme recommends that implementation is improved in the following ways.

**FIRSTLY** by creating and demonstrating *three scalable youth employment models/approaches*.

- An *urban markets approach* using Juba and Wau as the implementation localities
- A *rural markets approach* using Magwi county as the implementation locality
- An *agro-pastoralist approach* using Jonglei and Warrap States as the implementation localities

**SECONDL Y** by making use of *three thematic areas* and *two primary entry points and pathways* as a means of guiding the programme’s implementation activities at GOSS, State-level and in the selected localities. See the diagrams on pages 7 and 8 for details.

The *thematic areas for creating opportunities for youth employment* are:

- Employability and Job creation in the Private sector including self and group-based employment\(^3\) including cooperatives and private businesses
- Technical and Vocational Education and Training for Employment (TVETE)
- Lifeskills with an emphasis on Function literacy, Peace building, Reproductive health and Gender equality

The *two primary entry points and pathways to creating youth employment* are:

- Quick Workplace Learning and Employment Support
- Short Skills Training and Employment Support

These will be supplemented by other entry points as the programme evolves:

- Temporary Job Creation Schemes that include work-based functional literacy
- Accelerated Learning and Employment Support
- Vocational Skills Training and Employment Support

A range of joined-up activities will be delivered for young men and women that respond to: (i) differing urban and rural markets; (ii) different age groups – 15 to 18 years and over 18 years; and (iii) the self-choices of adolescents and youth. By way of illustration:

- **Employability and Job Creation** with a focus on self and group-based employment in the private sector will cover support in the fields of Business Development Services (BDS) such as training courses on Starting a Business and Improving Your Business; Registering a Business; Labour Laws and health and safety in the workplace, Purchasing, Marketing and Sales; Micro-finance loans; and forming a Micro-enterprise, Group-based Income Generation Activities or in establishing a Cooperative Society, etc.

- **Vocational skills training** for urban interventions will cover both trade and craft skills such as construction, metal working, vehicle mechanics, food processing, hospitality and catering, etc.

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\(^3\) Group-based employment includes: income generation groups; producer groups and associations; pre-cooperative groups; business partnerships; community enterprises; and business-led NGOs
Youth Employment & Livelihood Baseline Assessment on Skills & Market Opportunities

Written by Natalie Forcier
Prepared for the Youth Employment Programme
Youth Employment & Livelihood Baseline Assessment on Skills & Market Opportunities

Written by
Natalie I. Forcier

Prepared for
United Nations Joint Programme on Youth Employment

August 2011

Front Cover Photo: Abara Market, Eastern Equatoria
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The cooperation and assistance several organizations and individuals were crucial in the implementation of this baseline assessment, and thus the research team would like to extend its sincere gratitude to the following individuals and organizations:

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H.E. Mohammed Elhaj Baballa, Mayor of Juba
H.E. Peter Ochilo, Commissioner of Magwi County
H.E. Maker Lual Kuol, Commissioner of Bor County
Plan International
Isata Carew

Finally, on behalf of UN Joint Programme on Youth Employment, myself, and the entire research team, I would like to extend my sincere gratitude to the individuals and business owners who volunteered their time to participate in this assessment.

Natalie Forcier
Managing Director
Forcier Consulting
## List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AU</td>
<td>African Union</td>
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<tr>
<td>CPA</td>
<td>Comprehensive Peace Agreement</td>
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<tr>
<td>CRS</td>
<td>Catholic Relief Services</td>
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<tr>
<td>GER</td>
<td>Gross Enrollment Rate</td>
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<tr>
<td>GIZNU</td>
<td>Gesellschaft für Internationale Zusammenarbeit</td>
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<tr>
<td>GoNU</td>
<td>Government of National Unity</td>
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<tr>
<td>GoS</td>
<td>Government of Sudan</td>
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<td>GoSS</td>
<td>Government of Southern Sudan</td>
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<tr>
<td>IDPs</td>
<td>Internally Displaced Persons</td>
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<tr>
<td>ILO</td>
<td>International Labour Organisation</td>
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<tr>
<td>IOM</td>
<td>International Organisation for Migration</td>
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<td>LRA</td>
<td>Lord’s Resistance Army</td>
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<td>MSF</td>
<td>Medecins Sans Frontiers</td>
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<td>NER</td>
<td>Net Enrollment Rate</td>
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<td>NGO</td>
<td>Non-Governmental Organisation</td>
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<td>SDG</td>
<td>Sudanese Pounds</td>
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<td>SPLM/A</td>
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Executive Summary and Recommendations

This report seeks to identify which livelihood training interventions will be most beneficial for youth in four different locations across South Sudan. In addition, this report assesses youth aspirations and skills and maps the existing vocational training opportunities in these four locations. This information will inform the development of the UN Joint Programme on Youth Employment (YEP) and serve as a baseline against which the Programme will measure its impact.

Researchers travelled to Bor, Juba, Magwi, and Abara to conduct extensive qualitative and quantitative data collection, with the help of locally hired data collectors and translators. A comprehensive program for market assessment adapted from the Training for Rural Economic Empowerment (TrEE) model developed by the International Labour Organisation was utilized. This report details the findings of this research, highlighting the current demand for products and services, reasons for dissatisfaction with these products and services, existing skill sets within the youth community, education levels and aspirations of youth, and the vocational training centers and programmes within each location.

In Bor, consumers expressed high levels of dissatisfaction with a variety of goods, particularly dairy products. The majority of goods were not produced in Bor, and training in producing local products would be very beneficial. One businessman indicated that youth in Bor are often unable to take full advantage of vocational training because the concept of training and work is somewhat alien to them. Youth in Bor lack vocational training and basic academic skills such as literacy and numeracy, therefore training programmes that incorporate these skills sets would be beneficial for them. Currently several vocational training centers exist in Bor, but these suffer from a lack of funding and do not meet demand for vocational training.

In Juba, two separate markets, Konyo Konyo and Gudule, were assessed. It was found that very few goods were produced in Juba, but that there was a wide variety of goods on offer. A market opportunity was identified in the provision of non-street food. Restaurants currently exist to meet this demand, but there are high levels of dissatisfaction with these existing restaurants for the reason of high prices and lack of cleanliness.

Youth in Juba expressed different desires and aspirations depending on their levels of education: those with basic education wanted to learn computer skills and get a desk job, whilst those without even a basic education were more likely to aspire to become carpenters, mechanics, or other such manual professions. As Juba is a capital city it has a very broad diversity of inhabitants, therefore a range of language skills are crucial for youth trying to find employment or open a business. There are vocational training centers in Juba, but they focus on a limited number of livelihoods: mechanics, tailoring, electricity and carpentry. The future of a number of these vocational training centres is also uncertain. New courses should seek to open up new areas of training, particularly in the production of local goods.
Due to poor market development, there are very few service-oriented businesses in Magwi. Even ubiquitous services such as hiaces, rolex makers and tea shops have a significant number of non-consumers. Dissatisfaction with goods sold in the market is primarily for the reason of high price or lack of supply. Since most of what is sold in Magwi is imported from outside, high prices and lack of supply are symptoms of the same problem.

As a result of post-conflict trauma, many youth in Magwi exhibit high levels of alcohol abuse and an inability to concentrate. In addition many of them lack the basic academic background to succeed in existing vocational training programmes. In the future, all vocational training programmes should incorporate counseling and basic training in numeracy and communication skills into their curriculum. Currently, there is one vocational training centre in Magwi, but a lack of funding threatens its future existence.

Given Abara’s proximity to Magwi, it faces many of the same problems. The market for services within Abara is slightly more developed than the market in Magwi, but “luxury” services such as catering, driving, and garbage collecting are rarely utilized. Furthermore, most service providers in Magwi are retail/shop owners, rather than skilled service providers.

Youth within Abara expressed a desire for training in farming and animal husbandry. As the land around Abara is fertile and the community has traditionally relied on agriculture for income generation, this is a good area to focus on for skill development. Capital for tools and seeds will also be required for this training programme to benefit the community. Currently there is one vocational training centre within Abara. Much as in Magwi, this centre lacks funding and has failed to graduate a single class. Although the development of a vocational training centre is important, the lack of a secondary school in the area, makes basic skills training a high priority as well.

Youth aspirations in all locations are high, but they currently face many challenges to obtaining an education or finding employment. Most of the youth surveyed have not been educated beyond the primary level and do not feel that they have adequate communication or mathematical skills to conduct business. Some Sudanese youth have received vocational training, but most of this training has been received outside of the country. Livelihood training interventions should focus on providing education in basic math and communication skills. This will increase the ability of students to master more complicated vocational training in the future. In addition, efforts should be made to provide services such as counseling, childcare, and financial assistance. These services will reduce the number of students who drop out of vocational training programmes before graduation and increase the likelihood that the students will have the ability to use the skills they acquired after graduation.

Based on the findings of this assessment, the following location-specific recommendations can be made:

**Bor, Jonglei**

- Create and implement vocational programmes which incorporate basic business skills, advice on how to get into work, and explanations of the need for trainees to commit long-term in spite of small rewards at the start of the programme.

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Catering is a skill which appeals to a very broad market, and therefore those trained are more likely to find customers. Basic hygiene training is essential for this service, as is business training.

Masons are not widely used in Bor, but of those who use them, a very high percentage of respondents were dissatisfied because there were not enough masons in the area. As South Sudan in general is a developing country, with many returnees and new companies investing in the area, building skills are likely to be in high demand for many years to come.

Existing businesses could be aided by receiving business skills and language skills training. This could possibly enable them to expand and absorb new employees into their existing business.

Youth in particular would benefit from basic mathematical training and language skills. This could also help them gain skills which current business owners feel they lack, thereby making them more of a potential asset despite a lack of experience in employment.

There is much room for connecting Bor market to other markets in South Sudan, both in the area and to larger centres such as Juba. Doing so would increase the availability of goods that are otherwise absent or prohibitively expensive in Bor, thereby assuring new jobs without affecting the livelihoods of those already employed. It would also help those currently in business to increase the reliability of their sales.

Most of the products sold in Bor are not locally made. It would therefore be useful to train people in making or producing products that would otherwise be imported. This would also cut the price and the expense of transport would be cut down.

Yoghurt, cheese and prepared food are products which are relatively easy to produce yet which respondents in Bor showed high levels of dissatisfaction at the lack of availability. These are therefore products which show great promise as potential ways to create employment in Bor.

**Juba, Central Equatoria**

- Provide vocational training in basic business skills to existing business owners with the intention of allowing them to expand and take on new employees or mentees.
- Catering training should move beyond the level of basic street foods such as Rolexes and onto more complicated food services such as those provided by restaurants.
- Provide vocational training in computing skills to youth who have basic education.
- Provide vocational training in more manual labor-oriented skills such as mechanics for youths without basic education.
- For all vocational training programs, include a core syllabus which encompasses basic business skills such as the ability to distinguish between net and gross profit, ways in which to save funds for the future, and appropriate communication and behavioral attitudes for a work context.
- Work to improve basic education for Sudanese youth so they are capable of taking better advantage of vocational training.
- Research ways in which the supply problems with non-perishable goods can be overcome, such as buying in bulk during peak times and conserving some stock for when supply is more difficult. Educate existing business owners and trainees about this.
Develop a simple syllabus which teaches youth basic phrases integral to transactions in widely-spoken languages such as English, Juba Arabic and Bari. Although learning a language properly is a time-consuming task, learning enough to undertake a transaction is relatively quick, does not require any prior knowledge, and would address a need that many youth respondents reported.

Research ways in which youths can learn to produce goods locally, for example growing vegetables, keeping chickens, etc. Many of the goods in Juba are not local and therefore increasing local production would fill a gap in the market and lower prices.

*Magwi, Eastern Equatoria*

- Any vocational training courses implemented should take into account the psychological wounds of conflict apparent in the local population. Some youth, as indicated by the teachers, are not able to concentrate for long hours. Training should therefore be tailored to take this into account, and varying classroom instruction with hands-on training.
- Courses should also seek to support those youth who have dependents who rely on their income or care for survival. If courses do not provide alternative support for these vulnerable groups, a large part of the population will remain without the necessary training to build a better life for themselves and their dependents.
- Emphasis should be on the production of local goods, especially fruit, vegetables, and poultry. Training in these would both provide employment and improve the food security of Magwi.
- The local women have developed highly specialized skills in brewing and selling local alcohol. While this should not be actively encouraged, these skills can be transferred into other areas. Similar products that can be made on a part-time, informal basis should be identified, and training courses to produce these goods should be targeted at women with this existing skill set.
- Business training has already helped many retailers in Magwi, but more training would still be useful. Separate courses for existing retailers and those without any business training or experience should be developed.
- Similarly, basic mathematics and language skills should be incorporated into training courses. These basic skills will serve as a platform upon which to build more advanced skill sets and diversify the types of businesses that can be developed in the area.
- Developing trade routes with Juba and other cities in South Sudan, rather than Uganda, will reduce prices and increase the supply of goods within Magwi market. The establishment and frequent use of these trade routes will also decrease security concerns about transport. Currently, cattle herders that sell meat in the market have to deal with attacks from cattle raiders on a regular basis.
- Provide start-up capital for businesses that intend to produce and sell local goods. In particular, funds for seeds, agricultural tools, and transport are required.

*Abara, Eastern Equatoria*

- Invest in secondary school education for the youth in Abara and guarantee that the Abara Training and Production Center has enough funding to properly function.
- Provide start-up capital in the form of small loans or micro finance. This would provide the support required to open up new businesses and employment opportunities in the community.
• Incorporate basic math and literacy skills into all vocational programs, especially those that cater to students who only have a primary school education. The provision of these basic skills will increase students’ ability to utilize and absorb the training provided by the program.

• Focus on the production of local goods, particularly fruits, vegetables, and goats or poultry. Agricultural training, or the creation of cooperative farms, would be very beneficial to the community and the surrounding areas. It would open up employment opportunities as well as decrease the cost of produce in the market.

• Provide business training to all existing business owners and those who want to open a business, but lack the skills and knowledge.

• Improve road infrastructure to ease the transport of locally produce goods to other areas in South Sudan. This would also make it possible for individuals living in the surrounding areas to travel easily to the Vocational Training Center.
Introduction

Rice, lacede (small smoked fish), beans and onions for sale in the Magwi market
This report is designed to provide youth labour market information for four different locations in South Sudan. This information will inform the development of the UN Joint Programme on Youth Employment (YEP) and serve as a baseline against which the Programme will measure its impact. The Programme is focused on providing quick skills training and promoting an increase in the level of employment amongst youth including the creation of small business start-ups. Quick impact actions with few educational barriers will be deployed to develop skills and support current businesses. Through the examination of youth aspirations and skills, as well as opportunities for self and group employment amongst youth in the market, this report will determine the market supply and demand for youth vocational skills training.

**Context**

On July 9, 2011, South Sudan declared its independence, becoming the world’s 193rd country and Africa’s 54th state. Unlike other postcolonial states, South Sudan’s independence was not granted at the discretion of a non-belligerent colonial power. Instead, decades of armed conflict with the North, culminated in an internationally brokered peace in 2005 that allowed the option of separation.

The Comprehensive Peace Agreement (CPA) between the Government of (Northern) Sudan and the Sudan People’s Liberation Movement/Army (SPLM/A) ended two decades of civil war in the region and established a shared system of governance between the Government of National Unity (GoNU) in the North and the semi-autonomous Government of Southern Sudan (GoSS). Since that time, the GOSS has been responsible for the governance of the region now known as South Sudan. In accordance with the terms of the CPA, the GoSS conducted a referendum on self-determination in January 2011, which resulted in an overwhelming turnout, almost universally voting in favor of secession.

In July, the newly independent country secured statehood and immediately dropped to the bottom of the world’s development indexes. Since schools were closed or destroyed throughout much of the population’s childhood, about three-quarters of adults cannot read. Only 1 percent of households have a bank account. Half of South Sudanese (50.6%) live beneath the national poverty line of 72.6 SDG per month and 47.0% are food deprived. As a consequence, the vast majority of South Sudanese face numerous challenges in securing sustainable livelihoods to support themselves and their families.

The huge influx of refugees and internally displaced people further complicates the existing political dynamics in the state. During the course of decades of war, millions of southerners fled north to escape the fighting and conflict. Since the 2005 Comprehensive Peace Agreement, people have been returning back to their homes in the south. According to the Southern Sudan Relief and Rehabilitation Commission, 1,812,300 internally displaced people and refugees

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1 Statistical Yearbook of Southern Sudan 2010, Southern Sudan Centre for Census, Statistics and Evaluation. 23.  
2 Ibid.  
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returned to South Sudan between 2004 and 2008. As of 29 March 2011, 52,805 former refugees and internally displaced persons have returned to Northern Bahr el Ghazal, 8,828 of whom returned to Aweil North County. The partition of Sudan into two independent states is expected to result in additional returnees, as those associated with the south are forced to leave the north. After many years living as internally displaced people (IDPs) in the north and refugees abroad, those returnees face significant challenges reintegrating into their former communities. Many villages lack basic services to accommodate the number of people coming back. Returning families are now struggling to survive without adequate drinking water, health services, education, food and shelter.

**Desk Review: Skills Development, Vocational Training & Livelihood Opportunities for Youth in South Sudan**

**Youth as a Vulnerable Population**

As a consequence of the decades of civil war that gripped the country during most of their childhood, few of the two-thirds of the South Sudanese population that is currently under the age of 25 received either formal education or vocational training. According to UNICEF’s baseline study of the education sector in the region, the war “almost totally extinguished secondary education in the south, together with vocational and technical education, post-secondary institutions, teacher education, higher education, and adult education.” Four years after the CPA was signed, even then primary school enrolment was still staggeringly low. In 2009, net enrolment in primary school was at 48 percent, and on average, of those enrolled, less than 20 percent would complete all eight years of schooling. This gap in formal education opportunity has been further exacerbated by the dearth of vocational training.

**Figure 1: Population Pyramid, Sudan Population and Housing Census, 2008**

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4 Statistical Yearbook of Southern Sudan 2010, Southern Sudan Centre for Census, Statistics and Evaluation. 103.
5 “Number of Returnees by County, 30 October 2010-29 March 2011,” UN-OCHA. Code SS-0182a, 30 March 2011.
8 *Starting from Scratch: The Challenges of Including Youth in Rebuilding Southern Sudan*, Women’s Refugee Commission, September 2010

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institutions available to those who dropped out of the formal education system. Prior to the conflict, few vocational training institutions existed in the region due to systematic neglect by the North, and those that were in existence were destroyed or fell into disrepair during the war.

The debilitating effect of these lost educational opportunities will become more and more apparent as children of the war years mature into adults. Already, lack of education has translated into high rates of unemployment and limited self-sufficiency among youth, underscoring the need for functional educational programming for this segment of the population. Following its study of youth livelihoods in South Sudan, the Women’s Commission for Refugee Women and Children found that “without targeted and appropriate interventions, youth will remain idle or in low-skilled and possibly exploitative jobs, a wasted potential resource to support the region’s reconstruction and development.” Plan Canada’s surveys of the South Sudanese population have found “growing insecurity” caused by “frustration due to unemployment and lack of regular salaries for those working with the government.” As a 2011 report by the Humanitarian Policy Group argues, the absence of labor opportunities for urban youths is seen as a direct causal factor of the increased gang activity in Juba.

Studies indicate that increased education results in increased output in multiple sectors, including agricultural work. For example, in Ghana, researchers found that even when other factors are held constant, just one additional year of schooling increased agricultural output by between 2.5 and 5 percent. Due to the skewed population pyramid, both Government of South Sudan and the non-governmental organizations operating in Sudan recognize that empowering the youth and equipping them with the skills necessary to make their own livelihoods will be critical for the future. Atari et al argue: “With growing numbers of returnees and demobilized ex-combatants, technical, vocational and entrepreneurial capacity is needed for development and reconstruction in South Sudan.” Mathok Madol Mathok, a leader of a youth organization in Rumbek State argues, improved access to education must be the focus of efforts to facilitate the region’s recovery, “the neediest thing as a citizen of southern Sudan and also as a youth at the same time is education. During the war, many of us didn’t go to school because the youth were also at war...so we did not get time to study. After the war, we need education to develop our country.”

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10 For more information on the relationship between unemployment and gangs in Sudan see: Sara Pantuliano, Margie Buchanan-Smith, Victoria Metcalfe, Sara Pavanello and Ellen Martin, City Limits: urbanization and vulnerability in Sudan. ODI: Humanitarian Policy Group Report, January 2011. In this report, the authors note: “Respondents in Juba stated that the rise of gang culture was linked to feelings of insecurity, the lack of protection provided by the state and lack of employment opportunities; conversely, gang membership gave youth a sense of social inclusion and belonging.”
12 Dominic Odwa Atari, Samer Abdelnour, Kevin McKague and Robert Wagner, Technical, Vocational and Entrepreneurial Capacities in Southern Sudan: Assessment and Opportunities.
**Need for Vocational Training**

There is, therefore, a need to empower these categories of youth through provision of training in life skills and livelihoods at all levels targeting agro-based farming, livestock, fisheries, physical infrastructure in roads and housing sectors and other professional trades which would lead to creation of jobs and improvement of socio-economic status of the population. This is because young people are the building blocks of a country’s economy and the most essential human resource and present a demographic opportunity that can be directed to positively impact on the future of the country.

- Dr. Riek Machar Teny

Traditionally, the people of South Sudan have relied upon cattle rearing, crop production, fishing, wild food (including hunting) collection and trade as their means of livelihood, depending on their location in the seven key livelihood zones of the country: the Eastern Flood Plains; the Greenbelt; Hills and Mountains; Ironstone Plateau; Nile and Sobat Rivers; Western Flood Plains; and Arid/Pastoral. Most zones rely heavily on cattle rearing, while others such as the Greenbelt, Hills and Mountains and Ironstone Plateau are more focused on crop rearing. Nonetheless, agriculture remains the mainstay for the vast majority of South Sudanese. Despite its popularity as a livelihood strategy, agriculture remains an underutilized occupation and a prime target for livelihood training programs. A 2011 study by the World Food Program found that “only 4% of arable land is cultivated, total livestock production is 20% of the potential, while fish production is only about 10% of the potential. These provide immense opportunities to enhance the overall economic and social well-being in South Sudan.”

The WFP’s policy prescriptions are challenged by organizations such as the Women’s Refugee Council, which argues that these traditional subsistence livelihood options have failed to translate into a viable basis for sustainable development, particularly for youth and returnees. Following her study of the unique challenges facing South Sudanese youth, Maura Brazil of ACDI-VOCA concluded that they would “benefit from business training and apprenticeships, access to finance for small businesses (potentially in groups) and complementary services such as mentoring, training in financial literacy and encouragement in cultivating savings.” Given the vast room for development in the agricultural sector, however, a focus on developing agricultural skills through vocational training would still benefit the economy and local employment pool in a necessary and sustainable way.

In recognition of the need for both increased educational opportunities and vocational skills training, the Government of South Sudan, with support from the UN Joint Programme on Youth Employment has begun a cross-Ministry approach to Technical and Vocational Education and Training (TVET) involving the Ministries of Labour, Youth, and Education.

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15 Annual Needs and Livelihoods Assessment (ANLA) 2009/2010, World Food Program; See also, Comparative Statistics, UNOCHA, 2008
16 WFP (2011)
17 Starting from Scratch: The Challenges of Including Youth in Rebuilding Southern Sudan, Women’s Refugee Commission, September 2010.
18 Opportunities Grow for Youth in Southern Sudan: Young People Need Training, Access to Credit, ACDI/VOCA
Beyond agriculture, studies indicate that auto mechanics, carpentry and the service and hospitality sector have the potential for high labour demand.19

**Challenges and Weaknesses of Existing Vocational Training**

**Insufficient Capacity**

In its general review of vocational training programming worldwide, the ILO found that in many cases these training programs were not sustainable. Non-governmental organizations often imported sophisticated machines and equipment to allow trainees to acquire new skills. After the programs were transitioned, however, the recipient administrations were financially unable to maintain the equipment, replace damaged parts or provide the materials for training.

Although the Government of South Sudan has embarked upon its own vocational training program, the Ministry of Education’s department for vocational education was described by staff as “not at all functional” due to the lack of operational funding. Given the high cost of materials in Juba, this lack of funding is particularly problematic. 20

**Gender Barriers to Participation**

Gender roles and barriers differ throughout the country. In rapidly urbanizing areas such as Juba, for example, women are increasingly engaged in informal livelihood activities such as small business ownership, microfinance borrowing, and employment in restaurants.21 Involvement in these sectors has given women enhanced economic autonomy. Despite this progress, social norms often prevent women from participating in vocational training programs. At the sole vocational center in Northern Bahr-el-Ghazal State, only 10 percent of the students were female—and half of them dropped out prior to completion of the nine-month course.

**Rigid Entry Requirements for Formalized Certifications**

Vocational training courses run by the South Sudanese government adopted the Northern government’s minimum entry requirement, requiring the completion of Primary 8 (P8) prior to enrollment. However, in the South, the number of people who have completed eight years of schooling is so low that those who have reached this level consider themselves as too highly educated for manual labor. As a result, aspirations within this subset tend to be higher and interest in vocational training, except for courses like computer and secretarial work, is low. Ironically, those who have not completed primary schooling are the ones most willing to undertake manual labor and in need of skills training, however they do not meet the entry requirements set by government-run centers.

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19 *Starting from Scratch: The Challenges of Including Youth in Rebuilding Southern Sudan*, Women’s Refugee Commission, September 2010.

20 Pantuliano et al, 2011.

**Misalignment with Labor Market**

The vocational training courses currently operating in South Sudan are not necessarily aligned with labor market needs. Courses were generally set up under the assumption that since there were no training opportunities at all, any and every type of skills training is beneficial. Consequently, with very few exceptions, courses were set up without prior studies of the local labor market and the courses offered were driven by supply rather than demand. The lack of efforts to systematically assess market demand has resulted in young people being trained in skills that do not meet the needs of the local labor market, or being trained in a trade that is in demand, but to a standard that is not adequate for the local market. Most courses have made no systematic attempts to follow up on graduate employment rates and any increase in incomes post-training, making it difficult to assess their impact.

**Lack of Standardization**

Currently, South Sudan lacks a standardized system for vocational training. Consequently, there is an extremely wide variation of standards among the courses offered by different training providers. This variation makes it difficult for employers to evaluate, compare or trust qualifications obtained within South Sudan. It was brought up in discussions with youth that employers prefer to hire people from neighboring countries where standards are generally much higher.

**Best Practices**

There are few comprehensive cases studies on vocational training in settings similar to South Sudan. Most examples of successful vocational training programs come from middle-income countries such as South Africa and Jordan, or fully-industrialized countries such as South Korea and Germany. These countries do not face the same level of poverty or lack of businesses as South Sudan. The German model was frequently applied to developing countries in the 1980s and 1990s, but to such little success that it is cited as a cautionary tale of the dangers of exporting models to different contexts. Commonly cited African examples of best practices such as Ghana provide some insight, but comprehensive studies of TVET programs in post-conflict settings similar South Sudan do not exist. With these caveats, there are some generally transferrable best practice guidelines. These guidelines are best expressed by the African Union’s 2007 Strategy to Revitalize Technical and Vocational Education and Training (TVET) in Africa, as shown below in Box 1.

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22 *Strategy to Revitalize Technical and Vocational Education and Training (TVET) in Africa.*

When the desired outcome is employability by existing industries, it is essential that TVET programs are tailored to the needs of companies within these industries. To accomplish this, many studies recommend that programs facilitate industry buy-in by including target industries in the design and implementation of the programs. Ideally, industries will benefit from more qualified young employees and will eventually be able to support—or even run—the training programs. TVET

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Suggested Approaches

1. **Match Training to Needs of Employers**

   Generally speaking, the design or type of the program is “less important compared to labour market orientation and the quality of the training provided.”23 When the desired outcome is employability by existing industries, it is essential that TVET programs are tailored to the needs of companies within these industries. To accomplish this, many studies recommend that programs facilitate industry buy-in by including target industries in the design and implementation of the programs. Ideally, industries will benefit from more qualified young employees and will eventually be able to support—or even run—the training programs. TVET

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training should include attachments to small and medium enterprises; these attachments should constitute at least 3 months of every training year.24

2. Integrate Basic Education into Vocational Training
The African Union Guidelines note that the utility of basic education is especially high in post-conflict settings because such settings lack educational infrastructure and resources. Noting that “basic education enhances effective vocational training,” the AU guidelines advocate for literacy and numeracy programs to be delivered concurrently with livelihood skills training programs. Ideally, the AU guidelines state, other skills such as parenting, human relations, language skills, human rights, and politics should be integrated into vocational training. Such comprehensive vocational programs may not be possible in micro interventions, and are more feasible at a larger scale, such as in the development of a national or regional system of vocational training institutions.

3. Prioritize Skills Development in Informal Sector
The OECD notes: “In particular, in the majority of African countries where the informal sector is dominant, TVSD reforms should recognize and emphasize skills development, such as business management and entrepreneurial training” (OECD, 2008).

4. Encourage Industries to Formalize
Formalization is vital to the long-term viability of South Sudan, as well as to the protection of the labor force. Formalization increases the likelihood that the company will pay taxes—a central component of state formation.25 At the same time, formalization will increase the likelihood that workers are protected by national labor regulations and oversight.26

5. Combine Microfinance lending with Vocational and Business Training
A randomized control study of female micro-entrepreneurs in Peru found that microfinance lending and business training were mutually beneficial.27 Business skills enabled these women to better utilize their loans. For the microfinance institutions, business training improved client retention. With relatively few vocational training opportunities available to women in South Sudan, microfinance is an important tool to enable women to start their own businesses. This is especially true in the informal sector.

6. Ensure Equitable Access
Ensuring access to vulnerable and disadvantaged populations should be the first priority of any vocational training intervention. In a review of vocational training programs in Botswana, interviewees prioritized “access and equity”, and the authors noted that sustainable interventions

24 Evangelischer Entwicklungsdienst (2010), Comparative Study and ‘Outcome and Impact Analysis of Six Vocational Training Projects in West Africa, Bonn: EED.
26 Allan Larsson, Empowerment of the Poor in Informal Employment, Commission on Legal Empowerment of the Poor, January 2006.
will be “meaningless if they cannot be accessed by all citizens, irrespective of their status.”

One way to promote broad access is to implement non-formal, rather than formal, training programs. As a review of TVET programs in six West African states found, “the cost efficiency and the short-term cost benefit are higher for non-formal and apprenticeship training compared to formal vocational education and training.” The benefits of non-formal vocational training is especially pronounced for youth and married women.

7. Tailor Programs to Fit the Needs of Women

Programs that target women must be tailored to fit the specific needs of women in the area. In Sudan, as in other countries, this means broadening training beyond job-specific skills. As the EED survey found, “The promotion of employment of females needs more than good quality training. Partners need to survey markets and identify employment and income opportunities beyond the stereotype set of trades offered to females at the moment. More emphasis is required for life skill and personality development, the quality of these sessions (e.g. use of participatory methods) needs to be improved. Social counseling should be gender specific. Advocacy is needed to address labour access and inequality issues.”

8. Quality Control

Done correctly, TVET programs provide valuable skills to youth. Yet, oversight is significant challenge because the government of South Sudan lacks the capacity to monitor and evaluate the quality of the institutions. This is especially true for non-formal institutions.

Methodology

Assessment Tools

This assessment used the Training for Rural Economic Empowerment (TREE) model as a basis to create comprehensive market assessments for each of the five locations. Developed by the International Labor Organisation (ILO) in 2009, TREE was designed for creating and implementing income-generation programs in rural areas. Despite this rural focus, it can also be modified and applied to more urban areas, as was done for some of the locations in this report.

The TREE manual was developed with participation from various stakeholders and experts to form an internationally respected model for the development of livelihood projects. The TREE model incorporates all aspects of a potential project, however, this report primarily utilized those aspects related to forming a comprehensive market assessment in order to develop livelihood projects.

The market assessment tools in the TREE include survey tools for assessing consumer demand for goods and services, market opportunities, and observations of local markets. While these tools must be modified to assess markets within different contexts, their broad outline and focus

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29 Evangelischer Entwicklungsdienst, 21.
30 Evangelischer Entwicklungsdienst, 21.
provides a consistent reference point from which to adapt survey tools for different locations. The TREE manual provides information on what variables may be significant within a given market, and a framework for assessing the products and services in demand.

For this assessment, several components of the ILO’s TREE model were modified to assess markets in five locations across South Sudan. The tools that were modified or developed include:

- Consumer Demand for Goods Survey
- Consumer Demand for Services Survey
- Market Opportunities Survey
- Market Observations Form
- Community Leaders Qualitative Protocol
- Returnees Qualitative Protocol
- Retailer Qualitative Protocol
- Case Study Qualitative Protocol

Demographics of the Population
As illustrated in Table 1.1, the total number of surveys administered varied directly in proportion to the size of the market and the area’s population. The largest number of observations across all the surveys was collected in the two markets in Juba (Konyo Konyo and Gudele), while Abara in Magwi County, which has the smallest market and is the least populated area in the study, was the location with the smallest number of observations.

<table>
<thead>
<tr>
<th>Location</th>
<th>Youth</th>
<th>Market Demand Goods</th>
<th>Market Demand Services</th>
<th>Market Opportunity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gudele</td>
<td>112</td>
<td>129</td>
<td>113</td>
<td>128</td>
<td>482</td>
</tr>
<tr>
<td>Konyo Konyo</td>
<td>89</td>
<td>90</td>
<td>69</td>
<td>111</td>
<td>359</td>
</tr>
<tr>
<td>Bor</td>
<td>125</td>
<td>30</td>
<td>30</td>
<td>102</td>
<td>287</td>
</tr>
<tr>
<td>Magwi</td>
<td>29</td>
<td>31</td>
<td>30</td>
<td>32</td>
<td>122</td>
</tr>
<tr>
<td>Abara</td>
<td>13</td>
<td>30</td>
<td>27</td>
<td>16</td>
<td>86</td>
</tr>
<tr>
<td>Total</td>
<td>480</td>
<td>307</td>
<td>269</td>
<td>389</td>
<td>1336</td>
</tr>
</tbody>
</table>

The surveys were designed to be administered to an equal number of men and women, but as shown in Table 1.2, this was not accomplished in the Youth or Market Opportunity Surveys. In the Youth Survey, about 37% of respondents were women, while in the Market Opportunity Survey, about 36% of respondents were women.

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31 For a complete list of the tools, see Annex 1.
Due to the disproportionate representation of males across all surveys, only the age cohorts 19-24 and 25-30 had a roughly equal number of male and female respondents.

As established in Table 3, the largest gender biases exist in the Youth and Market Opportunity Surveys. Within the Youth Survey, almost 2/3 of respondents from the 25-30 age cohort were men. A similar divide existed in the Market Opportunity Survey for the 31+ age cohort, with 75% of the respondents being male.

As established in Table 3, the largest gender biases exist in the Youth and Market Opportunity Surveys. Within the Youth Survey, almost 2/3 of respondents from the 25-30 age cohort were men. A similar divide existed in the Market Opportunity Survey for the 31+ age cohort, with 75% of the respondents being male.

### Table 2 Total number of surveys completed by gender

<table>
<thead>
<tr>
<th>Survey</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth</td>
<td>231</td>
<td>137</td>
<td>368</td>
</tr>
<tr>
<td>Market Demand – Goods</td>
<td>155</td>
<td>155</td>
<td>325</td>
</tr>
<tr>
<td>Market Demand – Services</td>
<td>146</td>
<td>123</td>
<td>269</td>
</tr>
<tr>
<td>Market Opportunity</td>
<td>250</td>
<td>139</td>
<td>389</td>
</tr>
<tr>
<td>Total</td>
<td>782</td>
<td>554</td>
<td>1336</td>
</tr>
</tbody>
</table>

### Table 3 Total number of surveys completed by age and gender (male)

<table>
<thead>
<tr>
<th>Age</th>
<th>Youth</th>
<th>Market Demand Goods</th>
<th>Market Demand Services</th>
<th>Market Opportunity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-18</td>
<td>31</td>
<td>9</td>
<td>9</td>
<td>16</td>
<td>65</td>
</tr>
<tr>
<td>19-24</td>
<td>87</td>
<td>31</td>
<td>28</td>
<td>48</td>
<td>194</td>
</tr>
<tr>
<td>25-30</td>
<td>113</td>
<td>57</td>
<td>37</td>
<td>64</td>
<td>271</td>
</tr>
<tr>
<td>31+</td>
<td>n/a</td>
<td>58</td>
<td>72</td>
<td>122</td>
<td>252</td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>155</td>
<td>146</td>
<td>250</td>
<td>782</td>
</tr>
</tbody>
</table>

### Table 4 Total Number of Surveys Completed by Age and Gender (female)

<table>
<thead>
<tr>
<th>Age</th>
<th>Youth</th>
<th>Market Demand Goods</th>
<th>Market Demand Services</th>
<th>Market Opportunity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>14</td>
<td>13</td>
<td>5</td>
<td>7</td>
<td>39</td>
</tr>
<tr>
<td>20-24</td>
<td>67</td>
<td>57</td>
<td>35</td>
<td>34</td>
<td>193</td>
</tr>
<tr>
<td>25-30</td>
<td>56</td>
<td>56</td>
<td>54</td>
<td>56</td>
<td>222</td>
</tr>
<tr>
<td>31+</td>
<td>n/a</td>
<td>29</td>
<td>29</td>
<td>42</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>137</td>
<td>155</td>
<td>123</td>
<td>139</td>
<td>554</td>
</tr>
</tbody>
</table>

### Table 5 Respondent demographics, Youth Survey, Bor, Jonglei (June 2011)

<table>
<thead>
<tr>
<th>Age</th>
<th>% (n=x)</th>
<th>% Female</th>
<th>% HH</th>
<th>% Female &amp; HH</th>
<th>Average # dependents</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-18</td>
<td>12.0 (15)</td>
<td>13.3</td>
<td>0.0</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>19-24</td>
<td>36.0 (45)</td>
<td>44.4</td>
<td>8.9</td>
<td>25</td>
<td>3.5</td>
</tr>
<tr>
<td>25-30</td>
<td>52.0 (65)</td>
<td>35.4</td>
<td>74.9</td>
<td>27.1</td>
<td>5.9</td>
</tr>
<tr>
<td>Average</td>
<td>n/a</td>
<td>31.0</td>
<td>27.9</td>
<td>26.1</td>
<td>4.7</td>
</tr>
</tbody>
</table>
Table 6 Respondent demographics, Service Survey, Bor, Jonglei (June 2011)

<table>
<thead>
<tr>
<th>Age</th>
<th>Male % (n=x)</th>
<th>Female % (n=x)</th>
<th>Total % (n=x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-18</td>
<td>100.0 (2)</td>
<td>0.0 (0)</td>
<td>6.7 (2)</td>
</tr>
<tr>
<td>19-24</td>
<td>55.6 (5)</td>
<td>44.4 (4)</td>
<td>30.0 (9)</td>
</tr>
<tr>
<td>25-30</td>
<td>36.4 (6)</td>
<td>63.6 (7)</td>
<td>36.7 (11)</td>
</tr>
<tr>
<td>31+</td>
<td>50.0 (4)</td>
<td>50.0 (4)</td>
<td>26.7 (8)</td>
</tr>
<tr>
<td>Total</td>
<td>50.0 (15)</td>
<td>50.0 (15)</td>
<td>100.0 (30)</td>
</tr>
</tbody>
</table>

Table 7 Shop type demographics, Market Opportunity Survey, Bor, Jonglei (June 2011)

<table>
<thead>
<tr>
<th>Shop Type</th>
<th>Male % (n=x)</th>
<th>Female % (n=x)</th>
<th>Total % (n=x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retailer: Fixed Shop</td>
<td>74.7 (28)</td>
<td>24.3 (9)</td>
<td>37.4 (37)</td>
</tr>
<tr>
<td>Retailer: Mobile</td>
<td>46.2 (18)</td>
<td>53.9 (21)</td>
<td>39.4 (39)</td>
</tr>
<tr>
<td>Retailer: Small Stand</td>
<td>16.7 (2)</td>
<td>83.3 (10)</td>
<td>12.1 (12)</td>
</tr>
<tr>
<td>Trader</td>
<td>100.0 (8)</td>
<td>0.0 (0)</td>
<td>8.1 (8)</td>
</tr>
<tr>
<td>Wholesaler</td>
<td>100.0 (3)</td>
<td>0.0 (0)</td>
<td>3.0 (3)</td>
</tr>
<tr>
<td>Total</td>
<td>59.6 (59)</td>
<td>40.4 (40)</td>
<td>100.0 (99)</td>
</tr>
</tbody>
</table>

Table 8 Respondent demographics, Youth Survey, Gudule market, Juba, Central Equatoria (June 2011)

<table>
<thead>
<tr>
<th>Age</th>
<th>Male % (n=x)</th>
<th>Female % (n=x)</th>
<th>Total % (n=x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-18</td>
<td>47.1 (8)</td>
<td>52.9 (9)</td>
<td>15.2% (17)</td>
</tr>
<tr>
<td>19-24</td>
<td>47.1(24)</td>
<td>52.9(27)</td>
<td>45.5% (51)</td>
</tr>
<tr>
<td>25-30</td>
<td>72.7(32)</td>
<td>27.3 (12)</td>
<td>39.3% (44)</td>
</tr>
<tr>
<td>Total</td>
<td>57.1 (64)</td>
<td>42.9 (48)</td>
<td>100.0 (112)</td>
</tr>
</tbody>
</table>

Table 9 Respondent demographics, Services Survey, Gudule market, Juba, Central Equatoria (June 2011)

<table>
<thead>
<tr>
<th>Age</th>
<th>Male % (n=x)</th>
<th>Female % (n=x)</th>
<th>Total % (n=x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-18</td>
<td>60.0 (3)</td>
<td>40.0 (2)</td>
<td>4.4 (5)</td>
</tr>
<tr>
<td>19-24</td>
<td>42.1 (8)</td>
<td>57.9 (11)</td>
<td>16.8 (19)</td>
</tr>
<tr>
<td>25-30</td>
<td>35.7 (15)</td>
<td>64.3 (27)</td>
<td>37.2 (42)</td>
</tr>
<tr>
<td>31+</td>
<td>70.2 (33)</td>
<td>29.8 (14)</td>
<td>41.6 (47)</td>
</tr>
<tr>
<td>Total</td>
<td>52.2 (59)</td>
<td>47.8 (54)</td>
<td>100.0 (113)</td>
</tr>
</tbody>
</table>

One hundred and thirteen people were interviewed in Gudele. Of these, 47.8% (54) were female, and 52.2% (59) were male. The majority of respondents were over the age of 25, and only 4.4% (5) were under eighteen.
Although there was a slight disparity, roughly half of respondents were of each gender. Most of the females interviewed were youths, and there were a much higher percentage of adult males interviewed than females. The largest group interviewed was adults, closely followed by ages 25-30 and 19-24.

Table 10 Respondent demographics, Youth survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

<table>
<thead>
<tr>
<th>Age</th>
<th>Male % (n=x)</th>
<th>Female % (n=x)</th>
<th>Total % (n=x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-18</td>
<td>70.0 (7)</td>
<td>30.0 (3)</td>
<td>11.2 (10)</td>
</tr>
<tr>
<td>19-24</td>
<td>68.4 (26)</td>
<td>31.6 (12)</td>
<td>42.7 (38)</td>
</tr>
<tr>
<td>25-30</td>
<td>51.2 (21)</td>
<td>48.8 (20)</td>
<td>46.1 (41)</td>
</tr>
<tr>
<td>Total</td>
<td>60.7 (54)</td>
<td>39.3 (35)</td>
<td>100.0 (89)</td>
</tr>
</tbody>
</table>

Table 11 Respondent demographics, Consumer Demand for Goods survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

<table>
<thead>
<tr>
<th>Age</th>
<th>Male % (n=x)</th>
<th>Female % (n=x)</th>
<th>Total % (n=x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-18</td>
<td>50.0 (3)</td>
<td>50.0 (3)</td>
<td>8.7 (6)</td>
</tr>
<tr>
<td>19-24</td>
<td>45.0 (9)</td>
<td>55.0 (11)</td>
<td>29.0 (20)</td>
</tr>
<tr>
<td>25-30</td>
<td>35.0 (7)</td>
<td>65.0 (13)</td>
<td>29.0 (20)</td>
</tr>
<tr>
<td>31+</td>
<td>73.9 (17)</td>
<td>26.1 (6)</td>
<td>33.3 (23)</td>
</tr>
<tr>
<td>Total</td>
<td>52.2 (36)</td>
<td>47.8 (33)</td>
<td>100.0 (69)</td>
</tr>
</tbody>
</table>
Across all of the surveys, there is an unequal distribution of male and female respondents. Though every attempt was made to ensure a gender balance of 50-50, women only account for about 32.8% of all respondents. This could possibly be explained by the fact that the data collectors for this research were all male. Women might have been deterred from participating because they were uncomfortable talking to or being approached by men that they did not know. The sample of respondents could also have been biased by the significant time commitment that the survey required. To complete a survey of 100 questions, business owners would have to have extra time on their hands. Business men who were too busy to participate may very well have been more successful than the ones that actually participated. Additionally, people interviewed were reluctant and even unwilling to talk to foreigners about profit margins which limit the ability of the research to make suggestions on which trades or professions are best suited for vocational training programs for the youth.

During the time of research for Bor and Juba there was a country-wide fuel shortage which created constraints on the research in several ways. First, it made it harder to reach field locations and second, it may also have affected who was in the market and the availability of goods at the time, especially because the majority of goods are brought in from elsewhere.

The research period for this report coincided with South Sudan’s independence. As a result, research and market activities were disrupted around the country, both prior to and after the official Independence date of July 9th, 2011. Also, as a consequence of the separation from the North funding organizations have suspended many of their pre-independence programs in order create new administrative sections for South Sudan. As a result, vocational training programs have had to reduce their activities or close all together due to funding constraints. Similarly,
training centers which are run by the government have reduced their activity or temporarily closed while the transitional government becomes a permanent fixture.

The research also revealed a ‘survivalist mentality’ among the youth that could have affected their understanding of the survey questions. Though this mentality appeared to give the youth a strong desire to work and make a living, it also meant that very few had real aspirations for what they would like to do or how they would be able to achieve their goals. In fact, when asked about their aspirations the general answer would be “I want to make money” and very little apart from that. Equally, if you asked them why they were working in a specific trade or profession they would answer that they do this job because of the situation and that there is nothing else for them to do where they are. As such, it was hard to get any concrete answers when it came to youth aspiration which creates a limitation on the findings of the report and suggestions for areas to train the target group.
Market Assessments in Five Locations

A woman selling cooking oil, dried beans and okra in Abara, Eastern Equatoria
Part 1: Market Assessments in Five Locations

Bor, Jonglei

Community Profile

Bor is located in Bor South County, Jonglei State, roughly 190 km north of Juba by road. Bor South has a population of 221,106 and like most of South Sudan, the people of Bor suffered greatly during the civil war. MSF estimates that the population dropped from 85,000 to 2,000 during this time. In the events leading up to the Referendum in January 2011 and independence in July 2011, those who had previously sought refuge outside the country have begun returning. UNHCR estimates that as of July 2011, 4,327 people had returned from abroad to Bor South County.

Most of the people living in Bor and the surrounding area are pastoralists, placing great emphasis upon cattle both as a physical and as a cultural resource. During the war, however, many pastures were destroyed, and even to the present day cattle herders are afraid of being attacked and therefore cannot go as far in their search for pasturage. These factors have meant that milk yields from cattle have decreased greatly compared to pre-war levels. In fact, some families with young children will choose to stay outside of the village, near the cattle camps, in order to access fresh milk for their children.

Bor is also located on the banks of the White Nile, and fishing is an important means of making a living for the population. A very large percentage of youth fish, using techniques learned from their elders, and selling it either fresh or sun dried in the traditional way, ‘sodop’, in which the scales are removed and then the fish is cut into strips and left to dry in the sun. The two main types of fish caught are the larger, but reportedly less savory Leek Fish, which are sold at 3 SPP each, and the smaller but preferred Tilapia, sold at 5 SPP each. Fishermen interviewed stated that the fishing camp was four hours away from Bor town, and women selling dried fish stated that they travelled similar or longer distances in order to purchase dried fish, primarily to Akwak.

In 2009, there were 31,908 children in primary school in Bor, which equates to 65% of the children aged 6-13. In Jonglei as a whole, only 19% of people aged above six can read and write. In Bor South County, of which Bor is the main urban centre, 80% of households rely on

32 Statistical Yearbook for Southern Sudan 2010, Southern Sudan Centre for Census, Statistics and Evaluation, p.27.
agriculture for sustenance, with an average of 0.63 hectares cultivated per household. The Famine Early Warning System supported by USAID currently classes Bor as a region where there is ‘stressed’ levels of food insecurity, or category two on a five point scale. Therefore, although most people farm to produce food, there is still insufficient food available.

**Consumer Demand for Services: Bor, Jonglei**

<table>
<thead>
<tr>
<th>Service</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Non-Consumers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appliance Repair</td>
<td>13.3</td>
<td>10.0</td>
<td>76.7</td>
</tr>
<tr>
<td>Barber</td>
<td>6.0</td>
<td>30.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Beautician</td>
<td>3.2</td>
<td>64.5</td>
<td>32.3</td>
</tr>
<tr>
<td>Blacksmith</td>
<td>12.9</td>
<td>6.5</td>
<td>80.7</td>
</tr>
<tr>
<td>Caterer</td>
<td>9.7</td>
<td>19.4</td>
<td>80.0</td>
</tr>
<tr>
<td>Computer Technician</td>
<td>22.6</td>
<td>22.6</td>
<td>54.8</td>
</tr>
<tr>
<td>Construction Worker</td>
<td>9.7</td>
<td>22.6</td>
<td>67.7</td>
</tr>
<tr>
<td>Cook</td>
<td>0.0</td>
<td>32.3</td>
<td>67.4</td>
</tr>
<tr>
<td>Cut Fruit or Vegetables</td>
<td>45.2</td>
<td>38.7</td>
<td>16.1</td>
</tr>
<tr>
<td>Dobbi</td>
<td>22.6</td>
<td>38.7</td>
<td>12</td>
</tr>
<tr>
<td>Electrician</td>
<td>12.9</td>
<td>19.4</td>
<td>67.7</td>
</tr>
<tr>
<td>Generator Repair</td>
<td>22.6</td>
<td>29.0</td>
<td>48.4</td>
</tr>
<tr>
<td>Gravel</td>
<td>9.7</td>
<td>9.8</td>
<td>80.7</td>
</tr>
<tr>
<td>Mason</td>
<td>25.8</td>
<td>12.9</td>
<td>61.3</td>
</tr>
<tr>
<td>Mechanic</td>
<td>29.0</td>
<td>29.0</td>
<td>49.1</td>
</tr>
<tr>
<td>Milk from Dairy</td>
<td>9.7</td>
<td>32.3</td>
<td>58.1</td>
</tr>
<tr>
<td>Photographer</td>
<td>12.9</td>
<td>22.6</td>
<td>64.5</td>
</tr>
<tr>
<td>Plumber</td>
<td>16.1</td>
<td>3.2</td>
<td>80.7</td>
</tr>
<tr>
<td>Restaurant</td>
<td>16.1</td>
<td>80.7</td>
<td>3.2</td>
</tr>
<tr>
<td>Rolex</td>
<td>35.5</td>
<td>48.4</td>
<td>16.1</td>
</tr>
<tr>
<td>Tailor</td>
<td>25.8</td>
<td>54.8</td>
<td>19.4</td>
</tr>
<tr>
<td>Water Collector</td>
<td>6.5</td>
<td>54.8</td>
<td>38.7</td>
</tr>
</tbody>
</table>

Of the 31 people interviewed, over three quarters had never used the service of appliance repair, blacksmith, plumber, housekeeper, caterer, driver, garbage and straw collectors, security, messenger, or stone splitter (gravel producer) suggesting that the potential market for these skills may be very small. Many of these skills, such as a driver and a housekeeper, are expensive luxuries, such services are out of the reach of most South Sudanese. Conversely, over three-quarters of respondents had used the services of a phone charger, restaurant, doctor, tailor, rolex

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maker, and bought cut fruit and vegetables. Of all the services utilized, respondents were most likely to have been to a restaurant, with only 3.1% (n=1) never having been. Similarly, only 6.5% (n=3) of respondents had never bought a rolex.

Of those who utilized services, respondents were most satisfied with the services of restaurants (80.7%, n=25). The highest levels of dissatisfaction were for the services of mechanics (29.0%, n=9), masons (25.8%, n=8) cut fruit or vegetables (45.2%, n=14), and rolex makers (35.5%, n=11). Cut fruit and vegetables and rolex makers are also among the most used services, showing a high potential for an improved service capturing a high proportion of the market, however these do not necessarily represent “trainable” skills. In terms of short-term vocational training, the high levels of dissatisfaction with mechanics and masons indicate a potential market ready for expansion by trainees.

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40 A rolex is a common meal sold by the roadsides, consisting of a fried chapatti with a small omelette inside and sometimes vegetables such as onion and tomato, rolled into a tube.
Consumers were most satisfied with sun dried fish, fresh fish, and rolexes. As Bor has a large fishing industry the satisfaction with fish is unsurprising, however there was a big disparity in satisfaction rates between salted (40.0%, n=12), smoke dried fish (38.7%, n=12) and sun dried fish (77.4%, n=24). Fishermen interviewed in Bor indicated that they only knew how to sun-dry fish, as this was the traditional way of drying it, and they had been taught this skill by family members. They therefore divided their catch between selling fresh fish (which they said had a higher profit margin but a smaller window in which to sell the product), and sun dried fish. Salt and smoke dried fish were imported from elsewhere, therefore there was less supply. Over all youth respondents, the average stated price of a smoke dried fish was 11.3 SDG, for a salt dried fish 10.8 SDG, for a sun dried fish 14.7 SDG, and for a fresh fish 16.1 SDG.

41 Unfortunately, due to a flaw in the survey tool used in this instance, we were unable to collect any data for consumers who had never bought or tried to buy a product.
Every person interviewed was dissatisfied with yoghurt, suggesting this is a product where there is great room to capture the market. As well as yoghurt, over three quarters of respondents were dissatisfied with textiles, prepared food, machinery, local straw products, imported fruit and vegetables, electronics, butter, bicycles and bags.

The most common reasons given for dissatisfaction by far were a lack of supply and expense, two variables which may well be linked, as disruptions to the supply of goods can increase the price.

Figure 4: Reasons for dissatisfaction with selected goods, Consumer Demand for Goods survey, Bor, Jonglei (June 2011)
A retailer interviewed in Bor who sold a combination of fresh and sour milk which she described as ‘like yoghurt’, stated that she had to walk for two hours in order to reach the cattle camp where milk was purchased. This retailer stated that she would be slightly interested in learning to process milk, but that the primary problem for her was difficulty buying enough milk, not problems in selling it. She also stated that she produced butter and ghee for her own family, but did not sell this, suggesting there is an existing skill set for processing milk into other products, but that sometimes this is not translated into selling these goods in the market, primarily due to a lack of supply. The interview with the SSRRC revealed that this lack of supply was primarily due to the North having cut off supply lines into South Sudan.

Whilst respondents did report travelling to other places in order to purchase goods, no more than two respondents reported travelling to the same place to buy the same good, suggesting there is no particular pattern in source from where people purchase their goods. Respondents had travelled to Juba, Khartoum, other cities in North Sudan, Kampala, other cities in South Sudan, and cities in Kenya (although not Nairobi). No more than two people reported travelling outside of Bor for any one good, so although the broader market is present, the majority of our respondents sourced the majority of their goods from Bor.

**Market Opportunity: Bor, Jonglei**

Of the retailers interviewed, by far the most common product sold was sun dried fish. Fresh fish was also a relatively common product, however salt dried fish was not common. One retailer accounted for a wide variety of the goods sold. Generally, there is very little selection and people sell a single variety of goods.
Of the retailers interviewed, 25% (16) felt that they sometimes were not able to meet demand. Of those who experienced this problem, 67.7% (10) felt this was due to a lack of supply. Of those who had received vocational training, 35.7% (n=5) of respondents felt they were sometimes unable to meet demand. Of those who had no vocational training, a roughly equal percentage (31.8%, n=28) reported the same problem. There was no correlation between having received vocational training and ability to meet demand, suggesting that it is not a lack of skills that is affecting ability to meet demand. None of the retailers interviewed whose main products were tools (n=6), fresh fish (n=8), or bags and suitcases (n=6) felt that they were unable to meet demand. In contrast, all of those interviewed whose main product was milk (n=6) felt that there were times when they could not meet demand. Amongst the other main products sold, there was no clear bias, with some retailers feeling they were sometimes unable to meet demand, and others not.
Of those retailers interviewed, only a total of 14.1% (n=14) respondents had received any type of vocational training. Of these, only those in the age group 19-24 had received business training. The type of vocational training received was limited to only three different skills, suggesting room for diversification of the vocational skills offered in Bor, therefore expanding the opportunities available to those receiving vocational training.

All retailers interviewed felt that training would be beneficial to their business. Business skills were by far the most desired, with 66.7% (66) of respondents saying it would make them more competitive. Language skills training was also seen as desirable, with 28.3% (28) of respondents indicating this would be helpful.

When observing the market in Bor, it was noted that the majority of goods being brought into the market were not local products, with the sole exception of locally grown fruits and vegetables. The same was true for goods being brought out of the market, which were most likely destined for surrounding villages. This demonstrates that Bor market is situated within a web of market networks with the local area, however most of what is exported from the market goes to nearby places, rather than forging links with larger population centres further away. It was also observed that the most common goods being brought into the market were imported clothes and footwear and local fruit and vegetables. The most common services were shops and restaurants, and the least common services observed were carpenters, craftsmen and brokers.
**Juba, Central Equatoria**

**Community Profile**

Juba is the state capital of Central Equatoria in South Sudan, as well as the capital of South Sudan, with a population of around 82,300. Juba serves as a regional center of trade in South Sudan, with people travelling from rural areas to gain access to a greater variety of goods and services.

Both in anticipation of and after separation from the North on July 9th, 2011, return migration to South Sudan have dramatically increased, with around a quarter of a million people estimated as having returned. As the country’s capital, Juba is one of the main destinations for returnees, as well as providing a transit point for people returning to their home communities in other areas. Juba County itself has 5,069 returnees. The influx of people has resulted in a higher demand for goods and services. As a result, imports from neighboring countries, especially Uganda, have increased significantly. The result is higher prices and therefore reduced food security for the population as a whole. In Juba county around 54,514 children are enrolled in primary school, which equates to 59% of the total population of children aged 6-13. Around 50% of households engage in farming, and USAID’s Famine Early Warning System considers the food security situation in Juba itself to be at no/minimal risk, although the north of the county is considered ‘stressed’.

Juba is historically dominated by the Bari tribe; however, over time the ethnicity of the population has diversified greatly, incorporating people from all over South Sudan, as well as from surrounding countries such as Uganda, Kenya and Eritrea. The continued involvement of NGOs and the UN in South Sudan and the new status of Juba as a capital city with international embassies also mean there are many people from outside the African continent who live and work in Juba, and the relative wealth of this population makes it a significant aspect of the market.

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44 Ibid, p. 3.
46 Ibid, p. 5.
50 Ibid, p 76.
51 Ibid, p 92.
Community leaders interviewed in Juba indicated that they felt the youth were struggling greatly to recover from the war, and to find and keep jobs. They also said that the lack of local agriculture in Juba was a big problem that kept prices high. They felt that agricultural problems included a lack of skills, a lack of seed supply, and problems with drought and pests. Other problems which they wished to highlight were the high number of disabled people, as well as the number of widows, both vulnerable groups whom they felt were severely lacking the support they needed.

Because of the size of Juba town and the important role it plays in trade and employment in South Sudan, two major markets within Juba were surveyed – Gudele and Konyo Konyo markets. Initially Customs market was to be included in the survey, but was destroyed following a policy of trying to destroy illegal structures in Juba, however it also effectively destroyed a thriving marketplace, made hundreds of people homeless, and had serious detrimental effects on their livelihoods. As a result, data for consumer demand and market opportunity in this chapter are divided by location, although youth aspirations and vocational training mapping represent all of Juba combined.

**Consumer Demand for Services: Konyo Konyo Market, Juba, Central Equatoria**

The layout of the main market in Juba, Konyo Konyo, is not uniform. A mix of covered and uncovered alleyways, courtyards and streets are host to the market shops. In it one can find every product from watches and belts, to grains, dried fish, cloth, and vegetables. There are also more expensive items such as hand embroidered sheets, electronic equipment, and tables. Most shops are very small, and specialize in one particular item or type of item, for example football shirts and boots, or speakers and sound systems. Between May 2010 and May 2011, the price of food and non-alcoholic beverages increased by 50.5% in Juba. This increase in prices was measured by a price comparison amongst three markets in Juba, Konyo Konyo included. Many of the shops in Konyo Konyo are not solid shelters, but set up by the roadside on wooden tables, therefore the availability of goods and services is somewhat fluid from day to day. The cost of a shop in Konyo Konyo is around 1500 SDG per month, and a sidewalk seller will pay around 100-200 SDG per month. Products that require a proper shop building therefore come with a high amount of overhead costs, as 1500 SDG per month is out of the reach of many if not most people in the area.

Respondents were least likely to have used the services of a local dairy (72.5%, n=52) and most likely to have used a restaurant (92.7%, n=64), hiace (98.5%, n=68) and bodas (91.3%, n=63). The majority of services, however, had been used by at least half of respondents, which demonstrates the potential of Konyo Konyo as a marketplace where services are much in demand. They were most satisfied with the services of water collectors (69.6%, n=48) and hiaces (55.1%, n=38), and most dissatisfied with those of bodas (58.0%, n=40), appliance repair (54.4, n=37), tailors (65.2%, n=42), restaurants (63.8%, n=44), and computer repair (53.6%, n=37). There were only four services (barbers, hiaces, water collectors and shoe polishers), found satisfactory by over half of the respondents. This suggests that there is room for the market to develop and entrepreneurs to set up businesses in almost all service areas. All respondents found bodas and restaurants to be particularly dissatisfactory, therefore these are areas in which

Table 15 Consumer satisfaction with services, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

<table>
<thead>
<tr>
<th>Service</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Non-Consumers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>n=x</td>
<td>%</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>54.4</td>
<td>37</td>
<td>7.4</td>
</tr>
<tr>
<td>Barber</td>
<td>18.8</td>
<td>13</td>
<td>52.2</td>
</tr>
<tr>
<td>Beautician</td>
<td>48.5</td>
<td>33</td>
<td>22.1</td>
</tr>
<tr>
<td>Blacksmith</td>
<td>49.3</td>
<td>38</td>
<td>14.5</td>
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<td>Boda Boda</td>
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<td>Carwash</td>
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<td>18.8</td>
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<td>Caterer</td>
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<td>Computer Repair</td>
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<tr>
<td>Construction</td>
<td>29.0</td>
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<td>Cook</td>
<td>29.0</td>
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<td>5.8</td>
</tr>
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<td>Dairy</td>
<td>26.1</td>
<td>18</td>
<td>1.5</td>
</tr>
<tr>
<td>Dobbi</td>
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<td>14</td>
<td>37.7</td>
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<tr>
<td>Driver</td>
<td>23.2</td>
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<td>11.6</td>
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<td>Fruit</td>
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<td>36.2</td>
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<td>Gravel</td>
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<td>Hiace</td>
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<td>Housekeeper</td>
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<td>18</td>
<td>10.1</td>
</tr>
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<td>Mason</td>
<td>39.7</td>
<td>27</td>
<td>8.8</td>
</tr>
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<td>Mechanic</td>
<td>49.3</td>
<td>34</td>
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</tr>
<tr>
<td>Photographer</td>
<td>30.9</td>
<td>21</td>
<td>7.4</td>
</tr>
<tr>
<td>Plumber</td>
<td>42.7</td>
<td>29</td>
<td>4.4</td>
</tr>
<tr>
<td>Restaurant</td>
<td>63.8</td>
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<tr>
<td>Security</td>
<td>27.5</td>
<td>19</td>
<td>11.6</td>
</tr>
<tr>
<td>Shoe Polisher</td>
<td>10.1</td>
<td>7</td>
<td>53.6</td>
</tr>
<tr>
<td>Tailor</td>
<td>65.2</td>
<td>45</td>
<td>23.2</td>
</tr>
<tr>
<td>Water Collector</td>
<td>17.4</td>
<td>12</td>
<td>69.6</td>
</tr>
</tbody>
</table>
it would be good to concentrate training. Catering in particular is a trainable skill with a lot of potential for creating employment, as it is a service that is within the financial reach of most people in Juba. The contrast between high levels of satisfaction with hiaces and low levels of satisfaction with bodas suggests there is much room for improvement in boda services. All of the youth driving bodas who were interviewed, however, expressed dissatisfaction with their job, so this may not be a skill which many are keen to learn.

![Boda Bodas](image)

**Figure 6**: Reasons for dissatisfaction with boda bodas, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

![Restaurants](image)

**Figure 7**: Reasons for dissatisfaction with restaurants, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)
Figure 8: Reasons for dissatisfaction with appliance repair shops, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

Figure 9: Reasons for dissatisfaction with tailors, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)
The most common reason chosen for dissatisfaction for all services was expense. This indicates that there is not enough competition in the market to lower prices overall, in addition to the need for business skills and accounting could perhaps help to keep costs down. For restaurants in particular, if more people learn how to produce food locally, then the price of food, both in markets and at restaurants, will go down. The two next most common complaints about restaurants were that the food was unappetizing (n=17), and that they were unclean (n=17). These are problems which can be easily addressed through cooking and hygiene training. Anyone opening a restaurant who had received training in these areas would be very likely to attract customers.

For boda bodas, safety was equally as common (n=35) a complaint as expense. The boda boda associations have already began to try and address the problem of safety by providing all boda drivers with helmets and putting them through a driver safety course, but, as mentioned above, youths’ dissatisfaction with their jobs as boda boda drivers may be a barrier to facilitating this safety training. For both appliance repair (n=15) and computer repair (n=12), the second most common complaint was that there were not enough places that offered this service. This demonstrates that there is a demand for these more specialized services, and that there is room for these areas to grow. Demand for these services is something that is likely to increase as South Sudan develops and people gain more disposable income to spend on items such as computers.
Respondents were most likely to be consumers of pharmaceuticals (98.8%, n=86), juice (96.5%, n=84), and live animals (94.2%, n=82), and least likely to have bought bicycles (67.4%, n=60), imported crafts (52.9%, n=56), local alcohol\footnote{It is widely accepted that people tend to under report their alcohol consumption. Therefore, this could be a biased representation of the sample.} (62.1%, n=54) or tools (70.1%, n=61). They were most satisfied with bread (60.0%, n=53), and least satisfied with live animals (66.7%, n=58), charcoal (62.9%, n=56), and chicken and chips (57.5%, n=50).
Products being too expensive were by far the most common cause of dissatisfaction. Both chicken and chips and live animals are products that can be produced locally. If these products came from local producers, prices would be much lower. For live animals, training on best animal husbandry practices, and how to breed animals effectively could be a useful way of enabling people to break into this market. For chicken and chips, both the food preparation itself and keeping chickens and growing vegetables are skills that can relatively easily be incorporated into vocational training programs.

**Market Opportunity: Konyo Konyo Market, Juba, Central Equatoria State**

The most common product sold in Konyo Konyo Market was accessories, again suggesting this is not a suggested area for expansion. Apart from this, however, there was a broad spread of products sold, with no particular product dominating the market. This reflects the variety of products to be found in Konyo Konyo, and suggests that there is not a great deal of competition between shops.

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56 The category ‘Other’ incorporates as follows:
Live Animals: poor customer service (1.7%, n=1), poor quality (1.7%, n=1), Other (1.7%, n=1);
Chicken and Chips: lack of supply (2.0%, n=1), other (2.0%, n=1), poor customer service (2.0%, n=1), poor quality, doesn’t match needs (2.0%, n=1).
Table 17 Goods sold, Market Opportunity survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

<table>
<thead>
<tr>
<th>Goods</th>
<th>Retailer who sell goods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Accessories</td>
<td>9.7</td>
</tr>
<tr>
<td>Animal Fats &amp; Cooking</td>
<td>4.9</td>
</tr>
<tr>
<td>Bags &amp; Suitcases</td>
<td>5.8</td>
</tr>
<tr>
<td>Bed Articles (Mattress)</td>
<td>2.9</td>
</tr>
<tr>
<td>Beverages (Non-Alcoholic)</td>
<td>7.8</td>
</tr>
<tr>
<td>Books &amp; Stationary</td>
<td>1.9</td>
</tr>
<tr>
<td>Bread (Freshly Baked)</td>
<td>1.0</td>
</tr>
<tr>
<td>Cardboard Items</td>
<td>1.0</td>
</tr>
<tr>
<td>Clay/Ceramic Products</td>
<td>1.0</td>
</tr>
<tr>
<td>Imported Clothes &amp; Footwear</td>
<td>5.8</td>
</tr>
<tr>
<td>Second-Hand Clothes &amp; Footwear</td>
<td>3.9</td>
</tr>
<tr>
<td>Locally-Made Clothes &amp; Footwear</td>
<td>1.0</td>
</tr>
<tr>
<td>Crafts &amp; Souvenirs</td>
<td>1.0</td>
</tr>
<tr>
<td>Dairy Products (Fresh)</td>
<td>1.9</td>
</tr>
<tr>
<td>Electronics</td>
<td>3.9</td>
</tr>
<tr>
<td>Foodstuffs (Prepared)</td>
<td>3.9</td>
</tr>
<tr>
<td>Fruits: Vegetables</td>
<td>2.9</td>
</tr>
<tr>
<td>Glassware</td>
<td>1.0</td>
</tr>
<tr>
<td>Household Appliances</td>
<td>1.9</td>
</tr>
<tr>
<td>Leather Products</td>
<td>1.0</td>
</tr>
<tr>
<td>Metal Goods &amp; Furniture</td>
<td>2.9</td>
</tr>
<tr>
<td>Newspapers</td>
<td>1.0</td>
</tr>
<tr>
<td>Other</td>
<td>12.6</td>
</tr>
<tr>
<td>Pharmaceuticals</td>
<td>1.9</td>
</tr>
<tr>
<td>Soap &amp; Washing Powder</td>
<td>3.9</td>
</tr>
<tr>
<td>Spare Parts for Bikes</td>
<td>2.9</td>
</tr>
<tr>
<td>Spirits/Alcohol (Imported)</td>
<td>2.9</td>
</tr>
<tr>
<td>Street Food (Chapati)</td>
<td>1.9</td>
</tr>
<tr>
<td>Textiles &amp; Sewing Items</td>
<td>1.9</td>
</tr>
<tr>
<td>Wood Products &amp; Furniture</td>
<td>1.9</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
Of those respondents who felt that training would help them to become more competitive, business skills was by far the most desired skill set. This echoed findings from qualitative surveys, in which many interviewees mentioned that basic business skills were both integral to the success of people in their work, and would be highly beneficial for those without current employment.

Only 23.4% (n=26) of respondents reported sourcing their goods from Juba. In comparison, a full 45.0% (n=5) sourced from Kampala, and 18%.0 (n=20) from Khartoum. This confirms that a majority of goods sold in Juba are not produced locally, and that this is likely to have an effect on prices and availability, two of the most common complaints about goods.

Of the respondents from South Sudan, 31.5% (n=17) of respondents had received vocational training of some sort. In contrast, 50% of the Indians (n=2), Kenyans (n=3) and Northern Sudanese (n=3) had received vocational training, 48.2% (n=13) of Ugandans had, and 100% (n=7) of Eritreans interviewed had. This demonstrates that some of the foreigners who set up businesses in Konyo Konyo may be at a relative advantage. This can be seen to have concrete effects, as 55.7% of respondents who had no vocational training (n=34) reported sometimes being unable to meet demand, whereas only 36.4% (n=16) of respondents who had received vocational training reported the same.

57 ‘Other’ incorporates ‘Uganda-Other’, ‘Dubai’, and ‘Other’.
None of the respondents whose main item was fresh bread, cardboard items, clay/ceramic objects, local clothes, crafts, glassware, household appliances, metal goods and furniture, newspapers, or textiles reported ever not being able to meet demand. These are therefore not areas in which people should be encouraged to set up business, as the market is already saturated. In contrast, all respondents who sold charcoal (n=2), spare bicycle parts (n=3), street food (n=2), and wood products and furniture (n=2) reported sometimes being unable to meet demand. In addition, 80.0% (n=4) of those selling animal fats and cooking oils reported the same. These are therefore potential areas to bring new employment to people, as the market is not saturated.

In observing the market in Konyo Konyo, it was noted that freshly cut fruit and vegetables and shops were the most common services available, and that there were very few computer repairmen, craftsmen, money exchangers, and generator repairmen. Foodstuffs and clothes were the most common goods being brought into the market, and foodstuffs and non-alcoholic beverages were the most common ones being brought out of the market. Most goods were destined for Bor, Terekeka, and Gudele market. Juba provides many of the products for the rest of South Sudan, however it does not as of yet have significant amounts of export trade with other countries.

**Consumer Demand for Services: Gudele Market, Juba, Central Equatoria**

While much smaller than Konyo Konyo market, Gudele is a substantive market in the vicinity of Jebel Mountain. There are two streets with a variety of vendors lined up along the side selling their wares. Cars pass through on their way from Juba Town to Jebel Kajur, but the market also serves a clientele that lives within walking distance. On the surface, vegetables seem to be the main item that is sold within the market, but as can be seen in the following data analysis, the market has a variety of goods and services to offer.

Of the services offered, respondents were least likely to have used the services of a messenger or driver, and most likely to have used the services of a hiace, doctor or restaurant. Consumers were most satisfied with hiaces and rolex makers, and least satisfied with restaurants and fruit. In terms of vocational training, it therefore seems that training in effective restaurant management would be highly useful and sought after in this market. Consumers were more satisfied with rolex makers than restaurants, suggesting that there is only an adequate supply of basic street foods, and that more complex catering operations is an area that would benefit from expansion.
## Table 18 Consumer satisfaction with selected services, Consumer Demand for Services survey, Gudule market, Juba, Central Equatoria (June 2011)

<table>
<thead>
<tr>
<th>Service</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Non-Consumers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>n=x</td>
<td>%</td>
</tr>
<tr>
<td>Gravel</td>
<td>42.5</td>
<td>48</td>
<td>3.5</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>58.0</td>
<td>65</td>
<td>1.8</td>
</tr>
<tr>
<td>Rolex</td>
<td>12.7</td>
<td>14</td>
<td>63.6</td>
</tr>
<tr>
<td>Cut Fruit or Vegetables</td>
<td>66.1</td>
<td>74</td>
<td>20.5</td>
</tr>
<tr>
<td>Restaurant</td>
<td>72.1</td>
<td>80</td>
<td>22.5</td>
</tr>
<tr>
<td>Dobby</td>
<td>46.4</td>
<td>52</td>
<td>10.7</td>
</tr>
<tr>
<td>Electrician</td>
<td>43.6</td>
<td>48</td>
<td>17.3</td>
</tr>
<tr>
<td>Blacksmith</td>
<td>57.8</td>
<td>63</td>
<td>2.8</td>
</tr>
<tr>
<td>Mason</td>
<td>44.6</td>
<td>50</td>
<td>8.0</td>
</tr>
<tr>
<td>Plumber</td>
<td>30.9</td>
<td>34</td>
<td>4.6</td>
</tr>
<tr>
<td>Housekeeper</td>
<td>33.3</td>
<td>37</td>
<td>9.9</td>
</tr>
<tr>
<td>Computer</td>
<td>36.3</td>
<td>41</td>
<td>15.0</td>
</tr>
<tr>
<td>Photographer</td>
<td>45.1</td>
<td>50</td>
<td>16.2</td>
</tr>
<tr>
<td>Generator Repair</td>
<td>39.8</td>
<td>43</td>
<td>18.5</td>
</tr>
<tr>
<td>Mechanic</td>
<td>35.1</td>
<td>39</td>
<td>10.8</td>
</tr>
<tr>
<td>Barber</td>
<td>49.1</td>
<td>53</td>
<td>19.4</td>
</tr>
<tr>
<td>Caterer</td>
<td>63.9</td>
<td>69</td>
<td>8.3</td>
</tr>
<tr>
<td>Tailor</td>
<td>65.1</td>
<td>67</td>
<td>24.3</td>
</tr>
<tr>
<td>Beautician</td>
<td>52.7</td>
<td>58</td>
<td>16.4</td>
</tr>
<tr>
<td>Driver</td>
<td>20.6</td>
<td>22</td>
<td>7.5</td>
</tr>
<tr>
<td>Dairy</td>
<td>28.3</td>
<td>30</td>
<td>12.3</td>
</tr>
<tr>
<td>Construction</td>
<td>44.6</td>
<td>50</td>
<td>8.0</td>
</tr>
<tr>
<td>Water Collector</td>
<td>58.2</td>
<td>64</td>
<td>27.3</td>
</tr>
<tr>
<td>Security</td>
<td>29.5</td>
<td>33</td>
<td>5.4</td>
</tr>
<tr>
<td>Cook</td>
<td>28.2</td>
<td>31</td>
<td>8.2</td>
</tr>
</tbody>
</table>
For both restaurants and cut fruit and vegetables, poor hygiene practices were one of the top three reasons for dissatisfaction. Training in hygiene for catering operations therefore seems to be something that would be highly beneficial for the community, both in terms of business become more competitive, and because of the decreased health risks to consumers. For cut fruit and vegetables, poor quality was also a significant reason for dissatisfaction, as was a lack of supply. Both of these factors can be explained by community leaders’ assertion that there is little

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58 ‘Other’ incorporates as follows: Restaurant: not appetising (n=15) and other (n=2). Fruit: poor customer service (n=21) and other (n=2).
local agriculture. A lack of variety of restaurants was also a common complaint, suggesting that there is scope for new restaurants selling different types of foods to enter the market.

In an interview with the heads of the boda boda associations they indicated their plans to increase boda safety, providing helmets to all drivers and putting them through a road safety course. This should address some of the customers concerns with bodas’ safety, although it does not address the issue of exhaust pipe burns. At the moment almost all boda drivers in Juba are not Sudanese, however the association plans to reach out particularly to young Southerners in order to change this.
Respondents showed very high levels of dissatisfaction with the goods in Gudele market, with the majority of goods having over a 50% rate of dissatisfaction. The highest rates of dissatisfaction were for pharmaceuticals (98.4%, n=126), charcoal (89.2%, n=115), oil (89.9%, n=116), and bed items (83.9%, n=110). Respondents were most likely to have bought or tried to buy pharmaceuticals, charcoal, fruit/vegetables/grains/nuts and bed items, and were least likely to have bought imported crafts, toiletries, local alcohol and local metal goods. Pharmaceuticals, charcoal and bed items are both most likely to have been bought and most likely to be dissatisfied with, suggesting there is a good opportunity to develop with market. The very high
rates of dissatisfaction with the majority of goods, however, suggest that there is room to develop the market for most products. Respondents were most satisfied with accessories.

Figure 11 Reasons for dissatisfaction with selected goods, Consumer Demand for Goods survey, Gudule market, Juba, Central Equatoria (June 2011) 59

<table>
<thead>
<tr>
<th>Dairy</th>
<th>Fruits, Vegetables, Grains, Nuts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Supply (26.9%)</td>
<td>Lack of Supply (31.4%)</td>
</tr>
<tr>
<td>Too Expensive (52.8%)</td>
<td>Too Expensive (58.1%)</td>
</tr>
<tr>
<td>Poor Quality (17.6%)</td>
<td>Poor Quality (8.6%)</td>
</tr>
<tr>
<td>Other (2.8%)</td>
<td>Other (1.9%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prepared Foods</th>
<th>Chicken and Chips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Supply (38.9%)</td>
<td>Lack of Supply (8.7%)</td>
</tr>
<tr>
<td>Too Expensive (48.4%)</td>
<td>Too Expensive (73.8%)</td>
</tr>
<tr>
<td>Poor Quality (7.4%)</td>
<td>Poor Quality (13.6%)</td>
</tr>
<tr>
<td>Other (5.3%)</td>
<td>Other (3.9%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rolex</th>
<th>Juice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Supply (19.8%)</td>
<td>Lack of Supply (27.5%)</td>
</tr>
<tr>
<td>Too Expensive (26.7%)</td>
<td>Too Expensive (51.0%)</td>
</tr>
<tr>
<td>Poor Quality (29.1%)</td>
<td>Poor Quality (17.6%)</td>
</tr>
<tr>
<td>Poor Customer Service (23.3%)</td>
<td>Other (3.9%)</td>
</tr>
<tr>
<td>Doesn’t Match Needs (1.2%)</td>
<td></td>
</tr>
</tbody>
</table>

59 Other incorporates as follows:
Bed Items: poor customer service, doesn’t match needs;
Bread: poor customer service, too expensive;
Dairy: poor customer service, doesn’t match needs;
Prepared Foods: poor customer service, doesn’t match needs;
Juice: poor customer service, doesn’t match needs, other;
Chicken and chips: poor customer service, doesn’t match needs.
The primary reason for dissatisfaction with goods was that they were too expensive. This follows an acknowledged problem in Juba, which has been present since at least 2009, but has been exacerbated by the increase in population since the referendum, and the sharply reduced trade with Khartoum that came with this development. In order to address this, programs which taught people to produce these goods locally and how to budget for a small business effectively would help to bring prices down. Bread was the only product where the most common complaint was that it did not match consumer’s needs: this merits further investigation to inform training in this area. Rolexes showed a variety of complaints, but most importantly one of the most common was poor customer service. This is a skill that can easily be taught, and at very little cost, therefore it is worth consideration for incorporation into vocational training projects.
Market Opportunity: Gudele Market, Juba, Central Equatoria

The most common products sold were accessories, beverage and animal fats. For many of the other products only one respondent sold it as their main product, reflecting the diversity of goods available in Gudele. This data suggests the market for accessories may be the most competitive one, as there are several stores selling them.

Table 20: Goods sold, Consumer Demand for Goods survey, Gudule market, Juba, Central Equatoria (June 2011)

<table>
<thead>
<tr>
<th>Goods</th>
<th>Retellers who sell goods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessories</td>
<td>13.8% (n=44)</td>
</tr>
<tr>
<td>Animal Fats</td>
<td>7.9% (n=8)</td>
</tr>
<tr>
<td>Bags and Suitcases</td>
<td>5.9% (n=6)</td>
</tr>
<tr>
<td>Bed Articles</td>
<td>4.0% (n=4)</td>
</tr>
<tr>
<td>Beverages</td>
<td>10.0% (n=10)</td>
</tr>
<tr>
<td>Books and Stationary</td>
<td>1.0% (n=1)</td>
</tr>
<tr>
<td>Bread (fresh)</td>
<td>5.0% (n=5)</td>
</tr>
<tr>
<td>CDs and DVDs</td>
<td>1.0% (n=1)</td>
</tr>
<tr>
<td>Cardboard Items</td>
<td>2.0% (n=2)</td>
</tr>
<tr>
<td>Charcoal</td>
<td>3.0% (n=3)</td>
</tr>
<tr>
<td>Imported Clothes and Footwear</td>
<td>1.0% (n=1)</td>
</tr>
<tr>
<td>Secondhand Clothes and Footwear</td>
<td>2.0% (n=2)</td>
</tr>
<tr>
<td>Local Clothes and Footwear</td>
<td>1.0% (n=1)</td>
</tr>
<tr>
<td>Dairy Products</td>
<td>1.0% (n=1)</td>
</tr>
<tr>
<td>Electronic Items</td>
<td>2.0% (n=2)</td>
</tr>
<tr>
<td>Fruits/Vegetables/Grains/Nuts</td>
<td>5.0% (n=5)</td>
</tr>
<tr>
<td>Fuel</td>
<td>3.0% (n=3)</td>
</tr>
<tr>
<td>Household Appliances</td>
<td>1.0% (n=1)</td>
</tr>
<tr>
<td>Household Items</td>
<td>1.0% (n=1)</td>
</tr>
<tr>
<td>Metal Goods</td>
<td>2.0% (n=2)</td>
</tr>
<tr>
<td>Newspapers</td>
<td>2.0% (n=2)</td>
</tr>
<tr>
<td>Soap and Washing Powder</td>
<td>1.0% (n=1)</td>
</tr>
<tr>
<td>Spare Parts for Bike</td>
<td>1.0% (n=1)</td>
</tr>
<tr>
<td>Imported Alcohol</td>
<td>2.0% (n=2)</td>
</tr>
<tr>
<td>Tobacco and Cigarettes</td>
<td>3.0% (n=3)</td>
</tr>
<tr>
<td>Toiletries</td>
<td>1.0% (n=1)</td>
</tr>
<tr>
<td>Agricultural Tools</td>
<td>1.0% (n=1)</td>
</tr>
<tr>
<td>Water</td>
<td>1.0% (n=1)</td>
</tr>
<tr>
<td>Wood Products</td>
<td>6.0% (n=6)</td>
</tr>
</tbody>
</table>

A significant proportion of respondents felt that they were sometimes unable to meet demand (37.0, n=44). Of those respondents who felt that they were sometimes unable to meet demand, 37.8% (n=14) indicated this was because of a lack of supply, and 24.3% (n=9) said it was because of the price. This mirrors the reasons for dissatisfaction cited by consumers, and suggests that improving the supply lines to Juba is a priority if the markets are ever to develop.
Only 27.3% of respondents worked with brokers. Of these, 82.9% were dissatisfied with their services, primarily due to a lack of punctuality (31.4% n=11), impoliteness (37.1% n=13), or a lack of language skills (20%, n=7). An interview with the head of the Gudele brokers association found the association to be much less organized than in Konyo Konyo, as well as its head being less educated, and less interested in potential training opportunities. The organization as a whole seemed to have less enthusiasm and structure than the Konyo Konyo association, and this is perhaps an explanatory factor for levels of dissatisfaction with the brokers.

The data on the source of goods further backs up this observation. Only 40% (n=49) of goods were sourced from Juba, and only 14.8% (n=18) were sourced from producers in Juba. In comparison, a full 33.6% (n=41) of goods were sourced from Kampala. Sourcing goods from far away greatly increases the difficulty of obtaining goods and their costs, especially given the poor quality of transport infrastructure in South Sudan. Increasing production of goods in Juba should therefore be of paramount importance when considering vocational training programs to introduce.

Respondents had very positive attitudes towards vocational training, with 88.6% (n=109) indicating they would like to receive some. Of these, the most popular form of vocational training was business skills (52.8%, n=57), and language skills (23.0%, n=27).
Magwi, Eastern Equatoria

Community Profile

Magwi is a town located in Magwi County, Eastern Equatoria State, roughly 140 km southwest of Juba by road, with a population of about 41,788 people. Looting and attacks by the Ugandan Lords’ Resistance Army (LRA) over the last 15 years and intense fighting between the Government of Sudan (GoS) and the Sudanese People’s Liberation Army (SPLA) in the 1980s led people to flee the area. Since the Comprehensive Peace Agreement (CPA) was signed in 2005 and high-level peace talks with the LRA increased security in the County, there has been a large number of returnees to the area.

According to the 2010 Statistical Yearbook for Southern Sudan, 90% of the households in Magwi County are farming households. Much as in other parts of the county, however, a large number of both planned and spontaneous returnees have lowered the overall percentage of agricultural households in the town. According to the International Organisation for Migration (IOM) there were 552 returnees to Magwi County between October 30, 2010 and July 26, 2011. In addition to the returnee refugees, a poor yield of crops due to an infestation of pests in 2008 created a lack of food. The large number of returnees and the limited number of functioning boreholes makes the area’s water supply inadequate to support the growing town. Community leaders interviewed in Magwi stated that youth in Magwi spent their time cultivating their families’ land, but that this provided only enough for survival. USAID’s Famine Early Warning System classifies Magwi as being at no or minimal risk, however this does not mean that there is a large amount of surplus food available for selling.

In 2010, Magwi County as a whole provided primary education to 36,600 primary school students, with a gross enrollment rate (GER) of 89% and a net enrollment rate (NER) of 67%. There is relatively equal gender distribution amongst primary school children, with 19,352 of the total primary school children being male and 17,248 being female. Reliable figures for primary enrollment in Magwi Town itself are not available, but it is known that one school exists in the town to provide primary school education up to grade 7. This school, however, has only 12 teachers, 8 of which are untrained. After graduating from this primary school, students do have

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61 Number of farming households in Magwi County (2009): 24,213.
64 Ibid.
67 Ibid.
the opportunity to move on to a secondary school in the nearby area.\textsuperscript{69} As a result of this disparity, only 18\% of the people in Eastern Equatoria age 6 and above can read and write.\textsuperscript{70}

\textbf{Consumer Demand for Goods: Magwi, Eastern Equatoria}

The market in Magwi is adjacent to the main road running through town. It is a mid-sized, dynamic market comprised of mostly permanent structures and independent sellers situated under umbrellas or trees. Due to the size of the market, there is a limited variety of goods and services available. One can find goods such as imported clothes, basic toiletry and personal items, grains, smoked fish, locally brewed alcohol, and large quantities of maize and cassava. The more expensive items include meat and locally made clothes. Retailers and community members stated that on the July 7, 2011 there was an intense rainstorm, which damaged many shops and completely destroyed a number of concrete buildings in the market. Rebuilding of these shops has not begun. At the time of this study there were meetings taking place with retailers regarding the division of plots in the market for new permanent shops.

\textsuperscript{69} Ibid.

\textsuperscript{70} Southern Sudan Centre for Census, Statistics, and Evaluation, \textit{Statistical Yearbook for Southern Sudan 2010}.
Respondents were most likely to have bought or tried to buy imported alcohol, clothes, grains and vegetables, as well as local vegetables, eggs, flour and bread. They were least likely to have bought yoghurt, prepared food, butter, fresh milk and straw products. This reflects the tendency of people to rely on agricultural as opposed to pastoral modes of earning a living. Respondents
were most satisfied with local vegetables and rolexes, and least satisfied with slaughtered poultry, newspapers, local metal goods, local fruit, imported fruit and grains, and imported flour.

Figure 13 Reasons for dissatisfaction with selected goods, Consumer Demand for Goods survey, Magwi, Eastern Equatoria (July 2011)

Lack of supply was the most common reason for dissatisfaction, and with newspapers it accounted for 28 out of a total of 30 respondents. Price was the next most significant factor. Since most of what is sold in Magwi is imported from outside, high prices and lack of supply are symptoms of the same problem. Respondents also expressed dissatisfaction about the limited supply of local fruit. This lack of supply was either the result of a recent crop failure or the result of a limited number of farm inputs (seeds, tools, etc.).
According to Magwi’s County Commissioner, there is potential, both in terms of land and climate, to produce maize flour in the area. As flour is one of the products that is most in demand, attempts to increase the local production of flour would decrease prices and localize production profits.

Retailers interviewed for this survey reported that they had to source goods from Uganda, which is easier in Magwi than other locations due to their close proximity to the border. In fact, one business owner admitted that he did not sell any local products at all. A woman who had a business selling vegetables she grew locally also complained that seeds needed to be sourced from Uganda, making it very difficult to expand her range or to grow sufficient quantities. She also said that irrigation was a key problem for Magwi, and that even though her vegetable plot was near the river it was still a very laborious task carrying water back and forth to water her crops. She said that irrigation would be very useful for the people of Magwi, both in terms of improving their yield and by dramatically reducing the amount of time spent laboring.

Business owners interviewed also expressed their wish for more business skills. Currently, the chairperson of Magwi County comes every two weeks to hold workshops on business skills with local women in a non-formal setting. The two women interviewed who had attended these workshops said it had been highly beneficial for them, and expressed a desire to receive more training like this. Given a community leader’s estimation that around 80% of the women in Magwi either draw all their income from or supplement their income with local maize alcohol production, it can be assumed that a majority of women have at least some involvement with business and the market. Many retailers also indicated that the provision of loans would enable them to expand or improve their businesses.

**Consumer Demand for Services: Magwi, Eastern Equatoria**

The most significant finding of the survey on services in Magwi was that most people do not use a very large number of services. Even ubiquitous services such as hiaces, rolex makers and tea shops have a significant number of non-consumers. This reflects the small size of the town and the poverty of the population. Services are a luxury and people who are surviving on the bare minimum cannot afford to use them.
Of those who used services, respondents were most satisfied with tailors, tea shops and rolex makers, and least satisfied with photographers and hiaces. The lack of local goods is also a problem for service providers. A tailor that we spoke with expressed frustration with his need to import basic tools such as scissors from Uganda. This makes the day to day operation of business far more difficult.
Of the services that respondents did report using and being dissatisfied with, the primary problem was lack of providers of hiace and photography services. Given the small, impoverished population of Magwi, however, it is likely that the market would soon become saturated if there was much of an increase in the number of these service providers. To avoid this outcome, efforts should be focused on increasing the capacity of the community to produce and sell local goods. If profits from the sale of goods are kept within the community, the growth of service providers could be supported by local consumers.

**Market Opportunity: Magwi, Eastern Equatoria**

Retail (33.3%, n=10), animal husbandry (16.7%, n=5) and farming (13.3%, n=4) were the most common types of services offered. This reflects the small size of Magwi and its lack of a developed commercial market. In all other service categories, there was only one service provider. Common services such as restaurants and rolex makers were not represented in the sample, although the consumer demand survey testified to their existence.

**Table 23 Services offered, Market Opportunity survey, Magwi, Eastern Equatoria (July 2011)**

<table>
<thead>
<tr>
<th>Service</th>
<th>%</th>
<th>(n=x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Husbandry</td>
<td>16.7%</td>
<td>5</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>3.3%</td>
<td>1</td>
</tr>
<tr>
<td>Barber/Hair Stylist</td>
<td>3.3%</td>
<td>1</td>
</tr>
<tr>
<td>Carpenter</td>
<td>3.3%</td>
<td>1</td>
</tr>
<tr>
<td>Construction Worker</td>
<td>3.3%</td>
<td>1</td>
</tr>
<tr>
<td>Cook</td>
<td>3.3%</td>
<td>1</td>
</tr>
<tr>
<td>Doctor/Nurse</td>
<td>3.3%</td>
<td>1</td>
</tr>
<tr>
<td>Driver- Boda Boda</td>
<td>3.3%</td>
<td>1</td>
</tr>
<tr>
<td>Farmer</td>
<td>13.3%</td>
<td>4</td>
</tr>
<tr>
<td>Shop Owner/Retailer</td>
<td>33.3%</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>30</td>
</tr>
</tbody>
</table>
The most common products sold by respondents were animal fats and cooking oil (12.5%, n=4), non-alcoholic beverages (9.4%, n=3), and imported clothes and footwear (18.8%, n=6). All other products were sold by only one or two respondents as their main items.

<table>
<thead>
<tr>
<th>Goods</th>
<th>%</th>
<th>(n=x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Fats &amp; Cooking Oils</td>
<td>12.5</td>
<td>4</td>
</tr>
<tr>
<td>Beverages (Non-Alcoholic)</td>
<td>9.4</td>
<td>3</td>
</tr>
<tr>
<td>Books &amp; Stationary</td>
<td>3.1</td>
<td>1</td>
</tr>
<tr>
<td>Charcoal</td>
<td>3.1</td>
<td>1</td>
</tr>
<tr>
<td>Clothes &amp; Footwear: Imported</td>
<td>18.8</td>
<td>6</td>
</tr>
<tr>
<td>Clothes &amp; Footwear: Second-hand</td>
<td>6.3</td>
<td>2</td>
</tr>
<tr>
<td>Foodstuffs (Prepared/Processed)</td>
<td>3.1</td>
<td>1</td>
</tr>
<tr>
<td>Fresh Fish</td>
<td>3.1</td>
<td>1</td>
</tr>
<tr>
<td>Household Goods Miscellaneous</td>
<td>3.1</td>
<td>1</td>
</tr>
<tr>
<td>Live Animals &amp; Animal Products</td>
<td>6.3</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>6.3</td>
<td>2</td>
</tr>
<tr>
<td>Pharmaceuticals</td>
<td>3.1</td>
<td>1</td>
</tr>
<tr>
<td>Soap &amp; Washing Powder</td>
<td>12.5</td>
<td>4</td>
</tr>
<tr>
<td>Spirits/Alcohol (Brewed Locally)</td>
<td>3.1</td>
<td>1</td>
</tr>
<tr>
<td>Spirits/Alcohol (Imported)</td>
<td>3.1</td>
<td>1</td>
</tr>
<tr>
<td>Street Food (Chapati: Fresh Juice &amp; Fruit)</td>
<td>3.1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>32</td>
</tr>
</tbody>
</table>

The vast majority of goods were sourced from Uganda (in total, 64.3%, n=18). Gulu, a town in the north of Uganda near the border with South Sudan, dominated this section of trade. Although Gulu is near Magwi, it is not any closer than Juba, therefore the higher rates of trade with Gulu suggest this is because of better transport infrastructure and/or better availability of goods. Without taking the issue of price and supply into consideration, the amount of goods that come from outside South Sudan can be seen as a positive indicator of Magwi’s incorporation into cross-border trade and the wider the regional economy. The absence of locally produced goods, however, suggests this is a one-sided relationship, with capital pouring out of Magwi and goods pouring in. Increasing the local production would make this regional integration more of an equal partnership, and would also cut the prices and increase the availability of goods in Magwi itself.
Almost all respondents (90.9%, n=10) indicated that training would be useful for their business. The majority of these (60.0%, n=6) said that business training would be most useful. Vocational training courses that aim to enable participants to set up their own business, such as food preparation or carpentry, would be beneficial to the community.

When observing the market in Magwi, it was noted that the vast majority of businesses were shops, with relatively few service-oriented businesses, such as restaurants and tailors. Animal fats and oils, household items and agricultural tools were the most common items being bought, and none of these were locally produced. The only locally produced goods available were vegetables. The most common items being brought out of the market were charcoal, vegetables, and agricultural tools.
Abara, Eastern Equatoria

Community Profile

Abara is a small rural town in Magwi County, Eastern Equatoria State. It is about 18 km from Magwi Town and 140 km from Nimule, the largest town in the county. Most of the residents are from the Acholi tribe and speak the Acholi language. There are no internally displaced people (IDPs) in Abara, but at the beginning of 2008 there were about 3,820 returnees in the immediate vicinity. Given the total population of 6,875 people, the number of returnees accounts for a significant part of the population.

In 2009, about 90% of all households in Magwi County were farming households. The percentage of farming households in Abara, however, does not match the county average. An influx of returnees to Abara during the dry season in 2008 led to an over reliance on the food produced by people who did not seek to leave during the war. As returnees were incapable of cultivating fields during the dry season, they instead focused on building homes. This imbalance in supply and demand for food has created a food shortage and led to increased malnutrition in area children. Contrary to reports of food items such as maize, sorghum, and beans not being sold in the Abara market, researchers observed that these items are imported from Uganda and are available in small quantities.

In 2008, UNHCR replaced the town’s open-air primary school with two permanent classroom blocks. Instruction for primary grades 1-6 is offered at this school and the curriculum is taught in English. Twelve of the teachers in this school have been trained by the government, while three are volunteers without training. This is an improvement from the nine qualified teachers that were present at the school in the beginning of 2008. This achievement is in line with Magwi County’s superior performance in employing a large number of school teachers and maintaining high gross and net enrollment rates). According to community leaders, a secondary school was constructed in 2008 and operated until April of this year. However the school was forced to close due to the lack of support from the government for staff salaries and school materials. There have been issues similar to this in other areas in the South because of the transition period since the separation of the North and the South.

Consumer Demand for Goods: Abara, Eastern Equatoria

Abara market is a very basic and specialized market located close to the main road. The majority of retailers are women seated on the ground selling goods such as vegetables, beans, eggs, lacede (small dried fish), cassava and maize. There are few permanent structures in the market. The few

71 According to the Abara Payam Administrator.
73 Ibid.
74 Calculated based on data from the Statistical Yearbook for Southern Sudan 2010.
75 Ibid.
76 Relative to the other counties with Eastern Equatoria.
77 924 in 2009, the highest of any county in Eastern Equatoria
that are present are small shops selling a variety of goods such as biscuits, flashlights, cigarettes, soaps, and slippers. The majority of goods brought into the market are imported due to the host community’s lack of resources to produce locally made and grown products.

Table 25 Consumer satisfaction with goods, Abara, Eastern Equatoria (July 2011)

<table>
<thead>
<tr>
<th>Product</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Non-Consumer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oil</td>
<td>10.0</td>
<td>3</td>
<td>70.0</td>
</tr>
<tr>
<td>Powdered Milk</td>
<td>3.5</td>
<td>1</td>
<td>69.0</td>
</tr>
<tr>
<td>Meat- Goat/Cow</td>
<td>6.7</td>
<td>2</td>
<td>86.7</td>
</tr>
<tr>
<td>UHT Packet Milk</td>
<td>10.7</td>
<td>3</td>
<td>60.7</td>
</tr>
<tr>
<td>Bread</td>
<td>21.4</td>
<td>6</td>
<td>53.6</td>
</tr>
<tr>
<td>Butter</td>
<td>0.0</td>
<td>0</td>
<td>28.6</td>
</tr>
<tr>
<td>Charcoal</td>
<td>40.0</td>
<td>12</td>
<td>56.7</td>
</tr>
<tr>
<td>Local Clothes</td>
<td>7.1</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Imported Clothes</td>
<td>6.7</td>
<td>2</td>
<td>86.7</td>
</tr>
<tr>
<td>Second Hand Clothes</td>
<td>3.6</td>
<td>1</td>
<td>75.0</td>
</tr>
<tr>
<td>Nuts</td>
<td>10.7</td>
<td>3</td>
<td>85.7</td>
</tr>
<tr>
<td>Fruit (Local)</td>
<td>10.3</td>
<td>3</td>
<td>48.3</td>
</tr>
<tr>
<td>Fruit (Imported)</td>
<td>6.7</td>
<td>2</td>
<td>63.3</td>
</tr>
<tr>
<td>Vegetables (Local)</td>
<td>70.0</td>
<td>21</td>
<td>20.0</td>
</tr>
<tr>
<td>Juice (Packaged)</td>
<td>13.8</td>
<td>4</td>
<td>79.3</td>
</tr>
<tr>
<td>Grains (Local)</td>
<td>13.8</td>
<td>4</td>
<td>55.2</td>
</tr>
<tr>
<td>Yogurt</td>
<td>0.0</td>
<td>0</td>
<td>20.0</td>
</tr>
<tr>
<td>Prepared Food</td>
<td>3.9</td>
<td>1</td>
<td>53.8</td>
</tr>
<tr>
<td>Juice (Fresh)</td>
<td>7.1</td>
<td>2</td>
<td>42.9</td>
</tr>
<tr>
<td>Poultry (Live)</td>
<td>0.0</td>
<td>0</td>
<td>48.3</td>
</tr>
<tr>
<td>Eggs</td>
<td>46.7</td>
<td>14</td>
<td>50.0</td>
</tr>
<tr>
<td>Local Metal Goods</td>
<td>0.0</td>
<td>0</td>
<td>65.5</td>
</tr>
<tr>
<td>Newspaper</td>
<td>0.0</td>
<td>0</td>
<td>62.1</td>
</tr>
<tr>
<td>Poultry (Slaughtered)</td>
<td>0.0</td>
<td>0</td>
<td>67.9</td>
</tr>
<tr>
<td>Spare Parts</td>
<td>0.0</td>
<td>0</td>
<td>78.6</td>
</tr>
<tr>
<td>Alcohol (Imported)</td>
<td>56.7</td>
<td>17</td>
<td>43.3</td>
</tr>
<tr>
<td>Milk (Fresh)</td>
<td>0.0</td>
<td>0</td>
<td>41.4</td>
</tr>
<tr>
<td>Straw Products</td>
<td>0.0</td>
<td>0</td>
<td>55.6</td>
</tr>
<tr>
<td>Vegetables (Imported)</td>
<td>13.8</td>
<td>4</td>
<td>86.2</td>
</tr>
<tr>
<td>Rolex</td>
<td>41.4</td>
<td>12</td>
<td>55.2</td>
</tr>
<tr>
<td>Grains (Imported)</td>
<td>0.0</td>
<td>0</td>
<td>65.5</td>
</tr>
<tr>
<td>Cloth Sewing</td>
<td>0.0</td>
<td>0</td>
<td>57.1</td>
</tr>
<tr>
<td>Toiletries</td>
<td>0.0</td>
<td>0</td>
<td>35.7</td>
</tr>
<tr>
<td>Tools</td>
<td>3.7</td>
<td>1</td>
<td>59.3</td>
</tr>
<tr>
<td>Wood Products</td>
<td>0.0</td>
<td>0</td>
<td>60.7</td>
</tr>
<tr>
<td>Flour</td>
<td>3.3</td>
<td>1</td>
<td>66.7</td>
</tr>
</tbody>
</table>
Consumers were the most satisfied with the Local Vegetables (70%) (n=21), Imported Alcohol (56.7%) (n=17), and Eggs (46.7%) (n=14). Consumers were the most dissatisfied with the Meat-Goat/Cow (86.7%) (n=26), Imported Clothes (86.7%) (n=26), Imported Vegetables (86.2%) (n=25), Nuts (85.7%) (n=24), and Spare Parts (78.6%) (n=22).

![Pie charts showing reasons for dissatisfaction with selected goods](image)

**Figure 20: Reasons for dissatisfaction with selected goods, Consumer Demand for Goods survey, Abara, Eastern Equatoria (July 2011)**

**Consumer Demand for Services: Abara, Eastern Equatoria**

Respondents were least likely to have used the services of a caterer, driver, garbage collector or straw thatcher, and most likely to have used the services of a tea shop, cell charger, rolex maker or photography shop. Consumers were most satisfied with the services of a mason and that of a tea shop, and least satisfied with those of a hiace, rolex maker, fruit and vegetables, restaurant, computer services, photography shop and cell charger.
The main reason given for dissatisfaction was lack of supply, which indicates that there is room for expansion within these services. In terms of vocational training, training in effective restaurant management would be highly useful and sought after in the Abara market, especially
when it comes to affordable food options as 27.8% (n=5) indicated that the prices of restaurants were too expensive. Training in business management may also be highly useful in the expansion of businesses, such as computer and photography services. Expansion of such business would also require training in computer literacy and photography skills.

Figure 21: Reasons for dissatisfaction with hiace services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011)

Figure 22: Reasons for dissatisfaction with rolex services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011)
Figure 23: Reasons for dissatisfaction with fruits & vegetables, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011)

Figure 24: Reasons for dissatisfaction with restaurant services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011)
The main service provided was a shop owner/retailer (66.7%, n=10), which dominated the services provided. Due to the size of Abara there are very limited services offered in the marketplace. In all other service categories there was only one service provider.

**Market Opportunity: Abara, Eastern Equatoria**

The main service provided was a shop owner/retailer (66.7%, n=10), which dominated the services provided. Due to the size of Abara there are very limited services offered in the marketplace. In all other service categories there was only one service provider.
The main products sold by retailers in Abara were beverages (18.8%, n=3), charcoal (12.5%, n=2), prepared and processed foodstuffs (12.5%, n=2), and imported spirits/alcohol (12.5%, n=2), all other products were only sold by one provider as their main good. Similar to the services offered, this reflects the size of the market and its lack of a variety of goods.

The majority of goods are being imported from Uganda: Gulu (25.0%, n=4) and Kampala (25.0%).

Youth Employment & Livelihoods Assessment on Skills & Market Opportunity | 61
Youth Skills & Aspirations

Youth boda boda drivers in Magwi
Part 2: Youth Skills & Aspirations

Youth Aspirations: Bor, Jonglei

In Bor, a total of 125 young people were interviewed. Of these, 36% (n=45) were female. The three age categories used were 15-18 (12%, n=15), 19-24 (36%, n=45), and 25-30 (52%, n=65). Most of the respondents aged 25-30 were heads of their household, and in addition supported nearly six people. This demonstrates the high level of responsibility held by older youths, and suggests that programs aimed at assisting them will have a wide impact, as those dependent upon them will also be affected.

![Education Level Chart](image)

Figure 27: Education level attained, Youth survey, Bor, Jonglei (June 2011)

The majority of the respondents did not have education beyond the level of primary school, demonstrating the need for vocational training that does not require prior academic knowledge. More than one quarter (38.4%, n=47) of respondents had no education. This is unsurprising, given that the education sector was almost completely destroyed due to the decades of conflict.78

Of the three age categories, those aged 19-24 were only half as likely (22.2%, n=10) to have received no education than those aged 15-18 or 25-30. Respondents aged 25-30 were, however, far less likely than either of the other age categories to only have primary school or less education, and were slightly more likely than those aged 19-24 to have higher education.

The level of respondents who had received vocational training was also very low. No one above the age of 24 had received any vocational training. Furthermore, only n=12 (13.3%) of those aged 15-18 and 10 (22.2%) of those aged 19-24 had received vocational training. Of these 12, eight had received computer training, two beautician training, and two agricultural training. Almost all (90%; n=10) of respondents who had received vocational training were female. Of the twelve respondents who had received vocational training, only two had received this training in South Sudan, despite all respondents being South Sudanese. All of the ten other respondents

78 Starting from Scratch: The Challenges of Including Youth in Rebuilding Southern Sudan, Women’s’ Refugee Commission 2010, p. 4.
who had received training had received it in Kenya. During the youth focus groups, the female youth all expressed interest in vocational training, whereas the response from male youth was far less enthusiastic.

Of the businesses surveyed in Bor, one blockmaking business (a traditionally male dominated profession) reported having tried to recruit local youths for training. The owner was initially keen to do so, but had found that youths found the work trying and repetitive, and usually lasted only one to two days, although it took at least a week for even very basic skills to be learnt. Given that there is a high level of wastage in the initial stages of training someone to make blocks, he had been unable to immediately pay them a full wage, which had been a source of contention.

These pie charts show the percentage of youth employed, however 29.8% (n=25) of those employed indicated that they were not compensated for their labor. This could refer to either youth in training, which is unlikely given the small percentage of youth who reported having received vocational training, or that youth are working in family businesses and are not getting a specific wage in return for their labor.

---

79 As only one respondent in the 15-19 age bracket was employed, all data referring to employment status and type will only use the two older age brackets.
Table 30 Employment type among youth, Youth survey, Bor, Jonglei (June 2011)

<table>
<thead>
<tr>
<th></th>
<th>19-24</th>
<th>n=x</th>
<th>25-30</th>
<th>n=x</th>
<th>Total</th>
<th>n=x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Rearing</td>
<td>15.4</td>
<td>2</td>
<td>0.0</td>
<td>0</td>
<td>3.9</td>
<td>2</td>
</tr>
<tr>
<td>Appliance repair</td>
<td>0.0</td>
<td>0</td>
<td>5.4</td>
<td>2</td>
<td>3.9</td>
<td>2</td>
</tr>
<tr>
<td>Babysitting/day care</td>
<td>0.0</td>
<td>0</td>
<td>5.4</td>
<td>2</td>
<td>3.9</td>
<td>2</td>
</tr>
<tr>
<td>Baker</td>
<td>0.0</td>
<td>0</td>
<td>5.4</td>
<td>2</td>
<td>3.9</td>
<td>2</td>
</tr>
<tr>
<td>Barber/Hair stylist</td>
<td>0.0</td>
<td>0</td>
<td>8.1</td>
<td>3</td>
<td>5.9</td>
<td>3</td>
</tr>
<tr>
<td>Broker</td>
<td>0.0</td>
<td>0</td>
<td>5.4</td>
<td>2</td>
<td>3.9</td>
<td>2</td>
</tr>
<tr>
<td>Business Owner</td>
<td>15.4</td>
<td>2</td>
<td>10.8</td>
<td>4</td>
<td>11.8</td>
<td>6</td>
</tr>
<tr>
<td>Carpenter</td>
<td>0.0</td>
<td>0</td>
<td>5.4</td>
<td>2</td>
<td>3.9</td>
<td>2</td>
</tr>
<tr>
<td>Cell Phone Charger</td>
<td>15.4</td>
<td>2</td>
<td>10.8</td>
<td>4</td>
<td>11.8</td>
<td>6</td>
</tr>
<tr>
<td>Civil Servant</td>
<td>15.4</td>
<td>2</td>
<td>2.7</td>
<td>1</td>
<td>5.9</td>
<td>3</td>
</tr>
<tr>
<td>Craftsman</td>
<td>0.0</td>
<td>0</td>
<td>5.4</td>
<td>2</td>
<td>3.9</td>
<td>2</td>
</tr>
<tr>
<td>Doctor/Nurse</td>
<td>0.0</td>
<td>0</td>
<td>5.4</td>
<td>2</td>
<td>3.9</td>
<td>2</td>
</tr>
<tr>
<td>Electrician</td>
<td>0.0</td>
<td>0</td>
<td>5.4</td>
<td>2</td>
<td>3.9</td>
<td>2</td>
</tr>
<tr>
<td>Fisherman</td>
<td>30.8</td>
<td>4</td>
<td>32.4</td>
<td>12</td>
<td>33.3</td>
<td>16</td>
</tr>
<tr>
<td>Teacher</td>
<td>0.0</td>
<td>0</td>
<td>5.4</td>
<td>2</td>
<td>3.9</td>
<td>2</td>
</tr>
<tr>
<td>Messenger</td>
<td>15.4</td>
<td>2</td>
<td>0.0</td>
<td>0</td>
<td>3.9</td>
<td>2</td>
</tr>
</tbody>
</table>

Respondents aged 19-24 were far more likely than those aged 24-30 to be employed as animal keepers, messengers, and civil servants. Conversely, respondents in the older age category were more likely to do every other type of work except fishing, business owner, and cell phone charging, which were also the three most common types of employment. All of the electricians and civil servants were female, which warrants further investigation.

Despite all of the electricians interviewed being female, during the youth focus groups, there was a clear disparity in the types of jobs that were felt to be ‘appropriate’ for each gender. For example, female youth felt that the only vocational training that would be appropriate for them was tailoring, with some small interest expressed in hairdressing. They felt that vocational training for traditionally male trades such as carpentry and masonry would not be appropriate for them as women. Conversely, of the male youth interviewed, the one who was employed as a teacher expressed dissatisfaction with his job because it was ‘tedious’ and ‘unimportant’, but also because it was not a suitable job for a young man. The official from the SSRRC interviewed stated that teacher training would be a valuable asset to the community, and that local teachers were often badly educated themselves, and did not have a high capacity to effectively teach children.

Of those employed, only 13.1% (n=16) advertised their services or goods in some way. Of these, two practised animal husbandry, two fished, and only four had any form of education,(two with some primary and two with secondary level education). Those who did primarily did so through approaching people on the street (62.5%, n=10), and no respondents had ever advertised in the local newspaper.
Of the youth interviewed, 20.0% (n=9) of women fished, and 35.0% (n=28) of men fished. Of these, almost all were compensated for their work. None of the youth who engaged in fishing as a livelihood had completed primary school education, and 94.6% (n=35) of the respondents who fished had no education. Conversely, only 25.0% (n=12) of the respondents without education did not fish.

![Graph showing dissatisfaction with communication and mathematical skills.]

**Figure 29: Dissatisfaction with communication and mathematical skills, Youth survey, Bor, Jonglei (June 2011)**

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Dissatisfied with Communication</th>
<th>Dissatisfied with Mathematical Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>n=x</td>
</tr>
<tr>
<td>None</td>
<td>76.6</td>
<td>36</td>
</tr>
<tr>
<td>Primary or less</td>
<td>41.2</td>
<td>7</td>
</tr>
<tr>
<td>Secondary or less</td>
<td>6.9</td>
<td>2</td>
</tr>
<tr>
<td>Higher</td>
<td>0.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Of the female respondents, 28.9% (n=13) were dissatisfied with their ability to communicate, and 31.1% (n=14) were dissatisfied with their ability to do mathematics. In contrast, of the male respondents, 40% (n=45) were dissatisfied with their communication skills, and 41.3% (n=33) were dissatisfied with their mathematical abilities, meaning that male respondents were more likely to be dissatisfied with their abilities than female ones. In the youth focus groups conducted in Bor, the female youth asked many questions about the possibility of further conventional education, suggesting that this as well as vocational training would be beneficial for some women.

The levels of dissatisfaction for both mathematical abilities and the ability to communicate with customers were high across all age groups. The exceedingly high rate (71.3%) of dissatisfaction of 15-19 year olds with their mathematical abilities suggests that training in basic numerical...
skills would be particularly useful for this age group, particularly as they are so fundamental to effective money management. There was no concentration of dissatisfaction based on profession, suggesting that education level is the most relevant variable which affected respondents’ levels of satisfaction.

Table 32 Language skills of youth, Youth survey, Bor, Jonglei (June 2011)

<table>
<thead>
<tr>
<th></th>
<th>Standard</th>
<th>Juba Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=x</td>
<td>%</td>
<td>n=x</td>
</tr>
<tr>
<td>Conversational Only</td>
<td>98</td>
<td>79.67</td>
<td>16</td>
</tr>
<tr>
<td>Fluent (read/write and speak)</td>
<td>13</td>
<td>10.57</td>
<td>54</td>
</tr>
<tr>
<td>None</td>
<td>7</td>
<td>5.69</td>
<td>29</td>
</tr>
<tr>
<td>Some knowledge</td>
<td>5</td>
<td>4.07</td>
<td>6</td>
</tr>
<tr>
<td>Reading/writing only</td>
<td>0</td>
<td>0.00</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>123</td>
<td>100</td>
<td>115</td>
</tr>
</tbody>
</table>

Youth Aspirations: Juba, Central Equatoria

The youth survey was conducted both in Konyo Konyo and Gudele, and included respondents who reflected the national make-up of Juba, including non-Sudanese. The data was then divided so that the categories of ‘Sudanese youth’ (including youth from the North, including Darfur), and ‘Non-Sudanese youth’ could be analyzed separately, in order to highlight the challenging competition that Sudanese youth face from foreigners who have come to Juba.

In Gudele, 28.9% (24) of Sudanese respondents were heads of their households, whereas of the non-Sudanese respondents, only 20.7% (6) were. Similarly, in Konyo Konyo, 54.4% (25) of Sudanese respondents were heads of their households, and 36.6% (15) of non-Sudanese respondents were. Sudanese respondents were therefore more likely to have other people depending on their ability to earn a living than non-Sudanese respondents. This, however, is to be expected given the migratory nature of these non-Sudanese workers.

Table 33 Unemployed youth, Youth survey, Gudule market, Juba, Central Equatoria (June 2011)

<table>
<thead>
<tr>
<th>Age</th>
<th>Gudule Sudanese Unemployed</th>
<th>%</th>
<th>n=x</th>
<th>Gudule Non-Sudanese Unemployed</th>
<th>%</th>
<th>n=x</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-18</td>
<td>57.1</td>
<td>8</td>
<td>33.3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-24</td>
<td>31.4</td>
<td>11</td>
<td>14.3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-30</td>
<td>12.5</td>
<td>4</td>
<td>8.33</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28.4</td>
<td>23</td>
<td>13.79</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As the above table shows, Sudanese youth respondents were more likely to be unemployed than non-Sudanese youth in both locations. In Gudele, the majority of Sudanese 15-18 year olds interviewed were unemployed, whereas in Konyo Konyo the opposite was observed. All 15-18 year olds in Konyo Konyo were employed in some manner. High levels of unemployment amongst Sudanese youth are not confined to one age cohort, but in all cases, more male than female respondents were unemployed.

Due to the increased opportunities in a big city, youth in Juba are more likely to be employed than their counterparts in more rural areas. Despite this, urban youth still face many challenges, including a significant proportion being responsible for several dependents. This has an affect not only on their ability to provide for themselves, but also on their ability to aspire to a better future. For example, during the focus group held with youth driving boda bodas in Juba, one participant said that he was responsible for supporting his entire family and did not have the luxury to seek other, better employment. His boda boda driving produced a reliable income that he could not sacrifice while looking for alternate employment. Many of the youths in this focus group displayed a survivalist mentality, and therefore did not display aspirations beyond wishing to have a job of any sort. Although most boda boda drivers indicated a wish to eventually own their own boda, none had any proper conception of how this might be achieved, and admitted that they were not able to save money.

Sudanese youth were 10 percentage points more likely than non-Sudanese youth to have no education and 13 percentage points less likely to have secondary school education. This lack of basic education could create a barrier for vocational training and help to explain why Sudanese youth who do have vocational training are still having trouble finding employment. The very high level of Sudanese youth who have no education beyond primary school is very high,
encompassing more than a third of Sudanese respondents. This highlights the disruptive effects of the civil war on education in South Sudan.80

Table 36 Vocational training, Youth survey, Juba, Central Equatoria (June 2011)

<table>
<thead>
<tr>
<th>Age</th>
<th>Gudele Sudanese</th>
<th>Gudele Non-Sudanese</th>
<th>Konyo Konyo Sudanese</th>
<th>Konyo Konyo Non-Sudanese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% n=x</td>
<td>% n=x</td>
<td>% n=x</td>
<td>% n=x</td>
</tr>
<tr>
<td>15-18</td>
<td>7.7 1</td>
<td>33.3 1</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>19-24</td>
<td>32.4 12</td>
<td>14.3 2</td>
<td>23.5 4</td>
<td>40.0 8</td>
</tr>
<tr>
<td>25-30</td>
<td>53.1 17</td>
<td>41.7 5</td>
<td>31.8 7</td>
<td>42.1 8</td>
</tr>
<tr>
<td>Total</td>
<td>36.6 30</td>
<td>27.6 8</td>
<td>23.9 11</td>
<td>38.1 16</td>
</tr>
</tbody>
</table>

In Gudele, Sudanese youth were more likely than non-Sudanese youth to have had vocational training. In Konyo Konyo, non-Sudanese youth were nearly 15 percentage points more likely to have had vocational training. Across the two different markets, there was very little difference (2%) in the likelihood of having vocational training. This further suggests that the disparity in employment status between the local and foreign youth is not due to a lack of vocational training.

During the focus group with boda drivers, it was noticed that those who had some education indicated a preference for computer training as the most desirable, whereas those without education indicated a preference for more manual skills such as mechanics. An interview with an administrative assistant also demonstrated the placing of vocational training and future employment within the context of a distorted employment market. This woman had received some computer training, but this did not increase her employability in the eyes of potential employers. Instead, the strength of her social network determined her employability. It was a friend of hers who eventually found her a job. On the topic of female employment, the women indicated that she has several friends who have vocational skills but do not work because their husbands forbid them to work. She said that: “If your husband allows you to work, you work, if not you just stay at home and get from him.” Gender roles and social connections therefore are at least as important as vocational training when it comes to securing employment. There are certain jobs that are acceptable for women to take up (i.e. collecting wood, making gravel, working in hotels, etc.), and others that are largely reserved for men (i.e. operating motorbikes, taxis, and boda bodas, laying bricks, producing charcoal, etc.).81

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Non-Sudanese youth were more likely to report difficulty in communicating with customers. Nonetheless, a significant proportion of Sudanese youth (42.7%, n=35 for Gudele and 32.4%, n=14 for Konyo Konyo) felt they had problems communicating with customers. For youths living in the city, where even South Sudanese may not necessarily speak a common mother tongue, the ability to communicate with others is a skill that is integral to their ability to earn a living. This question was intended to identify gaps in language knowledge. The benefits of speaking another language were confirmed by one focus group, in which several youths were Somali and did not speak any English, Arabic or Kiswahili. The one Sudanese youth in the group who could communicate with them was able to act as a translator, both in the focus group and during work, thus giving him more opportunities. Community leaders interviewed in Juba said that language skills were a problem for youth, and they were also of the opinion that skills such as these and basic literacy and numeric skills were more important than vocational training for unemployed youth without any education.

During the interview with PLAN, an NGO providing support to children living in poverty, however, another aspect of communication skills was revealed. The project managers for a vocational training program felt that the most important additional skills the youths lacked were ‘soft skills’: communication skills, attitude to work, ability to market themselves. In this sense it was not language knowledge itself that was important, but the ability to communicate in an appropriate manner within the work setting, or when applying for a job. Therefore communication problems can be twofold, both in terms of language and in terms of general

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82 GS = Gudele Sudanese, GNS = Gudele Non-Sudanese, KS = Konyo Konyo Sudanese, KNS = Konyo Konyo Non-Sudanese.
ability to communicate within the work environment. This is also shown in other areas; for example only a third or less of all age categories reported advertising their goods or services.

As can be seen in the Figure 3.1, a lower proportion of youth felt dissatisfied with their numerical abilities across the board. Such a gap in skills, however, can be a great disadvantage when trying to set up a business or save money. Community leaders interviewed in Juba felt that for those without basic education, learning to read, write and calculate basic sums was more important than vocational training.
Table 37 Employment type, Youth survey, Juba, Central Equatoria (June 2011)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Sudanese %</th>
<th>n=</th>
<th>Non-Sudanese %</th>
<th>n=</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appliance Repair</td>
<td>2.2</td>
<td>2</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Babysitting/Day Care</td>
<td>3.2</td>
<td>3</td>
<td>3.2</td>
<td>2</td>
</tr>
<tr>
<td>Baker</td>
<td>1.1</td>
<td>1</td>
<td>3.2</td>
<td>2</td>
</tr>
<tr>
<td>Barber/Hair Stylist</td>
<td>5.4</td>
<td>5</td>
<td>6.5</td>
<td>4</td>
</tr>
<tr>
<td>Beautician</td>
<td>6.5</td>
<td>6</td>
<td>9.7</td>
<td>6</td>
</tr>
<tr>
<td>Blacksmith</td>
<td>1.1</td>
<td>1</td>
<td>3.2</td>
<td>2</td>
</tr>
<tr>
<td>Broker</td>
<td>3.2</td>
<td>3</td>
<td>3.2</td>
<td>2</td>
</tr>
<tr>
<td>Business Owner</td>
<td>6.5</td>
<td>6</td>
<td>4.8</td>
<td>3</td>
</tr>
<tr>
<td>Car Washer</td>
<td>2.2</td>
<td>2</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Carpenter</td>
<td>2.2</td>
<td>2</td>
<td>8.1</td>
<td>5</td>
</tr>
<tr>
<td>Cell Phone Charger</td>
<td>6.5</td>
<td>6</td>
<td>6.5</td>
<td>4</td>
</tr>
<tr>
<td>Collect Water</td>
<td>0.0</td>
<td>0</td>
<td>1.6</td>
<td>1</td>
</tr>
<tr>
<td>Computer/Business Ser</td>
<td>3.2</td>
<td>3</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Conductor/Comsari (Hi)</td>
<td>3.2</td>
<td>3</td>
<td>1.6</td>
<td>1</td>
</tr>
<tr>
<td>Construction Worker</td>
<td>2.2</td>
<td>2</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Cook</td>
<td>2.2</td>
<td>2</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Dobbi</td>
<td>2.2</td>
<td>2</td>
<td>4.8</td>
<td>3</td>
</tr>
<tr>
<td>Doctor/Nurse</td>
<td>2.2</td>
<td>2</td>
<td>1.6</td>
<td>1</td>
</tr>
<tr>
<td>Driver - Boda Boda</td>
<td>3.2</td>
<td>3</td>
<td>3.2</td>
<td>2</td>
</tr>
<tr>
<td>Driver – Hiace</td>
<td>3.2</td>
<td>3</td>
<td>1.6</td>
<td>1</td>
</tr>
<tr>
<td>Electronics Repair</td>
<td>3.2</td>
<td>3</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Fruit Seller</td>
<td>3.2</td>
<td>3</td>
<td>3.2</td>
<td>2</td>
</tr>
<tr>
<td>Masonry/Brick Laying</td>
<td>1.1</td>
<td>1</td>
<td>1.6</td>
<td>1</td>
</tr>
<tr>
<td>Mechanic</td>
<td>1.1</td>
<td>1</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>11.8</td>
<td>11</td>
<td>19.4</td>
<td>12</td>
</tr>
<tr>
<td>Plumber</td>
<td>2.2</td>
<td>2</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Porter/Attendant</td>
<td>1.1</td>
<td>1</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Restaurant/Bar Service</td>
<td>5.4</td>
<td>5</td>
<td>6.5</td>
<td>4</td>
</tr>
<tr>
<td>Rolex Maker</td>
<td>1.1</td>
<td>1</td>
<td>1.6</td>
<td>1</td>
</tr>
<tr>
<td>Security Guard</td>
<td>1.1</td>
<td>1</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Shoe Polisher</td>
<td>1.1</td>
<td>1</td>
<td>1.6</td>
<td>1</td>
</tr>
<tr>
<td>Shop Owner/Retailer</td>
<td>3.2</td>
<td>3</td>
<td>1.6</td>
<td>1</td>
</tr>
<tr>
<td>Tailor</td>
<td>1.1</td>
<td>1</td>
<td>1.6</td>
<td>1</td>
</tr>
<tr>
<td>Trader</td>
<td>2.2</td>
<td>2</td>
<td>1.6</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>93</td>
<td>100.0</td>
<td>62</td>
</tr>
</tbody>
</table>

Of those youth employed, there was a wide variety of occupations, with no particular bias towards any one type of employment. The small number of respondents who did any one job made it difficult to see if there were any trends towards one particular occupation by gender or age category. Although only one survey respondent was a security guard, a security guard trainer that was interviewed in Juba indicated that this is a rapidly growing service area. As more NGOs,
embassies, and rich Southerners who have been abroad flood into the country, the demand for security guards is rapidly increasing. As the security guard trainees interviewed were happy with this occupation, this is potentially an area where many youth could find employment.

Only 30.7% (23) of Sudanese respondents in Gudele and 17.5% (7) in Konyo Konyo advertised their services in any way. Those who did used a variety of ways of doing this, including printing posters, approaching people on the streets, and making phone calls. There was a relatively equal distribution across these modes of advertisement. Non-Sudanese respondents were slightly more likely to advertise their services, although by less than 10% in both markets.

Youth Aspirations: Magwi, Eastern Equatoria

Youth in Magwi face a myriad of challenges and difficulties. Perhaps most pressing of these, yet hardest to assess or quantify, is the psychological wounds of conflict. Teachers interviewed in Magwi stated that the mental health of their students was a great concern, and that many students were simply unable to sit down at a desk and study all day. This is not merely a problem within a formal classroom, but also in terms of vocational training, employment, and the ability to plan for the future. Magwi does not have the medical infrastructure to properly care for patients with physical ailments, let alone mental health problems. The teachers interviewed said that having someone in Magwi experienced in dealing with and treating Post-Traumatic Stress Disorder would help the community enormously, and enable the youth to become successful in life despite their traumatic past.

Another problem in Magwi, and perhaps a further symptom of trauma, is the high levels of alcohol abuse. This was observed whilst research was being undertaken, and was also commented on by the teachers. The teachers felt that other ways to entertain youth were lacking in the area, and suggested that a youth community center might help reduce the number of youth who turn to alcohol for entertainment.

Ten respondents (35.7%) had received vocational training of some sort. Of these, four had received training in carpentry, and the rest were split between training in car repair, agriculture, tailoring, construction, computer skills and teaching.

The youth interviewed seemed interested in receiving vocational training of various types, particularly business training. For many of them, however, other factors would need to be taken into account during the training period, such as provision of childcare and the loss of earnings during the training period. For many youth interviewed, several people were dependent on their income for the provision of basic necessities. In these cases, even a small shortfall in income would be unthinkable. Equally, for those who earned enough to send their children to school, the time taken to attend training might result in the children being unable to continue to attend school.

When asked what kind of vocational training they would like to receive, the youth gave a varied set of responses. Many expressed a wish to help their own community through their work. For example, if they were trained as an electrician, they would be able to provide their community
with electricity and reduce the amount of damage that people do to their lungs by using smoke-emitting lamps. Another expressed a desire to become a builder in order to build safe, strong houses that would not be destroyed in storms. This community spirit is a resource in itself, and shows the benefits that could be achieved for the community by promoting the professional development of the youth.

Another aspect of youth aspirations was linked to the NGOs that work in the area. One young man said that NGOs often come to Magwi looking for drivers, but since there are no local drivers, they are forced to bring them from elsewhere. Facilitating the development of a diverse skill set within Magwi would lessen the need for foreign organizations to look elsewhere for employees.

Table 30 Current employment among youth, Youth survey, Magwi, Eastern Equatoria (July 2011)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>%</th>
<th>n=x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Husbandry</td>
<td>3.6</td>
<td>1</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>7.1</td>
<td>2</td>
</tr>
<tr>
<td>Boda Boda Driver</td>
<td>10.7</td>
<td>3</td>
</tr>
<tr>
<td>Business Owner</td>
<td>21.4</td>
<td>6</td>
</tr>
<tr>
<td>Car Washer</td>
<td>3.6</td>
<td>1</td>
</tr>
<tr>
<td>Carpenter</td>
<td>7.1</td>
<td>2</td>
</tr>
<tr>
<td>Civil Servant</td>
<td>3.6</td>
<td>1</td>
</tr>
<tr>
<td>Collect Water</td>
<td>10.7</td>
<td>3</td>
</tr>
<tr>
<td>Collect Wood</td>
<td>3.6</td>
<td>1</td>
</tr>
<tr>
<td>Computer Repair</td>
<td>3.6</td>
<td>1</td>
</tr>
<tr>
<td>Construction</td>
<td>7.1</td>
<td>2</td>
</tr>
<tr>
<td>Craftsman</td>
<td>3.6</td>
<td>1</td>
</tr>
<tr>
<td>Doctor/Nurse</td>
<td>3.6</td>
<td>1</td>
</tr>
<tr>
<td>Electronics Repair</td>
<td>3.6</td>
<td>1</td>
</tr>
<tr>
<td>Farmer</td>
<td>21.4</td>
<td>6</td>
</tr>
<tr>
<td>Masonry</td>
<td>3.6</td>
<td>1</td>
</tr>
<tr>
<td>Soldier</td>
<td>3.6</td>
<td>1</td>
</tr>
<tr>
<td>Student</td>
<td>3.6</td>
<td>1</td>
</tr>
<tr>
<td>Teacher</td>
<td>7.1</td>
<td>2</td>
</tr>
</tbody>
</table>

The occupations of farmer and business owner were by far the most common amongst youth, each encompassing 21.4% (n=6) of the respondents.
Although more respondents were satisfied than dissatisfied with their abilities, 44.8% (n=13) of respondents were dissatisfied with their language skills, and 39.3% of respondents were dissatisfied with their mathematical abilities. These are therefore areas in which a large section of the youth population of Magwi would benefit from receiving extra help and training.

Of those who owned businesses, only 10.3% (n=3) of respondents advertised in any way. Of these, one reported making phone calls, and two said they had printed posters advertising their services. Advertising skills is also therefore something that might be beneficial to the youth of Magwi, particularly if they are given training to set up new businesses.

Youth Aspirations: Abara, Eastern Equatoria

Of the thirteen respondents interviewed only four had received any vocational training, two in agriculture, one in computer training, and one in tailoring. Youth interviewed expressed interest in vocational training, particularly agricultural training, as they felt the land around Abara was fertile and underutilized. They also indicated that if they were taught how to raise chickens this would be a good business opportunity for them.

Many youth expressed a desire for business training. None of the youths interviewed reported advertising their businesses or services in any way, suggesting that there is indeed a need for basic business skills training. In addition, 36.4% (n=4) said they sometimes had problems communicating with their customers, and 15.4% (n=2) were dissatisfied with their mathematical abilities. Basic language skills might therefore be useful for those youth hoping to get jobs that would require them to interact with people from different tribes and/or countries.
Farming and animal husbandry were the dominant occupations of respondents. Boda boda drivers were also present, but no hiace drivers were surveyed. Youth interviewed said that there was no possibility of learning to drive cars or buses in Abara, but that this would be a very useful addition to the community. Some youth have previously tried to learn to drive by travelling to other parts of the country, but had to return because they ran out of money.

Youth in Abara were very keen to work, and had many ideas for potential business and training opportunities. They were keen on the idea of establishing a cooperative community agriculture project. Also, a desire to diversify their crops with more lucrative fruit such as guava and lemons was expressed. At the present time, seeds to grow these fruits are cost prohibitive. They also indicated that having a tractor would be very beneficial. People in Abara currently spend a lot of money to rent a tractor and the time required to share this one tractor decreases the productivity of farmers in the area. They also expressed a wish for a youth community center, as they felt there was nothing to do in Abara except play sports (men) or cook for their family (women). They said that a community center with a television would help connect them to the outside world. Additionally, money could be charged for the use of this television, which could then be recycled back into community projects, such as creating an agricultural cooperative or providing the community center with new resources and materials.

Youth also indicated, however, that the lack of a functioning secondary school in Abara was an equally if not bigger problem than a lack of vocational training centers. There was a secondary school built two years ago, but it had to close this April because of a lack of support from the government to pay teachers or provide educational materials. The youth interviewed seemed keen to broaden their horizons and increase their basic knowledge, for example saying that a youth centre could stock books that would “refresh youths’ minds”.

As well as a lack of secondary schooling, youth also indicated that the health clinic in Abara was not functioning properly. Any training in basic medical care or dispensing medicines would therefore be very useful to them. In addition, they felt that a counseling service to help those traumatized by conflict would decrease the rate of crime in Abara. These comments demonstrate
a desire to find employment that would benefit the community, rather than only for the sake of their own immediate family.

In terms of ‘quick money’ strategies, youth indicated that charcoal production and selling maize and cassava were strategies that many youth used to make money. In the dry season, they also made bricks, which they said could be very lucrative. They sometimes also did piece work on other people’s land. None of these are particularly stable jobs, however, and they would like the opportunity to have more reliable employment. Vegetable production was a form of employment that they viewed as being stable.
Mapping of Vocational Training Opportunities

Magwi Vocational Training Center
Part 3: Mapping of Vocational Training Opportunities

Vocational Training Mapping: Bor, Jonglei

Table 40 Vocational training centres, Bor, Jonglei (June 2011)

<table>
<thead>
<tr>
<th>Type</th>
<th>Makalocuei</th>
<th>Jalei Tailoring</th>
<th>Padak Fisheries</th>
<th>FAO Fishing</th>
<th>Women’s Poultry Farming</th>
<th>VSF Milk Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>Permanent School 70-150</td>
<td>20-40</td>
<td>Varies</td>
<td>Varies</td>
<td>6-10</td>
<td>n/a</td>
</tr>
<tr>
<td>Skills</td>
<td>Multiple</td>
<td>Tailoring</td>
<td>Fisheries Officer</td>
<td>Fish Processing</td>
<td>Poultry Farming</td>
<td>Milk Marketing</td>
</tr>
</tbody>
</table>

Makalocuei Vocational and Adult Literacy Training Centre

Operational Details
This vocational training institute is located in a remote rural area to the north of Bor in the village of Makalocuei. The centre was established under a European Commission Early Recovery Programme grant to Catholic Relief Services (CRS). CRS built the centre which opened in mid-2007. The Jonglei State Ministry of Education took over responsibility for the school’s operation in mid-2008. In mid-2010 the Stromme Foundation, a non-profit assisted the centre by providing them with equipment and operational materials through a Sudan Recovery Fund grant. The school has been running since 2007 and has graduated three batches of students: the first of 71; the second of 80; and the third of 112. It expects the next batch to be even larger, with approximately 150 students. Upon independence, the Sudan Recovery Fund grant completed and the Stromme Foundation ceased its operations in Jonglei state. The school is now reliant on government funding for its teachers’ salaries, but has no funding for operational costs unless another NGO chooses to take on that financial burden.

Courses
The school offers both vocational training and adult education to students nominated from each of the payams of Bor County. Students are supposed to be given vocational instruction in either mechanics, tailoring, carpentry, masonry, metal work, tropical agriculture or electrician. The school has been unable to find a qualified instructor tropical agriculture or electrical so those sections are non-operational currently. Since vocational education only occupies the morning hours, those who require additional assistance are scheduled for English language adult education classes in the afternoons. The school also provides all students with mathematics and religion classes. Although the program has considered incentives in the form of food rations to encourage ladies to participate in the training, its current students are predominantly men. Some women from the Makalocuei area have joined the tailoring course, but they frequently drop out due to marriage or pregnancy.
Graduate Employment Prospects and Challenges
Respondents indicated that graduates of the masonry and carpentry course have the highest chances of employment, due to two major construction projects in the area. Many students from the previous batch of masonry and carpentry graduates are currently employed building a primary school close to the vocational training center. Currently, these placements were easy to facilitate, since many of the current students do their practical work for class on the jobsite, allowing them to build a relationship with the foreman in advance of their graduation. It is unclear if this pattern of employment will continue in the future, once the major construction projects in the area are completed. These major construction projects are aberrations in the general climate for construction in the area, they are being personally funded by a South Sudanese businessman who wants to bring a church and school to his home area. Consequently, the longevity and sustainability of the construction market in the area is unclear. Nonetheless, construction is a booming market in Bor. In contrast, graduates of the mechanical section often find difficulty finding employment, particularly those who return to their home payams. Teachers attributed these challenges to the fact that many payams lack garages to accommodate those trained as mechanics, and also due to the fact that students are unable to learn everything they need to know in order to successfully operate a mechanic business during the nine month course.

Best Practices and Programmatic Strengths
Since the school is operated by the government, it is able to draw students from each of the payams in Bor County. Consequently, it boasts a great diversity in the student population. The headmaster identified fostering cross cultural understanding and social stabilization in the aftermath of the conflict as one of the primary objectives of the institute and noted that he was particularly proud that the school has been successful at uniting youths and ex-combatants from a variety of backgrounds. Nonetheless, the Murle tribe has been generally underrepresented in the school population.

Weaknesses and Evidence of Counterproductive Impact
The school has an operational funding problem. It relies upon external partners to provide the supplies necessary for the operation of the facility. As a consequence of gaps in the funding budget, the school facilities are lacking a number of areas. One of the buildings originally designed as a dining hall for 20 is now the dormitory for almost 90 students. At the time of the researchers’ visit a number of the school’s sewing machines were non-functional. Half of the machines were imported models that it was impossible to find spare parts in the local marketplace, the others were local models that broke down too frequently as a result of rough use by the students.
established a Tailoring and Dressmaking school in Bor town with the assistance of the Stromme Foundation. The school is based out of a structure made of corrugated metal, which houses sewing machines. Additionally, a chalkboard outside the structure is used for theoretical instruction and English and mathematics lessons. Since the Stromme Foundation has ceased its operations in Jonglei state, it is no longer providing teacher salaries or machine maintenance costs to the school. Currently the school is operating on a completely volunteer basis. Notably, the vocational training department of the State Ministry of Education has decided not to adopt the Jalei school as a part of its program, since it does not consider the model sustainable and determined that the infrastructure is insufficient.

Courses
The school offers a three year course in tailoring and dressmaking. Teachers provide both technical and practical instruction on tailoring to the students during the morning session. The afternoon session is reserved for English and mathematics lessons in order to enable the students, who are all females with limited educational backgrounds to help develop literacy and numeracy skills.

Graduate Employment Prospects and Challenges
The school administration claimed that the school’s first batch of students, who graduated last year, have almost universally found employment as tailors in the Bor and Jalei area. However, they were unable to provide any contact information to the researchers to follow-up with graduates. The length of the course suggests that the women graduating likely have the skills necessary to function as independent tailors. However, saturating the market remains a concern, as the school plans to graduate a class of over 40 this year.

Best Practices and Programmatic Strengths
The school has three teachers (two for tailoring instruction and one for the adult education classes). Due to its low class sizes and utilization of a batch system, this has produced low
student to teacher ratios. Additionally, the long length of the course ensures that students who graduate are able to produce real dresses out of material, not just brown paper models. In fact, the third year students had all sewn skirt and top combinations themselves.

**Weaknesses and Evidence of Counterproductive Impact**
The literacy and numeracy training being provided to the students was completely in English, but at an extremely low level. This type of training would be insufficient to allow a woman to operate a shop in the marketplace in English. Perhaps, training that emphasized good business practices in Dinka language might create a more sustainable impact.

**Women’s Poultry Farming**

**Operational Details**
NPA funded two groups of women seeking start-up capital and training in poultry farming two years ago. One additional group, the Bor Widows Association, received the land for the farm for free from the government in recognition of their uniquely vulnerable status. These widows petitioned for government support, emphasizing that they did not want to be stuck brewing local alcohol, the typical occupation for widowed women. The training in poultry farming techniques was provided by the Department of Agriculture, Wildlife and Fisheries during a short week long course. Since then, the farms have been operating under the management of these women’s associations, with limited guidance and input from the government.

**Courses**
The training in this instance involved a one week course in poultry farming techniques, accompanied by ongoing advice and technical assistance from officials at the local office of the Ministry of Wildlife, Agriculture and Fisheries.

**Graduate Employment Prospects and Challenges**
Since the training was tied to the immediate establishment of a poultry farm for income generation, all graduates of the course secured employment as a result of the training. However, the farms still experience a number of hurdles in their operation. Specifically, they rely upon feed, the hatched chicks and all of the equipment to be imported. Once these imported stocks run out, or if the women do not have the money for these items, it is impossible to find comparable replacements in the marketplace.

**Other Activities**

**VSF Milk Marketing:** Although the researchers were unable to interview beneficiaries or the service provider, since VSF had closed down activities in the area at the time, members of the Ministry of Agriculture, Livestock and Fisheries informed them of a pilot VSF program focused on training women bringing milk from the cattle camps to the town.

**FAO Fish Processing Training Activities:** Although the researchers were unable to find beneficiaries to interview, the FAO informed them of ad hoc fish processing trainings, in smoking, salting and other “advanced preservation techniques.
Padak Fisheries School: The Padak Fisheries school is no longer operating due to funding constraints, but typically provides training to future Ministry officials in fish processing techniques.

**Vocational Training Mapping: Juba, Central Equatoria**

*Multi-purpose Training Center (MTC)*

**Operational Details**
Run by the Ministry of Labour and Public Service, MTC receives funding and capacity building support from JICA and a number of other funders. When it first became operational in 2006 the focus was on emergency skills and training, quickly training people in short periods of time and getting them into work. As the security situation has improved, the centre is now trying to shift its focus to more sustainable and longer term training systems. It is felt that this approach is crucial to equipping local people with the necessary skill sets. There are around 200 training places a year, the average age of students is 26, and the upper age limit is 35.

**Courses**
The centre runs courses in auto mechanic, metal fabrication and welding, construction, carpentry, plumbing, electrician, refrigeration/ air condition, and commercial and computer studies. Students wishing to study to become electricians, auto-mechanics and in the commercial section must be secondary school graduates, and all other students must have completely primary school.

**Graduate Employment Prospects and Challenges**
JICA feels that carpentry, plumbing, metal fabrication and construction already have apprenticeship training structures in place in the informal sector, therefore providing formal training for these can cause friction with existing traders. It is difficult for graduates to find employment within the formal sector as it is still so small. The official rate for graduate employment six months after completing the training is 70%, but this includes temporary employment.

**Best Practices and Programmatic Strengths**
As the centre is struggling with its operational costs they are looking into ways to make money, for example through an auto-mechanic shop, and the sale of furniture, which would both act as practical experience for students and promote cost-recovery for the centre.

**Weaknesses and Evidence of Counterproductive Impact**
One problem indicated by JICA was poor quality of staff. Due to a lack of trained Sudanese nationals, many of the staff are older (50 years +), and may have had gaps of twenty years or more during the civil war in which they did not practice the skills they learnt at the start of their working life. Furthermore, the teachers are permanent public servants and their employment cannot easily be terminated, which does not always produce a desirable outcome for the students. Satisfaction with the course drops from 80% during the training period to 60% after the training is completed, demonstrating the opportunities available to students and the knowledge learnt.
does not always live up to expectations. The instructors at the centre do not consider helping students to find placements as a part of their job, and there is no specialist attached to the school to help with career prospects.

**Juba Technical and Vocational High School**

*Operational Details*
It is managed by the Ministry of Education and largely funded by PLAN. PLAN has recently provided funding to build new dormitories, classrooms and computer and auto-mechanic workshops, because the facilities were severely lacking. In the first course batch, 148 people graduated, of which 22 were female. All students were between the ages of 18-25. At the present time there are 300 students in training, of which 58 are female. Courses last for three months.

*Courses*
Students are currently offered courses in construction, computer skills, furniture construction and auto-mechanics. These fields were developed from a market assessment completed in 2009, and it is anticipated that the courses offered will change according to demand as South Sudan develops, and depending on the availability of suitable instructors. Students receive a certificate which is signed both by the Ministry of Education and by PLAN.

*Graduate Employment Prospects and Challenges*
Of the first batch of students, 67% have found employment. One of the greatest barriers to future employment that was identified was ‘soft skills’ – attitude to work, interpersonal interaction, ability to market themselves, etc. They want to develop a course to address these needs. They are also trying to establish links with entrepreneurs and microfinance institutions, but these plans have yet to be implemented.

*Best Practices and Programmatic Strengths*
There is a policy that all permanent staff are local. They also have a policy of accepting all women applicants, because they feel this is a vulnerable group that is particularly in need of training. They also have a focus on demobilized soldiers, and around 60% of targeted groups are former soldiers. There is a plan to introduce links with former alumni which would increase the employment prospects of recent graduates.

*Weaknesses and Evidence of Counterproductive Impact*
They do not provide business start-up kits to people who have completed their training. The training center also felt that there was a lack of clarity in responsibility between the Ministry of Education and PLAN. Some of the teachers are trainees from Uganda who come for three months only as part of their course. This leads to a high turnover of staff and is not ideal.

**Juba Technical Secondary School**

*Operational Details*
There are currently 390 students at the school, and 4 full time and 20 part-time teachers.
**Courses**

The school currently offers training in building, carpentry, and auto-mechanics. Graduates of the program indicated that some would have preferred to train as an electrician, but that this was not available to them. For building, they do not receive practical training in building foundations, only pillars, masonry and arches. Carpentry includes roofs and furniture production, and auto-mechanics includes generator repair and welding.

<table>
<thead>
<tr>
<th>Service</th>
<th>Offered</th>
<th>Not Offered Needed</th>
<th>Not Offered Not Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government certificate</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate from training program</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Toolkit</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start-up capital</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructions on forming a group to work with other graduates</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An assigned group of other graduates to work with</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information on microfinance</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career advice</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment placement</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity to give feedback on your satisfaction with the program</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggestions about further training opportunities</td>
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</tr>
<tr>
<td>Agriculture</td>
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<td>Reading and Writing Lessons (Arabic and English)</td>
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<tr>
<td>English Lessons</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Classes</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Skills/Entrepreneurship Training</td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>Ethics Lessons</td>
<td>✓</td>
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<tr>
<td>Health and Hygiene Lessons</td>
<td></td>
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<tr>
<td>Marketing Skills</td>
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<tr>
<td>Customer Service and Interpersonal Skills</td>
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<td>Leadership Skills</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td></td>
<td>✓</td>
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</tbody>
</table>
Graduate Employment Prospects and Challenges
Students are not provided with tools, and this makes it difficult for some of them to set up. Students also felt that the training they received was somewhat basic, and that this led to decreased employment opportunities for them: for example, a graduate of the building program said he could not become a contractor with the skills he learnt.

Best Practices and Programmatic Strengths
The teachers interviewed showed a great deal of dedication to helping the youth of Juba, it was this, rather than the job itself, that gave them impetus to work. There are also students from every state, as the state ministers of education send students to the school, meaning that it provides opportunities to people from all over South Sudan, also reaching a larger potential market area.

Weaknesses and Evidence of Counterproductive Impact
The teachers interviewed indicated that they were often not paid, that they were overworked, and that there are often up to 70 students in a class, despite 25 being the official maximum number. They indicated that even such basic necessities such as benches were lacking. The syllabus and textbooks still largely come from Khartoum, and are therefore in Arabic, which can be problematic for some students.

Other Activities
Juba County Vocational Training Centre: Located near the women’s prison, and offers courses aimed at returnees, communities, and youth drop-outs. It runs 9-month courses in auto-mechanics, tailoring, carpentry, construction, and plumbing. The centre is currently funded by GIZ, however it is said to be closing.

Don Bosco: This NGO is in the process of building an educational complex in Gumba, Juba, which will include a vocational training centre but it is as yet unfinished. Their experience in implementing vocational training in Wau had led them to adopt a policy whereby the best students are hired by the centre, and trained to become course instructors. This supports internal capacity building and the creation of new centres, as well as providing employment.

JICA runs agriculture, beekeeping and soap making programmes in the area.

Vocational Training Mapping: Magwi, Eastern Equatoria

Magwi Vocational Training Center

Operational Details
Magwi Vocational Training Center is located in the town of Magwi, in Magwi County. Catholic Relief Services (CRS) constructed the center in 2006 and provided financial and operational support until 2008. After CRS stopped funding the center, Gesellschaft für Internationale
Zusammenarbeit (GIZ) took over primary responsibility for the centre’s operation until November 2010. The center belongs to the Eastern Equatoria State Ministry of Education and has been without an operational budget since January of this year and is struggling to continue running courses with limited resources, materials and no funding for the teachers’ salaries. The center is open to all of Magwi county and the surrounding areas. There have been three groups of graduates since 2008, the first with 29 graduates, the second with 33 graduates and the third with 24. Funding from the government or an NGO is necessary for the center to continue functioning.

**Courses**
The center offers 9-month vocational training programs in brick laying and concrete works, carpentry, mechanics and tailoring. Courses are open to both male and female participants with any level of education. Despite the lack of funding, the center has recruited a qualified instructor for an electrical program and is in the process of writing a proposal to create an electrical training course. Numeracy training is also provided in all of the courses. Although the center encourages both men and female participants, the majority of students are male. Women are participating in the tailoring course, but attending all of the classes is difficult for those who are married and have children. Due to their responsibilities at home, they are often forced to drop out of the program.

**Graduate Employment Prospects and Challenges**
According to the instructors, the percentage of graduates who find employment in the area is very low because there are no jobs available in the area. There is also an issue of many other people in the area having the same training that is offered at Magwi VTC, creating too much competition for employment. Since graduates of the tailoring course are provided with a sewing machine and material to share between two people, they have the highest chance of employment, even if it is self-employment. Graduates of the brick laying and concrete works, carpentry, and mechanics courses are also provided with start-up kits to share between two people. Most graduates of these courses, however, are faced with the issue of having to divide the start-up kit with the other person because they live in different towns. This leaves the graduates with insufficient tools to start a business or find employment.

**Best Practices and Programmatic Strengths**
The teachers and students at Magwi VTC are determined to keep the center open, regardless of having no funding. Teachers are giving their time and energy to the students in order to provide them with training without receiving payment for their services. The staff has a vision of how they want the center to develop in the future, but without funding, none of the changes they would like to see can be made.

**Weaknesses and Evidence of Counterproductive Impact**
Due to the lack of funding for the last seven months, Magwi VTC has not been able to provide proper, high quality training to its students. The center does not have the resources to provide students with a sufficient amount of supplies and tools, which is preventing them from learning the practical and most important skills of the courses they are enrolled in. At the time of the researchers’ visit, the majority of the sewing machines were in need of repairs. There is no-one in the area that has the skills to repair sewing machines, and spare parts are not available in the local market. At his time, the expenses related to repairing the machines are too high for the
center. Currently, there are only five functioning sewing machines. The distance people have to travel and the horrible road conditions result in few people coming for training from surrounding areas. According to the instructors at the center, the majority of the students are from Magwi. GIZ indicated that there are many improvements needed at Magwi VTC. The major issues according to GIZ are the lack of qualified instructors and a well-developed curriculum, the lack of initiative from staff and students, and a lack of structured and organized management.

**Vocational Training Mapping: Abara, Eastern Equatoria**

**Abara Training and Production Center**

*Operational Details*

The Abara Training and Production Center was built in 2009 by Gesellschaft für Internationale Zusammenarbeit (GIZ). GIZ supplied the center with machines and supplies for the tailoring program, but no other funding was provided. The UN Joint Programme on Youth Employment has provided funding for a small kitchen building at the center in 2010, which is currently under construction. The center started functioning in February with tailoring and embroidery being the only program offered.

*Program Offerings*

The center offers training in tailoring and embroidery. There is currently no funding being given to the center, so the tailoring instructor is volunteering his time to the women enrolled in the program. At the time of the researchers’ visit, there were 10 women enrolled in tailoring and 6 women enrolled in the embroidery training.

*Graduate Employment Prospects and Challenges*

There have been no graduates from the center. Those currently enrolled in the program are scheduled to graduate in December, provided that funding is received.

*Weaknesses and Evidence of Counterproductive Impact*

Since the center has not received funding since it was built, the program is severely lacking materials and resources to provide proper training to the women enrolled. The brick laying and concrete works program is non-existent because of the lack of resources to hire instructors and provide materials for training. The tailoring instructor is trying to keep the tailoring program running, but the center is basically non-functioning due to the lack of funding and support.
Discussion and Conclusions
Part 4: Discussion and Conclusions

Bor, Jonglei

Bor is a community that has been disrupted by the long war, and this shows in the level of education and the availability of goods in the area. Although it is in some senses lucky as it is on the Nile and therefore has this as a resource and source of livelihoods, it is still a community in crisis. As people who were displaced from Bor during the war return, the pressure on jobs and resources is likely only to increase. Therefore Bor is likely to benefit greatly from targeted interventions aimed at getting people into employment, and providing them with the skills they need to do so. Any programmes aiming to do this should take account of the cultural implications of such interventions, particularly of targeting specific groups such as youth, returnees and female headed households. The data collection undertaken identifies areas in which youth feel they could benefit, as well as which products and services consumers are dissatisfied with, and therefore which markets could be improved.

Based on the data presented in this assessment, the following conclusions can be made:

- Given the very high percentage of respondents who had used catering services such as rolex makers and restaurants, catering is an area with a very large untapped market, and might well provide many opportunities for employment. However, it would be important that this training also be paired with tool kits to include the necessary utensils and supplies for cooks to move beyond “street food” and be competitive within the market.

- A very high percentage of respondents indicated dissatisfaction with a variety of goods due to a lack of supply. Supply chains seem to be a problem in Bor, and interventions targeting this would be likely to open up new market opportunities for people presently unemployed, as well as increasing the availability of goods available to consumers.

- Respondents who had received vocational training were no more likely to be in employed than those who had not. Any vocational training planned in the future therefore needs to ensure its students are supported into employment, rather than the training being seen as an end in itself, as employment does not necessarily follow.

- By teaching people to produce goods locally, the difficulties associated with the transportation of goods in South Sudan - especially perishables such as butter and yoghurt - will be taken out of the equation, thus allowing for higher profit margins.

- Given that one business owner reported problems in his attempts to train youths in blockmaking, any vocational training should be preceded by or include a workshop on the benefits of the training, and the justification for delayed rewards in such cases. This might reach out to youths who would otherwise fall at the first hurdle of training.
Given the high percentage of youth respondents aged 24-30 who had several dependents, coupled with the high level of this same age category who had no education, interventions aimed at this group would both be addressing an urgent need, and would be likely to have a wider impact, as those depending on them for income would also be positively affected.

Youth in Bor with no education clearly have very few options available to them for employment, and 74.5% of them fish. Any training that gave these youth options to expand their fishing into a marketable business rather than a survival strategy could assist in reaching this critical cohort.

The youth interviewed in Bor showed very low levels of academic education. Vocational training that is quick and does not require any prior academic knowledge is therefore a good fit for the needs of this community. Despite this, it must be remembered that even vocational pursuits such as tailoring, shop keeping or restaurant ownership, still require basic mathematical skills and basic communication skills in order to effectively manage a business. Youth respondents were no more likely to have a job if they had received vocational training, demonstrating the need for more than simply imparting basic vocational skills. Business skills and tips on how to get into employment or start one’s own business are also important. Equally, the ability to persevere under pressure and work through the frustration that often occurs when one is first learning a new skill is crucial to success, both in vocational training and employment. As the experience of the block-makers in Bor demonstrates, if youth lack the ability to persevere for little reward in order to eventually achieve a marketable skill, they will not be able to learn.

**Juba, Central Equatoria**

Youth in Juba have more opportunities for a wider variety of employment than those in more rural areas, however they still struggle to find jobs, and those in jobs still struggle to make ends meet. This means that many of them do not have aspirations beyond earning enough to subsist and support their families from day to day. This is compounded by a lack of understanding about saving and investing money, and difficulty with communicating appropriately within the work environment.

Within both Gudele and Konyo Konyo markets, the main problem consumers complain about is products and services being too expensive. The price of goods is affected by a variety of factors, although the primary one in Juba, as highlighted by the community leaders interviewed, is that very few goods are produced locally, and the travel costs greatly increase the overhead costs. Prices rise steeply in a country where transport is exceedingly difficult, given the poor quality of roads and infrastructure present. Such problems are structural and very difficult to address without extensive and long term programming, although better business practice and increased efficiency could possibly cut off some of the extra cost. Since South Sudan is heavily dependent on imported food products, world food and fuel prices significantly affect the country’s consumer price index. Given that the FAO world food price index increased by 36.5% between April 2010 and April 2011, it is no surprise that consumer prices increased in Juba by 39.4% in
the same time period.\footnote{SOUTHERN SUDAN CENTRE FOR CENSUS, STATISTICS & EVALUATION, 2011. “Consumer Price Inflation Press Release”, p 1.} In addition to high prices, the second most common complaint was the poor quality of goods. This is a less structural problem and could perhaps be more easily addressed in the short to medium term.

Among business owners, supply was seen to be a problem with a variety of goods. This might well be a contributing factor to price rises, as is the lack of a strong local production system for many goods. Gudele market had far higher levels of dissatisfaction with a greater variety of goods than Konyo Konyo, reflecting its smaller size and less lucrative location. Gudele is therefore the market which has the most opportunities for expansion.

Vocational training in itself is not necessarily enough to enable people to find and remain employed. As demonstrated by the woman who said that it was a husband’s choice if his wife could work, an awareness of the cultural context in which people receive vocational training, and relationships with friends and family members may be as important to their future employment status as their skill set. Equally, the duty that potential employers feel towards their friends and relatives may harm the chances of other, better qualified candidates, and this should be taken into account. Finally, the community leaders argued that for those without even basic education, this was the most important priority, over and above vocational training.

Analyzing the data collected from foreign youths living in Juba showed some interesting trends. On the one hand, there was a clear disparity in terms of employment rates, with non-Sudanese youth more likely to be employed. Compared to Sudanese youth, Non-Sudanese youth were also 10 percentage points less likely to have no education, and 13 percentage points more likely to have secondary school education. Despite this advantage, it was not a one-sided story: Sudanese youth had better communication skills, and when the data from the two markets was combined were equally likely to have received vocational training. This further demonstrates that vocational training alone is not a complete solution to unemployment rates.

\textit{Magwi, Eastern Equatoria}

Magwi is a small town, and the population faces many difficulties. Poverty is endemic, and many people do not have money to spend on anything other than basic necessities. From observations by researchers, it seems that any small amount of extra money that people may have is spent on alcohol. This fits in with the community leader’s estimate that 80\% of the women in Magwi sell home brew. High levels of alcoholism were observed in Magwi by the researchers, therefore the sale of local brew should not be further encouraged or developed. The skills the women have learnt through this business could easily be transferred into the sale and production of other products, such as fruit juice or bread. Providing women with ideas for small informal businesses that could take the place of selling home brew would diversify the products on offer, and reduce social problems within the community.

Another consequence of the poverty in Magwi is that many people do not have time to attend training courses of any length. Even taking a week off work is not possible when several people...
dependent on one breadwinner. Any vocational training courses would need to provide sufficient support for their trainees during the training process. A key aspect of this would be providing child care. Furthermore, structuring the training so that business owners could continue to run their business on a part-time basis would be beneficial, as would a food stipend given to trainees during the course or a similar conditional cash transfer arrangement.

The high number of respondents who did not use services suggests that training in service provision would not be as beneficial as training in the production of goods. Since graduates of existing training courses in service provision are currently having trouble finding employment, the need for training in the production of goods rather than services is further emphasized. Since local fruit was one product felt to be in short supply, perhaps training in cultivating fruit could be of benefit to the local populace, both in terms of improving nutrition and in terms of creating a new market. Slaughtered poultry and flour were also products that people can be easily trained to produce. In the future, once demand is developed, training in service provision will be more valuable.

**Abara, Eastern Equatoria**

Abara is a remote community that has received minimal support from the government and NGOs. This is evident in the barriers to education in the area and the lack of goods and services in the local market. Youths seeking further education or employment in Abara face many challenges. One community leader estimated that 95% of the young adolescents in the community are unemployed and that the number of those who are in school or who are employed cannot exceed 5%. Those who are able to find employment are only able to make enough money for basic survival. The responsibilities of being a wife, mother, and main provider for a family are major obstacles to receiving an education or vocational training. Their families come before their needs and interests, even if receiving training would improve their current living conditions.

Based on location, Abara should be rich in locally grown produce; however, resources do not exist for people living in Abara to produce excess crops to sell in the market. The majority of people are living hand to mouth, only cultivating enough food to feed their families. In the market, consumers were most concerned with the lack of supply of goods and services and the high prices for the goods and services that are available. Both of these concerns have their root in the lack of locally produced goods. Importing goods from abroad, not only decreases the supply, but also increases the price of all goods.

Extremely high transport costs and poor road infrastructure make it difficult for business owners to make a profit. Retailers, however, still expressed the desire to receive training in business in order to learn how to properly save money, make a profit, and potentially expand their current business. The problem is that the proper training is not available and individuals in the area do not have the resources or time to attend a training program.

According to community leaders there are three different groups of young people. Those with certificates who need employment, those with certificates who want to continue with their education, and those who have their primary school certificate and want to attend secondary
school. Due to the recent closure of the secondary school in Abara, finishing their basic education is not possible unless the students travel to Magwi. Vocational training alone is not enough to provide the young people in Abara with the skills to obtain employment. Youth need to be provided with the opportunity to obtain and finish their secondary school education. The majority of respondents indicated that receiving vocational training would be very beneficial for them and their families. Unfortunately, the lack of funding for the vocational training center in Abara is preventing people from receiving training and the expansion of the center to accommodate increased demand is not possible.

The analysis of the marketplace in Abara indicates numerous gaps in the availability of different products and services. Much of the dissatisfaction with the market is due to the lack of availability of goods and services. Training in the production of local goods would be most beneficial for the community.
Annex I: Qualitative & Quantitative Tools

Note that all quantitative tools were changed slightly to adapt to different locations, for example in the variety of products listed.

Survey Name: Market_Observations_Benti
No of Questions: 60

1: Today’s Date (date)
2: Enumerator name (multi)
   Possible responses:
   - Onyango George
   - Ogut Michael
   - Denis Anywar
3: Location (multi)
   Possible responses:
   - Juba
   - Magwi
   - Abara
   - Bor
4: What time of day is it? (multi)
   Possible responses:
   - Morning [before 1pm]
   - Afternoon [after 2pm]
5: As you walk around town, take note of the available services. (multi)
   Possible responses:
   - ok
   - okay
6: Which service has the most service providers? (multi)
   Possible responses:
   - Appliance Repair
   - Baker
   - Barber/Hair Stylist
   - Beautician
   - Blacksmith
   - Broker
   - Carpenter
   - Computer/Business Services
   - Craftsman
   - Dobbi/Wash & Iron Clothes
   - Electrician
   - Electronics Repair
   - Exchange Money
   - Fresh Cut Fruit and Fruit Juice Seller
   - Generator Repair
   - Mechanic / Car or Boda Repairs
   - Photography/Videography
   - Restaurant/Bar
   - Rolex Maker/Roasted Maize
   - Shop Owner/Retailer
   - Shoe Polisher
   - Tailor
   - Car Washer
   - Other
7: If Other, Specify (text)
   Data Field Name: othermostproviders
8: Which service has the second most service providers in the market? (multi)
   Possible responses:
   - Appliance Repair
   - Baker
   - Barber/Hair Stylist
   - Beautician
   - Blacksmith
   - Broker
   - Carpenter
   - Computer/Business Services
   - Craftsman
   - Dobbi/Wash & Iron Clothes
   - Electrician
   - Electronics Repair
   - Exchange Money
   - Fresh Cut Fruit and Fruit Juice Seller
   - Generator Repair
   - Mechanic / Car or Boda Repairs
   - Photography/Videography
   - Restaurant/Bar
   - Rolex Maker/Roasted Maize
   - Shop Owner/Retailer
   - Shoe Polisher
   - Tailor
   - Car Washer
   - Other
9: If Other, Specify (text)
10: Which service has the third service providers? (multi)
   Possible responses:
   - Appliance Repair
   - Baker
   - Barber/Hair Stylist
   - Beautician
   - Blacksmith
   - Broker
   - Carpenter
   - Computer/Business Services
   - Craftsman
   - Dobbi/Wash & Iron Clothes
   - Electrician
   - Electronics Repair
   - Exchange Money
   - Fresh Cut Fruit and Fruit Juice Seller
   - Generator Repair
   - Mechanic / Car or Boda Repairs
   - Photography/Videography
   - Restaurant/Bar
   - Rolex Maker/Roasted Maize
   - Shop Owner/Retailer
   - Shoe Polisher
   - Tailor
   - Car Washer
   - Other
- Rolex Maker/Roasted Maize
- Shop Owner/Retailer
- Shoe Polisher
- Tailor
- Car Washer
- Other
11: If other, specify (text)
12: Which service has the least number of vendors in the market? (multi)
Possible responses:
- Appliance Repair
- Baker
- Barber/Hair Stylist
- Beautician
- Blacksmith
- Broker
- Carpenter
- Computer/Business Services
- Craftsmen
- Dobbi/Wash & Iron Clothes
- Electrician
- Electronics Repair
- Exchange Money
- Fresh Cut Fruit and Fruit Juice Seller
- Generator Repair
- Mechanic / Car or Boda Repairs
- Photography/Videography
- Restaurant/Bar
- Rolex Maker/Roasted Maize
- Shop Owner/Retailer
- Shoe Polisher
- Tailor
- Car Washer
- Other
13: If other, specify (text)
14: Which service has the second least number of vendors in the market? (multi)
Possible responses:
- Appliance Repair
- Baker
- Barber/Hair Stylist
- Beautician
- Blacksmith
- Broker
- Carpenter
- Computer/Business Services
- Craftsmen
- Dobbi/Wash & Iron Clothes
- Electrician
- Electronics Repair
- Exchange Money
- Fresh Cut Fruit and Fruit Juice Seller
- Generator Repair
- Mechanic / Car or Boda Repairs
- Photography/Videography
- Restaurant/Bar
- Rolex Maker/Roasted Maize
- Shop Owner/Retailer
- Shoe Polisher
- Tailor
- Car Washer
- Other
15: If other, specify (text)
16: Which service has the third least number of vendors in the market? (multi)
Possible responses:
- Appliance Repair
- Baker
- Barber/Hair Stylist
- Beautician
- Blacksmith
- Broker
- Carpenter
- Computer/Business Services
- Craftsmen
- Dobbi/Wash & Iron Clothes
- Electrician
- Electronics Repair
- Exchange Money
- Fresh Cut Fruit and Fruit Juice Seller
- Generator Repair
- Mechanic / Car or Boda Repairs
- Photography/Videography
- Restaurant/Bar
- Rolex Maker/Roasted Maize
- Shop Owner/Retailer
- Shoe Polisher
- Tailor
- Car Washer
- Other
17: If Other, Specify (text)
18: Walk around the market and take note of what items are being brought into the market in the greatest quantities, and from where (multi)
Possible responses:
- Ok
- Okay
19: Which product is being brought into the market in the greatest quantity? (multi)
Possible responses:
- Accessories (belts: sunglasses: jewelry: phone cases: etc)
- Animal Fats & Cooking Oils
- Bags & Suitcases
- Bed Articles (Mattress: Pillow: Mosquito Net: Sheet: etc)
- Beverages (Non-Alcoholic)
- Bicycles
- Books & Stationary
- Bread (freshly baked)
- Butter
- Cardboard Items
23: Which product is being brought into the market in the second-greatest quantity? (multi)
Possible responses:
- Accessories (belts: sunglasses: jewelry: phone cases: etc)
- Animal Fats & Cooking Oils
- Bags & Suitscases
- Bed Articles (Mattress: Pillow: Mosquito Net: Sheet: etc)
- Beverages (Non-Alcoholic)
- Bicycles
- Books & Stationary
- Bread (freshly baked)
- Butter
- Cardboard Items
- CDs/DVDs
- Charcoal
- Clay/Ceramic Products
- Clothes & Footwear: Imported
- Clothes & Footwear: locally made
- Clothes & Footwear: Second-hand
- Crafts: Souvenirs & Art: Imported
- Crafts: Souvenirs & Art: Locally Made
- Dairy Products (Fresh)
- Electronics
- Foodstuffs (Prepared/Processed)
- Fresh Fish
- Fruits: Vegetables: Grains: Nuts
- Fuel
- Glassware
- Household Appliances
- Household Goods Miscellaneous
- Kitchen Supplies
- Leather Products
- Live Animals & Animal Products
- Machinery (ex: Generators)
- Metal Goods & Furniture
- Metal Scraps
- Milk
- Newspapers
- Pharmaceuticals
- Plastic Products
- Salt Dried Fish
- Sand & Gravel
- Smoke Dried Fish
- Soap & Washing Powder
- Spare Parts for Bikes: Cars: Bodas
- Spirits/Alcohol (Brewed Locally)
- Spirits/Alcohol (Imported)
- Straw & Straw Products
- Sun Dried Fish
- Textiles & Sewing Items
- Tobacco & Cigarettes
- Tools (Agr. and Other)
- Toys & Games
- Vegetables (imported)
- Vegetables (local grown)
- Water (non-potable)
- Wood (Firewood)
- Wood Products & Furniture
- Yogurt
- Other

20: If Other, Specify (text)

21: Where is this item being brought in from? (text)

22: Is this item produced locally? (multi)
Possible responses:
- Yes
- No

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- Vegetables (imported)
- Vegetables (local grown)
- Water (non-potable)
- Wood (Firewood)
- Wood Products & Furniture
- Yogurt
- Other
24: If Other, Specify (text)
25: Where is this item being brought in from? (text)
26: Is this item produced locally? (multi)
Possible responses:
- Yes
- No
27: Which product is being brought into the market in the third-greatest quantity? (multi)
Possible responses:
- Accessories (belts: sunglasses: jewelry: phone cases: etc)
- Animal Fats & Cooking Oils
- Bags & Suitcases
- Bed Articles (Mattress: Pillow: Mosquito Net: Sheet: etc)
- Beverages (Non-Alcoholic)
- Bicycles
- Books & Stationary
- Bread (freshly baked)
- Butter
- Cardboard Items
- CDs/DVDs
- Charcoal
- Clay/Ceramic Products
- Clothes & Footwear: Imported
- Clothes & Footwear: locally made
- Clothes & Footwear: Second-hand
- Crafts: Souvenirs & Art: Imported
- Crafts: Souvenirs & Art: Locally Made
- Dairy Products (Fresh)
- Electronics
- Foodstuffs (Prepared/Processed)
- Fresh Fish
- Fruits: Vegetables: Grains: Nuts
- Fuel
- Glassware
- Household Appliances
- Household Goods Miscellaneous
- Kitchen Supplies
- Leather Products
- Live Animals & Animal Products
- Machinery (ex: Generators)
- Metal Goods & Furniture
- Metal Scraps
- Milk
- Newspapers
- Pharmaceuticals
- Plastic Products
- Salt Dried Fish
- Sand & Gravel
- Smoke Dried Fish
- Soap & Washing Powder
- Spare Parts for Bikes: Cars: Bodas
- Spirits/Alcohol (Brewed Locally)
- Spirits/Alcohol (Imported)
- Straw & Straw Products
- Sun Dried Fish
- Textiles & Sewing Items
- Tobacco & Cigarettes
- Toiletries & Beauty Items
- Tools (Agr. and Cigarettes)
- Toys & Games
- Vegetables (imported)
- Vegetables (local grown)
- Water (non-potable)
- Wood (Firewood)
- Wood Products & Furniture
- Yogurt
- Other
28: If Other, Specify (text)
29: Where is this item being brought in from? (text)
30: Is this item produced locally? (multi)
Possible responses:
- Yes
- No
31: Which product is being brought into the market in the fourth-greatest quantity? (multi)
Possible responses:
- Accessories (belts: sunglasses: jewelry: phone cases: etc)
- Animal Fats & Cooking Oils
- Bags & Suitcases
- Bed Articles (Mattress: Pillow: Mosquito Net: Sheet: etc)
- Beverages (Non-Alcoholic)
- Bicycles
- Books & Stationary
- Bread (freshly baked)
- Butter
- Cardboard Items
- CDs/DVDs
- Charcoal
- Clay/Ceramic Products
- Clothes & Footwear: Imported
- Clothes & Footwear: locally made
- Clothes & Footwear: Second-hand
- Crafts: Souvenirs & Art: Imported
- Crafts: Souvenirs & Art: Locally Made
- Dairy Products (Fresh)
- Electronics
- Foodstuffs (Prepared/Processed)
- Fresh Fish
- Fruits: Vegetables: Grains: Nuts
- Fuel
- Glassware
- Household Appliances
- Household Goods Miscellaneous
- Kitchen Supplies
- Leather Products
- Live Animals & Animal Products
- Machinery (ex: Generators)
- Metal Goods & Furniture
- Metal Scraps
- Milk
- Newspapers
- Pharmaceuticals
- Plastic Products
- Salt Dried Fish
- Sand & Gravel
- Smoke Dried Fish
- Soap & Washing Powder
- Spare Parts for Bikes: Cars: Bodas
- Spirits/Alcohol (Brewed Locally)
- Spirits/Alcohol (Imported)
- Straw & Straw Products
- Sun Dried Fish
- Textiles & Sewing Items
- Tobacco & Cigarettes
- Toiletries & Beauty Items
- Tools (Agr. and Other)
- Toys & Games
- Vegetables (imported)
- Vegetables (local grown)
- Water (non-potable)
- Wood (Firewood)
- Wood Products & Furniture
- Yogurt
- Other
32: If Other, Specify (text)
33: Where is this item being brought in from? (text)
34: Is this item produced locally? (multi)
Possible responses:
- Yes
- No
35: Which product is being brought into the market in the fifth-greatest quantity? (multi)
Possible responses:
- Accessories (belts: sunglasses: jewelry: phone cases: etc)
- Animal Fats & Cooking Oils
- Bags & Suitcases
- Bed Articles (Mattress: Pillow: Mosquito Net: Sheet: etc)
- Beverages (Non-Alcoholic)
- Bicycles
- Books & Stationary
- Bread (freshly baked)
- Butter
- Cardboard Items
- CDs/DVDs
- Charcoal
- Clay/Ceramic Products
- Clothes & Footwear: Imported
- Clothes & Footwear: locally made
- Clothes & Footwear: Second-hand
- Crafts: Souvenirs & Art: Imported
- Crafts: Souvenirs & Art: Locally Made
- Dairy Products (Fresh)
- Electronics
- Foodstuffs (Prepared/Processed)
- Fresh Fish
- Fruits: Vegetables: Grains: Nuts
- Fuel
- Glassware
- Household Appliances
- Household Goods Miscellaneous
- Kitchen Supplies
- Leather Products
- Live Animals & Animal Products
- Machinery (ex: Generators)
- Metal Goods & Furniture
- Metal Scraps
- Milk
- Newspapers
- Pharmaceuticals
- Plastic Products
- Salt Dried Fish
- Sand & Gravel
- Smoke Dried Fish
- Soap & Washing Powder
- Spare Parts for Bikes: Cars: Bodas
- Spirits/Alcohol (Brewed Locally)
- Spirits/Alcohol (Imported)
- Straw & Straw Products
- Sun Dried Fish
- Textiles & Sewing Items
- Tobacco & Cigarettes
- Toiletries & Beauty Items
- Tools (Agr. and Other)
- Toys & Games
- Vegetables (imported)
- Vegetables (local grown)
- Water (non-potable)
- Wood (Firewood)
- Wood Products & Furniture
- Yogurt
- Other
36: If Other, Specify (text)
37: Where is this item being brought in from? (text)
38: Is this item produced locally? (multi)
Possible responses:
- Yes
- No
39: Which day(s) is/are market day? (multi)
Possible responses:
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday
- All
- Everyday but Sunday

40: Which item is being taken out of the market in the greatest quantity? (multi)
Possible responses:
- Accessories (belts: sunglasses: jewelry: phone cases: etc)
- Animal Fats & Cooking Oils
- Bags & Suitcases
- Bed Articles (Mattress: Pillow: Mosquito Net: Sheet: etc)
- Beverages (Non-Alcoholic)
- Bicycles
- Books & Stationary
- Bread (freshly baked)
- Butter
- Cardboard Items
- CDs/DVDs
- Charcoal
- Clay/Ceramic Products
- Clothes & Footwear: Imported
- Clothes & Footwear: locally made
- Clothes & Footwear: Second-hand
- Crafts: Souvenirs & Art: Imported
- Crafts: Souvenirs & Art: Locally Made
- Dairy Products (Fresh)
- Electronics
- Foodstuffs (Prepared/Processed)
- Fresh Fish
- Fruits: Vegetables: Grains: Nuts
- Fuel
- Glassware
- Household Appliances
- Household Goods Miscellaneous
- Kitchen Supplies
- Leather Products
- Live Animals & Animal Products
- Machinery (ex: Generators)
- Metal Goods & Furniture
- Metal Scrap
- Milk
- Newspapers
- Pharmaceuticals
- Plastic Products
- Salt Dried Fish
- Sand & Gravel
- Smoke Dried Fish
- Soap & Washing Powder
- Spare Parts for Bikes: Cars: Bodas
- Spirits/Alcohol (Brewed Locally)
- Spirits/Alcohol (Imported)
- Straw & Straw Products
- Sun Dried Fish
- Textiles & Sewing Items
- Tobacco & Cigarettes
- Toiletries & Beauty Items
- Tools (Agr. and Other)
- Toys & Games
- Vegetables (imported)
- Vegetables (local grown)
- Water (non-potable)
- Wood (Firewood)
- Wood Products & Furniture
- Yogurt
- Other

41: If Other, Specify (text)
42: Where is this item being taken to? (text)
43: Is this item being taken to local? (multi)
Possible responses:
- Yes
- No

44: Which item is being taken out of the market in the second greatest quantity? (multi)
Possible responses:
- Accessories (belts: sunglasses: jewelry: phone cases: etc)
- Animal Fats & Cooking Oils
- Bags & Suitcases
- Bed Articles (Mattress: Pillow: Mosquito Net: Sheet: etc)
- Beverages (Non-Alcoholic)
- Bicycles
- Books & Stationary
- Bread (freshly baked)
- Butter
- Cardboard Items
- CDs/DVDs
- Charcoal
- Clay/Ceramic Products
- Clothes & Footwear: Imported
- Clothes & Footwear: locally made
- Clothes & Footwear: Second-hand
- Crafts: Souvenirs & Art: Imported
- Crafts: Souvenirs & Art: Locally Made
- Dairy Products (Fresh)
- Electronics
- Foodstuffs (Prepared/Processed)
- Fresh Fish
- Fruits: Vegetables: Grains: Nuts
- Fuel
- Glassware
- Household Appliances
- Household Goods Miscellaneous
- Kitchen Supplies
- Leather Products
- Live Animals & Animal Products
- Machinery (ex: Generators)
- Metal Goods & Furniture
- Metal Scraps
- Milk
- Newspapers
- Pharmaceuticals
- Plastic Products
- Salt Dried Fish
- Sand & Gravel
- Smoke Dried Fish
- Soap & Washing Powder
- Spare Parts for Bikes: Cars: Bodas
- Spirits/Alcohol (Brewed Locally)
- Spirits/Alcohol (Imported)
- Straw & Straw Products
- Sun Dried Fish
- Textiles & Sewing Items
- Tobacco & Cigarettes
- Toiletries & Beauty Items
- Tools (Agr. and Other)
- Toys & Games
- Vegetables (imported)
- Vegetables (local grown)
- Water (non-potable)
- Wood (Firewood)
- Wood Products & Furniture
- Yogurt
- Other

45: If Other, Specify (text)

46: Where is this item being taken to? (text)

47: Is this item produced locally? (multi)

Possible responses:
- Yes
- No

48: Which item is being taken out of the market in the third greatest quantity? (multi)

Possible responses:
- Accessories (belts: sunglasses: jewelry: phone cases: etc)
- Animal Fats & Cooking Oils
- Bags & Suitcases
- Bed Articles (Mattress: Pillow: Mosquito Net: Sheet: etc)
- Beverages (Non-Alcoholic)
- Bicycles
- Books & Stationary
- Bread (freshly baked)
- Butter
- Cardboard Items
- CDs/DVDs
- Charcoal
- Clay/Ceramic Products
- Clothes & Footwear: Imported
- Clothes & Footwear: locally made
- Clothes & Footwear: Second-hand
- Crafts: Souvenirs & Art: Imported
- Crafts: Souvenirs & Art: Locally Made
- Dairy Products (Fresh)
- Electronics
- Foodstuffs (Prepared/Processed)
- Fresh Fish
- Fruits: Vegetables: Grains: Nuts
- Fuel
- Glassware
- Household Appliances
- Household Goods Miscellaneous
- Kitchen Supplies
- Leather Products
- Live Animals & Animal Products
- Machinery (ex: Generators)
- Metal Goods & Furniture
- Metal Scraps
- Milk
- Newspapers
- Pharmaceuticals
- Plastic Products
- Salt Dried Fish
- Sand & Gravel
- Smoke Dried Fish
- Soap & Washing Powder
- Spare Parts for Bikes: Cars: Bodas
- Spirits/Alcohol (Brewed Locally)
- Spirits/Alcohol (Imported)
- Straw & Straw Products
- Sun Dried Fish
- Textiles & Sewing Items
- Tobacco & Cigarettes
- Toiletries & Beauty Items
- Tools (Agr. and Other)
- Toys & Games
- Vegetables (imported)
- Vegetables (local grown)
- Water (non-potable)
- Wood (Firewood)
- Wood Products & Furniture
- Yogurt
- Other

49: If Other, Specify (text)

50: Where is this item being taken to? (text)

51: Is this item produced locally? (multi)

Possible responses:
- Yes
- No

52: Which item is being taken out of the market in the fourth greatest quantity? (multi)

Possible responses:
- Accessories (belts: sunglasses: jewelry: phone cases: etc)
- Animal Fats & Cooking Oils
- Bags & Suitcases
- Bed Articles (Mattress: Pillow: Mosquito Net: Sheet: etc)
- Beverages (Non-Alcoholic)
- Bicycles
- Books & Stationary
- Bread (freshly baked)
- Butter
- Cardboard Items
- CDs/DVDs
- Charcoal
- Clay/Ceramic Products
- Clothes & Footwear: Imported
- Clothes & Footwear: locally made
- Clothes & Footwear: Second-hand
- Crafts: Souvenirs & Art: Imported
- Crafts: Souvenirs & Art: Locally Made
- Dairy Products (Fresh)
- Electronics
- Foodstuffs (Prepared/Processed)
- Fresh Fish
- Fruits: Vegetables: Grains: Nuts
- Fuel
- Glassware
- Household Appliances
- Household Goods Miscellaneous
- Kitchen Supplies
- Leather Products
- Live Animals & Animal Products
- Machinery (ex: Generators)
- Metal Goods & Furniture
- Metal Scraps
- Milk
- Newspapers
- Pharmaceuticals
- Plastic Products
- Salt Dried Fish
- Sand & Gravel
- Smoke Dried Fish
- Soap & Washing Powder
- Spare Parts for Bikes: Cars: Bodas
- Spirits/Alcohol (Brewed Locally)
- Spirits/Alcohol (Imported)
- Straw & Straw Products
- Sun Dried Fish
- Textiles & Sewing Items
- Tobacco & Cigarettes
- Toiletries & Beauty Items
- Tools (Agr. and Other)
- Toys & Games
- Vegetables (imported)
- Vegetables (local grown)
- Water (non-potable)
- Wood (Firewood)
- Wood Products & Furniture
- Yogurt

53: Is Other, Specify (text)
54: Where is this item being taken to? (text)
55: Is this item produced locally? (multi)
Possible responses:
- Yes
- No
56: Which item is being taken out of the market in the fifth greatest quantity? (multi)
Possible responses:
- Accessories (sunglasses: jewelry: phone cases: etc)
- Animal Fats & Cooking Oils
- Bags & Suitcases
- Bed Articles (Mattress: Pillow: Mosquito Net: Sheet: etc)
- Beverages (Non-Alcoholic)
- Bicycles
- Books & Stationary
- Bread (freshly baked)
- Butter
- Cardboard Items
- CDs/DVDs
- Charcoal
- Clay/Ceramic Products
- Clothes & Footwear: Imported
- Clothes & Footwear: locally made
- Clothes & Footwear: Second-hand
- Crafts: Souvenirs & Art: Imported
- Crafts: Souvenirs & Art: Locally Made
- Dairy Products (Fresh)
- Electronics
- Foodstuffs (Prepared/Processed)
- Fresh Fish
- Fruits: Vegetables: Grains: Nuts
- Fuel
- Glassware
- Household Appliances
- Household Goods Miscellaneous
- Kitchen Supplies
- Leather Products
- Live Animals & Animal Products
- Machinery (ex: Generators)
- Metal Goods & Furniture
- Metal Scraps
- Milk
- Newspapers
- Pharmaceuticals
- Plastic Products
- Salt Dried Fish
- Sand & Gravel
- Smoke Dried Fish
- Soap & Washing Powder
- Spare Parts for Bikes: Cars: Bodas
- Spirits/Alcohol (Brewed Locally)
- Spirits/Alcohol (Imported)
- Straw & Straw Products
- Sun Dried Fish
- Textiles & Sewing Items
- Tobacco & Cigarettes
- Toiletries & Beauty Items
- Tools (Agr. and Other)
- Toys & Games
- Vegetables (imported)
- Vegetables (local grown)
- Water (non-potable)
- Wood (Firewood)
- Wood Products & Furniture
- Yogurt
- Other

57: If Other, Specify (text)
58: Where is this item being taken to? (text)
59: Is this item produced locally? (multi)
Possible responses:
- Yes
- No

60: Thank you, you have completed this survey.
(multi)
Possible responses:
- Ok
- Okay
Survey Name: MarketOpportunityBentiu
No of Questions: 78

1: Today’s Date (date)
2: Enumerator name (multi)
   Possible responses:
   - name1
   - name2
3: Seller ID (number)
4: Hi, my name is ____ and I am working with UNHCR. (multi)
   Possible responses:
   - Yes
   - Ok

5: We’re undertaking an assessment to find out more about livelihoods and the market here in Rupkona. (multi)
   Possible responses:
   - Yes
   - Ok

6: This information will help UNHCR implement livelihoods programs for returnees in your community. (multi)
   Possible responses:
   - Yes
   - Ok

7: We’re going to ask you some questions about the market, your business and/or some items you may have tried here in Rupkona. (multi)
   Possible responses:
   - Yes
   - Ok

8: Your participation is voluntary and completely confidential and you do not have to answer any questions that you do not want to answer. (multi)
   Possible responses:
   - Yes
   - Ok

9: You may end this interview at any time you want. No one will give you money or gifts to respond to these questions. (multi)
   Possible responses:
   - Yes
   - Ok

10: However, your honest answers to these questions will help us make sure the UNHCR program best benefits your community. (multi)
    Possible responses:
    - Yes
    - Ok

11: We would greatly appreciate your help in responding to this survey. It will take about 30 minutes to complete. (multi)
    Possible responses:
    - Yes
    - Ok

12: Would you be willing to participate? (multi)
    Possible responses:
    - Yes
    - No

13: Gender [don’t ask] (multi)
    Possible responses:
    - Female
    - Male

14: How old are you? [approximate if not exact] (number)

15: What is your nationality? (multi)
    Possible responses:
    - North Sudan
    - South Sudan
    - Darfur
    - Kenya
    - Uganda
    - Eritrea
    - Ethiopia
    - Somalia
    - Other
    - Don’t Know
    - Refuse to Answer

16: If Other, please specify (text)

17: If you are a South Sudanese, how would you characterize yourself?? (multi)
    Possible responses:
    - resident
    - IDP
    - returnee

18: If returnee, how many months ago did you return to the area? (number)

19: Are you the head of your household? (multi)
    Possible responses:
    - Yes
    - No
    - Don’t Know
    - Refuse to Answer

20: How many people depend on your income? (spouse, children, other family, etc) (number)

21: Have you ever received any vocational and/or skills training? (multi)
    Possible responses:
    - Yes
    - No
    - Don’t Know
    - Refuse to Answer

22: If yes, Specify (multi)
    Possible responses:
    - Agriculture
    - Animal Rearing
    - Barber
    - Beautician
    - Blacksmith
- Business - Customer Service
- Business - Entrepreneurship/Mgmt
- Business - Finance/Accounting
- Business - Marketing
- Car Repair
- Carpentry
- Computers
- Construction - Brick Laying
- Construction - Other
- Crafts
- Dairy Farming
- Doctor/Nurse
- Electrician
- Fishing/ Fish Preservation
- Language Classes
- Leadership
- Literacy (Reading/Writing)
- Mathematics/ Numeracy
- Plumbing
- Tailoring
- Teaching
- Other
- Don’t Know
- Refuse to Answer

23: If Other, Specify (text)

24: How useful are the skills you learnt to your CURRENT business? If not useful, specify why. (multi)
Possible responses:
- Useful
- Indifferent/Don’t know
- Not useful: not related to current profession
- Not useful: too short
- Not useful: did not complete training
- Other
- Don’t Know
- Refuse to Answer

25: Specify other (text)

26: How would you describe your business: (multi)
Possible responses:
- I sell items or goods.
- I offer a service.

27: What is the MAIN product you sell? (select only one) (multi)
Possible responses:
- Accessories (belts: sunglasses: jewelry: phone cases: etc)
- Animal Fats & Cooking Oils
- Arms & Ammunition
- Bags & Suitcases
- Bed Articles (Mattress: Pillow: Mosquito Net: Sheet: etc)
- Beverages (Non-Alcoholic)
- Bicycles
- Books & Stationary
- Bread (freshly baked)
- Butter
- Cardboard Items
- CDs/DVDs
- Charcoal
- Clay/Ceramic Products
- Clothes & Footwear: locally made
- Clothes & Footwear: Imported
- Clothes & Footwear: Second-hand
- Crafts & Souvenirs & Art: Imported
- Crafts & Souvenirs & Art: Locally Made
- Dairy Products (Fresh)
- Electronics
- Foodstuffs (Prepared/Processed)
- Fresh Fish
- Fruits: Vegetables: Grains: Nuts
- Fuel
- Glassware
- Household Appliances
- Household Goods Miscellaneous
- Kitchen Supplies
- Leather Products
- Live Animals & Animal Products
- Machinery (ex: Generators)
- Metal Goods & Furniture
- Metal Scraps
- Milk
- Newspapers
- Pharmaceuticals
- Plastic Products
- Sand & Gravel
- Salt Dried Fish
- Smoke Dried Fish
- Spare Parts for Bikes: Cars: Bodas
- Spirits/Alcohol (Imported)
- Spirits/Alcohol (Brewed Locally)
- Soap & Washing Powder
- Straw & Straw Products
- Street Food (Chapati: Fresh Juice & Fruit: etc)
- Sun Dried Fish
- Tanning & Dyeing Extracts: Paint
- Textiles & Sewing Items
- Tobacco & Cigarettes
- Toiletries & Beauty Items
- Toys (Agr. and Other)
- Toys & Games
- Vegetables (imported)
- Vegetables (local grown)
- Water (non-potable)
- Wood (Firewood)
- Wood Products & Furniture
- Yogurt
- Other
- Don’t Know
- Refuse to Answer
29: What is the MAIN service you offer? (Select ONE) (multi) Possible responses: 
- Animal Rearing 
- Appliance Repair 
- Babysitting/Day Care 
- Baker 
- Barber/Hair Stylist 
- Beautician 
- Blacksmith 
- Broker 
- Carpenter 
- Collect Wood or Sand or Straw 
- Collect Water 
- Computer/Business Services 
- Construction Worker 
- Cook 
- Craftsmen 
- Dairy Farming 
- Dobbi/Wash & Iron Clothes 
- Doctor/Nurse 
- Driver - Boda Boda 
- Driver - Hiace 
- Driver - Other 
- Electrician 
- Electronics Repair 
- Fruit Seller 
- Generator Repair 
- Mason/Brick Layer 
- Mechanic / Car or Boda Repairs 
- Office Work - Administration/Secretary 
- Photography/Videography 
- Plumber 
- Porter/Attendant (carry items for $) 
- Restaurant/Bar Services 
- Split Rocks 
- Tailor 
- Tea Shop Owner 
- Other 
- Don’t Know 
- Refuse to Answer 

30: If other, specify (text) 

31: Who do you sell your finished product/offer services to? (multi) Possible responses: 
- Directly to Customer 
- Other Retailer/Shop Owners 
- Traders 
- Brokers 
- Other 
- Don’t Know 
- Refuse to Answer 

32: If other, specify (text) 

33: Where do you procure your goods or raw materials from? (Select all that apply) (multi) Possible responses: 
- Juba - Producer 
- Juba - Retailer/Wholesaler 
- Juba - Trader 
- Khartoum 
- Uganda 
- Kenya 
- East Africa 
- Other 
- Don’t Know 
- Refuse to Answer 

34: If other, specify (text) 

35: How often do you purchase stock or raw materials? (multi) Possible responses: 
- Every day 
- Every few days 
- Every week 
- Every few weeks 
- Every month 
- Every few months 
- Once per year 
- Other 
- Don’t Know 
- Refuse to Answer 

36: Specify Other (text) 

37: Do you work with brokers when purchasing items? (multi) Possible responses: 
- Yes 
- No 
- Refuse to Answer 
- Don’t Know 

38: In a given week, how many times do you work with brokers? (number) 

39: How satisfied have you been with the work brokers have conducted? (select all that apply) (multi) Possible responses: 
- Satisfied 
- DS: not enough brokers 
- DS: too many brokers 
- DS: bad instructions 
- DS: not punctual 
- DS: impolite 
- DS: lack language skills 
- DS: other 
- Don’t Know 
- Refuse to Answer 

40: If dissatisfied, other, specify (text) 

41: If dissatisfied due to lack of language skills, which language do they NOT speak that you would like them to speak? (multi) Possible responses: 
- Arabic 
- Bari 
- English
42: If other, specify (text)
43: On average, how old are the brokers you have worked with? (multi)
Possible responses:
- 15-18
- 19-24
- 25-30
- 31-40
- 41 +
- Don’t Know
- Refuse to Answer
44: What could the brokers do to improve their services? (select all that apply) (multi)
Possible responses:
- Greater # of brokers
- Fewer # of brokers
- More helpful instructions
- Better punctuality
- More polite
- Acquire language skills
- Other
- Don’t Know
- Refuse to Answer
45: If other, specify (text)
46: Do you ever tip brokers for their services? (multi)
Possible responses:
- Yes
- No
- Refuse to Answer
- Don’t Know
47: How satisfied are you with the traders? (multi)
Possible responses:
- Never Used or Tried to Use Services
- Satisfied
- DS: not enough traders
- DS: lack of supply of goods
- DS: supply of goods inconsistent
- DS: poor quality of goods
- DS: goods not good match with needs
- DS: traders unprofessional
- DS: bad personal hygiene
- DS: lack language skills
- DS: other
- Don’t Know
- Refuse to Answer
48: In this area, how many similar businesses are in operation? (number)
49: Do you own this business? (multi)
Possible responses:
- Yes
- No
- Refuse to Answer
- Don’t Know
50: How many of your employees have completed V T? (number)
51: Does this business train mentees? If so, how many per year? (if no, enter 0) (number)
52: You said your main good/service was [ ] . I would like to ask you a few questions about your sales. What is the unit for measuring volume? Clients? Service jobs? Units sold? (multi)
Possible responses:
- # of clients
- # of services provided
- Units sold
- Other
- Don’t Know
- Refuse to Answer
53: Specify Other (text)
54: What is your business’s average volume per day/week/month? (multi)
Possible responses:
- 1. Day
- 2. Week
- 3. Month
- 4. Other
- Don’t Know
- Refuse to Answer
55: Specify Other (text)
56: [Enter units of volume] (number)
57: Are you ever unable to meet the demand of your current or potential customers? (multi)
Possible responses:
- Yes
- No
- Don’t Know
- Refuse to Answer
58: If so, why? (multi)
Possible responses:
- Lack of supply
- Poor Quality
- Price
- Design/Style inappropriate
- Other
- Don’t Know
- Refuse to Answer
59: If Other, Specify (text)
60: How often are you unable to meet demand? (multi)
Possible responses:
- Every day
- Every few days
- Every week
- Every few weeks
- Every month
- Every few months
- less than every few months
- Don’t Know
- Refuse to Answer

61: What are the reasons why you can’t satisfy demand? (Select all that apply) (multi)
Possible responses:
- not enough sources to buy stock
- sources cannot supply enough
- lack of money to buy more
- Cost of transport
- Lack of workers
- workers insufficiently trained
- Low Quality of Products
- design and/or style products are inappropriate
- other
- Don’t Know
- Refuse to Answer

62: If Other, Specify (text)

63: What is the MAIN reason why you can’t satisfy demand? (select one) (multi)
Possible responses:
- not enough sources/suppliers to buy more
- sources cannot supply quantities ordered
- lack of money to buy more
- Cost of transport
- Lack of workers
- low quality of products
- design and/or style are inappropriate
- other
- Don’t Know
- Refuse to Answer

64: Do you feel that you are able to compete with the other traders selling similar goods? (multi)
Possible responses:
- Yes able to compete
- No not able to compete
- Refuse to Answer
- Don’t Know

65: If not, what are the main reasons why you are unable to compete? (multi)
Possible responses:
- Less quantity
- Less quality
- less variety
- not good match with needs
- customer service
- other
- Don’t Know
- Refuse to Answer

66: Specify other (text)

67: Do you think receiving a training would make you more able to compete? (multi)
Possible responses:
- Yes
- No
- Refuse to Answer

68: If so, in what? (multi)
Possible responses:
- Business Skills
- Language Skills
- Literacy (Reading/Writing)
- Mathematics/Numeracy
- Mechanic (car repair)
- Other
- Don’t Know
- Refuse to Answer

69: Specify other (text)

70: Do you plan to expand your business in the next few years? (multi)
Possible responses:
- Yes
- No
- Refuse to Answer
- Don’t Know

71: Will you need to hire any new workers to expand? If so, how many? (number)

72: Will these workers need any special training or skills? (multi)
Possible responses:
- Yes
- No
- Refuse to Answer
- Don’t Know

73: Will you need to retrain any existing workers to expand? (multi)
Possible responses:
- Do not have current wage employees
- Yes will need to retrain
- No will not need to retrain
- Refuse to Answer

74: What training (vocational or skill) would you need in your workers to expand? (multi)
Possible responses:
- Business - Entrepreneurship
- Business - Management
- Business - Marketing
- Business - Finance
- Business - Customer Service
- Barber
- Beautician
- Blacksmith
- Conflict Resolution
- Carpentry
- Mechanic (Car repair)
- Crafts
- Construction
- Electrician
- Language
- Leadership
- Mathematics
- Literacy (Reading/Writing)
- Plumbing
- Tailoring
- Health
- Agriculture
- Animal Rearing
- Dairy Farming
- Teaching
- Other
- Don’t Know
- Refuse to Answer

75: If you were to begin a new business, what goods or services would you sell? (text)

76: Anything else? (multi)
Possible responses:
- Yes
- No
- Don’t Know
- Refuse to Answer

77: What goods or services would you sell? (text)

78: Thank you very much for your input. (multi)
Possible responses:
- ok
- fine
Survey Name: Consumer_Demand_Bentiu
No of Questions: 86
==================================================================================================
1: Today’s Date (date)
2: Enumerator name (multi)
   Possible responses:
   - name1
   - name2
3: Consumer ID (number)
4: Hi, my name is __ and I am working with UNHCR. (multi)
   Possible responses:
   - Yes
   - Ok
5: We’re undertaking an assessment to find out more about livelihoods and the market here in Rupkona. (multi)
   Possible responses:
   - Yes
   - Ok
6: This information will help UNHCR implement livelihoods programs for returnees in your community. (multi)
   Possible responses:
   - Yes
   - Ok
7: We’re going to ask you some questions about the market, your business and/or some items you may have tried here in Rupkona. (multi)
   Possible responses:
   - Yes
   - Ok
8: Your participation is voluntary and completely confidential and you do not have to answer any questions that you do not want to answer. (multi)
   Possible responses:
   - Yes
   - Ok
9: You may end this interview at any time you want. No one will give you money or gifts to respond to these questions. (multi)
   Possible responses:
   - Yes
   - Ok
10: However, your honest answers to these questions will help us make sure the UNHCR program best benefits your community. (multi)
   Possible responses:
   - Yes
   - Ok
11: We would greatly appreciate your help in responding to this survey. It will take about 30 minutes to complete. (multi)
   Possible responses:
   - Yes
   - Ok
12: Would you be willing to participate? (multi)
   Possible responses:
   - Yes
   - Ok
13: Gender [don’t ask] (multi)
   Possible responses:
   - Female
   - Male
14: How old are you? [approximate if not exact] (number)
15: Where are you from? (multi)
   Possible responses:
   - South Sudan
   - North Sudan
   - Kenya
   - Uganda
   - Eritrea
   - Ethiopia
   - Somalia
   - Other
   - Don’t Know
   - Refuse to Answer
16: I will list various goods, and I would like you to tell me if you have been satisfied or dissatisfied with each service in the last year. If you have been dissatisfied, I would like to know why. (multi)
   Possible responses:
   - Ok
   - Fine
17: Have you ever bought or tried to buy accessories (belts, sunglasses, jewelry, phone cases, etc)? If so, have you been satisfied or dissatisfied with what is here in the market? (multi)
   Possible responses:
   - Never bought or tried to buy
   - Satisfied with market
   - DS: lack of supply
   - DS: too expensive
   - DS: poor quality
   - DS: poor customer service
   - DS: product not good match with needs
   - Don’t Know
   - Refuse to Answer
18: Animal Fats & Cooking Oils (multi)
   Possible responses:
   - Never bought or tried to buy
   - Satisfied with market
   - DS: lack of supply
   - DS: too expensive
   - DS: poor quality
   - DS: poor customer service
   - DS: product not good match with needs
   - Don’t Know
   - Refuse to Answer
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer

Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer

Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer

Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
30: Fruit (imported) (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
31: Vegetables (local) (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
32: Juice (packaged) (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
33: Grains (local) (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
34: Yogurt (multi)
Possible responses:
- Never bought or tried to buy
- DS: too expensive
- DS: poor quality
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
35: Prepared/Processed Food Products (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
36: Juice (fresh) (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
37: Poultry (live) (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
38: Eggs (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
39: Locally-Made Metal Goods & Metal Furniture (multi)
Possible responses:
- Never bought or tried to buy
- DS: too expensive
- DS: poor quality
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
40: Poultry (slaughtered) (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
41: Spare Parts for Bikes, Cars, Bodas (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
42: Milk (fresh) (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
43: Locally-made Straw Products (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
44: Vegetables (imported) (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
45: Rolex, Roasted Maize or Mendazi (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
46: Grains (imported) (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
47: Cloth & Sewing Items Including Laows (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
48: Toiletries & Beauty Items (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
49: Locally made Tools (Agricultural and Other) (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
50: Locally-made Wood Products & Furniture (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
51: Flour (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: lack of supply
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: product not good match with needs
- Don’t Know
- Refuse to Answer
52: I will list various services, and I would like you to tell me if on average, you have been satisfied or dissatisfied with each service in the past year. If you have been dissatisfied, I would like to know why. (multi)
Possible responses:
- Ok
- Okay
53: Have you ever used or tried to use a boda-boda? If yes, have you been satisfied or dissatisfied with the boda boda services? (multi)
Possible responses:
- Never used or tried to use
- Satisfied with market
- DS: not enough bodas
- DS: too expensive
- DS: unsafe driving
- DS: lack of punctuality
- DS: exhaust burns
- Don’t know
- Refuse to Answer
54: Have you ever used or tried to use an appliance repair man? If yes, have you been satisfied or dissatisfied with the appliance repair services? (multi)
Possible responses:
- Never used or tried to use
- Satisfied with market
- DS: not enough people selling
- DS: too expensive
- DS: bad customer service
- DS: unclean/poor hygiene
- DS: bad quality fruit/vegetable
- DS: not enough variety fruit/vegetable
- DS: lack of language skills
- Don’t know
- Refuse to Answer
55: Have you ever used or tried to use a hiace? If yes, have you been satisfied or dissatisfied with the hiace services? (multi)
Possible responses:
- Never used or tried to use
- Satisfied with market
- DS: bad conductor/no change
- DS: not enough hiaces
- DS: too expensive
- DS: unsafe driving
- DS: lack of punctuality
- DS: overcrowded
- DS: unclean interior
- Don’t know
- Refuse to Answer
56: Have you ever tried to buy or bought a rolex, chapatti, mandazi or other like food product? If yes, have you been satisfied or dissatisfied with the service/goods? (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: not enough stands
- DS: too expensive
- DS: unclean/poor hygiene
- DS: bad customer service
- DS: not appetizing
- DS: lack of language skills
- Don’t know
- Refuse to Answer
57: Have you ever bought or tried to buy cut fruit or vegetables from someone in the market? If yes, how satisfied have you been with the service? (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: not enough people selling
- DS: too expensive
- DS: bad customer service
- DS: unclean/poor hygiene
- DS: bad quality fruit/vegetable
- DS: not enough variety fruit/vegetable
- DS: lack of language skills
- Don’t know
- Refuse to Answer
58: Have you ever tried to buy or bought food or drinks in a restaurant/bar in this area? If so, how
satisfied were you with the food, drinks and service? (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: not enough restaurants/bars
- DS: food/drink too expensive
- DS: food/drink not appetizing
- DS: service not good match with needs
- DS: lack of variety / not good match with needs
- DS: atmosphere not pleasant
- DS: bad customer service
- DS: lack of language skills
- Don’t know
- Refuse to Answer
59: Have you ever paid for or tried to pay for services of a dobbi or clothes washer? If so, how satisfied were you with these services? (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: not enough dobbis
- DS: too expensive
- DS: services not good match with needs
- DS: poor quality of services
- DS: poor customer service
- DS: lack of language skills
- Don’t know
- Refuse to Answer
60: Have you ever hired or tried to hire an electrician? If so, have you been satisfied or dissatisfied with what is here in the market? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don’t know
- Refuse to Answer
61: Have you ever used the services of a blacksmith or a welder? If so, have you been satisfied or dissatisfied with what is here in the market? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don’t know
- Refuse to Answer
62: Have you ever hired or tried to hire a mason or bricklayer? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don’t know
- Refuse to Answer
63: Have you ever hired or tried to hire a plumber? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don’t know
- Refuse to Answer
64: Have you ever hired or tried to hire a computer technician? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don’t know
- Refuse to Answer
65: Have you ever hired or tried to hire a photographer or videographer? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don’t know
- Refuse to Answer
66: Have you ever hired or tried to hire someone to collect wood, sand or straw? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don’t know
- Refuse to Answer

67: Have you ever hired or tried to hire a generator repair technician? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don’t know
- Refuse to Answer

68: Have you ever hired or tried to hire a boda boda or vehicle mechanic? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don’t know
- Refuse to Answer

69: Have you ever used the services of a barber? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don’t know
- Refuse to Answer

70: Have you ever used the services of a caterer? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- Refuse to Answer

71: Have you ever used the services of a tailor? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don’t know
- Refuse to Answer

72: Have you ever used the services of a beautician? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don’t know
- Refuse to Answer

73: Have you ever purchased products directly from a dairy farmer? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don’t know
- Refuse to Answer

74: Have you ever used the services of a construction worker? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

75: Have you ever paid someone to collect water and deliver it to your home or place of work? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

76: Have you ever bought split rocks or gravel? If so, have you been satisfied or dissatisfied with their service? (multi)
Possible responses:
- Never used or tried to use services
- Satisfied with market
- DS: not enough service providers
- DS: too expensive
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- Refuse to Answer

77: Have you ever bought or tried to buy tea from a tea shop? (multi)
Possible responses:
- Never bought or tried to buy
- Satisfied with market
- DS: not enough people selling
- DS: too expensive
- DS: bad customer service
- DS: unclean/poor hygiene
- DS: lack of language skills
- Don't know
- Refuse to Answer

78: Are there any goods or services that you cannot get here and have to travel to a far away market to obtain? (multi)
Possible responses:

79: Type good or service (text)

80: Where do you travel to get this? (multi)
Possible responses:
- Another market in Unity State
- Malakal
- Other city in South Sudan
- Khartoum
- Other city in North Sudan
- Kampala
- Nairobi
- East Africa - other
- Other
- Don't Know
- Refuse to Answer

81: Specify Other (text)

82: Another good or service? (multi)
Possible responses:
- Yes
- No
- Don't Know
- Refuse to Answer

83: Type good or service (text)

84: Where do you travel to get this? (multi)
Possible responses:
- Another market in Unity State
- Malakal
- Other city in South Sudan
- Khartoum
- Other city in North Sudan
- Kampala
- Nairobi
- East Africa - other
- Other
- Don't Know
- Refuse to Answer

85: If Other Specify (text)

86: That is all the questions I have. Thank you for your time. (multi)
Possible responses:
- Ok
- Fine
Case Study Qualitative Protocols

Interviewer Name:
Date:
Interviewee Name:
Interviewee Age:
Interviewee Gender:

Background Questions
1. Do you own this business?
2. Are you originally from [Location]?
3. Have you always lived in [Location]?
   a. If no, where else have you lived?
   b. When did you return to [Location]?
   c. Did all of your family return with you?
4. Do you have any children? If yes, how many?

Business Questions
5. What type of business do you run?
6. How long have you run this business?
7. How did you decide to start this business?
8. Why did you decide to start this type of business?
9. What problems or challenges have you faced in opening this business? Can you explain them to me?
10. Do you feel that this business is enough to support you and your family?
11. Did you have any support in opening your business?
    a. What was that support? Was it funds, equipment, logistical support?
    b. Who provided that support?
    c. What obligations do you have to the people who provided that support? Do you need to repay loans or pay off equipment?
    d. Was the support enough to help you start your business? Or did you need to find other assets?
12. Do you belong to any trade associations?
    a. What sort of trade association is it?
    b. Do they provide you with any support?
    c. Do they provide you with any information? If so, what information?
    d. How is the trade association organized?
    e. What activities does the association engage in?

Experience/Training Questions
13. Did you have any experience with this type of business before you opened your own?
    a. What was that experience?
    b. How did that experience influence the business you’ve set up?
14. Did you ever receive any training related to this business?
    a. What type of training did you receive?
    b. Who conducted that training?
    c. Do you feel that the training was sufficient for the business you run now?
15. Do you feel like there is any training (business, advertising, accounting) that would help you improve your business? What training?

Comparative Questions
16. Do you know anyone with a business similar to yours?
    a. Do you feel you are less successful, as successful, or more successful than these other businesses?
    b. Why? What makes you more or less successful?
17. Do you know people in situations similar to yours?
    a. Have they been able to open businesses?
    b. Are they able to support their families with the work they do?
    c. Do you feel more or less successful than them?
d. If they don’t own businesses, why not? Is there anything that makes you able to open a business and not them?

Qualitative Market Assessment

Qualitative Questions
Community Leaders
Date: 
County: 
Payam: 
Boma: 
Introducer Name: 
Respondent First Name: 
Sex: 
Ages:
1. How large is this boma?
2. What kind of natural resources exist here?
3. What is the climate like? When are the dry and rainy seasons?
4. Where are the nearest rivers and/or streams?
5. Have you received a lot of returnees in the past 6 months? From where? Where are they living?
6. What are some of the most successful businesses operating in this market? What type of skills do they have? Did they receive training or other assistance?
7. Are there products or services that you think too many people are trying to sell?
8. What are some skills or services that are completely missing from the market? Why do you think no one has opened this type of business?
9. What are some of the skills and livelihoods activities that returnees are engaging in? How are they making money?
10. What are some of the skills and livelihoods that women specifically (returnees and host population) are engaging in?
11. Do you think the major income generating activities are changing now that a time of peace has come?
12. What type of training opportunities are available for people who wish to start their own businesses in this community?
13. Are there any organizations or government agencies offering support to small businesses?
14. What do you think the number one challenge is to starting a business in this area?
15. As a community leader, what types of complaints do community members bring to you?
16. Do they ever raise economic concerns about making ends meet or securing livelihoods?

Qualitative Protocol for FGD with Returnees
Interviewer Name: 
Date: 
Location: 
Respondents:

<table>
<thead>
<tr>
<th>First Name</th>
<th>Sex</th>
<th>Age</th>
<th>Returning From</th>
<th>Period of Time in [Location]</th>
<th>Receiving any UN/NGO Assistance &amp; From Whom</th>
</tr>
</thead>
</table>

1. What do you think are the greatest challenges returnees in this area are facing?
2. Before returning to [Location], what type of income generating activities were you engaging in?
3. How are returnees currently earning income now? What are the types of livelihood activities in which they are engaging?
4. What do you think are the greatest challenges to starting your own business here?
5. What do you think are the most successful businesses in the market? The most valuable skills to have?
6. What type of training do you think would be most beneficial for returnees to begin earning income?
7. What other type support do you think would be useful? [Probe for loans, microfinance, etc.]

Qualitative Market Assessment in Bentiu

Retail Shop Owner
Interviewer Name:
Date:
Location:
Respondent First Name:
Respondent Age:
Respondent Gender:
Type of business:

GENERAL INFORMATION
1. Are you main owner of this store?
2. How long have you held this store?
3. How many people do you employ?
4. What industry are you working in? What are the specific goods you produce?
5. Do you produce these items for sale in local markets? Export to other markets? Both?
6. What is the volume of goods you product? (unit, period, amount)
7. What supplies/products do you sell most of? Which supplies generate the most income?
8. Do you feel it pays enough to support yourself?
9. If you could do any type of work, what would you do?
10. Do you feel that your earnings from work that you do are sufficient for self-reliance?
11. If not, what do you see as being the main barriers to self-reliance?
12. What type of business, work or livelihood do you think is the most profitable in this city?

CUSTOMER DEMAND AND SATISFACTION
13. How often do customers come to you asking to buy products that you do not sell?
14. What do you do in these situations?
15. How often do customers indicate they are unhappy with the style or quality of the products you sell?
16. What do you do in these situations?
17. How often do you get repeat customers to your business?
18. Do you prefer new or repeat customers?

SKILLS and BUSINESS TRAINING
19. Have you ever received any training in numeracy - counting? Where? Do you use this knowledge in your work?
20. Have you ever received any training in English language? Where? Do you use this knowledge in your work?
21. Have you ever received any training in business management? Where? Do you use this knowledge in your work?
22. Have you received any training in advertising? Where? Do you use this knowledge in your work?
23. 

VOCATIONAL TRAINING
24. Have you ever received any kind of vocational training?
25. If so, what did you receive training in?
26. Where were you trained and for how long?

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27. Do you feel this training was sufficient?
28. Are you still working in that particular field?
29. Why or why not?
30. If you could receive vocational training in one field, what field would you be interested in receiving training in? Why?
31. Do you ever take on interns or mentees?
32. Where do you recruit these participants from?
33. Are they paid or unpaid? Are there fees associated with the position?
34. How long do these individuals stay with your business?
35. Upon completion do you hire them or do they begin their own businesses?
36. What are some of the qualities you look for when you hire new people?
37. Do you hire only those who have been formally trained?
38. Do you hire new staff who only have diplomas or are training certificates sufficient?
39. Do you have difficulty finding potential employees with the skills set your work requires?
40. Do you feel there is a market to expand your business? If so, do you plan on expanding? When?
## Summary of Training & Temporary Employment by Outcome Areas

<table>
<thead>
<tr>
<th>Outcome Areas</th>
<th>Totals</th>
<th>Male</th>
<th>Female</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes 1 &amp; 2: Employment creation is mainstreamed into national and state level development frameworks and labour markets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome 1 &amp; 2 Totals</td>
<td>537</td>
<td>364</td>
<td>163</td>
<td>2:1 male to female ratio</td>
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<tr>
<td><strong>Outcome 3: Innovative interventions to create employment and training opportunities for youth developed and implemented in three states</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Life-skills</td>
<td>340</td>
<td>110</td>
<td>230</td>
<td>1:2 male to female ratio</td>
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<tr>
<td>Technical and Vocational Education &amp; Training for Employment (TVETE)</td>
<td>788</td>
<td>583</td>
<td>205</td>
<td>2.8:1 male to female ratio</td>
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<tr>
<td>Employability skills</td>
<td>110</td>
<td>47</td>
<td>63</td>
<td>1:&lt;1 male to female ratio</td>
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<tr>
<td>Temporary Employment</td>
<td>5,831</td>
<td>583</td>
<td>205</td>
<td>Renovation &amp; construction of 6 youth buildings - UNOPS &amp; IOM</td>
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<tr>
<td>Outcome 3 Totals</td>
<td>1,238</td>
<td>740</td>
<td>498</td>
<td>1.5: 1 male to female ratio</td>
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<td><strong>Training &amp; Capacity Development Totals for all Outcomes</strong></td>
<td>1,775</td>
<td>1,104</td>
<td>661</td>
<td>1.7:1 male to female ratio</td>
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</table>

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## Summary of Training and Temporary Employment

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<td>GOSS/UN Inception Mission Consultations – April &amp; May 2010</td>
<td>344</td>
<td>227</td>
<td>117</td>
<td>Six States/localities: Juba, Bor, Malakal, Torit &amp; Magwi, Wau &amp; Kwajok</td>
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<tr>
<td>Policy Development &amp; Youth Advocacy</td>
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<td>125</td>
<td>45</td>
<td>South Sudan Development Plan and Jonglei and Warrap State</td>
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<td>TVETE Strategy &amp; curricula</td>
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<td>12</td>
<td>11</td>
<td>RSS and TVETE providers</td>
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<tr>
<td><strong>Totals</strong></td>
<td>537</td>
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<td>Y-PEER youth-to-youth reproductive health &amp; youth empowerment</td>
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<td>82</td>
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<td>Literacy and Numeracy</td>
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<td>148</td>
<td>DDR Bahr el-Ghazal - IOM</td>
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<tr>
<td><strong>Sub-total</strong></td>
<td>340</td>
<td>110</td>
<td>230</td>
<td>1:2 male to female ratio</td>
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<tr>
<td>Technical and Vocational Education and Training for Employment (TVETE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmer Field Schools</td>
<td>217</td>
<td>89</td>
<td>128</td>
<td>Trainers and Farmers – Magwi County, Eastern Equatoria State</td>
</tr>
<tr>
<td>Computing &amp; Enumerator Training</td>
<td>27</td>
<td>21</td>
<td>6</td>
<td>Juba and Bor</td>
</tr>
<tr>
<td>Construction Skills Training</td>
<td>544</td>
<td>473</td>
<td>71</td>
<td>Juba, Magwi/Abara, Wau and Kwajok – UNOPS &amp; IOM</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>788</td>
<td>583</td>
<td>205</td>
<td>2.8:1 male to female ratio</td>
</tr>
<tr>
<td>Employability and Temporary Job Creation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary Employment</td>
<td>5,831 labour days</td>
<td></td>
<td></td>
<td>Renovation &amp; construction of 6 youth buildings - UNOPS &amp; IOM</td>
</tr>
<tr>
<td>Business and Economic Association skills training</td>
<td>110</td>
<td>47</td>
<td>63</td>
<td>Abara/Magwi and Wau – ILO, IOM &amp; UNIDO</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>110</td>
<td>47</td>
<td>63</td>
<td>1:&lt;1 male to female ratio</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1,238</td>
<td>740</td>
<td>498</td>
<td>1.5:1 male to female ratio</td>
</tr>
<tr>
<td><strong>Training &amp; Capacity Development Totals for all Outcomes</strong></td>
<td>1,775</td>
<td>1,104</td>
<td>661</td>
<td>1.7:1 male to female ratio</td>
</tr>
</tbody>
</table>

Gb/MDGF-YEP/15 October 2011
## Programme Strategy & Prioritising Resources to Create Enhanced Coherence and Impact

<table>
<thead>
<tr>
<th>UN Agencies</th>
<th>GoSS &amp; State Bodies</th>
<th>Funds US$</th>
<th>Main Interventions &amp; Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILO, UNIDO &amp; UNICEF</td>
<td>MoCYS; MoLPShRD; MoEST; MoAF; &amp; MoARF</td>
<td>[$70,000 ILO; $70,000 UNIDO &amp; $60,000 UNICEF] $200,000</td>
<td>Development, dissemination and implementation of a GOSS TVETE policy, standards, curriculum, accreditation and certification in a minimum of 3 States.</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td><strong>$200,000</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifeskills with an emphasis on Functional Literacy, Peacebuilding &amp; Gender Equality</td>
<td>UNICEF MoCYS MoLPShRD; MoGSWRA; SSAC; SSDRC &amp; State MoEs</td>
<td>$95,000</td>
<td>Design and implement a lifeskills and Accelerated Learning Programme (ALP) for teachers</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td><strong>$455,000</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Employability & Job Creation in the Private Sector including Self-employment | ILO, UNIDO & UNICEF MoCYS; MoLPShRD; MoCRD; MoCI; BOSS; and State MoF&MP | [$510,000 ILO + $445,000 UNIDO + $155,000 UNICEF] $1,110,000 | UNIDO: Vocational & entrepreneur skills training courses offered to youth, with special attention to women
ILO: State level business and capacity development training for micro & small enterprises including cooperatives and group-based associations. |
| **Sub-total**       | **$1,958,500**      |           |                                                                                                 |
| Renovation & Equipping of Youth Facility Infrastructure | UNOPS & IOM MoCYS, MoLPShRD & MoEST and State Ministries of Physical Infrastructure | $800,000 UNOPS plus $209,000 IOM | Renovation of Youth training infrastructure – vocational training centres; youth centres; technical schools, etc. New build only if sustainable within GOSS and State budgets and Public Service staffing. Or alternatively Lease and Operate agreements with Non-state providers |
| **Sub-total**       | **$1,009,000**      |           |                                                                                                 |
| **Programme Budget Total for South Sudan** |                   | **$3,622,500** |                                                                                                 |

YEP/MDGF/26 October 2011
Cumulative Financial Overview for the South Sudan at 30 June 2011

<table>
<thead>
<tr>
<th>Total Programme Budget for South Sudan Component</th>
<th>$3,622,500</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds disbursed by Agencies in Q5 - 31 March 2011</td>
<td>$1,436,693</td>
<td>39.7%</td>
</tr>
<tr>
<td><strong>Funds disbursed by Agencies at Q6 - 30 June 2011</strong></td>
<td>$1,281,662.20</td>
<td>35.35%</td>
</tr>
<tr>
<td>Funds committed by 4 Agencies in Q5 - 31 March 2010</td>
<td>$171,957</td>
<td>4.7%</td>
</tr>
<tr>
<td><strong>Funds committed by Agencies at Q6 - 30 June 2010</strong></td>
<td>$596,950.07</td>
<td>16.5%</td>
</tr>
<tr>
<td>TOTAL Committed &amp; Disbursed at end of Q5 - 31 March 2011</td>
<td>$1,608,650</td>
<td>44.4%</td>
</tr>
<tr>
<td><strong>TOTAL FUNDS Committed &amp; Disbursed at end of Q6 - 30 June 2011</strong></td>
<td>$1,878,604.20</td>
<td>52%</td>
</tr>
</tbody>
</table>

Gb/MDGF-YEP/17 July 2011

**Percentage of UN Agency Funds Spent/Committed at 30 June 2011**

<table>
<thead>
<tr>
<th>UN Agency</th>
<th>Programme Activity Budget</th>
<th>Funds Spent/Committed</th>
<th>Percentage of Funds Spent/Committed</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNOPS***</td>
<td>$801,698</td>
<td>$806,185.89</td>
<td>100%</td>
</tr>
<tr>
<td>ILO***</td>
<td>$591,198</td>
<td>$371,775.37</td>
<td>63%</td>
</tr>
<tr>
<td>UNIDO</td>
<td>$541,080</td>
<td>$151,175.00</td>
<td>28%</td>
</tr>
<tr>
<td>UNDP</td>
<td>$461,523</td>
<td>$83,622.63</td>
<td>18%</td>
</tr>
<tr>
<td>UNICEF</td>
<td>$365,912</td>
<td>$121,542.24</td>
<td>33%</td>
</tr>
<tr>
<td>IOM</td>
<td>$362,500</td>
<td>$261,231.00</td>
<td>72%</td>
</tr>
<tr>
<td>FAO***</td>
<td>$305,814</td>
<td>$160,369.83</td>
<td>52%</td>
</tr>
<tr>
<td>UNESCO</td>
<td>$175,000</td>
<td>zero</td>
<td>zero</td>
</tr>
<tr>
<td>UNFPA</td>
<td>$90,240</td>
<td>$14,514.00</td>
<td>16%</td>
</tr>
<tr>
<td>UNAIDS/UNESCO</td>
<td>$85,180</td>
<td>$29,288.00</td>
<td>29%</td>
</tr>
</tbody>
</table>

Gb/MDGF-YEP/24 October 2011

*** UN agencies reporting funds spent/committed at 30 September 2011
MDGF Joint Programme on Creating Opportunities for Youth Employment in Sudan
Southern Sudan Component

Consolidated Quarterly Color-coded Work Plan Reporting - Seventh Quarter (July to September 2011)

FOR YOUR AGENCY PLEASE UPDATE YOUR ACTIVITY TIMEFRAME USING (*) THEN USING THE COLOR CODE INDICATE PROGRESS ON YOUR ACTIVITIES

- Green for completed
- Yellow for on-going
- Red for delayed

PLEASE DO NOT MAKE ANY CHANGES TO THE OUTPUT & ACTIVITY SECTIONS OF THIS DOCUMENT

<table>
<thead>
<tr>
<th>UN Agency</th>
<th>TIMEFRAME</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>January 2010 to December 2011</td>
<td></td>
</tr>
</tbody>
</table>

**JP Outcome 1: Employment creation for youth is mainstreamed into national development framework**

Output 1.2: Joint Action Plan for Youth Employment Activities in place for GOSS Ministries by end of programme

1. Support and assist a GOSS-led Technical Working Group to prepare and coordinate the development of a National Action Plan (NAP) for Youth Employment with policy priorities and actions in line with Southern Sudan's national development strategy

   **ILO**

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
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<td>x</td>
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<td>x</td>
</tr>
</tbody>
</table>

2. Support the execution of a Labour Force Survey in South Sudan

   **ILO**

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
</tbody>
</table>

3. Support and assist the development of a GOSS-led TVETE through the provision of a technical assistance expert to work on policy, curriculum and accreditation of six basic trades for courses up to 6 months duration

   **ILO**

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

Output 1.4: Micro finance policies conducive to youth employment developed with the Bank of Southern Sudan

1. Develop policy and technical guidelines to mainstream financial support to youth with the Bank of Southern Sudan

   **UNDP**

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
</tr>
</thead>
<tbody>
<tr>
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<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Output 1.5: Integrate youth and adolescence priorities into national and state plans including guidelines on vocational training developed conducive to youth employment

1. Build institutional capacity for planning, quality data collection and management access to reliable functional literacy and vocational training data on young adolescents

   **UNICEF**

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
</tr>
</thead>
<tbody>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

2. Support the development and introduction of functional literacy to youth training centres and pastoralist field and lifeskills schools

   **UNICEF**

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
</tr>
</thead>
<tbody>
<tr>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

3. Support the development of cross-ministry vocational training guidelines and policies and their introduction to youth training centres in the demonstration localities

   **UNICEF**

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
</tr>
</thead>
<tbody>
<tr>
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<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
Southern Sudan MDGF YOUTH EMPLOYMENT Consolidated Work Plan Reporting Template

FOR YOUR AGENCY PLEASE UPDATE YOUR ACTIVITY TIMEFRAME USING (*) THEN USING THE COLOR CODE INDICATE PROGRESS ON YOUR ACTIVITIES

GREEN for completed
YELLOW for on-going
RED for delayed

Comments

JP Outcome 2: Policies and measures are implemented to help youth enter and remain in the labour market

Output 2.1: State level action plans for employment if youth developed in three States and in line with national strategies
1. Support and assist the development of State-led Youth Action Plans and ensure alignment with State development plans and the GOSS National Action Plan for Youth Development

ILO

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8

Output 2.2: Analysis undertaken on strategic economic sectors, labor force supply and demand and opportunities for youth self employment in three States
1. Conduct supply-demand analysis of rural livelihoods and urban labour market and identify major livelihood constraints, priorities and options/potentials

UNDP

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8

Output 2.3: Enhanced capabilities of at least three meso-level delivery institutions per state to implement youth development policies and services
1. Support and assist State Ministries, vocational and technical training centres, and youth training centres to deliver an integrated skills package comprised of technical skills, business skills and lifeskills

ILO

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8

Output 2.4: Short-term livelihood skills training packages and enterprise development training programme prepared and public training institutions have enhanced management capacity in Wau and Warrap
1. Assess the capacities of the State Industry Development units in assisting micro and small enterprise and State Ministry of Youth, private and public training institutions in providing short term livelihood skills training packages

UNIDO

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8

2. Develop an entrepreneurial training programme with State Industry Development Units and short term livelihood training packages with the State Ministry of Youth and identified private and public training institutions

UNIDO

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8

3. Strengthen the capacities of State Industry Development Units to assist micro and small enterprises and State Ministry of Youth and identified public and private training providers to provide livelihood skills training packages through trainings

UNIDO

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8

4. Monitor progress and institutional improvements

UNIDO

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8

Output 2.5: Reduced youth vulnerability towards HIV through increased accessibility and acquisition of information, knowledge and life skills on HIV
1. Hire local expert and assess the training and information needs of TVETE instructors and youth on knowledge and life skills on HIV and AIDS

UNAIDS

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8

2. Based on the assessment, develop a HIV/AIDS curriculum for vocational and technical training centres for South Sudan

UNESCO

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8

3. Adapt, test and produce HIV and AIDS training materials relevant to the Southern Sudanese context. Develop core capacities of master trainers at and conduct Training of Trainers for TVETE instructors in these states through a local facilitator

UNESCO

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8

4. Provide audio visual equipments and related materials relevant to the TVETE centres to be used for awareness raising on HIV/AIDS among the target population

UNESCO

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8

5. Follow through and monitor progress for increased dissemination of information, knowledge and life skills on HIV at TVETE centres

UNESCO

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8

UN Agency

TIMEFRAME
January 2010 to December 2011

CONTINUING

0,857143
**Southern Sudan MDGF YOUTH EMPLOYMENT Consolidated Work Plan Reporting Template**

**JP Outcome 3: Innovative interventions to create concrete employment and training opportunities for youth are developed and implemented in three states**

<table>
<thead>
<tr>
<th>Output 3.1: Functional literacy, accelerated learning programme (ALP) and vocational training opportunities available for adolescents with special focus on girls and ex-child soldiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contribute to the design and implementation of functional literacy, ALP and vocational training curriculum and materials for planners, teachers and instructors in the demonstration localities including the use of the media for advocacy and information purposes</td>
</tr>
<tr>
<td>2. Provide rehabilitation support to youth training facilities and mobile services for young people in the demonstration localities</td>
</tr>
<tr>
<td><strong>UNICEF</strong> Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output 3.2: Employability of youth improved through the adoption of short and medium term literacy skills with special focus on females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct a rapid assessment of literacy materials, trainers and learners to develop a contextual appreciation of the teaching and learning environment</td>
</tr>
<tr>
<td>2. Design training modules and conduct training of trainers (ToT) in literacy trainings for youth with a special focus on females</td>
</tr>
<tr>
<td>3. Adapt, test and produce functional literacy material relevant to the Southern Sudanese context</td>
</tr>
<tr>
<td>4. Conduct training of trainers</td>
</tr>
<tr>
<td>5. Monitor teaching of functional literacy and modify the training and material accordingly</td>
</tr>
<tr>
<td><strong>UNESCO</strong> Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output 3.3: Young women and men empowered to increase employment opportunities through improved knowledge on reproductive health</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design and conduct peer reproductive health education training for youth groups in three demonstration localities</td>
</tr>
<tr>
<td>2. Form and train autonomous savings and credit associations focusing on youth associations, enterprise development centres, and associations of farmers and livestock keepers</td>
</tr>
<tr>
<td>3. Assist ten groups in the demonstration localities to: (i) form cooperatives; (ii) develop their organisational and management capacities through training and advisory assistance; and (iii) link the cooperatives to savings and credit training (Output 3.7)</td>
</tr>
<tr>
<td>4. Conduct livelihood training packages for target beneficiaries</td>
</tr>
<tr>
<td>5. Monitor progress and institute improvements for sustained delivery of training programmes and advisory services</td>
</tr>
<tr>
<td><strong>UNFPA</strong> Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output 3.4: Local capacity for running training for micro and small enterprises and developing cooperatives and associations enhanced at state level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In the demonstration localities: (i) assess the business development support needs (Output 2.3); and (ii) devise business training packages for Training of Trainers and conduct business training</td>
</tr>
<tr>
<td>2. Assist ten groups in the demonstration localities to: (i) form cooperatives (ii) develop their organisational and management capacities through training and advisory assistance; and (iii) link the cooperatives to savings and credit training</td>
</tr>
<tr>
<td>3. Provide business coaching to existing enterprises, including graduates of training programmes conducted for growth and creation of additional employment</td>
</tr>
<tr>
<td>4. Conduct training of trainers</td>
</tr>
<tr>
<td>5. Monitor teaching of functional literacy and modify the training and material accordingly</td>
</tr>
<tr>
<td><strong>UNIDO</strong> Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output 3.5: Micro-finance capacity building and micro-business start-up supporting mechanisms established for boosting youth self employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Form and train autonomous savings and credit associations focusing on youth associations, enterprise development centres, and associations of farmers and livestock keepers</td>
</tr>
<tr>
<td>2. Provide business skills training and start-up kits and capital for youth in collaboration with ILO, FAO, IOM and UNIDO</td>
</tr>
<tr>
<td>3. Establish linkages with local industries for apprenticeships, internships, on-the-job training and job placements</td>
</tr>
<tr>
<td>4. Conduct training packages for target beneficiaries</td>
</tr>
<tr>
<td>5. Monitor progress and institute improvements for sustained delivery of training programmes and advisory services</td>
</tr>
<tr>
<td><strong>UNDP</strong> Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output 3.6: Youth benefit from on-the-job skills training at youth centres including cash income through temporary employment during building renovation and construction activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rehabilitation and expansion of the Juba Youth Training Centre - technical assistance, design and support and construction supervision</td>
</tr>
<tr>
<td>2. Rehabilitation and expansion of the Akobo Youth Enterprise Development Centre - technical assistance, design and support and construction supervision</td>
</tr>
<tr>
<td>3. Phase 1 construction of the Akobo Youth Enterprise Development Centre - technical assistance, design and support and construction supervision</td>
</tr>
<tr>
<td>4. Monitor progress and institute improvements for sustained delivery of training programmes and advisory services</td>
</tr>
<tr>
<td><strong>UNOPS</strong> Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output 3.7: Youth have improved access to training facilities and the ability to engage in sustainable productive employment in areas of return in Warrap State and Wau</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rehabilitation and expansion of the Wau Youth Training Centre - technical assistance, design and support and construction supervision</td>
</tr>
<tr>
<td>2. Completion of the Youth Union Centre buildings in Kuek - technical assistance, design and support and construction supervision</td>
</tr>
<tr>
<td>3. Livelihood and technical skills training in Wau and Warrap State</td>
</tr>
<tr>
<td>4. Conduct training包 of Trainers (ToT) in Farmer Field School methodology for team leaders and facilitators</td>
</tr>
<tr>
<td>5. Run Farmer Field School training over a period of 9 to 12 months</td>
</tr>
<tr>
<td><strong>IOM</strong> Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output 3.8: Rural youth have acquired life skills for improved: (i) agricultural production; (ii) livestock husbandry; and (iii) food marketing and sustainable rural income generating activities in two localities in Eastern Equatoria State.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct Farmer Field School training materials and produce appropriate training resource materials for South Sudan</td>
</tr>
<tr>
<td>2. Conduct Training of Trainers (ToT) in Farmer Field School methodology for team leaders and facilitators</td>
</tr>
<tr>
<td>3. Run Farmer Field School training over a period of 9 to 12 months</td>
</tr>
<tr>
<td>4. Upon graduation from Farmer Field Schools provide graduates with basic productive assets. Undertake follow-up visits with graduates</td>
</tr>
<tr>
<td><strong>FAO</strong> Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8</td>
</tr>
<tr>
<td>CRITERIA</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>RELEVANCE</td>
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NAME:
POSITION:
RESPONSIBILITY IN THE PROGRAM:

1-OD2. To what extent have the country’s national and local authorities and social stakeholders been taken into consideration, participated, or have become involved, at the design stage of the development intervention?

2-E1. How well does the joint programme’s management model – that is, its tools, financial resources, human resources, technical resources, organizational structure, information flows and management decision-making – contribute to generating the expected outputs and outcomes?

3-E2. To what extent are the participating agencies coordinating with each other and with the government and civil society? Is there a methodology underpinning the work and internal communications that contributes to the joint implementation?

4-E3. Are there efficient mechanisms for coordination that prevent counterparts and beneficiaries from becoming overloaded?

5-E4. Does the pace of implementing programme outputs ensure the completeness of the joint programme’s results? How do the different components of the joint programme interrelate?

6-E6. Have more efficient (sensitive) and appropriate measures been adopted to respond to the political and socio-cultural context identified?

7-OP1. To what extent have the target population and the participants taken ownership of the programme, assuming an active role in it?

8-OP2. To what extent have national public/private resources and/or counterparts been mobilized to contribute to the programme’s goals and impacts?
9-EFF4. Is the stipulated timeline of outputs being met? What factors are contributing to progress or delay in the achievement of the outputs and outcomes?

10-EFF5. Do the outputs produced meet the required high quality?

11-EFF8. In what way has the programme come up with innovative measures for problem solving?

12-EFF10. In what ways has the joint programme contributed to the issue of fair youth employment?

13-EFF11. In what ways has the joint programme contributed to the issue of internal and/or external migration?

14-EFF12. What types of differentiated effects are resulting from the joint programme in accordance with the sex, race, ethnic group, rural or urban setting of the beneficiary population, and to what extent?

15-S1. Is the programme supporting national and/or local institutions?

16-S2. Have operating capacities been created and/or reinforced in national and local partners?

17-S3. Do the partners have sufficient financial capacity to keep up the benefits produced by the programme?

18-S4. Is the duration of the programme sufficient to ensure a cycle that will ensure the sustainability of the interventions?

19-S5. Have networks or network institutions been created or strengthened to carry out the roles that the joint programme is performing?

20-S6. To what extent are the visions and actions of partners consistent with or different from those of the joint programme?

21-S7. In what ways can governance of the joint programme be improved so as to increase the chances of achieving sustainability in the future.
NAME:  
UN AGENCY:  
POSITION:  
RESPONSIBILITY IN THE PROGRAM:

1-E1. How well does the joint programme’s management model – that is, its tools, financial resources, human resources, technical resources, organizational structure, information flows and management decision-making – contribute to generating the expected outputs and outcomes?

2-E2. To what extent are the participating agencies coordinating with each other and with the government and civil society? Is there a methodology underpinning the work and internal communications that contributes to the joint implementation?

3-E3. Are there efficient mechanisms for coordination that prevent counterparts and beneficiaries from becoming overloaded?

4-E4. Does the pace of implementing programme outputs ensure the completeness of the joint programme’s results? How do the different components of the joint programme interrelate?

5-E5. Are work methodologies, financial tools etc. shared among agencies and among joint programmes?

6-E6. Have more efficient (sensitive) and appropriate measures been adopted to respond to the political and socio-cultural context identified?

7-E7. How conducive are current UN agency procedures to joint programming? How can existing bottlenecks be overcome and procedures further harmonized?

8-OP1. To what extent have the target population and the participants taken ownership of the programme, assuming an active role in it?
9-OP2. To what extent have national public/private resources and/or counterparts been mobilized to contribute to the programme’s goals and impacts?

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19-S7. In what ways can governance of the joint programme be improved so as to increase the chances of achieving sustainability in the future?

20-G1. How is the JP promoting greater equality of opportunity between men and women?

21-G2. Have women been adversely affected by the JP (the division of labor, control
access to resources)?

22-G3. Has improved the position of women because of the JP?

23-G4. How the capabilities of local partners to work in the future with gender perspective have been enhanced?

24-G5. The resources allocated to include gender on the JP were sufficient?

25-G6. Has the integration of women into the activities of the JP faced any obstacles?
UN/RSS Joint Programme on Creating Opportunities for Youth Employment in South Sudan

Completed Youth Enterprise Centre Buildings in Akobo

Progress Photo 23 November 2011
TWO WORKSHOPS

Front elevation as taken from the Meeting room side

Front elevation as taken at an oblique angle from the carpentry training workshop side
Rear elevation as taken from store room side

Side elevation as taken from the Masoning training workshop side

Side view showing the structural arrangement as taken from the masoning training workshop side
Isometric view as seen from the masonry training room side.

Isometric View 02 as taken from Carpentry training workshop side.
LOCKUP MARKET STALLS

Front elevation as seen from the proposed Akobo Pochalla main road

Rear elevation as seen from the workshop side
Side elevation as seen from the airstrip direction

Side elevation as seen from the Pit latrine side
Warrap State Youth Union

Strategic Plan 2011-2014 Positioning of Youth for Development in the Republic South Sudan

Prepared by: Warrap State Youth Union, Block 9, Barport, Kwajok, Warrap State

October 25, 2011
## Project Brief Contact Persons

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<tr>
<th>Name</th>
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<tr>
<td>Kuol Yueu Kuol</td>
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Warrap State Youth Union Strategic Plan

Introduction

This strategic plan is for Warrap State Youth Union (WSYU), an umbrella Association of Youth Associations in Warrap State; formed in 2007 and formally registered as an NGO in 2009. The Warrap State Youth Union is composed of Seven County Associations namely Abyei Area, Twic, Gogrial East, Gogrial West, Tonj North, Tonj East and Tonj South; the Associations have grassroots representation at the Payams. The Union has head offices in Block 9, Barport, Kuajok. The Union is legally registered NGO under the Republic Ministry of Legal Affairs. It falls under the State Ministry of Social Development; as it’s the mandated Ministry in the state to oversee youth affairs.

This strategic plan is a living document subject to change in consideration of the changing environment for the needs of the youth in Warrap State for the period 2011-2014. This Strategic Plan has been developed by the Executive Committee as a ploy to map out the priorities of the youth. It strategic plan (SP) has been developed based on the priorities spelt out in the South Sudan (SSDP) and Warrap State Development Plan (SDP).

The Union has a combination of strength in regard to, high qualified Executive in multiple disciplines, exhibited high financial discipline and thorough interest in seeing the dream of improving livelihood through improvement in production of food in Warrap State. The Union has high potentials of technology adaptation and dissemination as depicted in previous engagements in Peace Building Intervention. The Union is committed to the improvement of food security, conflict prevention & peace building, hygiene & sanitation, skills building, youth dialogue in community problems which have had devastating effects to the community.

The Warrap State Youth Strategic Plan as indicated earlier hinges on the SSDP and the SDP 2011-2014 but will leverage on the foresighted leadership and management of Kuol Yueu Kuol, the current Chair Person of the WSYU and the Committed Executive to improving livelihood of the Youth.

Mission of the Warrap Youth Union

The Warrap Youth Union was formed to: improve the level of education of youth; fight against all forms of illiteracy among the youth; promote peace and development; protect the rights of the youth; promote social economic activities for the youth; preserve their environment; prevent and create awareness about HIV/AIDS and STDs among the youth; and to eradicate all form of tribalism, racism, nepotism and ethnicity in order to promote unity, peace and development among the Warrap State Youth.

The Warrap State Youth Union Strategic Plan therefore, provides an assessment of the strength, weakness, opportunities and threats or challenges promoting or / limiting the effective reach of the Union to majority of youth in Warrap. Therefore the mission of the Union shall only be achieved through the priorities set up and the interventions / recommendations in addressing the challenges so that the youth can engage in meaningful production and economic development of Warrap State.

The Warrap Economy is basically Rural Economy and depicts more of peasantry and pastoral setting with minimal reflections of an upcoming market economy in the urban settings of Kuajok and trading centers of Gogrial, Warrap and Luanyaker. Agro-pastoralism is the major means of livelihood with majority of the population depending on cattle (Southern Sudan Livelihood Profiles 2007) and are a major
cause of conflict between Lakes, Unity and Warrap State duelers through cattle rustling. Cattle are basically for community exchange rather than economic.

**Families are embracing large scale** farming (especially Wealth ones) as a move to mitigate against cattle rustling, uninsured livelihood means. Crops commonly cultivated include; sorghum, vegetables, rice along rivers e.g. Agor, Lol and Kiir. There is great potential for recovery with farmers slowly picking up modern farming tools e.g. use of tractors & increased acreage.

The State is administratively divided into seven counties: Abyei Area, Tonji South, Tonji North, Tonji East, Gogrial East, Gogrial West and Tuic

**Justification**

Warrap’s social and economic indicators are low accounted for by the civil war, yet youth and women are more often affected by conflict destroying their local economy and means of livelihoods. This is reflected by social economic indicators below:

- 86% Warrap households’ livelihood is by agriculture and livestock. (80.9% crop farming and 5.3% animal husbandry)
- 2.1% own Business Enterprises in Warrap State.
- 64.2% Warrap State population is poor compared to 25.7% of the least poor Upper Nile State South Sudan
- Poverty gap stands at 34.1 SDG between the poor and none poor in Warrap State.
- Only 16% can read and write in the age categories of 15 years and above
- Some 78% percent of the population has never attended school
- 160,000 enrollment in primary schools in Warrap state
- 68% of Warrap population is youth

Despite the progress and many gains of the post CPA recovery and development period 2005 to 2011 many counties in Warrap continue to experience insecurity due to the proliferation of weapons and inter-communal/clan conflicts over cattle raiding and access to grazing and water. Unfortunately, young men to a very large extent have been the perpetrators of such activities. Cattle-raiding by different tribes and clans and intra-communal groups – Dinka and Nuer are driving these activities e.g. the recent August 14 to September conflicts with in Tonj and neighboring counties and eventual states.

Warrap State has witnessed some relative degree of stability during and after the referendum and presidential election periods. However, it has been vulnerable to instabilities in the recent due to incursions by the Sudan Armed Forces in Abyei and the Twic Counties.
SWOT/C Analysis of Warrap State Youth Union

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<th>Strength</th>
<th>Weaknesses</th>
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<tr>
<td>• 39 Professional Executive Committee Members</td>
<td>• High levels of illiteracy among youth despite high population of youth</td>
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<td>• Modern office building in Warrap State</td>
<td>• Limited resources to fund youth activities in the State</td>
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<td>• Registered with Ministry of Legal Affairs Juba in 2007.</td>
<td>• Internally Displaced People due to conflicts</td>
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<td>• Strong membership of youth in the state</td>
<td>• No vocational training institution in Warrap State</td>
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<td>• Committed new Executive eager to work</td>
<td>• High levels of early marriages and pregnancies amongst the youth</td>
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<td>• Furnished office with standard furniture</td>
<td>• Unemployment of most youth in Warrap due to lack of skills, Government &amp; NGO only employ 4%</td>
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<td>• Newest of all states in South Sudan</td>
<td>• Limited youth recreation centers /facilities at Counties, Payams and Boma</td>
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<td>• Has a present at all levels up to villages</td>
<td>• Lack of grants for recovery of youth activities</td>
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<td>• Has a specialized youth councils that regulate policies</td>
<td>• Lack of micro credit services in Warrap state</td>
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<td>• Has partnered with several INGOs</td>
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<td>• Has a very strong financial system and management</td>
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<td>• Has plots of land kuajok and in all counties</td>
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### Opportunities

- Commitment of the Republic of South Sudan to youth development & issues
- New independence of South Sudan
- Good will of Donors to fund youth activities and development in Warrap State
- Warrap State Development Plan & South Sudan Development Plan
- Virgin investment opportunities in Warrap State- Agriculture,
- Inter State Peace and Dialogue Committee
- Other Youth Associations within South Sudan

### Threats

- Conflict triggered off by neighboring States of Lakes and Unity
- Foreign war and conflicts
- Influx of foreign workers in all disciplines including casual laborers from Ethiopia, Eritrea East Africa and Sudan
- Returnees from Khartoum and the Diaspora
- Occasional Political influence in youth matters

### Accomplishments of the Warrap State Youth Union

- Successfully conducted County Youth Union meetings more often discussed peace with neighboring States
- Support of the Abyei community after take over and before by offering cows
- Held peace conference February 17; 2009, Lietnhom, Gorial East 470 Youth Voter civic education in the State during previous elections
- Built WSYU offices with support from IOM
- Have successfully conducted voter education for the elections and referendum with support from NDI and IOM
- Engaged in elections and referendum observation with support from NDI.
- Is a strong member to the NDI supported community organizing program
- Built a hand pump for the youth office and the community of Barport Payam with support from IOM.
- Furnished the WSYU with support from ILO
- Engaged in dialogue during the August 2011 conflict in Tonj
- Successfully held elections of new office bearers and oversaw smooth handover of office.
- Has done HIV/aids awareness in the state
- Has organized youth into associations at various levels of the state