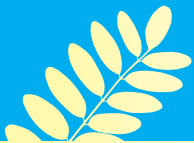


Step up and LEAD!
Youth Voices in South Sudan

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August 2012



Canadian International Development Agency



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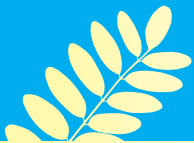




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Introduction

Research Goals

This research was undertaken in order to understand the needs and capacities (skills) of youth in South Sudan as a part of the Youth LEAD Initiative (Leadership, Empowerment, Advocacy, and Development). We used surveys and group discussions to seek information from young people about their situation. We conducted this research in three states: Eastern Equatoria, Upper Nile, and Jonglei.

We studied the situation of youth in three different states because their situation differs depending on where they live. This is because each state has its own characteristics in terms of issues that affect youth, such as education, roads, land, climate, culture, and security.

This youth friendly version of the main Youth LEAD baseline report was developed out of a two-day participatory workshop convened by the Ministry of Culture, Youth and Sports in Juba on April 17th – 19th, 2012 and supported by UNICEF to share the findings of the baseline report.

Tools

We used two main tools to conduct this research:

- Focus Group Interviews; and
- Survey Interviews.

Focus group interviews mean that we have a discussion with a group of 5-8 young persons, asking their opinions on a few questions and letting the group discuss. We keep careful notes and analyze their comments. This kind of research provides us with an in-depth understanding of how youth see their situation and what they think and feel about it.

Survey research involves asking many questions that have short answers, such as ‘yes’ or ‘no’. This research tool lets us get a big picture of the situation of youth, as well as their knowledge, attitudes, and practices on various topics. For example, we wanted to understand how much and what kinds of violence young people experience in their lives, so there are a series of questions on that topic. Similarly, we wanted to find out what youth understand on sanitation and water practices, as well as health issues such as HIV. Survey questions allow us to collect information about many topics in a short time.

Let us now turn our attention to what we found in each state (findings) and what action we think should be taken (recommendations) by the various organizations working on young people’s issues, including government.



About Youth LEAD (Leadership, Empowerment, Advocacy, and Development)

Youth LEAD is a three year initiative (2012-2014) supported by the Canadian International Development Agency (CIDA), in collaboration with UNICEF, government (Ministry of Culture, Youth and Sports, Ministry of General Education) and NGO partners.

It recognizes and strengthens the capacity of both *rights holders* (children and youth) to make their claims and *duty bearers* (parents, communities, policy makers, government, and civil society service providers) to meet their obligations while strengthening communication between both parties and across multiple sectors.

Of particular importance, the Project engages young women and men as key actors in their own development. The same is true of key line ministries and civil society organizations (CSOs) providing services to youth. Engaging beneficiaries is intended to develop capacity, accountability, ownership, and sustainability.

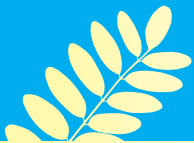
South Sudan has experienced more years of war than peace. But today, after a generation of war, South Sudan is facing a new moment of hope if the transitional peace opportunity is seized to promote long-term peace and development.

The large youth population in South Sudan represents an opportunity for peace building, development, and leadership. However, young people growing up in South Sudan today face many inter-related risks and vulnerabilities. Addressing the key development and peace-building priorities of South Sudan's youth is central to ensuring sustainable recovery and peace building.

Youth LEAD is implemented in three states (Upper Nile, Jonglei, and Eastern Equatoria), and the Project has five main components, as outlined below:

Component 1 – Youth Friendly Spaces and Services: Under this component, Youth Friendly Spaces/Centers (YFS) will be developed to offer demand-driven social services, and a place where youth feel they belong with services for both male and female youth's different needs based on consultations with both genders.

Component 2 – Basic Education, Skills Training, and Livelihoods: Youth LEAD will provide basic education and skills training opportunities linked to livelihood and employment programming via the Alternative Learning Program (ALP). The ALP aims to provide learning opportunities for out-of-school youth by offering flexible schedules, accelerated learning, and community schools for girls. It focuses on the provision of youth literacy, numeracy, life-skills and vocational skills.



Component 3 – Youth Voices in Peace and Governance: This component aims to provide opportunities for young voices to be heard in society and in the media. Youth will be engaged as leaders in the process of peace building, and dialogue and advocacy for peace, based on established platforms for communication and messaging.

Component 4 – Capacity Building in Policy and Advocacy: This component aims to educate youth on how policy and dialogue can support peace, and to build the capacity of partners to effectively develop and strengthen youth-centered policies, to link policy to programming, and to advocate for youth policies and programs that make a difference for youth and their communities.

Component 5 – Institutional Capacity Building of Civil Society Organisations and Ministries Supporting Youth: Based on further partner mapping and needs assessment, UNICEF will develop and implement capacity building trainings around core management, administrative, and programming functions.





Eastern Equatoria

Counties

We conducted focus group discussions and surveys in two counties in Eastern Equatoria State, namely Budi and Kapoeta East. Budi is located in the center of Eastern Equatoria, while Kapoeta East is located in the east.

Findings

Challenges	<p>Youth face many challenges, including a lack of food, work, and problems of health and violence.</p> <p>While cattle raiding have historically occurred for various reasons, it can be driven by a lack of food or jobs; violence comes from attacks from neighboring tribes and countries. Furthermore, there are not enough schools and students often have to travel long distances to get to school. Girls often marry young and against their will, due to the poverty of the families. Access to basic health care is poor, while water, sanitation, and hygiene practices are inadequate.</p>
Economic Options	<p>The main economic options are cattle herding for boys and the production of local alcohol, usually done by females. There are no organized activities for youth, and youth are also not represented in local and national government.</p>
HIV & AIDS	<p>HIV & AIDS awareness was better among boys than girls, though most people interviewed had some wrong ideas about it.</p>
Knowledge of Water, Sanitation and Hygiene (WASH) Practices	<p>For the most part, it is the girls and young women that are involved in water distribution as they are often the ones fetching water for the homes. The main source of water is a borehole, though many of the females reported to use open sources, such as rivers and ponds. Despite this, very few practice any form of water treatment.</p>
Attitudes Toward Violence	<p>Attitudes toward violence are mixed. While everyone dislikes attacks from other tribes or from neighboring countries, awareness of the harm caused by daily violent practices is not strong. For example, physical punishment of children is accepted, as well as harsh sentences for prisoners.</p>
Youth Friendly Spaces	<p>There are few organized services for youth in the areas surveyed. Boys and young men were observed playing football in the school grounds while girls and young women reported practicing a traditional dance and playing a game called 'poing', similar to tag, in their spare time. Female youth also reported that they help their mothers with the harvest as a past-time activity.</p>



Upper Nile

Counties

We conducted focus group discussions and surveys in counties in Upper Nile State, namely Nasir and Ulang County. Both counties are located in the southeastern part of Upper Nile.

Findings

Challenges	Early marriage is the biggest challenge faced by girls, which is an obstacle to their education and not good for their health. Female youth are also at risk of being raped (sex by force, against their will) if they go out alone at night. Male youth are most at risk of violence from cattle raiding. Older youth have their education interrupted by war, while younger persons showed low rates of registering for school. Access to school and health care facilities is very poor in these areas. Malakal, the capital city of the state, has a problem of street children.
Economic Options	The main economic options are cattle herding for boys and producing local alcohol, usually by females. Of those interviewed for this research, 81% of youth in the two age groups 15-19 and 20-24 did not have paying jobs.
HIV & AIDS	HIV & AIDS awareness was not very strong, although teachers thought it would be high. Males have some awareness of how to prevent it from spreading from one person to another (transmission), while knowledge among females was much lower, perhaps due in part to cultural norms against females discussing such topics.
Knowledge of Water, Sanitation and Hygiene (WASH) Practices	The girls are mostly responsible for carrying water to their families. Very few practiced any form of water treatment.
Attitudes Toward Violence	Attitudes toward violence are mixed. While everyone dislikes attacks from other tribes, awareness of the harm caused by daily violent practices is not strong. Youth surveyed showed high support for domestic violence and even sexual abuse in marriage, as well as corporal punishment for children.
Youth Friendly Spaces	Youth friendly spaces were generally not available, nor were there organized activities for youth, except for football matches and church activities.



Jonglei

Counties

We conducted focus group discussions and surveys in two locations in Jonglei State, Uror County in the center of the state and Nyirol County in northeastern Jonglei.

Findings

Challenges	Registration for school remains much lower for girls than boys. Girls may be withdrawn from school to do household chores or prevented from attending if the school is too far away. Early marriage is also a problem. Some parents even feared that attending school would damage the girl's reputation (as the girl is more exposed to contact with males) and hence lower her dowry price. Poverty and food insecurity are also big concerns in the state.
Economic Options	Youth unemployment is high and idleness is regarded as a problem. The market areas are small and there is little room for business activities, especially as many areas are cut off during the rainy season due to impassable or non-existing roads.
HIV & AIDS	Male youth scored better in HIV & AIDS awareness than females, but still less than half of male youth interviewed were aware of the problem. The research found many misunderstandings about how it is spread. Knowledge among females was extremely low.
Knowledge of Water, Sanitation and Hygiene (WASH) Practices	Girls are engaged in water distribution, especially fetching water for their families. A large number of young females also reported to use different methods to treat their drinking water.
Attitudes Toward Violence	Cattle raiding, coupled with child kidnapping, is very common. Many youth have witnessed such violence or have been injured in such attacks. By age eighteen, most males are carrying knives or guns. Youth also favored the use of violence in disciplining children at home and at school.
Youth Friendly Spaces	There is one large youth organization in the area. It provides a kind of medical help for youth, advice on problems, as well as organizes football and volleyball matches. Dances are also sometimes organized. There is a lack of other kinds of youth friendly spaces that are not recreational.





Conclusions & Overall Recommendations

Summary of Findings and Conclusions for Eastern Equatoria, Upper Nile, and Jonglei State

Based on the data collected and the information presented here, the following findings and conclusions can be made:

Findings	Eastern Equatoria	Upper Nile	Jonglei
Challenges	<ul style="list-style-type: none">• Few school facilities and educational opportunities.• Early marriage among female youth.• High levels of unemployment among youth.• Violent attacks from neighboring tribes and countries.• Low access to good health care services.• Water, sanitation, and hygiene practices are poor.• Lack of food contributes to cattle raiding.	<ul style="list-style-type: none">• Few school facilities.• Low levels of education due to war, as well as current low levels of school registration.• Early marriage among female youth.• Male youth are most at risk from cattle raiding.• High levels of violence present in the communities, including cattle rustling from neighboring tribes as well as rapes within the community.• Poor access to health care services.	<ul style="list-style-type: none">• Few school facilities and far distances to school.• Low school registration rates for girls.• Early marriages among female youth.• High levels of poverty in the community.• Lack of enough food (food insecurity).• Violent attacks from neighboring communities.• Fear of abduction.
Economic / Youth Income Options	<ul style="list-style-type: none">• Limited business opportunities.• Male youth are mainly engaged in cattle.• Some female youth produce local alcohol.• No organized activities for youth, and youth are not represented in government.	<ul style="list-style-type: none">• The main business opportunities are cattle herding for boys and producing a local alcohol, usually done by females. Of those interviewed, 81% of the youth in two age groups (15-19 and 20-24) did not have paying jobs.	<ul style="list-style-type: none">• High unemployment among youth.• Youth are idle and do not have ways to be active members of society.
HIV & AIDS	<ul style="list-style-type: none">• Low awareness of HIV & AIDS among youth.	<ul style="list-style-type: none">• HIV & AIDS awareness is low.	<ul style="list-style-type: none">• Low awareness of HIV & AIDS among youth.



	<ul style="list-style-type: none"> • High levels of incorrect information and misunderstandings. • Male youth scored higher than females in awareness of HIV. 	<ul style="list-style-type: none"> • Male youth had some awareness of how to prevent transmission. • Female youth had much lower levels of knowledge of HIV & AIDS. 	<ul style="list-style-type: none"> • Males youth had more knowledge than females. • High levels of misunderstanding around how HIV & AIDS is transmitted.
Knowledge of Water, Sanitation and Hygiene (WASH) Practices	<ul style="list-style-type: none"> • Girls are engaged in water distribution. • Very few practice any form of water treatment. 	<ul style="list-style-type: none"> • Girls are engaged in water distribution, i.e. fetching water for their families. • Very few practiced any form of water treatment. 	<ul style="list-style-type: none"> • Girls are engaged in water distribution. • Water treatment forms are mixed; around half of youth interviewed did not treat water.
Attitudes Toward Violence	<ul style="list-style-type: none"> • Attitudes toward violence are mixed. • Though everyone dislikes tribal attacks, awareness of the harm caused by daily violent practices is not strong. • For example, physical punishment of children is accepted, as well as harsh sentences for prisoners. 	<ul style="list-style-type: none"> • Attitudes toward violence are mixed. • While everyone dislikes tribal attacks, awareness of the harm caused by daily violent practices is not strong. • For example, youth showed high support for domestic violence and even sexual abuse in marriage, as well as support for corporal punishment for children. 	<ul style="list-style-type: none"> • Cattle raiding, coupled with child kidnapping, is very common. • In some form, most youth have witnessed and/or been injured in cattle raids as well as experienced child kidnappings. • By age eighteen, most males carry weapons for self-protection and protection of the community. • Youth favored the use of violence in disciplining children at home and at school.
Youth Friendly spaces	<ul style="list-style-type: none"> • Youth friendly spaces are generally not available. • No organized activities, though boys were observed playing football. • The girls reported to practice traditional dance and play traditional games. 	<ul style="list-style-type: none"> • Youth friendly spaces are generally not available. • No organized activities for youth, except for football matches and church activities. 	<ul style="list-style-type: none"> • Few youth friendly spaces available. • One organization provides a kind of medical support for youth, advice on problems, as well as organizes football and volleyball matches. Dances are also sometimes organized.



Recommendations for Youth

Based on the data collected and the conclusions presented, the following recommendations are made for future interventions targeting youth:

Basic Education

- **Educational opportunities must be improved and expanded**, including developing more learning spaces, teacher trainings, and maintaining them as well as support for a proper employment system for teachers.
- **Changing the attitudes of the communities** towards education by supporting awareness about children's rights, focusing on the importance of education and the role it plays in a child's well-being and growth.
- **Promoting girl-child education** is especially important as girls are found to be more disadvantaged than boys.
- **Undertake continuous awareness programs** and educate parents and communities at large on the dangers of forced or early marriages alongside awareness on alternative marriage lifestyles.
- **Morning and afternoon single-sex programs** should be considered as a way to encourage female youth attendance in school and make full use of existing schools.
- **Boarding schools** should be constructed to give children and youth, especially girls, an appropriate learning space where they can focus on their studies and not be distracted by home duties and activities.
- **Explore alternative learning spaces**, like pastoralist field schools (e.g., schools for communities that migrate with their farm animals like cattle to increase the educational opportunities for male youth).

HIV & AIDS & Reproductive Health

- **Create awareness about HIV & AIDS** among youth through youth education programs, especially targeting the issue of misunderstandings of the illness.
- **HIV & AIDS programs should target male and females issues separately** as well as tailor their content according to age.
- **Disseminate information on reproductive health**, focusing on contraceptive methods.
- **Youth-to-youth education programs** should be utilized given the taboos surrounding reproductive and sexual health, as it is more likely that youth will listen and open up to someone close to them in age rather than a senior authority.

Water, Sanitation and Hygiene Services and Practices

- **Sensitize the community on the importance of good water, sanitation, and hygiene practices**, including the benefits of using water treatment, safe waste disposal, and washing of hands with soap.
- **Distribute soap and water treatment methods** as well as explore ways to sustain communities' access to such supplies.
- **Establish WASH committees** that would be responsible for community outreach as well as regular maintenance of water points.
- **Construct boreholes and latrines** in areas lacking such facilities.



Skills Training & Livelihoods/Youth Income Activities

- **Suggested areas of skills training** would be **agriculture** (mainly cultivation practices modified to the specific conditions of each area), **business**, and **small-scale catering**.
- **Small business opportunities should be incorporated** as a part of vocational training programs to enhance participants' ability to use their new skills.
- Furthermore, **education services, health programs, and roads must be implemented for effective change**.

Peace and Governance

- **Use traditional leaders**, such as the chiefs and religious leaders, in approaching communities.
- **Promote conflict resolution techniques among youth** as well as promote peace throughout the communities.
- **Organize workshops and activities where youth from different tribes come together and share learning experiences** as well as social events as a way to show them different sides about each other besides violence and aggression.
- **Existing sports programs and leagues should be supported** and combined with conflict resolution techniques as well as HIV & AIDS and WASH training.

Youth Friendly Spaces

- **Youth Friendly Spaces must be created** alongside opportunities for youth to engage in productive activities.
- **Existing organizations or informal activities should be explored further and built upon.** For example, youth in Waat, Nyirol have created a group not only for social activities like sports and dances, but also as an informal 'medical support fund' drawn from membership fees. This case should be used as a model for youth groups in other areas.
- **Programs should build on the culture and traditions in each area**, focusing on music, arts and crafts production as these are areas where youth showed a keen interest. **Working with radio and TV and advocacy was also desired.**
- **Programs targeting the youth should be mobile so that a greater part of the community is reached.** Far distances, lack of transportation and insecurities in the area all hinder youth access to existing services and youth programmes should aim to reduce such obstacles by providing activities and programs throughout the county.

Strengthening Community Organizations and Ministries

- **Draw on local knowledge and expertise** in the development and implementation of youth programs and activities, such as local chiefs, active CBOs, and relevant ministries at state and county level.
- **Build capacity in government actors** through trainings and workshops as well as including government officials in the planning and implementation of the project.
- **Identify strong implementing partners** in each location, both at the state and at the county level.
- **Build on existing activities and draw upon the experience and lessons learnt** by NGOs already operating in the targeted areas.
- **Government actors should also be a natural partner** in this process in order to ensure their work supports government policies as well as creates ownership of the outputs of the project.





Quiz Time! Youth Participatory Activities

What Do You Know About HIV & AIDS?

HIV & AIDS QUIZ: Take the following quiz to see how much you know about HIV and AIDS.

Yes.	No.	Questions
		1. Have you ever heard of HIV?
		2. Have you ever heard of AIDS?
		3. Can people reduce their chances of getting the AIDS virus by having just one uninfected sex partner who has no other sex partners?
		4. Can people get the AIDS virus from mosquito bites?
		5. Can people reduce their chance of getting the AIDS virus by using a condom every time they have sex?
		6. Can people get the AIDS virus by sharing food with a person who has AIDS?
		7. Can people reduce their chance of getting the AIDS virus by not having sexual intercourse at all?
		8. Can people get the AIDS virus because of witchcraft or other supernatural means?
		9. Is it possible for a healthy looking person to have the AIDS virus?
		10. Can the virus that causes AIDS be transmitted from a mother to her baby during pregnancy, during delivery or by breastfeeding?
		11. Can the virus that causes AIDS be transmitted from a mother to her baby during pregnancy?
		12. Can the virus that causes AIDS be transmitted from a mother to her baby during delivery?
		13. Can the virus that causes AIDS be transmitted from a mother to her baby during breastfeeding?

Answers to the HIV & AIDS Quiz:
1. Yes; 2. Yes; 3. Yes; 4. No; 5. Yes; 6. No; 7. No; 8. No; 9. No; 10. Yes; 11. Yes; 12. Yes; 13. Yes.
How many answers did you get correct?
10-12 correct: Excellent. You have a very good understanding of HIV & AIDS.
8-10 correct: Good.
6-8 correct: Poor. Please study this information so you can protect your health.
5 or less correct: Too bad! You need this information to stay healthy. Study it well!



What Do You Think About Violence?

Take this quiz to see how high or low you score on violence in your life.¹

Agree	Disagree	
		1. Punishing a child physically when he/she deserves it will make him/her a responsible and mature adult
		2. Giving mischievous children a quick slap is the best way to quickly end trouble
		3. An adult should beat a child with a strap or stick
		4. A parent hitting child when he/she does something bad on purpose teaches the child a good lesson
		5. Young children who refuse to obey should be whipped
		6. A teacher hitting a child when he/she does something bad on purpose teaches the child a good lesson
		7. Children should be spanked for temper tantrums
		8. A child's habitual disobedience should be punished physically
		9. An adult should choke a child for breaking the law
		10. The death penalty should be a part of every penal code.
		11. Prisoners should not get out of their sentences early
		12. Capital punishment is often necessary
		13. No matter how severe the crime, one should pay with an eye for an eye and a tooth for a tooth
		14. Violent crimes should be punished violently
		15. Any prisoner deserves to be mistreated by other prisoners in jail
		16. Police should shoot students if they are demonstrating
		17. Police should beat students if they are obscene
		18. Any nation should be ready with a strong military at all times
		19. Our country has the right to protect its borders forcefully
		20. The manufacture of weapons is necessary
		21. Our country should be aggressive with its military internationally
		22. Killing of civilians should be accepted as an unavoidable part of war
		23. Violence against the enemy should be part of every nation's defense
		24. It is all right for the government to stop violent outbursts in neighboring countries with our armed soldiers

¹ This quiz is modeled on the Anderson Four-Factor Violence Model (2006).



Scoring the Violence Quiz: With how many statements did you agree?

Use the following chart to see how much you prefer violence in your life:

0	You have no tolerance for violence in your life.
1-4	You have an extremely low tolerance for violence in your life.
5-9	You have a somewhat low tolerance for violence in your life.
10-14	You have a moderate tolerance for violence in your life.
15-19	You have a somewhat high tolerance for violence in your life.
20-24	You have a high tolerance for violence in your life.

Let's LEAD! Youth Participatory Activities

Education Discussion Questions

- In your community, what are the main obstacles or reasons why a boy or girl cannot attend school?
- What are ways in which youth can encourage and support each other in participating in school?
- What are some ways to encourage female attendance in school?
- What are some alternative learning spaces that would be successful in your community?
- How do you think members of your community can be encouraged to support youth education?
- How would you change your school to make it more child-friendly?
- Do you think Parent-Teacher Associations (PTAs) are useful in supporting education? Can you describe their involvement in your community and is there anything you would change?
- In what ways can teachers in your community be supported?

Water, Sanitation, and Hygiene (WASH) Discussion Questions

- When do you think it is important to wash your hands? Why?
- When do most people in your community wash their hands?
- Where do you think it is best to use the bathroom? Why?
- Where do most people in your community go to the bathroom?
- What are some ways to improve the quality of your water?
- How can good water, sanitation, and hygiene practices (WASH) be encouraged in your community?
- How would you explain good water, sanitation, and hygiene (WASH) for children? For adults?
- How would you improve water and sanitation in your community?



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