

YOUTH FOR CHANGE INITIATIVE

**“Empowering Youth in Peace-building and
Leadership Skills”**

Republic of South Sudan

Stated on July 2023 - Completed on February 2024

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ABSTRACT

This project is a social change initiative titled “Youth for Change”, which aims to empower young people and secondary school students in South Sudan to promote peace, reconciliation, and social cohesion in their communities.

The project is based on the Rotary International motto “Service above Self” and the eight pillars of positive peace from the Institute for Economics and Peace. The project involves conducting a peace education workshop for 50 youth leaders and secondary school students at Abun Academy in Juba, South Sudan and at Don Bosco Secondary School in Maridi, South Sudan.

The workshop covers topics such as the causes and effects of conflict, positive peace, the principles and practices of peacebuilding, and the skills and strategies of leadership, communication, and peace journalism.

The workshop also includes a peace ambassador award, where the participants are recognized for their achievements and commitment to peace in their communities.

The project uses a mixed-methods approach to evaluate the impact of the workshop on the participants’ knowledge, attitudes, and behaviors related to peace and conflict. The project uses interviews, focus group discussions, and observation to collect and analyze data.

The workshop increases the participants’ awareness and understanding of peace and conflict issues, enhances their confidence and motivation to engage in peacebuilding activities, and improves their relationships and cooperation with their peers and other community members.

Dedication

I dedicate this report to my family, who supported me throughout this journey;

To my fellow Rotary Peace Fellows, who inspired me with their passion and vision;

To the Rotary Peace Center at Makerere University, who provided me with the opportunity and guidance to pursue this project;

To Rotary International, who funded and facilitated this initiative;

*And to the late Bishop **Paride Taban**, who was a role model and a mentor for peace in South Sudan.*

Acknowledgment

I thank all the participants, stakeholders, and supporters who made this project possible and successful. You are the real peacemakers.

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CHAPTER ONE

1.1 Introduction and Background

South Sudan has a population of approximately 12 million people, with more than 70% of the population under the age of 30. The country has been devastated by decades of conflict that has had a significant impact on the youth population.

South Sudan gained independence from Sudan in 2011 after a long and bloody civil war. the country has been troubled by conflict since its beginning, among various ethnic and political groups striving for power and resources.

The conflict has had a significant impact on the youth, with many young people recruited by armed groups or become refugees, according to the United Nations; over 2.4 million South Sudanese are refugees and 1.8 million are internally displaced, most of them being children and youth.¹

Youth in South Sudan face multiple barriers to their empowerment, such as lack of education, unemployment, poverty, violence, displacement, and marginalization.

According to UNICEF, only 27% of children complete primary education and only 2% complete secondary education in South Sudan². According to the International Labour Organization, South Sudan has one of the highest youth unemployment rates in the world, at 34.5%.³

The data and statistics reveals a stark reality: the young generation of South Sudan is facing a crisis of survival and opportunity. Without urgent

¹ USA for UNHCR. (2023). South Sudan refugee crisis: Aid, statistics and news.

² UNICEF. (2021). Education briefing note: 2021 Q3 [PDF file].

³ World Bank. (n.d.). Unemployment, youth total (% of total labor force ages 15-24) (modeled ILO estimate) - South Sudan. 3 Retrieved February 10, 2023.

and coordinated action from social activists, decision makers, international and local organizations, the future of the country is at stake.

Only by working together to promote peace and foster youth empowerment can we create a positive change and a prosperous nation.

This initiative seeks to help the community by promoting a vision of empowering young people as change agents and to create peaceful society where people live in harmony.

Youth for Change is an initiative that aims to empower young people in South Sudan to become leaders and peacemakers in their communities. The initiative provided social skills and training programs for secondary school students in two states: Western Equatoria State (Maridi) and Central Equatoria State (Juba).

The programs focused on promoting peace, reconciliation, and justice among different ethnic and political groups, as well as developing skills and knowledge for secondary school students in various schools.

The initiative believes that young people have the potential to transform their society and create a lasting peace in South Sudan. By engaging young people in positive and constructive activities, the initiative hopes to reduce the risk of violence and radicalization, and to foster a culture of dialogue and cooperation.

1.2 Problem Statement

South Sudan is a young country that has been plagued by conflict and violence since its independence in 2011. The youth population, which constitutes more than 70% of the total population, has been severely affected by the humanitarian crisis and the lack of development opportunities.

Many young people face multiple and interrelated problems, such as lack of access to education, limited economic opportunities, marginalization and discrimination, and lack of meaningful participation in peace-building and leadership. These problems hinder the potential of youth to contribute to the social and economic development of their country and to the resolution of the conflict.

The purpose of this research is to explore the perspectives and experiences of youth in South Sudan and to identify the factors that enable or constrain their empowerment and participation.

The research will also propose recommendations for enhancing the role of youth in peace-building and leadership, and for addressing the challenges they face. The research will focus on youth aged 15-24, who are considered as the most vulnerable and the most influential group in the context of South Sudan.

1.3 The main Objective

To promote peace, unity, and development in South Sudan, especially among the youth, by implementing various activities and programs that aim to educate, empower, and engage the youth and other stakeholders in peace-building and leadership.

1.4 Goals and objectives

- ❖ To increase awareness of social cohesion among different communities in South Sudan by holding 3 workshops and campaigns on various topics related to peace and justice within 8 months.
- ❖ To address the issues of Gender-Based Violence, Human Rights, and Child Protection by training and empowering 100 youth advocates

and activists who can help survivors and victims in their communities within 18 months.

- ❖ To celebrate the achievements of social initiators and peacemakers around the world by organizing and hosting an annual Youth for Change conference and award ceremony within 2 years.
- ❖ To improve practical knowledge on peace-building, positive peace and transformational leadership by facilitating and mentoring 50 youth-led and youth-focused projects that tackle the root causes and consequences of the conflict in South Sudan within 3 years.
- ❖ To support youth, women and community leaders with sustainable peace and leadership best practices by establishing and strengthening a network of 200 Youth for Change clubs and chapters within 4 years.
- ❖ To promote peace and unity among young people by selecting and honoring 10 peace ambassadors within 5 years.

1.5 Challenge of Implementation

Some of the challenges that were encountered while implementing my social change initiative were:

Funding and resources: Adequate financial and material support for my initiative was difficult to secure, which limited its scope and impact.

Time: Tight deadlines and competing priorities were faced, which made it hard to plan and execute my initiative effectively.

Volunteers: Enough volunteers who were willing and able to help me with my initiative were difficult to recruit and retain, which increased my workload and stress.

Transportation: High transportation costs were incurred to reach remote and undeserved areas, which reduced my budget and resources for other activities.

Contextual resources and references: Reliable and relevant information and data on the local context and needs were lacking, which hindered my understanding and analysis of the problem and its solutions.

1.6 Mitigation strategies

The following strategies were implemented by the researcher to cope with these challenges: -

- ❖ Some of my income was allocated to cover the expenses of the events that were organized .
- ❖ Some students and volunteers were trained and motivated to lead and engage in the activities of the initiative.
- ❖ The capacity and impact of the initiative were increased and a sense of ownership and empowerment was created among the participants.
- ❖ Some of the tasks and responsibilities were delegated to volunteers and partners, who had the skills and expertise to handle them.
- ❖ Partnerships and collaborations were also sought with other organizations that shared my vision and goals.

CHAPTER TWO

2.1 Literature Review

This literature review aims to explore how youth can be empowered as peacebuilders and leaders in decision making. It analyzes two case studies of youth involvement in civil society peace programs in South Sudan and Jos, Nigeria. The first case study, conducted by UNDP in 2020, examines the youth subcultures in different states of South Sudan and their challenges and opportunities for peace and development. The second case study, conducted by Thomas Mucha in 2013, investigates how youth participate in peacebuilding activities in Jos, a city that has experienced recurrent violence and insecurity. The research will compare and contrast the findings and recommendations of the two case studies and relate them to the main research question.

2.1.1 Understanding youth subcultures in South Sudan :

Implication for peace and development, 2020 ⁴

(UNDP,2020) This study, conducted by UNDP, explores the perspectives and experiences of young people from different regions and subcultures in South Sudan, a country that has been plagued by violent conflict and instability for decades. The study aims to understand the challenges and opportunities that youth face in their quest for peace and development, and to identify ways to support their participation and leadership in peacebuilding processes.

⁴United Nations Development Programme. (2020). Understanding youth subcultures in South Sudan: Implication for peace and development.

The study finds that young people in South Sudan share a common motivation to contribute to positive change in their communities and country, despite the diverse and complex contexts they live in. However, this motivation is often hindered by multiple factors, such as:

1. Lack of secure and sustainable livelihoods, which exposes them to poverty, exploitation and violence;
2. Poor quality and access to education and vocational training, which limits their skills, knowledge and employability;
3. High bride prices and cultural norms, which increase the pressure for early and forced marriage, and fuel inter-communal tensions and conflicts;
4. Corrupt and nepotistic systems, which restrict their access to resources and services, and subject them to manipulation and abuse by political and military elites;
5. Weak rule of law and governance, which erodes their trust and confidence in authorities and institutions;
6. Lack of participation in decision-making processes, with educational and governance systems designed to perpetuate those in power;
7. Continuing trauma resulting from recurring violent conflict and loss of the protective networks (family, community) that traditionally guaranteed protection and support; and
8. The creation of vicious cycles of violence and fragmentation as a result of the collective and reinforcing qualities of the above issues.

The study also highlights the similarities and differences among the youth subcultures in South Sudan, and how they affect their peacebuilding roles and potentials.

The study draws on the voices of young people across Eastern, Central and Western Equatoria, Northern and Western Bahr el Ghazal, Unity and Lakes, and analyzes their aspirations, challenges, coping strategies and recommendations for peace and development.

Based on the findings, the study proposes the following recommendations for empowering youth in peacebuilding and leadership skills:

1. Provide more relevant and flexible education/vocational training opportunities that match the needs and interests of young people, and that equip them with the knowledge and skills to engage in peacebuilding activities and to access decent work opportunities.
2. Support new and innovative livelihoods that enable young people to generate income, to become self-reliant and to contribute to their communities' well-being, while avoiding the risks of violence, exploitation and dependency.
3. Address trauma and promote reconciliation among young people and their communities, by providing psycho-social support, healing spaces and dialogue platforms that foster mutual understanding, trust and cooperation.
4. Build bridges between youth and ensure their participation in peacebuilding processes, by creating inclusive and safe spaces for young people to express their views, to interact with each other and with other stakeholders, and to influence the decisions that affect their lives and futures.
5. Focus on young women and girls, by addressing the specific challenges and barriers they face, such as gender-based violence, early and forced marriage, and lack of education and empowerment, and by supporting their leadership and agency in peacebuilding.

6. Adopt more evidence-based, coordinated and long-term programming that recognizes the diversity and complexity of youth subcultures, that builds on their existing capacities and initiatives, and that ensures their sustainability and impact.

2.1.2 Youth Participation in Peacebuilding: A Case Study of Jos, Nigeria, 2013⁵

(Thomas Mocha, 2013) This case study, conducted by Thomas Mocha, examines how youth are involved in civil society peace programs in Jos, Nigeria, a city that has experienced recurrent violence and insecurity. The researcher argues that youth play a vital role in promoting peace and development at the grassroots level, but their engagement needs to be improved and transformed to maximize their potential as peace builders. The researcher also provides the following recommendations for civil society actors (NGOs, CBOs and community leaders) to empower youth in peacebuilding:

1. Highlight the positive contributions of youth to peacebuilding and encourage their active participation in peace programs.
2. Support community leaders to establish conflict prevention mechanisms that are context-specific and assign responsibilities to youth.
3. Advocate for the effective implementation of the Second National Youth Policy of Nigeria, which aims to enhance youth empowerment and inclusion.

⁵ Mocha, T. (2013). Empowering youths as peacebuilders - Ownership, capacity building and attitude change: A case study of youth involvement in civil society peacebuilding programs in Jos.

4. Facilitate the formation of joint networks, organizations or initiatives that represent the interests of all youth, regardless of their ethnic or religious backgrounds.

5. Ensure that youth have an adequate and balanced degree of ownership in peacebuilding programs, by involving them in the design, implementation and evaluation stages.

6. Provide training for youth on how to cope with trauma and heal from the psychological effects of violence.

The case study challenges the existing research on the conflict in Jos, by showing the high level of involvement of youth in various civil society peace initiatives and the sense of ownership they develop through their participation. The case study also demonstrates how civil society actors can enhance the peacebuilding capacities and attitudes of youth toward other groups.

2.2. Understand the concept of youth Empowerment

Youth empowerment is an attitudinal, structural, and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youth and adults. Youth empowerment is often addressed as a gateway to intergenerational equity, civic engagement and democracy building.⁶

positive youth development is a theory that views youth as resources and assets, rather than as problems and deficits. Positive youth development emphasizes the strengths and potentials of young people, and the

⁶ What does YOUTH EMPOWERMENT mean? (definitions.net)

opportunities and supports that they need to thrive and contribute to society.

This paper aims to explore the theoretical underpinning of youth empowerment in peacebuilding and leadership in South Sudan, a country that faces multiple challenges and opportunities for youth empowerment.

2.2.1 Definitions of Youth

the United Nations, for statistical purposes, defines those persons between the ages of 15 and 24 as youth without prejudice to other definitions by Member States⁷

The definition of youth in the EAC varies among the partner states, but the EAC Youth Policy adopted a common age range of 15 to 35 years for youth. This is also consistent with the African Youth Charter.

Several UN entities, instruments and regional organizations have somewhat different definitions of youth, which the United Nations secretariat recognizes. The following table summarizes these differences:⁸

Entity/Instrument/Organisation	Age	Reference
UN Secretariat/UNESCO/ILO	15-24	UN Instruments, Statistics
UN Habitat (Youth Fund)	15-32	Agenda 21
UNICEF/WHO/UNFPA	Adolescent: Youth: 15-24	UNFPA
UNICEF /The Convention on Rights of the Child	Child until 18	UNICEF
The African Youth Charter Youth	15-35	The African Union, 2006

Source: United Nation Youth.

⁷ United Nations. (1981). Secretary-General's report to the General Assembly (A/36/215).

⁸ United Nations. (2013). Definition of youth.

2.2.2 Positive youth development

PYD is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.⁹

Youth in South Sudan face many challenges, such as poverty, violence, displacement, and lack of education and opportunities. However, they also have the capacity and desire to be agents of positive change and peace. Therefore, youth in South Sudan need PYD programs and interventions that can help them turn the spirit of war to the spirit of peace. Such programs and interventions should include:

Extracurricular activities that promote peacebuilding and life skills, such as workshops, debates, tree planting, and social work. These activities can help youth develop their competencies, confidence, and character, as well as foster positive connections with peers and adults from different backgrounds and perspectives.

Opportunities for youth participation and leadership in decision-making and social action, such as youth councils, clubs, networks, and initiatives. These opportunities can help youth express their voice, exercise their agency, and contribute to their community and national development.

By implementing PYD programs and interventions, youth in South Sudan can create an environment where they come together for a national agenda instead of socio-political conflicts.

⁹ Youth.gov. (n.d.). Positive youth development. Retrieved February 10, 2021.

Positive youth development can be applied or promoted in South Sudan by providing youth with safe and supportive environments, positive and meaningful relationships, challenging and engaging opportunities, and recognition and rewards.

2.2.3 Civic engagement

Civic engagement, broadly defined, is any individual or collective action designed to identify or address the concerns or well-being of a community, social group, or society in general.¹⁰

It can encompass a range of activities, including political participation (eg, voting, writing legislators, political campaigning), volunteering and community service, sociopolitical action (eg, protesting and social activism).¹¹

Whether digital or conventional, civic engagement can have important developmental and health benefits for participating adolescents and young adults (AYA). One of the developmental tasks of adolescence and young adulthood is the development of one's personal and social identity.¹²

2.2.4 Youth as a Social Capital

Youth as a social capital is a concept that refers to the value and potential of young people as active and positive members of society. Social capital is the network of relationships and norms that enable people to cooperate and achieve their goals. Youth can contribute to social capital by

¹⁰ American Academy of Pediatrics. (2019). Civic engagement to empower young people to impact health and well-being. *Pediatrics*, 144(6), e20192178.

¹¹ Cho, A., Byrne, J., & Pelter, Z. (2020). Digital civic engagement by young people. UNICEF Office of Global Insight and Policy.

¹² Christie, D., & Viner, R. (2005). Adolescent development. *BMJ*, 330(7486), 301-304.

participating in civic and community activities, developing their skills and talents, and forming positive connections with others.¹³

2.2.5 Some examples of youth as a social capital are:

- ❖ Youth volunteering for a local organization or cause that they care about, such as environmental protection, human rights, or education. This can help them develop their leadership, communication, and problem-solving skills, as well as build trust and reciprocity with other volunteers and beneficiaries¹⁴
- ❖ Youth joining a club, team, or group that shares their interests, hobbies, or passions, such as sports, arts, or music. This can help them express their creativity, discover their talents, and form friendships with people who have similar values and goals¹⁵
- ❖ Youth engaging in dialogue and collaboration with people from different backgrounds, cultures, or perspectives, such as through interfaith, inter-ethnic, or inter-generational programs. This can help them broaden their worldview, appreciate diversity, and foster tolerance and respect¹⁶

2.2.6 Civic engagement can benefit youth in many ways, such as:

- ❖ Enhancing their personal and social identity, as they discover their interests, passions, and goals.
- ❖ Improving their academic and career outcomes, as they learn new skills, gain experience, and access opportunities.

¹³ National Service Resource Center. (2005). Youth leadership toolkit [PDF file]

¹⁴ Spake, G. (2018). Citing open source images and formatting references for presentations [PowerPoint slides].

¹⁵ Search Institute. (2019). [Infographic] The value of social capital for young people.

¹⁶ Search Institute. (2019). The power of social capital.

- ❖ Promoting their health and well-being, as they build positive relationships, increase their confidence, and cope with stress.
- ❖ Contributing to their community and national development, as they address social issues, advocate for change, and foster peace and democracy.

Civic engagement is essential for youth empowerment in peacebuilding and leadership, as it enables young people to express their views and interests, influence policies and decisions, and hold authorities accountable. Civic engagement also contributes to the development of civic skills and values, such as critical thinking, communication, responsibility, and solidarity.

2.2.7 Transformation Leadership

Transformational leadership is a leadership style that can inspire positive changes in those who follow. Transformational leaders are generally energetic, enthusiastic, and passionate.¹⁷

Transformational leadership is a leadership style that empowers people to accomplish positive change through big vision, inspiration, and a call to action.¹⁸

2.2.7.1 the Four Identifying Factors of Transformational Leadership¹⁹

1. Idealized Influence: The leader serves as a role model for others to follow. They also demonstrate established organizational values, setting an example so followers understand expectations. Leaders who have

¹⁷ Cherry, K. (2023, February 24). Transformational leadership: How to inspire and motivate. Verywell Mind.

¹⁸ Indeed Career Guide. (n.d.). What is transformational leadership? Indeed. Retrieved February 10, 2023.

¹⁹ APA Dictionary of Psychology. (2024). Transformational leadership. In APA Dictionary of Psychology. Retrieved February 19, 2024, from <https://dictionary.apa.org/transformational-leadership>.

connected with followers through respect and trust can create this influence easily.

2. Inspiring Leadership: A transformational leader can passionately communicate an exciting vision of the future, inspiring people to action. The leader can also encourage followers to keep pursuing the overall objective no matter what challenges or obstacles they may face.

3. Intellectual Stimulation: Transformational leaders always support followers' learning, growth, and development. They firmly believe that it is their duty to help others become the best version of themselves.

4. Individualized Consideration: When a transformational leader acts, they don't just do it to large groups. Instead, they work with individuals, showing concern for their progress as a person. These leaders act as a mentor or coach who is genuinely interested in working with each person in the group.

Transformational leadership fosters the development of leadership skills and attributes, such as charisma, confidence, creativity, and compassion. Transformational leadership can be developed or practiced by providing youth with role models and mentors, offering youth leadership training and coaching, and recognizing and rewarding youth leadership achievements.

This theoretical underpinning of youth empowerment in peacebuilding and leadership in South Sudan, using the theories and concepts of positive youth development, social capital, civic engagement, and transformational leadership.

The research has argued that youth empowerment is a complex and contextualized phenomenon that depends on various factors and actors,

and that youth empowerment is a key factor for peacebuilding and leadership.

2.3.1 Research Method and Design

This research adopted a mixed-methods approach, combining quantitative and qualitative data collection and analysis. The mixed-methods approach allows the researcher to capture the complexity and diversity of youth experiences and perspectives, as well as to triangulate and validate the findings from different sources and methods.

The research consist of three main phases:

2.3.1.1 Phase 1:

Literature review and secondary data analysis. In this phase, the researcher conducted a comprehensive and systematic review of the existing literature on youth empowerment and participation in peacebuilding in South Sudan and other relevant contexts. The researcher also analyzed the secondary data from various sources, such as reports, surveys, statistics, and media, to provide a contextual and situational overview of the youth situation and challenges in South Sudan.

2.3.1.2 Phase 2:

Primary data collection. In this phase, the researcher collected primary data from 50 youth participants and 20 key stakeholders in the two selected states: Western Equatoria and Central Equatoria. The researcher used three methods of data collection: focus group discussions, interviews, and observation.

The focus group discussions involved eight groups of six to eight youth participants each, who were selected based on their involvement in the Youth for Change initiative. . The discussions explored the participants' experiences, perceptions, and opinions regarding the initiative, its impact, its challenges, and its recommendations.

The interviews involved 10 key stakeholders, including teachers, parents, community leaders, and civil society actors, who were selected based on their relevance and influence on the youth and the peacebuilding process. The interviews followed a semi-structured format, with open-ended questions that covered the same topics as the focus group discussions. The observation involved visiting the two schools where the initiative was implemented and observing the activities, interactions, and behaviors of the youth participants and other actors.

The observation was documented using notes, photographs, and video recordings.

2.3.1.3 Phase 3:

Data analysis and report writing. In this phase, the researcher analyzed the data collected from the previous phase, using both descriptive and inferential statistics for the quantitative data, and thematic and content analysis for the qualitative data. The researcher also synthesize and integrate the findings from the different methods and sources, and identify the key themes and patterns that emerge from the data. The researcher then write a report that presents the findings, discusses the implications, and provides recommendations for policy and practice.

2.3.2 The research question

How can youth be empowered as peacebuilders and leaders in South Sudan?

2.3.2.1 The research objectives

The research objectives for this project are:

- ❖ To explore the perspectives and experiences of youth and other stakeholders on youth empowerment and participation in peacebuilding in South Sudan.
- ❖ To identify the factors that enable or constrain youth empowerment and participation in peacebuilding in South Sudan.
- ❖ To propose recommendations for enhancing the role of youth in peacebuilding and leadership in South Sudan.

2.3.2.2 The research hypotheses

- Youth who participate in the Youth for Change initiative have higher levels of knowledge, attitudes, and behaviors related to peace and conflict than youth who do not participate.
- Youth empowerment and participation in peacebuilding in South Sudan are influenced by personal, interpersonal, and structural factors, such as education, livelihood, gender, ethnicity, religion, and governance.
- Youth empowerment and participation in peacebuilding in South Sudan can be improved by providing more relevant and flexible education and vocational training opportunities, supporting new and innovative livelihoods, addressing trauma and promoting

reconciliation, building bridges between youth and ensuring their participation, focusing on young women and girls, and adopting more evidence-based, coordinated, and long-term programming.

CHAPTER THREE

This chapter summarizes the activities and impacts of YCI from May 2023 to February 2024. YCI is a program that aims to promote peace, unity, and development in South Sudan, especially among the youth.

The activities involved over 80 participants in workshops in Western and Central Equatoria States.

3.1 Interventions and activities:

S/NO	Activity	Participants	Place	Date
1	Positive Peace and Leadership Skills Workshop	Malual Youth Union	Rejoice Church, Mia Saba, Juba	May 20th, 2023
2	Positive Peace and Leadership Skills Workshop	Don Bosco Secondary School	Maridi	18 July 2023
3	Radio Talk show on Peacebuilding	Capital FM	Juba	9 November 2023
4	Positive Peace and Leadership Skills Workshop	Abun Academy Secondary School	Juba	9 February 2024 09/02/2024

3.2.1 Positive Peace and Leadership Skills Workshop For

Malual Youth Union:

On May 20th, 2023, Youth for Change Initiative organized a Positive Peace and Leadership Skills Workshop at Rejoice Church, Mia Saba, Juba. The workshop was attended by about 40 youth leaders from Malual Payam, a community in Northern Bahr ElGhazal State.

The workshop aimed to enhance the knowledge and skills of the youth leaders on peace-building and leadership, and to inspire them to become agents of positive change in their communities and country.

The workshop covered the following topics:

- The concept and pillars of Positive Peace, which is defined as the attitudes, institutions, and structures that create and sustain peaceful societies.
- The benefits and challenges of Positive Peace, and how it can be measured and applied in different contexts.
- The characteristics and styles of effective leadership, and how they can be developed and practiced by the youth leaders.
- The opportunities and resources for youth participation and empowerment in peace-building and leadership, and how they can be accessed and utilized by the youth leaders.

The workshop was well received by the participants, who expressed their appreciation and satisfaction with the workshop content and delivery.

The workshop was a successful and meaningful event that contributed to the vision and mission of the Malual Youth Union, which is to promote peace, unity, and development in South Sudan, especially among the Malual community.

The workshop also introduced the participants to the activities of positive peace and ambassador of youth for change initiative, which are programs that aim to promote peace, unity, and development in South Sudan, especially among the Malual community, one of the largest Dinka sections in the country.

3.2.2 Positive Peace and Leadership Skills Workshop For Don Bosco Secondary School, Maridi

On 18 July 2023, Youth for Change Initiative organized a workshop for 27 students of Don Bosco Secondary School, Maridi, a Catholic school that provides quality education to the youth of South Sudan.

The workshop focused on positive peace and leadership skills, two topics that are essential for the development and stability of the country.

The workshop used interactive and participatory methods, such as presentations, discussions, group work, role plays, and games, to deliver the workshop content.

The workshop covered the following topics:

- The concept and pillars of positive peace, which is defined as the attitudes, institutions, and structures that create and sustain peaceful societies.
- The benefits and challenges of positive peace, and how it can be measured and applied in different contexts.
- The characteristics and styles of effective leadership, and how they can be developed and practiced by the youth leaders.
- The opportunities and resources for youth participation and empowerment in peace-building and leadership, and how they can be accessed and utilized by the youth leaders.

3.2.3 Radio Talks on Peacebuilding

On 9 November, 2023 the YCI founder participated in a radio interview on Capital FM, a popular station in South Sudan. The interview was part

of the activities for Youth for Change Initiative , in collaboration with Know Your Rights a local national organization .

The interview lasted for one hour and covered the topics of peace building, positive peace, and conflict transformation. I shared my insights and experiences on how to achieve sustainable peace in South Sudan, a country that has been plagued by conflict and violence.

The interview was conducted by two female presenters from the station, who asked me relevant and engaging questions. The interview also involved calls from the audience, who expressed their opinions and concerns on the topic.

3.2.4 Positive Peace and Leadership Skills Workshop For Abun Academy Secondary School, Juba

On 9 February 2024, Youth for Change Initiative organized a workshop for 20 students of Abun Academy Secondary School, Juba, a private school that provides quality education to the youth of South Sudan.

The workshop focused on peace education and peace journalism, two topics that are essential for the development and stability of the country. The workshop was facilitated by four trainers Emmanuel Sabino, Maura Ajak, Adam and Eliza Paulo.

The workshop used interactive and participatory methods, such as presentations, discussions, group work, role plays, to deliver the workshop content.

The workshop covered the following topics:

- The concept and pillars of positive peace, which is defined as the attitudes, institutions, and structures that create and sustain peaceful societies.
- The benefits and challenges of positive peace, and how it can be measured and applied in different contexts.
- The characteristics and styles of effective leadership, and how they can be developed and practiced by the youth leaders.
- The importance and principles of peace journalism, which is a form of journalism that aims to report on conflicts in a balanced, constructive, and solution-oriented way.
- The steps and benefits of establishing a peace journalism club for Abun Academy Secondary School students, which would provide them with opportunities to learn, practice, and promote peace journalism in their school and community.

The workshop was a valuable opportunity for the students to enhance their knowledge and skills, to network and collaborate with each other and the trainers, and to be inspired and motivated to take action for positive change in their communities and country.

3.3 Key findings

Key Findings/Impact of the Activities The activities of Youth for Change Initiative from May 2023 to February 2024 had the following key findings and impact:

- ❖ The activities enhanced the knowledge and skills of the participants on positive peace and leadership, and inspired them to become agents of positive change in their communities and country.

- ❖ The activities increased the awareness and mobilization of the public on the importance of peace-building and youth empowerment in South Sudan, and generated positive feedback and engagement from the listeners and social media users.
- ❖ The activities strengthened the collaboration and partnership between Youth for Change Initiative and other stakeholders, such as the Malual Youth Union, Don Bosco Secondary School, Capital FM, and Abun Academy Secondary School, and created opportunities for future cooperation and support.
- ❖ The YCI advanced its vision and mission of fostering peace, unity, and development in South Sudan, especially among the youth, who are the key to the country's progress and stability.

CHAPTER FOUR

4.1 General Conclusion

The Youth for Change initiative is a valuable and innovative project that aims to empower young people in South Sudan to become leaders and peacemakers in their communities. The initiative has provided social skills and training programs for secondary school students in two states, focusing on promoting peace, reconciliation, and justice among different ethnic and political groups.

The initiative has also developed skills and knowledge for secondary school students in various schools, preparing them for their future careers and civic engagement.

The research has shown that youth in South Sudan face multiple and interrelated challenges, such as lack of access to education, limited economic opportunities, marginalization and discrimination, and lack of meaningful participation in peace-building and leadership.

These challenges hinder the potential of youth to contribute to the social and economic development of their country and to the resolution of the conflict.

However, the research has also shown that youth in South Sudan have a strong desire and capacity to make a positive change in their society and to create a lasting peace in their country. The research has highlighted the positive impact of the Youth for Change initiative on the participants, who reported increased self-confidence, improved communication and problem-solving skills, enhanced awareness and respect for diversity, and greater motivation and commitment to peace-building and leadership. The research has also identified some areas for improvement and

recommendations for the future of the initiative, such as expanding the reach and scope of the programs, strengthening the follow-up and evaluation mechanisms, and increasing the collaboration and coordination with other stakeholders and partners.

The Youth for Change initiative is an example of how youth can be empowered and engaged in peace-building and leadership in South Sudan. The initiative demonstrates that youth are not only victims or perpetrators of violence, but also agents of change and sources of hope.

4.2 Recommendation and Implications for Policy

- ❖ The government of South Sudan should support and partner with local organizations like YCI that are working to promote peace, unity, and development among the youth, especially in the conflict-affected areas.
- ❖ The government should provide funding, technical assistance, and recognition to such organizations, and involve them in the implementation of the Revitalized Agreement on the Resolution of the Conflict in South Sudan (R-ARCSS).
- ❖ The international community should also support and partner with local organizations like YCI that are working to promote peace, unity, and development among the youth, especially in the conflict-affected areas.
- ❖ The international community should provide funding, technical assistance, and advocacy to such organizations, and ensure that they are included in the peacebuilding and development agenda of South Sudan.

- ❖ The youth of South Sudan should actively participate and engage in peacebuilding and leadership initiatives, such as the ones organized by YCI.
- ❖ The youth should take advantage of the opportunities and resources available to them, and use their skills and talents to contribute to the positive transformation of their communities and country.
- ❖ The youth should also network and collaborate with other youth groups and organizations, and form a strong and united voice for peace and development in South Sudan.
- ❖ The media of South Sudan should play a constructive role in peacebuilding and conflict transformation, by adopting the principles and practices of peace journalism, which is a form of journalism that aims to report on conflicts in a balanced, constructive, and solution-oriented way.
- ❖ The media should also provide a platform for the voices and perspectives of the youth and other marginalized groups, and highlight the positive stories and initiatives of peacebuilding and development in South Sudan.

4.3 Sustainability Plan

Sustainability plan is a long-term and strategic plan to keep working towards the vision of youth for change initiative. The young people of South Sudan, who benefit directly from the program, own the initiative. This plan needs a visionary focus to carry out.

- ❖ **Legal Registration:** The organization needs legal registration to operate its activities lawfully and smoothly.

- ❖ **Volunteers and co workers:** Staff volunteers and students will conduct peace education and social service.
- ❖ **Collaboration with Government:** The organization will collaborate closely with the ministries and youth based organizations in South Sudan that work for peacebuilding and youth empowerment.
- ❖ **Networking and cooperation:** Building strong relationships with local groups, leaders, and authorities can help make sure that the initiative is part of the community and has backing from key actors. Working with other organizations that have similar objectives can also help share resources and skills.
- ❖ **Skill development:** Offering training and support to young people can help improve their abilities and knowledge, which will help them to keep working for peacebuilding and leadership in the long term. This could include training in conflict resolution, communication, and leadership skills.
- ❖ **Sustainability strategy:** Making a sustainability strategy early on can help make sure that the initiative goes on after the initial activity period. This strategy could involve finding possible sources of funding, making plans for expanding the initiative, and setting key measures of success.
- ❖ **Evaluation and improvement:** Evaluating and improving regularly can help measure progress and find areas for enhancement. By gathering data on the impact of the initiative, organizations can make decisions based on evidence about how to improve and sustain the initiative over time.
- ❖ **Ownership and empowerment:** Making sure that young people are empowered to own the initiative is vital for its sustainability. This

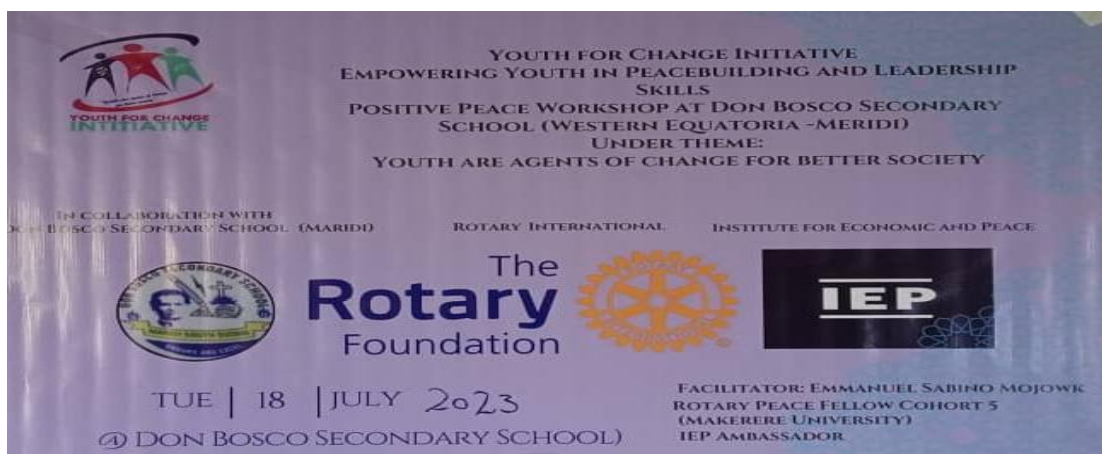
could involve including young people in making decisions, giving them chances to lead, and making spaces for them to express their opinions and feedback. When young people feel involved in the initiative, they are more likely to keep working for its goals over the long term.

APPENDICES

1.1 Pictorials

Workshop at Don Bosco Secondary School Maridi

Don Bosco Secondary School Maridi is a Catholic school in South Sudan that provides quality education to the youth. The school participated in a workshop on positive peace and leadership skills organized by Youth for Change Initiative in July 2023. The workshop aimed to empower the students to become agents of positive change in their country.



1. The banner of the workshop
2. Students carefully attending and participating in the workshop





1. Peace talk and addressing the parade, talking at Maridi 2023out YCI, July,2023
2. Awarding students certificates of appreciation the good job.



3. Awarding students certificates of appreciation the good job.





1. Implementation of YCI and YCI Ambassadors for Peace at Don Bosco.Sec.Maridi



2. Group Photos after the workshop at Maridi (4 Photos)



❖ Radio Talk on Peacebuilding and conflict transformation

Know Your Rights is a local organization in South Sudan that works to promote human rights, peace, and justice through education, advocacy, and legal aid.

KNOW
YOUR RIGHTS



Emmanuel Sabino Mojowk.

A Teacher, Senior Inspector for Administration (Ministry of Higher Education Science and Technology, freelance writer and social activist)

THEME

Peace Building
and Conflict
Transformation.

THURSDAY
09-NOV- 2023

7 PM-8 PM

JOIN US

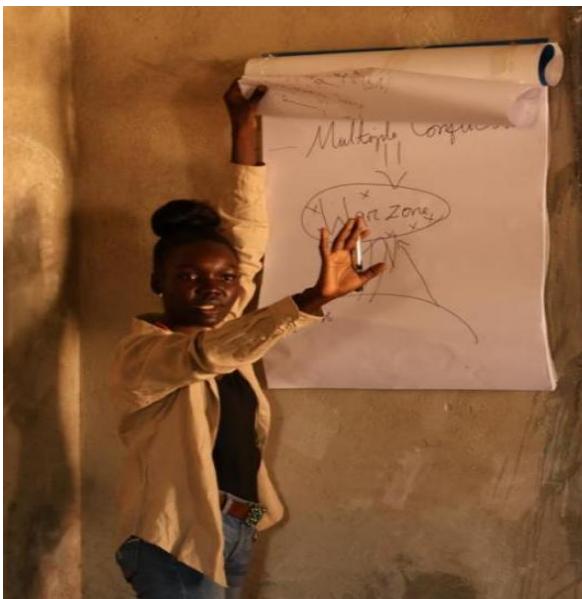


Actively participated in the talk show and shared my knowledge about the topic



❖ Workshop at Abun Academy Sec. School, Juba

The workshop at Abun Academy Sec. School, Juba was a peace education and peace journalism program for 20 students, facilitated by four trainers from YCI.



1.2 Participants Attendance

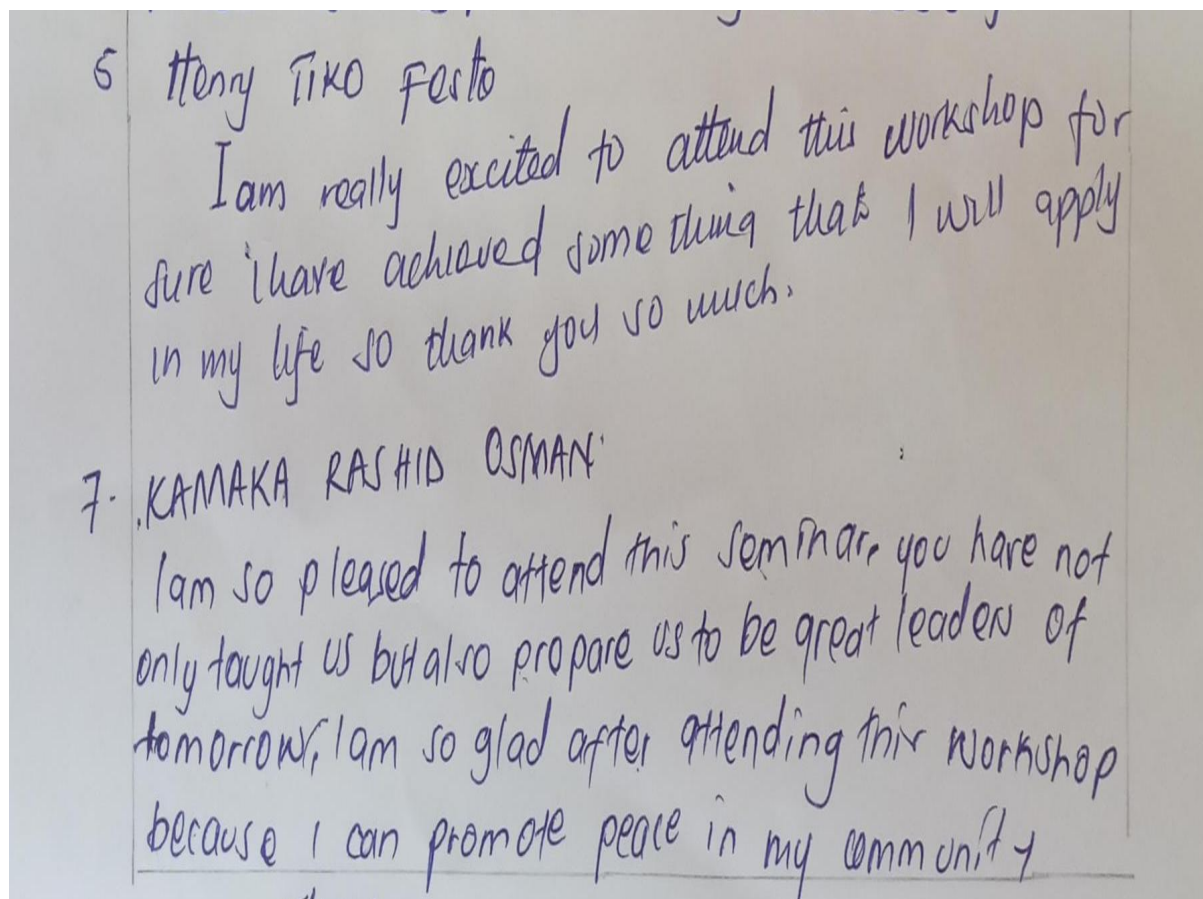
DON BOSCO SECONDARY SCHOOL WORKSHOP ON POSITIVE PEACE AND EFFECTIVE LEADERSHIP SKILL: Date: 17/07/2023.		
Name:	Signature	
1 → TOYO ISSA	1	F
2 → ANGELO ANIONGO KAZI	2	M
3 → OLIVIA OMINA SALAH	3	F
4 → KAMAKA RASHIA OSMAN	4	F
5 → HENRY TIHO FESTO	5	M
6 → SARAH NYAMEJWOK ANGELO	6	F
7 → NELSON MANDELA ISAAC	7	M
8 → SALUME KUFFU JUSTIN	8	F
9 → BENNEITH MAMBO OLIVER	9	M
10 → JUSTIN AMERICA PAUL	10	M
11 → JOICE NAKHAMISI JACKSON	11	F
12 → ESTHER JOHN LUKA	12	F
13 → PHOIBE KILYONA SAMBA	13	F
14 → MUBARAK ADIL JAMES	14	M
15 → EMMANUEL MATUGU SIMON BASHIR	15	M
16 → OWUNGAYA SAMUEL EDWARD	16	M
17 → MADALINA NYACHOT MARIAL	17	F
18 → MSHU WILLIAM MALAU	18	M
19 → YOUSIF ABBAS ELNOUR	19	M
20 → JAFUNGU DAVID EDWARD	20	M
21 → DAGARA SOLOMON MIRRI	21	M
22 → CHRISTOPHER TIPO JOHN	22	M
23 → ISAAC JOSEPH KHRAM	23	M
24 → Bidal Gabriel	24	M

1. Attendance of Don Bosco Sec. Maridi

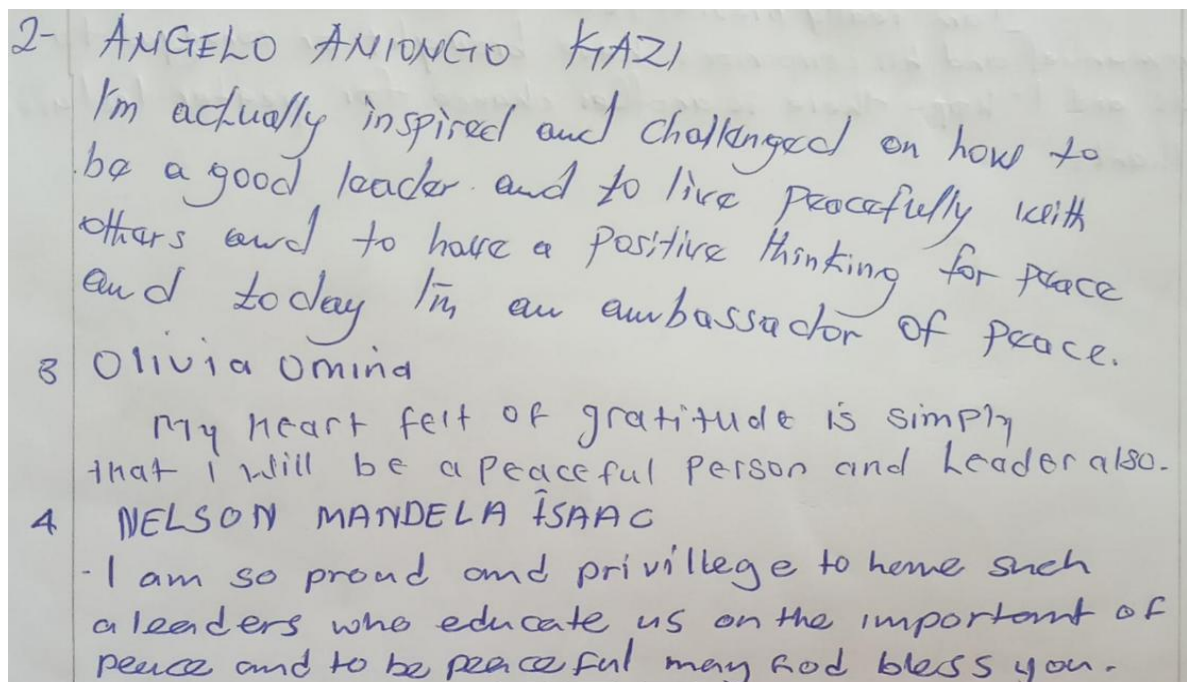
YOUTH FOR CHANGE INITIATIVE				
"Empowering Young People In Positive Peace and Leadership Skills"				
YOUTH FOR CHANGE INITIATIVE				
Abun Academy Secondary School				
Date: February 9, 2024				
Attendance				
	Name	Institution	Telephone	Sign
1	Dano peter			
2	Enza Ahoi			
3	Markus John			
4	Angiel Domkoc			
5	Alua Garay			
6	Jidu ANEI			
7	Adak William	ABUN S.S	0928185566	
8	Emmanuel Gang			
9	Stephen Akian			
10	Emmanuel Kumyo			
11	Lege Phillip Kwai	ABUN S.S	0925478782	
12	Komaxech Sunday	ABUN S.S	0920436845	
13	Albino Alou Aing	ABUN S.S	0921199277	
15	Emmanuel Pith	Abun A.S.S	092424377	
16	ANEET MANGAPOR	ABUN S.S	0924443492	
17	Thon adhong Thon		0981174952	
18	Munko hual Akr	- - -	0920618002	
19	BULO James		0929995663	
20	Barjak madua K			

2. Attendance of Abun Academy Sec. School

1.3 Participants Testimonies



Student	Testimony
Henry Tiko Festo	I am really excited to this workshop for sure I have achieved some thing that I will apply in my life so thank you so much
Kamaka Rashid Osman	I am so pleased to attend this seminar, you have not only taught us but also prepare us to be great leaders of tomorrow, I am so glad after attending this workshop because I can promote peace in my community.



Student	Testimony
Angelo Aniongo Kazi	I'm actually inspired and challenged on how to be a good leader and live peacefully with others and to have a positive thinking for peace and today I'm an ambassador of peace.
Olivia Omina	My heartfelt of gratitude is simply that I will be a peaceful person and leader also.
Nelson Mandela Isaac	I am so proud and privilege to have such a leaders who educate us on the important of peace and be peaceful , may God bless you.

Sarah

I'm so grateful and thankful for our lecturer and his two facilitators who sacrificed themselves to share their experiences with us. Talking about the sessions we had, they were interesting, educative, exciting, fantastic and all sort. I have learnt a lot about leadership and that will help me in the near future. So thanks!

Joice Nakhamisi

I am so thankful for our educative ~~lecturer~~ lecturer. It was so interesting and fantastic thank you for choosing us we have really learn a lot from your learning. Thank you so much.

Name of the Student	Testimony
Sarah	I am so grateful and thankful for our lecturer and his two facilitators who sacrificed themselves to share their experiences with us talking about the sessions we had, they were interesting, educative, exciting, fantastic and all sort. I have learn a lot about leadership and that will help me in the near future. So thanks!
Joice Nakhamisi	I am so thankful for our educative lecturer. It was so interesting and fantastic, thank you for choosing us, we have really learn a lot from your learning. Thank you so much.

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