

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

Introduction	6
Executive summary	8
Description	13
The JP	13
Context	16
Characteristics of the evaluation	17
Specific objectives of the evaluation	17
Approach and methodology	18
Information collection tools	18
Evaluation principles	19
Findings by levels of analysis and information needs	19
Design level	19
Relevance	19
Ownership in the design	23
Process level	23
Efficiency	23
Ownership in the process	27
Results level	29
Efficacy	29
Sustainability	32
Country level	37
Gender analysis	39
Conclusions and recommendations	40
Table 1: Joint Programme Management Committee for South Sudan	15
Table 2: Percentage of UN agencies funds spent/committed at 30 June 2011	26
Table 3. Activity level by agency up to September 2011	26
Table 4: Progress to targets at October 2011	29
Table 5. Networking and information sharing out with the YEP partners	36
Table 6. Quarterly financial reporting by UN Agencies	38
Figure 1. Location of the JP	14
Annexes	
Annex1. UN Agencies Operational Plans and Budgets	
Annex 2. YEP Briefing Note	
Annex 3. Y-PEER-ToT	

Annex 4. Inception Mission Report	
Annex 5. Skills and Market Final Report	
Annex 6. YEP Outcome Training and Employment Totals	
Annex 7. YEP Outcome Chart Oct 2011	
Annex 8. UN Agencies Cumulative & Percentage Spend.09.11	
Annex 9. YEP Q7 Work Plan Report	
Annex 10. Evaluation matrix South Sudan	
Annex 11. Questionnaire Government institutions	
Annex 12. Questionnaire UN agencies	
Annex 13. Akobo Youth Enterprise Centre	
Annex 14. Warrap State Youth Union Strategic Plan	
Annex 15. South Sudan UNDAF 2012-2013 Draft	
Annex 16. Persons interviewed	
Annex 17. South Sudan Development Plan 2011-13	
Annex 18. Evaluator's CV	

List of acronyms

ALP	Accelerated Learning Programme
AWP	Annual Work Plan
BCA	Basic Cooperation Agreement
BNS	Blue Nile State
BOSS	Bank of South Sudan
CAAFG	Children Associated with Armed Forces and Groups
CBOS	Central Bank of Sudan
CPA	Comprehensive Peace Agreement
CPAP	Country Programme Action Plan
DDR	Disarmament, Demobilization, Reintegration
EES	Eastern Equatoria state
FAO	Food and Agriculture Organization of the United Nations
FMOGE	Federal Ministry of General Education
GONU	Government of National Unity
GOSS	Government of South Sudan
HAC	Humanitarian Aid Commission
ICRD	Integrated Community Recovery and Development
ICT	Information & Communication Technology
IDPs	Internally Displaced Persons
ILO	International Labour Organization
IOM	International Organization for Migration
JAM	Joint Assessment Mission
JFFLS	Junior Farmer Field and Life School
KVTC	Kadugli Vocational Training Centre
LIWP	Labour-Intensive Works Programme
LRA	Lord's Resistance Army
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MDTF	Multi Donor Trust Fund
MEMI	Ministry of Energy, Mining and Industry
MFI	Microfinance Institution
MoAF	Ministry of Agriculture and Forestry
MoARF	Ministry of Animal Resources and Fisheries
MoRDC	Ministry of Rural Development & Cooperatives
MoCTS	Ministry of Commerce, Trade, and Supply
MoCYS	Ministry of Culture, Youth and Sports
MoEST	Ministry of Environment, Science and Technology
MoF	Ministry of Finance
MOI	Ministry of Industry
MoLPSHRD	Ministry of Labour and Public Service and Human Resource Development
MoSD	Ministry of Social Development
MoTR	Ministry of Trade and Resources
MPI	Ministry of Physical Infrastructures
MSA	Maridi Service Agency
MYE	Migrant Youth Employment
NCLAE	National Council for Literacy and Adult Education
NSC	National Steering Committee
OVC	Orphans and Vulnerable Children
PDF	Popular Defence Forces
PMC	Programme Management Committee
PMF	Programme Monitoring Framework
RCSO	Resident Coordinator's Support Office
RRR	Returns, Reintegration and Recovery
SAF	Sudan Armed Forces

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 localities¹ in four States across South Sudan**

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 years³, 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

² <http://www.portal-dbts.org/>

³ 5th Population and Housing Census (2008).

⁴ Annex 17. South Sudan Development Plan 2011-13

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.⁵

⁵ Extracted from the Summary Report of the Inception Mission for the South Sudan Programme Component.

17. The main results of this reshaping process were: **(1)** The initial Programme in South Sudan transitioned to a **demonstration intervention⁶** 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

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.

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.⁹

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 reformulation¹⁰ maintains the original outcomes, very similar outputs but more specific and activities adapted to the context.

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**¹¹: 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.”¹²

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



Source: 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

¹¹ Annex 2: YEP Briefing Note.

¹² Idem.

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

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

3.2. Context¹³

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

¹³ United Nations Development Assistance Framework For the Republic of South Sudan 2012-2013, Draft for Discussion.

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 principles¹⁴

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-PEER¹⁵ 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,**

¹⁴ American Evaluation Association

¹⁵ Annex 3. Youth Peer Education Toolkit. Training of Trainers Manual, United Nations Population Fund, 2005.

(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 four¹⁶ **thematic areas for creating opportunities for youth employment**: (1) Employability and Job creation in the Private sector including self and group-based employment¹⁷ 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**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 locations¹⁹ 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**.

¹⁶ Annex 2. YEP briefing note.

¹⁷ Group-based employment includes: income generation groups; producer groups and associations; pre-cooperative groups; business partnerships; community enterprises; and business-led NGOs.

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

¹⁹ Annex 4. Inception Mission Report; and Annex 5. Skills & Market Final Report.

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 Totals²⁰** and **(2) YEP Outcome Chart²¹**, 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**

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.

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 than 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

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)**²³. It should be noted that the date of termination, is be 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.

²³ Annex 9. YEP Q7 Work Plan Report

Table 2: Percentage of UN agencies funds spent/committed at 30 June 2011

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

* UN agencies reporting funds spent/committed at 30 September 2011. Source: UN Agencies Cumulative & Percentage Spend.09.11 report. See Annex 2.

Table 3. Activity level by agency up to September 2011

Agency	Number of quarters with planned activity	Number of quarters with no activity	Quarterly inactivity percentage
UNOPS	11	1	9%
ILO	25	6	10,8%
UNIDO	17	7	41%
UNDP	12	6	56%
UNICEF	11	7	56%
IOM	11	1	9%
FAO	16	5	31%
UNFPA	No data available	No data available	No data available
UNESCO	16	16	100%
UNESCO/UNAIDS	14	12	86%

Source: YEP Q7 Work Plan Report. See Annex 10.

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 area²⁴ 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

Thematic area	Targets -YEP Outcome Chart	Progress at October 2011-YEP Outcome Training and Employment Totals
Technical and Vocational Education and Training for employment (TVETE)	TVETE policy formulated, disseminated and operational.	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.
Life skills with an emphasis on Functional Literacy, Peace building & Gender Equality	1,200 to 1,500 youth receive Programme services	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
Employability & Job Creation in the Private Sector including Self-employment	1,200 to 1,500 youth receive Programme services	
Renovation & Equipping of Youth Facility Infrastructure	Youth facility infrastructure fully operational in 3 locations	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.

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 locations²⁵ 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.

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 Institute²⁶**, 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**

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 Plan²⁷ 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

TVETE	Employability and business	Agriculture and livestock	Like skills	Advocacy and Associational
UN System and Africa Regional Institutions				
World Bank	World Bank	WFP		Africa Union
	UNHCR	IFAD		UNMISS
	Africa Development Bank	UNMISS		
	Africa Union			
Donors				
USAID	CIDA	CIDA	CIDA	
GIZ	Danida	USAID	Spanish Embassy	
Danida	JICA	UK-DFID	UK-DFID	
JICA	Spanish Embassy			
Spanish Embassy	Netherlands			
UK-DFID	Finland			
Netherlands				
NGOs				
PLAN	PLAN	Farm Sudan	PLAN	NPA
Save the Children	Stromme Foundation	VSF-Germany	Save the Children	Friedrich Elbert Stiftung
WUS Canada	ACDI/VOCA	SNV	WUS Canada	Central Equatoria Workers Trade Union
NPA	MEDA	GIZ-DED	NPA	RNE- Radio Nacional de España
Stromme Foundation	Lulu Works		Stromme Foundation	Adam Smith Institute
World Vision	Land o' Lakes		World Vision	
NRC	COOPAfrica		NRC	
			War Child	
			Population Council	
			AMREF	
			ADRA	
			Ibis Denmark	
Private sector				
AECOM	AECOM	AECOM		
Juba Catering Services				
Triodos Facet	Triodos Facet			

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

Agency	2010		2011		
	Q3	Q4	Q5	Q6	Q7
ILO	yes	yes	yes	yes	yes
UNIDO	no	no	no	yes	no
UNDP	no	yes	yes	yes	no
UNICEF	no	yes	no	yes	no
UNESCO	<i>Transfer of funds by UN Agencies</i>				no
UNESCO/UNAIDS	no	no	yes	yes	no
UNFPA	no	yes	no	no	no
UNOPS	yes	yes	yes	yes	yes
IOM	yes	yes	yes	yes	no
FAO	no	yes	no	yes	yes

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 el 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 interventions²⁹** 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.

²⁹ This recommendation addresses possible projects of continuation and/or expansion of the YEP.

Additional information³⁰: 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 Plan³¹ is clear and seems to be adequately based on the description of problems and particularities** at the locations³² 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

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

³² Annex 3. Inception Mission Report; and Annex 4. Skills & Market Final Report

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 Totals³³** and **(2) YEP Outcome Chart³⁴**, 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 process³⁵.

145. **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.

6.3. CONCLUSIONS AND RECOMMENDATION ON EFFICIENCY

146. **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.

147. **R5. YEP agencies.** It's recommended to **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.

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.

148. **R6. YEP agencies.** **Some flexibility in the application of administrative procedures** (as procurement and tendering) **needs to be enhanced** in order to react to the challenges of daily work and improve efficiency.

³⁵ A recommendation addressing this situation can be found as a part of the **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 **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.

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.

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 **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 **running costs** of every United Nations agency in South Sudan are extremely high. The already mentioned **(3) 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 2011³⁶: **(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 piloted³⁷: **(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 piloted³⁸, 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 (2012-22013) 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**³⁹ to generate income in the youth centres could help to enhance their sustainability.

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**

List of Acronyms

ACC	Akobo County Commissioner	PMC	Programme Management Committee
AES	Alternative Education System	Q	Quarter
AIDS	Acquired Immuno-Deficiency Syndrome	RCSO	Resident Coordinator's Support Office
ALP	Accelerated Learning Programme	SRH	Sexual and reproductive health
AWP	Annual Work Plan	SSDDRC	Southern Sudan Disarmament, Demobilisation & Reintegration Commission
AYA	Akobo Youth Association	SYIB	Start and Improve Your Business
BOSS	Bank of Southern Sudan	ToE	Training of Entrepreneurs
CES	Central Equatoria State	ToT	Training of Trainers
CPA	Comprehensive Peace Agreement	TWG	Technical Working Group
DDR	Disarmament, Demobilization, Reintegration	TVETE	Technical and Vocational Education and Training for Employment
FAO	Food and Agriculture Organization of the United Nations	UNAIDS	Joint UN Programme on HIV/AIDS
GOSS	Government of Southern Sudan	UNCT	United Nations Country Team
HIV	Human Immuno-Deficiency Virus	UNDAF	United Nations Development Assistance Framework
ILO	International Labour Organization	UNDP	United Nations Development Programme
IOM	International Organization for Migration	UNESCO	United Nations Educational, Scientific and Cultural Organization
M&E	Monitoring and Evaluation	UNFPA	United Nations Fund for Population Activities
MDGs	Millennium Development Goals	UNICEF	United Nations Children's Fund
MDTF	Multi Donor Trust Fund	UNIDO	United Nations Industrial Development Organization
MFI	Microfinance Institution	UNOPS	United Nations Office for Project Services
MAF	Ministry of Agriculture and Forestry	VTC	Vocational Training Centre
MARF	Ministry of Animal Resources and Fisheries	WAAFG	Women Associated with Armed Forces and Groups
MCRD	Ministry of Cooperatives and Rural Development	WFP	World Food Programme
MCI	Ministry of Commerce and Industry	YTC	Youth Training Centre
MoE	Ministry of Education		
MFEP	Ministry of Finance and Economic Planning		
MI&C	State Ministry of Information & Culture		
MGCSW	Ministry of Gender, Child & Social Welfare		
MoH	Ministry of Health		
MLPS	Ministry of Labour and Public Services		
MSD	Ministry of Social Development		
MYSR	Ministry of Youth, Sports and Recreation		
NAP	National Action Plan on Youth Employment		
NSC	National Steering Committee		

ILO

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

Activities	Responsible Agencies	Timeframe	Funds
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	ILO, UNDP & UNICEF with the MLPS, MYSR & MFEP	Q4 – Q8 ¹ October 2010 to December 2011	\$40,000
2. Support the execution of a Comprehensive Youth Analysis and Survey in Southern Sudan	Population Council & UNDP with support from UNICEF, ILO & UNFPA	Q3 –Q6 July 2010 to June 2011	In kind support
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, UNIDO, UNICEF MLPS, MoE & MYSR	Q4 – Q8 October 2010 to December 2011	\$70,000

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

Activities	Responsible Agencies	Timeframe	Funds
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	ILO, UNDP, MLPS, MCI, MYSR	Q4 – Q8 October 2010 to December 2011	\$45,000

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

Activities	Responsible Agencies	Timeframe	Funds
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	ILO, State Ministries of Labour, Youth and Education	Q4 – Q7 October 2010 to September 2011	\$80,000
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.	ILO, State Ministries of Labour, Youth and Education	Q4 – Q7 October 2010 to September 2011	\$60,000

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

Activities	Responsible Agencies	Timeframe	Funds
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	ILO, State MFEP, MCRD & MYSR	Q4 – Q7 October 2010 to September 2010	\$118,000
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)	ILO & MRDC	Q4 – Q8 October 2010 to December 2010	\$177,000

UNIDO

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

Activities	Responsible Agencies	Timeframe	Funds
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	ILO, UNIDO, UNICEF MLPS, MoE & MYSR	Q4 – Q8 October 2010 to December 2011	\$70,000

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

Activities	Responsible Agencies	Timeframe	Funds
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	UNIDO, MYSR & State Industry Development Units	Q4 October – December 2010	\$105,000
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.	UNIDO, MYSR & State Industry Development Units	Q4 – Q5 October 2010 to March 2011	
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, MYSR & State Industry Development Units	Q6 – Q8 April to December 2011	

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

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

UNDP

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

Activities	Responsible Agencies	Timeframe	Funds
1. Develop policy and technical guidelines to mainstream financial support to youth with the Bank of Southern Sudan (BOSS)	UNDP & BOSS	Q5 – Q6 January to June 2011	\$25,000

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

Activities	Responsible Agencies	Timeframe	Funds
1. Conduct supply demand analysis of rural livelihood and urban labour market and identify major livelihood constraints, priorities, and options/potentials	UNDP, BOSS, MCRD & MCI	Q4 – Q6 October 2010 to June 2011	\$65,000

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

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

UNICEF

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

Activities	Responsible Agencies	Timeframe	Funds
1. Build institutional capacity for planning, quality data collection and management access to reliable functional literacy and vocational training data on young adolescents	UNICEF, MoE, MYSR, MLPS, MGCSW & SSDDRC	Q4 – Q8 October 2101 to December 2011	\$15,000
2. Support the development and introduction of functional literacy to youth training centres and pastoralist field and lifeskills schools <i>\$55,000 to be transferred from UNICEF to UNESCO for Output 3.2. [Employability of youth improved through adoption of short and medium term literacy skills with special focus on females]</i>	UNICEF & MoE	Q4 – Q8 October 2101 to December 2011	\$65,000
3. Support the development of cross-ministry vocational training guidelines and policies and their introduction into youth training centres in the demonstration localities	UNICEF, MoE, MLPS & MYSR and State Ministries	Q5 – Q8 January to December 2011	\$70,000

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

Activities	Responsible Agencies	Timeframe	Funds
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	UNICEF, MYSR, MoE & MLPS	Q5 – Q8 January to December 2011	\$115,000
2. Provide rehabilitation support to youth training facilities and mobile services for young people in the demonstration localities	UNICEF	Q4 – Q7 October 2101 to September 2011	\$100,000

UNESCO

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

Activities	Responsible Agencies	Timeframe	Funds
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 <i>This figure is comprised of transfers from the following UN Agencies:</i> 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	
4. Conduct training of trainers	UNESCO, MoE AES	Q5 – Q6 January - June 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

Activities	Responsible Agencies	Timeframe	Funds
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, UNESCO & GOSS Peer Review Group	Q3 – Q4 September - October 2010	\$90,900
2. Based on the assessment, develop a HIV/AIDS curriculum for vocational and technical training centres for both North and South Sudan	UNAIDS, UNESCO & GOSS Peer Review Group	Q4 October – November 2010	
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	UNAIDS, UNESCO & GOSS Peer Review Group	Q4 – Q6 December 2010 – June 2011	
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	UNAIDS, UNESCO & GOSS Peer Review Group	Q5 February – March 2010	
5. Follow through and monitor progress for increased dissemination of information, knowledge and life skills on HIV at TVET centres	UNAIDS, UNESCO & GOSS Peer Review Group	Q6 April – June 2011	

UNFPA

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

Activities	Responsible Agencies	Timeframe	Funds
1. Design and conduct peer reproductive health education training for youth groups in three demonstration localities – Magwi, Budi and Juba	UNFPA, MYSR & MoH	Q4 – Q7 October 2010 to September 2011	\$90,000

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

Activities	Responsible Agencies	Timeframe	Funds
1. Rehabilitation and expansion of the Juba Youth Training Centre (YTC) – technical assistance, design, and support and construction supervision	UNOPS, MYSR & CES MI&C	Q3 – Q4 July – December 2010	\$215,000
2. Expansion of Dichwinyi Women’s Group /Panyikwara Youth Association enterprise development centre – technical assistance, design, and support and construction supervision	UNOPS & Dichwinyi Women’s Group	Q4 October – December 2010	\$39,000
3. Phase 1 construction of the Akobo Youth Enterprise Development Centre - – technical assistance, design, and support and construction supervision	UNOPS, ACC, & AYA	Q5 – Q6 January – June 2011	\$200,000

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

Activities	Responsible Agencies	Timeframe	Funds
1. Rehabilitation and of Wau Youth Training Centre (YTC) – technical assistance, design, support and construction supervision	IOM, MYSR & WBG MSD	Q4 – Q5 October 2010 to March 2011	\$139,000
2. Completion of the Youth Union Centre building in Kwajok - technical assistance, design, support and construction supervision	IOM & Youth Union	Q4 – Q5 October 2010 to March 2011	\$47,000
3. Livelihood and technical skills training in Wau and Warrap State	IOM & MYSR	Q5 – Q7 January to September 2011	\$25,000

FAO

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.**

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

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 organisations¹. 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*². 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.

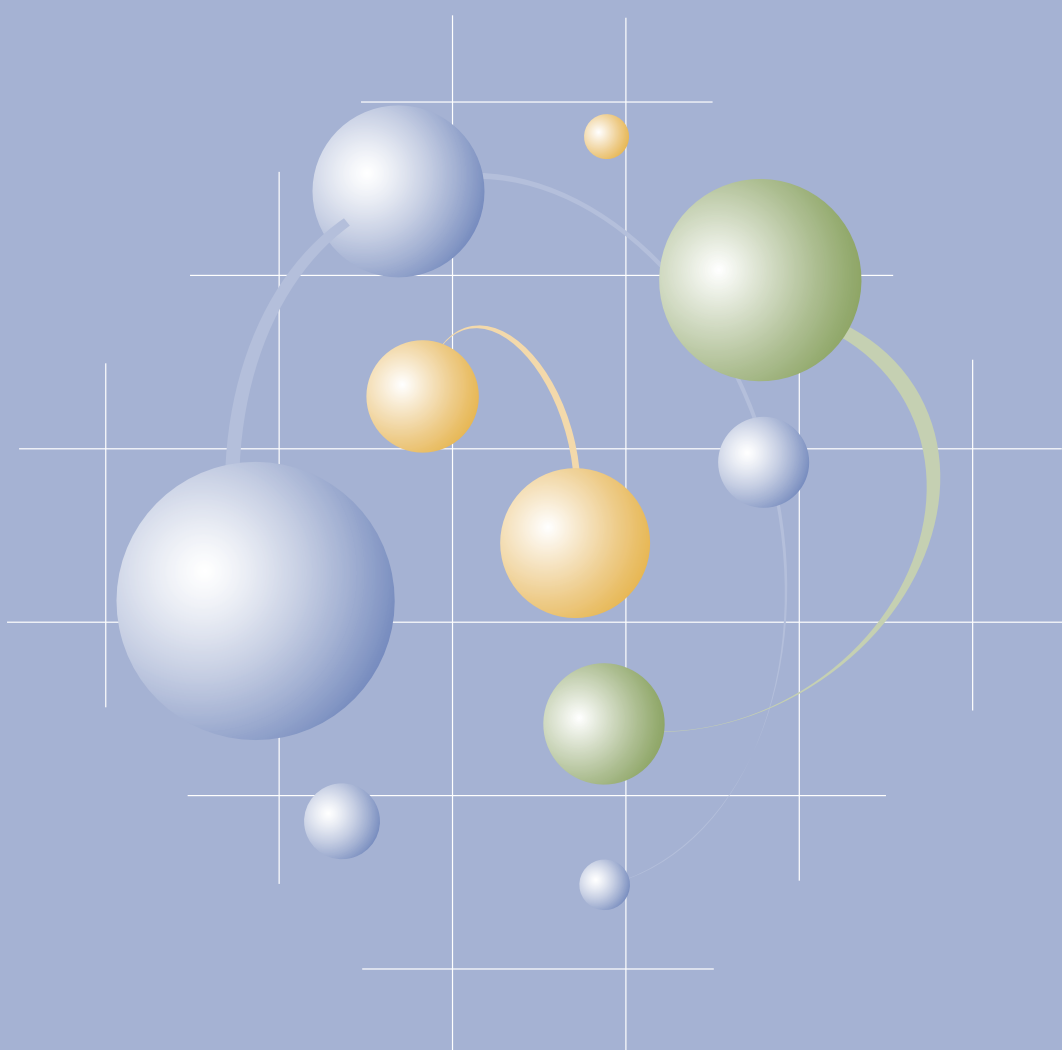
Secondly, to contribute to the development of youth policies and the production of a Youth Employment Action Plan/s at both GoSS and State levels.

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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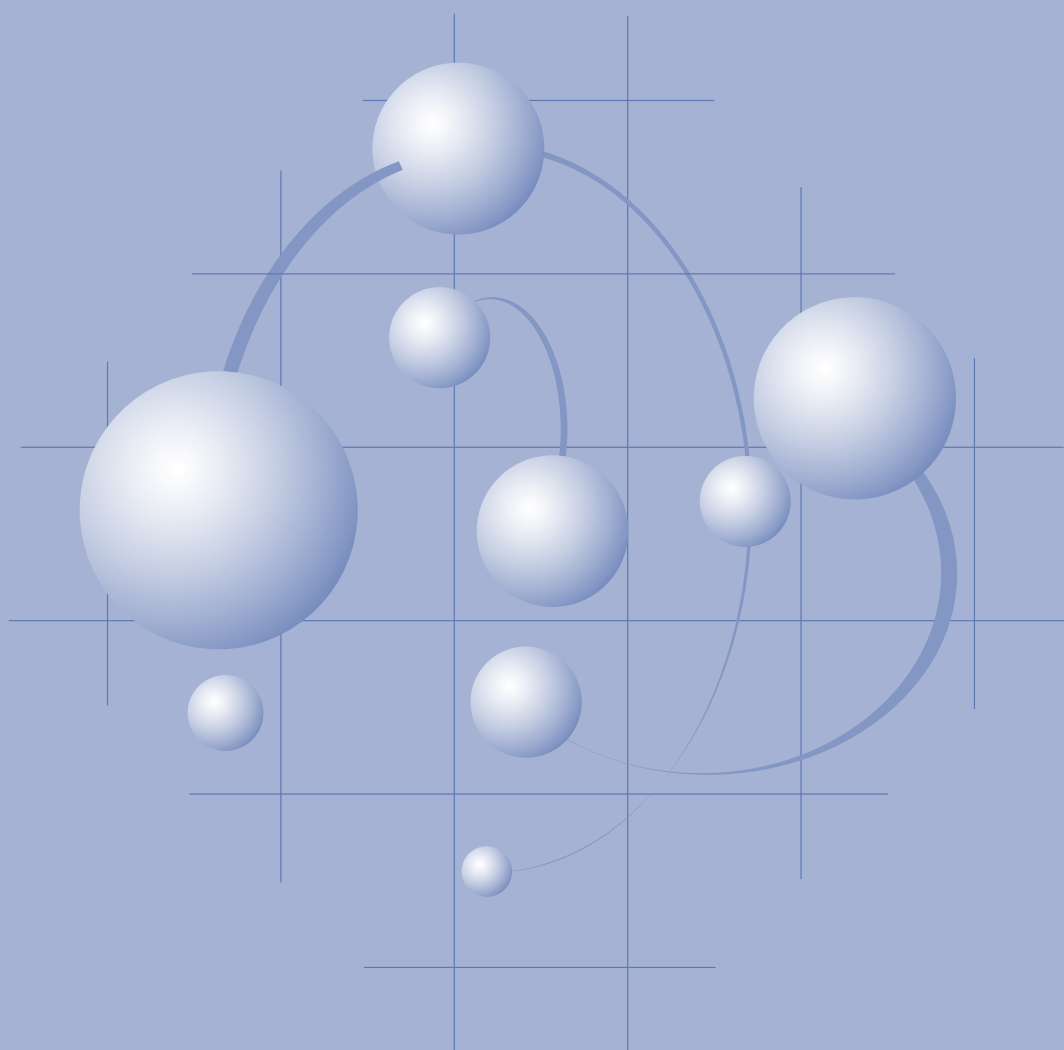
Youth Peer
Education Toolkit

Training of Trainers Manual



**Youth Peer
Education Toolkit**

Training of Trainers Manual



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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.

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Table of Contents

Acknowledgements	6
Introduction	8
Section 1. From Theory to Practice in Peer Education	13
What is peer education?	13
Why peer education?	14
The theoretical base for peer education	15
Translating theory into practice	19
Peer education as a youth-adult partnership	22
Peer education as a piece of the puzzle	22
Section 2. Guidelines for Training of Trainers: A Curriculum	23
How to use this training of trainers curriculum	23
Key components of a training of trainers workshop	23
A sample six-day training of trainers workshop	25
The workshop agenda: an overview	26
TOT Workshop Day 1	27
Getting started	28
Introduction to icebreakers, warm-ups, and energizers	31
Setting ground rules	34
Peer education – theory and practice	36
Using topic lead-ins in training programmes	39
Introduction to public speaking	41
Introduction to team building and trust building	44
Use of role play	48
Wrap-up	51
TOT Workshop Day 2	52
Getting started	53
Techniques for sharing information	54
Techniques for exploring values and attitudes	56
Gender awareness and sensitivity	65
Wrap-up	69

TOT Workshop Day 3	70
Getting started	71
Techniques for building skills	72
Motivational tools and techniques	77
Role play again	81
Wrap-up	82
TOT Workshop Day 4	83
Getting started	84
Working with especially vulnerable youth	85
Wrap-up	96
TOT Workshop Day 5	97
Getting started	98
Co-facilitation skills	98
Recruitment and retention of peer educators	100
Counselling versus education	108
Wrap-up	111
TOT Workshop Day 6	112
Getting started	113
Monitoring and evaluation	113
Youth-adult partnerships in action	116
Wrap-up and closing ceremony	125
Section 3. A Sample Peer Education Session on HIV/AIDS	127
Session introduction	127
Description of activities	128
Section 4. Participant Handouts	133
1. Illustration of direct experience	133
2. Peer education and behaviour change theories	135
3. HIV/AIDS quiz	137
4. STI challenge	139
5. Privacy squares	141
6. Sex and gender	143
7. Problem tree	145
8. Types of peer-led approaches (A)	147
9. Co-facilitation styles	149
10. Co-facilitation quiz	151
11. Incentives for peer educators	153
12. Self-care	155

13. Types of peer-led approaches (B)	157
14. Monitoring and evaluation of peer education programmes	159
15. Definitions of youth and youth participation	161
16. From youth participation to youth-adult partnerships	163
17. Challenges to building effective youth-adult partnerships	165
18. Case study	169
19. Building effective youth-adult partnerships	171
20. Ten facts about HIV/AIDS	177

Section 5. Annexes 179

Annex 1. Sample pre-training and post-training questionnaires	179
Annex 2. More exercises	186
Sex and gender – what do they mean?	186
Media images analysis	187
Singles party weekend	188
Annex 3. Skills rating form	191
Annex 4. Annotated peer education resource list	193
Annex 5. Exercises used in section 2	203
Annex 6. Sources	204



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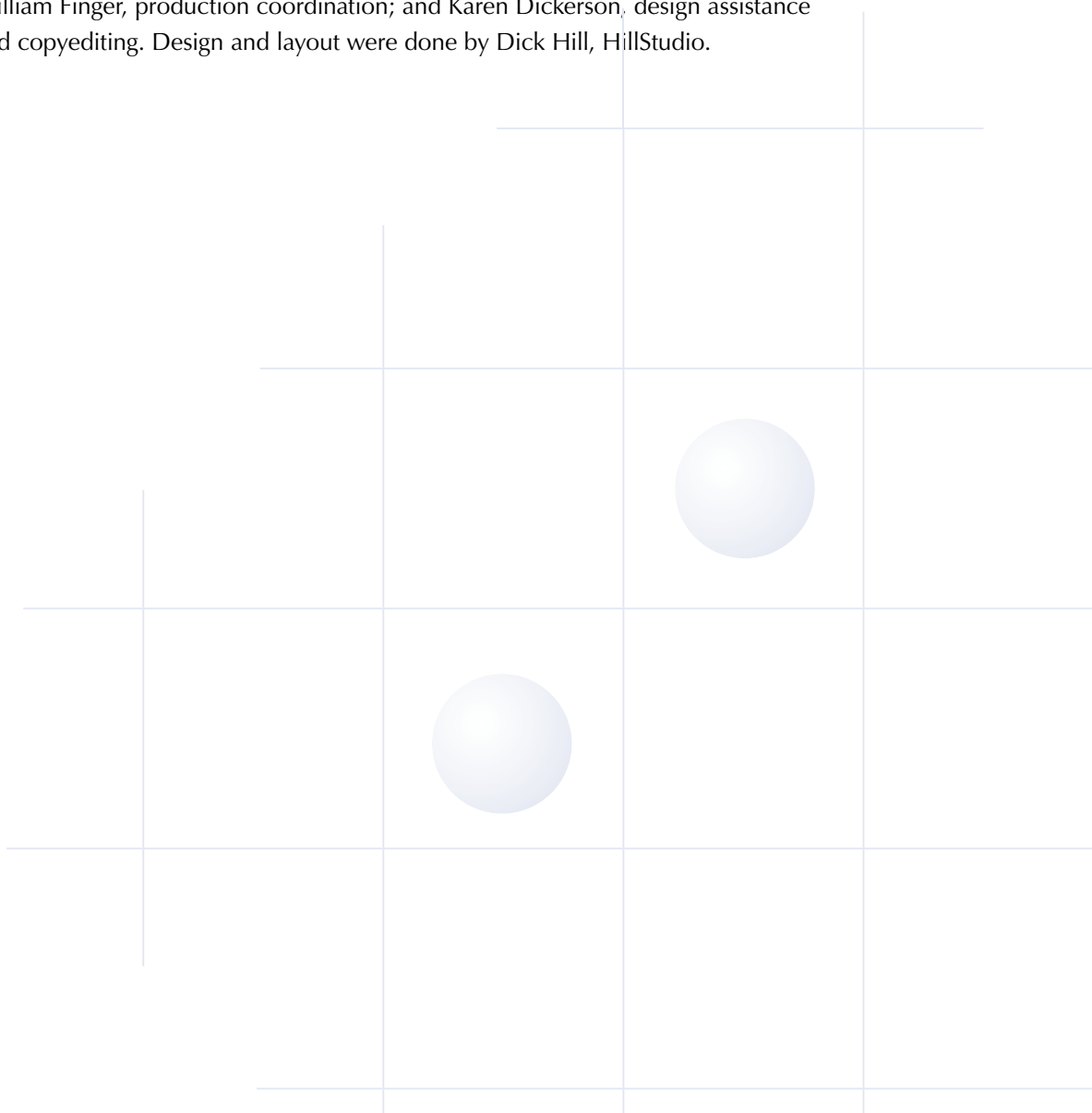
The first edition of this manual was used extensively for two years in 27 countries across Eastern Europe and Central Asia and was translated into 15 languages, including Arabic. Development of the contents of this manual benefited from the enthusiasm of and feedback from all peer educators who participated 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.

Contributing to the production process from FHI were Suzanne Fischer, editing; William Finger, production coordination; and Karen Dickerson, design assistance and copyediting. Design and layout were done by Dick Hill, HillStudio.



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.

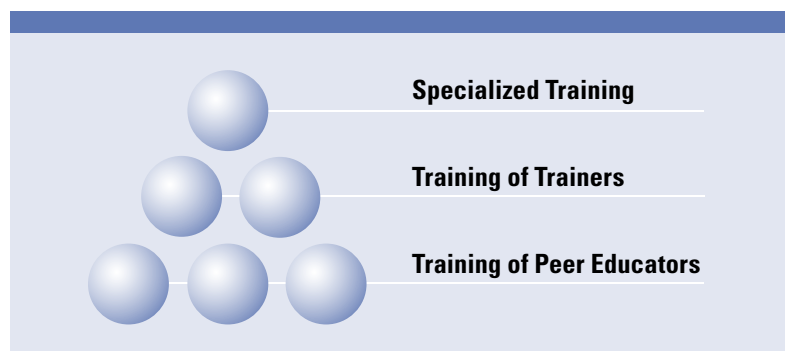
In general, these are current or former peer education trainers who have demonstrated commitment and excellence in their work. They have conducted trainings and would benefit from more detailed knowledge about peer education, training skills, and management of peer educators. Some portions of this manual 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.

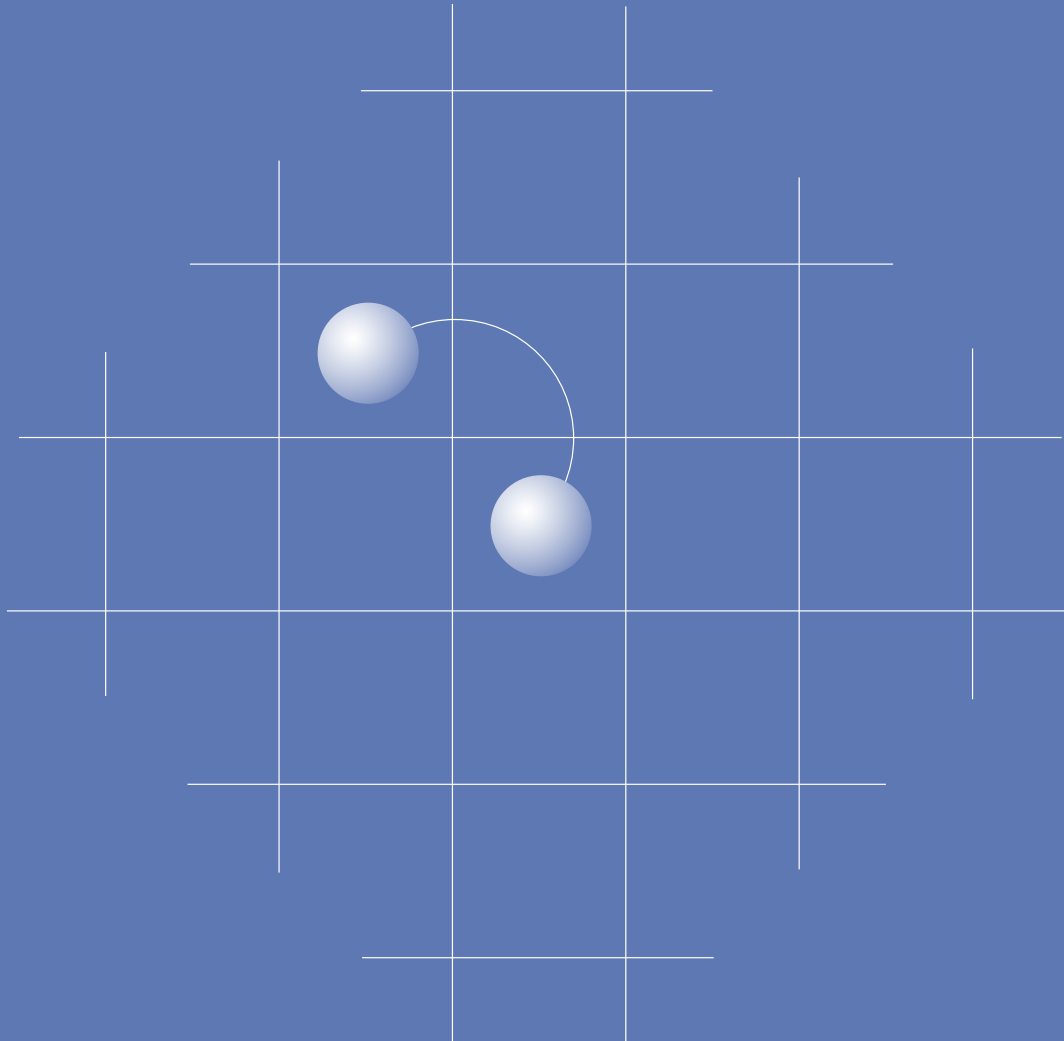


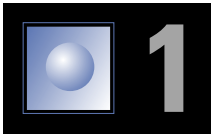
Training of trainers, the next step in the pyramid model, prepares future trainers of peer educators, those individuals who exhibit skills and commitment to peer education. These trainings provide more in-depth information about peer education training techniques and theory. They enable trainers to explore 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





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

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.

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 behav-

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.

our. 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.

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 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.

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.

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

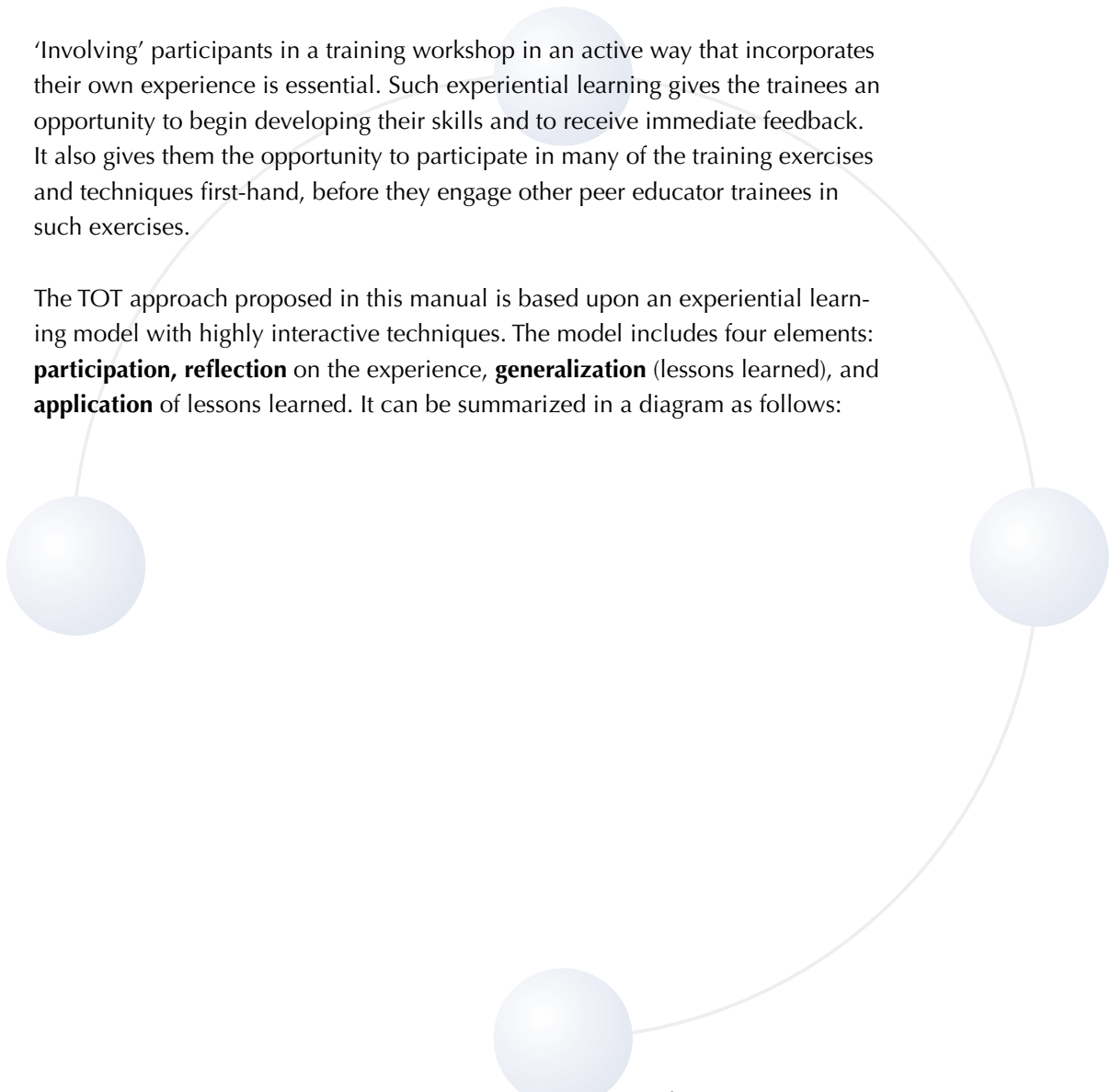
Whether you are implementing a training of trainers (TOT) workshop, training of peer educators, or peer education sessions with the target population, there are some basic methodological considerations for translating the theory into practice. Most important are experiential learning (learning based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

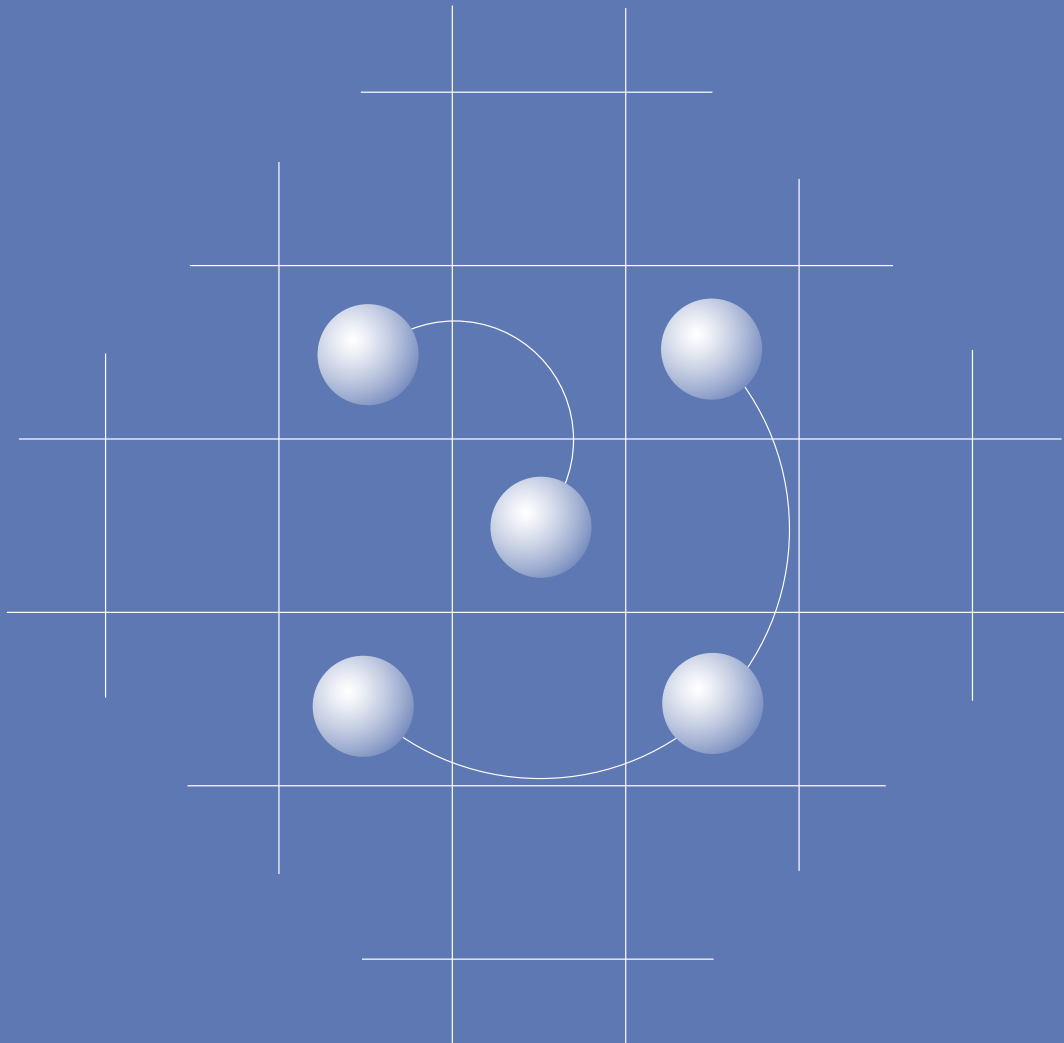
Youth participation can help achieve better program outcomes for the young people involved with an organization, for the adults in the organization, for the target audiences of young people and providers, and for the community as a whole. The target group's full involvement in the development of the 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





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

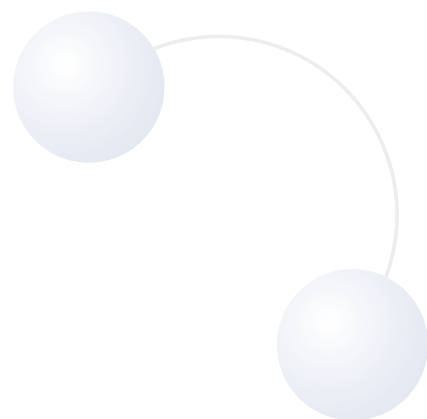
The **overall objective** of the training of trainers workshop described here is to build the capacity of peer education trainers to design and deliver a peer education training programme.

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.



The workshop agenda: an overview

Day 1

Workshop opening, introductions, expectations, pre-test questionnaire, selection of daily feedback teams

Introduction to icebreakers, warm-ups, and energizers

Setting ground rules

Peer education – theory and practice

Using topic lead-ins in training programmes

Introduction to public speaking

Introduction to team building and trust building

Use of role play

Wrap-up

Day 4

Stretching and warm-up

Feedback on Day 3

Trust building

Working with especially vulnerable youth

Wrap-up

Group excursion (optional)

Day 2

Stretching and warm-up

Feedback on Day 1

Icebreaker and team-building exercise

Techniques for sharing information

Techniques for exploring values and attitudes

Gender awareness and sensitivity

Wrap-up

Day 5

Stretching and warm-up

Feedback on Day 4

Team building

Co-facilitation skills

Recruitment and retention of peer educators

Counselling versus education

Wrap-up

Day 3

Stretching and warm-up

Feedback on Day 2

Icebreaker/warm-up exercise

Techniques for building skills

Motivational tools and techniques

Role play again

Wrap-up

Day 6

Stretching and warm-up

Feedback on Day 5

Icebreakers suggested by participants

Monitoring and evaluation

Youth-adult partnerships in action

Wrap-up

Closing ceremony

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).

 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.

Training topic

Introduction to icebreakers, warm-ups, and energizers

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.

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.

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.

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.

Based on: *100 Ways to Energize Groups: Games to Use in Trainings, Meetings and the Community*. London: International HIV/AIDS Alliance, 2002.



5-10
minutes



Also suitable for
training of peer
educators and
field work

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.'*



30
minutes

Also suitable for
training of peer
educators and field
work (when played
with a small group)

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.



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.

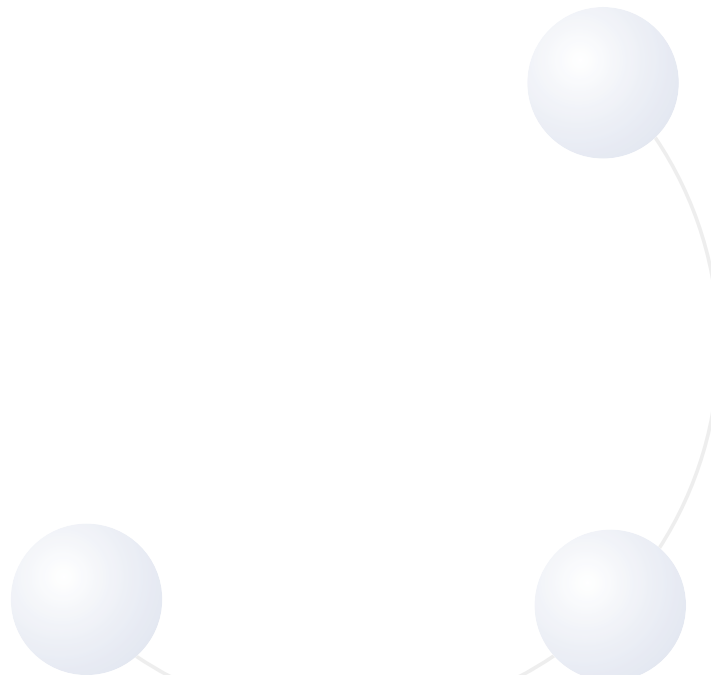
At the beginning of a training session, the group needs to identify and agree upon ground rules or guidelines for its work, and also to understand why rules are important. The trainer should ensure that certain common rules are included (see box on the next page). An especially important rule in a workshop 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



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?



30
minutes

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:

Word sense

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.

‘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.’

Also suitable for
training of peer
educators

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:

Advantages

- ▼ Young people take on programmatic responsibilities
- ▼ Educators and target group members often use the same slang terms
- ▼ Peer educators gain skills that are important for their continued personal development
- ▼ Peer education can supplement other educational interventions, such as the work of teachers, social workers, and health service providers
- ▼ Peer education is a community-level intervention that can provide a link to other community services
- ▼ Peer educators can gain access to groups that are otherwise difficult to reach
- ▼ Peer education can be relatively inexpensive when compared to other interventions

Disadvantages

- ▼ As peer educators age, they grow out of their role; new people always have to be recruited and trained
- ▼ Peer education programmes pose large management burdens on NGOs, schools, etc., and require skilled supervisors to be on the staff of a programme
- ▼ 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
- ▼ If educators are not well trained, peer education can have a harmful effect (misinformation and unprofessional advice)
- ▼ If not properly targeted, activities called peer education may really be outreach or general education interventions

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.





30
minutes

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.



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



20
minutes

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****Using topic lead-ins in training programmes****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).



10-15
minutes

Also suitable for
training of peer
educators



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

Objectives

To encourage participants to consider that many people behave in a manner that is not in the best interest of their health

To help increase participants' understanding about human behaviour and the discrepancy between what we know and how we behave

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.

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.



20
minutes

Also suitable for
training of peer
educators

Exercise: Public-speaking skills

Objective To help participants identify and practise their skills in public speaking and facilitation

Materials None unless a participant chooses to use relevant materials, such as a flip chart

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

Practise 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.'*

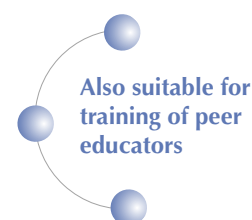
Ask the first person to begin; after 30 seconds, even if she or he is in mid-sentence, you should begin applauding. You may sometimes have to remind the group to remain silent while a person speaks and to give every speaker their undivided attention. Also remind them to wait until you give the signal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



30
minutes



Also suitable for
training of peer
educators

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


20-45
minutes
(often repeatable
with variations)

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

Also suitable for
training of peer
educators

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).





10-15
minutes

Also suitable for
training of peer
educators

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 gets 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.'*

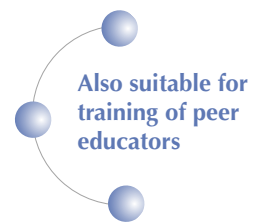
Explain to participants that they should try to support each other as much as possible. For example, ask the group what they think should happen if the narrator is obviously stuck and cannot think of anything else to say. You can ask what they would like to have happen at that point if they were the 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.



30
minutes



Also suitable for
training of peer
educators

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



20
minutes

Also suitable for
training of peer
educators

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

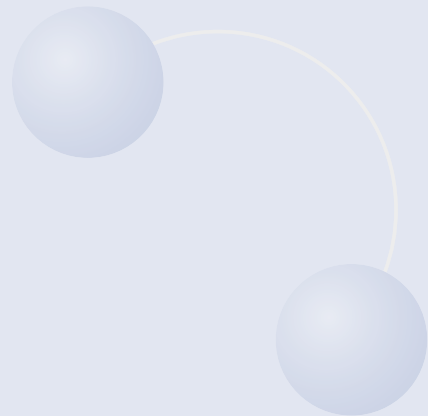
Training Topic: Techniques for exploring values and attitudes

- 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.



10-20
minutes



Also suitable for
all training and
field work

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.

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.

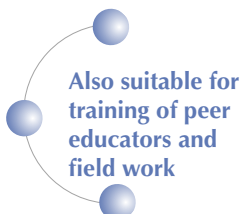
Introduction

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.

Exercise: Peer education password



20-40
minutes



Also suitable for
training of peer
educators and
field work

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.



20-40
minutes

Also suitable for
training of peer
educators and
field work

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.

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.

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.

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'.

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).



25
minutes

Also suitable for
training of peer
educators

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

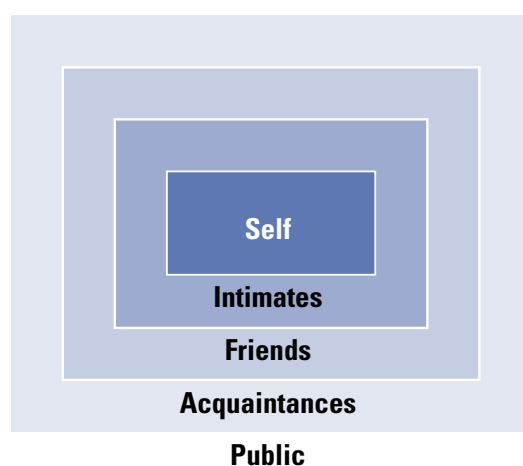
Materials For each participant: *Handout 5. Privacy Squares* and a pen or pencil. You will also need flip chart paper, markers, and a list of 'privacy square items' (see list in the 'Process' section).

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.



20-25
minutes



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



approx.
75 minutes

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.





45
minutes

Also suitable for
any training or
field work with
young people
ages 16
years
and older and in
small groups

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.

Training topic**Gender awareness and sensitivity****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.

Training note

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:

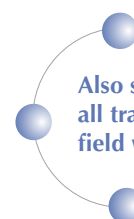
- Are biologically more susceptible to STIs and HIV
- Are at greater risk of morbidity and mortality
- Experience higher rates of sexual violence and coercion
- Are expected to care for children
- Are unable to negotiate condom use effectively

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



30
minutes



Also suitable for
all training and
field work

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

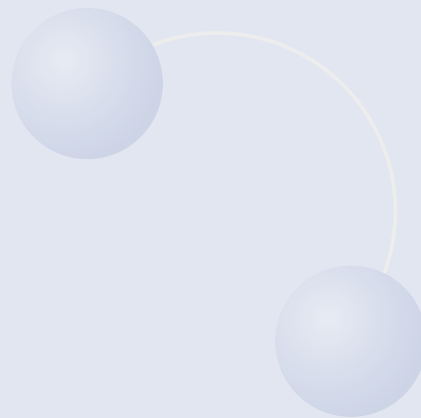
Training Topic: Motivational tools and techniques

- 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.

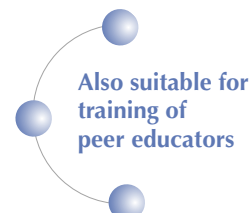
Tell participants the following: *'I am going to make a face or a "mask" and make eye contact with the person on my left. She or he must try to copy the exact same mask, with her or his face, as if she or he were looking in a mirror[demonstrate]. Then, that person will turn to the left and create a new 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.



5-10
minutes



Also suitable for
training of
peer educators

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.



30
minutes



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.



45
minutes

Also suitable
for training of
peer educators

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.

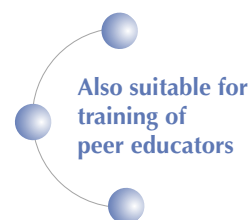
Also mention the importance of storing condoms properly in a cool, dry place.

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.



30
minutes



Also suitable for
training of
peer educators

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.

Training topic

Motivational tools and techniques

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



**45
minutes**



**Also suitable for
training of
peer educators**



45
minutes

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.



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 behaviour, 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.

Training topic

Role play again

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.



30-40
minutes



Also suitable for
training of
peer educators

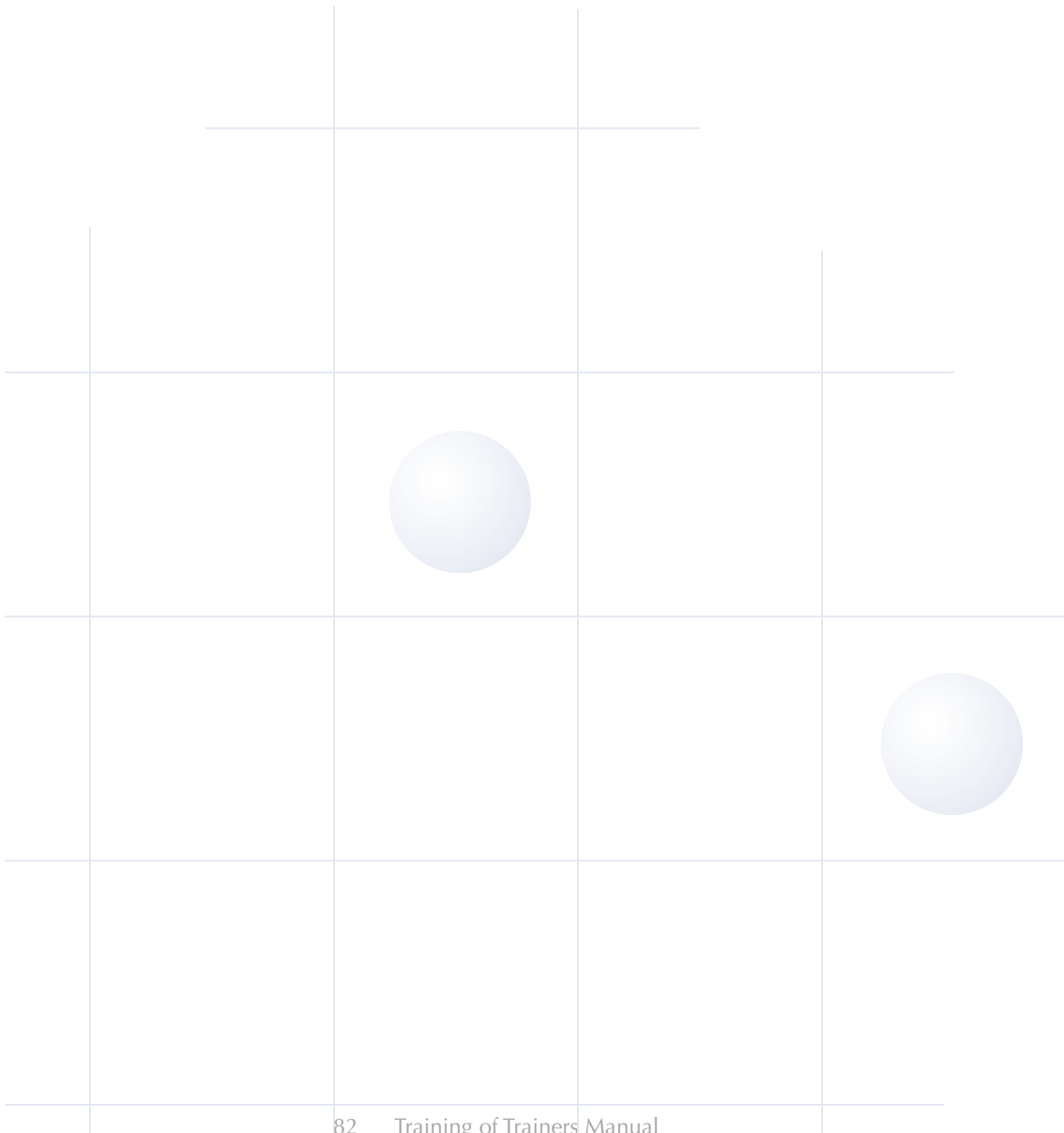
Closure

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



30
minutes



Also suitable for
training of
peer educators

Objective

To help participants learn how to build trust

Materials

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.

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.

Process

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.

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.

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



40-50
minutes



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 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?





40
minutes

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:



75
minutes

- 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



30
minutes

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)*.



20
minutes

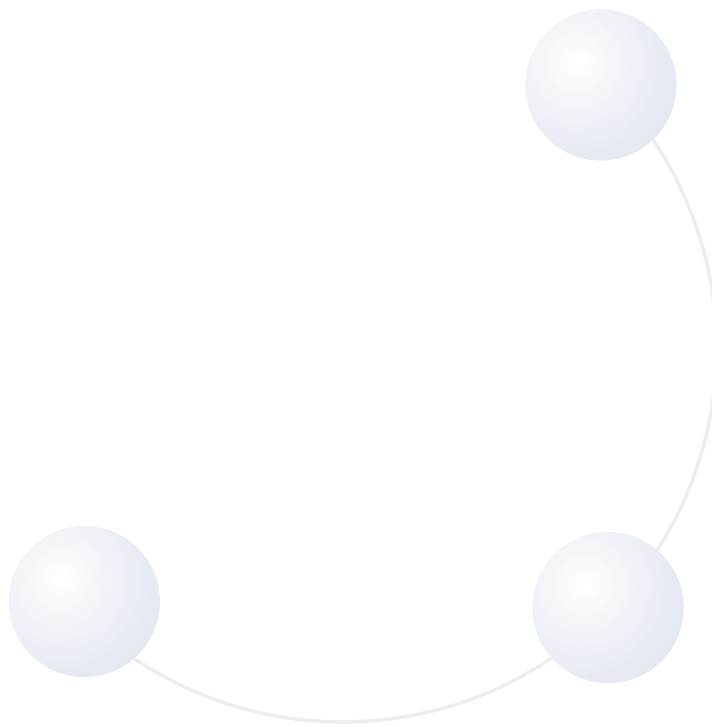


Wrap-up

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.)

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.



40
minutes

● 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* and *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*.



30
minutes

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



60
minutes

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.

Important selection criteria ▼ Peers of target audience ▼ Can meet expectations of project (this will vary according to objectives)
Key personality traits ▼ Respected by peers ▼ Non-judgemental ▼ Discreet ▼ Tolerant ▼ Role model ▼ Energetic ▼ Interested ▼ Self-confident
Common recruitment strategies ▼ Posters and flyers ▼ Television and radio announcements ▼ Website, e-mail ▼ Word of mouth, via existing peer educators and their friends
Methods for selection ▼ Application forms ▼ Nomination ▼ Interview ▼ Pre-selection training event

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.



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.



60
minutes



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.)

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*).



45
minutes

Exercise: Design of peer education training

Objective To discuss various models and strategies for training peer educators

Materials Flip chart paper, markers, and tape

Process

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

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.

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 tight rope. 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.

Training topic

Counselling versus education

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



30
minutes

- 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.



30
minutes

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:



60
minutes

- 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.

Word sense

A **partnership** is a relationship between individuals or groups that is characterized by mutual cooperation and responsibility in achieving a common goal. It is grounded on the quality and quantity of interactions, perceptions held by the partners about each other, and the degree of commitment by the partners to the relationship. Partnerships are relationships among equals, where one partner does not override the choice of the other. Partnership is multi-vocal rather than univocal, and those in the partnership get the opportunity to express their opinions.

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.

Word sense

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.





15
minutes

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.'*



40
minutes



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

- You want to control everything.
- You are a caring, committed leader who wants this project to be a success.
- You patronize youth.
- 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.



45
minutes

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

Flip chart and markers, *Handout 18. Case Study* and *Handout 19. Building Effective Youth-Adult Partnerships*

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.

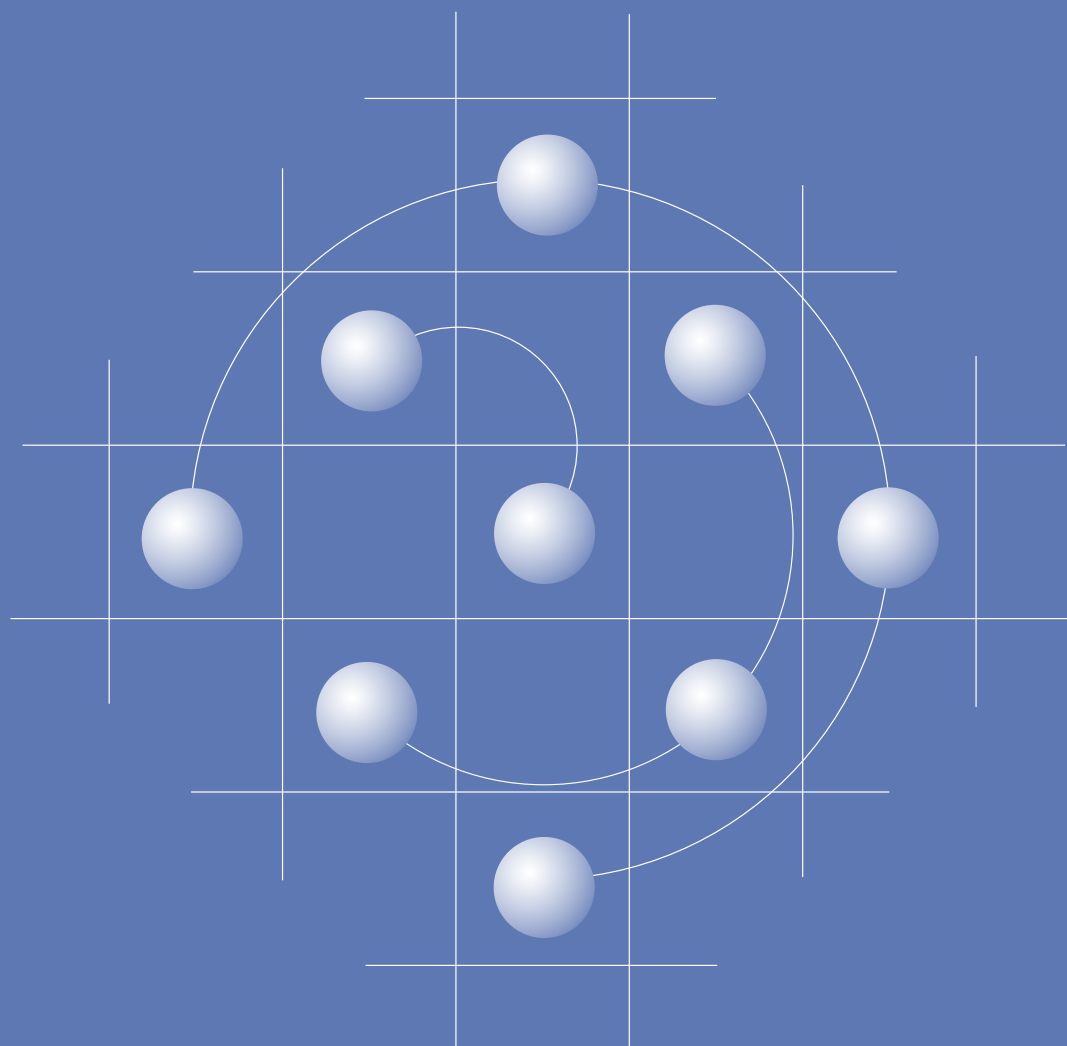
The post-test questionnaire (found in Annex 1) is administered.

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





3

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

Flip chart, markers, paper or index cards, condoms, *Handout 3. HIV/AIDS Quiz*, and *Handout 20. Ten Facts about HIV/AIDS*

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.

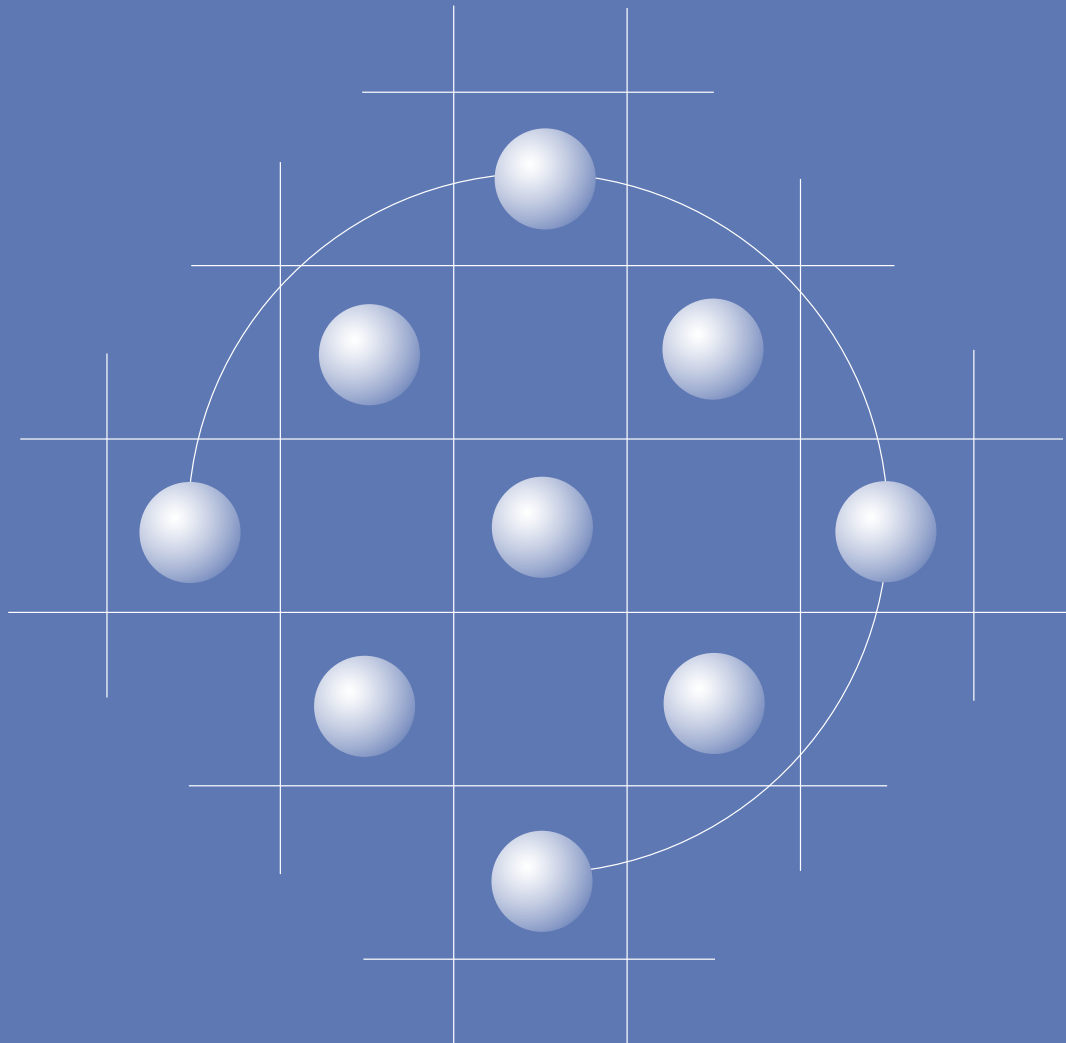
Wrap-up (10 minutes)

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



Generalization

Lessons Learned

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

Trainees participate in:

Presenting their results and drawing
general conclusions



Reflection

Thoughts/Feelings

(Trainer guides discussion)

Trainees participate in:

Answering questions
Sharing reactions to activity
Identifying key results



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

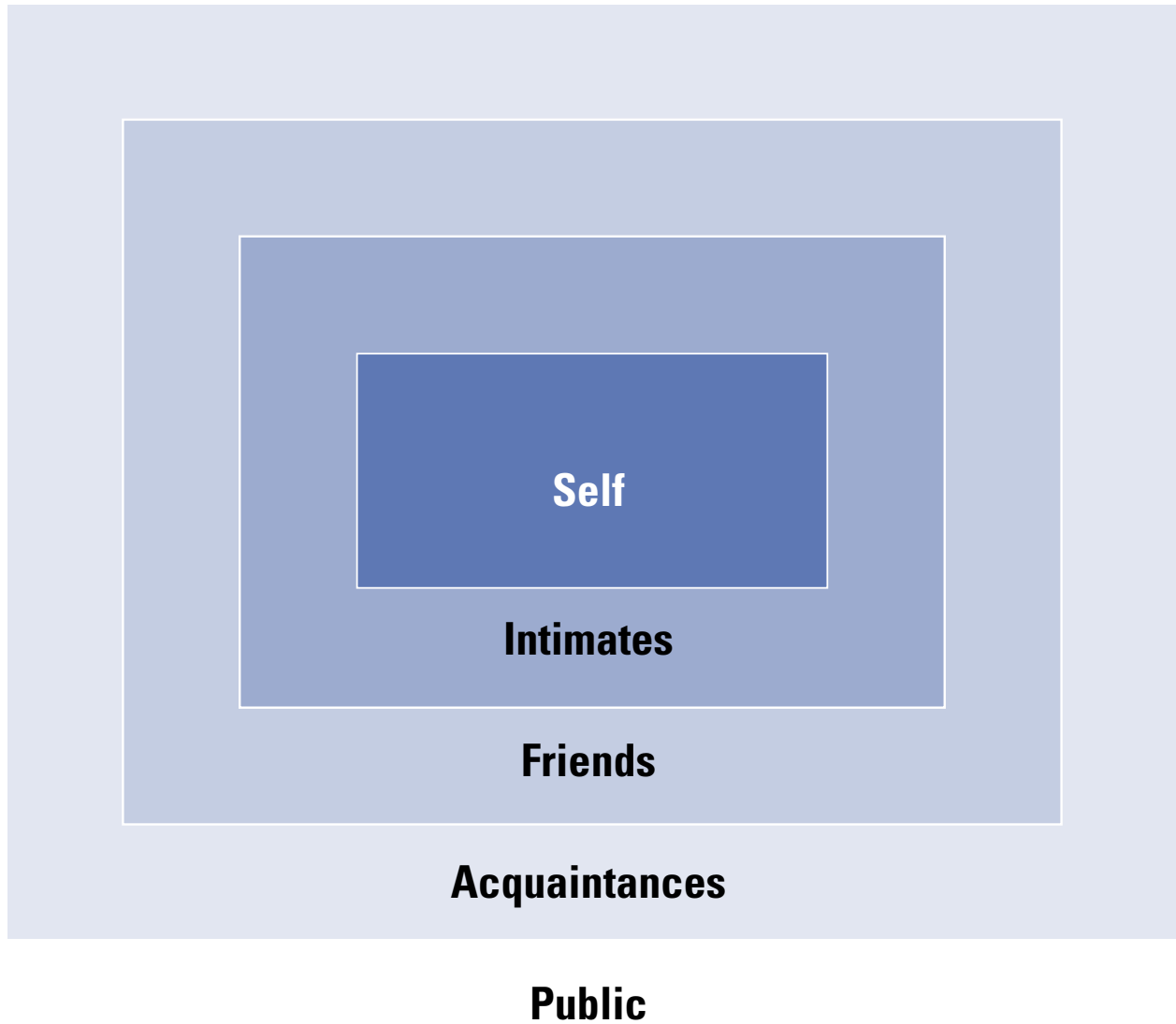
- Both men and women can be tested for most bacterial and viral STIs.
- The tests differ for men and women and depend on a person's sexual behaviours (the health-care provider may need to take oral, cervical, urethral, or anal cell cultures).
- There are three types of STI tests: blood tests (syphilis, 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.

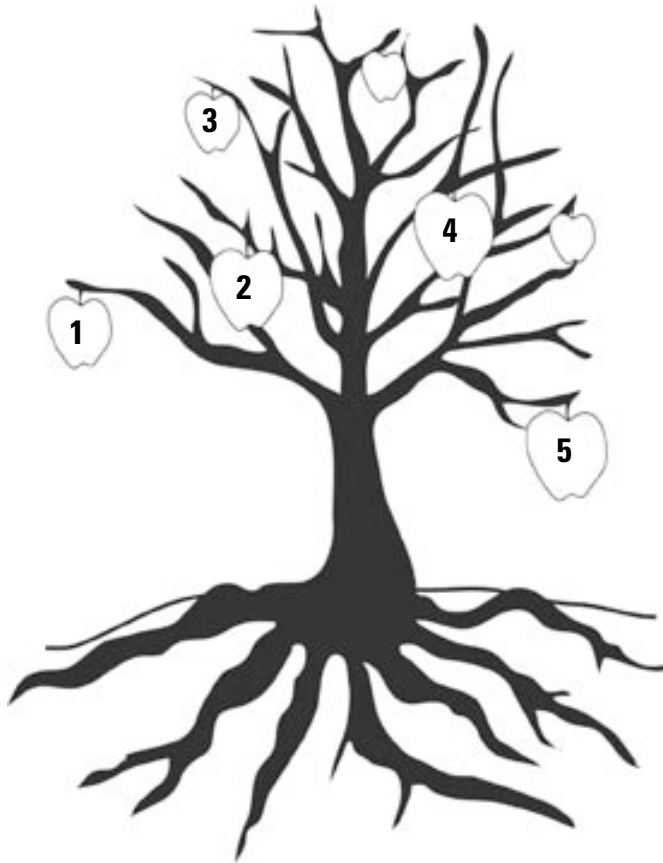


Sex refers to the biological differences between males and females. These differences are concerned with physiology and are generally permanent and universal. Sex identifies a person as male or female: type of genital organs (penis, testicles, vagina, womb); type of predominant hormones circulating in 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'.

Trunk of the tree: 17-year-old girl involved in transactional sex (sexual relationships in exchange for clothes, food, and other goods)



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

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

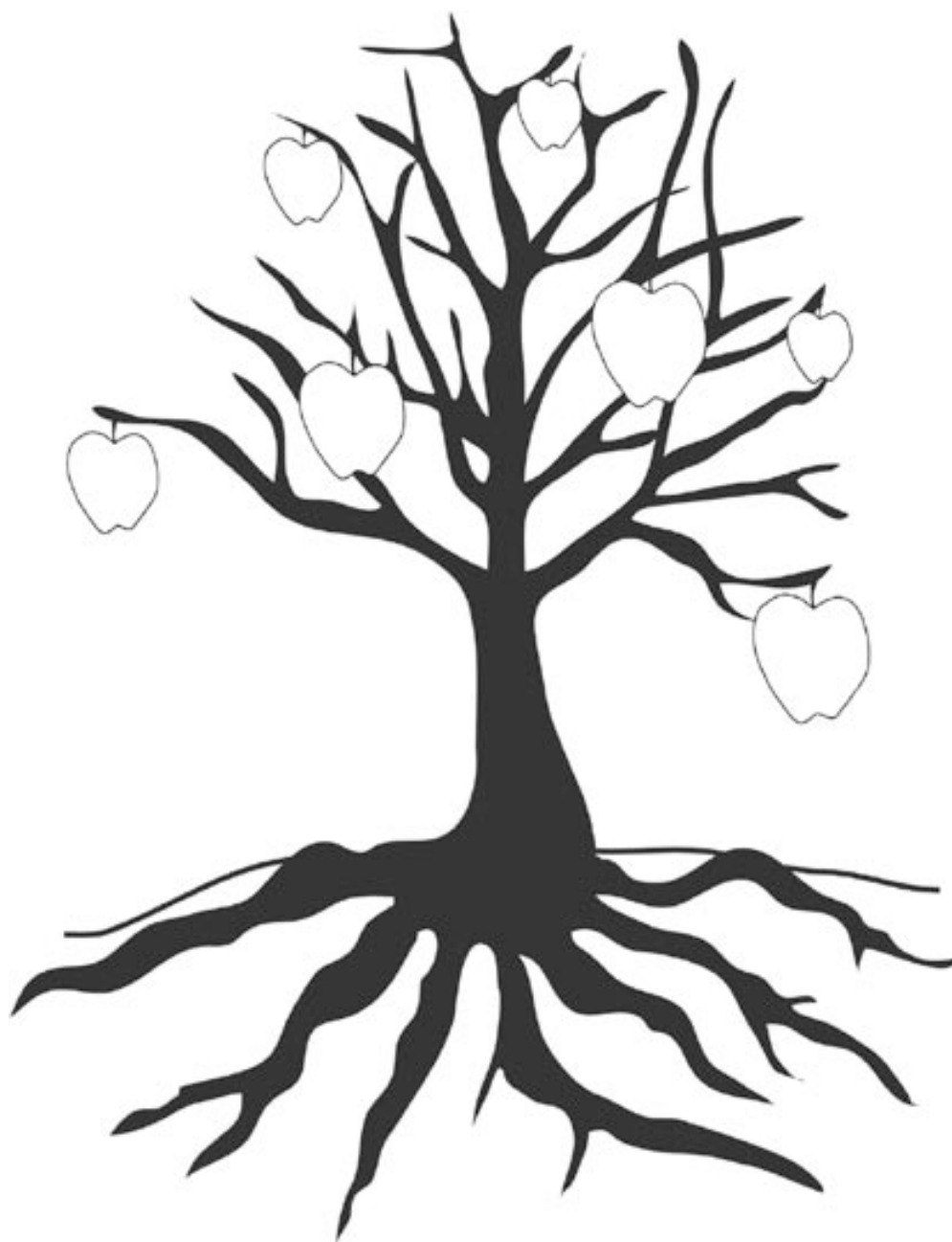
Branch 5: Violence leading to unprotected sex

Apples for branch 5:

1. STI/HIV infection
2. Unwanted pregnancy
3. Physical and mental harm

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



	Educational approach	Outreach approach
Target	Primarily used to reach mainstream youth	Used to reach out-of-school youth, particularly high-risk, marginalized, harder-to-reach youth
Settings	Formal settings (i.e., school, youth centres)	Informal settings (i.e., bars, gathering points, transport stops)
Type of activities	Planned activities, often complementary to other curricular activities	Informal meetings
Methods	Participatory, interactive techniques	Various information-sharing techniques, spontaneous discussions, can include counselling
Focus	More or less structured groups, with or without adult presence or facilitation	Small groups, often one-on-one contact

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.

	Peer information	Peer education	Peer counselling
Objectives	Awareness Information Attitude change	Awareness Information Attitude change Skills building	Information Attitude change Prevention skills Problem-solving/ coping skills Self-esteem Psychosocial support
Coverage	High	Medium	Low
Intensity	Low	Medium/high	High
Confidentiality	None	Important	Essential
Focus	Community Large groups	Small groups	Individual
Training required	Brief	Structured workshops and refresher courses	Intense and long
Examples of activities	Distribution of material in public events (sports events, youth concerts) World AIDS Day	Repeated group events based on a curriculum	Counselling of young people living with AIDS Clinic-based youth counselling on reproductive health

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 policies affecting youth.

Youth involvement

This term is often used interchangeably with ‘youth participation’.

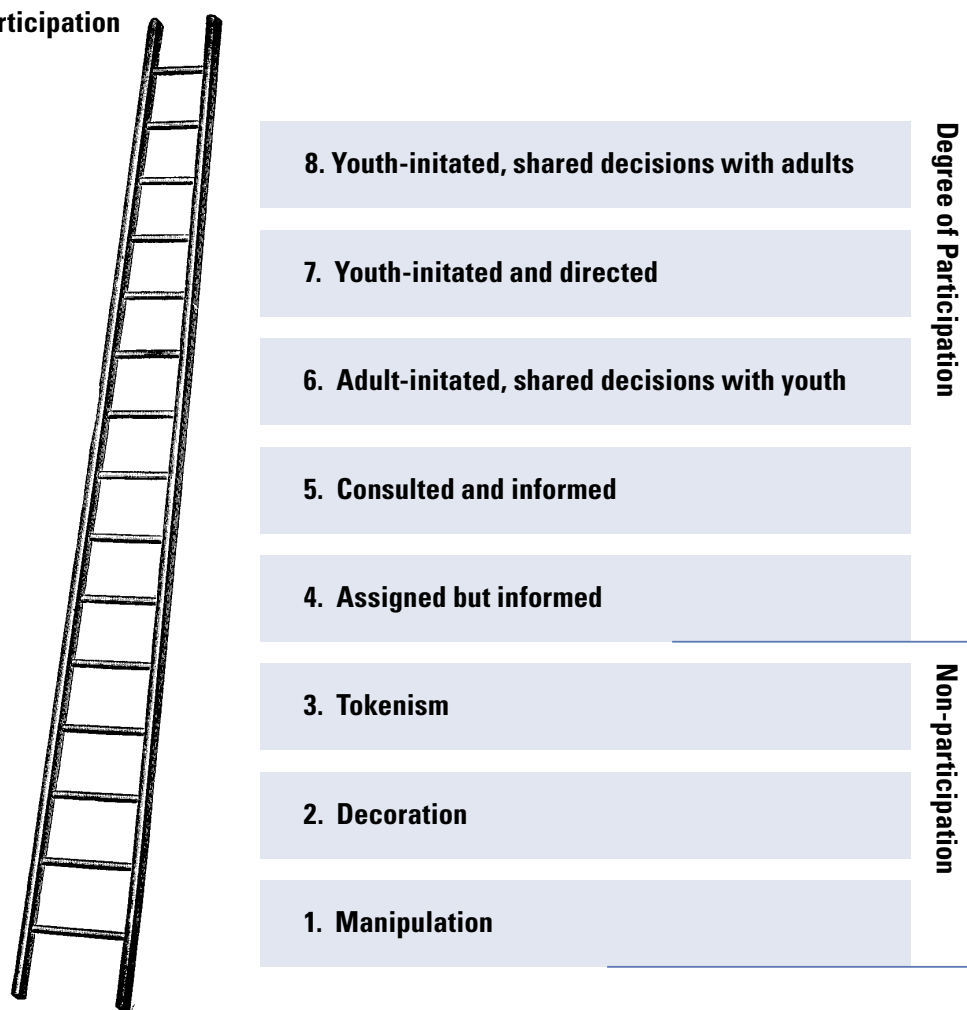
Youth participation

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.

Ladder of Participation



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, hardiness, 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.

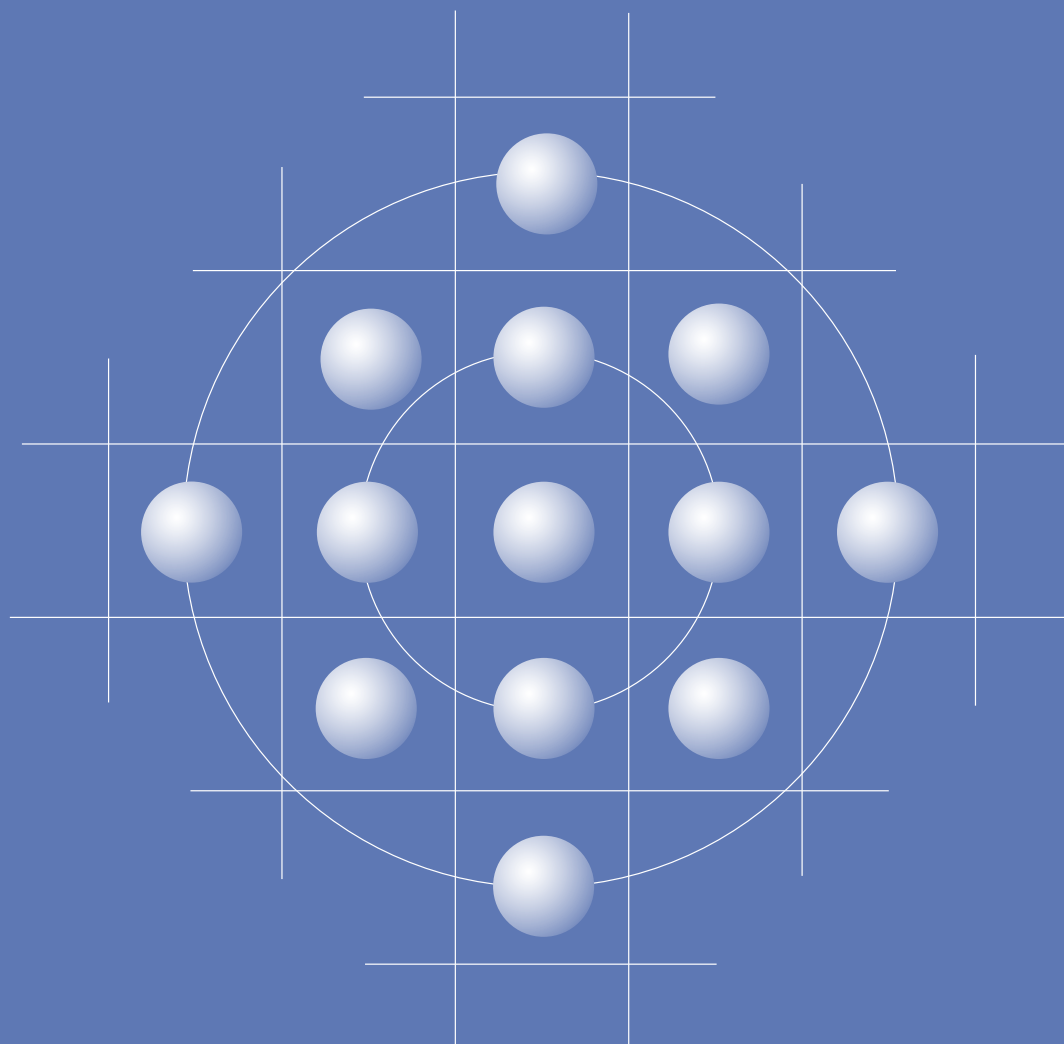
HIV tests can identify HIV antibodies in the blood as early as two weeks after infection, but the body may take up to six months to make a measurable amount of antibodies. This period of time is known as the 'window period'. The average time is 25 days. A positive result on an HIV test means that HIV 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



Pre-training Questionnaire

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 educations?
- ☐ 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 educators?
☐ 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; <i>Handout 6. Sex and Gender</i>
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

Name of Peer Educator/Trainer								
Training Techniques								
1. Explaining the purpose of activity/exercise								
2. Connection with the audience, eye contact								
3. Appropriate body language, movement, gestures								
4. Listening skills								
5. Intonation and volume of voice								
6. Use of visual aids, e.g., flip charts								
7. Energy and enthusiasm level								
8. Practical versus theoretical skills								
9. Agenda preparation for presentation								

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.

Note: all resources are available for free unless otherwise noted.



1. Guidelines on peer education/youth participation

European Guidelines for Youth AIDS Peer Education

Svenson G, et al. (eds). European Commission, 1998

This Europeer (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>, 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> 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> 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>

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

Aggleton P, Horsley C, Warwick I, et al. AVERT, 1993

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

Available online at: http://www.who.int/substance_abuse/activities/global_initiative/en/primary_prevention_guide_17.pdf

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

Monteiro M. (ed.). WHO and Mentor Foundation, 1999, order no. 1930151, 30 Swiss francs/US\$27

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

Available online at: <http://www.advocatesforyouth.org/publications/ResourceGuide.pdf>

5. Other resources

Hettema J, Steele J, Miller WR. Motivational interviewing. *Annual Review of Clinical Psychology* 2005;1:91-111.

LeFevre DN. *New Games for the Whole Family*. New York: Perigee Books, 1988.

Miller WR, Rollnick S. *Motivational Interviewing: Preparing People for Change* (2nd edition). New York: Guilford Press, 2002.

New Games Foundation. *The New Games Book*. Pella, IA: Main Street Books, 1976; New Games Foundation. *More New Games*. Pella, IA: Main Street Books, 2001.

Rollnick S, Miller WR. What is motivational interviewing? *Behavioural and Cognitive Psychotherapy* 1995;23:325-34.

Silverstone R. *Training Guide for Mental Health Professionals*. New York: Sex Information and Education Council for the United States (SIECUS), nd.

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, policy-makers, 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.

Aha, and I Was There	Day 1, p. 47
Ball Toss Name Game	Day 1, p. 33
Brainstorming on Four Topics	Day 2, p. 62
Condom Relay Race	Day 3, p. 75
Debate – How to Retain Peer Educators	Day 5, p. 104
Defining Youth-Adult Partnerships	Day 6, p. 118
Design of Peer Education Training	Day 5, p. 106
Do You Agree?	Day 2, p. 64
Gender, Not Sex	Day 2, p. 67
How Careful Are We with Our Health?	Day 1, p. 40
The Human Knot	Day 1, p. 46
Information, Motivation, Behavioural Skills, and Resources	Day 1, p. 38
Introduction to Life-Skills-Based Education	Day 3, p. 73
Introduction of the Spectrum of Attitudes Theory	Day 6, p. 120
Introductory Presentation and Group Discussion	Day 6, p. 113
Language of Sex	Day 2, p. 59
Monitoring and Evaluation	Day 6, p. 115
Moving Sculptures	Day 1, p. 44
One Day in My Life	Day 4, p. 90
Pass the Beat	Day 1, p. 32
Pass the Mask	Day 3 p. 71
Peer Education – What and Why	Day 1, p. 36
Peer Education Password	Day 2, p. 54
Peer-to-Peer Approaches to Reaching Especially Vulnerable Youth	Day 4, p. 95
Poor Co-facilitation Role Play	Day 5, p. 98
Power Walk	Day 4, p. 85
Problem Tree Analysis	Day 4, p. 91
Privacy Squares	Day 2, p. 61
Public-Speaking Skills	Day 1, p. 42
Role Play Based on the Spectrum of Attitudes	Day 6, p. 122
Role Play Revolution	Day 1, p. 50
Saying ‘No’ Role Play	Day 3, p. 74
Selection Criteria for Recruitment of Peer Educators	Day 5, p. 100
Snowball Fight	Day 5, p. 109
STI Challenge	Day 2, p. 56
Strategies for Effective Youth-Adult Partnerships	Day 6, p. 124
Theory – Practise It	Day 1, p. 38
Thirty Seconds of Fame	Day 1, p. 43
Triads – Competing for Attention	Day 3, p. 81
Visual Imagery – HIV Testing	Day 3, p. 78
What Would You Do If ...	Day 5, p. 99
Who Is At Risk?	Day 4, p. 93
Why Do We Do This Work?	Day 3, p. 77

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:

Handout 13. Adapted from Webb D. and Elliott L. *Learning to Live, Monitoring and Evaluating HIV/AIDS Programmes for Young People*. London: Save the Children, 2000.

Handout 16. Adapted from *Background Handout 2. From Youth Participation to Youth-Adult Partnerships*. In Marx M, Finger W, and Mahler H, eds. *Youth Participation Guide: Assessment, Planning, and Implementation*. Arlington, VA: Family Health International, 2005; Hart R. *Children's Participation: From Tokenism to Citizenship*. *Innocenti Essays No. 4*. Florence: UNICEF, 1992.

Handout 17. Adapted from *Background Handout 6. Challenges to Building Effective Youth-Adult Partnerships*. In Marx et al., eds.; National 4-H Council. *Creating Youth/Adult Partnerships: The Training Curricula for Youth, Adults, and Youth/Adult Teams*. Chevy Chase, MD: National 4-H Council, 1997.

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.

Handout 20. Adapted from UNFPA, UNAIDS, World Bank, WHO, UNESCO, UNDCP, UNICEF, and Save the Children (UK). *Facts for Adolescents, The Right to Know Initiative* 2005 version available at: http://www.unicef.org/righttoknow/index_10facts.html



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

Contents

Introduction	3
Part 1: Main Findings and Recommended Improvements	5
Part 2: Selection of Localities and Situational Analysis	14
• Development of State-level Action Plans – Main Components	17
 Annexes	
Annex 1: Inception Mission Terms of References	20
Annex 2: Summary of Organisations and People Met	22
Annex 3: Functional Literacy Concept Note	24
Annex 4: The Development of Technical and Vocational Education and Training for Employment – <i>Towards a Shared Perspective for the UN Joint Programme on Youth Employment</i>	28
Annex 5: Pastoralist Education Programme – <i>Literacy and Skills Development for Youth</i>	30

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 Ministries¹ 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 immediately 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.

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 South². 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.

² Since 2005 it is estimated that 1.9 million people have returned to Southern Sudan – 744,080 in 2006; 732,369 in 2007; 362,049 in 2008; and 161,501 in 2009. *Total Returns to Southern Sudan and Southern Kordofan Post CPA to December 2009*, IOM Tracking Returns Project, IOM, February 2010, p3.

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

SECONDLY 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 employment³ 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.

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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H.E. Peter Ochilo, Commissioner of Magwi County
H.E. Maker Lual Kuol, Commissioner of Bor County
Plan International
Isata Carew

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Natalie Forcier
Managing Director
Forcier Consulting

List of Acronyms

AU	African Union
CPA	Comprehensive Peace Agreement
CRS	Catholic Relief Services
GER	Gross Enrollment Rate
GIZ	Gesellschaft für Internationale Zusammenarbeit
GoNU	Government of National Unity
GoS	Government of Sudan
GoSS	Government of Southern Sudan
IDPs	Internally Displaced Persons
ILO	International Labour Organisation
IOM	International Organisation for Migration
LRA	Lord's Resistance Army
MSF	Medecins Sans Frontiers
NER	Net Enrollment Rate
NGO	Non-Governmental Organisation
SDG	Sudanese Pounds
SPLM/A	Sudanese People's Liberation Movement/Army
SSP	South Sudanese Pounds
SSRRC	South Sudan Relief and Rehabilitation Commission
TREE	Training for Rural Economic Empowerment
TVET	Technical and Vocational Education and Training
VTC	Vocational Training Center
YEP	UN Joint Programme on Youth Employment

Table of Contents

Introduction.....	1
Context.....	2
Desk Review: Skills Development, Vocational Training & Livelihood Opportunities for Youth in South Sudan	3
Youth as a Vulnerable Population.....	3
Need for Vocational Training.....	5
Challenges and Weaknesses of Existing Vocational Training	6
Suggested Approaches.....	8
Methodology.....	10
Assessment Tools	10
Market Assessments in Five Locations	17
Part 1: Market Assessments in Five Locations.....	18
Bor, Jonglei	18
Community Profile	18
Consumer Demand for Services: Bor, Jonglei	19
Consumer Demand for Goods: Bor, Jonglei.....	21
Market Opportunity: Bor, Jonglei.....	23
Juba, Central Equatoria	26
Community Profile	26
Consumer Demand for Services: Konyo Konyo Market, Juba, Central Equatoria.....	27
Market Opportunity: Konyo Konyo Market, Juba, Central Equatoria State.....	33
Consumer Demand for Services: Gudele Market, Juba, Central Equatoria	36
Consumer Demand for Goods: Gudele Market, Juba, Central Equatoria.....	40
Market Opportunity: Gudele Market, Juba, Central Equatoria.....	43
Magwi, Eastern Equatoria.....	45
Community Profile	45
Consumer Demand for Goods: Magwi, Eastern Equatoria	46
Consumer Demand for Services: Magwi, Eastern Equatoria.....	49
Market Opportunity: Magwi, Eastern Equatoria	51
Abara, Eastern Equatoria	54
Community Profile	54
Consumer Demand for Goods: Abara, Eastern Equatoria.....	54
Consumer Demand for Services: Abara, Eastern Equatoria	56
Market Opportunity: Abara, Eastern Equatoria.....	60
Part 2: Youth Skills & Aspirations.....	63
Youth Aspirations: Bor, Jonglei	63
Youth Aspirations: Juba, Central Equatoria.....	67
Youth Aspirations: Magwi, Eastern Equatoria.....	73
Youth Aspirations: Abara, Eastern Equatoria.....	75
Part 3: Mapping of Vocational Training Opportunities	79
Vocational Training Mapping: Bor, Jonglei	79
Makolcuei Vocational and Adult Literacy Training Centre	79
Jalei Women's Association Tailoring and Dressmaking School.....	81
Women's Poultry Farming.....	82
Other Activities	82
Vocational Training Mapping: Juba, Central Equatoria	83

Juba Technical and Vocational High School.....	84
Juba Technical Secondary School.....	84
Other Activities.....	86
Vocational Training Mapping: Magwi, Eastern Equatoria.....	86
Magwi Vocational Training Center.....	86
Vocational Training Mapping: Abara, Eastern Equatoria	88
Abara Training and Production Center	88
Part 4: Discussion and Conclusions	90
Bor, Jonglei	90
Juba, Central Equatoria	91
Magwi, Eastern Equatoria.....	92
Abara, Eastern Equatoria	93
Annex I: Qualitative & Quantitative Tools.....	95

List of Tables

Table 1 Total number of surveys completed.....	11
Table 2 Total number of surveys completed by gender.....	12
Table 3 Total number of surveys completed by age and gender (male)	12
Table 4 Total Number of Surveys Completed by Age and Gender (female).....	12
Table 5 Respondent demographics, Youth Survey, Bor, Jonglei (June 2011).....	12
Table 6 Respondent demographics, Service Survey, Bor, Jonglei (June 2011).....	13
Table 7 Shop type demographics, Market Opportunity Survey, Bor, Jonglei (June 2011).....	13
Table 8 Respondent demographics, Youth Survey, Gudule market, Juba, Central Equatoria (June 2011)	13
Table 9 Respondent demographics, Services Survey, Gudule market, Juba, Central Equatoria (June 2011)	13
Table 10 Respondent demographics, Youth survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)	14
Table 11 Respondent demographics, Consumer Demand for Goods survey, Konyo Konyo market, Juba, Central Equatoria (June 2011).....	14
Table 12 Consumer satisfaction with services, Consumer Demand for Services survey, Bor, Jonglei (June 2011)	19
Table 13 Consumer satisfaction with goods, Consumer Demand for Goods survey, Bor, Jonglei (June 2011)	21
Table 14 Goods sold, Market Opportunity survey, Bor, Jonglei (June 2011).....	24
Table 15 Consumer satisfaction with services, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011).....	28
Table 16 Consumer satisfaction with goods, Consumer Demand for Goods survey, Konyo Konyo market, Juba, Central Equatoria (June 2011).....	32
Table 17 Goods sold, Market Opportunity survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)	34
Table 18 Consumer satisfaction with selected services, Consumer Demand for Services survey, Gudule market, Juba, Central Equatoria (June 2011)	37
Table 19 Consumer satisfaction with selected goods, Consumer Demand for Goods survey, Gudule market, Juba, Central Equatoria (June 2011).....	40
Table 20: Goods sold, Consumer Demand for Goods survey, Gudule market, Juba, Central Equatoria (June 2011)	43
Table 21 Consumer satisfaction for selected goods, Consumer Demand for Goods survey, Magwi, Eastern Equatoria (July 2011)	47
Table 22 Consumer satisfaction with selected services, Consumer Demand for Services survey, Magwi, Eastern Equatoria (July 2011).....	50
Table 23 Services offered, Market Opportunity survey, Magwi, Eastern Equatoria (July 2011).....	51
Table 24 Goods sold, Market Opportunity survey, Magwi, Eastern Equatoria (July 2011).....	52
Table 25 Consumer satisfaction with goods, Abara, Eastern Equatoria (July 2011)	55
Table 26 Consumer satisfaction with services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011)	57
Table 27 Main services offered, Market Opportunity survey, Abara, Eastern Equatoria (July 2011).....	61
Table 28 Goods sold, Market Opportunity survey, Abara, Eastern Equatoria (July 2011).....	61
Table 29 Source of goods, Market Opportunity survey, Abara, Eastern Equatoria (July 2011).....	61
Table 30 Employment type among youth, Youth survey, Bor, Jonglei (June 2011)	65

Table 31 Dissatisfaction with communication and mathematical skills, Youth survey, Bor, Jonglei (June 2011)	66
Table 32 Language skills of youth, Youth survey, Bor, Jonglei (June 2011).....	67
Table 33 Unemployed youth, Youth survey, Gudule market, Juba, Central Equatoria (June 2011) ...	67
Table 34 Unemployed youth, Youth survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)	68
Table 35 Education level, Youth survey, Juba, Central Equatoria (June 2011).....	68
Table 36 Vocational training, Youth survey, Juba, Central Equatoria (June 2011).....	69
Table 37 Employment type, Youth survey, Juba, Central Equatoria (June 2011).....	72
Table 38 Current employment among youth, Youth survey, Magwi, Eastern Equatoria (July 2011)	74
Table 39 Current youth employment, Youth survey, Abara, Eastern Equatoria (July 2011)	76
Table 40 Vocational training centres, Bor, Jonglei (June 2011).....	79
Table 41 Courses offered, Juba Technical Secondary School, Juba, Central Equatoria (June 2011)...	85

List of Figures

Figure 1: Population Pyramid, Sudan Population and Housing Census, 2008.....	3
Figure 2: Respondent demographics, Market Opportunity survey, Gudule market, Juba, Central Equatoria (June 2011).....	14
Figure 3: Respondent demographics, Market Opportunity survey, Konyo Konyo market, Juba, Central Equatoria (June 2011).....	15
Figure 4: Reasons for dissatisfaction with selected goods, Consumer Demand for Goods survey, Bor, Jonglei (June 2011).....	22
Figure 5: Vocational training received, Market Opportunity survey, Bor, Jonglei (June 2011).....	25
Figure 6: Reasons for dissatisfaction with boda bodas, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011).....	29
Figure 7: Reasons for dissatisfaction with restaurants, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011).....	29
Figure 8: Reasons for dissatisfaction with appliance repair shops, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011).....	30
Figure 9: Reasons for dissatisfaction with tailors, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011).....	30
Figure 10: Reasons for dissatisfaction with boda bodas, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011).....	31
Figure 11: Reasons for dissatisfaction with selected goods, Consumer Demand for Goods survey, Konyo Konyo market, Juba, Central Equatoria (June 2011).....	33
Figure 13: Source of goods, Market Opportunity survey, Konyo Konyo market, Juba, Central Equatoria (June 2011).....	35
Figure 12: Desired training by skill set, Market Opportunity survey, Konyo Konyo market, Juba, Central Equatoria (June 2011).....	35
Figure 14: Reasons for dissatisfaction with selected services, Consumer Demand for Services survey, Gudule market, Juba, Central Equatoria (June 2011).....	38
Figure 15: Reasons for dissatisfaction with boda boda services, Consumer Demand for Services survey, Gudule market, Juba, Central Equatoria (June 2011).....	38
Figure 16: Origin of goods, Market Opportunity survey, Gudule market, Juba, Central Equatoria (June 2011).....	44
Figure 17: Reasons for dissatisfaction with selected services, Consumer Demand for Services survey, Magwi, Eastern Equatoria (July 2011).....	51
Figure 18: Origin of goods, Market Opportunity survey, Magwi, Eastern Equatoria (July 2011).....	53
Figure 19: Desired training, Market Opportunity survey, Magwi, Eastern Equatoria (July 2011).....	53
Figure 20: Reasons for dissatisfaction with selected goods, Consumer Demand for Goods survey, Abara, Eastern Equatoria (July 2011).....	56
Figure 21: Reasons for dissatisfaction with hiace services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011).....	58
Figure 22: Reasons for dissatisfaction with rolex services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011).....	58
Figure 23: Reasons for dissatisfaction with fruits & vegetables, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011).....	59
Figure 24: Reasons for dissatisfaction with restaurant services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011).....	59
Figure 25: Reasons for dissatisfaction with computer services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011).....	60

Figure 26: Reasons for dissatisfaction with photography services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011).....	60
Figure 27: Education level attained, Youth survey, Bor, Jonglei (June 2011).....	63
Figure 28: Employment rates, Youth survey, Bor, Jonglei (June 2011).....	64
Figure 29: Dissatisfaction with communication and mathematical skills, Youth survey, Bor, Jonglei (June 2011).....	66
Figure 30: Dissatisfaction with skills in Sudanese and Non-Sudanese youth, Youth survey, Juba, Central Equatoria (June 2011).....	70
Figure 31: Youth satisfaction with communication and mathematical skills, Youth survey, Magwi, Eastern Equatoria (July 2011).....	75

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."

- 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.¹ Only 1 percent of households have a bank account.² Half of South Sudanese (50.6%) live beneath the national poverty line of 72.6 SDG per month and 47.0% are food deprived.³ 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

¹ Statistical Yearbook of Southern Sudan 2010, Southern Sudan Centre for Census, Statistics and Evaluation. 23.

² Ibid.

³ "Poverty in Southern Sudan: Estimates from the 2009 National Baseline Household Survey", Southern Sudan Centre for Census, Statistics and Evaluation.

returned to South Sudan between 2004 and 2008.⁴ 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.⁵ 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.⁶ 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

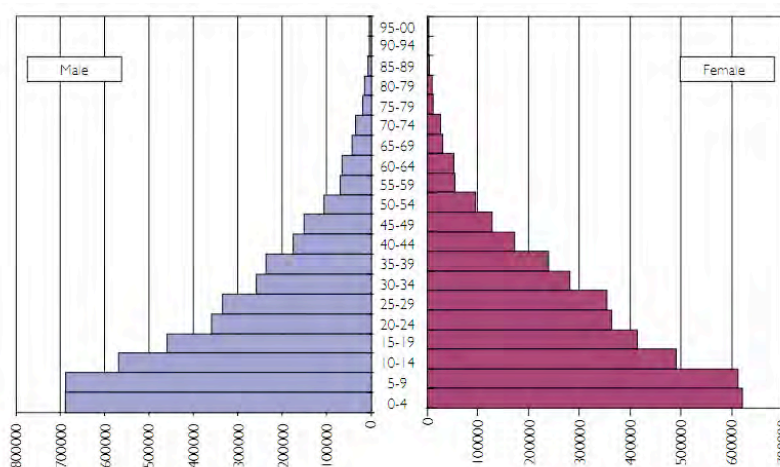


Figure 1: Population Pyramid, Sudan Population and Housing Census, 2008

institutions, teacher education, higher education, and adult education.”⁷ 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.⁸ This gap in formal education opportunity has been further exacerbated by the dearth of vocational training

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.

⁶ Statistical Yearbook for Southern Sudan 2009, Southern Sudan Centre for Census Statistics and Evaluation.

⁷ Marc Sommers. *Islands of Education: Schooling, Civil War and the Southern Sudanese* (1983-2004). Paris: International Institute for Education Planning. 2005, 70.

⁸ *Starting from Scratch: The Challenges of Including Youth in Rebuilding Southern Sudan*, Women’s Refugee Commission, September 2010

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."⁹ 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.¹⁰

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.¹¹ 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."¹² 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."¹³

⁹ *From the Ground Up: Education and Livelihood in Southern Sudan*, Women's Commission for Refugee Women and Children, 2007

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."

¹¹ Psacharopoulos, 1995, cited in *A Report of the Study on Socio-Economic and Cultural Barriers to Schooling in Southern Sudan*, Government of South Sudan, Ministry of Education, Science and Technology, November 2008

¹² Dominic Odwa Atari, Samer Abdelnour, Kevin McKague and Robert Wagner, Technical, Vocational and Entrepreneurial Capacities in Southern Sudan: Assessment and Opportunities.

¹³ *Youth Leader Says Better Access to Education Needed in Southern Sudan*, VOA News, April 25, 2010, <http://www.voanews.com/english/news/africa/Youth-Leader-Says-Better-Access-to-Education-Needed-in-Southern-Sudan--92062059.html>

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 Teny¹⁴

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.¹⁵ 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.”¹⁶

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.¹⁷ Following her study of the unique challenges facing South Sudanese youth, Maura Brazil of ACIDI-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.”¹⁸ 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.

¹⁴ Keynote Speech at the ILO-AU-IGAD Employment for Peace, Stability and Development in the Horn of Africa Stakeholders and Development Partners' Conference. Addis Ababa, Ethiopia, 11-12 April 2011.

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*, ACIDI/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.

¹⁹ *Starting from Scratch: The Challenges of Including Youth in Rebuilding Southern Sudan*, Women's Refugee Commission, September 2010.

²⁰ Pantuliano et al, 2011.

²¹ Ellen Martin, *Gender, Violence and Survival in Juba, Southern Sudan*, ODI Humanitarian Policy Group, November 2010.

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 Africa²², as shown below in Box 1.

²² *Strategy to Revitalize Technical and Vocational Education and Training (TVET) in Africa*, Meeting of the Bureau of the Conference of Ministers of Education of the African Union (COMEDAF II+) 29-31 May 2007, Addis Ababa, Ethiopia.

Box 1: African Union Guidelines

Training providers should:

- Provide training within national policy framework;
- Develop business plans to support training activities;
- Establish strong linkages and collaboration with employers and industry;
- Mainstream gender into training activities and programmes;
- Institute bursary schemes for poor trainees;
- Strengthen guidance and counselling services to trainees;
- Network and bench-mark with other providers.

Parents and Guardians Should:

- Support children and wards to choose the vocational education stream;
- Reject perception that TVET is for the less academically endowed.
- Lobby politicians in favour of TVET
- Support activities of training providers.

Donors and Development Partners Should:

- Support development of national TVET policies and strategies;
- Fund TVET research and advocacy;
- Support capacity building in TVET sector
- Help in identifying and disseminating best practices in TVET
- Support TVET advocacy initiatives

Employers Should:

- Deliver workplace training to employees
- Contribute financially to national training fund
- Provide opportunities for TVET teachers to regularly update their workplace experience;

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

²³ Evangelischer Entwicklungsdienst (2010), *Comparative Study and Outcome and Impact Analysis of Six Vocational Training Projects in West Africa*, Bonn: EED.

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.

²⁵ For a detailed discussion of the importance of tax collection on state formation in post-conflict environments, see: Jonathan Di John (2011) *Taxation, Resource Mobilisation, and State Performance*. Working Paper. Crisis States Research Centre Working Paper 84 (series 2). London School of Economics.

²⁶ Allan Larsson, *Empowerment of the Poor in Informal Employment*, Commission on Legal Empowerment of the Poor, January 2006.

²⁷ Dean Karlan and Martin Valdivia, *Teaching Entrepreneurship: The impact of Business Training on Microfinance Clients and Institutions*, May 2009.

will be “meaningless if they cannot be accessed by all citizens, irrespective of their status.”²⁸ 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.”²⁹ 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.”³⁰

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

²⁸ Matthews Lebogang Phiri, “A Survey of Experiences and Practices in Current Use for Integrating Education for Sustainable Development in TVET in Botswana.”

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 tools³¹ 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 1 Total number of surveys completed

Location	Youth	Market Demand Goods	Market Demand Services	Market Opportunity	Total
Gudele	112	129	113	128	482
Konyo Konyo	89	90	69	111	359
Bor	125	30	30	102	287
Magwi	29	31	30	32	122
Abara	13	30	27	16	86
Total	480	307	269	389	1336

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.

³¹ For a complete list of the tools, see Annex 1.

Table 2 Total number of surveys completed by gender

Survey	Males	Females	Total
Youth	231	137	368
Market Demand – Goods	155	155	325
Market Demand – Services	146	123	269
Market Opportunity	250	139	389
Total	782	554	1336

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.

Table 3 Total number of surveys completed by age and gender (male)

Age	Youth	Market Demand Goods	Market Demand Services	Market Opportunity	Total
15-18	31	9	9	16	65
19-24	87	31	28	48	194
25-30	113	57	37	64	271
31+	n/a	58	72	122	252
Total	231	155	146	250	782

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 4 Total Number of Surveys Completed by Age and Gender (female)

Age	Youth	Market Demand Goods	Market Demand Services	Market Opportunity	Total
15-19	14	13	5	7	39
20-24	67	57	35	34	193
25-30	56	56	54	56	222
31+	n/a	29	29	42	100
Total	137	155	123	139	554

Table 5 Respondent demographics, Youth Survey, Bor, Jonglei (June 2011)

Age	Distribution by age		Head of Household (HH)		Average # dependents
	% (n=x)	% Female	% HH	% Female & HH	
15-18	12.0 (15)	13.3	0.0	n/a	n/a
19-24	36.0 (45)	44.4	8.9	25	3.5
25-30	52.0 (65)	35.4	74.9	27.1	5.9
Average	n/a	31.0	27.9	26.1	4.7

Table 6 Respondent demographics, Service Survey, Bor, Jonglei (June 2011)

Age	Male % (n=x)	Female % (n=x)	Total % (n=x)
15-18	100.0 (2)	0.0 (0)	6.7 (2)
19-24	55.6 (5)	44.4 (4)	30.0 (9)
25-30	36.4 (6)	63.6 (7)	36.7 (11)
31+	50.0 (4)	50.0 (4)	26.7 (8)
Total	50.0 (15)	50.0 (15)	100.0 (30)

Table 7 Shop type demographics, Market Opportunity Survey, Bor, Jonglei (June 2011)

Shop Type	Male % (n=x)	Female % (n=x)	Total % (n=x)
Retailer: Fixed Shop	74.7 (28)	24.3 (9)	37.4 (37)
Retailer: Mobile	46.2 (18)	53.9 (21)	39.4 (39)
Retailer: Small Stand	16.7 (2)	83.3 (10)	12.1 (12)
Trader	100.0 (8)	0.0 (0)	8.1 (8)
Wholesaler	100.0 (3)	0.0 (0)	3.0 (3)
Total	59.6 (59)	40.4 (40)	100.0 (99)

Table 8 Respondent demographics, Youth Survey, Gudule market, Juba, Central Equatoria (June 2011)

Age	Male % (n=x)	Female % (n=x)	Total % (n=x)
15-18	47.1 (8)	52.9 (9)	15.2% (17)
19-24	47.1(24)	52.9(27)	45.5% (51)
25-30	72.7(32)	27.3 (12)	39.3% (44)
Total	57.1 (64)	42.9 (48)	100.0 (112)

Table 9 Respondent demographics, Services Survey, Gudule market, Juba, Central Equatoria (June 2011)

Age	Male % (n=x)	Female % (n=x)	Total % (n=x)
15-18	60.0 (3)	40.0 (2)	4.4 (5)
19-24	42.1 (8)	57.9 (11)	16.8 (19)
25-30	35.7 (15)	64.3 (27)	37.2 (42)
31 +	70.2 (33)	29.8(14)	41.6 (47)
Total	52.2 (59)	47.8 (54)	100.0 (113)

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.

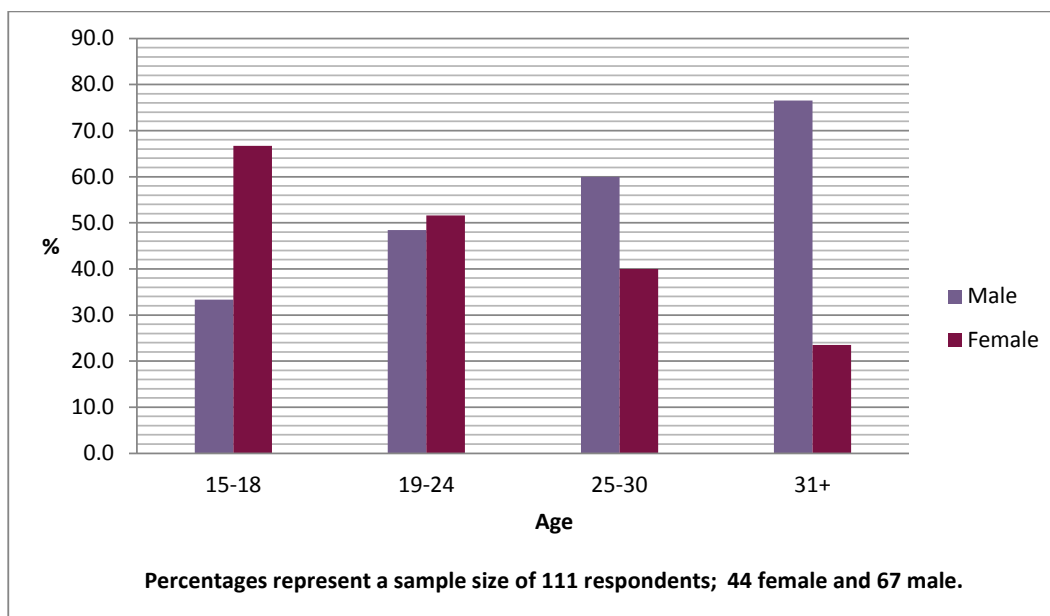


Figure 2: Respondent demographics, Market Opportunity survey, Gudule market, Juba, Central Equatoria (June 2011)

Table 10 Respondent demographics, Youth survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

Age	Male % (n=x)	Female % (n=x)	Total % (n=x)
15-18	70.0 (7)	30.0 (3)	11.2 (10)
19-24	68.4 (26)	31.6 (12)	42.7 (38)
25-30	51.2 (21)	48.8 (20)	46.1 (41)
Total	60.7 (54)	39.3 (35)	100.0 (89)

Table 11 Respondent demographics, Consumer Demand for Goods survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

Age	Male % (n=x)	Female % (n=x)	Total % (n=x)
15-18	50.0 (3)	50.0 (3)	8.7 (6)
19-24	45.0 (9)	55.0 (11)	29.0 (20)
25-30	35.0 (7)	65.0 (13)	29.0 (20)
31+	73.9 (17)	26.1 (6)	33.3 (23)
Total	52.2 (36)	47.8 (33)	100.0 (69)

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.

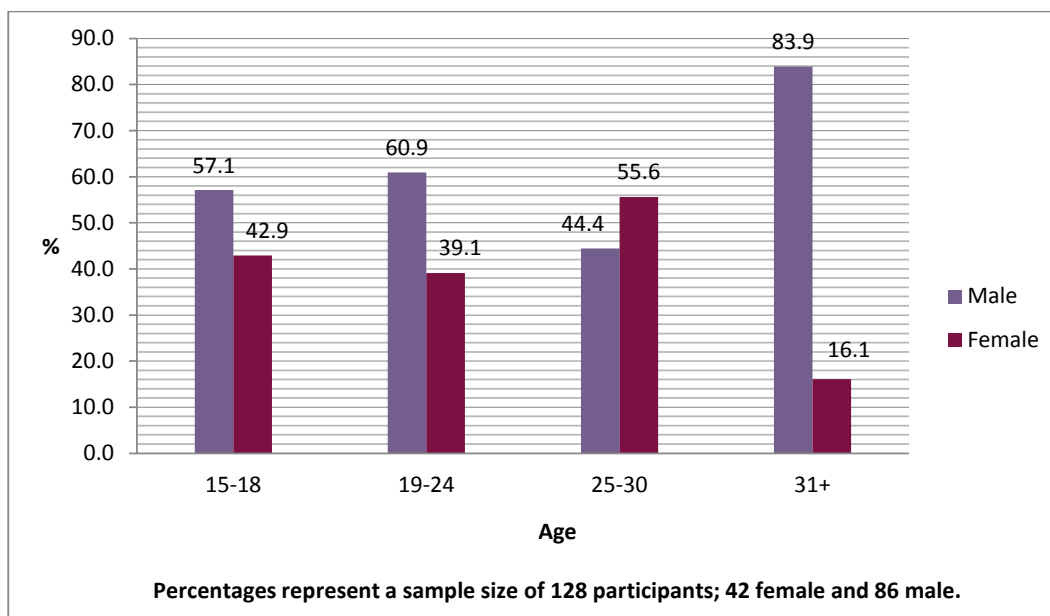


Figure 3: Respondent demographics, Market Opportunity survey, Konyo Konyo market, Juba, Centra Equatoria (June 2011)

Limitations

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.

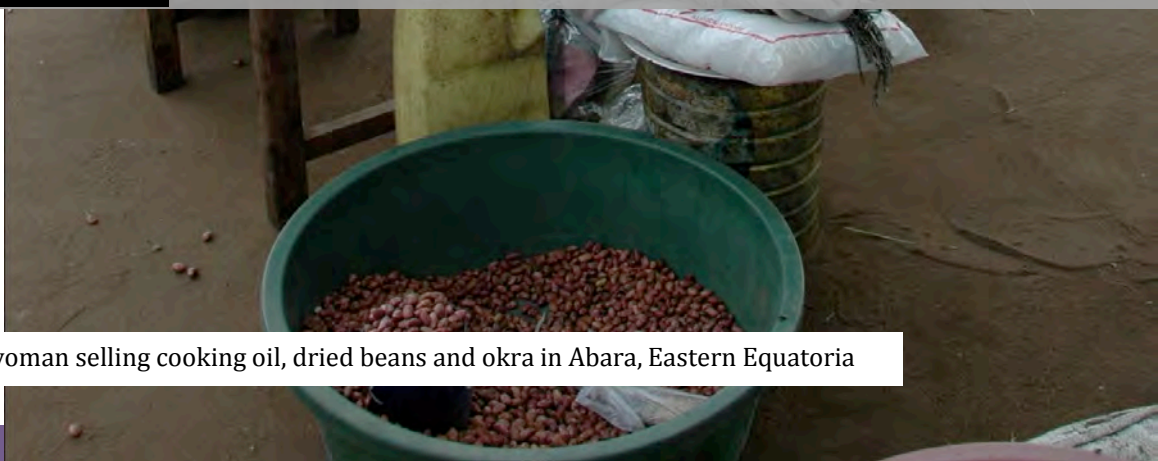
The research period for this report coincided with South Sudan's independence. As a result, research and market activities were disrupted around the country, both prior to and after the official Independence date of July 9th, 2011. Also, as a consequence of the separation from the North funding organizations 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 221,106³² 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.³³ 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.³⁴

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 Bor³⁵, which equates to 65% of the children aged 6-13³⁶. In Jonglei as a whole, only 19% of people aged above six can read and write³⁷. 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.

³³ Doctors Without Borders 2006 "A Hard Peace to Return to in Sudan"

http://www.msf.org.uk/articledetail.aspx?fid=A_hard_return_to_peace_in_Sudan

³⁴ IOM 2011, "Return Statistical Weekly Update (July 20 to July 26, 2011)," p. 8.

³⁵ SOUTHERN SUDAN CENTRE FOR CENSUS, STATISTICS & EVALUATION 2010, "Statistical Yearbook for Southern Sudan 2010," p. 54.

³⁶ SOUTHERN SUDAN CENTRE FOR CENSUS, STATISTICS & EVALUATION 2010, "Statistical Yearbook for Southern Sudan 2010," p. 58.

³⁷ SOUTHERN SUDAN CENTRE FOR CENSUS, STATISTICS & EVALUATION 2010, "Statistical Yearbook for Southern Sudan 2010," p 48.

agriculture for sustenance, with an average of 0.63 hectares cultivated per household.³⁸ 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.³⁹ Therefore, although most people farm to produce food, there is still insufficient food available.

Consumer Demand for Services: Bor, Jonglei

Table 12 Consumer satisfaction with services, Consumer Demand for Services survey, Bor, Jonglei (June 2011)

Service	Dissatisfied		Satisfied		Non-Consumers	
	%	n=x	%	n=x	%	n=x
Appliance Repair	13.3	4	10.0	3	76.7	23
Barber	6.0	20	30.0	9	50.0	15
Beautician	3.2	1	64.5	20	32.3	10
Blacksmith	12.9	4	6.5	2	80.7	25
Caterer	9.7	3	19.4	5	80.0	22
Computer Technician	22.6	8	22.6	7	54.8	17
Construction Worker	9.7	3	22.6	7	67.7	21
Cook	0.0	0	32.3	10	67.4	21
Cut Fruit or Vegetables	45.2	14	38.7	12	16.1	3
Dobbi	22.6	8	38.7	12	38.7	12
Electrician	12.9	4	19.4	6	67.7	21
Generator Repair	22.6	7	29.0	9	48.4	15
Gravel	9.7	3	9.8	3	80.7	25
Mason	25.8	8	12.9	4	61.3	19
Mechanic	29.0	9	29.0	9	49.1	13
Milk from Dairy	9.7	8	32.3	10	58.1	18
Photographer	12.9	4	22.6	7	64.5	20
Plumber	16.1	5	3.2	1	80.7	25
Restaurant	16.1	3	80.7	25	3.2	1
Rolex	35.5	11	48.4	15	16.1	3
Tailor	25.8	8	54.8	17	19.4	6
Water Collector	6.5	2	54.8	14	38.7	12

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

³⁸ SOUTHERN SUDAN CENTRE FOR CENSUS, STATISTICS & EVALUATION 2010, “Statistical Yearbook for Southern Sudan 2010,” p. 89.

³⁹ Famine Early Warning System 2011, “South Sudan Near-term Outlook”, URL: <http://www.fews.net/pages/country.aspx?gb=ss>

maker,⁴⁰ 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.

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.

Consumer Demand for Goods: Bor, Jonglei

Table 13 Consumer satisfaction with goods, Consumer Demand for Goods survey, Bor, Jonglei (June 2011)⁴¹

Product	Satisfied		Dissatisfied	
	%	n=x	%	n=x
Accessories	64.5	20	35.5	11
Bags	19.3	6	80.7	25
Bed Items	50.0	15	50.0	15
Bread	41.9	13	58.1	18
Butter	22.6	7	77.4	22
Charcoal	41.9	13	58.1	18
Fresh Fish	80.7	25	19.4	6
Imported Clothes	51.6	16	48.4	15
Imported Fruit and Vegetables	22.6	7	77.4	24
Kitchen Supplies	54.8	17	45.2	14
Live Animals	71.0	22	29	9
Local Clothes	50	15	50	15
Local Fruit and Vegetables	51.6	16	48.4	15
Local Metal Items	41.9	13	58.1	18
Local Straw Products	14.3	4	85.7	24
Local Wood Products	35.5	11	64.5	20
Milk	48.4	15	51.6	16
Oil	43.3	13	56.7	17
Prepared Food	17.9	5	82.1	23
Rolex	77.0	24	22.6	7
Salt Dried Fish	40	12	60	18
Smoke Dried Fish	38.7	12	61.3	19
Sun Dried Fish	77.4	24	22.6	7
Textiles	13.8	4	86.2	25
Yoghurt	0	0	100	29

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.

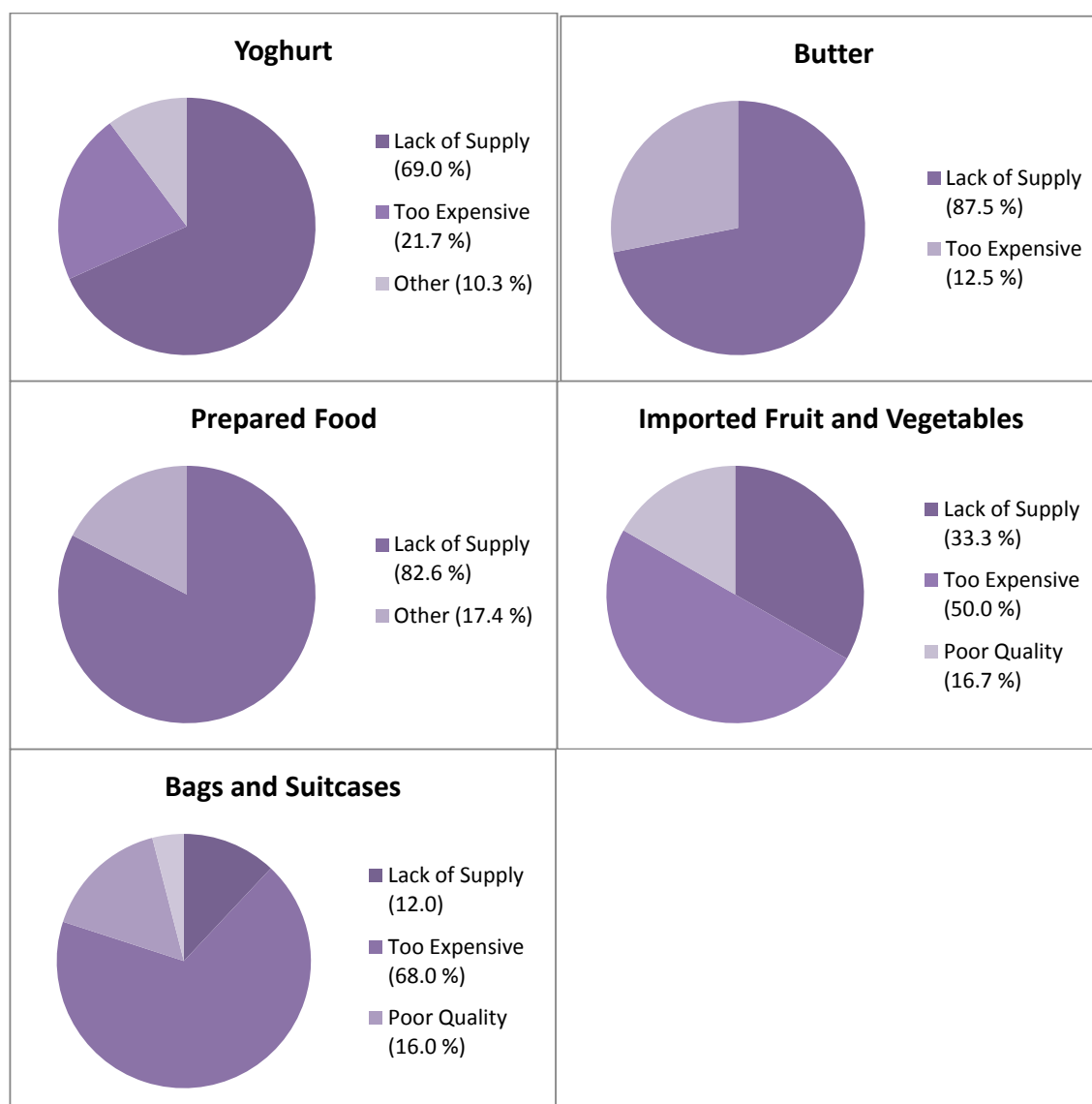


Figure 4: Reasons for dissatisfaction with selected goods, Consumer Demand for Goods survey, Bor, Jonglei (June 2011)

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.

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.

Table 14 Goods sold, Market Opportunity survey, Bor, Jonglei (June 2011)

Goods	Retailers who sell goods	
	%	n=x
Arms/Ammunition	2.0	2
Bags and Suitcases	13.1	13
Butter	1.0	1
Charcoal	2.0	2
Clay/Ceramic Products	2.0	2
Clothes/Footwear Locally Made	4.0	4
Clothes/Footwear Imported	4.0	4
Clothes/Footwear Secondhand	4.0	4
Electronics	2.0	2
Fresh Fish	11.1	11
Fruits, Vegetables, Grains, Nuts	10.1	10
Glassware	1.0	1
Live Animals	1.0	1
Metal Goods	2.0	2
Metal Scraps	2.0	2
Milk	12.1	12
Newspaper	2.0	2
Plastic Products	1.0	1
Sand/Gravel	2.0	2
Salt Dried Fish	1.0	1
Spare Parts for Bikes/Bodas	1.0	1
Soap/Washing Powder	6.1	6
Sun Dried Fish	29.3	29
Textiles	2.0	2
Toiletries	6.1	6
Toys/Games	1.0	1
Wood Products	8.1	8
Yoghurt	5.1	5
Other	4.0	4

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.

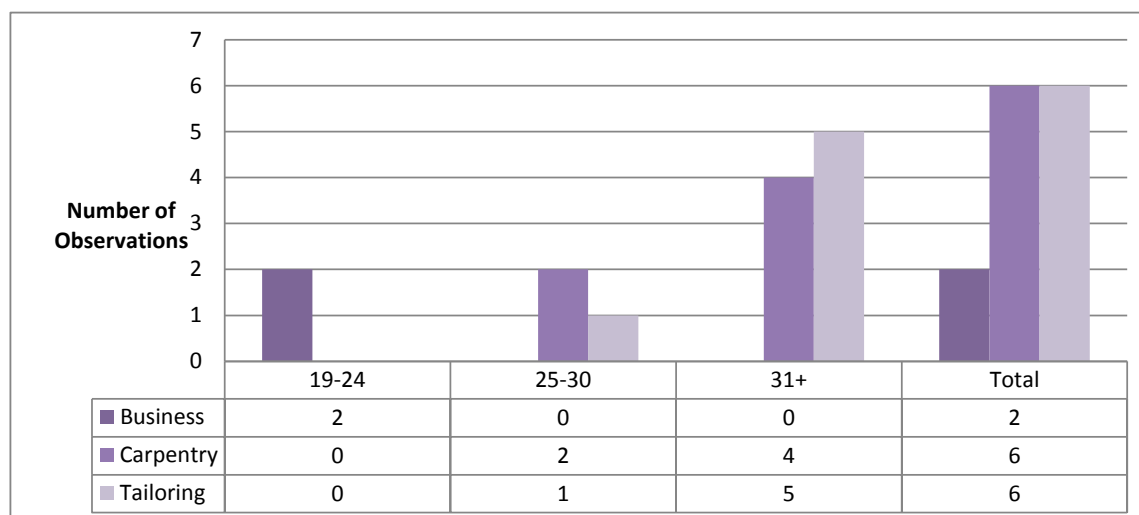


Figure 5: Vocational training received, Market Opportunity survey, Bor, Jonglei (June 2011)

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 300⁴². 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.⁴³ 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.⁴⁴ Juba County itself has 5,069 returnees.⁴⁵ The influx of people has resulted in a higher demand for goods and services.⁴⁶ As a result, imports from neighboring countries, especially Uganda, have increased significantly.⁴⁷ The result is higher prices and therefore reduced food security for the population as a whole.⁴⁸ In Juba county around 54,514 children are enrolled in primary school,⁴⁹ which equates to 59% of the total population of children aged 6-13.⁵⁰ Around 50% of households engage in farming,⁵¹ 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'.⁵²

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.

⁴² SOUTHERN SUDAN CENTRE FOR CENSUS, STATISTICS & EVALUATION, 2010. Statistical Yearbook for Southern Sudan, p.8.

⁴³ CHF International 2011, *South Sudan: Returnee and Host Community Assessment Report. Morobo, Juba and Torit Counties*. February 2011, p. 1. [07.21.2011]

⁴⁴ Ibid, p. 3.

⁴⁵ Ibid, p. 4.

⁴⁶ Ibid, p. 5.

⁴⁷ Yutaka Yoshino, Grace Ngungi and Ephrem Asebe, *Africa Trade Policy Notes: Enhancing the Recent Growth of Cross-Border Trade Between South Sudan and Uganda*. World Bank, Policy Note No. 21, July 2011.

⁴⁸ The Food Security Technical Secretariat of GoSS, *Southern Sudan Food Security Update* Vol. 15, March-April 2011. May 6 2011. [07.21.2011].

⁴⁹ SOUTHERN SUDAN CENTRE FOR CENSUS, STATISTICS & EVALUATION, 2010. Statistical Yearbook for Southern Sudan, p.56.

⁵⁰ Ibid, p 76.

⁵¹ Ibid, p 92.

⁵² Famine Early Warning System, Near-term Outlook for South Sudan, 2011. URL: <http://www.fews.net/pages/country.aspx?gb=ss>

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.⁵³ 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.⁵⁴ 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

⁵³ Sudan Radio 2011. Demolition Begins in Juba. <http://www.sudanradio.org/demolition-begins-juba>.

⁵⁴ SOUTHERN SUDAN CENTRE FOR CENSUS, STATISTICS & EVALUATION, 2011. “Consumer Price Inflation Press Release”, p 1.

Table 15 Consumer satisfaction with services, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

Service	Dissatisfied		Satisfied		Non-Consumers	
	%	n=x	%	n=x	%	n=x
Appliance Repair	54.4	37	7.4	5	38.3	26
Barber	18.8	13	52.2	36	29.0	20
Beautician	48.5	33	22.1	15	29.4	20
Blacksmith	49.3	38	14.5	10	36.2	25
Boda Boda	58.0	40	33.3	23	8.7	6
Carwash	39.1	27	18.8	13	42.0	29
Caterer	27.5	19	14.5	10	58.0	40
Computer Repair	53.6	37	5.8	4	40.6	28
Construction	29.0	20	20.3	14	50.7	35
Cook	29.0	20	5.8	4	65.2	45
Dairy	26.1	18	1.5	1	72.5	52
Dobbi	20.3	14	37.7	26	42.0	29
Driver	23.2	16	11.6	8	65.2	45
Electrician	47.1	32	11.8	8	41.2	28
Fruit	52.2	36	36.2	25	11.6	8
Generator	35.3	24	20.6	14	44.1	30
Gravel	31.9	22	17.4	12	50.7	35
Hiace	43.5	30	55.1	38	1.5	1
Housekeeper	26.1	18	10.1	7	63.7	44
Mason	39.7	27	8.8	6	51.5	35
Mechanic	49.3	34	17.4	12	33.3	23
Photographer	30.9	21	7.4	5	61.8	42
Plumber	42.7	29	4.4	3	52.9	36
Restaurant	63.8	44	29.0	20	7.3	5
Security	27.5	19	11.6	8	60.9	47
Shoe Polisher	10.1	7	53.6	37	36.2	25
Tailor	65.2	45	23.2	16	11.6	8
Water Collector	17.4	12	69.6	48	13.0	9

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

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.

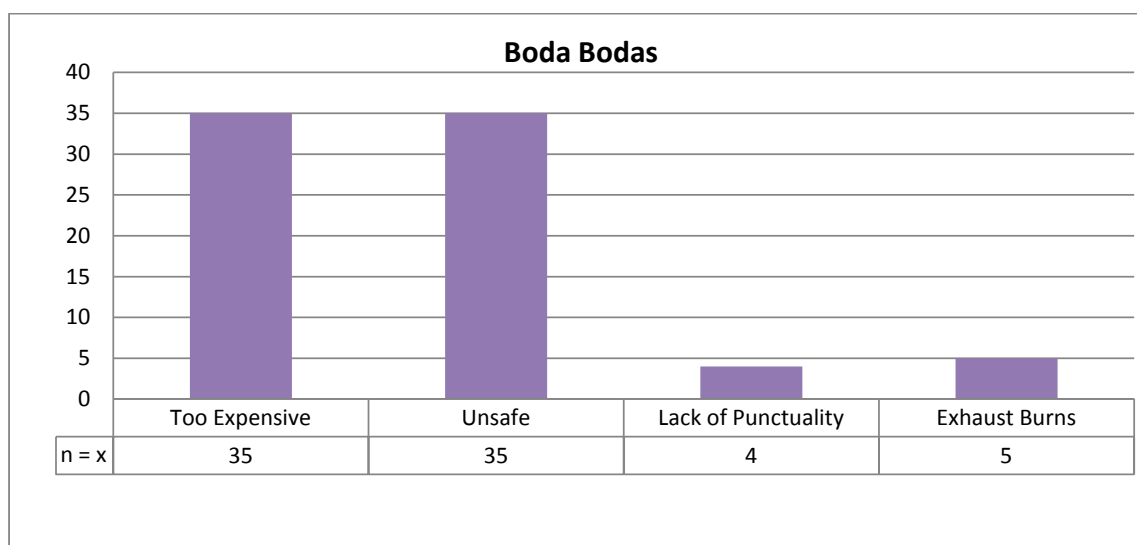


Figure 6: Reasons for dissatisfaction with boda bodas, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

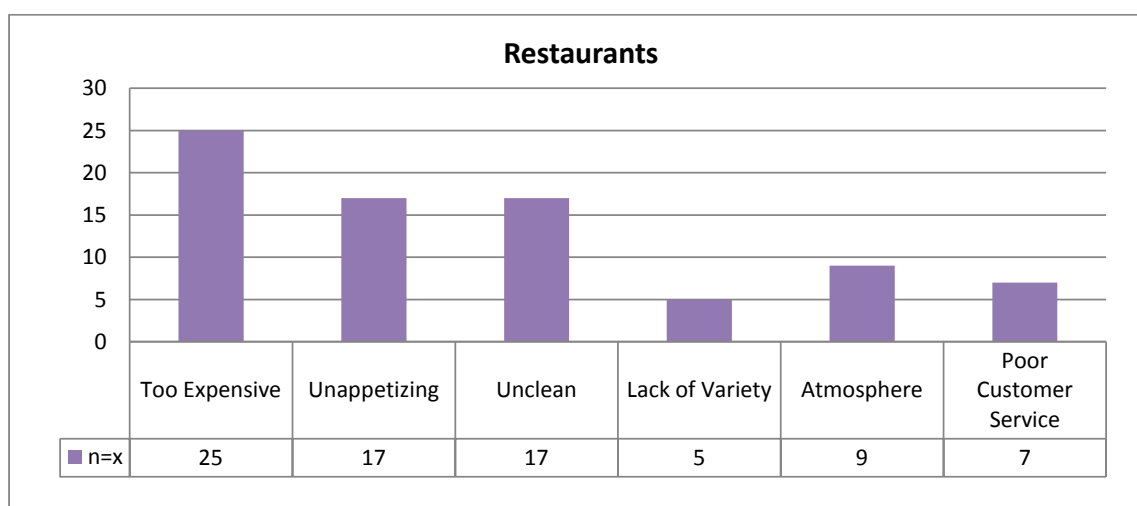


Figure 7: Reasons for dissatisfaction with restaurants, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

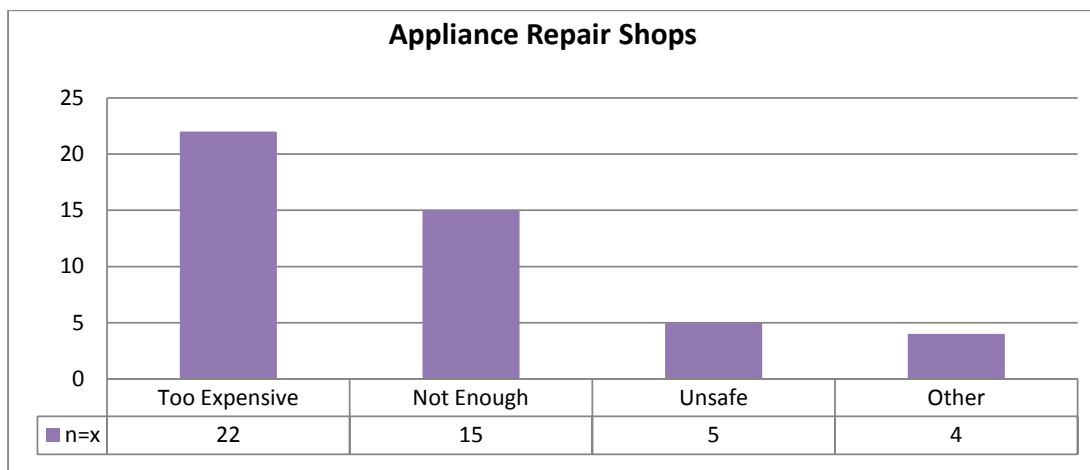


Figure 8: Reasons for dissatisfaction with appliance repair shops, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

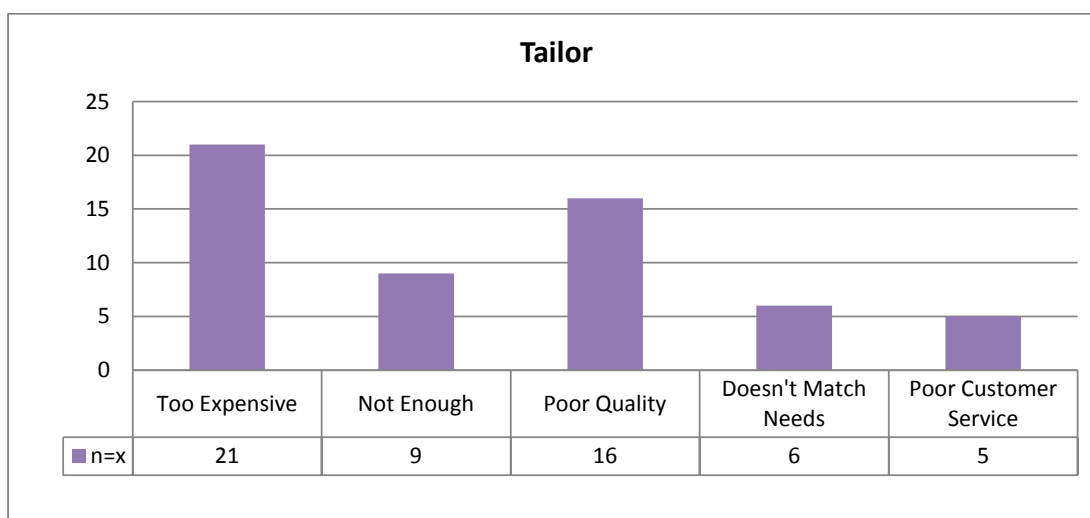


Figure 9: Reasons for dissatisfaction with tailors, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

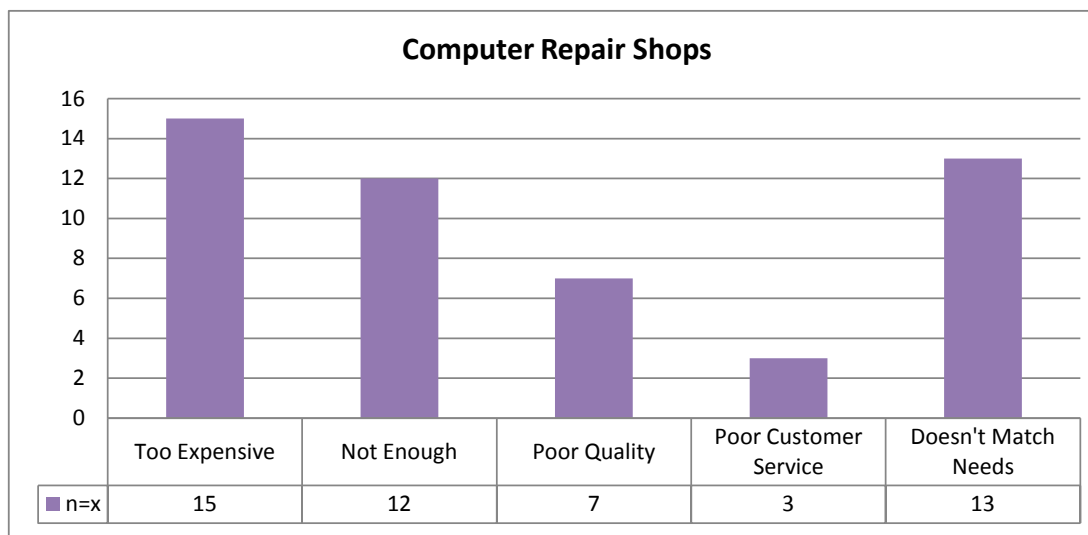


Figure 10: Reasons for dissatisfaction with boda bodas, Consumer Demand for Services survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

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 begun to try and address the problem of safety by providing all boda 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.

Table 16 Consumer satisfaction with goods, Consumer Demand for Goods survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

Goods	Dissatisfied		Satisfied		Non-Consumer	
	%	n=x	%	n=x	%	n=x
Accessories	31.1	28	48.9	44	20.0	18
Bed Items	48.3	43	36.0	32	15.7	14
Bicycles	24.7	22	7.9	7	67.4	60
Bread	32.6	29	60.0	53	7.9	7
Charcoal	62.9	56	16.9	15	20.22	18
Chicken and Chips	57.5	50	37.9	33	4.6	4
Dairy	50.6	45	25.8	23	23.6	21
Electronics	40.5	36	32.6	29	27.0	24
Flour	52.9	46	31.0	27	16.1	14
Fruit, Vegetables, Grains and Nuts	39.3	35	53.9	48	6.7	6
Imported Crafts	28.1	25	9.0	8	62.9	56
Juice	37.9	33	58.6	51	3.5	3
Kitchen Supplies	35.6	31	28.7	25	35.6	31
Live Animals	66.7	58	27.6	24	5.8	5
Local Alcohol	24.1	21	13.8	12	62.1	54
Local Clothes	48.3	43	22.5	20	29.2	26
Local Crafts	21.4	19	16.9	15	16.9	55
Local Goods	30.0	26	31.0	27	39.1	39
Machinery	36.8	32	18.4	16	44.8	39
Newspapers	25.3	22	51.7	45	23.0	20
Oil	56.7	51	10.1	13	9.3	12
Pharmaceuticals	58.6	51	40.2	35	1.2	1
Prepared Food	48.3	43	40.5	36	11.2	10
Rolex	49.4	43	26.4	23	24.1	21
Spare Parts	33.3	29	14.9	13	51.7	45
Straw Products	20.7	18	18.4	16	60.9	53
Textiles	20.7	18	34.5	30	44.8	39
Toiletries	42.5	37	42.5	37	14.9	13
Tools	18.4	16	11.5	10	70.1	61
Wood Products	33.7	29	33.7	29	33.6	28

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 alcohol⁵⁵ (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).

⁵⁵ It is widely accepted that people tend to under report their alcohol consumption. Therefore, this could be a biased representation of the sample.

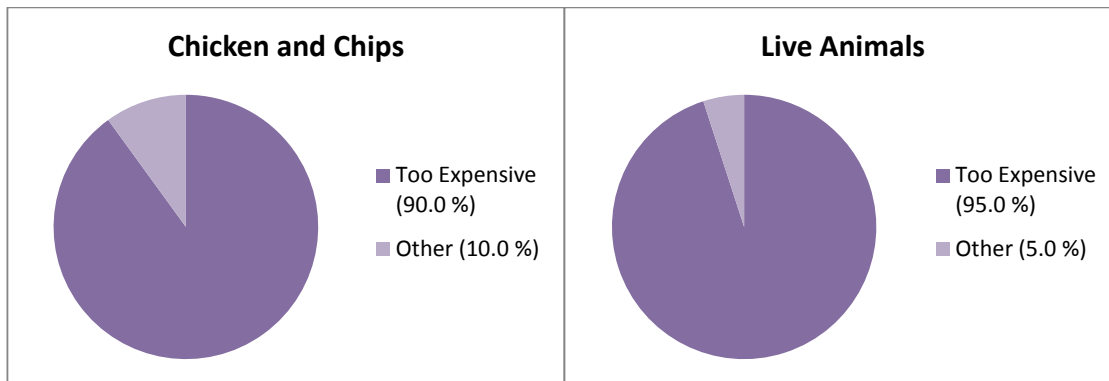


Figure 11: Reasons for dissatisfaction with selected goods, Consumer Demand for Goods survey, Konyo Konyo market, Juba, Central Equatoria (June 2011) ⁵⁶

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.

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)

Goods	Retailer who sell goods	
	%	n=x
Accessories	9.7	10
Animal Fats & Cooking	4.9	5
Bags & Suitcases	5.8	6
Bed Articles (Mattress)	2.9	3
Beverages (Non-Alcoholic)	7.8	8
Books & Stationary	1.9	2
Bread (Freshly Baked)	1.0	1
Cardboard Items	1.0	1
Clay/Ceramic Products	1.0	1
Imported Clothes & Footwear	5.8	6
Second-Hand Clothes & Footwear	3.9	4
Locally-Made Clothes & Footwear	1.0	1
Crafts & Souvenirs	1.0	1
Dairy Products (Fresh)	1.9	2
Electronics	3.9	4
Foodstuffs (Prepared)	3.9	4
Fruits: Vegetables	2.9	3
Glassware	1.0	1
Household Appliances	1.9	2
Leather Products	1.0	1
Metal Goods & Furniture	2.9	3
Newspapers	1.0	1
Other	12.6	13
Pharmaceuticals	1.9	2
Soap & Washing Powder	3.9	4
Spare Parts for Bikes	2.9	3
Spirits/Alcohol (Imported)	2.9	3
Street Food (Chapati)	1.9	2
Textiles & Sewing Items	1.9	2
Wood Products & Furniture	1.9	2
Total	100	103

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.

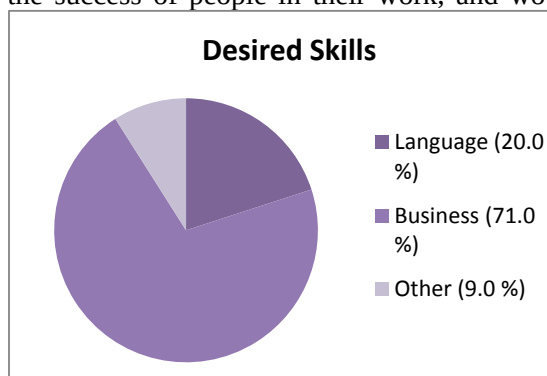


Figure 12: Desired training by skill set, Market Opportunity survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

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.

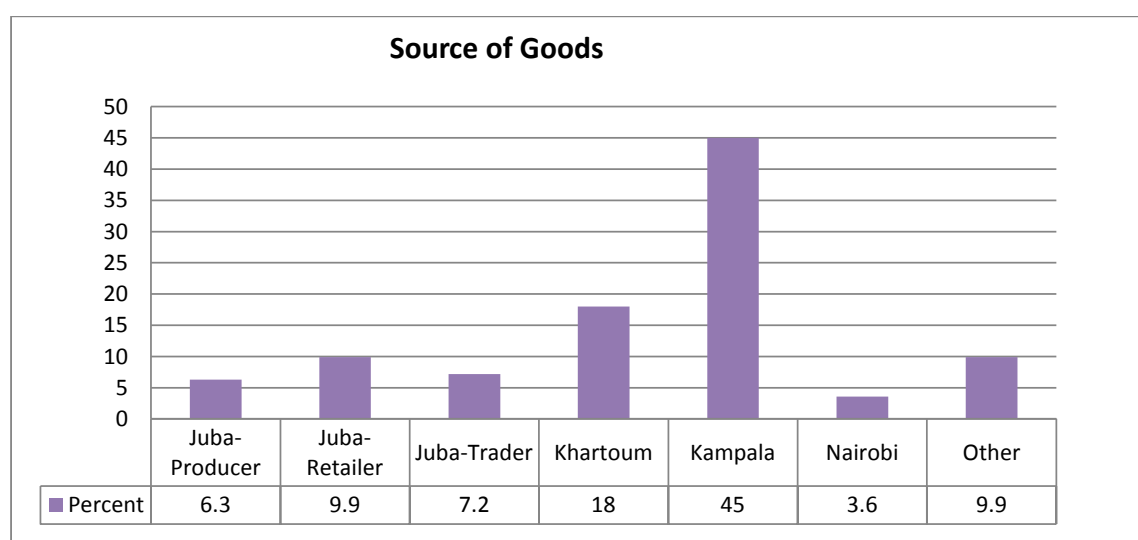


Figure 13: Source of goods, Market Opportunity survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)⁵⁷

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)

Service	Dissatisfied		Satisfied		Non-Consumers	
	%	n=x	%	n=x	%	n=x
Gravel	42.5	48	3.5	4	54.0	61
Appliance Repair	58.0	65	1.8	2	40.2	45
Rolex	12.7	14	63.6	70	23.6	26
Cut Fruit or Vegetables	66.1	74	20.5	23	13.4	15
Restaurant	72.1	80	22.5	25	5.4	6
Dobbi	46.4	52	10.7	12	40.2	45
Electrician	43.6	48	17.3	19	39.1	43
Blacksmith	57.8	63	2.8	3	39.5	43
Mason	44.6	50	8.0	9	47.3	53
Plumber	30.9	34	4.6	5	64.6	71
Housekeeper	33.3	37	9.9	11	56.8	63
Computer	36.3	41	15.0	17	48.7	55
Photographer	45.1	50	16.2	18	38.7	43
Generator Repair	39.8	43	18.5	20	41.7	45
Mechanic	35.1	39	10.8	12	54.1	60
Barber	49.1	53	19.4	21	31.5	34
Caterer	63.9	69	8.3	9	27.8	30
Tailor	65.1	67	24.3	25	10.7	11
Beautician	52.7	58	16.4	18	30.9	34
Driver	20.6	22	7.5	8	72.0	77
Dairy	28.3	30	12.3	13	59.4	63
Construction	44.6	50	8.0	9	47.3	53
Water Collector	58.2	64	27.3	30	14.6	16
Security	29.5	33	5.4	6	65.3	73
Cook	28.2	31	8.2	9	63.6	70

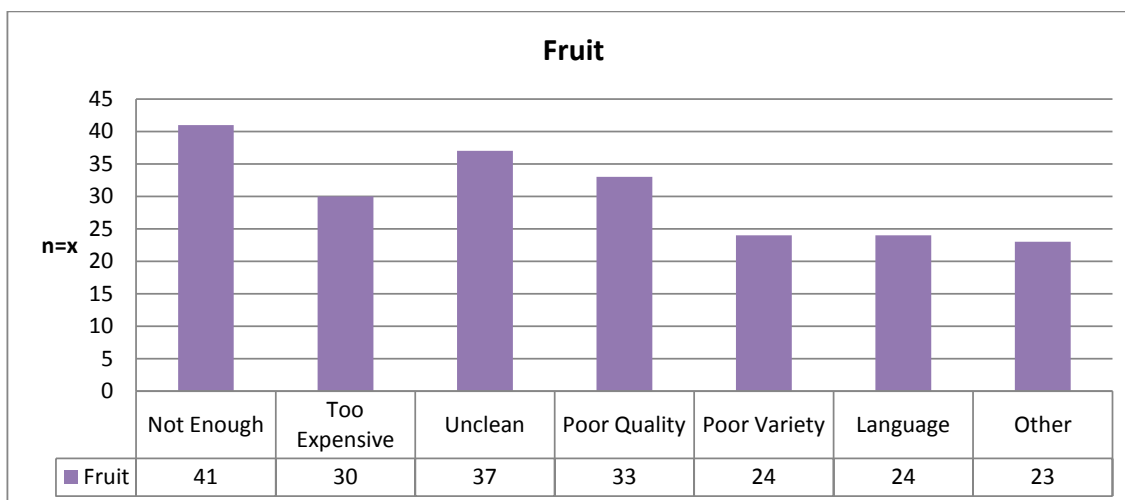


Figure 14: Reasons for dissatisfaction with selected services, Consumer Demand for Services survey, Gudule market, Juba, Central Equatoria (June 2011)

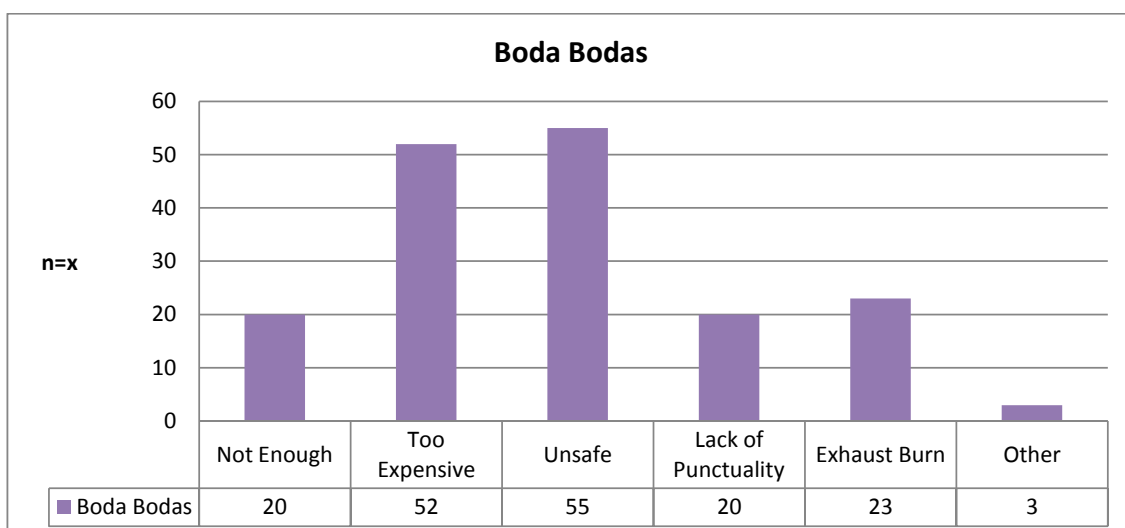


Figure 15: Reasons for dissatisfaction with boda boda services, Consumer Demand for Services survey, Gudule market, Juba, Central Equatoria (June 2011) ⁵⁸

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

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.

Consumer Demand for Goods: Gudele Market, Juba, Central Equatoria

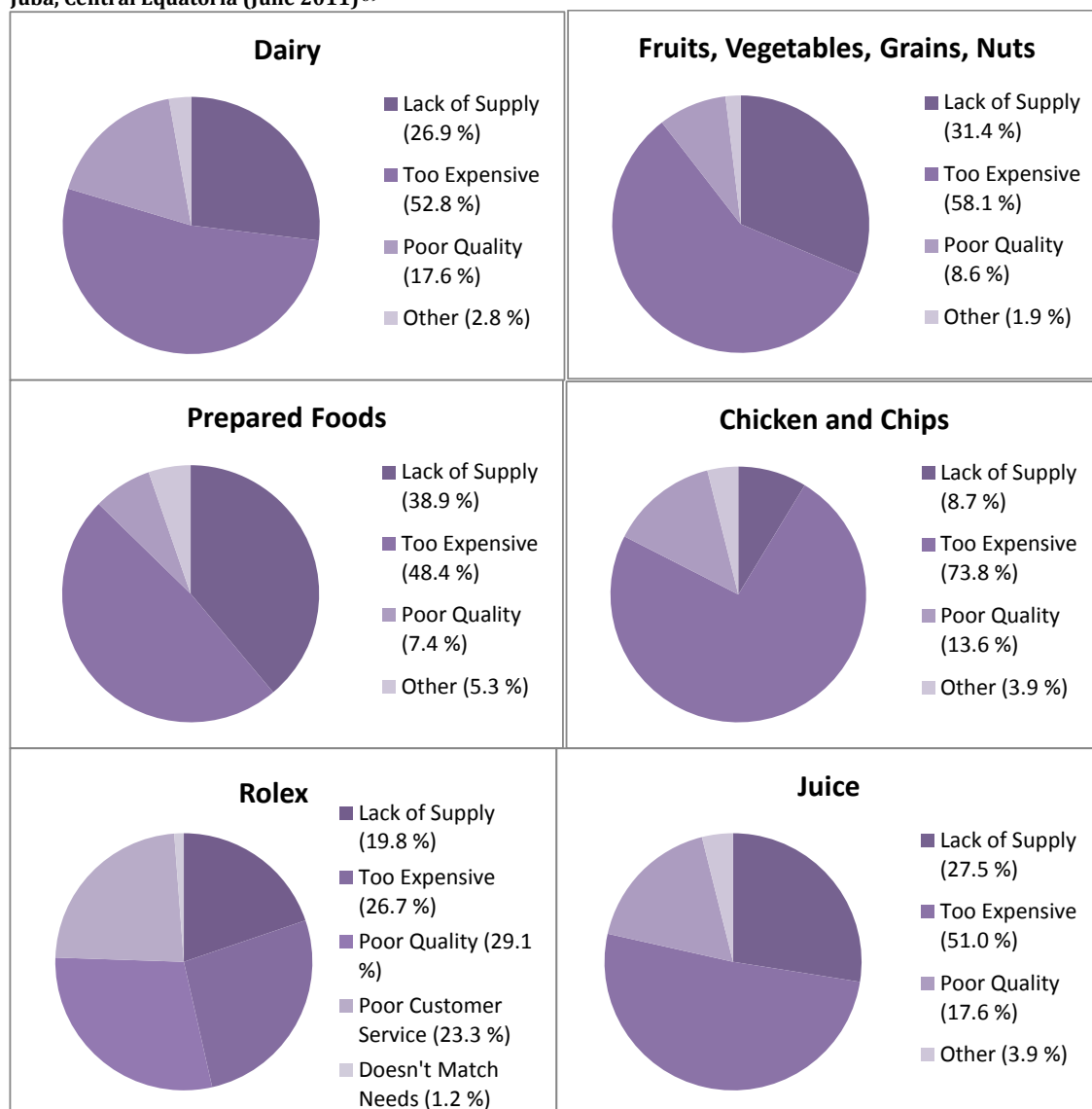
Table 19 Consumer satisfaction with selected goods, Consumer Demand for Goods survey, Gudule market, Juba, Central Equatoria (June 2011)

Goods	Dissatisfied		Satisfied		Non-Consumer	
	%	n=x	%	n=x	%	n=x
Accessories	61.2	79	23.0	31	14.7	19
Oil	89.9	116	10.1	13	9.3	12
Bed Items	83.9	110	11.7	15	2.3	3
Bicycles	50.8	72	3.1	4	46.1	59
Bread	76.8	99	19.4	25	3.9	5
Charcoal	89.2	115	8.5	11	2.3	3
Local Clothes	64.6	82	14.2	18	26.3	27
Imported Crafts	59.3	70	3.4	4	37.3	44
Dairy	83.7	108	14.7	19	1.6	2
Fruit/vegetables/grains/nuts	81.4	105	17.8	23	0.8	1
Electronics	81.1	103	3.2	4	15.8	20
Prepared Food	6.6	95	15.3	19	8.1	10
Kitchen Supplies	83.6	107	0.8	1	15.6	20
Live Animals	82.2	106	17.1	22	0.8	1
Machinery	39.4	50	4.7	6	55.9	71
Local Metal Goods	62.1	77	7.3	9	30.7	38
Newspapers	72.0	90	10.4	13	17.6	22
Pharmaceuticals	98.4	126	0.8	1	0.8	1
Spare Parts	48.1	62	7.0	9	45.0	58
Local Alcohol	50.5	56	11.7	13	37.8	42
Straw Products	60.2	71	5.1	6	34.8	41
Juice	79.1	102	18.6	24	2.3	3
Rolex	72.3	86	18.5	22	9.2	11
Chicken and Chips	79.9	103	9.3	12	10.9	14
Textiles	77.5	100	3.9	5	18.6	24
Toiletries	55.8	72	14.0	18	30.2	39
Tools	49.2	63	5.5	7	45.3	58
Wood Products	63.3	81	7.8	10	28.9	37
Flour	82.5	104	16.7	21	0.8	1

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



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)

Goods	Retailers who sell goods	
	%	n=x
Accessories	13.8	14
Animal Fats	7.9	8
Bags and Suitcases	5.9	6
Bed Articles	4.0	4
Beverages	10.0	10
Books and Stationary	1.0	1
Bread (fresh)	5.0	5
CDs and DVDs	1.0	1
Cardboard Items	2.0	2
Charcoal	3.0	3
Imported Clothes and Footwear	1.0	1
Secondhand Clothes and Footwear	2.0	2
Local Clothes and Footwear	1.0	1
Dairy Products	1.0	1
Electronic Items	2.0	2
Fruits/Vegetables/Grains/Nuts	5.0	5
Fuel	3.0	3
Household Appliances	1.0	1
Household Items	1.0	1
Metal Goods	2.0	2
Newspapers	2.0	2
Soap and Washing Powder	1.0	1
Spare Parts for Bike	1.0	1
Imported Alcohol	2.0	2
Tobacco and Cigarettes	3.0	3
Toiletries	1.0	1
Agricultural Tools	1.0	1
Water	1.0	1
Wood Products	6.0	6

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.

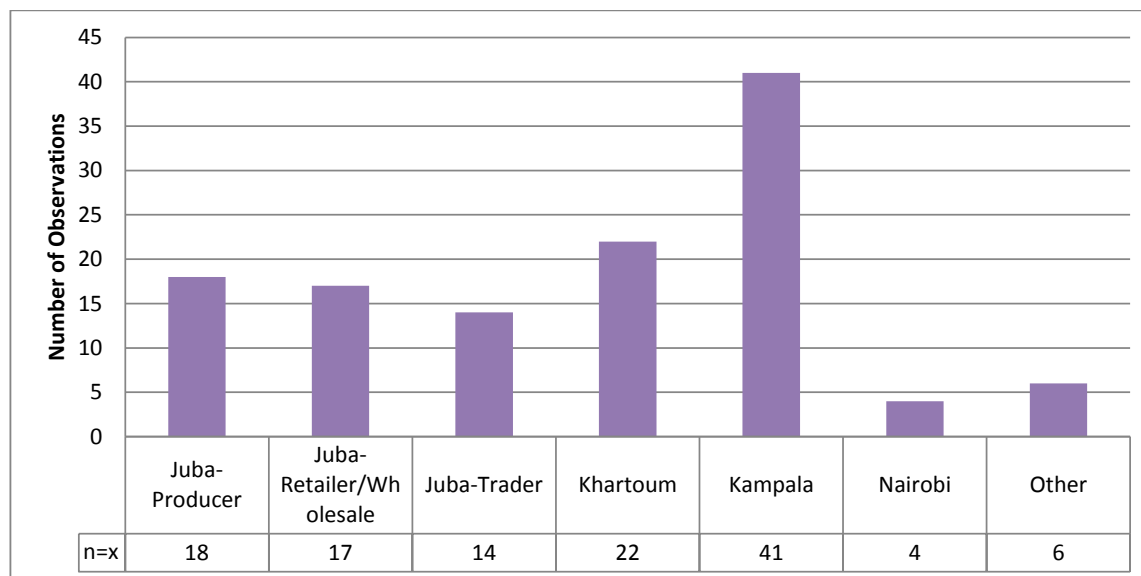


Figure 16: Origin of goods, Market Opportunity survey, Gudule market, Juba, Central Equatoria (June 2011)

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.⁶⁰ 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.⁶¹ 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, 2011.⁶² In addition to the returnee refugees, a poor yield of crops due to an infestation of pests in 2008 created a lack of food.⁶³ The large number of returnees and the limited number of functioning boreholes makes the area's water supply inadequate to support the growing town.⁶⁴ 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,⁶⁵ 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%.⁶⁶ 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.⁶⁷ 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.⁶⁸ After graduating from this primary school, students do have

⁶⁰ Southern Sudan Centre for Census, Statistics, and Evaluation, *Statistical Yearbook for Southern Sudan 2010*.

⁶¹ Number of farming households in Magwi County (2009): 24,213.

⁶² IOM Mission in Sudan, 2011, p 7.

⁶³ UNHCR South Sudan Return and Reintegration Program, Eastern Equatoria State Village Assessment Summaries: Overall Comments, 2009 2006.

⁶⁴ Ibid.

⁶⁵ Famine Early Warning System, 2011, Near-term Outlook for South Sudan.

<http://www.fews.net/pages/country.aspx?gb=ss>

⁶⁶ Southern Sudan Centre for Census, Statistics, and Evaluation, *Statistical Yearbook for Southern Sudan 2010*.

⁶⁷ Ibid.

⁶⁸ UNHCR South Sudan Return and Reintegration Program, Eastern Equatoria State Village Assessment Summaries: Overall Comments, 2009 2006.

the opportunity to move on to a secondary school in the nearby area.⁶⁹ As a result of this disparity, only 18% of the people in Eastern Equatoria age 6 and above can read and write.⁷⁰

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.

⁶⁹ Ibid.

⁷⁰ Southern Sudan Centre for Census, Statistics, and Evaluation, *Statistical Yearbook for Southern Sudan 2010*.

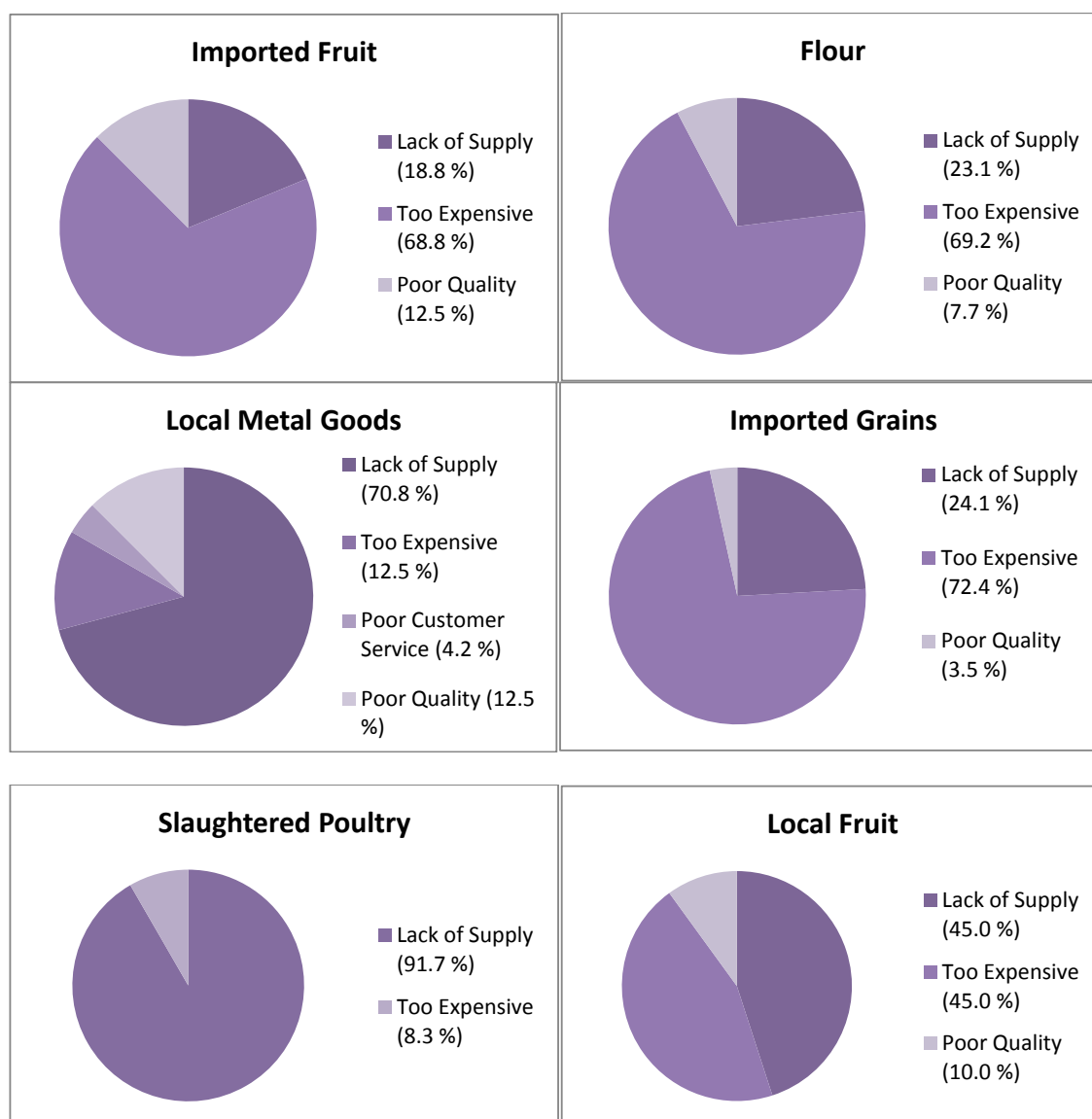
Table 21 Consumer satisfaction for selected goods, Consumer Demand for Goods survey, Magwi, Eastern Equatoria (July 2011)

Goods	Dissatisfied		Satisfied		Non-Consumers	
	%	n=x	%	n=x	%	n=x
Bread	48.4	15	51.1	16	0	0
Butter	61.3	19	3.2	1	35.5	11
Charcoal	32.3	10	67.7	21	0	0
Cloth/Sewing Items	45.2	14	25.8	8	29	9
Cow or Goat Meat	74.2	23	19.4	6	6.5	2
Eggs	54.8	17	45.2	16	0	0
Flour	86.7	26	13.3	4	0	0
Fresh Juice	61.3	19	9.7	3	29	9
Fresh Milk	64.5	20	3.2	1	32.3	10
Imported Alcohol	38.7	12	61.3	19	0	0
Imported Clothes	64.5	20	35.5	11	0	0
Imported Fruit	83.9	26	16.1	5	0	0
Imported Grains	93.6	29	6.5	2	0	0
Imported Vegetables	64.5	20	35.5	11	0	0
Local Clothes	71	22	0	0	29	9
Local Fruit	77.4	24	16.1	5	6.5	2
Local Grains	64.5	20	32.3	10	3.2	1
Local Metal Goods	77.4	24	19.4	6	3.2	1
Local Vegetables	3.2	1	96.8	30	0	0
Newspapers	96.7	29	0	0	3.2	1
Nuts	46.7	14	46.7	14	6.7	2
Oil	58.1	18	32.3	10	9.7	3
Packaged Juice	64.5	20	22.6	7	12.9	4
Poultry Live	58.1	18	3.2	1	38.7	12
Poultry Slaughtered	80.6	25	3.2	1	16.2	5
Powdered Milk	48.4	15	16.1	5	35.5	11
Prepared Food	54.8	17	3.2	1	41.9	13
Rolex	19.4	6	77.4	24	3.2	1
Secondhand Clothes	61.3	19	29	9	9.7	3
Spare Parts	67.7	21	25.8	8	6.5	2
Straw Products	41.9	13	25.8	8	32.3	10
Toiletries	67.7	21	16.1	5	16.1	5
Tools	63.6	19	23.3	7	13.3	4
UHT/Packet Milk	64.5	20	9.7	3	25.8	8
Wood Products	74.2	23	19.4	6	6.5	2
Yoghurt	45.2	14	0	0	54.8	17

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 haircuts, shoe 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.

Table 22 Consumer satisfaction with selected services, Consumer Demand for Services survey, Magwi, Eastern Equatoria (July 2011)

Service	Dissatisfied		Satisfied		Non-Consumers	
	%	n=x	%	n=x	%	n=x
Appliances	10.0	3	6.7	2	83.3	25
Barber	32.1	9	42.9	12	25.0	7
Beautician	10.0	3	3.3	1	86.7	26
Blacksmith	20.7	6	20.7	6	58.6	17
Boda boda	36.7	11	43.3	13	20.0	6
Carwash	13.3	4	13.3	4	73.3	22
Caterer	16.7	5	3.3	1	80.0	24
Computer	14.3	4	7.1	4	78.6	22
Construction	13.3	4	30.0	9	56.7	17
Cook	10.0	3	10.0	3	80.0	24
Cut Fruit and Vegetables	56.7	17	10.0	3	33.3	10
Dairy	3.7	1	7.4	2	88.9	24
Dobbi	6.7	2	3.3	1	90.0	27
Driver	6.6	2	0	0	93.3	28
Electrician	6.7	2	3.3	1	90.0	27
Generator Repair	10.0	3	10.0	3	80.0	24
Gravel	13.3	4	16.7	5	70.0	21
Hiace	66.7	20	13.3	4	20.0	6
Housekeeper	6.7	2	3.3	1	90.0	27
Mason	23.3	7	16.7	5	60.0	18
Mechanic	30.0	9	3.3	1	66.7	20
Messenger	10.0	3	0	0	90.0	27
Photographer	51.7	15	10.3	3	37.9	11
Plumber	10.7	3	3.6	1	85.7	24
Porter	23.3	7	20.0	6	56.7	17
Restaurant	36.7	11	26.7	11	36.7	11
Rolex	33.3	10	50.0	15	16.7	5
Security	10.0	3	0	0	90.0	27
Shoe Polisher	16.7	5	13.3	4	70.0	21
Tailor	20.0	6	50.0	15	30.0	9
Tea Shop	23.3	7	60.0	18	16.7	5
Water Collector	10.0	3	16.7	5	73.3	22
Wood Collector	13.3	4	20.0	6	66.7	20

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.

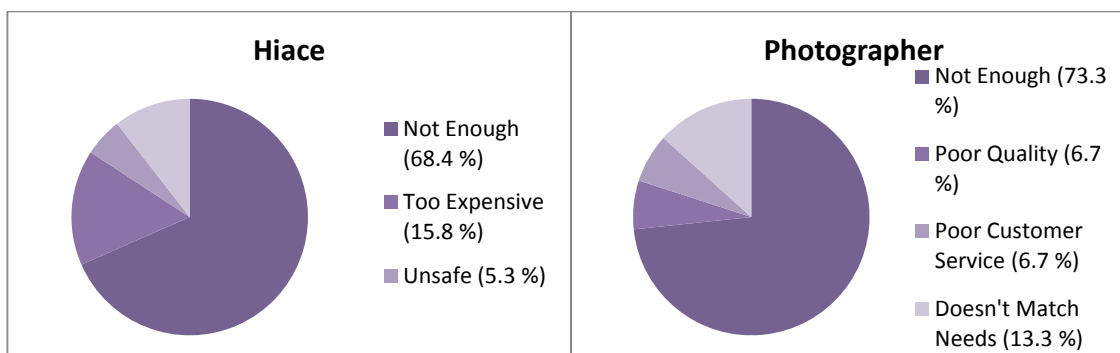


Figure 17: Reasons for dissatisfaction with selected services, Consumer Demand for Services survey, Magwi, Eastern Equatoria (July 2011)

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)

Service	%	(n=x)
Animal Husbandry	16.7%	5
Appliance Repair	3.3%	1
Barber/Hair Stylist	3.3%	1
Carpenter	3.3%	1
Construction Worker	3.3%	1
Cook	3.3%	1
Doctor/Nurse	3.3%	1
Driver- Boda Boda	3.3%	1
Farmer	13.3%	4
Shop Owner/Retailer	33.3%	10
Total	100%	30

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 24 Goods sold, Market Opportunity survey, Magwi, Eastern Equatoria (July 2011)

Goods	%	(n=x)
Animal Fats & Cooking Oils	12.5%	4
Beverages (Non-Alcoholic)	9.4%	3
Books & Stationary	3.1%	1
Charcoal	3.1%	1
Clothes & Footwear: Imported	18.8%	6
Clothes & Footwear: Second-hand	6.3%	2
Foodstuffs (Prepared/Processed)	3.1%	1
Fresh Fish	3.1%	1
Household Goods Miscellaneous	3.1%	1
Live Animals & Animal Products	6.3%	2
Other	6.3%	2
Pharmaceuticals	3.1%	1
Soap & Washing Powder	12.5%	4
Spirits/Alcohol (Brewed Locally)	3.1%	1
Spirits/Alcohol (Imported)	3.1%	1
Street Food (Chapati: Fresh Juice & Fruit)	3.1%	1
Total	100.0%	32

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.

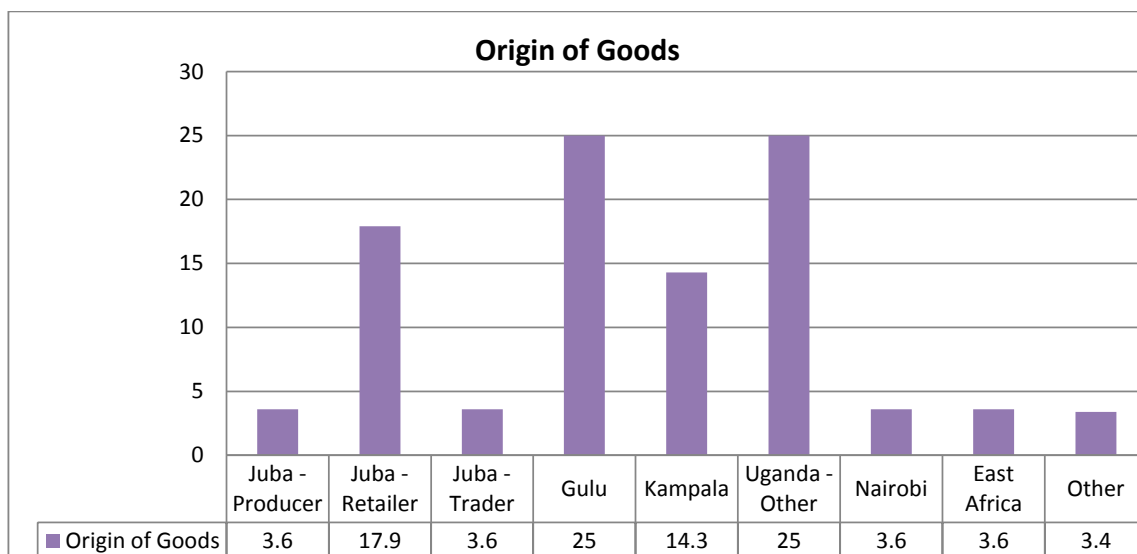


Figure 18: Origin of goods, Market Opportunity survey, Magwi, Eastern Equatoria (July 2011)

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.

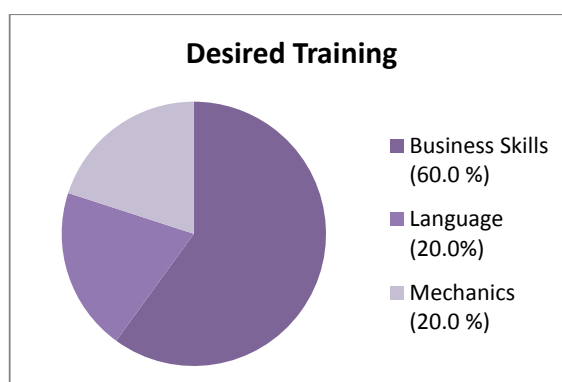


Figure 19: Desired training, Market Opportunity survey, Magwi, Eastern Equatoria (July 2011)

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.⁷¹ 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.⁷² Given the total population of 6,875 people, the number of returnees accounts for a significant part of the population.⁷³

In 2009, about 90% of all households in Magwi County were farming households.⁷⁴ 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.⁷⁵ 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 performance⁷⁶ in employing a large number of school teachers⁷⁷ 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.

⁷² UNHCR South Sudan Return and Reintegration Program, Eastern Equatoria State Village Assessment Summaries: Overall Comments, 2009 2006.

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)

Product	Satisfied		Dissatisfied		Non-Consumer	
Oil	10.0	3	70.0	21	20.0	6
Powdered Milk	3.5	1	69.0	20	27.6	8
Meat- Goat/Cow	6.7	2	86.7	26	6.7	2
UHT Packet Milk	10.7	3	60.7	17	28.6	8
Bread	21.4	6	53.6	15	25.0	7
Butter	0.0	0	28.6	8	71.4	20
Charcoal	40.0	12	56.7	17	3.3	1
Local Clothes	7.1	2	28.6	8	64.3	18
Imported Clothes	6.7	2	86.7	26	6.7	2
Second Hand Clothes	3.6	1	75.0	21	21.4	6
Nuts	10.7	3	85.7	24	3.6	1
Fruit (Local)	10.3	3	48.3	14	41.4	12
Fruit (Imported)	6.7	2	63.3	19	30.0	9
Vegetables (Local)	70.0	21	20.0	6	10.0	3
Juice (Packaged)	13.8	4	79.3	23	6.9	2
Grains (Local)	13.8	4	55.2	16	31.0	9
Yogurt	0.0	0	20.0	6	80.0	24
Prepared Food	3.9	1	53.8	14	42.3	11
Juice (Fresh)	7.1	2	42.9	12	50.0	14
Poultry (Live)	0.0	0	48.3	14	51.2	15
Eggs	46.7	14	50.0	15	3.3	1
Local Metal Goods	0.0	0	65.5	19	34.5	10
Newspaper	0.0	0	62.1	18	37.9	11
Poultry (Slaughtered)	0.0	0	67.9	19	32.1	9
Spare Parts	0.0	0	78.6	22	21.4	6
Alcohol (Imported)	56.7	17	43.3	13	0.0	0
Milk (Fresh)	0.0	0	41.4	12	58.6	17
Straw Products	0.0	0	55.6	15	44.4	12
Vegetables (Imported)	13.8	4	86.2	25	0.0	0
Rolax	41.4	12	55.2	16	3.5	1
Grains (Imported)	0.0	0	65.5	19	34.5	10
Cloth Sewing	0.0	0	57.1	16	42.9	12
Toiletries	0.0	0	35.7	10	64.3	18
Tools	3.7	1	59.3	16	37.0	10
Wood Products	0.0	0	60.7	17	39.3	11
Flour	3.3	1	66.7	20	30.0	9

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).

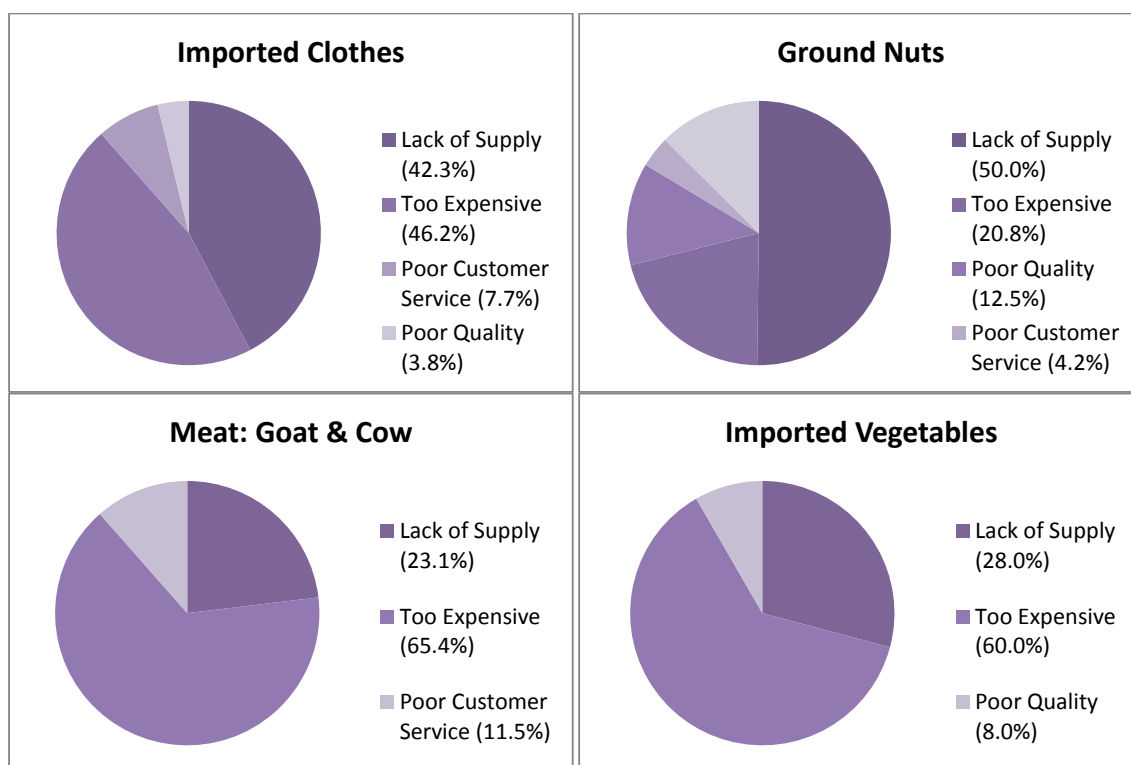


Figure 20: Reasons for dissatisfaction with selected goods, Consumer Demand for Goods survey, Abara, Eastern Equatoria (July 2011)

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.

Table 26 Consumer satisfaction with services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011)

Service	Dissatisfied		Satisfied		Non-Consumer	
	%	n=x	%	n=x	%	n=x
Boda	44.4	12	36.8	7	29.6	8
Appliance repair	18.5	5	0.0	0	81.5	22
Hiace	81.5	22	3.7	1	14.8	4
Rolex	74.1	20	18.5	5	7.4	2
Fruit and vegetables	72.0	18	8.0	2	20.0	5
Restaurant	72.0	18	0.0	0	28.0	7
Dobbi	26.9	7	0.0	0	73.1	19
Carwash	12.5	3	8.3	2	79.2	19
Electrician	30.4	7	0.0	0	69.6	16
Blacksmith	50.0	12	4.2	1	45.8	11
Cell charger	81.5	22	7.4	2	11.1	3
Mason	25.9	7	51.8	14	22.2	6
Plumber	51.9	14	3.7	1	44.4	12
Housekeeper	20.0	5	0.0	0	80.0	20
Computer	73.7	14	0.0	0	26.3	5
Photography	72.0	18	16.0	4	12.0	3
Wood collector	11.5	3	19.2	5	69.2	18
Generator repair	57.7	15	7.7	2	34.6	9
Mechanic	55.6	15	11.1	3	33.3	9
Barber	65.4	17	7.7	2	26.9	7
Caterer	12.0	3	0.0	0	88.0	22
Tailor	61.5	16	19.2	5	19.2	5
Beautician	29.2	7	0.0	0	70.8	17
Driver	4.0	1	4.0	1	92.0	23
Dairy	20.0	5	0.0	0	80.0	20
Construction	30.8	8	34.6	9	34.6	9
Sand collector	36.0	9	36.0	9	28.0	7
Water	46.1	12	23.1	6	30.8	8
Garbage	8.0	2	0.0	0	92.0	23
Straw Thatcher	12.0	3	0.0	0	88.0	22
Shoe polisher	32.0	8	0.0	0	68.0	17
Security	23.1	6	0.0	0	76.9	20
Porter	37.0	10	37.0	10	25.9	7
Cook	26.9	7	3.9	1	69.2	18
Messenger	23.1	6	0.0	0	76.9	20
Gravel	38.5	10	42.3	11	19.2	5
Tea Shop	57.7	15	38.5	10	3.8	1

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.

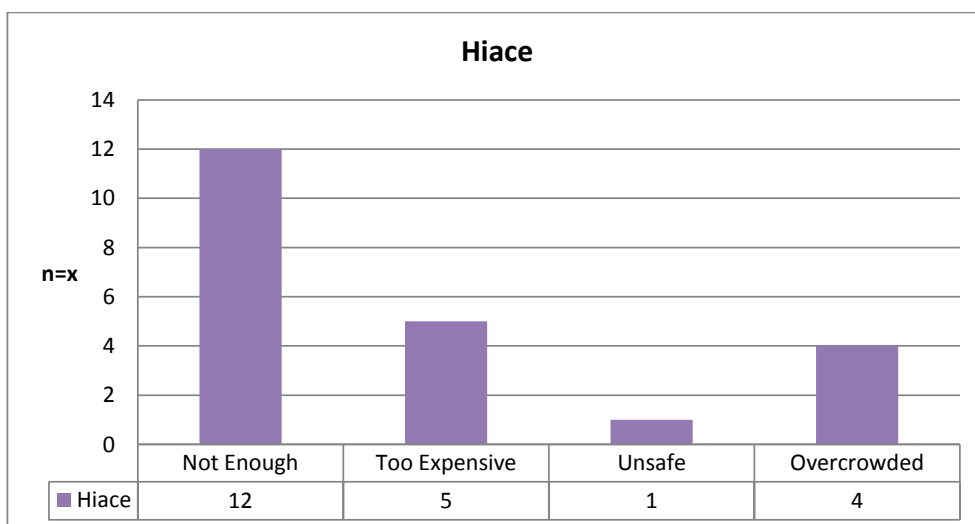


Figure 21: Reasons for dissatisfaction with hiace services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011)

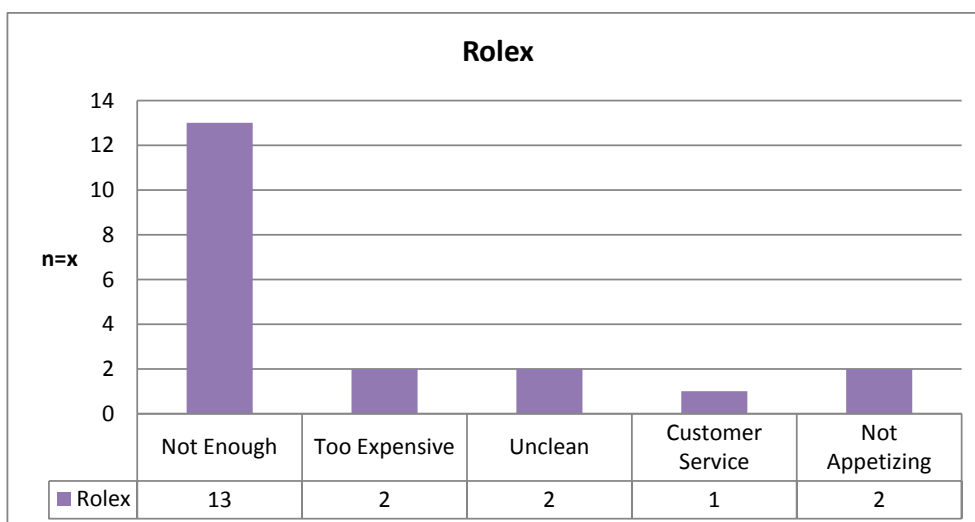


Figure 22: Reasons for dissatisfaction with rolex services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011)

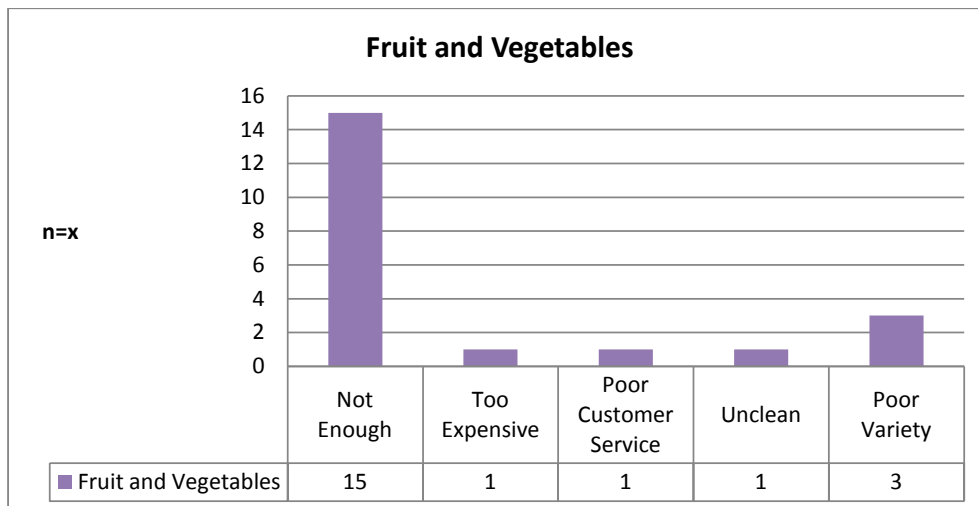


Figure 23: Reasons for dissatisfaction with fruits & vegetables, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011)



Figure 24: Reasons for dissatisfaction with restaurant services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011)

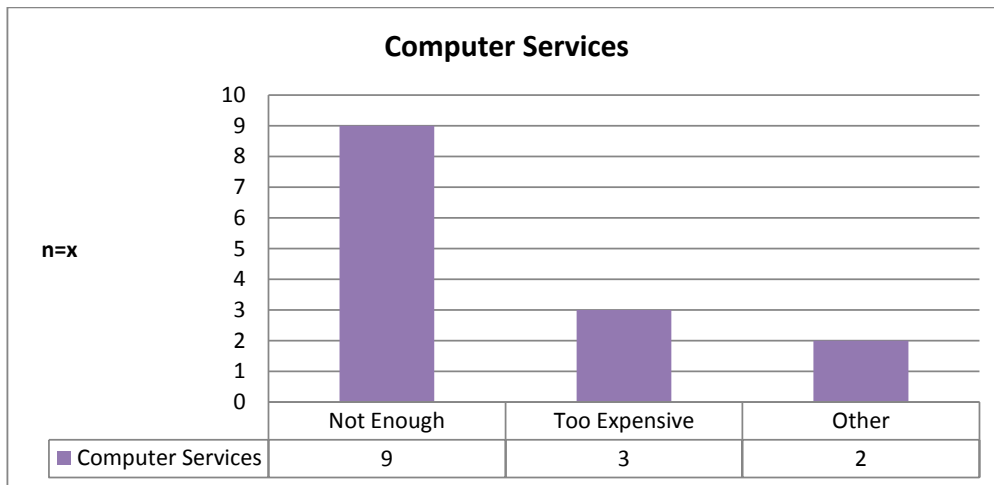


Figure 25: Reasons for dissatisfaction with computer services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011)

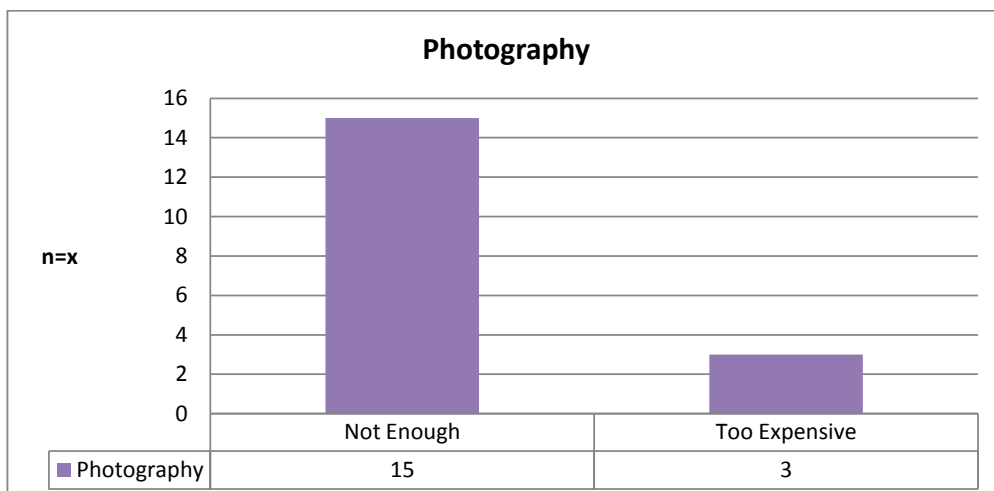


Figure 26: Reasons for dissatisfaction with photography services, Consumer Demand for Services survey, Abara, Eastern Equatoria (July 2011)

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.

Table 27 Main services offered, Market Opportunity survey, Abara, Eastern Equatoria (July 2011)

Services	%	n=x
Appliance Repair	6.7	1
Collect Water	6.7	1
Doctor/Nurse	6.7	1
Fruit Seller	6.7	1
Restaurant/Bar Services	6.7	1
Shop Owner/Retailer	66.7	10
Total	100.0	15

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.

Table 28 Goods sold, Market Opportunity survey, Abara, Eastern Equatoria (July 2011)

Goods	%	n=x
Beverages	18.8	3
CDs/DVDs	6.3	1
Charcoal	12.5	2
Clothes & Footwear: Imported	6.3	1
Clothes & Footwear: Second-hand	6.3	1
Foodstuffs (Prepared/Processed)	12.5	2
Household Appliances	6.3	1
Pharmaceuticals	6.3	1
Soap & Washing Powder	6.3	1
Spirits/Alcohol (Brewed Locally)	6.3	1
Spirits/Alcohol (Imported)	12.5	2
Total	100.0	16

The majority of goods are being imported from Uganda: Gulu (25.0%, n=4) and Kampala (25.0%).

Table 29 Source of goods, Market Opportunity survey, Abara, Eastern Equatoria (July 2011)

Good Source	%	(n=x)
Juba – Retailer/Wholesaler	18.8	3
Gulu	25.0	4
Kampala	25.0	4
Uganda – Other	6.3	1
Other	25.0	4
Total	100.0	16



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.

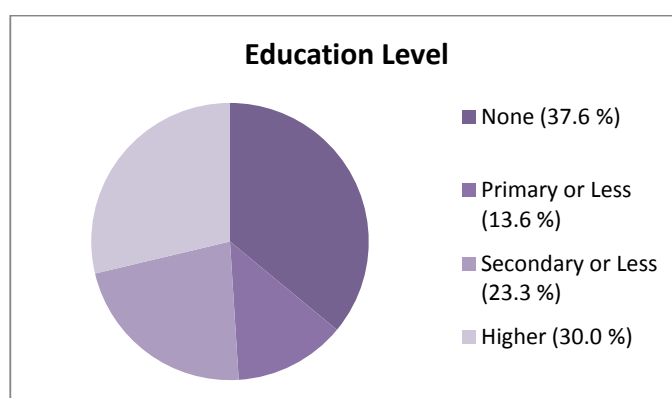


Figure 27: Education level attained, Youth survey, Bor, Jonglei (June 2011)

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.

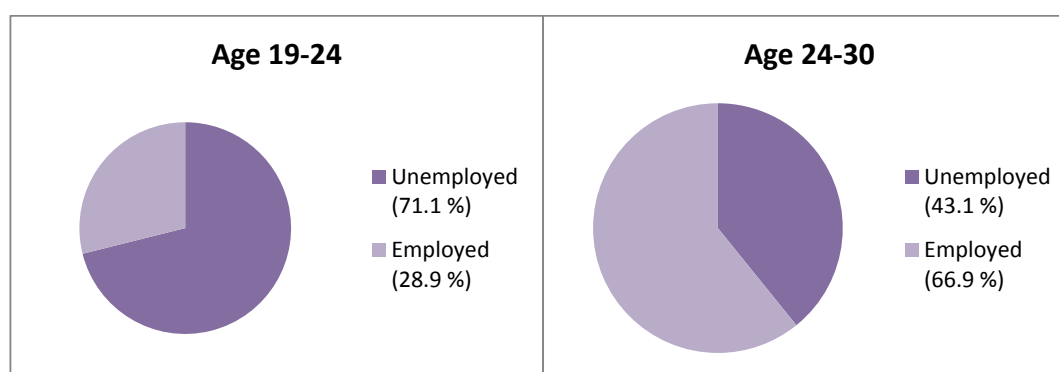


Figure 28: Employment rates, Youth survey, Bor, Jonglei (June 2011) ⁷⁹

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)

	19-24		25-30		Total	
	%	n=x	%	n=x	%	n=x
Animal Rearing	15.4	2	0.0	0	3.9	2
Appliance repair	0.0	0	5.4	2	3.9	2
Babysitting/day care	0.0	0	5.4	2	3.9	2
Baker	0.0	0	5.4	2	3.9	2
Barber/Hair stylist	0.0	0	8.1	3	5.9	3
Broker	0.0	0	5.4	2	3.9	2
Business Owner	15.4	2	10.8	4	11.8	6
Carpenter	0.0	0	5.4	2	3.9	2
Cell Phone Charger	15.4	2	10.8	4	11.8	6
Civil Servant	15.4	2	2.7	1	5.9	3
Craftsman	0.0	0	5.4	2	3.9	2
Doctor/Nurse	0.0	0	5.4	2	3.9	2
Electrician	0.0	0	5.4	2	3.9	2
Fisherman	30.8	4	32.4	12	33.3	16
Teacher	0.0	0	5.4	2	3.9	2
Messenger	15.4	2	0.0	0	3.9	2

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 assets 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.

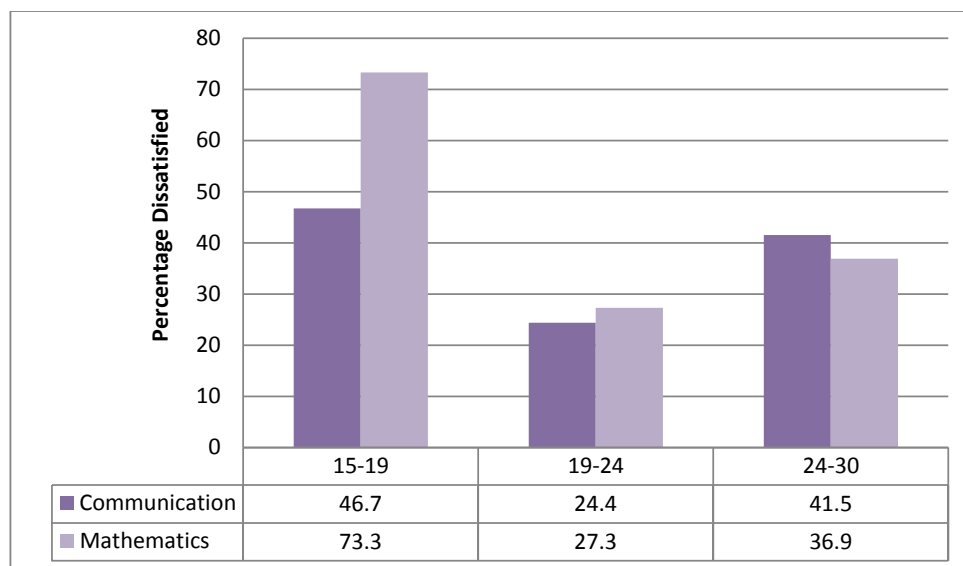


Figure 29: Dissatisfaction with communication and mathematical skills, Youth survey, Bor, Jonglei (June 2011)

Table 31 Dissatisfaction with communication and mathematical skills, Youth survey, Bor, Jonglei (June 2011)

Education Level	Dissatisfied with Communication		Dissatisfied with Mathematical Abilities	
	%	n=x	%	n=x
None	76.6	36	70.0	32
Primary or less	41.2	7	41.2	7
Secondary or less	6.9	2	11.1	3
Higher	0.0	0	18.5	5

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)

Standard	Juba Arabic		English	
	n=x	%	n=x	%
Conversational Only	98	79.67	16	13.9
Fluent (read/write and speak)	13	10.57	54	47.0
None	7	5.69	29	25.2
Some knowledge	5	4.07	6	5.2
Reading/writing only	0	0.0	10	8.7
Total	123	100	115	100

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)

Age	Gudule Sudanese Unemployed		Gudule Non-Sudanese Unemployed	
	%	n=x	%	n=x
15-18	57.1	8	33.3	1
19-24	31.4	11	14.3	2
25-30	12.5	4	8.33	1
Total	28.4	23	13.79	4

Table 34 Unemployed youth, Youth survey, Konyo Konyo market, Juba, Central Equatoria (June 2011)

Age	Konyo Konyo Sudanese Unemployed		Konyo Konyo Non-Sudanese Unemployed	
	%	n=x	%	n=x
15-18	0.0	0	0.0	0
19-24	11.1	2	15	3
25-30	31.8	7	0.0	0
Total	19.2	9	7.1	3

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.

Table 35 Education level, Youth survey, Juba, Central Equatoria (June 2011)

Education Level	Total Sudanese		Total Non-Sudanese	
	%	n=x	%	n=x
None	29.6	37	19.5	12
Primary School	17.5	19	15.3	10
Secondary School	27.2	30	40.8	24
Diploma/Non-Degree Certificate	23.2	25	21.3	15
Bachelor (B.A.)	2.6	3	3.25	2
Total	100	114	100	63

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)

Age	Gudele Sudanese		Gudele Non-Sudanese		Konyo Konyo Sudanese		Konyo Konyo Non-Sudanese	
	%	n=x	%	n=x	%	n=x	%	n=x
15-18	7.7	1	33.3	1	0	0	0	0
19-24	32.4	12	14.3	2	23.5	4	40.0	8
25-30	53.1	17	41.7	5	31.8	7	42.1	8
Total	36.6	30	27.6	8	23.9	11	38.1	16

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

⁸⁰ Marc Sommers. *Islands of Education: Schooling, Civil War and the Southern Sudanese* (1983-2004). Paris: International Institute for Education Planning, 2005, p. 70.

⁸¹ Population Council, “Needs Assessment of Young People in Central Equatoria State”, March 2011, p. 31.

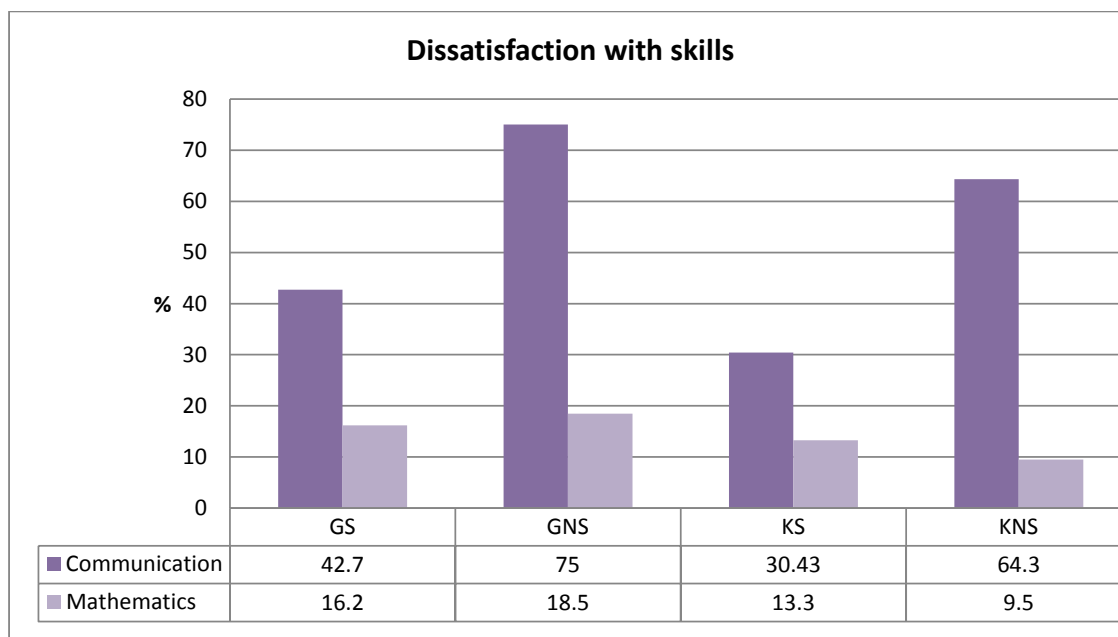


Figure 30: Dissatisfaction with skills in Sudanese and Non-Sudanese youth, Youth survey, Juba, Central Equatoria (June 2011)⁸²

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

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)

Occupation	Sudanese		Non-Sudanese	
	%	n=x	%	n=x
Appliance Repair	2.2	2	0.0	0
Babysitting/Day Care	3.2	3	3.2	2
Baker	1.1	1	3.2	2
Barber/Hair Stylist	5.4	5	6.5	4
Beautician	6.5	6	9.7	6
Blacksmith	1.1	1	3.2	2
Broker	3.2	3	3.2	2
Business Owner	6.5	6	4.8	3
Car Washer	2.2	2	0.0	0
Carpenter	2.2	2	8.1	5
Cell Phone Charger	6.5	6	6.5	4
Collect Water	0.0	0	1.6	1
Computer/Business Ser	3.2	3	0.0	0
Conductor/Comsari (Hi	3.2	3	1.6	1
Construction Worker	2.2	2	0.0	0
Cook	2.2	2	0.0	0
Dobbi	2.2	2	4.8	3
Doctor/Nurse	2.2	2	1.6	1
Driver - Boda Boda	3.2	3	3.2	2
Driver – Hiace	3.2	3	1.6	1
Electronics Repair	3.2	3	0.0	0
Fruit Seller	3.2	3	3.2	2
Masonry/Brick Laying	1.1	1	1.6	1
Mechanic	1.1	1	0.0	0
Other	11.8	11	19.4	12
Plumber	2.2	2	0.0	0
Porter/Attendant	1.1	1	0.0	0
Restaurant/Bar Service	5.4	5	6.5	4
Rolex Maker	1.1	1	1.6	1
Security Guard	1.1	1	0.0	0
Shoe Polisher	1.1	1	1.6	1
Shop Owner/Retailer	3.2	3	1.6	1
Tailor	1.1	1	1.6	1
Trader	2.2	2	1.6	1
Total	100.0	93	100.0	62

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 38 Current employment among youth, Youth survey, Magwi, Eastern Equatoria (July 2011)

Occupation	%	n=x
Animal Husbandry	3.6	1
Appliance Repair	7.1	2
Boda Boda Driver	10.7	3
Business Owner	21.4	6
Car Washer	3.6	1
Carpenter	7.1	2
Civil Servant	3.6	1
Collect Water	10.7	3
Collect Wood	3.6	1
Computer Repair	3.6	1
Construction	7.1	2
Craftsman	3.6	1
Doctor/Nurse	3.6	1
Electronics Repair	3.6	1
Farmer	21.4	6
Masonry	3.6	1
Soldier	3.6	1
Student	3.6	1
Teacher	7.1	2

The occupations of farmer and business owner were by far the most common amongst youth, each encompassing 21.4% (n=6) of the respondents.

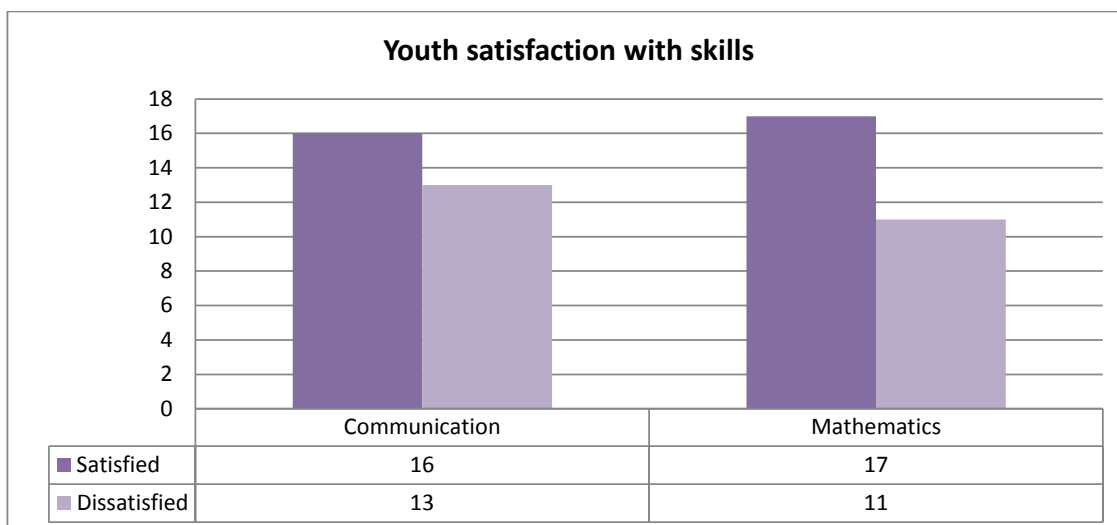


Figure 31: Youth satisfaction with communication and mathematical skills, Youth survey, Magwi, Eastern Equatoria (July 2011)

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.

Table 39 Current youth employment, Youth survey, Abara, Eastern Equatoria (July 2011)

Occupation	%	n=x
Animal Rearing	7.7	1
Business Owner	15.4	2
Cell Phone Charger	7.7	1
Doctor/Nurse	7.7	1
Driver - Boda Boda	15.4	2
Farmer	23.1	3
Shop Owner/Retailer	7.7	1
Other	23.1	3
Student	7.7	2
Teacher	7.7	1

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)

	Makalocuei	Jalei Tailoring	Padak Fisheries	FAO Fishing	Women's Poultry Farming	VSF Milk Marketing
Type	Permanent School	Permanent School	Seasonal School	Ad Hoc	One Time Training	Short Term
Size	70-150	20-40	Varies	Varies	6-10	n/a
Skills	Multiple	Tailoring	Fisheries Officer	Fish Processing	Poultry Farming	Milk Marketing

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.

	MAKOLCUE	JALEI	FAO FISHING	WOMEN'S
	—	TAILORING		POULTRY
✓ - offered				
□ - not offered, needed				
✗ - not offered not needed				
Literacy Training	✗	✓	✗	✗
English Lessons	✓	✓	✗	✗
Numeracy	✓	✓	✗	✗
Financial Literacy	□	□	□	□
Agricultural Training	□	✗	✗	✗
Entrepreneurship	□	□	□	□
Marketing	□	□	□	□
Apprenticeship	□	□	✗	✗
Conflict Resolution	□	✗	✗	✗
Career Guidance	✓	✗	✗	✗
Leadership	✗	✗	✗	✗
Psychological	✗	✗	✗	✗
Mentorship	✗	✗	✗	✗
Meals	✓	✗	✗	✗
Transport	□	✗	✗	✗
Child Care	✗	□	✗	✗
Medical Care	□	✗	✗	✗
Job Placement	□	□	✗	✗

Jalei Women's Association Tailoring and Dressmaking School

Operational Details

The Jalei Women's Association 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 41 Courses offered, Juba Technical Secondary School, Juba, Central Equatoria (June 2011)

Service	Offered	Not Offered Needed	Not Offered Not Needed
Government certificate	√		
Certificate from training program			√
Toolkit		√	
Start-up capital		√	
Instructions on forming a group to work with other graduates		√	
An assigned group of other graduates to work with		√	
Information on microfinance		√	
Career advice		√	
Employment placement		√	
Opportunity to give feedback on your satisfaction with the program		√	
Suggestions about further training opportunities		√	
Agriculture			√
Reading and Writing Lessons (Arabic and English)	√		
English Lessons	√		
Mathematics Classes	√		
Business Skills/ Entrepreneurship Training		√	
Ethics Lessons	√		
Health and Hygiene Lessons		√	
Marketing Skills		√	
Customer Service and Interpersonal Skills		√	
Leadership Skills			√
Conflict Resolution		√	

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 adapt 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.⁸³ 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.

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

⁸³ SOUTHERN SUDAN CENTRE FOR CENSUS, STATISTICS & EVALUATION, 2011. "Consumer Price Inflation Press Release", p 1.

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
- 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

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
- 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

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
- 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

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

- 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: Boda
- 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

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

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 & 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: Boda
- 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

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: Boda
- 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

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: Boda
- 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: Boda
- 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 Scraps
- Milk
- Newspapers
- Pharmaceuticals
- Plastic Products
- Salt Dried Fish
- Sand & Gravel
- Smoke Dried Fish

- Soap & Washing Powder
- Spare Parts for Bikes: Cars: Boda
- 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 produced locally? (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

- Other
- 53: If 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 (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

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)
 Data Field Name : intro3
 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
 - Refuse to Answer
 - Don't Know
 22:If yes, Specify (multi)
 Possible responses:
 - Agriculture
 - Animal Rearing
 - Barber
 - Beautician
 - Blacksmith

- Business - Customer Service
- Business - Entrepreneurship/Mngmt
- 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: Boda
- 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
- Tools (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

28:If Other, Specify (text)

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

- Juba Arabic
- Kiswahili
- Other
- Don't Know
- Refuse to Answer

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 VT? (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

- Don't Know

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

- Computers

- 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

- No (skip to end)

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

19: Powdered Milk, NIDO (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

20: Meat (goat or cow) (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

21: UHT or packet milk (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

22: Bread (freshly baked) (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

23: Butter (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

24: Charcoal (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

25: Locally Made Clothes & Footwear (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

26: Imported Clothes and Footwear (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

27: Second-hand Clothes & Footwear (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

28: Nuts (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

29: Fruit (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

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

- 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

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

- 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 repairmen
- DS: too expensive
- DS: unsafe work practices
- DS: lack of punctuality
- 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/veg
- DS: not enough variety fruit/veg
- 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: unclean/poor hygiene
- 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
- DS: poor quality
- DS: poor customer service
- DS: service not good match with needs
- Don't know
- 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:

- Yes
- No
- Refuse to Answer
- Don't Know

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:

Interviewer 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:

First Name	Sex	Age	Returning From	Period of Time in [Location]	Receiving any UN/NGO Assistance & From Whom

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?

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

Outcome Areas	Totals	Male	Female	Remarks
Outcomes 1 & 2: <i>Employment creation is mainstreamed into national and state level development frameworks and labour markets</i>				
Outcome 1 & 2 Totals	537	364	163	<i>2:1 male to female ratio</i>
Outcome 3: <i>Innovative interventions to create employment and training opportunities for youth developed and implemented in three states</i>				
Life-skills	340	110	230	<i>1:2 male to female ratio</i>
Technical and Vocational Education & Training for Employment (TVETE)	788	583	205	<i>2.8:1 male to female ratio</i>
Employability skills	110	47	63	<i>1:<1 male to female ratio</i>
Temporary Employment	5,831 labour days			Renovation & construction of 6 youth buildings - UNOPS & IOM
Outcome 3 Totals	1,238	740	498	<i>1.5: 1 male to female ratio</i>
Training & Capacity Development Totals for all Outcomes	1,775	1,104	661	<i>1.7:1 male to female ratio</i>

Summary of Training and Temporary Employment

Outcome Areas	Totals	Male	Female	Remarks
Outcomes 1 & 2: <i>Employment creation is mainstreamed into national and state level development frameworks and labour markets</i>				
GOSS/UN Inception Mission Consultations – April & May 2010	344	227	117	Six States/localities: Juba, Bor, Malakal, Torit & Magwi, Wau & Kwajok Kwajok was done as a joint MDGF Youth & Peace-building mission
Policy Development & Youth Advocacy	170	125	45	South Sudan Development Plan and Jonglei and Warrap State
TVETE Strategy & curricula	23	12	11	RSS and TVETE providers
Totals	537	364	163	<i>2:1 male to female ratio</i>
Outcome 3: <i>Innovative interventions to create employment and training opportunities for youth developed and implemented in three states</i>				
Life-skills				
Y-PEER youth-to-youth reproductive health & youth empowerment	150	68	82	Magwi County and Juba - UNFPA
Literacy and Numeracy	190	42	148	DDR Bahr el-Ghazal - IOM
Sub-total	340	110	230	<i>1:2 male to female ratio</i>
Technical and Vocational Education and Training for Employment (TVETE)				
Farmer Field Schools	217	89	128	Trainers and Farmers – Magwi County, Eastern Equatoria State
Computing & Enumerator Training	27	21	6	Juba and Bor
Construction Skills Training	544	473	71	Juba, Magwi/Abara, Wau and Kwajok – UNOPS & IOM
Sub-total	788	583	205	<i>2.8:1 male to female ratio</i>
Employability and Temporary Job Creation				
Temporary Employment	5,831 labour days			Renovation & construction of 6 youth buildings - UNOPS & IOM
Business and Economic Association skills training	110	47	63	Abara/Magwi and Wau – ILO, IOM & UNIDO
Sub-total	110	47	63	<i>1:<1 male to female ratio</i>
Totals	1,238	740	498	<i>1.5:1 male to female ratio</i>
Training & Capacity Development Totals for all Outcomes	1,775	1,104	661	<i>1.7:1 male to female ratio</i>

Programme Strategy & Prioritising Resources to Create Enhanced Coherence and Impact

UN Agencies	GoSS & State Bodies	Funds US\$	Main Interventions & Indicators
Technical and Vocational Education and Training for Employment (TVETE)			Outcome: TVETE policy formulated, disseminated and operational
ILO, UNIDO & UNICEF	MoCYS; MoLPSHRD; MoEST; MoAF; & MoARF	[\$70,000 ILO; \$70,000 UNIDO & \$60,000 UNICEF] \$200,000	Development, dissemination and implementation of a GOSS TVETE policy, standards, curriculum, accreditation and certification in a minimum of 3 States.
Sub-total		\$200,000	
Lifeskills with an emphasis on Functional Literacy, Peacebuilding & Gender Equality			Outcome: 1,200 to 1,500 youth receive programme services
UNICEF	MoEST; MoCYS MoLPSHRD; MoGSWRA; SSAC; SSDDRC & State MoEs	\$95,000	Design and implement a lifeskills and Accelerated Learning Programme (ALP) for teachers
UNFPA & UNAIDS	MCYS & MoH	\$175,000	Youth-to-youth reproductive health education training for youth – launch of Y-PEER programme in South Sudan: Youth have increased access to information on HIV & AIDS, STI, family planning; gender equality and youth empowerment, etc
UNESCO	MoCYS; MoEST & MoLPSHRD	\$175,000	Literacy materials for pre-vocational skills & enterprise for 15 to 18yrs & >18yrs All trainers & instructors trained to deliver work-based Functional Literacy as part of skills & business training for employment in 3 States
Sub-total		\$455,000	
Employability & Job Creation in the Private Sector including Self-employment			Outcome: 1,200 to 1,500 youth receive programme services
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.
UNDP	BOSS; MoCRD, MoLPSHRD and NSB	\$405,000	Micro-finance capacity & micro-enterprise start-up supporting mechanisms are established to boost youth self-employment; support to labour market survey
IOM	MoCYS and State	\$153,500	Livelihood training, skills and market opportunities assessments in Wau and Kwajok
FAO	MoAF & MoARF	\$290,000	Rural youth particularly returnees and demobilised soldiers have acquired agricultural production, livestock husbandry and marketing skills related to sustainable rural livelihoods
Sub-total		\$1,958,500	
Renovation & Equipping of Youth Facility Infrastructure			Outcome: Youth facility infrastructure fully operational in 3 locations
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	

Cumulative Financial Overview for the South Sudan at 30 June 2011

Total Programme Budget for South Sudan Component	\$3,622,500	100%
Funds disbursed by Agencies in Q5 - 31 March 2011	\$1,436,693	39.7%
Funds disbursed by Agencies at Q6 - 30 June 2011	\$1,281,662.20	35.35%
Funds committed by 4 Agencies in Q5 - 31 March 2010	\$171,957	4.7%
Funds committed by Agencies at Q6 - 30 June 2010	\$596,950.07	16.5%
TOTAL Committed & Disbursed at end of Q5 - 31 March 2011	\$1,608,650	44.4%
TOTAL FUNDS Committed & Disbursed at end of Q6 - 30 June 2011	\$1,878,604.20	52%

Gb/MDGF-YEP/17 July 2011

Percentage of UN Agency Funds Spent/Committed at 30 June 2011

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

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 (x) 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



UN Agency

TIMEFRAME

Comments

January 2010 to December 2011

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8

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

ILO

ILO

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

2. Support the execution of a Labour Force Survey in South Sudan

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

ILO

ILO

ILO

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

UNDP

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

UNICEF

1. Build institutional capacity for planning, quality data collection and management access to reliable functional literacy and vocational training data on young adolescents

2. Support the development and introduction of functional literacy to youth training centres and pastoralist field and lifeskills schools

3. Support the development of cross-ministry vocational training guidelines and policies and their introduction to youth training centres in the demonstration localities

UNICEF

UNICEF

UNICEF

Southern Sudan MDGF YOUTH EMPLOYMENT Consolidated Work Plan Reporting Template

FOR YOUR AGENCY PLEASE UPDATE YOUR ACTIVITY TIMEFRAME USING (x) THEN USING THE COLOR CODE INDICATE PROGRESS ON YOUR ACTIVITIES

Green for completed

Yellow for on-going

Red for delayed



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

Output 2.3: 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

Output 2.4: 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 life skills

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

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

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

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

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

4. Monitor progress and institutional improvements

Output 2.7: 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

2. Based on the assessment, develop a HIV/AIDS curriculum for vocational and technical training centres for South Sudan

3. Adapt, test and produce HIV and AIDS training materials relevant to the Southern Sudanese context. Develop core capacities of master trainers and conduct Training of Trainers for TVETE instructors in three states through a local facilitator

4. Provide audio visual equipments and related materials relevant to the TVET centres to be used for awareness raising on HIV/AIDS among the target population

5. Follow through and monitor progress for increased dissemination of information, knowledge and life skills on HIV at TVET centres

UN Agency	TIMEFRAME January 2010 to December 2011								Comments
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	
ILO									
ILO				x	x	x	x	x	
UNDP									
UNDP			x	x	x	x	x	x	
ILO									
ILO				x	x	x	x	x	
ILO			x	x	x	x	x	x	
UNIDO									
UNIDO									
UNIDO				x	x	x			
UNIDO						x	x	x	
UNIDO			CONTINUING						
UNAIDS									
UNESCO			x	x	x	x	x	x	
UNESCO				x	x	x	x	x	
UNESCO				x	x	x	x	x	
UNESCO					x	x	x	x	
UNESCO						x	x	x	

0,857143

Southern Sudan MDGF YOUTH EMPLOYMENT Consolidated Work Plan Reporting Template

FOR YOUR AGENCY PLEASE UPDATE YOUR ACTIVITY TIMEFRAME USING (x) THEN USING THE COLOR CODE INDICATE PROGRESS ON YOUR ACTIVITIES

Green for completed

Yellow for on-going

Red for delayed



JP Outcome 3: Innovative interventions to create concrete employment and training opportunities for youth are developed and implemented in three states

UN Agency

TIMEFRAME

Comments

January 2010 to December 2011

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

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

2. Provide rehabilitation support to youth training facilities and mobile services for young people in the demonstration localities

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
UNICEF								
UNICEF								

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

1. Conduct a rapid assessment of literacy materials, trainers and learners to develop a contextual appreciation of the teaching and learning environment

2. Design training modules and conduct training of trainers (ToT) and literacy trainings for youth with a special focus on females

3. Adapt, test and produce functional literacy material relevant to the Southern Sudanese context

4. Conduct training of trainers

5. Monitor teaching of functional literacy and modify the training and material accordingly

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
UNESCO								
UNESCO								
UNESCO								
UNESCO								
UNESCO								

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

1. Design and conduct peer reproductive health education training for youth groups in three demonstration localities - Magwi, Budi and Juba

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
UNFPA								
UNFPA								

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

1. Develop and adopt short term livelihood training packages with potentials for employment and self-employment

2. Conduct livelihood training packages for target beneficiaries

3. Establish linkages with local industries for apprenticeships, internships, on-the-job training and job placements

4. Provide business coaching to existing enterprises, including graduates of training programmes conducted for growth and creation of additional employment

5. Monitor progress and institute improvements for sustained delivery of training programmes and advisory services

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
UNIDO								
UNIDO								
UNIDO								
UNIDO								
UNIDO								

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

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

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 (Output 3.7)

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
ILO								
ILO								
ILO								

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

1. Form and train autonomous savings and credit associations focusing on youth associations, enterprise development centres, and associations of farmers and livestock keepers

2. Provide business skills training and start-up kits and capital for youth in collaboration with ILO, FAO, IOM and UNIDO

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
UNDP								
UNDP								
UNDP								

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

1. Rehabilitation and expansion of the Juba Youth Training Centre - technical assistance, design and support and construction supervision

2. Expansion of the Dichwinyi Women's Centre/Panyikwara Youth Association enterprise development centre - technical assistance, design and support and construction supervision

3. Phase 1 construction of the Akobo Youth Enterprise Development centre - technical assistance, design and support and construction supervision

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
UNOPS								
UNOPS								
UNOPS								
UNOPS								

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

1. Rehabilitation and expansion of the Wau Youth Training Centre - technical assistance, design and support and construction supervision

2. Completion of the Youth Union Centre buildings in Kwajok - technical assistance, design and support and construction supervision

3. Livelihood and technical skills training in Wau and Warrap State

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
IOM								
IOM								
IOM								

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.

1. Review Farmer Field School training materials and produce appropriate training resource materials for South Sudan

2. Conduct Training of Trainers (ToT) in Farmer Field School methodology for team leaders and facilitators

3. Run Farmer Field School training over a period of 9 to 12 months

4. Upon graduation from Farmer Field Schools provide graduates with basic productive assets. Undertake follow-up visits with graduates

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
FAO								
FAO								
FAO								
FAO								
FAO								

0,3125

Evaluator: Carlos Alberto Carravilla Gregorio
EVALUATION MATRIX MDG-F SOUTH SUDAN

CRITERIA	EVALUATION QUESTIONS	INFORMATION SOURCES AND TOOLS	CODE
RELEVANCE	Is the identification of the problems, inequalities and gaps, with their respective causes, clear in the joint programme?	PRODOC	R1
	Does the Joint Programme take into account the particularities and specific interests of women, minorities and ethnic groups in the areas of intervention?	PRODOC and reports	R2
	To what extent has the intervention strategy been adapted to the areas of intervention in which it is being implemented? What actions does the programme envisage, to respond to obstacles that may arise from the political and socio-cultural context?	PRODOC and reports	R3
	Are the monitoring indicators relevant and do they meet the quality needed to measure the outputs and outcomes of the joint programme?	PRODOC and reports	R4
OWNERSHIP IN THE DESIGN	To what extent do the intervention objectives and strategies of the Joint Programme respond to national and regional plans?	PRODOC Context documentation	OD1
	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?	Interviews governmental institutions	OD2
EFFICIENCY	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?	PRODOC and reports Interviews agencies UUNN and governmental institutions	E1
	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?	PRODOC and reports Interviews agencies UUNN and governmental institutions	E2
	Are there efficient mechanisms for coordination that prevent counterparts and beneficiaries from becoming overloaded?	Interviews agencies UUNN and governmental institutions	E3
	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?	PRODOC and reports Interviews agencies UUNN and governmental institutions	E4
	Are work methodologies, financial tools etc. shared among agencies and among joint programmes?	Interviews agencies UUNN	E5

CRITERIA	EVALUATION QUESTIONS	INFORMATION SOURCES AND TOOLS	CODE
	Have more efficient (sensitive) and appropriate measures been adopted to respond to the political and socio-cultural context identified?	PRODOC and reports Interviews agencies UUNN and governmental institutions	E6
	How conducive are current UN agency procedures to joint programming? How can existing bottlenecks be overcome and procedures further harmonized?	Interviews agencies UUNN	E7
OWNERSHIP IN THE PROCESS	To what extent have the target population and the participants taken ownership of the programme, assuming an active role in it?	PRODOC and reports Interviews agencies UUNN and governmental institutions	OP1
	To what extent have national public/private resources and/or counterparts been mobilized to contribute to the programme's goals and impacts?	PRODOC and reports Interviews agencies UUNN and governmental institutions	OP2
EFFICACY	Is the programme making progress towards achieving the stipulated results?	PRODOC and reports	EFF1
	To what extent and in what ways is the joint programme contributing to the Millennium Development Goals at the local and national levels?	PRODOC and reports	EFF2
	To what extent is the programme contributing to the goals set by the thematic window, and in what ways?	PRODOC and reports	EFF3
	Is the stipulated timeline of outputs being met? What factors are contributing to progress or delay in the achievement of the outputs and outcomes?	PRODOC and reports Interviews agencies UUNN and governmental institutions	EFF4
	Do the outputs produced meet the required high quality?	Interviews agencies UUNN and governmental institutions JP documents	EFF5
	Does the programme have follow-up mechanisms (to verify the quality of the products, punctuality of delivery, etc.) to measure progress in the achievement of the envisaged results?	PRODOC and reports	EFF6
	Is the programme providing coverage to beneficiaries as planned?	PRODOC and reports Direct observation	EFF7

CRITERIA	EVALUATION QUESTIONS	INFORMATION SOURCES AND TOOLS	CODE
	In what way has the programme come up with innovative measures for problem-solving?	Interviews agencies UUNN and governmental institutions	EFF8
	Have any good practices, success stories, or transferable examples been identified?	Direct observation	EFF9
	In what ways has the joint programme contributed to the issue of fair youth employment?	Interviews agencies UUNN and governmental institutions	EFF10
	In what ways has the joint programme contributed to the issue of internal and/or external migration?	Interviews agencies UUNN and governmental institutions	EFF11
	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?	Interviews agencies UUNN and governmental institutions	EFF12
		Direct observation JP documents	
SUSTAINABILITY	Is the programme supporting national and/or local institutions?	Interviews governmental institutions	S1
	Have operating capacities been created and/or reinforced in national and local partners?	Interviews governmental institutions	S2
		Direct observation	
	Do the partners have sufficient financial capacity to keep up the benefits produced by the programme?	Interviews governmental institutions	S3
		Interviews agencies UUNN	
	Is the duration of the programme sufficient to ensure a cycle that will ensure the sustainability of the interventions?	Interviews agencies UUNN and governmental institutions	S4
		Direct observation	
	Have networks or network institutions been created or strengthened to carry out the roles that the joint programme is performing?	Interviews agencies UUNN and governmental institutions	S5
		Direct	

CRITERIA	EVALUATION QUESTIONS	INFORMATION SOURCES AND TOOLS	CODE
		observation	
	To what extent are the visions and actions of partners consistent with or different from those of the joint programme?	Interviews agencies UUNN and governmental institutions	S6
		Direct observation	
	In what ways can governance of the joint programme be improved so as to increase the chances of achieving sustainability in the future?	Interviews agencies UUNN and governmental institutions	S7
COUNTRY LEVEL	During the analysis of the evaluation, what lessons have been learned, and what best practices can be transferred to other programmes or countries?	Analysis of information collected	C1
	To what extent and in what way is the joint programme contributing to progress towards the Millennium Development Goals in the country?	Analysis of information collected	C2
	To what extent and in which ways are the joint programmes helping make progress towards United Nations reform? One UN	Analysis of information collected	C3
	How have the principles for aid effectiveness (ownership, alignment, managing for development results and mutual accountability) been developed in the joint programmes?	PRODOC	C4
	To what extent is the joint programme helping to influence the country's public policy framework?	Analysis of information collected	C5
		PRODOC and reports	
GENDER ANALYSIS	How did the JP to promote greater equality of opportunity between men and women?	Interviews agencies UUNN and governmental institutions	G1
	Have women been adversely affected by the JP (the division of labor, control access to resources)?	Interviews agencies UUNN and governmental institutions	G2
	Has improved the position of women because of the JP?	Interviews agencies UUNN and governmental institutions	G3
	How the capabilities of local partners to work in the future with gender perspective have been enhanced ?	Interviews agencies UUNN and governmental institutions	G4

CRITERIA	EVALUATION QUESTIONS	INFORMATION SOURCES AND TOOLS	CODE
	The resources allocated to include gender on the JP were sufficient?	Interviews agencies UUNN and governmental institutions	G5
	Has the integration of women into the activities of the JP faced any obstacles?	Interviews agencies UUNN and governmental institutions	G6

QUESTIONNAIRE GOVERNMENT INSTITUTIONS

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.

QUESTIONNAIRE UN AGENCIES

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?

10-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?

11-EFF5. Do the outputs produced meet the required high quality?

12-EFF8. In what way has the programme come up with innovative measures for problem-solving?

13-EFF10. In what ways has the joint programme contributed to the issue of fair youth employment?

14-EFF11. In what ways has the joint programme contributed to the issue of internal and/or external migration?

15-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?

16-S4. Is the duration of the programme sufficient to ensure a cycle that will ensure the sustainability of the interventions?

17-S5. Have networks or network institutions been created or strengthened to carry out the roles that the joint programme is performing?

18-S6. To what extent are the visions and actions of partners consistent with or different from those of the joint programme?

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?

Completed Youth Enterprise Centre Buildings in Akobo

Progress Photo 23 November 2011



TWO WORKSHOPS



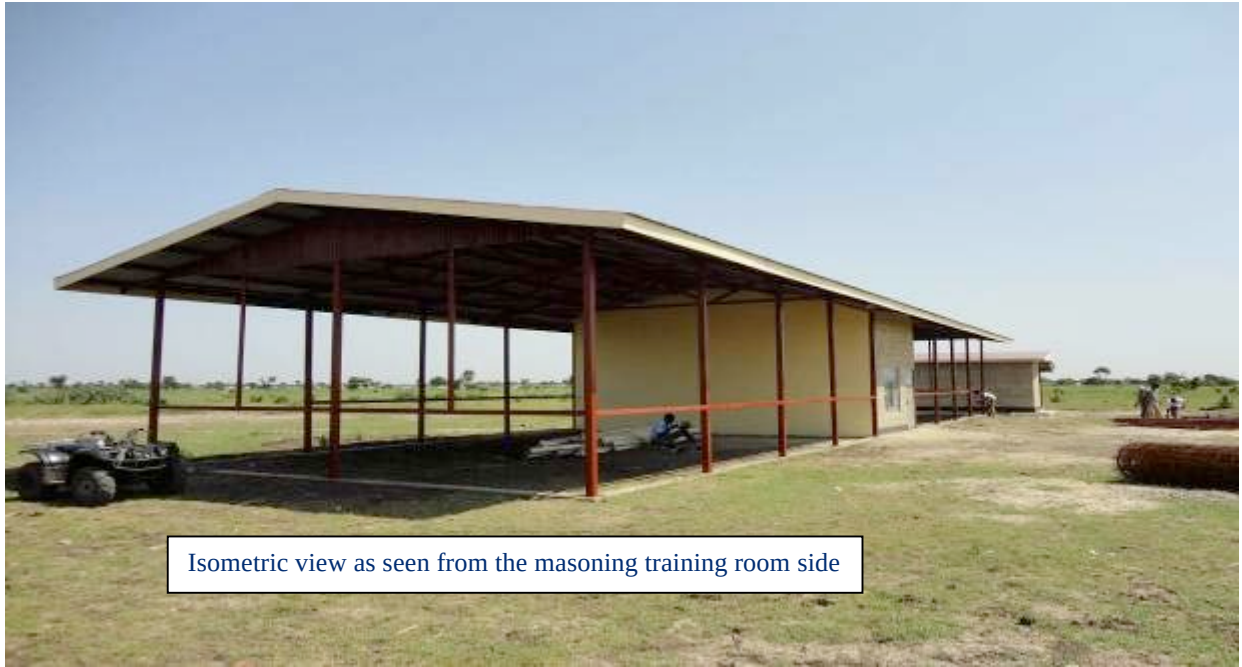


Rear elevation as taken from store room side

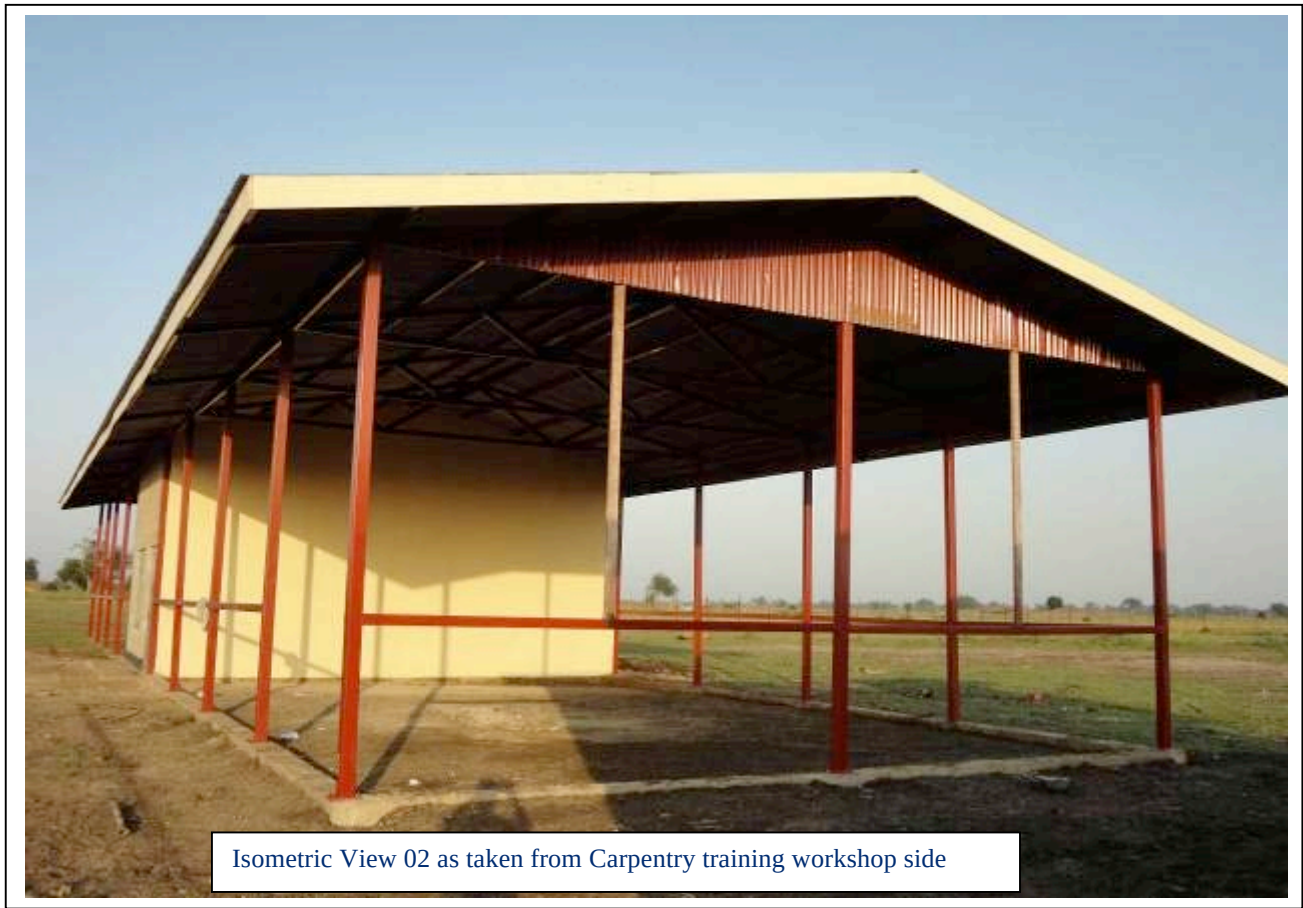


Side elevation as taken from the Masoning training workshop side

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



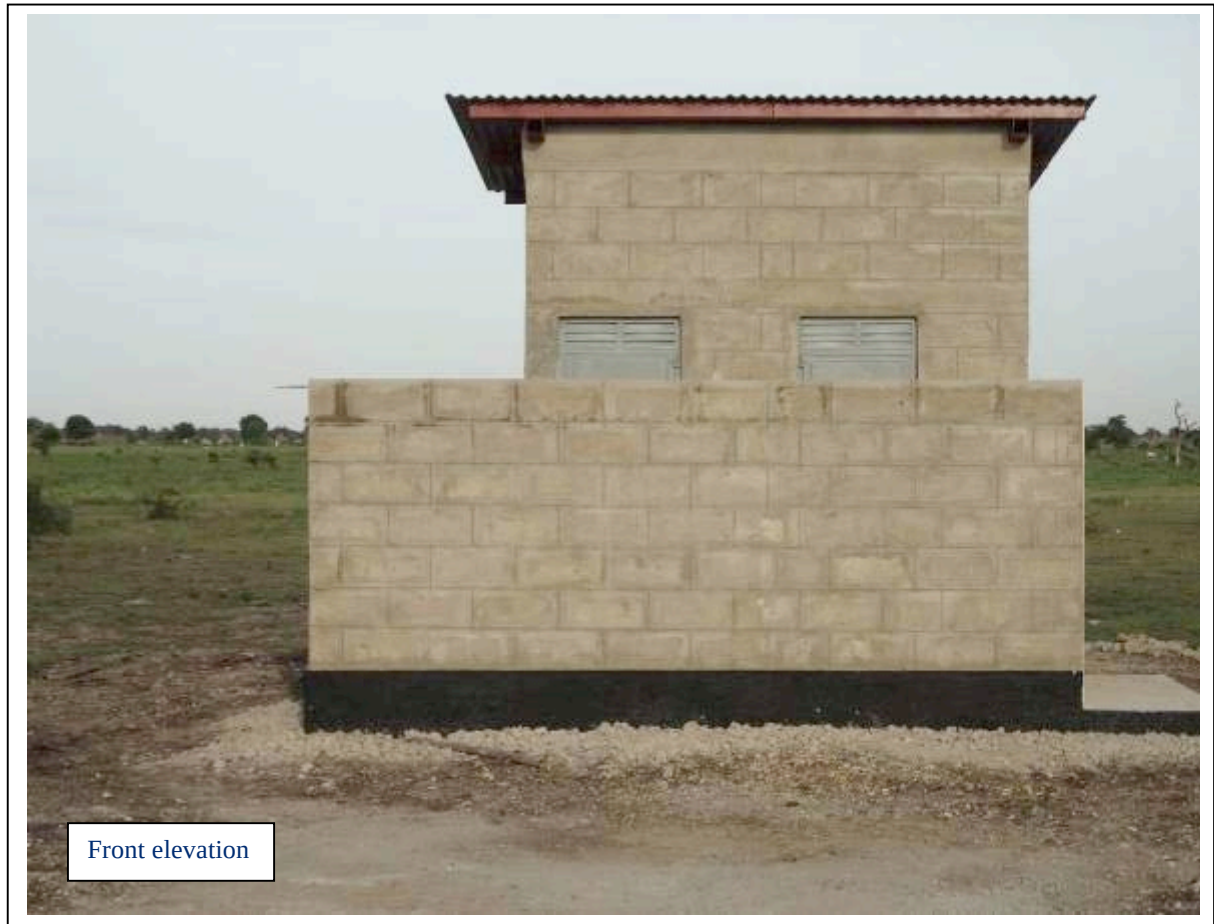
Front Elevation as seen from the proposed Akobo Pochalla main road



Rear elevation as seen from the workshop side



PTT-LATRINE





Rear elevation



Side elevation



Isometric view

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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Table of Contents

Project Brief Contact Persons 2

 Mission of the Warrap Youth Union..... 4

Justification..... 5

SWOT/C Analysis of Warrap State Youth Union 6

 Strength..... 6

 Weaknesses 6

 Opportunities 7

Accomplishments of the Warrap State Youth Union 7

Strategic Priority Setting for the Warrap State Youth Union Strategic Plan 2011-2014..... 8

Implementation Strategies for the Warrap State Youth Union Strategic Plan 2011-2014..... 8

Appendices 10

 Contact List of Executive Committee Delegates on the preparation of the Strategic Plan of Warrap State Youth Union 10

 Figure 1 Warrap State Youth Union Registration Certificate 13

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 grass root representation at the Payams. The Union has head quarters 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 over- see 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

Strength	Weaknesses
• 39 Professional Executive Committee Members • Modern office building in Warrap State • Registered with Ministry of Legal Affairs Juba in 2007. • Strong membership of youth in the state • Committed new Executive eager to work • Furnished office with standard furniture • <i>Newest of all states in South Sudan</i> • <i>Has a present at all levels up to villages</i> • <i>Has a specialized youth councils that regulate policies</i> • <i>Has partnered with several INGOs</i> • <i>Has a very strong financial system and management</i> • <i>Has plots of land kuajok and in all counties</i>	• High levels of illiteracy among youth despite high population of youth • Limited resources to fund youth activities in the State • Internally Displaced People due to conflicts • No vocational training institution in Warrap State • High levels of early marriages and pregnancies amongst the youth • Unemployment of most youth in Warrap due to lack of skills , Government & NGO only employ 4% • Limited youth recreation centers /facilities at Counties , Payams and Boma • Lack of grants for recovery of youth activities • Lack of micro credit services in Warrap state

Warrap State Youth Union Strategic Plan

Opportunities	Threats
• 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	• 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, Liethom, Gogrial 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

Warrap State Youth Union Strategic Plan

- Has been doing hygiene and sanitation activities in the state
- Has strongly participated in the mediation and resolution of Aguok and Apuk conflict
- Has been doing voluntary activities to the communities in various discipline

Strategic Priority Setting for the Warrap State Youth Union Strategic Plan 2011-2014

- Peace building, reconciliation and reintegration after disarmament of youth
- Economic development and involvement of the youth in Warrap State – Youth Demonstration farms
- Sanitation and Hygiene
- Development of business premises (conference hall) for the youth in Warrap State, compound fencing, construction of pit latrine
- Vocational Training and basic skills building for employment
- Promotion of food security in communities by youth
- Youth culture and sports enhancement as tool for development
- Brick production and self employment of youth
- Youth library and promotion of literacy among the youth.
- County Committee enhancement and engagement in development

Implementation Strategies for the Warrap State Youth Union Strategic Plan 2011-2014

The WSYU will address the various priorities in addressing challenges of the youth in Warrap State in realizing development. The Youth Union will be developing funding proposals/business plans for each of the priority interventions.

Warrap State Youth Union Strategic Plan

Priority	Initiative	Time Sheet			Resource Needs in SSP Budget Estimate
		YR1	YR2	YR3	
Peace Building, Reconciliation & Integration	Peace& Reconciliation meetings in Counties after Disarmament	2Meetings scheduled	4 Meetings scheduled	State Peace Grand Conference	25,000@7peace conference = 175,000.00
Economic development & Engagement	Establishment of youth farms	1 Near Kuajok	3 County youth farms	2 county youth farms	198,000@6 youth farms= 1,188,000.0
	Youth grants & Micro credits	Formation	Offer 78 members	Offer 200 members	Grants 800x 400youth = 320,000.00
Sanitation and hygiene	Cleaning campaign of the state head quarters& business premises& counties	3 campaigns	4campaigns	3compaigns	10compains@8,000= 80,000.00
Youth business premises construction	Construction of training or Conference hall	12x18 m room	-	-	Construction = 184, 0000.00
	Building& excavation of latrines	1	-	-	Construction of pit latrine = 26,000.00
Vocational & basic skills training	- Training of youth in business skills, entrepreneurship - Carpentry, building poultry keeping, keeping, dairy cattle keeping	200 trained	350trained	200 trained	750 trainees @ 2,113.203= 158,4905.666
	Shabab Internet Café & training centre establishment	1	-	-	Equipment & Training= 125,370.30
Promotion of food security	Ox plough promotion, Seed youth demonstration farm visits & show casing	1 county	4counties	1 county	230,000.000
Brick production& youth Employment	Employment creation & meaningful engagement of youth in counties	1 county	3 counties	2 counties	Brick making machine@ 40,000 x6 = 240,000.00
Youth Culture & Sports	County sports competitions	2counties	4counties	4 counties	10 tournament @ 15,000 = 150,000.00
Youth Library	Literacy promotion and reading culture	1 county	4 counties		- Construction 1 Library @184,000=184,000.00 - Books & computers =56,000.00

Appendices

Contact List of Executive Committee Delegates on the preparation of the Strategic Plan of Warrap State Youth Union

1. Kuol Yueu Kuol	Chairperson	Tel:09154114.
2. John Garang Mabaior	Deputy Chairperson	Tel:0919270937.
3. Santo Aluong Kuch	Secretary General	Tel:0911921560.
4. Mawien Akoon Monydhar	Head Councilor	Tel:0955836981.
5. Achuil Achuil Deng	Secretary for Information	Tel:0955630760.
6. John Tee Tehor A.	Councilor	Tel:0928314876.
7. Louis Aguer Deng Atem	Secretary Education	Tel:0910796612.
8. Madol Chuor Kuot	Deputy External	Tel:09555806
9. Chol Lual Deng	Secretary for Council	Tel:0900642986.
10. John Akot Ngong Akot	Secretary for Finance	Tel:0955988055.
11. Dut Bol Thiel	Deputy for Social welfare	Tel:0902192543.
12. Ring Gong Mathiang	Secretary for External	Tel: 0917726424

Figure 1 Warrap State Youth Union Registration Certificate



United Nations
Development Assistance Framework
For the Republic of South Sudan
2012-2013

Draft for Discussion

United Nations Development Assistance Framework Republic of South Sudan 2012-2013

This United Nations Development Assistance Framework (UNDAF) has been prepared by the Government of the Republic of South Sudan (RSS) and the United Nations Country Team (UNCT) in consultation with partners, with the aim of improving the lives of the people of South Sudan, and particularly the most vulnerable, in alignment with the South Sudan Development Plan (SSDP) for 2011-2013 and the Millennium Development Goals (MDG).

The priorities in this framework have been identified by the Government and will guide the support to the four pillars of the SSDP which the UN agencies, funds and programmes will provide during the next two years under the leadership of relevant Government institutions. Simultaneous to the implementation of this two-year interim plan, the UNCT will work closely with the Government to prepare a longer-term strategy to coincide with and support the Government's Poverty Reduction Strategy and next generation development plan.

By signing hereunder, the participating parties endorse this UNDAF and underscore their joint commitment to the fulfilment of its goals.

For the Ministry of Foreign Affairs
and International Cooperation

For the United Nations Country Team

.....
H.E. Mr. Nhial Deng Nhial
Minister of Foreign Affairs
and International Cooperation

.....
Ms. Lise Grande
UN Resident Coordinator

Juba, South Sudan
[Date] 2011

Signature Page

By signing hereunder, we, the United Nations Country Team in South Sudan, while respecting each organization's mandates, competencies and decision-making processes, pledge our commitment to a common strategy as a means to foster cooperation and coordination among all our agencies and to enhance the performance and impact of our joint response to development needs of South Sudan.

.....
UNDP Resident Representative

.....
UNICEF Representative

.....
UNHCR Representative

.....
WHO Head of Office

.....
UN Women Head of Office

.....
WFP Representative

.....
UNAIDS, Country Coordinator

.....
UNOPS Director

.....
UNFPA Representative

.....
FAO Head of Mission

.....
ILO Director of Decent Work Team

.....
IOM Head of Office

.....
UNOCHA Head of Office

.....
OHCHR Representative

.....
UN HABITAT Programme Manager

.....
UNEP Programme Coordinator

.....
UNMACC Programme Manager

.....
UNODC Project coordinator

.....
UNESCO Representative

.....
UNIDO Representative

Executive Summary

In the critical first two years following the independence of the Republic of South Sudan, the UN Country Team will stand with the world's newest nation as it puts in place the building blocks of statehood, in order to tackle one of the most challenging development contexts in Africa. By 2013, through this UN Development Assistance Framework, the UNCT will assist the Government to take bold steps to reinforce core governance functions, build service delivery systems, improve food security, and reduce community conflict in an equitable way across all ten states. In doing so, the UNCT will give special focus to addressing the acute needs of women in the South Sudan.

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 (AU) as the 45th member state on 15 August 2011.

Following independence, and as a first step in state-building, the Government of the Republic of South Sudan launched its first South Sudan Development Plan, covering the interim period from independence to the end of 2013. The overarching goal of the SSDP is to "realize freedom, equality, justice, peace and prosperity for all." The Plan identifies key development objectives for the new Republic of South Sudan, including nineteen major priorities, across four priority pillars: (1) Governance; (2) Economic Development; (3) Social and Human Development; and (4) Conflict Prevention and Security.

Given the broad engagement of the UN Country Team in the formulation process of the SSDP throughout 2011, and the pressing need for Government officials to stand up the new state and meet expectations of the public, the Government and UNCT have prepared a "light touch" UNDAF 2012-2013 to support, on the basis of its comparative advantage, key priorities in each of the SSDP's four pillars. The UNDAF outcomes are designed to define the UNCT's contribution to the achievement of the Government's SSDP pillar objectives.

- i. UNDAF Outcome 1: Core governance and civil service functions are established and operational. This outcome will directly contribute to the main objective of the Governance pillar. At the request of the RSS, the UNCT will focus on capacity development and core governance functions.
- ii. UNDAF Outcome 2: Chronic food insecurity is reduced and household incomes increase. This outcome will directly contribute to the main objective of the Economic Development pillar. At the request of the RSS, the UNCT will focus on fostering inclusive and pro-poor growth and reducing food insecurity.
- iii. UNDAF Outcome 3: Key service delivery systems are in place, laying the groundwork for increased demand. This outcome will directly contribute to the main objective of the Social and Human Development pillar. At the request of the RSS, the UNCT will focus on building delivery systems to expedite the transition from externally provided services and establishing social safeguards for the poorest and most vulnerable.
- iv. UNDAF Outcome 4: Violence is reduced and community security improves. This outcome will directly contribute to the main objective of the Conflict Prevention and Security pillar. At the request of the RSS, the UNCT will focus on accelerating DDR, reducing community violence and improving access to justice.

The current programme is based on lessons learned from previous UNCT cooperation in South Sudan. The key finding of the lessons learned is that the transition in South Sudan is so complex and difficult that the UNCT will need to focus on a handful of transformative programmes that can be

done at scale in order to have impact and durability. Working in an unpredictable environment, the UNCT will also need to use tools adapted to the specific context in South Sudan. To be relevant and effective in the first years of statehood, the UNCT must manage extreme levels of fiduciary risk. Agencies must also implement quickly while being prepared to change course and adopt new strategies. With capacity scarce, every effort must be made to reduce transactions costs on counterparts and partners by minimizing complex bureaucratic procedures and programming processes.

Introduction

South Sudan Development Context

1. 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 (AU) as the 45th member state on 15 August 2011.

2. 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.

3. 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.

4. 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.

5. Marginalized for decades, South Sudan is entering statehood as one of the most under-developed countries in the world. None of the public infrastructure required for growth is in place. The road grid is wholly inadequate. In one of the region's largest countries, there are only a handful of all-weather roads, and a single bridge links the east and west banks of the Nile. Up to 60 per cent of remote locations are inaccessible during the rainy season. The railroad serves only a few towns in one of the ten states of South Sudan. There is no electricity grid and no nationwide energy system. Airports are substandard, and there is no civil aviation capacity. Although mobile telephone coverage is improving, connectivity is already at capacity. Many areas are insecure because they are inaccessible, and state structures, including law enforcement, have little if any capacity to access or intervene when conflict occurs.

6. 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 health care. While some progress has been made in the area of immunization, the proportion of fully immunized children is only 5.8 percent. 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. A fifteen year old girl in South Sudan has a higher chance of dying in child birth or during pregnancy than finishing secondary school.

7. 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. In 2011 alone, more than 3,000 people have died from violent conflict within South Sudan, and 300,000 people have been displaced. In the lead-up to independence, more than 300,000 southerners who had been living in the north returned to the south, in addition to the more than two million who had already returned since 2005, often to rural communities lacking livelihoods, infrastructure, water, schools and health posts. 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.

8. Although South Sudan represents the single largest state-building challenge of our generation it 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.

Lessons Learned From Previous Programme Cycle (2009-2011)

9. It is because the deficits facing South Sudan are so great that the UNCT has undertaken a thorough lessons learned exercise. Prior to independence, UNCT programmes in South Sudan were implemented within the overall national programming frameworks covering the Republic of the Sudan as a whole. During the CPA period, this included the 2002-2006 UNDAF, an interim bridging programme covering 2007-2008, and 2009-2012 UNDAF for the Republic of the Sudan. With independence on 9 July 2011, the current UNDAF ceased to serve as the basis of UNCT programming in South Sudan.

10. In the lead-up to independence, the UNCT reviewed implementation of the 2009 Sudan UNDAF focusing on the four key programmes areas--Governance and Rule of Law, Livelihoods and Productive Sectors, Basic Services, and Peace-building—in terms of relevance, effectiveness, efficiency, and the sustainability of interventions. The review confirmed that significant achievements had occurred as a result of UNCT programming. In particular, essential functions and systems had been established under the auspices of the core governance initiative; capacity development had accelerated through the placement of surge capacity; and the delivery and uptake of services has expanded in the education and health sectors.

11. In other areas, progress has been much more mixed. Support from partners for Disarmament, Demobilization and Reintegration (DDR) did not meet expectations, leading to a complete reorganization of the programme. Evaluations also found that the marginal benefits to individual households and communities of livelihood support programmes have not been transformative nor have they contributed to jump-starting local economies.

12. Implementation has been inhibited by a number of factors. The development agenda has been repeatedly overtaken by pressing emergency and humanitarian needs, particularly as a result of violent conflict, the massive influx of returnees, and crop failures resulting in food insecurity. Interventions have been concentrated at the central government and have not adequately addressed lower levels of government. Security and the lack of absorptive capacity have adversely affected programme sustainability. Importantly, while some progress has been made in establishing

delivery systems, the bulk of basic services continue to be provided outside of Government systems and structures by international partners including non-governmental organizations, particularly in the health and water sectors.

13. The key finding of the lessons learned is that the transition in South Sudan is so complex and difficult that the UNCT will need to focus on only a handful of **transformative programmes that can be done at scale** in order to have impact and durability. Working in an unpredictable environment, the UNCT will also need to use tools adapted to the specific context in South Sudan. To be relevant and effective in the first years of statehood, the UNCT must manage extreme levels of fiduciary risk. Agencies must also implement quickly while being prepared to change course and adopt new strategies. With capacity scarce, every effort must be made to reduce transactions costs on counterparts and partners by minimizing complex bureaucratic procedures and programming processes.

South Sudan Development Plan and UNDAF Process

14. Following independence, and as a first step in state-building, the Government of the Republic of South Sudan launched its first South Sudan Development Plan, covering the interim period from independence to the end of 2013. The overarching objective of the SSDP is to ensure "South Sudan is a united and peaceful new nation, building strong foundations for good governance, economic prosperity and enhanced quality of life for all." The Plan identifies key development objectives for the new Government, including nineteen major priorities, across four priority pillars: (1) Governance; (2) Economic Development; (3) Social and Human Development; and (4) Conflict Prevention and Security.

15. The SSDP stresses the overarching imperative of maintaining peace and security as the necessary foundation for development and progress. The Plan focuses on building the strong institutions required to promote a transparent and accountable state and improving capacity at all levels of government to manage natural resources and public revenues and deliver public goods. The Plan also emphasises the importance of delivering basic services and promoting private sector-led economic growth as ways of reducing poverty.

16. Given the intense engagement of the UNCT in the formulation process of the SSDP throughout 2011, and the pressing need for Government officials to stand up the new state and meet expectations of the public, the Government and UNCT have kept the UNDAF process as light as possible. The UNCT has formulated this "light touch" UNDAF 2012-2013 to support, on the basis of its comparative advantage, key priorities in each of the SSDP's four pillars.

17. In addition to interventions planned in the context of the UNDAF, the UNCT will continue to provide humanitarian assistance to South Sudan through the Consolidated Appeals Process (CAP). The two processes are complementary to each other to ensure that modalities for an effective transition from relief to development are being put in place. As part of its commitment to overall system coherence, the UNCT will closely cooperate with the UN Mission in South Sudan (UNMISS) in areas of common priority between Security Council Resolution 1996 and the UNDAF 2012-2013. In addition, the UNCT will promote normative obligations within the UN, including the provisions of Security Council Resolutions 1612, 1860, 1882 and 1960.

1. UNDAF Outcomes

18. In the critical first two years following the independence of the Republic of South Sudan, the UN Country Team will stand with the world's newest nation as it puts in place the building blocks of statehood, in order to tackle one of the most challenging development contexts in Africa. By 2013, through this UN Development Assistance Framework, the UNCT will assist the Government to take bold steps to reinforce core governance functions, build service delivery systems, improve food security, and reduce community conflict in an equitable way across all ten states. In doing so, the UNCT will give special focus to addressing the acute needs of women in the South Sudan.

19. The four outcomes in this section, and the programme areas under each of them, represent the substantive contributions of the UN agencies, funds and programmes to the achievement of the objectives of the Government as specified in the SSDP. In support of the Government's commitment to human rights, gender equality, environmental sustainability, results-based management and capacity development, all of the UNDAF outcomes and programme areas are fully aligned with the targets and recommendations in the SSDP chapter on cross-cutting issues.

2.1 Governance

UNDAF Outcome 1: Core governance and civil service functions are established and operational.

20. This outcome will directly contribute to the main objective of the Governance pillar. At the request of the RSS, the UNCT will focus on capacity development and core governance functions. Specifically, the UNCT will concentrate on four areas where it has a substantial comparative advantage at both national and international levels.

21. Oversight and Accountability: In support of Government efforts to reduce corruption and improve good governance, the UNCT will help national and state legislatures contribute effectively to the identification of development priorities, oversight of public expenditure and elaboration and dissemination of pro-poor and gender sensitive laws, including those related to freedom of association and the media. The UNCT will also help to strengthen key accountability institutions including the Anti-Corruption Commission and Audit Chamber as well help to build the capacity of media institutions. Together with UNMISS, specific support will be provided during the development of a permanent constitution with a key focus on human rights principles and monitoring mechanisms. The UNCT will also support Government to ratify target international treaties and instruments to which South Sudan will become party.

22. Civil Service Capacity and Public Sector Reform: In support of Government efforts to bridge the capacity gap, the UNCT will help to accelerate capacity development by rapidly deploying civil servant mentors and public servants in remote communities in partnership with regional organizations including IGAD and the African Union. Specific support will be provided to help bring back and place civil servants from the Diaspora. Special focus will be placed on building civil service capacity at the state and county levels, where the capacity deficit is the most acute. The UNCT will also provide guidance on the elaboration of gender-responsive norms and standards for the recruitment and retention of civil servants, specifically encouraging the recruitment of women to ensure that service delivery structures represent the broader society.

23. Pro-poor and Equity-based Planning and Budgeting: In support of Government efforts to allocate resources transparently, and equitably across the ten states in South Sudan, the UNCT will help to establish policies and systems that facilitate the equitable use of public resources at all levels of government (national, state and county) through pro-poor planning and budgeting. The UNCT will provide assistance in the formulation of transparent resource allocations and strengthen accountability institutions to ensure results-oriented expenditure. Specific support will be provided

to help elaborate tax policies, regulatory frameworks and business and cooperative registration processes at national and sub-national levels. The UNCT will also provide technical support to Government institutions mandated to collect, analyse, validate and store gender-disaggregated development data. The UNCT will support the elaboration of basic social and economic gender-sensitive development indicators and the publication, dissemination and use of regular reports by policy makers, civil society and the media to enhance evidence-based policy and public dialogue on development priorities.

24. Decentralisation and Intra-government Coordination: In support of Government efforts to decentralize functions effectively, the UNCT will help to elaborate and put in place national policies and systems for decentralized service delivery at state and county levels, improved resource mobilization and allocation, and coordination and communication between the different levels of Government. The UNCT will support fiscal decentralization by providing frontline technical and capacity support to state and county offices tasked with the management and oversight of public expenditure.

2.2 Economic Development

UNDAF Outcome 2: Chronic food insecurity is reduced and household incomes increase.

25. This outcome will directly contribute to the main objective of the Economic Development pillar. At the request of the RSS, the UNCT will focus on fostering inclusive and pro-poor growth and reducing food insecurity. Specifically, the UNCT will concentrate on four areas where it has significant programming experience and a proven track record.

26. Food Security: In support of Government efforts to reduce food insecurity, the UNCT will support initiatives that increase cereal crop production and improve livelihoods of small-holder farmers, vulnerable groups including women and returnees. In addition, the UNCT will help to improve animal disease control, increase fish production and strengthen extension services. Specific support will be provided to establish a strategic grain reserve and to help formulate gender-sensitive policies and strategies for sustainable agricultural and rural development including mechanized agricultural schemes.

27. Natural Resources and Land: In support of Government efforts to better manage South Sudan's natural resources, the UNCT will help with the elaboration, enactment, implementation and monitoring of evidence-based environment and climate change bills, policies, strategies and sustainable forest management plans and facilitate partnerships with international and regional environmental financial institutions. The UNCT will support tree planting, reforestation and forest protection and will help to build government capacity in the areas of land administration and management of water resources. The UNCT will also support civil society groups that seek to influence climate change and environmental management at all levels.

28. Private Sector Development: In support of Government efforts to generate productive, remunerative and decent employment, the UNCT will help to elaborate the regulatory framework for economic development, including labour laws, and promote micro, small and medium enterprises (SMEs) in key growth sectors including agriculture. The UNCT will also promote inclusive economic growth by providing agricultural inputs, helping to build business skills among vulnerable populations, especially women, and introducing innovative forms of saving and credit. The UNCT will also help with the formulation and implementation of gender-sensitive trade policy and trade promotion services.

29. Social Infrastructure: In support of Government efforts to rapidly expand social infrastructure, the UNCT will help to increase the proportion of the South Sudanese population that has access to improved water sources, improved sanitation facilities, and more sustainable waste management systems. Specific support will be provided for the construction, rehabilitation and maintenance of feeder roads, trunk roads and bridges, in line with the Government's national transport plan. In addition, the UNCT will continue to clear landmines and explosive remnants of war (ERW). The UNCT will also help to build capacity for urban planning, informal settlement upgrading and the reintegration of returnees in urban areas.

2.3 Social and Human Development

UNDAF Outcome 3: Key basic service delivery systems are in place, laying the groundwork for increased demand.

30. This outcome will directly contribute to the main objective of the Social and Human Development pillar. At the request of the RSS, the UNCT will focus on building delivery systems to expedite the transition from externally provided services, establish social safeguards for the poorest and most vulnerable. Specifically, the UNCT will concentrate on four areas where it has significant programming experience and a proven track record.

31. Health and Maternal Mortality: In support of Government efforts to manage and deliver an essential package of health, nutrition and HIV/AIDS services and to reduce maternal mortality, the UNCT will help to construct health infrastructure and expand and reinforce the pharmaceutical and vaccine supply chains. The UNCT will also help to rapidly accelerate capacity development through placement of midwives and health professionals and in-service training and management of health workers. Specific support will be provided to expand the Health Information Management System at the state level. The UNCT will provide reliable technology, equipment, essential medicines and antiretroviral drugs, nutrients and therapeutic food and vaccines to support health programmes. The UNCT will and will also support relevant communication and behaviour development programmes in order to transform community practices. To address the issue of early pregnancy and early marriage, the Y-PEER youth-to-youth reproductive health approach will be scaled-up in stages to become a county-wide initiative.

32. Education: In support of Government efforts to expand access and improve the quality and relevance of general education, the UNCT will help to rapidly accelerate capacity development through the training of teachers, head teachers, and education managers. The UNCT will help to construct and equip child-friendly schools and learning spaces, as well vocational training centres and will provide teaching and learning materials. The UNCT will help to review existing policies and develop a relevant curriculum for general education and vocational training. Specific support will be provided to expand the Education Management Information System (EMIS) at the national and state levels. The UNCT will help to accelerate the enrolment and completion of basic education for girls, and expand education opportunities for children, youth and women through literacy and numeracy campaigns. The UNCT will also help to strengthen the capacity of the Government to elaborate and manage a strategy for technical vocation education.

33. Social Protection: In support of Government efforts to provide a minimum safety-net for the population, the UNCT will help to develop a social protection institutional framework. Support will be provided for the introduction of a child benefit cash transfer and the establishment of a civil registration system. The UNCT will also help to establish a Payam Youth Service that will increase job opportunities for youth and to provide vocational training for returnees, youth and unemployed people.

34. Local Development: In support of Government efforts to improve living conditions in rural communities, the UNCT will assist in management and delivery of services at the community and county level, particularly services for women, youth and returnees. The UNCT will advise on models for financing integrated local development and help to strengthen state and county planning capabilities, and build the capacity of county administrations, particularly in conflict-affected counties, to manage local development, improve livelihoods, strengthen cultural industries and enhance economic opportunities.

2.4 Conflict Prevention and Security:

UNDAF Outcome 4: Violence is reduced and community security improves.

35. This outcome will directly contribute to the main objective of the Conflict Prevention and Security pillar. At the request of the RSS, the UNCT will focus on accelerating DDR, reducing community violence and improving access to justice. Specifically, the UNCT will concentrate on three areas where it has significant programming experience.

36. Reintegration of Ex-combatants: In support of Government efforts to right-size the army, the UNCT will work closely with UNMISS to help design, launch and implement a new DDR programme for South Sudan. Based on lessons learned from the first phase of the DDR process in the CPA period, this programme will apply improved strategies and approaches, including psycho-social support, to reintegrate demobilised ex-combatants, and linked persons such as women and children associated with armed groups, into civilian life. Specifically, the UNCT will help to develop infrastructure in host communities intended to increase the economic and social well-being of both ex-combatants and local residents.

37. Community security and peace-building: In support of Government efforts to reduce community insecurity, the UNCT will help to address the proliferation of small arms and light weapons. The UNCT will also help to de-mine infested areas and remove explosive remnants of war. Specifically, the UNCT will support efforts to extend state authority into insecure areas and will support reconciliation and dialogue efforts among marginalised groups including women. In addition, the UNCT will help the Government to launch initiatives that address conditions inside South Sudan's cattle camps including a Pastoralist Advisory Unit. Importantly, the UNCT will continue to support initiatives to combat sexual and gender-based violence taking into account deeply entrenched social-cultural behaviours.

38. Rule of law and human rights: In support of Government efforts to improve access to justice and strengthen adherence to human rights standards, the UNCT will support the development and promulgation of an essential legal framework including relevant national legislation. The UNCT will help to increase access to the statutory justice system, and align traditional justice mechanisms with human rights norms. Specifically, the UNCT will support the deployment of a fully functional professional police service, sensitive to human rights, gender and age and based on modern concepts of international policing. The UNCT will also support the creation of functional and secure prisons at national, state and county levels and will help promote the rights of prisoners. The UNCT will support border control mechanisms, including Customs Services in order to facilitate the legal movement of persons and goods across South Sudan's borders.

3. Estimated Resource Requirements

39. Below is a summary overview of the estimated resources that will need to be mobilized to support the South Sudan UNDAF 2012 – 2013 in USD:

UN Agency	UNDAF Priority 1 Governance	UNDAF Economic 2 Development	UNDAF Priority 3 Social & Human Development	UNDAF Priority 4 Conflict prevention and Security	TOTAL	Funds Available	Resources to be mobilised
UNAIDS							
UNDP							
UNEP							
UNESCO							
UNFPA							
UNHABITAT							
UNHCR							
UNICEF							
UNMACC							
UNODC							
UN Women							
FAO							
ILO							
IOM							
WFP							
WHO							
TOTALS							

4. Implementation and Monitoring

40. In line with the Paris Declaration on Aid Effectiveness, the arrangements for implementation, coordination, monitoring and reporting of the SSDP will be used to monitor UNDAF achievements. In the same spirit, the majority of UNDAF indicators have been selected from the indicators included in the SSDP. As part of its commitment to harmonisation, the UNCT will help the Government to ensure the SSDP indicators are MDG-based and that the monitoring framework is not overly burdensome and is in accordance with internationally recognized standards and good practice. The UNCT will provide technical assistance and support for national surveys that capture MDG data during the SSDP period, including the national surveys planned by the National Bureau for Statistics including the Agricultural Survey and Welfare and Labour Force Survey. In accordance with its commitment to build national capacities, the UNCT will use national systems and implementation modalities to the greatest extent possible during implementation including grant-making to local non-governmental and community-based organizations.

41. Reporting on UNDAF progress will be done under RSS leadership through several existing coordination mechanisms including the annual High-Level Partnership Forum (HLPF) chaired by the Minister of Finance and Economic Planning and the quarterly Government-Donor Forum (QGDF). In addition, specific sector outputs will be monitored through existing Sector Working Groups (SWGs) which include spending agencies and Development Partners working in the sector. Regular, in-depth and independent assessments to evaluate progress against indicators will be conducted by the UN agencies, funds and programmes and to ensure that activities are being undertaken as planned.

42. Within the UN, the Resident Coordinator and UNCT retain primary coordination responsibility for UNDAF implementation, supported by the UN Programme Management Team (PMT) and the Resident Coordinator Support Office. The PMT will be responsible for organizing the Annual (2012)

and End-Cycle (2013) Reviews of the UNDAF. The PMT will also be responsible for identifying implementation obstacles and bringing these to the attention of the UNCT for prompt action. Theme Groups will be selectively established in accordance with the needs of joint programmes. Lessons learned from this UNDAF will be reviewed regularly to inform the preparation of the 2014-2018 UNDAF, which will align with the Government's next five-year planning framework.

Mid-term evaluation of the Joint Program: “Creating Opportunities for Youth Employment in South Sudan ”

List of persons interviewed and working groups

Juba

1. Graham Boyd, Chief Technical Adviser, UN Joint Programme on Youth Employment
2. Nick Waterman, Senior Technical Vocational Educational Training for Employment (TVETE) Adviser
3. Daniel Kir, Focal Point for YEP, UNDP

Meeting with RSS Youth Employment Focal Persons. Juba

4. Mario Velvour, Director of Youth Training, MoCYS
5. Angeth de Dut, Undersecretary of the MoL
6. Peter Baptist, Undersecretary MoCYS
7. Hellen Achiro Lotara, Director General MoL
8. Fatima Ibrahim, Head of Child Protection Department, UNICEF
9. Mary Marle, Reproductive Health, National Professional Project Personnel, UNFPA

RSS Lifeskills – key informant meeting. Juba

10. Regina Ossa Lullo, DG of Gender & Child Welfare, MGCSW
11. Samuel Dem Marier, Senior Inspector, AES, MGE&I
12. Stanslaus Lowala, Inspector of Youth, MCYS
13. Oluku Andrew Holt, Child DDR Coordinator, SSDDRC
14. Gatluak Tiop, Reproductive Health Officer, Directorate of Primary Health Care, MoH

National Steering Committee meeting. Juba

15. Hon. Dr Cirino Hiteng Ofuho, Minister of Culture, Youth & Sports
16. Hon. Awut Deng Acuil, Minister of Labour, Public Service and Human Resources Development

17. Moises Morera Martin, First Secretary, Embassy of Spain
18. Angeth de Dut, Undersecretary, Ministry of Labour, Public Service and Human Resource Development
19. Peter Baptist Abakar, Undersecretary of Youth and Sports
20. Jacqueline Natepi Ben, Acting Director for Multilateral Aid, MFA&IC
21. Members of the Programme Management Committee

Field visit to Bor, Jonglei State

22. Deng Alier Mading, Special Adviser for Youth and Education, Jonglei State
23. Deng Ajong Duot, Patron, Jonglei Youth Association
24. Isata Carew, Youth Education Coordinator, UNDP Support to States Programme, Jonglei State
25. Joseph Binyini, Fisheries Field Assistant. FAO
26. Edmore Tondhalana, Humanitarian Affairs Officer, OCHA
27. Hawa Aganas, Civil Affairs, UNMIS
28. Peter Gatkvoth, Affaires Analyst, UNDP
29. Jonglei State Government: Secretary General, Minister of Social Development and the State Director of the Relief and Rehabilitation Director.

RSS TVETE officials - key informant meeting. Juba

30. Hellen Achiro Lotara, DG Labour and Industrial Relations, MLPS&HRD
31. Duku Azaria Enok, Director Secondary Education & A/Director of Technical Education, MGE&I
32. Mario Velvur, Director of Youth Training, MCYS

TVETE providers - key informant meeting. Juba

33. Rie Yamashita, Project Office Manager, JICA
34. Maria Overeem, SCiSS Technical Adviser for TVET
35. Dominic Mutabazi, Program Support Manager, PLAN International
36. Director of the Multiservice Training Centre in Juba.
37. Technical Adviser on TVETE and Youth Livelihoods, Save the Children

Field visit to Abara/Magwi, Eastern Equatoria State

38. Abara Women's Association

39. Y-PEER Group in Magwi

Field visit to Wau, Western Bahr el Ghazal State

40. Wau Youth Training Centre. Meeting with Directorate of Youth and Wau Youth Training Centre staff

41. Nazareth Vocational Training Centre in Wau

42. Don Bosco Vocational Training Centre in Wau. Meeting with Entrepreneurship Trainees

Field visit to Kwajok, Warrap State

43. Warrap State Government: DG State Ministry of Social Development and MoCYS

44. Kwajok Vocational Training Centre: Meeting with Warrap State Youth Union

Juba

45. Meeting with Lise Grande, UN Resident Coordinator for South Sudan

46. Juba Youth Training Centre: meeting with staff and PLAN

47. Women trainees - Bakery & Confectionary Course at Juba Youth Training Centre

48. RSS Business & Cooperatives: Meeting with Daniel Kir, UNDP

Government of the Republic of South Sudan



South Sudan Development Plan 2011-2013

Realising freedom, equality, justice,
peace and prosperity for all

Juba, August 2011

0 Contents

0.1	Table of abbreviations and acronyms	v
0.2	Foreword	xi
0.3	Acknowledgments	xii
0.4	Executive summary	xiii
0.4.1	Context: conflict, poverty and economic vulnerability	xiii
0.4.2	The development challenge	xiii
0.4.3	Development objectives	xiv
0.4.4	Governance – institutional strengthening and improving transparency and accountability	xvi
0.4.5	Economic development – rural development supported by infrastructure improvements	xvii
0.4.6	Social and human development – investing in people	xviii
0.4.7	Conflict prevention and security – deepening peace and improving security	xix
0.4.8	Cross-cutting issues	xx
0.4.9	Government resources and their allocation to support development priorities	xx
0.4.10	Donor resources	xxi
0.4.11	Implementation	xxii
0.4.12	Monitoring and Evaluation	xxiii
1	INTRODUCTION TO THE SOUTH SUDAN DEVELOPMENT PLAN	1
1.1	Purpose of the South Sudan Development Plan	1
1.2	The development planning process and approach	1
1.3	Coverage of the South Sudan Development Plan	2
1.4	Cross-cutting issues integral to the national development priorities	3
2	BACKGROUND AND CONTEXT	4
2.1	Historical context	4
2.2	Analysis of conflict	6
2.2.1	Causes of conflict	6
2.2.2	Consequences of conflict	8
2.2.3	Peace-building in South Sudan	8
2.2.4	Recommendations for SSDP	11
2.3	Poverty and human development	12
2.3.1	Demographic context	13
2.3.2	Vulnerability	16
2.3.3	Social development	17
2.3.4	Correlations between poverty and other social indicators	19
2.3.5	Recommendations for SSDP	23
2.4	Macroeconomic overview	24
2.4.1	South Sudan’s economy	24
2.4.2	Government revenue	27
2.4.3	Government spending	28
2.4.4	Macroeconomic management challenges	29
2.4.5	The way forward: macroeconomic objectives and policy for South Sudan	33

3	SOUTH SUDAN DEVELOPMENT VISION, OBJECTIVES AND PRIORITIES	41
3.1	Overarching objective of SSDP	41
3.2	Objectives for core components of SSDP 2011-14	41
3.3	Monitoring the priority programmes	44
4	PILLARS POLICY, PLANS AND PROGRAMMES	47
4.1	Governance	48
4.1.1	Summary of pillar and sector objectives and five priority programme areas	48
4.1.2	Background	49
4.1.3	Major achievements	51
4.1.4	Challenges	51
4.1.5	Pillar objective	53
4.1.6	Sector objectives	53
4.1.7	Priority areas	56
4.1.8	Agency outcome objectives and targets	58
4.1.9	Pillar actions to improve service delivery	60
4.1.10	Cross-cutting issues	62
4.2	Economic development	66
4.2.1	Summary of pillar and sector objectives and five priority programme areas	66
4.2.2	Background	66
4.2.3	Major achievements	68
4.2.4	Pillar objective	72
4.2.5	Cross-cutting issues	86
4.3	Social and human development	88
4.3.1	Summary of pillar and sector objectives and five priority programme areas	88
4.3.2	Pillar context	88
4.3.3	Pillar objective	90
4.3.4	Pillar actions to improve service delivery	102
4.3.5	Cross-cutting issues	102
4.4	Conflict prevention and security	105
4.4.1	Summary of pillar and sector objectives and five priority programme areas	105
4.4.2	Pillar objective	111
4.4.3	Agency outcome objectives and targets	116
4.4.4	Cross-cutting issues	118
5	SOUTH SUDAN DEVELOPMENT PLAN RESOURCE ALLOCATION	120
5.1	Annual planning and budget process	121
5.2	SSDP fiscal framework 2011-2013	121
5.2.1	Oil revenue	122
5.2.2	Non-resource revenue	123
5.2.3	Fiscal sustainability	124
5.2.4	Recurrent and development budget	130
5.3	Budget discipline & PFM reform	134
5.4	Aid financing - donor resources	135

6	IMPLEMENTATION	137
6.1	External finance and aid strategy	137
6.1.1	Managing aid in support of SSDP	137
6.1.2	Creating the conditions for effective aid	137
6.1.3	Benchmarks for aid delivery	138
6.1.4	Mechanisms for aid coordination	139
6.1.5	Priorities for aid in support of SSDP	140
6.1.6	The way forward	141
6.2	Institutional capacity and capacity-building plan	141
6.2.1	The Goal of the Medium-Term Capacity Development Strategy	141
6.2.2	Capacity development priorities 2011-2013	142
6.2.3	Ensuring coherence and enabling effective partnerships on capacity development	142
6.2.4	Implementing MTCDS	143
6.3	Service delivery	143
6.4	Risks and mitigation	144
7	MONITORING AND EVALUATION	146
7.1	Key objectives and principles	146
7.2	Responsibilities	146
7.3	Key outputs	147
8	ANNEXES	150
8.1	Pillar matrices	152
8.1.1	Governance	153
8.1.2	Economic development	180
8.1.3	Social and human development	207
8.1.4	Conflict prevention and security	240
8.2	Future steps to strengthening national development planning	257
8.3	Statistical next steps	259
8.3.1	Governance sector indicators	260
8.3.2	Economic development indicators	269
8.3.3	Human and social development indicators	276
8.3.4	Conflict prevention and security indicators	286
8.4	State consultation outputs	292
8.4.1	Central Equatoria state	292
8.4.2	Eastern Equatoria state	294
8.4.3	Jonglei state	299
8.4.4	Lakes state	302
8.4.5	Northern Bar el Ghazel state	306
8.4.6	Unity state	310
8.4.7	Upper Nile state	313
8.4.8	Warrap state	316
8.4.9	Western Bar el Ghazel state	319
8.4.10	Western Equatoria state	322

8.5	SSDP conference summary	325
8.5.1	Emerging issues from the Conference	326
8.5.2	South Sudan Development Plan Overview	326
8.5.3	Vision & Priorities of the SSDP	326
8.5.4	Governance Pillar	327
8.5.5	Economic Development Pillar	328
8.5.6	Conflict Prevention and Security Pillar	331
8.5.7	The Social and Human Development Pillar	333
8.5.8	The Aid Strategy for the SSDP	336
8.5.9	The Southern Sudan Development Plan Medium Term Capacity Development Strategy	337
8.5.10	Return, Reinsertion and Early Reintegration in South Sudan	337
8.5.11	Summary and Conclusion	339
8.5.12	Appendices	340
8.6	Aid strategy	359
8.6.1	Progress in implementing the 2006 Aid Strategy	359
8.6.2	Objective	360
8.6.3	Partnership Principles	361
8.6.4	Mechanisms for aid coordination	362
8.6.5	Benchmarks for aid delivery	365
8.6.6	Design of aid operations	370
8.6.7	Implementing the Aid Strategy	372
8.6.8	Indicators for monitoring donor performance	374
8.6.9	Aid and the budget cycle	375
8.7	Capacity-building Plan	377
8.7.1	Context	377
8.7.2	Objective and scope of MTCDS	377
8.7.3	Implementation arrangements	379
8.7.4	An operational framework for capacity development in South Sudan	380
8.7.5	Identifying and addressing capacity development priorities at sectoral level	381
8.7.6	Cross-Government Capacity Development Priorities	387
8.7.7	Core Principles for Implementation	392
8.7.8	Risks, Challenges and Constraints	393
8.7.9	A Coordination Framework on Capacity Development: Enabling Coherence, Unity of Effort and Effective Partnership	394
8.7.10	Core Principles and Commitments	394
8.7.11	Towards a Long-Term National Capacity Development Strategy	398
8.8	Millennium Development Goal Indicators	399
8.9	Oil Model	401
8.9.1	Oil production and revenue forecasts	401
8.9.2	Oil Wealth and Petroleum Income	404
8.10	South Sudan Development Plan Organisational Chart	406
8.11	SSDP Government Working Group Structure	406
8.12	Bibliography and references	411

0.1 Table of abbreviations and acronyms¹

AED	Academy for Educational Development
AES	Alternative Education System
AES	Alternative Education System/Accelerated Learning Programme
AfDB	African Development Bank
AIR	Apparent Intake Rate
ALP	Accelerated Learning Programme
ANC	Ante-Natal Clinic
ARV	Anti-Retroviral
ART	Anti-Retroviral Therapy
AU	African Union
BCC	Behaviour Change Communication
BCG	Bacille Calmette-Guérin
BoSS	Bank of South[ern] Sudan
BPPA	Bulk Power Purchase Agreement
BSF	Basic Services Fund
BSWG	Budget Sector Working Group
CBS	Central Bank of Sudan
CES	Central Equatoria State
CES	County Education Centre
CFSAN	Crop and Food Supply Assessment
CGS	Community Girls School
CHH	Child-Headed Household
CLFQ	Census and Long Form Questionnaire
CLMIS	Crop and Livestock Market Information System
CLTS	Community-Led Total Sanitation
CoM	Council of Ministers
COMESA	Community of Eastern and Southern Africa
CPA	Comprehensive Peace Agreement
CPI	Consumer Price Index
CP-S	Conflict Prevention and Security
CSC	Civil Service Commission
CSSAC	Community Security and Small Arms Control
DBST	Double-Bitumen Surface Treatment
DDR	Disarmament, Demobilisation and Reintegration
DG	Director- General
DP	Development Partner
DPT	Diphtheria-Polio-Tetanus
DPTS	Development Plan Technical Secretariat
DTIS	Diagnostic Trade Integration Study
EAC	East African Community
EC	European Commission
ECD	Early Childhood Development
EE	Eastern Equatoria
EES	Eastern Equatoria State
EIA	Environmental Impact Assessment/Administration/Energy Information Assessment
EITI	Extractive Industries Transparency Initiative
EJC	Employee Justice Chamber

¹ Many government institutions change their names at independence on 9 July 2011. Institutions that existed under CPA are 'Southern Sudan'; those after independence are 'South Sudan'.

EMIS	Education Management Information System
ERDF	European Regional Development Fund
ESIA	Environmental Sensitivity Impact Assessment
ESI	Estimated Sustainable Income
ESSP	Education Sector Strategic Plan
EU	European Union
EWS	Early Warning System
FAO	Food and Agricultural Organisation
FDI	Foreign Direct Investment
FHH	Female Headed Household
FMIS	Financial Management Information System
FS	Food Security
FSTS	Food Security Technical Secretariat
FY	Fiscal Year
GATC	Government Accountancy Training Centre
GBV	Gender- Based Violence
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GF	Governance Forum
GIS	Geographic Information System
GIZIS	Gesellschaft für Internationale Zusammenarbeit (German international assistance)
GoNU	Government of National Unity
GoSS	Government of South[ern] Sudan
GTZ	Gesellschaft für Technische Zusammenarbeit (German technical assistance)
HBC	Home- Based Care
HE	Higher Education
HEAT	Hydrocarbon Economic Analysis Tool
HIPC	Highly Indebted Poor Country
HIV/AIDS	Human Immuno-deficiency Virus/Acquired Immuno-Deficiency Syndrome
HMIS	Health Management Information System
HPF	High-Level Partnership Forum
HQ	Headquarters
HSDP	Health Sector Development Plan
ICAO	International Civil Aviation Organisation
ICRC	International Committee of the Red Cross
ICT	Information and Communications Technology
IDP	Internally Displaced Person
IDPBSB	International Dialogue on Peace- Building and State- Building
IEC	Information, Education and Communication
IFC	International Finance Corporation
IGA	Income- Generating Activities
IGAD	Inter-Governmental Agency for Development
IMAC	Inter-Ministerial Appraisal Committee
IMF	International Monetary Fund
INTOSAI	International Organisation of Supreme Audit Institutions
IOM	International Organisation for Migration
IT	Information Technology
ITU	International Telecommunications Union
JAM	Joint Assessment Mission
JICA	Japan International Cooperation Agency
JOC	Joint Operations Command

JoSS	Judiciary of South[ern] Sudan
KfW	Kreditanstalt für Wiederaufbau (German Development Bank)
LAN	Local Area Network
LG	Local Government
LGB	Local Government Board
LRA	Lord's Resistance Army
MMC	Macroeconomic Management Committee
M&E	Monitoring and Evaluation
MAF	Ministry of Agriculture and Forestry
MARF	Ministry of Animal Resources and Fisheries
MCI	Ministry of Commerce and Industry
MCRD	Ministry of Cooperatives and Rural Development
MDG	Millennium Development Goal
MDI	Management Development Institute
MDTF	Multi-Donor Trust Fund
MEM	Ministry of Energy and Mining
MHADMN	Ministry of Humanitarian Affairs and Disaster Management
MHH	Male-Headed Households
MHPP	Ministry of Housing and Physical Planning
MIA	Ministry of Internal Affairs
MI	Ministry of Information
MIS	Management Information Systems
MLPS&HRD	Ministry for Labour, Public Service and Human Resource Development
MoAF	Ministry of Agriculture and Forestry
MoC	Ministry of Commerce
MoCA	Ministry of Cabinet Affairs
MoCRD	Ministry of Cooperatives and Rural Development
MoD	Ministry of Defence
MoE	Ministry of Education
MoFA	Ministry of Foreign Affairs
MoFEP	Ministry of Finance and Economic Planning
MoGCSW	Ministry of Gender, Child and Social Welfare
MoH	Ministry of Health
MoHERST	Ministry of Higher Education, Research, Science and Technology
MoHRD	Ministry of Human Resource Development
MoI	Ministry of Investment/Ministry of the Interior
MoLACD	Ministry of Legal Affairs and Constitutional Development
MoLPS	Ministry of Labour and Public Service
MoPA	Ministry of Parliamentary Affairs
MoPCPAI	Ministry of Peace-building and CPA Implementation
MoRC	Ministry of Regional Cooperation
MoYSR	Ministry of Youth, Sports and Recreation
MP	Member of Parliament
MPMWG	Macro-economic Policy and Management Working Group
MRC	Ministry of Regional Cooperation
MSME	Micro, Small and Medium Enterprise
MSWG	Macro-economic Statistics Working Group
MTBF	Medium Term Budget Framework
MTCDS	Medium- Term Capacity Development Strategy
MTEF	Medium- Term Expenditure Framework
MTFF	Medium- Term Fiscal Framework

MTPS	Ministry of Telecommunications and Postal Services
MTR	Ministry of Transport and Roads
MWCT	Ministry of Wildlife Conservation and Tourism
MWRI	Ministry of Water Resources and Irrigation
NALEP	National Agricultural and Livestock Extension Policy
NATO	North Atlantic Treaty Organisation
NBHS	National Baseline Household Survey
NBS	Northern Bahr el Ghazal State
NCRC	National Constitutional Review Commission
NER	Net Enrolment Rate
NGO	Non-Governmental Organisation
NIR	Net Intake Rate
NIS	National Intelligence Service
NNGO	National Non-Governmental Organisation
NP	National Publications
NPC	National Petroleum Commission
NSA	National Security Architecture
NSC	National Security Council
NTC	National Training Centres
NTD	Neglected Tropical Diseases
O&M	Operations and Maintenance
ODA	Official Development Assistance
OECD	Organisation for Economic Cooperation and Development
OoP	Office of the President
OoNSA	Office of the National Security Advisor
OPV	Oral Polio Vaccine
ORS	Oral Rehydration Salts
ORSA	Oil Revenue Stabilisation Account
PA	Protected Area
PEFA	Public Expenditure and Financial Accountability
PFM	Public Financial Management
PFMA	Public Financial Management Act
PGC	Public Grievances Chamber
PIU	Project Implementation Unit
PMTCT	Prevention of Mother to Child Transmission (of HIV)
PPP	Public-Private Partnership
PPP	Purchasing Power Parity
PRS	Poverty Reduction Strategy
PSA	Profit-Sharing Agreement
PSD	Private Sector Development
QGDF	Quarterly Government-Donor Forum
QSC	Quantified Supervisory Checklist
ROSCA	Rotating Savings and Credit Association
RWSS	Rural Water Supply and Sanitation
SACCOS	Savings and Credit Cooperative Societies
SBI	Sustainable Budget Index
SCBI	Statistical Capacity-Building Indicator
SDG	Sudanese pound
SHHS	Sudan Household Health Survey
SIFSIA	Sudan Integrated Food Security Information for Action
SIPRI	Stockholm International Peace Research Institute

SME	Small or Medium Enterprise
SMoE	State Ministry of Education
SMoH	State Ministry of Health
SMoSD	State Ministry of Social Development
SPLA	Sudan People's Liberation Army
SPLM	Sudan People's Liberation Movement
SPRC	Sudan Peace and Reconciliation Commission
SRF	Sudan Recovery Fund
SS	South[ern] Sudan
SSA	Sub-Saharan Africa
SSAC	South[ern] Sudan Audit Chamber, South[ern] Sudan Aids Commission
SSACC	South[ern] Sudan Anti-Corruption Commission
SSBF	South[ern] Sudan Business Forum
SSCCIA	South[ern] Sudan Chamber of Commerce, Industry and Agriculture
SSCCSE	South[ern] Sudan Centre for Census, Statistics and Evaluation
SSCCSSE	South[ern] Sudan Centre for Census, Statistics and Evaluation
SSDA	South[ern] Sudan Demining Authority
SSDDRC	South[ern] Sudan DDR Commission
SSDP	South[ern] Sudan Development Plan
SSEC	South[ern] Sudan Electricity Corporation
SSFFAMC	South[ern] Sudan Fiscal and Financial Allocation and Monitoring Commission
SSHRC	South[ern] Sudan Human Rights Commission
SSLA	South[ern] Sudan Legislative Assembly
SSLC	South[ern] Sudan Land Commission
SSLRC	South[ern] Sudan Law Review Commission
SSPC	South[ern] Sudan Peace Commission
SSPS	South[ern] Sudan Police Service
SSRRC	South[ern] Sudan Relief and Rehabilitation Commission
SSR	Security Sector Reform
SST	Security Sector Transformation
SSR&TV	South[ern] Sudan Radio and Television
SSRDF	South[ern] Sudan Reconstruction and Development Fund
SSUWC	South[ern] Sudan Urban Water Corporation
STI	Sexually Transmitted Infections
SUNPRILO	SPLM Upper Nile Peace and Reconciliation Interim Liaison Office
SWAP	Sector-Wide Approach
SWIFT	Society for Worldwide Inter-bank Financial Telecommunication
TA	Technical Assistance
TNA	Training Needs Assessments
TOR	Terms of Reference
ToT	Training of Trainers
TTI	Teacher Training Institute
TVET	Technical and Vocational Education and Training
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UNMIS	United Nations Mission in Sudan
UNOCHA	UN Office for Coordination of Humanitarian Affairs
UNS	Upper Nile State
UPE	Universal Primary Education

UPU	Universal Postal Union
US	Under-Secretary and United States
USD	US Dollar
USE	Universal Secondary Education
VAT	Value Added Tax
VCT	Voluntary Counselling and Testing
VTC	Vocational Training Centre
WASH	Water, Sanitation and Hygiene
WB	World Bank
WBS	Western Bahr el Ghazal State
WDI	World Development Indicators
WDWO	War- Disabled, Widows and Orphans
WDWOC	War- Disabled, Widows and Orphans Commission
WES	Western Equatoria State
WFP	World Food Programme
WHO	World Health Organisation
WITS	World Integrated Trade Solution
WS	Warrap State
WTO	World Trade Organisation
YVS	Youth Volunteer Service

It is with great pleasure that I introduce the first comprehensive plan for the Republic of South Sudan. The South Sudan Development Plan (SSDP) represents our aspirations as a new nation, following a long struggle for the freedom of the people of South Sudan. It provides a roadmap for our future, setting out our priorities and the actions necessary to achieve rapid, inclusive and sustainable development.

Since the signing of the Comprehensive Peace Agreement in 2005, the Government of Southern Sudan has made a number of significant achievements, not least the maintenance of relative peace and security and the establishment of the essential institutions of government at the central and state levels. However, the challenges that face us as a government have only just begun and we must plan now to ensure a prosperous future. As such, the focus of SSDP is on building the strong institutions required to promote a transparent and accountable state and improving capacity at all levels of government. The plan also emphasises the importance of promoting private sector-led economic growth and the delivery of basic services in reducing the incidence of poverty among the population. However, it also recognises that these actions can only be successful in the long run by maintaining relative peace and security for our population throughout South Sudan.

Our development partners have provided significant support to South Sudan during the interim period. External aid will continue to play an important role throughout the implementation stage of SSDP and it is therefore crucial that the government and development partners work harder than ever to improve aid effectiveness across all sectors to secure maximum dividends for people of South Sudan. It is my sincere hope that SSDP will be successful in providing a framework for the government and our development partners to build upon what we have achieved so far. However, I wish to stress that good intentions alone are not enough to ensure the successful implementation of the plan. We must work together to combine the comparative strengths of the public and private sectors, communities and individual citizens in order to realise what the Plan was envisaged to achieve.

Lastly, I wish to convey my sincere appreciation to those who have devoted their energies and resources in producing this Plan. In particular, I wish to thank the staff of the Ministry of Finance and Economic Planning for coordinating the process under challenging circumstances, to all the government agencies that participated in the process and to all of our development partners for their steadfast support in making SSDP a reality.

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0.3 Acknowledgments

This plan represents a whole-of-government effort to produce a national development plan in the short period between the outcome of the National Referendum in January 2011 and Independence in July 2011. The Ministry of Finance and Economic Planning has provided overall direction, and the working groups represented all the agencies of the executive branch of Government as well as the Southern Sudan Legislative Assembly (SSLA). However, members of the working groups on context, pillar, sector and cross-cutting issues took on extraordinary workloads beyond their regular responsibilities and in addition to the intense preparations for independence. The Secretary-General of GoSS undertook a leadership role in moving the governance pillar forward, as well as providing oversight of the entire process. The Under-Secretaries of Forestry and Health as well as the Deputy Chief of Staff, Sudan People's Liberation Army (SPLA) also undertook the heavy responsibility of leading the pillars on economic functions, human and social development and conflict prevention and security respectively.

Ministers of finance of all ten states and executives of all counties prepared for regional consultations that were hosted by the Ministers of Finance of Western Bahr el Ghazal State (WBS), Unity State (US) and Central Equatoria State (WES). State governors and finance ministers actively participated in the National Conference held in Juba 19-20 May 2011, as did the Bank of Southern Sudan (BSS).

We also thank the international partners who served as co-chairs of the working groups. These are the African Development Bank (AfDB); the UK Department for International Development (DFID); the Joint Donor Team, Norway, United Nations; the United States Agency for International Development (USAID), and the World Bank. Also, the many international partners who provided inputs and assistance to the working groups, as well as comments on the first draft of the document.

Financial support for the SSDP Technical Secretariat, and logistics for the March State and County consultations, and May National Conference was provided by the Capacity-Building Trust Fund (CBTF), funded by Canada, Denmark, the Netherlands, Norway, Sweden, Spain and the United Kingdom. UNDP provided financial support, travel and lodging and facilitation for the state and county consultations. The Government of the United States will host the September presentation of the approved SSDP to the international community. The World Bank provided dedicated technical assistance; Norway also provided valuable assistance in macroeconomic analysis, projection of the petroleum sector and petroleum revenues, and the modelling of budget projections. We are extremely grateful for their timely and helpful contributions.

0.4 Executive summary

The South Sudan Development Plan (SSDP) 2011-13 is the nation's response to core development and state-building challenges during the first three years of independence. It is based upon the theme of 'Realising freedom, equality, justice, peace and prosperity for all'. The plan identifies key development objectives for the new Republic of South Sudan and outlines priority programmes for achieving these objectives. It builds on the country's strengths and opportunities, including abundant natural resources and an energetic and hard-working people, to address the challenges of establishing the new state, tackling poverty, low social indicators and the need to build sustainable peace and security for all citizens. It is rooted in a careful analysis of three key aspects of the South Sudan context – conflict, poverty and the macroeconomy.

Guided by an inter-ministerial planning committee, the priorities and related programmes were identified and prepared collaboratively by four groups of related ministries and agencies – governance, economic development, social and human development and conflict prevention and security. The work of the four groups was complemented with inputs from the state and local governments.

0.4.1 Context: conflict, poverty and economic vulnerability

The starting point for SSDP is the need to address the key nation-building, state-building and peace-building objectives of a new nation recovering from conflict and wishing to move onto a fast-track development path. Insecurity was highlighted in consultations as a continuing concern and has numerous causes, including clashes between communities over cattle and access to grazing land; breakdown of cultural values and norms; the availability of arms, and lack of economic opportunities. The consequences of insecurity include large numbers of displaced persons, continuing food insecurity, disruption to social services and increased poverty.

South Sudan is a poor region, despite its abundant natural resources, largely due to protracted conflict. Fifty-one percent of South Sudanese are poor (55% in rural areas and 24% in urban areas). Eighty percent of poor households depend on agriculture for their livelihood. Education and health indicators are among the lowest in the world, reflecting the impact of protracted conflict and limited provision of social services. Only 27% of the adult population is literate, compared with 87% in Kenya, and less than half of all primary school-age children are in school (51% of boys and 37% of girls). The infant mortality rate in South Sudan in 2006 was 102 per 1,000 live births, while the maternal mortality rate was 2,054 per 100,000 live births, the highest in the world (rates for neighbouring Kenya and Uganda were 530 and 430 respectively).

Most South Sudanese are engaged in agriculture and grazing activities, and oil and the public sector dominate the formal economy. Unemployment and underemployment are very high with little formal sector employment. Oil provides 98% of public sector revenue and almost all foreign exchange earnings, thus making the South Sudanese economy extremely vulnerable to changes in oil prices and oil production levels. Furthermore, oil production has peaked and is projected to decline sharply over the next ten years. While this oil production provides much-needed revenue, the extreme dependence on oil creates a major challenge for macroeconomic and fiscal management and the pending sharp decline in oil income exacerbates this situation. Fiscal sustainability and stable public expenditures are the cornerstones of macroeconomic stability. SSDP promotes efforts to diversify the economy, develop other sources of public revenue and expand employment and livelihood opportunities. A core component of this growth will be building the Government's non-oil revenues in the coming period.

0.4.2 The development challenge

During the first years of independence, South Sudan will focus on state and nation building, deepening peace-building, preventing conflict, improving security and bringing about a process of rapid economic development to reduce poverty. These are mutually reinforcing and are the focus of SSDP.

Poverty reduction requires a particular focus on rural transformation and the delivery of essential social services. Rural development especially will be crucial for improving livelihoods and food security, and

expanding employment opportunities for the very large numbers of poor living in towns and rural communities throughout South Sudan. It will require continued improvements in transport infrastructure, increased agricultural and livestock production, clarification of issues pertaining to land, as well as improved access to markets, inputs, finance and extension services. Measures that promote rural development also serve to diversify the economy. Second, actions to improve key basic social services, such as health, education and water and sanitation, also address poverty by increasing well-being and labour productivity.

Improved security and sustained peace will improve people's well-being directly, while underpinning efforts to reduce poverty. Security clearly matters for the business environment and the confidence that is important to local and international investors. Clarifying issues pertaining to grazing rights and land are important for avoiding further conflict and part of the foundation for much-needed rural development.

The new nation must consolidate the institutional and governance mechanisms developed during the CPA interim period. Good governance, including transparency and accountability, builds confidence, stability and the credibility of government. Ensuring macroeconomic and fiscal stability is one key aspect of this.

0.4.3 Development objectives

Overall SSDP objective: To ensure that by 2014 South Sudan is a united and peaceful new nation, building strong foundations for good governance, economic prosperity and enhanced quality of life for all.

Efforts to achieve this are broken into four core building blocks for SSDP in this period:

- Improving governance;
- Achieving rapid rural transformation to improve livelihoods and expand employment opportunities;
- Improving and expanding education and health services; and
- Deepening peace building and improving security.

These four core building blocks are mutually reinforcing and interdependent. Success with one will help others succeed while failure in one will limit progress with others. Improved security will be critical for achieving renewed economic growth and for extending social service. Similarly, improvements in road transport infrastructure are important for generating agricultural growth and for the provision of basic social services. Improvements in health and education are important for productivity enhancement and participatory economic growth. Security is important for human well-being, investor confidence and the cost of doing business.

Top priority in implementation of SSDP will be given to: (a) peace-building and actions that enhances security, (b) improving and expanding social services, and (c) rural development built on infrastructure expansion. These are the priorities most consistently highlighted in consultations with the states and they directly and sustainably improve the lives of people throughout South Sudan. The core targets and development outcome objectives that relate to these top priorities are set out in the table below.

Table 1: Core targets and development outcome objectives of SSDP priorities

Outcome objective	Indicator	2013 target
Peace-building and security promotion		
Establishment of effective and affordable Disarmament, Demobilisation and Reintegration (DDR) programme to support transformation strategies for all organised forces (Sudan People's Liberation Army (SPLA), South Sudan Police Service (SSPS), prisons, fire brigade and wildlife forces) and to provide ex-	Number of organised force personnel disarmed, demobilised and reintegrated (Baseline: 11,130 special needs groups from SPLA disarmed and demobilised as at 25 February 2011, of which 10,760 were counselled and 8,523 were at various stages of reintegration. Service delivery timelines for DDR have varied widely and have not	DDR completed for 30,000 ex-combatants.

combatants and host communities with a sustainable future, including the reintegration of women and children.	provided ex-combatants with a predictable process).	
South Sudan has essential legal framework befitting an independent country.	Number of Ministry of Legal Affairs and Constitutional Development (MoLACD) draft legal documents submitted to the Council of Ministers (CoM). (37 laws in force, transitional constitution drafting underway).	60.
Access to justice and respect for human rights across South Sudan enhanced.	Number of functional legal affairs offices at the county level. (32 county legal affairs offices established).	79.
Communities secure and threat posed by small arms reduced.	Implement community security approach in all ten states. (County consultations conducted in 70% of counties; Conflict-sensitive development projects implemented in 25% of counties).	50%.
Increase the capacity of South Sudan Legislative Assembly (SSLA) to effectively and efficiently carry out its oversight function through review of the laws passed and increase the numbers of laws passed annually.	Number of bills submitted to SSLA, debated, and enacted into laws. Baseline: 12 laws passed in 2010.	18.
Rural development		
To increase crop production and land/vegetation cover.	Sustained increase in cereal crop production, and overall production increase of other major food crops. (Baseline 2010: estimated traditional sector cereal production was 0.695 million Mt - last five years average was 0.744 million Mt).	Cereal production above 1.0 million Mt per year.
Improved interstate, trunk and feeder roads routinely maintained on sustainable basis and roads safety to enhance economic growth.	Length of asphalted trunk road network under construction/completed. Baseline: 0 km.	752 km.
	Length of constructed engineered roads. Baseline: 363 km of interstate and feeder roads constructed to engineered roads standard in 2010.	2000km.
Improved and expanded social services		
Reduce maternal, infant and child mortality.	Percent of population with access to healthcare. Baseline: 13%.	40%.
Provide qualified teachers, academic staff and a relevant curriculum for general education.	Teacher: pupil ratio. Baseline: Qualified Primary 1:111 (26,658 teachers).	Qualified primary 1:50 (50,060 teachers).
	Qualified secondary 1:24.	Qualified secondary 1:16.

By 2013 South Sudan is on track to achieve universal access and completion of free primary education and has expanded equitable access to post-primary education.	Gross Enrolment Rate (GER). Baseline: Total: 78%; Boys: 88%; Girls: 61%.	92%.
	Net Enrolment Rate (NET). Baseline: Total: 46%; Boys: 53%; Girls: 39%...	65%.

Planned activities are designed to help reduce poverty and to ameliorate rather than exacerbate pressures for conflict. It is vital that initiatives make a difference to people's lives in all parts of South Sudan to ensure widespread participation in the benefits of development. Meanwhile, the commitment to macroeconomic stability built upon a stable and sustainable fiscal policy underpins these development efforts.

0.4.4 Governance – institutional strengthening and improving transparency and accountability

Objective: To build a democratic, transparent, and accountable Government, managed by a professional and committed public service, with an effective balance of power among the executive, legislative and judicial branches of government.

As South Sudan emerges as a new nation, establishing good governance practices supported by legislation and improving capacity will be critical for credibility and for the effectiveness of overall development efforts in the medium to longer term. The Government is committed to ensuring an independent and effective legislature which is able to hold the Executive to account, and an independent judiciary to uphold the rule of law and protect the rights of citizens. Sound governance reduces the potential for corruption and lessens the risk that scarce public resources become diverted from their intended purpose. Building-wide ranging good governance does however take time.

During the SSDP period, the focus will be on establishing and strengthening the basic principles of accountability, transparency, integrity, inclusion and professionalism as applied to the operation of government systems and administration. To this end, the priority programmes address constraints and weaknesses in public administration and the capabilities of oversight institutions. In future plans, this will be broadened to include private sector aspects of good governance and strengthening the involvement of civil society therein.

- **Inclusion.** The Government will focus on addressing potential conflicts and challenges by being as open and inclusive as possible. The drafting process for the new permanent constitution and the constitutional conference will both have broad participation from across the country. There will be a balanced inclusion of diverse groups in government leadership and in the civil service, and gender diversity will be ensured in government institutions and public decision-making.
- **Accountability.** The Southern Sudan Audit Chamber (SSAC) is being strengthened, timely audit processes established, and reports will be forwarded to parliament and released publicly. Furthermore, actions to strengthen the capacity of parliament in its oversight function will continue.
- **Transparency.** The Southern Sudan Centre for Census, Statistics and Evaluation (SSCCSE) will play an increasingly important role in collecting and disseminating information. Public disclosure of audit reports and budget execution reports also add transparency.
- **Civil service development.** The civil service recruitment system is being revised to ensure that it fully meets government needs, and a performance management system is being introduced. Meanwhile vigorous training efforts will continue.
- **Financial management.** In order to ensure the efficient and effective use of scarce public resources, the Government is in the process of implementing a number of significant measures that will strengthen Public Financial Management. These include: (a) passing of the Public Financial Management Act (PFMA), Procurement Law, Audit Act and Central Bank Act, which are in the process of being submitted to SSLA; (b) undertaking a Public Expenditure and Financial

Accountability (PEFA) assessment; (c) strengthening expenditure monitoring and management systems for the release of funds; and (d) rolling out the Financial Management Information System (FMIS) to the states. As the mandated fiscal agency for government, the Ministry of Finance and Economic Planning (MoFEP) will also provide fiscal oversight for the oil sector.

- **Inter-government coordination.** Clarifying the separation of functions between the various levels of government, linking the allocation of resources to functional responsibilities and monitoring results. Procedural and administrative improvements to the workings of cabinet affairs and the Office of the President (OoP) will impact positively on government decision-making processes.

0.4.5 Economic development – rural development supported by infrastructure improvements

Objective: Diversified private sector-led economic growth and sustainable development which improves livelihoods and reduces poverty.

Sustained economic growth and development which is led by a vibrant private sector will be crucial for South Sudan's future prosperity and for mitigating the potential for future conflict. For growth to be pro-poor it must be both diversified and equitable. The initial emphasis will be on using our oil wealth to drive rural economic recovery and development, as envisioned by Dr John Garang. This will enable the poor to participate in and to benefit from the growth process. It is vital that the economy diversify to create the much needed employment and livelihood opportunities. Employment generation and improved livelihoods (especially for ex-combatants and young men and women) is not only important for poverty reduction, but is central to maintaining peace and security.

South Sudan is endowed with abundant natural resources including a large amount of fertile rain-fed agricultural land, land that is potentially irrigable, aquatic and forest resources as well as mineral resources. Given these natural resources; a youthful but low capacity labour force, and the current low productivity and investment levels, the greatest potential for initial new growth is likely to be from the small-scale private, predominantly family, agriculture and livestock sectors. A core target for economic development is to sharply increase food security by lifting cereal production from 0.7 million Mt per year to 1.0 million Mt and meat, milk and fish production similarly.

An integrated set of mutually reinforcing initiatives is planned and being implemented to remove impediments and achieve the economic development objective by initially focusing on renewed rural development and diversifying into broader private sector development. These are:

- **Extending and upgrading transport infrastructure, especially roads.** This is critical to connect farmers to markets and includes plans to asphalt 700km of trunk roads and 1000km linking major towns; expand the feeder road network, and strengthen maintenance for all roads.
- **Clarifying issues pertaining to land to ensure access and tenure.** A revised Land Act is being prepared to create an appropriate policy environment for peace, successful conflict resolution and private investment especially in agriculture and natural resources but also in urbanisation. During the SSDP period, implementing regulations will also be drafted and pilot-tested to clarify and define the roles and responsibilities of land governance in rural areas. Access to land for returnees is to be secured to lessen related pressure for conflict and help rural growth. Returnees and former combatants, and women and young people, must have access to land in order to participate in this renewed rural growth.
- **Improving access to extension and veterinary services, basic farming tools and inputs, and markets.** An integrated extension system is being jointly developed by GoSS and states, together with the continued provision of basic agricultural tools and access to input for all, including women, returnees and former combatants.

- **Ensuring that there is a stable, transparent and supportive policy and regulatory environment for private sector development.** *Doing Business in Juba 2011*² provides a baseline for several business environment indicators. The Ministry of Investment (MoI) and the Ministry of Commerce and Industry (MCI) are leading the development and implementation of actions to address key constraints to rapid private sector development. A one-stop investment shop is being established and key laws are already drafted (e.g. Companies Bill, Insolvency Bill, Insurance Bill, Microfinance Institutions Bill, Competition Bill and Import and Export Regulation Bill), will be enacted and implementation systems established.
- **Deepening and broadening financial services.** Strengthening governance and the rule of law, establishing new laws regarding the business environment and land, and resolving key issues regarding securitisation will all facilitate the extension of financial services.

Water and sanitation services and electrification will also receive priority attention due to their impact on poverty, growth and human well-being. Both will receive resources to continue expanding access to these basic services and to strengthen operations and maintenance.

In keeping with the Government's commitment to environmental sustainability, the implementing capacity of environmental regulators is being strengthened. By the end of the SSDP period, 50% of large-scale investment proposals will be subject to environmental screening.

Finally, while much of the economic development effort will focus on diversifying the economy, ensuring that the oil sector is well-managed will also be important as oil production will remain the dominant source of government revenue and foreign exchange over the plan period and indeed for the next decade. Until independence, the oil sector was entirely managed from Khartoum, leaving South Sudan with limited experience and capacity to take on this critical role. An urgent effort is under way with international assistance to strengthen capacity in the Ministry of Energy and Mines (MEM) to manage the oil sector, from exploration and licensing agreements, to monitoring production and compliance with safety and environmental standards, and marketing.

0.4.6 Social and human development – investing in people

Objective: To promote the well-being and dignity of all the people of South Sudan by progressively accelerating universal access to basic social services.

Social and human development responds both to national and personal needs. The unmet need for effective primary health services is very high as indicated by South Sudan's low social indicators. Education is sought and needed by all, is required for economic development, and contributes in the long run to promoting and developing a strong civil society. For the most vulnerable and at risk in society, the Government proposes to examine closely the potential for a number of innovative social protection measures, including a child benefit cash transfer and expanded access for vulnerable families to community-based services. A youth programme is prioritised to provide for 'payam'-level youth corps dedicated to local development and nation-building among the generation most likely to become disillusioned by the few benefits that a small emerging private sector can yet offer.

Expanding access to basic social services: A major thrust of activity under social and human development is aimed at expanding access to social services.

In health, the Government, working with other care providers, will increase equitably access to quality basic health services throughout the country. Core health sector objectives include quickly reducing maternal and infant mortality rates. Activities will include rehabilitation and equipping current service delivery facilities, including two tertiary hospitals, three secondary hospitals, 17 county hospitals and 50 'payam' health centres; and constructing and equipping new service delivery facilities, including one tertiary hospital, one secondary hospital, 30 county hospitals and 237 'payam' health centres. Activities will also focus on

² *Doing Business in Juba*. 2011. The International Bank for Reconstruction and Development (The World Bank).

strengthening human resources in the sector through a comprehensive training programme for health professionals. There will also be measures to improve the pharmaceutical and medical equipment supply chains.

In education, measures are aimed at ensuring equitable participation in a rapidly expanding and quality education system. Specific education objectives include increasing the Net Enrolment Rate (NET) for primary schools from 46% to 63%, doubling NET for high schools from 4% to 8%, and reducing the qualified teacher to student ratio from 1:117 to 1:50. Key actions include: (a) accelerating intensive teacher training for 10,000 teachers, (b) accelerating the capital investment programme to construct and rehabilitate 4,000 classrooms, and (c) developing and implementing policies for retaining girls in school including school feeding, upgrading of facilities and expansion of community and secondary schools for girls. From a quality perspective, activities will also focus on strengthening the motivation and professional development of teachers, disseminating the national primary and secondary curriculum, and providing 5.6 million textbooks.

Particular priority is to be given to address the needs of deprived and vulnerable groups. For example, healthcare efforts will target women (for example in the key area of maternal mortality), and there will be a special focus on girls' education within programmes to increase school enrolment. Many of the actions are mutually reinforcing. For example, healthier children are more effective learners, and there is a positive relationship between the level of education achieved, especially by girls, and health status within the family.

Health and education needs will continue greatly to exceed available service delivery capacity and public resources, especially with continued population growth and a large returning population from the North. This means that innovative approaches will be required to meet pressing social and human development needs as quickly and cost effectively as possible. Alternative forms of service delivery will be explored, including through partnering with Non-Governmental Organisations (NGOs) and private sector providers where they are able to provide quality services more cost-effectively. In these instances, the Government will focus on providing oversight and regulation to ensure that quality standards in service provision are maintained.

0.4.7 Conflict prevention and security – deepening peace and improving security

Objective: To defend the sovereignty and territorial integrity of South Sudan, prevent the resurgence of conflict and uphold the constitution by providing equitable access to justice and maintaining law and order through institutions which are transparent, accountable and respect human rights and fundamental freedoms.

Conflict prevention and security presents a dilemma. The costs of ensuring national security claims a large portion of the national budget, crowding out expenditures for economic and social development. But State and local governments actively seek more, rather than less, security as the essential basis for all other investments and programmes in governance, economic development and human and social development.

Efforts to increase security and deepen peace-building will focus on solidifying a lasting peace with neighbours and overcoming persistent and deep-rooted internal sources of conflict through comprehensive national and local peace dialogue and reconciliation programmes. Specifically, there will be a comprehensive national programme to transform the uniformed security services; one which addresses demobilisation needs holistically, including Disarmament, Demobilisation and Reintegration (DDR), and provides security and dignity to all ex-combatants. The target is to have completed DDR for almost 78,000 ex-combatants by the end of this plan period. A new civilian-led National Security Architecture (NSA) will (a) transfer local security from military to a civilian police force, and (b) transform SPLA into a smaller, modern and more efficient force.

Improving access to justice and ensuring a well-functioning criminal justice system are intrinsically linked to peace-building and providing alternative options to redress disputes without recourse to conflict. There will be a strengthened criminal justice system that treats the human rights of every individual correctly while applying the legal framework to justice for all. Police community relations committees will be established at

county level and community security approaches will be introduced in all ten states. Furthermore, conflict mediation and reconciliation systems will be further development.

The Government will seek to ensure that all initiatives under SSDP are designed to be conflict-sensitive so that development activities do not do harm albeit unwittingly.

0.4.8 Cross-cutting issues

Seven cross-cutting issues have been identified as important: environment, gender equality, youth employment, capacity-building, human rights, HIV/AIDS, and corruption. These issues are addressed throughout SSDP. Cross-cutting issues in some cases are organic to the programmes. This is particularly evident in the public administration sector that must explicitly address all of them in the execution of government functions in all domains. Similarly, the importance of ensuring access by women and youth in economic opportunities is being included in reforms related to land and the provision of extension services for example. And gender considerations are a priority in education and health initiatives.

0.4.9 Government resources and their allocation to support development priorities

Due to the uncertainty in projecting production of oil and particularly its market price, as well as the terms of the final revenue-sharing agreement between Sudan and South Sudan, it is impossible to predict government resources accurately. However, it is clear that government oil revenue will decline as production declines and that alternative sources of revenue will not grow quickly enough to offset this fall. Hence steps must be taken to invest some current revenues and to reduce and refocus government expenditures from their expected 2011 level in order to ensure fiscal sustainability. The current trend or level of spending is not sustainable as oil revenues fall so the government will seek greater clarity on how much and how soon they decline. Expenditure-level adjustments are required. SSDP proposes limiting development plans and costs by the requirement for a smooth transition to a long-term sustainable spending path so as to limit the risk of macroeconomic instability. Put simply, the Government is aware that it cannot fund everything it would like to. A faster development track can only be supported by the generosity of donors.

The **base expenditure scenario** for SSDP recognises that total expenditures will be high in 2011 (about SDG9.2 billion) as this is a unique year in the history of South Sudan, but then gradually decline to about SDG8 billion by 2020. This requires high oil revenues and fiscal surpluses for the early years of independence as savings are built up, but fiscal deficits and falling savings balances thereafter. The timing of the descent into deficits depends on both oil prices and the final agreement on oil between Sudan and South Sudan as well as success in containing expenditures. However it will happen within the next decade. This scenario does not totally avoid a drop in expenditure as oil revenues fall, but it does smooth this fall by generating savings and pushing expenditures to the future. In so doing, it also makes expenditure patterns more consistent with absorptive capacity.

The allocation of this total volume of public expenditures between competing demands will reflect the agreed SSDP priorities. Though security will continue to attract substantial resources in the early years of independence as DDR programmes continue and there is transition to a more streamlined defence force together with a strengthened domestic security architecture, its share will decline over time. Similarly, as returnees are resettled, and food security improves, the need for humanitarian assistance is expected to decline. Both these factors will allow for a rising share of development expenditure in overall public expenditures. Hence, the resources allocated to human investments (education and health) and infrastructure (roads, other transport, water and sanitation) is projected to rise. These changes are reflected in Table 2. In doing this, care will be taken to avoid locking in unsustainably high recurrent expenditure commitments due to uncertainties surrounding future revenue levels.

Table 2: South Sudan Development Plan expenditure allocations

Pillar	2011 projected	2012	2013	2014
Governance	25%	23%	23%	22%
Economic development	13%	17%	18%	18%
Social and human development	9%	11%	12%	12%
Conflict prevention and security	38%	34%	34%	34%
States	16%	15%	14%	14%
of which				
Infrastructure	7%	10%	11%	11%
Education	5%	7%	7%	7%
Health	2%	3%	3%	4%
Security	29%	25%	24%	24%

Note: Figures are in % of the total drafted/predicted budget for the year in question.

In order to ensure fiscal discipline and macroeconomic stability, the Government plans to:

- (a) Establish clear fiscal rules which will underpin prudent fiscal management and crystallise plans for saving a significant portion of oil revenue during the SSDP period;
- (b) Strengthen expenditure control, including by tracking current expenditure against the budget and monitoring more closely the issue of arrears build-up undertake the following key activities, and establishing better control of the wage bill; and
- (c) Strengthen revenue administration systems.

MoFEP, with its mandate as fiscal agent of the Government and to avoid conflict of interest between the regulatory and revenue interests in the oil sector, is the appropriate home for fiscal oversight. Complementing these fiscal initiatives, GoSS will establish an oil management authority in MEM with competence and a mandate to design and oversee contracts between the Government and private oil companies that ensure (i) oil rent is captured, and (ii) incentives for the oil companies to explore and develop the fields are maintained to maximise the volume of oil extracted.

0.4.10 Donor resources

External finance will play a critical role in strengthening the government's capacity to manage and co-ordinate the implementation of SSDP. To ensure that external assistance contributes positively to the implementation of the SSDP, there must be improved coherence between domestic resources and aid. Aid should be increasingly focussed on strengthening government systems, increasing accountability and supporting economic growth.

The Government is committed to creating the necessary conditions for the delivery of effective aid in support of SSDP. These include passing essential legislation through parliament; establishing clear fiscal rules to govern economic management and strengthen expenditure control; agreeing clear safeguards with Development Partners (DPs) that will allow aid to use government systems, and developing an overall aid financing strategy linked to SSDP. This will set out its priorities for funding, the levels of funding required, preferred aid instruments, and a suggested division of responsibilities.

It is crucial that development assistance is directed towards the Government's top priorities, where it is likely to have most impact in the implementation of SSDP. The Government therefore requests that DPs align their support to the following areas, as articulated by each pillar:

Table 3: Areas for development assistance under each pillar

Human and social development	- Expanding and strengthening government provision of basic services; - Establishing social safeguards for the poorest and most vulnerable.
Economic development	- Large-scale infrastructure development, particularly focusing on the expansion of the road network and the provision of energy; - Community-based infrastructure and development projects.
Governance	- Support to capacity building; - Support to core governance functions.
Conflict prevention and security	- Security sector transformation & DDR; - Establishing a legal framework for all levels of government.

In addition to alignment, a key objective during the SSDP period is for the Government to strengthen its own institutions and systems for the delivery of services. This will involve government taking actions to improve financial management overall, and those which address the specific fiduciary concerns of DPs. In the spirit of mutual accountability, the Government trusts that DPs will respond to this progress by using government systems more.

0.4.11 Implementation

As many services to the public are delivered not by GoSS, but by state, county and ‘payam’ governments, successful implementation of SSDP depends on all levels of government. Hence it will require clear divisions of responsibility and capacity (where there is responsibility). Moreover, given the importance of the private sector both for achieving the economic development objective and as a partner in service delivery, SSDP success also depends on the private sector.

Neither one level of government, nor all levels of government together, will be able to achieve the agreed objectives alone. Civil society and private sector involvement will be important for livelihood expansion and employment creation, improving health indicators, increasing food security, ensuring good governance and deepening peace-building. GoSS will continue to take the lead but will look to other levels of government and those outside government to contribute in a joint effort. Second, given the very low initial level of services and capacity in many parts of the country, flexibility and creativity will be needed to achieve the best results.

It is therefore important to recall that SSDP is a foundational document, intended to map out the next steps for a longer term national development strategy to be produced by the end of the SSDP period. In doing so, the plan looks to address some core issues in its implementation, as follows.

Managing risks: there are a number of key risks that if not tackled vigorously could serve to undermine the development effort. The first of these is the **possibility of renewed conflict**, so SSDP has articulated a comprehensive set of actions for conflict prevention and security. Moreover, every effort is being made throughout programme selection and design to ensure that actions ameliorate rather than exacerbate potential sources of conflict. Maintaining stability is paramount and the Government will identify specific ‘upstream’ actions as required to prevent conflict and protect citizens.

Second, **capacity limitations** are a risk to the effective implementation of the strategy. The Government may have financing and the commitment of stakeholders but without adequate programme design and implementation capacity, the delivery of the strategy and performance against key targets may be compromised. In response, there will be a continued effort to attract the diaspora and to train existing staff to enhance capacity. There will be continuing use of well-targeted technical assistance to fill gaps where local expertise is currently lacking. This strategy is further elaborated in the medium-term capacity building strategy (see Annex 5).

Uncertainty surrounding future oil revenues constitutes a third risk. There is no short-term way to offset this risk fully. Over time, non-oil revenues will be developed. In the meantime, containing expenditures and saving a significant share of oil revenue helps manage this risk.

0.4.12 Monitoring and Evaluation

Monitoring and Evaluation (M&E) of these development efforts will be an essential part of accountability both between the Government and its citizens and mutual accountability between Government and DPs. The M&E framework will track how much has been spent on what, and what has been achieved with the expenditure in terms of delivering social and economic development priorities. The framework links results with the resources provided and informs the refinement of future strategies. Monitoring will allow for adjustments to be made if certain programmes, outputs and activities are judged to no longer be effective, or require mid-course alteration, for overall strategy delivery.

As part of the Government's management of SSDP and tracking of results, a ministerial SSDP management committee will be formed, chaired by the Office of the President (OoP), with MoFEP acting as the Secretariat. This will provide the Government with a forum through which to monitor overall progress towards the SSDP vision. This committee will be responsible for producing an SSDP Annual Review, to be discussed during an annual High-Level Partnership Forum (HPF) between the Government and DPs. Production of the report will be synchronised with the annual budget calendar so that the necessary financial information is available on which to make informed judgments about strategy performance and value for money. Given the short period of this SSDP, the Government proposes to undertake one mid-term review (tentatively scheduled for around November 2012) with a final review at the end of the plan period in December 2013.

1 INTRODUCTION TO THE SOUTH SUDAN DEVELOPMENT PLAN

The South Sudan Development Plan (SSDP) 2011-13 is a national plan that sets out a medium-term agenda for development. It has been drafted under the theme of 'Realising Freedom, Equality, Justice, Peace and Prosperity for All'. The Plan builds upon various existing sector plans and the 2010 Action Plan to address core government functions. It represents a comprehensive framework of goals, objectives and performance targets, action plans to pursue them, and the related allocation of resources.

SSDP presents a full list of government priority programmes and a transparent framework for the ongoing design and appraisal of new government policies and programmes; and, for evaluating whether expenditures are delivering planned results and value for money. In this context, it provides a basis for the allocation of public sector resources to recurrent, capital and development expenditure.

The plan represents the next important step in the development of South Sudan. It addresses the critical challenges the country faces:

- The relatively fragile post-conflict situation in South Sudan, where continued instability and insecurity limit economic growth and undermine development gains;
- Extreme poverty – with over 50% of South Sudanese living below the poverty line.
- Weak service delivery, especially in the rural areas;
- A rapid population growth rate from both high fertility levels and massive in-migration associated with independence and the end of conflict that is putting pressure on social service delivery;
- South Sudan's oil dependence, with 98% of public revenue currently coming from oil and export earnings also heavily dependent on oil;
- A shortage of skilled human resources in the key sectors of education, health, agriculture, industry and oil services; and
- Fragile institutions of the state that need to be strengthened to provide key services.

SSDP will inform policy-making and budgeting processes and lead to improvements in financial management laws, regulations, procedures and systems. These improvements will strengthen transparency, accountability, coordination and communication, and provide a basis for effective performance management mechanisms.

1.1 Purpose of the South Sudan Development Plan

The SSDP is designed to drive the country's development for the first three years of independence (from July 2011 to 2013). It commits the Government of the Republic of South Sudan to deliver key policy goals and to allocate its resources accordingly. It provides an overarching initial framework for the building of a new nation, and to inspire all actors to work together to deliver a shared developmental agenda for the benefit of the South Sudanese people. It is also designed to provide a framework to guide the international community in targeting its support to the Government and people of the new Republic of South Sudan. The ten states of South Sudan will follow suit in developing their own state-level development plans in conformity with the overarching vision.

1.2 The development planning process and approach

The Ministry of Finance and Economic Planning (MoFEP) led the development planning process while all other ministries have been involved through Sector Working Groups (SWGs), and state governments were involved in consultations. The Development Plan Technical Secretariat (DPTS) consisted of a core team located in the MoFEP, and counterpart teams located in ministries and agencies, supported by development partners. A full list of pillar participants is set out in Annex 11. DPTS, along with senior MoFEP staff,

coordinated the planning process. DPTS was also responsible for drafting the document and ensuring its consistency and quality.

The context of the plan as led by OoP, as was the drafting process for the national vision and policy goals. The sector policy, plans and programmes were prepared by pillar working groups that grouped related sectors in order to develop a higher vision than the budget processes used in the past. Each working group was chaired by an under-secretary or higher position; MoFEP did not participate in working group leadership.

Each 'pillar' chapter contains a review of objective and targets, key activities, and core capacity-building interventions and progress to date. The 'pillar' planning process was structured on a sector basis to facilitate the prioritisation and harmonisation of policies, plans and resource allocation, and to encourage fiscal discipline.

The approach recognises the early stages of development of the new State and relative lack of basic planning data. Our starting point is the need to address and incorporate the key state-building and peace-building objectives of a new nation recovering from conflict and wishing to move on to a fast track development trajectory.

The plan therefore utilised key planning and budgeting processes, in particular:

- The Government of South Sudan (GoSS) costed action plan for priority core state functions;
- Sector Working Group (SWG) strategies and plans – which outline and identify strategies for achieving national policy priorities and targets on a sectoral basis;
- Key South Sudan Centre for Census, Statistics and Evaluation (SSCCSE) analysis, including the Household Baseline Survey (HBS) (2009), Business Survey (2011), and South Sudan's first National Poverty Report (2011), as well as the WB/International Finance Corporation (IFC) 'Doing Business in Juba' 2011;
- A Medium-Term Budget Framework (MTBF) – which allocates multi-year recurrent and development resources on the basis of policy priorities;
- The GoSS growth strategy which outlines the key principles to guide government and Development Partners (DPs) in promoting broad-based economic growth. It broadly defines the role that government will play in the economy and identifies the highest priority areas on which public sector actions will focus;
- The approved anti-corruption strategy;
- A revised aid strategy – the revised policy document produced by GoSS, setting out key principles for Government DP engagement; and
- A Medium-Term Fiscal Framework (MTFF) – early work has started to set out the macro-economic framework and indicators, and determines resource availability (from both domestic and external sources).

1.3 Coverage of the South Sudan Development Plan

SSDP covers a three-year period and is therefore a medium-term perspective on planning and budgeting. It includes policy, planning and resource allocation information across the whole of government. It is based on a comprehensive framework of national policy priorities, objectives and programmes. Geographically, it covers all of South Sudan.

SSDP contains seven chapters, the contents of which are briefly described below.

Chapter two provides an overview of the political, conflict, social and economic context that has shaped the policies, plans and resource allocations set out in SSDP, and how this context affects the prospects for successful implementation of programmes.

Chapter three outlines the development vision, objectives and development priorities.

Chapter four sets out the detailed provisions of the different pillars and sectors, including the policy agenda in each sector, context, the reform and development programmes, required resource allocations and the main performance targets.

Chapter five examines SSDP resource allocation issues. It starts by describing the annual planning and budgeting process. It then presents a fiscal framework for 2011-13 and goes on to look at budget discipline and the Government's public financial management reform agenda. The chapter concludes by considering aid financing and donor resource issues.

Chapter six covers the implementation of SSDP. It describes development of institutional capacity and future plans to effectively and efficiently deliver services to the people of South Sudan. It also considers major risks and steps to mitigate these risks.

Chapter seven sets out the arrangements for monitoring and evaluating performance of the plan, and for reporting progress to internal and external stakeholders.

1.4 Cross-cutting issues integral to the national development priorities

Seven cross-cutting issues were identified by the teams working on SSDP. These were: environment, gender equality, youth employment, capacity-building, human rights, HIV/AIDS, and corruption. Each pillar addressed these issues in its choice of priority programmes. This was as an intrinsic part of its proposed activities or, in some cases, with a specific additional effort to ensure that these issues would be considered during programme design, implementation and monitoring and evaluation. Cross-cutting issues do not have a specific agency responsibility and hence no dedicated budget; they must be reflected in agency plans and budgets.

Cross-cutting issues in some cases are organic to the programmes. This is particularly evident in the public administration sector that must explicitly address all of them in the execution of the government function in all pillars. Lessons from other fragile states contexts such as Liberia, Sierra Leone and Timor Leste have shown the importance of capacity development for sustained development. In fragile states, a lack of initial emphasis on capacity development commonly led to insufficient attention and funding for state-building initiatives; and sub-optimal impact of capacity development programmes.

2 BACKGROUND AND CONTEXT

The purpose of this chapter is to provide an overview of the political, security, economic and social context in South Sudan. It is this context that shapes the policies, plans and resource allocations set out in SSDP; it has important implications for both the preparation and the implementation of the national priority programmes. The chapter begins with an analysis of the historical context and then examines the causes and consequences of conflict in South Sudan. Success with development initiatives over the plan period will depend on efforts to bring about positive change in the security environment of South Sudan.

The chapter then discusses characteristics of poverty in South Sudan that thereby inform the poverty reducing development efforts at the heart of SSDP. Third, the chapter includes a macro-economic overview, indicating the Government's policy priorities for the medium- to long-term. Within this, the importance of, and commitment to, macro-economic stability based on stable and sustainable fiscal management is emphasised. The chapter concludes with a summary of the key development challenges and constraints,

2.1 Historical context

South Sudan's history of domination by external powers, and its consequent experience of oppression and underdevelopment, dates back almost two centuries. The struggle for the liberation of South Sudan is officially agreed to have begun in the year 1820, when, having successfully resisted Egyptian domination since pre-modern times, Sudan was finally conquered by Ottoman-Egyptian forces. Commencing in 1821, Mohamed Ali sent his armies southwards to obtain slaves. It is estimated that in the course of the nineteenth century, some two million slaves were taken from 'Bilad Al Sudan' or the 'land of the blacks'. Efforts to suppress the brutal slave-raiding in the South commenced in the mid-nineteenth century, but saw little success, even though the peoples of the South fought back valiantly against successive invading forces. The practice continued throughout the period of Mahdi rule of the Sudan from 1885 until 1898, accompanied by an attempt to force the Islamic religion on southerners.

The policies of the Anglo-Egyptian Condominium period 1899-1955 were also a major contributing factor in the historical under-development of South Sudan. Sudan was officially separated into North and South, with the colonial administration detaching the south from the rest of Sudan for all practical purposes. Southern Sudan's provinces of Equatoria, Bahr El-Ghazal and Upper Nile were viewed as remote and undeveloped, and received little official attention, except for efforts to suppress localised conflicts and the slave trade. The British justified this policy by claiming that the South was not ready for exposure to the modern world. Adopting a 'Closed Districts' policy of allowing the South to develop along 'indigenous' lines, the British closed the region to outsiders and the south remained isolated. A few Arab merchants controlled the region's limited commercial activities, while Arab bureaucrats administered whatever laws existed. Christian missionaries, who operated schools and medical clinics, provided what limited social services there were in Southern Sudan.

Whilst British policy can be said to have played a positive role in protecting and promoting the indigenous African identity of southerners (a 1930 directive stating that Africans in the southern provinces be considered a people distinct from northern Muslims), the South's social and economic development suffered enormously because of the region's isolation. It was considered that the region would be prepared for eventual integration with British East Africa, and hence the three southern provincial Governors coordinated activities with their counterparts in the British East African colonies rather than those in the north. However there was little or no economic progress during the colonial period, and virtually no development of basic infrastructure.

In 1946, it was determined that Sudan should be administered as one country, even though this did not reflect the wishes of the majority of southerners at the time – as clearly expressed at the 1947 Juba Conference. The Khartoum administration nullified prohibition against Islam being spread in the South, replaced several hundred colonial officials with Sudanese, only four of whom were southerners, and introduced Arabic as the official administration language of the South.

The period in the run-up to independence of Sudan in 1956 saw some significant shifts in British policy, backtracking from the approach which promoted integration with East Africa. Under pressure from northern nationalists, the British began preparing Sudanese for self-governance by replacing their colonial officials with Sudanese. This 'Sudanisation' favoured northerners over peripheral populations due to their generally better education level. Out of 900 plus posts 'sudanised', only eight or nine were actually filled by Southern Sudanese. The Government put Sudanese in the administration and provided compensation and pensions for British officers of the Sudan Political Service who had to leave the country. Khartoum achieved this transformation quickly, and with a minimum of turbulence, although southerners resented the replacement of British administrators in the South with northern Sudanese. To advance their interests, many southern leaders concentrated their efforts in Khartoum, where they hoped to win constitutional concessions. Although determined to resist what they perceived to be Arab imperialism, they were opposed to violence. Most southern representatives supported provincial autonomy and warned that failure to win legal concessions would drive the South to rebellion.

Anticipating marginalisation by the North, southern army officers mutinied in 1955, and formed the Anyanya ('snake venom') guerrilla movement, with southern leaders demanding justice and recognition by, or self-determination from, the North. With the consent of the British and Egyptian Governments, Sudan achieved independence on 1 January 1956, under a provisional constitution. The new constitution was silent on two crucial issues for southern leaders: the secular or Islamic character of the state, and its federal or unitary structure. In 1958, the North began instituting a policy of 'Islamisation'. The northern politicians then reneged on their early promise to implement a federal system that would guarantee autonomy for the South.

Subsequently, all northern-dominated regimes in Khartoum engaged in power struggles amongst themselves in total disregard of southerners' participation in the administration. Since independence, there has been a succession of governments that proved unable either to agree on a permanent constitution or to cope with problems of factionalism, economic stagnation, and ethnic dissidence.

The Anyanya I war lasted until March 1972, when the Addis Ababa Peace Agreement signed with General Nimeiri granted limited autonomy to the South. Southern Sudan experienced ten years of relative peace and a degree of development subsequent to the signing of the Addis Ababa Agreement, with the support of the international community, and faith-based organizations, especially Churches. However, the northern policies towards the South of ongoing marginalisation and Islamisation, accompanied by the introduction of Sharia Law by Nimeiri in 1983, prompted southerners to rise up once again against the Northern regime. On May 16th 1983, a group of soldiers led by Colonel John Garang de-Mabior mutinied against the Sudan Army. This historic rebellion led eventually to the formation of the Sudan Peoples' Liberation Army (SPLA).

Throughout the 1980s the SPLA/M, received much support from Ethiopia. However in 1991, the fall of President Mengistu of Ethiopia dealt a severe blow to the movement. Dr John was confronted with increased internal opposition, which culminated in an attempt to overthrow him on 28 August 1991. This revolt, led by some commanders, failed but it resulted in the split of the liberation movement. In an attempt to divide and rule, the Khartoum Government supported the rebellious faction militarily as well as financially, and this led to many clashes between the SPLA/M and opposition. However in 2002, the South Sudanese were reunited.

The consequences of the war were grave, including gross violations of human rights. Large parts of the population were displaced and all socio-economic systems disrupted. Hospitals, schools and roads were all destroyed. In 2003 the SPLA/M and the Khartoum Government agreed to a ceasefire that led, on 9 January 2005, to the Comprehensive Peace Agreement (CPA) in Nairobi, Kenya. This brought an end to the 22-year conflict between the north and the south. Although some insecurity remains, South Sudan is relatively peaceful today.

The signing of CPA ushered in a new era of hope for South Sudan. Since that date, the three arms of the Government: the Judiciary, the Executive and the Legislature have worked ceaselessly to build institutional capacities, and thus have prepared for the greater role that Southern Sudan will take on in becoming a new

nation on 9 July 2011. SPLA has also worked hard to transform itself into a modern national army. The six years since the signing of CPA has also resulted in the formation of requisite institutions such as the South[ern] Sudan Human Rights Commission (SSHRC), the South[ern] Sudan Anti-Corruption Commission (SSACC), the Auditor-General's Chamber, the South[ern] Sudan Peace Commission (SSPC), and others.

SPLM, as the current ruling party, urges the participation of other political parties in government and representation in parliament. It has also spearheaded a number of dialogues with Sudanese political parties and civil society, including kings, chiefs and community leaders to bring about national reconciliation and healing for sustainable peace. GoSS has, together with the ten State Governors, held annual Governors' Forums to address developmental issues at state level. It has also embarked on public service Reforms aimed at bringing about a lean but efficient and effective civil service in the post-CPA period.

The six years since 2005 have also paved the way for tangible peace-building and conflict prevention. GoSS, with the support of donor countries, United Nations agencies, and international and national and Non-Governmental Organisations (NGOs) have worked diligently to ensure that security, roads, health, education and agriculture are prioritised.

South Sudan has experienced a population census in 2008, general elections in April 2010 and a credible Referendum in January 2011. With all the above achievements and hard work, Southern Sudan is now poised to reap the benefits befitting a new nation state.

Overall, most provisions of CPA have been implemented. The Interim Constitution of Southern Sudan (2005) and the interim constitutions of the ten states of Southern Sudan have been promulgated and are operational. On the basis of these constitutions, most institutions have been established and are functional. However, some critical provisions of CPA have not been implemented. These include the Abyei Protocol, demarcation of the North-South border; and the conduct of the popular consultations in Blue Nile and Southern Kordofan States. Unless resolved, these outstanding issues will continue to cause tensions.

2.2 Analysis of conflict

South Sudan's history of marginalisation has produced a complex web of dynamics that often provoke conflict. Many conflict diagnostics have been undertaken in South Sudan and the typology of conflict suggests varying causes of violence. There are varying views on the causes that relate to all conflicts in South Sudan. However, what is important for SSDP is to establish that there are some general issues which relate to all conflicts in South Sudan, and there are specific factors underlying some particular conflicts. This section sets these out to inform the remainder of SSDP.

2.2.1 Causes of conflict

2.2.1.1 Tribal animosity

At the strategic level, armed conflict and clashes of militias continue. There remains deeply rooted tribal animosity. This has been identified as one of the ongoing causes of ethnic conflicts, created by distinct identity clashes and perceived dominance in social and political space. Some communities thus feel superior and others feel inferior and marginalised. Peace-building will require embracing diversity and finding ways for communities to live and work together in harmony.

2.2.1.2 Availability of arms

Historical methods of conflict mitigation and resolution by respected leaders where negotiation of land, grazing and water rights need to be shared have fallen foul of the manipulation of armed malevolence for personal gain. Too many people, particularly the young in villages, are in possession of small arms. Rule by the force of a gun has replaced rule by respect for values and the decree of those in authority, whether judge, chief, parents or policeman or woman. Given the years of conflict, many people, particularly in rural areas, feel they are distanced from normal services provided by the government, in general, and security and rule of law institutions, in particular.

The situation is exacerbated by ambiguity over the separation of powers between law enforcement organs and the fact that most civilians are armed. The presence of and uncontrolled use of firearms by civilians remains a serious concern. The issue of protracted war has brought a culture of violence and proliferation of small arms which, in turn, is perpetuating more violence. Like any systematic change, removing firearms from one community while allowing their neighbour to keep theirs may not reduce violence but bring it about. Such plans need careful negotiation and implementation, with appropriate measures to overcome any real or perceived imbalance of security in either community, until the new 'disarmed' context becomes accepted all round.

2.2.1.3 Perceptions of insecurity

Perceptions and reality interact to create the climate of insecurity that perpetuates violent conflict in South Sudan. With the advent of independence, it remains a challenge to provide sufficient security at counties and 'payams'. Fear that there is an insufficient provision of security can lead communities to take up arms in order to provide the level they think they need. Many institutions are still learning roles and responsibilities and will take time to overcome these concerns. After so many years of conflict and lack of trained personnel in key specialities, it is hardly surprising that it is taking time to provide the credible, capable and respected service providers that communities need. Many ex-combatants were asked to fill the ranks of related rule of law and local government agencies, mostly without the time to properly train and/or allow them to gain experience in a peaceful context. Now, they face increasing pressure to perform, and sometimes with the additional pressure of delivery in a conflict environment. Some officials would not be considered for the jobs they are now in if proper job selection criteria were applied; through no fault of theirs, they are unfit or beyond retirement age.

2.2.1.4 Issues over cattle

The tradition of dependence on cattle as the source of livelihood persists. Cattle are used for many purposes such as payment of dowry, income source, food, wealth. But performing a single traditional marriage would cost families in some cattle-owning communities an average of 100 heads of cattle. This is very costly to an average family household, thus resulting in cattle raids and counter-raids. The urge for young men to get married often propels them into cattle raids and inter-group conflict.

Poverty has made cattle-rustling a function of apparent 'wealth' acquisition and enhancement of economic and social status. In the current circumstances, there is a clear lack of sustained economic activity in all the states, counties, 'payams', and thus communities fall back on cattle as a source of wealth. Schools, road and health facilities are poor and communities lack other means of income generation.

2.2.1.5 Breakdown of cultural values and norms

The breakdown of cultural values and norms and the effects of broken trust are widespread. These form part of the culture of war as many are traumatised by the protracted conflict. The reliance on cattle is worsened through imbalances in public investment, under-development, weak social services provision, competition over scarce resources, land disputes, political and economic gains of some individuals, and the marginalisation of some communities.

2.2.1.6 Lack of economic opportunities

It remains difficult, particularly in rural areas to make a living in South Sudan. Economic opportunities are still limited. Most are employed in traditional agriculture, animal husbandry, forestry, commerce and low-level trade, crafts, construction and services. The economically important oil sector generates little employment for South Sudanese. Some of the reasons cited for the lack of progress include:

- The scarcity of infrastructure, and thus of land served by roads, water points and accessibility to markets;
- Unclear land tenure policies, rules and practices;

- The challenge of providing security and rule of law, thereby enforcing rules and decisions and resolving conflicts peacefully;
- The territorial and symbolic role of land in inter-communal disputes, which often make a claim on administrative resources;
- Claims over land which now appear to have been intensified in some areas because of speculation over its future value and the possibility of it bearing minerals;

SSDP seeks to address these and other similar challenges throughout its activities.

2.2.2 Consequences of conflict

The above causes show that conflict in South Sudan is a complex process and not multi-dimensional. In many cases, the above factors act together to build pressures which, if not mediated, spill over into violence. This section considers some of the main consequences of conflict.

Insecurity

- **Weak administration:** Administrative institutions at state and local level remain weak, under-staffed and under-resourced, resulting in an inability to provide basic social services.
- **Law and order remain weak:** There has been a prevalence of violence with proliferation of small arms and light weapons that exacerbates the impact of disputes. In turn, the laying of land mines has affected economic/agricultural productivity and road use, as well as having long-term humanitarian impact.

Humanitarian

- **Loss of life and assets:** the conflict has taken a tremendous toll on people's lives, causing mortality rates to increase. Atrocities committed during the conflict and still continuing up to now, including abduction of children, death of youth and women, torture, maiming, destruction of property, is profound for the economy of South Sudan;
- **Population displacement:** Approximately 4 million people have been internally and externally displaced from South Sudan. One million people are returning from the North as independence approaches;
- **Food insecurity:** The majority of the displaced have limited access to land. Of those that have land, many have not been able to till their lands because of insecurity and have been dependent on external food supplies. The result of food insecurity is high levels of chronic and acute malnutrition.

Socio-economic

- **Poverty:** South Sudan remains one of the world's poorest countries, lagging behind on all socio-economic indicators, as discussed in the next section of this document;
- **Disruption of basic social service delivery:** The conflict has resulted in displacement leading to the loss of access to healthcare services and education. An entire generation of South Sudanese children has grown up without adequate formal education, the effect of which is only just being felt in South Sudan.

2.2.3 Peace-building in South Sudan

The analysis above has shown how conflict has acted as a significant brake on development in South Sudan. The Government is acutely aware that mitigating the pressures of conflict must be an essential part of any successful development strategy. Given the complex and often fluid nature of conflict in South Sudan, tackling its root causes requires a flexible and adaptive approach which is responsive to the prevailing social, economic, political and security context at the time. This is why conflict prevention and security have been

adopted as one of the key pillars of SSDP, with actions that are consistent with this approach. Moreover, the Government has emphasised that all development actions proposed in SSDP have been reviewed for their conflict-sensitivity. This should mean that any risk of measures unwittingly adding pressure for the conflict is minimised.

In developing the actions within SSDP, two core conflict prevention themes have been kept in mind. These are peace-building and state-building.

2.2.3.1 Peace-building

Peace-building involves a range of measures aimed at reducing the risk of relapse into conflict, by strengthening national capacities at all levels of conflict management and laying the foundation for sustainable peace and development.³ Peace-building as a process is the responsibility of South Sudan but external involvement can be critical and very supportive. Peace-building is a long-term process that focuses on the transition from war or violent conflict to peace. Key areas include:

- Promotion of an inclusive peace process to end armed conflict and create the basis for a sustainable political settlement; and
- Conflict resolution mechanisms/institutions to process conflict in a predictable, institutionalised and non-violent way.

Good peace-building approaches address the causes/structural conditions of conflict (e.g. grievances, exclusion and poor governance) and its effects (e.g. feelings of injustice, vengeance) that can lead to a recurrence of conflict.

Box 1: Comprehensive Peace Agreement (CPA)

To date CPA has been the route map that GoSS, the Government of National Unity (GoNU) and Development Partners have followed. CPA comprised of a series of protocols and agreements to create an environment in which Khartoum and Juba could find enduring solutions to the conflict and where development could take root. More specifically:

- It provided for a six-year interim period during which Sudan would be governed according to the protocols on power-sharing, wealth-sharing and security. The main provisos would be incorporated into the country's interim constitution;
- State-wide governments and legislative chambers would be created in both regions;
- General elections were to take place at all levels of government by the end of 2009 (subsequently deferred to April 2010);
- The 1956 border would be delineated;
- The North and the South would each get 50% of the oil revenues generated from oil wells located in South Sudan, after a 2% share to oil-producing states;
- Joint integrated military units would be deployed on the border and a Disarmament, Demobilisation and Reintegration (DDR) process would begin with assistance from the United Nations;
- Religious and ethnic pluralism would be safeguarded; and
- Provisions would be made for popular consultations in Blue Nile State and Southern Kordofan to secure final settlement of grievances with the North.

In the preamble, the signatories recognised that violent conflict causes tragic loss of life and destruction of the infrastructure of the country that erodes the nation's economic resources and causes suffering to the people of Sudan. Specifically CPA sought to address the root causes of conflict by establishing a framework

³ OECD definition of peace-building

for governance through which power and wealth shall be equitably shared and human rights guaranteed. This was to be achieved through the establishment of a democratic system of governance taking into account the cultural, ethnic, racial, religious and linguistic diversity and gender equality of the people of Sudan. The hope was to find a comprehensive solution that addresses the economic and social deterioration of Sudan, thereby replacing war with social, political and economic justice that respects the fundamental human and political rights of all the people of Sudan.

CPA has not been able to resolve all the historical conflicts, and often progress on implementation has been slow.

2.2.3.2 State-building

State-building is an endogenous process to enhance capacity, institutions and legitimacy of the state driven by state society relations. Positive state-building processes involve reciprocal relations between a state that delivers services for its people and social and political groups who constructively engage with their state⁴.

State-building therefore involves multiple national stakeholders that continually negotiate and transform the political process. It is not just about what GoSS can do or should do. State-building can have an unpredictable trajectory. GoSS cannot predict everyone's behaviour or their relationship to the State neither is the behaviour of Sudan's development partners always predictable. Much recent research has demonstrated that key dimensions of state-building are:

- Political settlements and processes that facilitate constructive state-society relations, the capacity of the state to provide security and rule through law;
- Containment, channelling and resolving conflict in society;
- Raising revenue and managing it to meet people's expectations (service delivery, employment);
- Facilitating economic development;
- Legitimising the state in the eyes of the population (based on quality of political processes, performance and moral authority); and
- GoSS seeking through the Ministry of Peace-building and CPA implementation to address all these key dimensions of state-building and peace-building.

A core tenant to date of the state-building agenda has been The Interim Constitution of Southern Sudan. This is a fundamental policy framework that affirmed the belief of peace, reconciliation and the rule of law in South Sudan. For example the bill of rights within the Constitution (articles 13) further expresses the right and duties of the people to live with peace, social justice, equality and democracy.

In the light of the above, GoSS and international actors have worked on a number of different processes to improve the security and economic conditions in Southern Sudan.

2.2.3.3 GoSS responses

Political and legal responses

- Diplomatic and peace negotiation such as the post-referendum arrangement negotiation between the North and the South as part of CPA implementation;
- Negotiation with armed dissidents such as that in Jonglei State (JS), Upper Nile State (UNS) and Unity State;
- Reconciliation efforts and peace conferences facilitated by Development Partners (DPs), NGOs, traditional and religious leaders;

⁴ OECD definition of state-building.

- Creation of institutions such as former Peace Commission⁵ (now the Ministry of Peace-building) peace advisors, South[ern] Sudan Legislative Assembly (SSLA) Committee of Peace and state-level peace structures; and
- CPA, the Interim constitutions and presidential decrees in place.

Security responses

- Military operations by SPLA to calm down the insurgency in Western Equatoria State (WES), JS, UNS and Unity State;
- Opening of security roads to ease free movement of the people as they conduct their business;
- Disarmament programme being undertaken by GoSS;
- Demobilisation and reintegration of ex-combatants; and
- Strengthening the capacity of the police through training, recruitment and deployment.

Socio-economic responses

- Provision of basic services, including health, education, water and sanitation to the people; and
- Development programmes focusing on road rehabilitation, trade and regional cooperation.

2.2.3.4 International responses

On the international side, the responses have always come through financial and technical support and provision of emergency aid by various humanitarian agencies.

Political/legal responses

- Contribution to the reconciliation and peace dialogue processes, post-referendum arrangement negotiation, budgeting processes and technical support.

Development assistance

- Contributions by bilateral and joint donors to GoSS programmes, such as the Sudan Peace Fund and Sudan Recovery Fund.

Humanitarian response

- Emergency programs by the United Nations (including the World Food Programme (WFP)) and humanitarian organisations that have supported the people by providing food aid and mine clearance.

2.2.4 Recommendations for SSDP

The situation post-July 2011 will necessitate some changes to the approaches to conflict mitigation and peace-building by both GoSS and the international community. A range of challenges persist, including cattle-raiding, conflict of border demarcation and over land and water, nepotism, corruption and political privileges. The details of the activities proposed to address these challenges can be found in the section on Conflict Prevention and Security (CP-S). However, the following lessons can be drawn from the above section for the remainder of the plan:

- Not tackling the causes of conflict will exacerbate their effects in the medium to long term;

⁵ Resolution No. 46/2006 of the H.E. the President of the Government of South Sudan established the Southern Sudan Peace Commission (SSPC). The decree mandated: "SSPC shall work to promote peace amongst the people of Southern Sudan and strive to consolidate the peace ushered in by the Comprehensive Peace Agreement."

- Taking too large steps along the way may result in underachieving stated goals within the timeframe of this Plan;
- GoSS and development partners cannot do everything in three years, so prioritisation will be required;
- There is a significant lack of experienced and trained personnel to undertake government work across the board in South Sudan to provide the effective service delivery that the people of South Sudan require now;
- Screening, selection and training for capacity development will be key. But a significant increase in people's ability in the basics of education, literacy and bureaucratic expertise is needed. We have to start at the bottom.
- Better services at community level will provide less opportunity for jealousy and misperceptions of insecurity. This needs to be in terms of social, human and economic development, as well as in good governance and the provision of security and rule of law;
- We must bring about cultural change in communities in respect of the use and need to carry arms, of communities' ability to resolve or mitigate their own conflicts, and for us to help them.
- GoSS and state governments must work together to assess the needs for resolving conflict issues, and react accordingly;
- The armed services must continue to be seen as the people's friends and supporters, through their professionalisation and improved human security focus;
- Justice must be available to all and be seen to be fair and timely;
- When needed, our armed forces must be ready and capable of undertaking their tasks.

2.3 Poverty and human development

Poverty is a multi-dimensional phenomenon and must be analysed from the dimensions of consumption, human development and vulnerability. Poverty refers to a pronounced deprivation in one or more dimensions of the welfare of an individual, such as limited access to health facilities, low human capital, inadequate housing infrastructure, malnutrition, lack of certain goods and services, and inability to express political views or profess religious beliefs. Each of these deserves separate attention as they concern different components of welfare, and indeed may help policy-makers to focus attention on the various facets of poverty. Nonetheless, often there is a high degree of overlapping. For instance, a malnourished person is often also poorly educated and without access to healthcare.

Years of conflict and neglect have left South Sudan one of the most underdeveloped regions in the world, despite its rich resource base. Poverty is widespread, and is especially acute in rural areas and the more remote corners of the South. Poverty in South Sudan has many dimensions, including low levels of consumption, and poor health and education. The legacy of the prolonged war in South Sudan makes the fight against poverty more demanding and challenging. The reduction of poverty and improvements in human development are central objectives of SSDP. Statistical indicators are of paramount importance because they highlight the nature, magnitude and range of poverty and measure the effectiveness of development interventions.

This section reviews the available information on the key characteristics of poverty in South Sudan and attempts to highlight basic determinants to inform the design of development policies, programmes and strategies. SSCSE carried out the National Baseline Household Survey (NBHS) in 2009 that gave the first precise estimates of consumption in South Sudan. The survey provided the basic information for the poverty estimates in SSDP.

South Sudan has experienced very low levels of investment or development in basic services or infrastructure over the past five decades since the independence of Sudan.

The average household is still agricultural, with 78% of households depending on crop farming or animal husbandry as their primary source of livelihood. There is no national labour market; job seeking is localised with most relying on the informal sector. Fifty-three percent of the working population in South Sudan work as unpaid family workers and only 12% as paid employees.

2.3.1 Demographic context

South Sudan has a population of 8.3 million according to the 5th Sudan Population and Housing Census (2008), of which 1.4 million live in urban areas, compared with 6.9 million in rural areas. The population is therefore currently predominantly rural (83%) and dependent on subsistence agriculture. South Sudan is a young country with half (51%) the population under the age of eighteen and 72% under the age of thirty.

There were rapid changes in the demographic structure of South Sudan following the signing of CPA in 2005, with a large number of returnees and with increased stability possibly encouraging increased household formation. Since the successful completion of the referendum in January 2011, there has been a fresh wave of returnees primarily from the North. The UN Office for the Coordination of Humanitarian Affairs (UNOCHA) estimates that 290,000 people have returned in the six months prior to April 2011, with this number expected to rise before independence in July 2011.⁶ It is crucial that special provisions are made for these most vulnerable populations.

Table 4: Selected demographic indicators by place of residence

	South Sudan	Urban	Rural
Total population	8,260,490	1,405,186	6,855,304
Male	4,287,300	754,086	3,533,214
Female	3,973,190	651,100	3,322,090
Average household size	7	9	7
Dependency ratio (%)	88	75	91
(<14 +>55)/14-55 population			

Source: 5th Sudan Population and Housing Census (2008).

2.3.2 Incidence and depth of poverty

Fifty-one percent of the population lives below the national consumption poverty line. There is no direct internationally comparator because Purchasing Power Parity (PPP) data are not available for South Sudan. However, data on infant mortality; maternal mortality; the ratio of the proportion of births attended by skilled health personnel; measles immunisation coverage; the proportion of the population below minimum level of dietary consumption; net enrolment and completions rates in primary education, and literacy rates suggest that the incidence of poverty in South Sudan is actually greater than this. Infant mortality is the ninth worst in the world and South Sudan is in the bottom five countries for 11 of the 22 Millennium Development Goal (MDG) indicators for which there are data.

Despite a rich resource base, the people of South Sudan are poor. Oil revenue, which constitutes 98 % of total government revenue, does not flow to the average resident. Though large tracts of fertile land could be used for agricultural production, and forestry could provide hardwood timber, Gum Arabic and honey,

⁶ International Organisation for Migration (IOM)/South Sudan Relief and Rehabilitation Commission (SSRRC) cumulative estimates for 30th Oct 2010 to 05 April 2011. Published by UNOCHA. 07.04.2011

average incomes are still very low because production has remained stagnant, trade restricted and households unable to save and invest over the past half century.

The poverty incidence, though easy to understand, does not provide information on how close or how far away the poor are from being able to satisfy their basic needs. The poverty gap is 24%. This measure is an estimate of the average shortfall in consumption relative to the poverty line. The poverty gap in the population as a whole is 24% (see Table 5).

Table 5 summarises the two different poverty measures according to three criteria: by urban and rural areas, by greater region and by state. Table 5 looks at poverty incidence by household head characteristics; namely sex and education.

Table 5: South Sudan poverty estimates

	Incidence (%)	Poverty gap	Share of population (%)	Share of national poverty (%)
South Sudan	51	23.7	100	100
Urban	24	8.8	15.6	7.5
Rural	55	26.5	84.4	92.5
Greater Upper Nile	44	19.9	33.3	28.8
Greater Bahr el Ghazal	62	30.5	35.8	43.6
Greater Equatoria	45	19.9	30.9	27.7
Upper Nile State (UNS)	26	9.8	12.6	6.4
Jonglei State (JS)	48	22.2	14.3	13.7
Unity State	68	34.6	6.4	8.7
Warrap State (WS)	64	34.1	14.2	18
Northern Bahr el Ghazal (NBS)	76	36.8	9.7	14.5
Western Bahr el Ghazal State (WBS)	43	17.6	3.7	3.2
Lakes	49	22.6	8.1	7.9
Western Equatoria State (WES)	42	15.5	7.6	6.3
Central Equatoria State (CES)	44	22.5	13.1	11.3
Eastern Equatoria State (EES)	50	19.8	10.2	10.1

Source: SSCSE (2010) Poverty in Southern Sudan: Estimates from NBHS 2009.

Table 6: Poverty incidence by household head characteristics

Household head characteristics	Poverty incidence
Male	48%
Female	57%
No schooling	55%
Primary	45%
Secondary	25%
Post-secondary	11%

Source: SSCSE (2010) Poverty in Southern Sudan: Estimates from NBHS 2009.

A number of observations can be drawn from the results of the survey presented in the above tables:

First, poverty is significantly lower in urban areas. Only 24% of people living in an urban area are poor, whereas 55% of those living in rural areas fall below the poverty line. Given that a large proportion of the population of South Sudan (84%) live in rural areas, it is not surprising to find that the overwhelming majority of the poor (93%) live in rural areas.

Second, the Greater Bahr el Ghazal region is the poorest among the three regions. At 62%, consumption poverty is higher in Greater Bahr el Ghazal than in Greater Equatoria (45%) and Greater Upper Nile (44%). While the region as a whole accounts for roughly one third of the population of Southern Sudan, it comprises 44% of the total number of the poor.

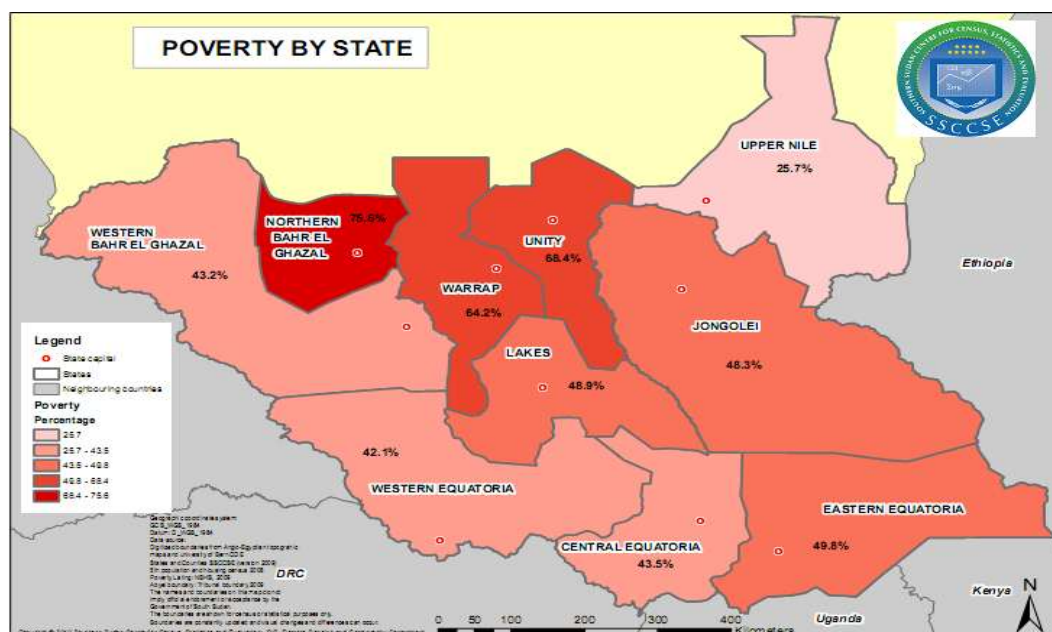
Third, poverty levels vary greatly according to state. The incidence of poverty varies from one person out of every four in UNS to over three quarters in NBS. Figure 1 below illustrates the poverty incidence by state.

Fourth, poverty is higher amongst female-headed households. Fifty-seven percent of the population living in female-headed households is poor compared with 48% in male-headed households. Fifty-one percent of all males fall under the poverty line compared to with 50% of females.⁷

Fifth, poverty levels decrease significantly with education. Only 11% of the population living in households where the head has a post-secondary education live in poverty, compared to 57% of those where the head has no education.

⁷ It is important to note that poverty here is estimated at the household level and one cannot make precise estimations of poverty at the individual level which would be affected by intra-household allocation of resources.

Figure 1: Poverty incidence by state



Source: SSCSE (2010) Poverty in Southern Sudan: *Estimates from NBHS 2009*.

2.3.2 Vulnerability

Vulnerability reflects both the exposure of households to adverse events/ shocks and the ability of household to anticipate or to cope with these shocks. Shocks can be common or particular to individuals. Common shocks include events, such as seasonal changes in food supply, or unpredictable events, like drought and war, and macroeconomic shocks such as inflation. Shocks that are particular to a household include bouts of sickness, death, personal accidents such as fire, and sudden loss of assets such as the death of livestock.

NBHS found that over 90% of the population reported suffering from some kind of shock in the last five years. Fifty-six percent of the population suffered from drought or floods. This affected the poorest most, with 65% of the poorest quintile stating they suffered from drought or floods in comparison to 44% in the richest quintile. Other shocks that households stated as major issues were crop disease, stolen livestock and illness of household members.

Table 7: Percentage of population affected by different shocks

Shock	%age of population affected
Some shock	92
Drought/floods	56
Crop disease or pests	42
Livestock died or stolen	47
Severe illness or accident of household member	35
Death of household member	34

- Households could experience more than one shock.

Source: NBHS (2009).

The clustering of a large proportion of the population around the poverty line is another aspect of vulnerability. Currently 8% of the population lies within a 20% increase of the poverty line, making them vulnerable to small changes in the consumption levels due to external shocks and likely to fall below the

poverty line. This highlights the importance of building strong social security networks for households experiencing external shocks to ensure they do not slide into poverty.

The inability to provide a minimum nutritional intake is a sign of food insecurity and another form of vulnerability. South Sudan has a high degree of food insecurity with 47% of the population being undernourished.⁸ Inadequate food consumption is one of the key signs of poverty.⁹ The level of food insecurity in South Sudan is significant given between one third and one half of the population was either severely or moderately food insecure over the past three years. The food security situation is relatively better in Western Equatoria State (WES), Central Equatoria (CES) and Unity, where less than a quarter of their population was insecure. On the other hand, food insecurity was highest in Eastern Equatoria State (EES), Warrap and NBS where close to half their population was food insecure.

Table 8: Level of food insecurity by states, 2010¹⁰

States	Projected population (2011)	Severely food insecure		Moderately food insecure		Food secure	
	Number	Number	%	Number	%	Number	%
EES	986,000	143,000	14.5	337,000	34	506,000	51
JS	1,478,000	219,000	14.8	351,000	24	908,000	61
Lakes	807,000	106,000	13.2	224,000	28	477,000	59
NBS	848,000	58,000	6.9	309,000	36	481,000	57
UNS	1,037,000	73,000	7.0	319,000	31	645,000	62
WS	1,071,000	154,000	14.4	367,000	34	550,000	51
WBS	368,000	24,000	6.5	72,000	20	272,000	74
WES	676,000	18,000	2.7	123,000	18	535,000	79
CES	1,224,000	51,000	4.2	211,000	17	962,000	79
Unity State	664,000	40,000	6.0	97,000	15	527,000	79
Total	9,157,745	886,000	9.7	2,410,000	26.3	5,863,000	64

Source: compiled from WFP, 2011 'Annual Needs and Livelihood Analysis'.

The Food and Agriculture Organisation (FAO)/World Food Programme (WFP)¹¹ estimated cereal production in South Sudan to have been 695,000 tonnes in 2010 (28.5% higher than in 2000), but this still falls short of domestic consumption needs by 291,000 tonnes. Domestic production would have to be 42 % above 2010 levels to meet the shortfall. FAO/WFP estimates that food assistance requirements will remain high with a monthly average of 816,000 beneficiaries of food aid. This is expected to rise during the lean season to 2.7 million food aid beneficiaries per month. This reflects that a significant proportion of the population (as high as 33% in the lean season) will continue to depend on food aid to ensure a minimum level of nutritional intake.

2.3.3 Social development

Poverty is a multi-dimensional phenomenon that affects populations through reduced access to healthcare, education and economic opportunities. There has been almost no development in the form of basic services over the past five decades since independence. This is clearly seen in the poor levels of various social indicators like literacy levels, infant mortality rates and access to water and sanitation. Two decades of conflict have resulted in many not having access to schools, hospitals or safe sources of drinking water. The terrain of South Sudan and the geographical constraints that reduce access to large regions further increases

⁸ SSCSE (2011) Food and Nutrition Security Assessment in Sudan.

⁹ Inadequate food consumption is one (No. 1.9) of the UN MDGs.

¹⁰ WFP et al (January 2011) Annual Needs and Livelihoods Analysis- Southern Sudan.

¹¹ FAO and WFP (2011), FAO/WFP Crop and Food Security Assessment Mission to Southern Sudan.

the difficulty of improving social indicators. Infrastructure investments planned under the SSDP seek to address directly the issue of accessibility.

2.3.3.1 Education status

South Sudan is a young nation with over 4 million children (below the age of 18) in 2008.¹² In 2010 it was estimated that there were over 2 million children of primary school-going age but only 900,000 were actually attending school.¹³ The second MDG is to universal primary education. As can be seen in the following indicators, South Sudan still has a long way to go to achieve this. Only 40% of the population between 15-24 is literate. The literacy rate for males in this age group is 55% compared with 28% for females. In Kenya, the figure for adult literacy (15 and above) is 87%¹⁴ compared with 27% in South Sudan. Among the primary school age children less than half are in schools. The net primary school enrolment rate in 2010 was 44%, the fourth lowest in the world. Moreover, there is significant variation between genders with the enrolment rate for males being 51% compared to 37% for females.¹⁵ This is far lower than the average for the region. Kenya has an enrolment rate of 86% and Uganda has an almost universal enrolment rate at 97%.¹⁶ Only 37% of the population above the age of six has ever attended school in South Sudan. Amongst these, 68% are attending school now, reflecting the near absence of formal education in earlier years.¹⁷

2.3.3.2 Health status

The infant mortality rate in South Sudan in 2006 was 102 per 1000 live births which is the ninth highest in the world.¹⁸ In the same year, the maternal mortality rate was 2054 per 100,000 live births, rated the highest in the world.¹⁹ The figure for Uganda is far lower at 430, while it is 530 in Kenya.²⁰ Nutritional intake remains a challenge with 33% of the children under the age of five moderately or severely underweight and 34% suffering from moderate or severe stunting.²¹

12 5th Sudan Population and Housing Census (2008).

13 Education Management Information System (EMIS) (2010).

14 World Bank (2010), World Development Indicators.

15 EMIS (2009), Ministry of Education (MoE).

16 World Bank (2010), World Development Indicators.

17 NBHS (2009).

18 Sudan Household Health Survey (SHHS) (2006).

19 Ibid.

20 World Bank (2010): World Development Indicators.

21 Ibid.

Table 9: Selected social indicators

Region	Ever attended school*	Literacy rate (15+)*	Maternal mortality rate per 100,000 ²	Children 12-23 months fully immunised, % ²	Access to improved drinking water, % ¹	Phone+	Bicycle ⁺
Southern Sudan	37%	27%	2054	17	55	15	25
Upper Nile	50%	45%	2094	29	35	30	13
Jonglei	27%	16%	1861	12	67	5	7
Unity	32%	26%	1732	24	54	27	9
Warrap	22%	16%	2173	12	52	9	21
N. Bahr El Ghazal	28%	21%	2182	6	66	7	32
W. Bahr El Ghazal	40%	34%	2216	6	45	25	44
Lakes	26%	18%	2243	7	71	13	40
Western Equatoria	58%	33%	2327	8	40	11	56
Central Equatoria	58%	44%	1867	44	51	28	36
Eastern Equatoria	27%	19%	1844	14	63	8	12

* As a percentage of population six years and over.

+ Percentage of households that own a phone/bicycle.

Sources: 1 NBHS (2009) 2 SHHS (2006).

Large sections of the population do not have access to a modern health service with only 44% of settlements lying within a 5km radius of a primary healthcare unit. User rates are estimated to be as low as 0.2 outpatient contacts per person per year.²²

While preventable diseases are major sources of morbidity and mortality, only 17% of children aged 12-23 months were fully immunised in 2006.²³ Lack of access to safe drinking water and sanitation facilities is another cause of disease. Currently only 55% of the population has access to improved sources of drinking water according to World Health Organisation (WHO) definitions. Sanitation remains a challenge with 80% of the population not having access to any toilet facilities.

HIV/AIDS has not yet reached epidemic proportions in South Sudan with incidence currently at 3%²⁴, which is lower than in neighbouring countries. However, knowledge of the disease and contraceptive use remain low, which makes it a potential danger in the coming years. Forty-five percent of women have heard of AIDS and only 4% use any form of contraception, the second lowest rate in the world.²⁵

These all are important indicators to track, especially given the MDGs commitment to reducing child mortality, improving maternal health, combating HIV/AIDS and ensuring environmental sustainability (Goals 4, 5, 6 and 7).

Reduction in consumption poverty must go hand in hand with provision of basic public services. GoSS recognises that without concerted efforts targeted at improving access to social services, any gains made on the economic front will only have a partial impact. Additionally it should be noted that economic gains and reductions in poverty would not necessarily lead to automatic gains in social indicators.

2.3.4 Correlations between poverty and other social indicators

²² Health Management Information System (HMIS) 2010, Ministry of Health.

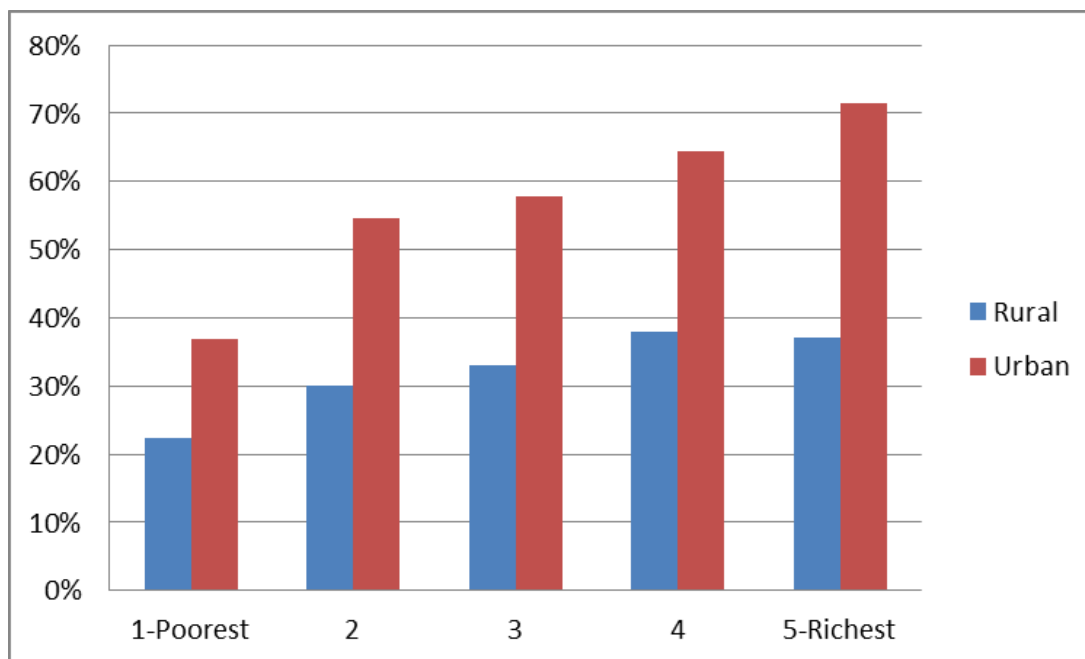
²³ Who have received BCG, DPT 1-3, OPV1-3 and measles immunisations.

²⁴ Southern Sudan HIV/AIDS Commission/MoH (2009) Southern Sudan ANC Sentinel Surveillance Report.

²⁵ Sudan Household Health Survey (2006)

Poverty has several dimensions and many of them are interrelated. Households suffering greater consumption poverty also experience, for example, worse access and usage for education, health and sanitation facilities. This is illustrated in figures 2 and 3 below. Figure 2 shows the difference in access to education for the population by both consumption level and place of residence (urban/rural). It highlights very clearly that while these indicators vary greatly by consumption quintile, at all consumption levels rural residents have lower levels of literacy and have been to school less. This shows how important the place of residence is in the analysis of deprivation in South Sudan.

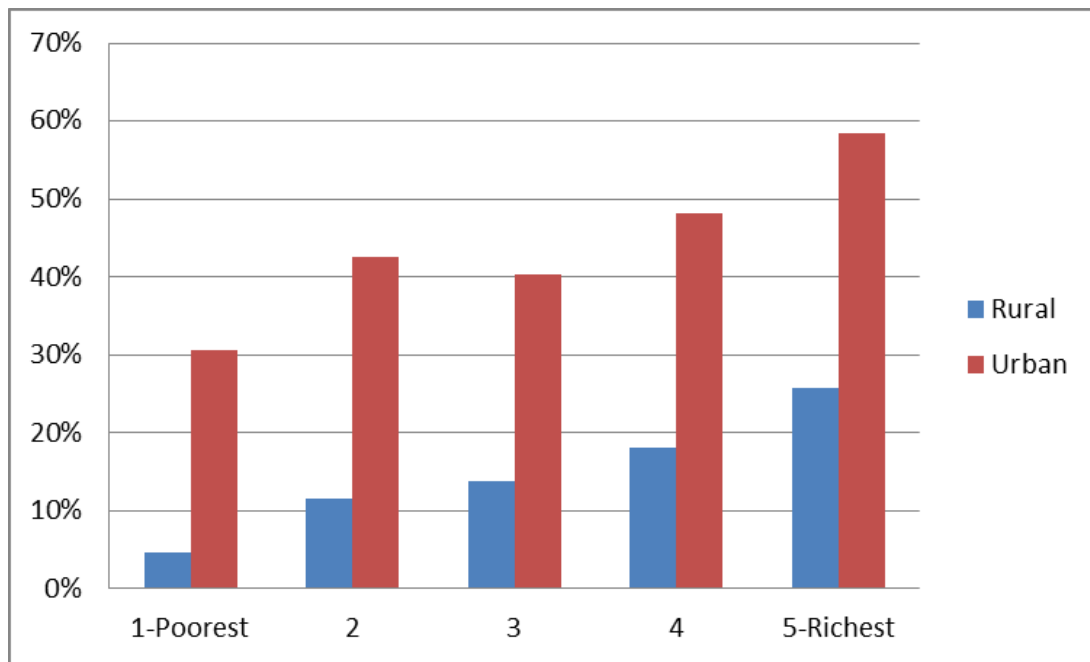
Figure 2: Access to education by consumption quintile and urban/rural



Source: NBHS (2009).

As seen in section 2.2.1, poverty is strongly correlated to whether a household is located in an urban or rural area. Comparing households with similar levels of consumption, those in urban areas have on average better development indicators than households in rural areas. This is also observed in Figure 3 where access to sanitation is much higher in urban areas, even amongst the poorest quintile, when compared with the same quintile in rural areas. This evidence supports the case for greater public investment in services in rural areas.

Figure 3: Access to toilet by consumption quintile and urban/rural

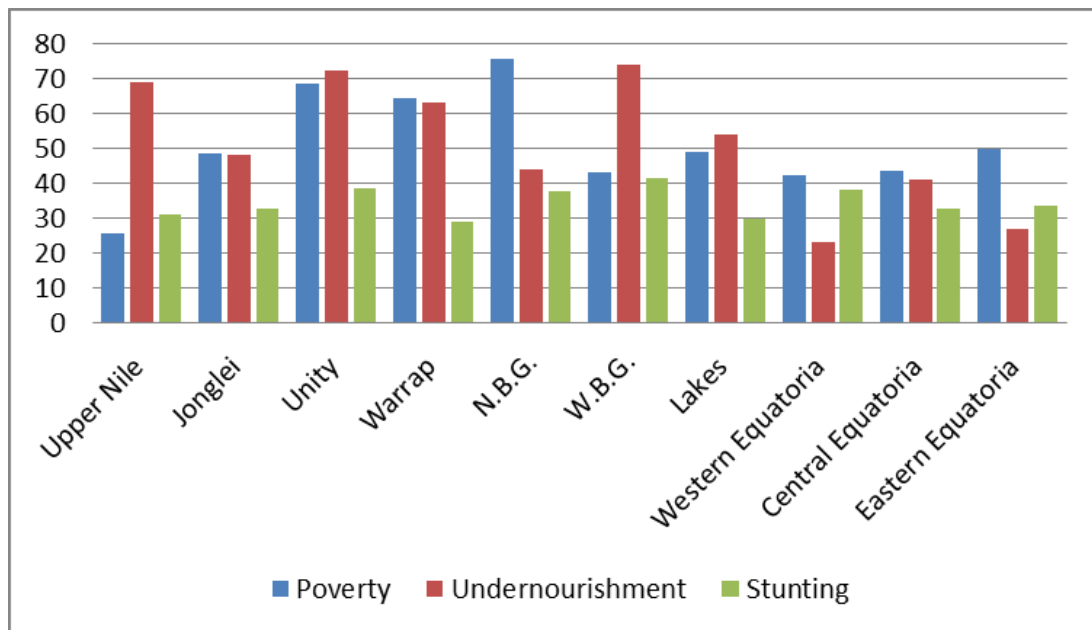


Source: NBHS (2009)

In the analysis of consumption poverty and access to services, there seems to be a two-way causality. On the one hand, poor households are more likely to be deterred by school and medical fees, transport cost and by the opportunity cost of not putting a child to work and so are less likely to send a child to school or seek treatment when someone is ill. On the other hand, a poorly educated or not fully fit person (perhaps with stunted growth) is less well equipped to prosper in the labour market, less likely to use modern farming techniques, etc. and so is likely to earn and consume less. So, consumption poverty can drive poverty in other dimensions of welfare, and poverty in other dimensions of welfare can drive consumption poverty.

The correlates of poverty do not always move in the same direction and exceptions to this relationship do exist. The graph below shows how consumption poverty, undernourishment and stunting vary by state. It quickly becomes apparent that while consumption poverty and the other indicators are correlated, different indicators can give a different regional picture. It is thus important that poverty figures are complemented by other indicators to give a broader picture of deprivation. The indicators below are chosen because they describe important aspects of human deprivation: 'undernourishment' describes actual inadequate food intake, and 'stunting' describes physical manifestation of long-term malnutrition.

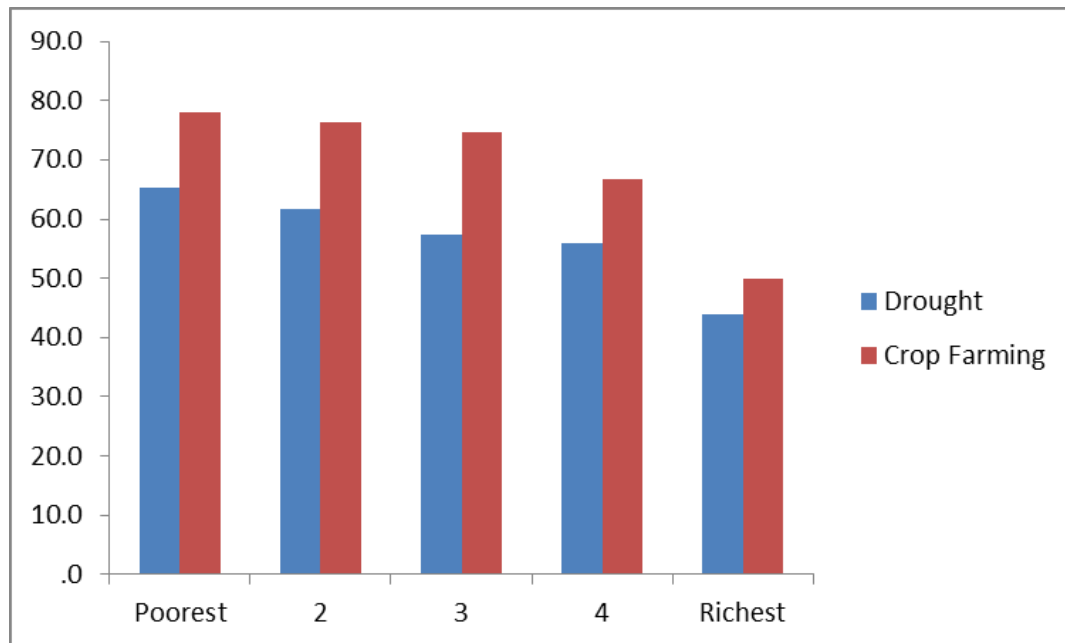
Figure 4: Deprivation in South Sudan



Source: NBHS (2009) and SHHS (2006).

There is a clear pattern with regards to the main source of livelihood and poverty, with population in the poorest consumption quintile depending on crop farming to a much greater degree than in the richest quintile. By implication it is also true that the poor are most susceptible to drought, with 65% of the population in poorest quintile experiencing a drought in the last year.²⁶

Figure 5: Crop farming and drought by consumption quintile



Source: NBHS (2009).

²⁶ NBHS (2009).

2.3.5 Recommendations for SSDP

It is clear that there remain great poverty reduction challenges for South Sudan. Along with a high level of consumption poverty there remain huge gaps in socio-economic development. Government can take action to improve matters in a number of arenas but, given scarcity of available resources, prioritisation is essential. Based on the analysis presented above, six key areas of policy focus have been identified:

- Poverty and other social indicators in rural areas lag behind urban areas, suggesting greater need for targeting interventions there;
- Difficult terrain and poor infrastructure means that access to markets is poor and supply of basic services is difficult in rural areas. Increased investment in infrastructure would help bridge some of the gap;
- 80% of poor households are dependent on agriculture as their main source of livelihood. This suggests that to tackle poverty, agricultural sector growth needs to be a priority;
- Additionally, support to diversification of sources of income generation would go a long way in reducing vulnerability;
- 47% of the population is undernourished. Addressing this will require increased agricultural production, better infrastructure and access to markets. Given that certain households are chronically food insecure over time, safety net mechanisms may be cheaper and more effective than ad hoc emergency humanitarian responses;
- Educational and health indicators remain amongst the poorest in the world. It is imperative that increased public spending be made for the delivery of basic services;
- Substantial variation exists in the different dimensions of deprivation across the states of South Sudan. This should be taken into account when designing interventions or allocating resources between states; and
- To ensure that improvements are made, public spending should be targeted so that the poorest sections of society and the poorest regions get the greatest emphasis. Poverty audits of public expenditure, constant monitoring of socio-economic indicators and evaluating delivery of basic services are important to measure progress in meeting the needs of returnees and the general population.

2.3.6 The way forward: addressing poverty through development

It is clear that there remain great poverty reduction challenges for South Sudan. Along with a high level of consumption poverty there remain huge gaps in socio-economic development. Government can take action to improve matters in a number of arenas but, given scarcity of available resources, prioritisation is essential. Based on the analysis presented above six key areas of policy focus have been identified:

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chronically food insecure over time, safety net mechanisms may be cheaper and more effective than ad hoc emergency humanitarian responses;

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- Substantial variation exists in the different dimensions of deprivation across the states of South Sudan. This should be taken into account when designing interventions or allocating resources between states; and
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2.4 Macroeconomic overview

As South Sudan gains its independence, GoSS is committed to working to maintain macro-economic stability and achieving sustainable, broad-based economic growth.

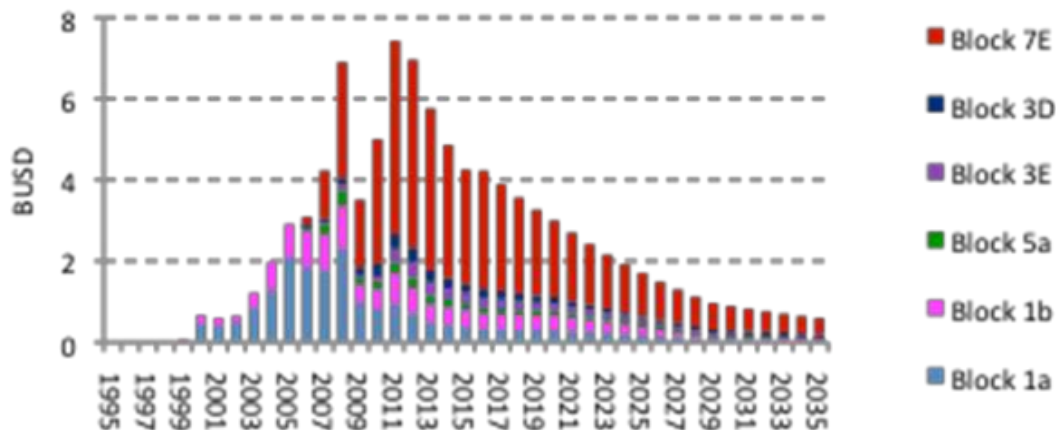
Following independence GoSS has assumed responsibility for managing the macro economy of South Sudan, a role that has historically been performed from Khartoum. Along with greater fiscal autonomy, this will create many additional macro-economic challenges that must be tackled during the SSDP period. This section provides an overview of South Sudan's economy, and the macro-economic challenges and high-level macroeconomic objectives that exist as well as a description of the policies to be implemented in the SSDP period.

2.4.1 South Sudan's economy

Establishing a clear picture of the performance of South Sudan's economy is hampered by a lack of available economic data, which makes trend analysis particularly difficult. The shortage of macro-economic data is partly due to the fact that South Sudan has not been an independent country and partly because of there not having been as high a demand for statistics at the aggregate level as is now required.

The economy is characterised by high dependence on a depleting oil resource, currently limited domestic production and a high reliance on imports. Although the oil revenues are significant, production from existing fields has peaked and the revenues will gradually decline in the years ahead unless new discoveries take place (see Figure 6). Volatility in the prices and production of oil makes macro-economic and budgetary planning difficult.

Figure 6: Declining oil revenue in South Sudan



The non-oil economy is based predominantly on subsistence farming and livestock-rearing. Yet South Sudan is still dependent on food imports and, despite a considerable number of families owning livestock, the productive use of these assets is limited and limited transport infrastructure makes it difficult to transport products to markets.

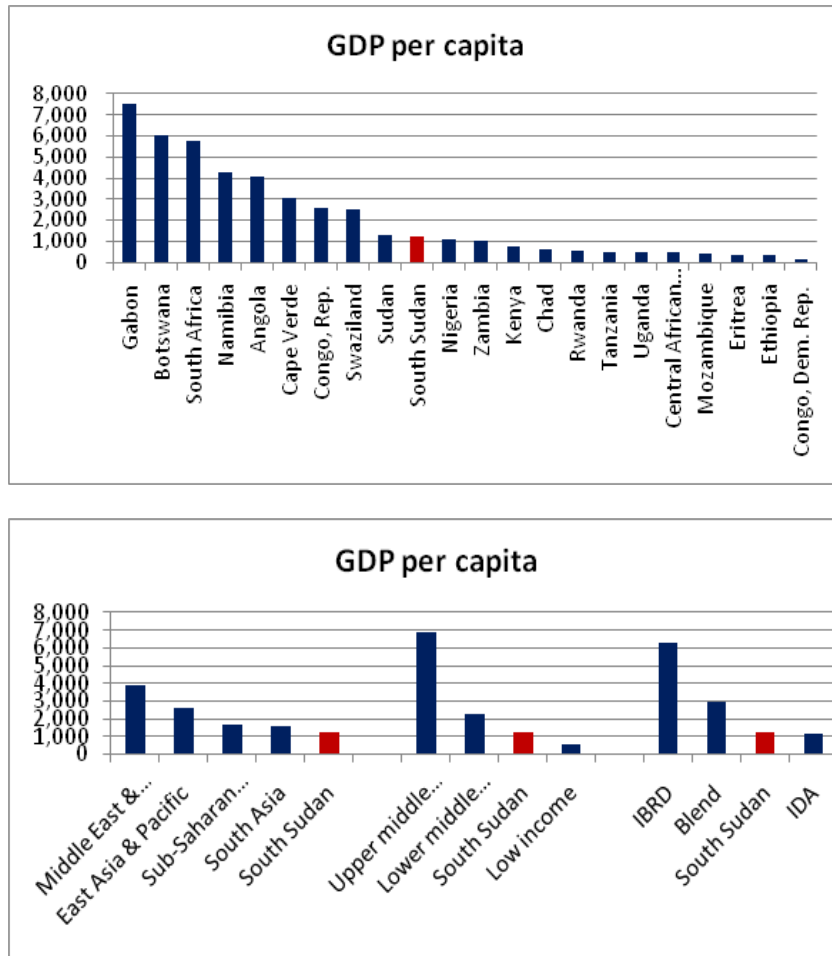
2.4.1.1 GDP and GNI per capita

Gross domestic product (GDP) is the market value of all final goods and services produced in a country over one year. According to provisional SSCSE estimates, nominal GDP of South Sudan in 2009 was 24.95 billion Sudanese pounds (SDGs), or SDG2,967 per capita. With an average exchange rate in 2009 of 2.31 pounds per US dollar, this is \$1,285 per capita. GDP is dominated by the oil sector; in 2009, oil exports were 66% of the value of GDP. GDP per capita of South Sudan is shown against comparator countries in Figure 7.

GDP per capita is often used as an indicator of economic development. However, in South Sudan a large percentage of the value of oil exports is not income received by residents of South Sudan. Under the wealth-sharing agreement given in CPA, GoSS and the state governments of Unity and Upper Nile combined receive 51% of the government share of oil and the Government of National Unity (GoNU) in Khartoum receives the rest. Foreign-owned firms receive another significant fraction of oil as profit. Gross National Income (GNI) is equal to GDP plus income from South Sudanese citizens earned abroad minus income of foreigners earned in South Sudan. Since it excludes government revenue received by GoNU and profit received by foreign-owned firms, it is likely to be a more accurate indicator of economic development for South Sudan. The GNI for South Sudan is \$888 per capita, making South Sudan a low-income country.²⁷

²⁷ Low-income economies are those with an income of \$995 or less in 2009, as classified by the World Bank.

Figure 7: GDP per capita in South Sudan and comparators



Note: Figures are for 2009 and measured in current US\$. The estimate of South Sudan GDP is from SSCSE. Left panel compares South Sudan with selected countries in Sub-Saharan Africa. Right panel compares South Sudan with the average within selected groups of countries, as classified by the World Bank.

Source: Oxford Economics and SSCSE

2.4.1.2 Inflation

Inflation refers to an increase in the general level of prices. The Consumer Price Index (CPI) tracks the prices of a specific basket of goods in order to estimate overall price inflation across the economy. This is the only available measure of inflation in South Sudan and is currently only available for Juba, although data are now being collected in a number of state capitals to provide a nationally representative measure of CPI.

CPI inflation in Juba is driven primarily by changes in the price of food, which makes up two thirds of the consumption basket used to measure inflation. Food prices, which are dependent on the weather and other factors, are less stable than non-food items, such that when overall inflation is driven by food price changes, it is likely to be relatively volatile. Figure 8 shows the annual CPI inflation for all items and for food and non-alcoholic beverages. Annual inflation fell steadily throughout 2009 and 2010 following the high inflation of 2008, which reached 26% in April of that year (the first year for which annual inflation data is available).

These high levels were driven by a sharp rise in global food and petrol prices in the first half of that year. Inflation then rose at the end of 2010 and beginning of 2011, with all items annual inflation reaching 39.4% in May 2011 as global food and fuel prices again rose markedly.

2.4.1.3 Exchange rates

On the 18th of July, 2011 South Sudan assumed responsibility for its own currency regime by introducing the South Sudan Pound (SSP). The exchange rate regime for the SSP is a managed float, similar to the exchange rate regime used by Khartoum prior to independence. Prior to independence the official exchange rate against the US dollar had remained broadly stable since the Sudanese pound's introduction, currently at SDG2.7 to the dollar.²⁸ However a significant number of foreign exchange transactions take place in a legal parallel market.

The divergence between the official and the parallel market exchange rate in South Sudan has increased in recent months, and it is currently estimated that the market value of the Sudanese pound in Juba is around 20% lower than the official rate. International experience has demonstrated that a large divergence between the official and the market exchange rates can lead to a weakening in confidence in the official value, increasing market speculation against the currency and the underlying monetary regime exhausting foreign exchange reserves used to stabilise import financing, and leading to 'dollarisation' of the economy.

2.4.2 Government revenue

2.4.2.1 Resource revenue (oil revenue)

As noted, our revenue is highly reliant on a single source of revenue. The 2011 budget derives 98% of the government revenue from oil. This makes South Sudan the most dependent economy in the world on a single and volatile commodity (see Figure 8b). This high reliance has created a situation of volatile revenues and, due to the lack of buffer savings through the CPA period, unstable government expenditure patterns. No effective strategy has so far been developed for when oil prices are higher than expected so that volatility in world oil prices is very closely linked to national expenditure patterns. Volatile public spending is extremely damaging for the economy as it increases the risk that spending commitments, such as teachers' salaries or contract payments, are not paid, not to mention the destabilising effect it can have on other price levels. Figure 8c clearly demonstrates this relationship between monthly oil revenue and expenditure.

One reason for the inability to separate monthly spending from revenue has been the failure of the Oil Revenue Stabilisation Account (ORSA) to operate as a functioning stabilisation account.²⁹ As Figure 8d demonstrates, ORSA deposits could have reached \$6.2 billion by 2010; however, withdrawals had reached \$6.2 billion by the end of 2010.

This pattern is largely due to the structure of ORSA. With both the North and South of Sudan able to initiate a drawdown, the fund did not create an appropriate commitment mechanism to allow balances to accrue. Furthermore by allowing the North to set the benchmark price for oil deposits into the account, which has been typically set at a low level, the South's ability to control its overall resource envelope and commit to the fund was significantly undermined, as ORSA drawdowns were deemed politically necessary to fund budgetary resources. To illustrate, ORSA withdrawals made up around one third of the budget in 2009 and 2010.

Current oil revenue forecasts show that oil production from existing fields has peaked and that oil revenues will decline by approximately 50% over the next five years. If oil revenues are spent as they are received going forward, a severe cut in public expenditures is unavoidable when oil production declines and

²⁸ Bank of Southern Sudan website: www.bankofsouthernsudan.org.

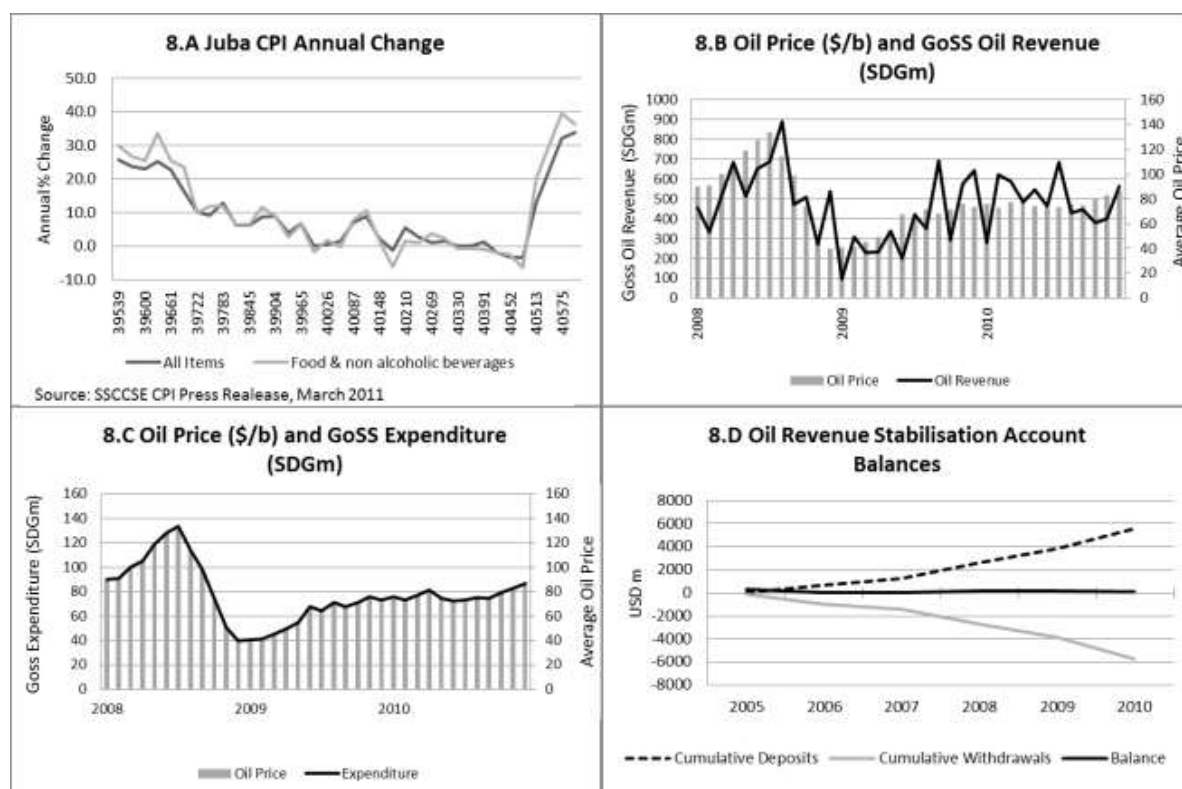
²⁹ A commodity stabilisation account can stabilise either prices to the producer or total revenue. When world commodity market prices fluctuate, revenues above a predetermined reference price are set aside in an income-earning fund. When revenues fall below a predetermined price, this fund disburses so the revenue stream remains relatively constant.

ultimately ceases, unless other revenue sources compensate for the shortfall in oil revenues. However, it is not likely that other revenues of that magnitude will arise in the short and medium term.

2.4.2.2 Non-oil revenue

Since 2008, non-oil revenue had accounted for 2-3% of total GoSS revenue. Personal income tax fell from about SDG85 million in 2008 and 2009 to an estimated SDG40 million in 2010. The sum of customs, VAT and other national revenue, all related to the national government, has fluctuated around SDG20 million SDG. Other GoSS revenue has been on a positive trend, rising from SDG15 million in 2008 to a projected SDG54 million in 2011. With independence, a current lack of clarity as to attribution of corporate and personal income tax will be resolved, and revenue collection may increase from the existing, though small, base. To benefit from this opportunity, there must be improved implementation and coordination of tax administration at GoSS and state levels.

Figure 8: Macroeconomic figures



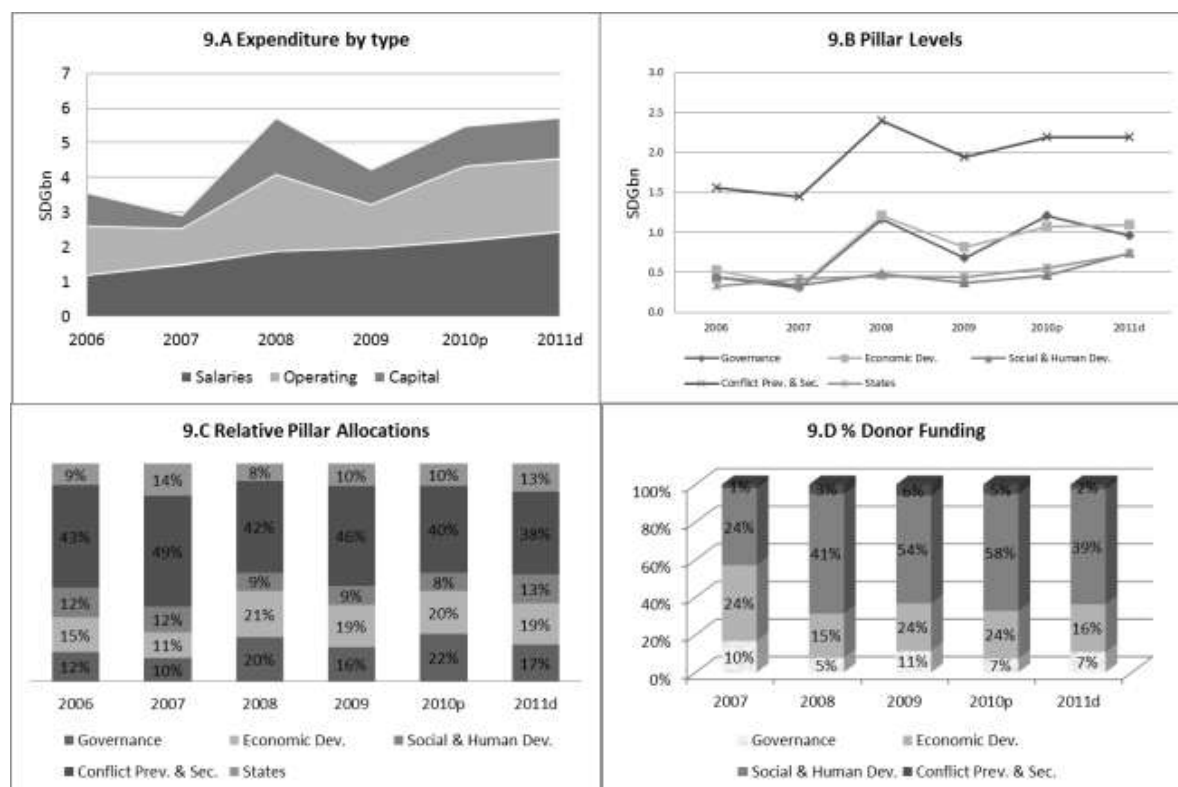
2.4.3 Government spending

The overall level of government spending for 2011 is budgeted to be SDG5.7 billion. Due to independence and referendum-related expenditures it is expected that through the mid-year budget review the 2011 approved budget will be revised upwards toward SDG10 billion for the coming fiscal year. Since 2006, the lowest level was SDG3 billion in 2007, and the highest was SDG5.7 billion in 2008. The composition of spending has fluctuated over time, as since the salary bill is relatively stable, operating and capital costs have had to be adjusted to achieve zero budget surpluses (Figure 9a). This means that when revenues fall below expected levels it is capital spending that bears the brunt of the cutbacks, leading to halting investment projects before completion. The 2011 budget allocations are 42.5% to salaries, 36.9% to operating costs and only 20.6% to capital.

Fluctuation affects all pillars (Figure 9b), but in particular those of economic development and governance, where salaries constitute a relatively low share (around 20% in 2010p and 2011d). The salary share in the social and human development pillar is 63% and 53% in 2010p and 2011d, while the corresponding figures for conflict prevention and security are 68% and 74%.

In the years 2006-2010, 40% or more of central government expenditure was allocated to conflict prevention and security (Figure 9c). The draft budget for 2011 suggests a lower share of 38%. Economic development and governance have both fluctuated around a share of 20% of the budget over 2008-2011, with higher volatility in the latter. The pillar with the lowest budget allocation is social and human development, with less than 10% of expenditures over 2008-2010, in spite of the importance given to health and education at the policy level (Figure 9d).

Figure 9: Expenditure



Note: 2010p is based on out-turn until September 2010 and predicted by assuming average pattern January-September 2010 continued in October-December 2010. 2011d is the 2011 draft budget. Data on donor funding are collected by the Ministry of Finance and Economic Planning (MoFEP), and based on donor commitments.

2.4.4 Macroeconomic management challenges

To develop a policy framework for the effective management of South Sudan's economy over the SSDP period, it is vital that the key challenges are understood. This section will consider the most important macro-economic challenges facing the country today and potentially in the future.

2.4.4.1 Oil dependence

Figure 10 shows the historic production of oil (barrels per day) from existing fields. This is then projected forward to 2035 to show the possible dramatic decline in oil production (and hence revenue) that is likely to

occur in the absence of new discoveries or investment to improve recovery rates³⁰ from existing wells. The production of oil in South Sudan³¹ peaked in 2009 at 365,000 barrels per day. While production in 2011 is estimated at 357,000 barrels per day, this is expected to fall to 197,000 barrels per day five years on (Figure 10). The expected production level in 2025 is only 55,000 barrels per day. Even if additional oil fields are discovered or new technologies allow greater recovery from existing fields, GoSS cannot be certain about future revenues and there is no guarantee that world prices will not fall low enough to make extraction financially unfeasible.

South Sudan's total oil wealth is estimated at \$38 billion and includes estimated future revenues from existing oil fields. Expected total oil revenues from blocks located in South Sudan in 2011 will be \$7.4 billion, which will fall to \$4.2 billion five years later and eventually disappear.³² A sustainable fiscal policy requires de-coupling the revenues from public expenditures. As already discussed, volatile revenue streams cause unpredictable public spending, negatively affecting service delivery and investment.

The global financial crisis of 2008-09 clearly demonstrated the vulnerability of an oil-dependent and undiversified economy. A rapid and dramatic slump in global oil prices led to a sharp contraction in public revenues [See Figure 10 below]. Spending commitments that had been made based on assumptions of high oil prices could no longer be met and the government struggled to pay salaries and state transfers, let alone maintain critical investment levels in education, health and infrastructure. Applying the lessons learned from this experience, three key goals for macroeconomic policy are: (i) breaking the link between monthly government revenues and expenditure; (ii) setting aside oil revenue to smooth spending and ensure long-run fiscal sustainability; and (iii) diversifying the economy to diminish the dominance of oil.

Given the rate at which oil revenues are likely to decline, it will be extremely difficult to build up non-oil revenues quickly enough to off-set this reduction. To illustrate, even if non-oil revenues were to grow at a rate of 15% per year, total revenues would still be likely to see a significant drop-off over the next twenty years, as demonstrated in Figure 10.

To achieve macroeconomic stability and long-run fiscal sustainability, it is important that a considerable proportion of our oil revenue should be put aside in savings. This will allow us to build up a financial buffer to cushion the economy against volatility in oil revenues; as well as providing savings for the future to avoid a significant drop-off in public spending in future years. Calculations made by MoFEP suggest that sustaining South Sudan's oil wealth in real terms requires a level of spending of oil revenues not exceeding approximately \$1.2 billion³³.

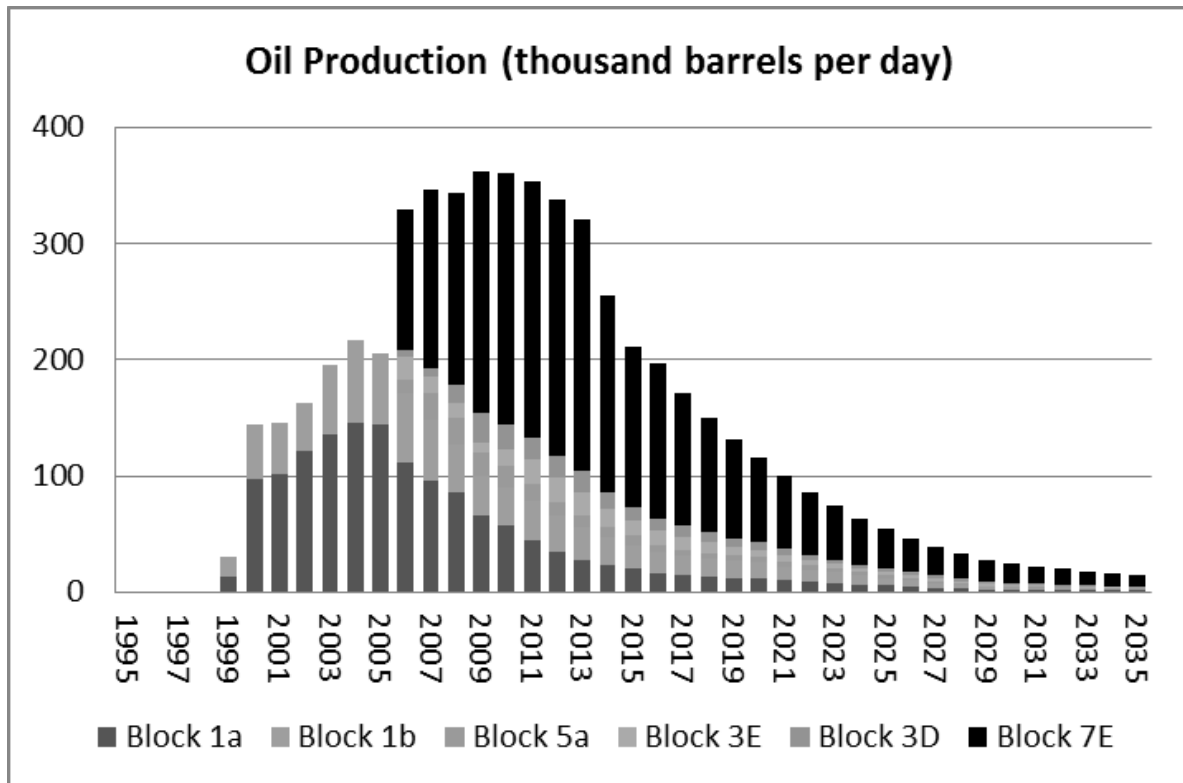
30 The percentage of oil in place that is actually extracted: this is estimated at just 23% in Sudan, low by international standards. European Coalition on Oil in Sudan, *Sudan's Oil Industry on the Eve of the Referendum*, 2010.

31 Includes blocks 1a, 1b, 5a and 3d, 3e and 7e.

32 Gross of any tariffs and transportation fees paid to the North.

33 The oil wealth and permanent income calculations are further presented in the Annex 8.

Figure 10: Annual oil production (barrels per day)



As well as generating an unduly narrow platform for growth, relying too heavily on oil revenues can also cause an economy to suffer from 'Dutch Disease'. This refers to a situation of large inflows of foreign exchange revenue putting upward pressure on the real value of the domestic currency. This makes imported goods cheaper as one SDG can buy more foreign currency, causing domestic producers of 'tradeable' goods (e.g. bottled beer, vegetables or Gum Arabic) to become less competitive relative to imports or other countries' exporters. As a result, imports increase and domestic labour and capital shifts away from producing tradeable goods toward producing 'non-tradeable' goods (goods and services that cannot be exported, e.g. restaurant meals or taxi rides).

While the value of the currency remains high due to the large inflows of foreign exchange generated by oil exports, the competitiveness of potential new businesses to compete with imports or produce goods for export will be seriously constrained. International experience shows that tradeable goods sectors have relatively high potential for productivity improvements, and specialising in these sectors can set the economy on to a high growth path.

2.4.4.2 Absorptive capacity constraints

If government spending is to be used effectively to address the priority needs of South Sudan, it is important to consider the 'absorptive capacity' of the economy. Absorptive capacity refers to the degree to which an economy is able to use resources effectively to deliver the intended outcomes without driving up other costs in the economy or diverting resources from elsewhere.

For example, if the Government spends large amounts of money on construction projects but there are not enough construction workers and equipment to deliver services, the result will be increasing unit costs. Such factors that limit the ability of an economy to make good use of additional funds, whether from government spending, donor funding or foreign direct investment, mean that additional spending will generate few benefits and risk increasing inflation.

Other constraints include limited human capital, institutional and organisational structures and domestic production capacity. Limited absorptive capacity further supports the need to defer some spending while bottlenecks exist in order to increase value for money of public expenditure.

2.4.4.3 Limited experience of macroeconomic management

The principle of making unity attractive, enshrined in CPA, ensured that Khartoum retained responsibility for macroeconomic management. Moreover, control over currency creation, oil sales and transfers to the South ensured Khartoum's remit to analyse and manage the macroeconomic environment. Since 2005, GoSS has focused on immediate issues such as establishing a government, developing a national budget and managing its substantial oil resources, leaving macroeconomic management to GoNU. DPs also complied with this situation, working to strengthen the Bank of Southern Sudan (BoSS)'s supervisory capacity while still a branch of CBS.

Nevertheless, at independence, the Government will take on a large number of new responsibilities in which it has only limited experience. It will be important to ensure a coherent, medium-term technical assistance strategy to provide advice and training to the agencies responsible for macroeconomic management.

2.4.4.4 Underdeveloped financial sector

Financial services are an essential instrument of economic transactions and serve to 'intermediate' (channel resources) between savings of households and firms for productive lending for investment that contributes to economic growth. While data for South Sudan are unavailable and would likely show lower than the national average,³⁴ national data suggest confidence of the people of Sudan in holding assets in monetary form is low, and them preferring instead to spend rapidly and save in the form of foreign currencies (including deposits and investments for the wealthy), gold, livestock and buildings. The ratio of M₂, as a measure of money supply (SDG cash plus demand and savings deposits) to GDP in Sudan is low – 18% compared with attainable objectives of 21% in Uganda, 31% in Ethiopia and 40% in Kenya. Intermediation is similarly weak, with only 10% of credit as a percentage of GDP directed to the private sector, compared with 14-30% for its neighbours.³⁵ The private sector will not grow without access to finance.

The recent global financial crisis has clearly demonstrated the need for effective regulation of the financial sector. A poorly managed system can severely disrupt economic activity by limiting access to financing and potentially requiring government intervention if banks have cash flow problems and to guarantee customer deposits. A critical role of the new Bank of South Sudan upon independence will be to regulate the commercial banks and financial institutions.

Islamic banks withdrew from Southern Sudan following CPA and commercial banks are only just beginning to establish branches throughout the country. With few commercial banks, competition remains low, margins remain high and services are limited to Juba and the state capitals. Rotating Credit and Savings Associations (ROSCAs) are widespread and provide working capital to small firms, but have not yet been studied. Rural financial services are essentially informal in nature, and inadequate for supporting a step-change out of low agricultural yields and seasonal food deprivation. Meanwhile, microfinance, primarily credit, has a very low market penetration. As well as acting as a significant constraint on economic growth, an underdeveloped financial sector also limits the capacity for monetary policy to influence the economy.

The introduction by GoSS of an electronic payroll system has been complemented by the strategies of commercial banks which, during 2010, led to bank branch offices being established in every state. While these are currently primarily for transactions rather than financial intermediation, they provide a basis for rapid expansion of the banking sector. Most public employees withdraw their entire salaries in cash on their payday rather than rely on deposit services that would provide the basis for financial intermediation and

34 However, the national ratio may under-estimate M₂ for Southern Sudan due to the strong 'dollarisation' of the Southern economy.

35 World Bank (2010), World Development Indicators.

private sector growth. The expansion of financial services is currently hampered by delays in the passage of key laws affecting the financial sector: a central bank law, a financial institutions law and a law on publicly-owned enterprises.

In response to these challenges, a Central Bank Act has been drafted clearly establishing the role and function of BoSS post-independence. This will be passed into law before July 2011, putting in place the legislative framework for a sound regulatory system.

2.4.4.5 Limited diversity of the domestic economy

The economy of South Sudan consists predominantly of small-scale agriculture, livestock-raising and oil extraction; though in monetary terms the oil sector is much larger. There is little domestic production for markets, even for agriculture products, never mind production for export markets outside of oil. Limited trade data indicate that about 60% of imports from Uganda and Kenya are agriculture products.³⁶ In Juba and a few other economic centres, there are booming construction and service sectors, although this is underpinned by government spending and thereby wholly dependent on oil revenue. However, many of the goods sold and inputs used, including labour, are imported.

There are several reasons for the lack of domestic production. Decades of civil war and associated uncertainties are likely to have been discouraging for entrepreneurship, although active investments from entrepreneurs of neighbouring countries suggests this is not a limiting constraint. The allocation of labour to military service and other war-related activities might have meant that skills of doing business and participating in a market economy remained underdeveloped. Of immediate concern are weak infrastructure, high transport costs and limited skilled domestic labour, which make production expensive and domestic producers uncompetitive. Shifting the focus away from security and towards participation in a market economy will take some time but will eventually happen if there is an expansion of economic opportunities and a conducive macroeconomic and business environment.

2.4.4.6 Limited macroeconomic data

The limited availability of data has serious consequences for macroeconomic management. Reliable data are essential to allow us to monitor performance of key indicators, benchmark the economy against comparator countries, evaluate the impacts of macroeconomic policies and external shocks, and develop evidence-based policy that meets the needs of the people of South Sudan.

The importance of robust and credible data for achieving the key objectives set out in this document should not be underestimated. SSDP aims to identify the key priorities for the people of South Sudan in the first three years of independence and to develop a strategy for ensuring that these priorities are delivered. Only when accurate and credible data are available can we objectively measure progress against targets and determine when our goals have been reached or where greater effort might be required (as discussed in the chapter on Monitoring and Evaluation.) Similarly, our commitment to maintaining macroeconomic stability will only be credible if we simultaneously commit to the regular production of a comprehensive set of economic statistics with which to monitor our economic situation.

2.4.5 The way forward: macroeconomic objectives and policy for South Sudan

The previous discussion set out the macroeconomic challenges faced in the economic management of South Sudan. This section outlines how GoSS intends to respond to these challenges in the coming years in order to achieve our strong commitment to macroeconomic stability. GoSS acknowledges that there is a need to prioritise efforts as, in the short run, we do not have the capacity to formulate and implement every policy that would be desirable in the medium and long term. However, it is felt that the institutions and policies outlined in this section should be sufficient to establish a well-functioning and stable macro economy in South Sudan post-independence.

36 Comtrade data from World Integrated Trade Solution (WITS), exports from Uganda and Kenya to Sudan (as a whole) in 2008.

2.4.5.1 High-level macroeconomic objectives

A stable macroeconomic environment is vital for achieving rapid, broad-based and sustainable economic growth. Without macroeconomic stability, South Sudan will struggle to attract investment, increase employment, reduce poverty and diversify the economy. Therefore, three overarching macroeconomic management objectives will drive the development of macroeconomic policy for South Sudan.

First, GoSS will work to deliver **macroeconomic stability** for South Sudan. A stable economy is one with low levels of inflation; a stable exchange rate; a prudent, long-term fiscal policy featuring predictable government taxes and spending; low and stable interest rates and debt sustainability; a sound financial system; sustainable balance of payments, and sufficient foreign exchange reserves to cover imports. Given the important role of the government in the economy, macroeconomic stability and fiscal stability will be two sides of the same coin in South Sudan, and an isolation of stable expenditures from volatile government revenues is necessary to achieve both.

Ensuring macroeconomic stability is a critical objective for the short and medium term. However to set our economy off on the right path, GoSS will always have to keep an eye on the future. The second overarching objective is thus to achieve **long-term fiscal sustainability**. This will involve setting a level of public expenditure that is consistent with our long-term revenue estimates.

Thirdly, a sound and effective macroeconomic policy for South Sudan will be one **that facilitates broad-based and sustainable private sector growth and economic diversification**. Macroeconomic management is not only about maintaining stable prices as an end in itself but also has significant impacts on confidence and the socio-economic environment through its linkages to living costs, unemployment, poverty and risk of social unrest. Price stability is a necessary precondition for achieving broad-based economic growth and greater equality of income.³⁷ The macroeconomic policy for South Sudan takes account not only of income equality today, but also that between current and future citizens of South Sudan. A stable macro environment helps to attract investment. Avoiding a strong or over-valued exchange rate will help to encourage non-oil export growth, import substitution and economic diversification.

2.4.5.2 South Sudan's macroeconomic policy

These high-level macroeconomic policy objectives can only be implemented through effective macroeconomic policy. As noted in the introduction to this section we are only just taking responsibility for macroeconomic management at the start of the SSDP period. As such, over the next six months the Government through the MoFEP will be developing a macroeconomic policy based upon the tenets set out below.

Oil revenue management

The oil-rent³⁸ belongs to the people of South Sudan and not to private interests and it is crucial that GoSS captures this rent on behalf of the population. Initially, GoSS will take over production-sharing agreements between the currently extracting oil companies and GoNU. As these may be renegotiated and new oil fields may be found, it is important that GoSS develops an oil taxation policy which continues recovering the oil-rent as public oil revenue. The detailed elements of such an oil tax policy, for example the particular mix of royalties and marginal taxation, will have to be explored in the time to come. GoSS is committed to following international best practice adapted for the circumstances in South Sudan.

Given the critical importance of oil revenue for the government budget and wider economy, it is important to ensure a smooth transition as GoSS takes on responsibility for managing oil contracts. The Government is currently seeking assistance from experts in the field of oil revenue management to build capacity among GoSS officials and ensure a sound policy framework is in place from the outset.

³⁷ The importance of broad-based economic growth is explored in more detail in chapter 4.2: Economic development pillar.

³⁸ Revenues minus extraction costs including normal returns to oil companies.

Public oil revenues can be used in three ways: on immediate public consumption; on public investments in domestic assets, and for investments in financial funds abroad. As outlined above, much of the oil revenues accruing to South Sudan have in previous years been spent on immediate public consumption, such as salaries and operating expenses. Given the expected oil production profile, long-run fiscal sustainability requires that South Sudan de-links current expenditure from current revenues and increases the proportion of oil revenues saved. Due to the scarcity of both physical and human capital, it is likely that the return on investments in these assets will be high, as they will immediately remove barriers to growth. The return on government consumption is very low or non-existent. It is the intention of GoSS to invest an increasing share of oil revenue in domestic assets that will yield future income and employment. These are infrastructure, including transport and energy; human capital, including education and health; and a well-functioning tax and business environment. Public investments in such assets are likely to stimulate private investments. However, absorptive capacity constraints will limit the amount that can be invested.

Although investment in domestic assets will be an important destination for some of GoSS savings, there will still be important roles for savings in foreign assets. First, having a stabilisation/saving fund will shield the local economy from volatility in oil revenues, which is one of the most damaging aspects of resource dependence. Second, it will make it possible to decouple spending from revenue. Effective spending is likely to build up slowly and it is better to 'park' revenues in an income-earning fund for later use when spending can be carried out effectively, than spend them today on bad projects, those at extremely high unit costs and that the Government is unable to monitor and audit adequately.

An Oil Revenue Management Act will be adopted, regulating the management of oil revenues, including monitoring, auditing and reporting mechanisms, as well as the organisation of the stabilisation/saving mechanisms and rules and procedures for payments and transfers.

Fiscal rules

Fiscal rules can be an efficient mechanism to institutionalise saving and a sustainable level of government spending. As such, there may be a need for both a short-term 'within year' rule to ensure smooth spending from month to month; and a long-term 'across year' rule to ensure fiscal sustainability over time. There are many alternative spending rules one can consider.³⁹ Key ingredients should be simplicity and transparency, consistency with sustainability, and credible commitment from politicians to follow the rules in place.

As an initial strategy, MoFEP is currently in the process of implementing a 'within year' fiscal rule in the form of quarterly cash limits, targeted for the third quarter of 2011. This will help to smooth government spending over the financial year by putting a ceiling on the upper level of government spending each month. This will keep inflation under control, increase the predictability of public spending resources and improve budget execution relative to budgeted allocation.

A long-term fiscal rule would take into account the long-term forecasts for oil revenue and projections for non-oil revenue to attempt to prevent a significant drop-off in spending in future years. A natural starting point is the non-resource deficit; that is the deficit that has to be financed by oil revenues.

Box 2: International good practice in natural resource revenue management

Many countries enriched with petroleum revenues have been trapped in the 'resource curse', with significant adverse effects on their people's well-being. To avoid this, it must be recognised that natural resource revenues differ from other public revenues in a number of ways:

Petroleum revenues are not income in the usual sense, as they involve a depletion of a non-renewable resource. The goal of oil and gas production is to convert petroleum assets into financial assets and/or domestic assets like infrastructure, health and education that provide future returns, not current government consumption; and

39 Botswana (Sustainable Budget Index (SBI)), Timor Leste (Estimated Sustainable Income (ESI)) and Norway ('bird-in-hand' rule) are examples of resource-rich countries with different fiscal rules.

Revenues from the petroleum sector show greater variations over time than other revenues, partly as a result of fluctuations in the price of oil. The fiscal regime should be sufficiently robust to withstand a temporary decline in oil prices without having to substantially alter economic policy.

To avoid adverse effects such as currency appreciation, inflation and transfer of resources from traded to non-traded sector ('Dutch disease'), the absorptive capacity of the economy must be taken into account. While domestic tax revenues reduce spending in the private sector, petroleum revenues do not. Domestic spending of petroleum revenues may generate cost pressures and weaken those sectors of the economy that are or will be exposed to international trade. These features suggest a significant share of the petroleum revenues should be saved or invested; that government expenses and revenues should be decoupled by an international savings mechanism, and that the use of oil revenues on domestic expenditures should be cautious to avoid wasteful spending and over-heating of the economy.

Resource management requires national consensus and a clear sense of ownership of the resources. This takes informed public debate, transparency, accountability and competence in the following areas:

- The design of the regime to manage and tax the extraction of oil and gas;
- Transparency in the payments by oil companies of royalties and taxes;
- Planning and execution of government budget in line with sound fiscal policies; and
- Management of funds for future generations.

Debt policy

On independence, the Government will have the ability to contract both external and domestic debt. While short-term borrowing may be used to cover regular monthly fluctuations in revenues, some countries have permitted this to get out of control. It will be important to develop and implement a debt policy before debt can be accrued to prevent taking on excessive debt that is not consistent with our over-arching goal of macroeconomic stability and long-run fiscal sustainability. International experience has consistently shown the potential long-term damage of building up large debt burdens.

As long as GoSS has substantial oil revenue and is saving part of this in reserves, it would not make economic sense to borrow, as the interest rates on debt are likely to exceed those paid on our savings. Further, the domestic financial market is for some time likely to remain too shallow to fund domestic borrowing without causing significant 'crowding out' of private sector lending, which is already limited. It would use up available finances and thereby reduce the amount available for borrowing by businesses and households.

Monetary and exchange rate regime

The primary objective of the Central Bank is to maintain monetary stability. This involves targeting the money supply in order to keep the price level in check. The stability of the real exchange rate is strongly influenced by fiscal policy, with the strategy for oil revenue management in particular influencing the real exchange rate, as well as the rate of inflation relative to world inflation. The government proposes close coordination of fiscal and monetary policy to ensure price and exchange rate stability. This will be achieved through regular and frequent meetings of the Macroeconomic Policy and Management Working Group and the Macroeconomic Management Committee.

Upon independence, South Sudan will adopt a new currency, the South Sudan Pound (SSP). There will be a transition period of 6 months, during which both the SDG and the SSP will be considered legal tender in South Sudan. The value of the SSP in relation to foreign currencies is not yet known, but for the transition period this will of course be fully determined by the one-for-one exchange rate between the SDG and the SSP.

The exchange rate regime adopted upon independence, and formally implemented following the initial six-month transition period, will be a 'managed float'. This means that market forces will determine the exchange rate, with the Central Bank occasionally intervening to prevent large fluctuations away from the desired level, with respect to the US dollar and other foreign currencies. BoSS will set a band within which the currency is allowed to freely fluctuate, intervening only when market forces look likely to push the value of the currency outside of this band.

Given the need for official intervention in currency markets, a fixed rate regime brings with it the need to hold considerable volumes of currency reserves. To maintain the credibility and effectiveness of this regime, it will be essential that we build up and maintain considerable foreign exchange reserves.

The managed float regime was selected as the most appropriate regime for an independent South Sudan as it will help to ensure macroeconomic stability through a close link to the dollar. The two main arguments in support of a fully flexible exchange rate system are largely irrelevant in the South Sudan context. The main advantage of a floating exchange rate regime is the automatic correction mechanism that allows changes in trade patterns to be accommodated. However, given the high import dependence in South Sudan, this effect is likely to be very limited; there is little substitutability between imports and domestic goods, and a limited potential to increase exports in the short run. A further argument in favour of flexible exchange rates is monetary independence. That is, the ability to use monetary policy to manage the macro economy. However, South Sudan currently has such underdeveloped financial systems that the effect of monetary policy is likely to remain weak for some years to come. Fiscal policy will continue to be the main lever for macroeconomic management throughout the SSDP period.

Maintaining the value of our currency within a narrow band will have a number of benefits, compared to a freely floating regime. Firstly, this system will establish confidence in the value of the South Sudan Pound upon its introduction, thereby reducing exchange rate risk and allowing South Sudan to establish a track record for currency management. This system also links monetary policy to that of an external currency with an established track record and thus helps to keep inflation in check.

Building non-oil production

Relying on oil revenues alone to generate growth is unlikely to be a broad-based growth strategy as extractive industries tend to be highly capital intensive and do not create many jobs. Moreover, the jobs that are created tend to be specific to certain locations. As a result, the benefits of oil-led growth are likely to be concentrated among just a few individuals and firms. To encourage the development of non-oil production, it is important to ensure the economy is attractive to private investors. As well as maintaining a stable macro economy, it must also be borne in mind that excessively high or unpredictable levels of taxation can harm growth by discouraging production and foreign direct investment. The system of taxation and non-oil revenue collection must be predictable, transparent and efficient.

GoSS believes that it is not the role of government to directly undertake economic activity. This basic principle is supported by experience in other African countries that have been successful in promoting economic growth. Government spending should instead be directed towards the provision of public goods and creating a macroeconomic environment that is conducive to growth. The key elements of an enabling environment that GoSS will create will be peace and security, rule of law, macroeconomic stability, basic infrastructure and effective tax administration.

External trade

As there are more immediate challenges, the current trade regime will continue for now while options are considered. GoSS will review trade policy, including consideration of East African Community (EAC) membership. The policy is currently liberal and seeks to impose little restriction on the movement of goods and labour across the international borders. The trade regime is relevant for the absorptive capacity in South Sudan, as restrictions on the flow of goods would increase costs, accentuate bottlenecks and are likely to have negative effects on private and public returns, and hence on economic growth.

Trade tariffs are an important source of non-resource revenue in many developing countries. The virtue of tariffs is that imports represent an easy taxable tax base; this has been an overriding concern in most recent post-conflict countries as an interim measure to provide revenue while a more complete and incentive-neutral system is designed. The cost of tariffs is that the more expensive imports have negative effects on industrialisation and economic competitiveness. The distortions may be particularly severe in the case of South Sudan, as there is so little domestic production capacity to substitute for imports. Even more importantly, as South Sudan is paying for its imports entirely with oil revenue and foreign aid, both accruing to the Government, tariffs are unlikely to create any additional public revenue. Tariffs will reduce the domestic purchasing power of the oil revenues and the foreign aid, devaluing resource revenue and aid flow in real terms. What is seemingly gained in tariff revenue will be lost in terms of higher costs elsewhere in the economy.⁴⁰ South Sudan must build its tariff revenue without instituting prohibitive rates or distorting quantity ceilings, as a transition measure to a more complete revenue base.

Developing the financial sector

A priority for the new CBS will be to establish a policy regime that encourages the growth and depth of deposit-taking and lending institutions. To support this, it will strengthen its existing bank supervision capabilities as the number of new banks and non-bank financial institutions expand rapidly and new electronic and telephone technologies are introduced. This will be within the 2011-2013 timeframe or shortly thereafter. BoSS will also develop new sovereign capabilities, including a currency and foreign exchange directorate with foreign exchange operations, management of foreign exchange reserves and undertaking currency and payments options in support of a new currency and inter-bank payment system. Depending on the currency regime chosen, CBS will have to be immediately capable of conducting the market operations needed to put the policy into effect and manage foreign exchange reserves. It will also have to implement core financial systems, such as its own independent accounting system, Society for Worldwide Inter-bank Financial Telecommunication (SWIFT), money transfer and cheque-clearing.

Without an adequate domestic supervisory regime, growth in banking may foster only international borrowing, primarily by the Government, with banks unwilling to undertake domestic deposit-taking and transfer services to households and the private sector that permit savings mobilisation and financial intermediation. It is essential that there are low-cost deposit services that permit small-scale wealth building; the preservation of liquidity to meet stresses on households and businesses, and business finance and the accumulation of capital for equity investment. In addition, the multiplicity of donor-financed rural and microfinance systems will remain a challenge for supervision by CBS. The South Sudan Microfinance Development Facility will also have an important role to play in the development of microfinance institutions. These steps, together with responsible exchange rate and monetary management by CBS, will encourage financial deepening and broad economic growth.

Enhancing our capacity for macroeconomic management

From 2009 onwards, there has been a growing awareness of the need to strengthen macroeconomic management. As part of this process, considerable work has been undertaken to strengthen the capacity of BoSS and to increase the collection of economic statistics by SSCCSE. With the completion of the census in 2008, the SSCCSE focused on the Household Budget Survey to provide some of the key information and indicators required for economic management. Since 2009, work has been undertaken to produce GDP estimates for South Sudan. Initial estimates have now been released.

Nevertheless, much of this preparatory work had been fragmented across institutions and it was not until 2010 that the relevant agencies began to communicate effectively and look for ways to work together. At this time, key areas of work were identified with the help of the core functions process. In response to this, MoFEP and BoSS have recognised the need to rapidly develop capabilities for macroeconomic management. In the short term this is focused on gathering and compiling the data required to understand and describe

⁴⁰Collier, P., & Venables, A. J. (2011, March). Illusory revenues: Import tariffs in resource-rich and aid-rich economies. *Journal of Development Economics*, 94(2), 202-206.

the economy, developing a macroeconomic policy and building a macroeconomic framework. Much of the data work is being done through SSCCSE, however BoSS will be working to expand and strengthen its statistical department to collect the data required for the balance of payments. MoFEP in the meantime is expanding the role of its Macroeconomic Planning Department and building the roles and responsibilities of its staff to utilise the data gathered. This includes the development of a simple macroeconomic framework which can, in the context of severe data limitations, provide a coherent set of medium-term macroeconomic and budgetary resource projections.

Beyond July, there will continue to be a need to build stronger capacity for oil revenue management both within MoFEP and the Ministry of Energy and Minerals (MEM); macroeconomic monitoring and analysis; currency management, and monetary policy design and implementation. GoSS and its institutions are currently working, with support from the international community, to implement these activities. More activities and skills will be required over the coming months and years but GoSS will start with the core activities and build from there.

This review of the context highlights the interrelated challenges which the new Republic of South Sudan faces in order to build a secure, peaceful and economically viable nation. These challenges include improving security and deepening peace-building whilst concurrently reducing poverty, particularly the high levels of rural poverty. These challenges and the required responses to them are mutually reinforcing, and provide importance guidance to the design of development efforts throughout this development plan.

Reducing poverty necessitates both improved livelihoods and expanded employment opportunities for the very large numbers of poor living in the many towns and rural communities throughout South Sudan. Increased agricultural and livestock production will be important for reducing poverty and increasing food security in the short term. This will also necessitate continued improvements in transport infrastructure, clarification of issues pertaining to land, and improved access to markets and inputs. Over time, broader diversification of the economy will be essential. At the same time, the struggle to reduce poverty also needs to include improvements in health and education services. For example, maternal mortality, malnutrition and child mortality are among the highest in the world, while literacy is low, thus constraining human well-being and hampering efforts to increase labour productivity.

Improved security and deepening peace will be critical both for the direct well-being of citizens throughout the country and for achieving sustained poverty reduction. This necessitates dealing with causes of conflict, improving security within communities and improving access to conflict resolution systems and justice. Moreover, evidence suggests that people need to feel secure in order to invest and to develop their livelihoods. Security matters for the business environment and the confidence that is so important to local and international investors. Clarifying issues such as access to land, for example, is critical for both rural and urban development and important for expanding financial intermediation.

Furthermore, local and international experience highlights that successful efforts to reduce poverty and solidify peace require a stable macroeconomic environment. Uncertainty and volatility in the macroeconomy would undermine confidence and efforts to generate renewed growth, employment and improved livelihoods. Sustainable fiscal management will be critical for macroeconomic stability. The volatile and temporal nature of oil revenues will make this particularly challenging. Fiscal rules are being adopted to delink public expenditure from current revenue, stabilise public expenditure and spread the use of oil revenue over time, thereby avoiding a precipitous decline in public expenditures.

These core development challenges inform the strategic priorities outlined in the next chapter, and underpin the four development pillars that constitute chapter four. Tackling poverty requires renewed economic growth and social development. Hence, the second and third pillars in chapter four focus on economic development and social development. The importance of sustained improvements in security is reflected in the fourth pillar – conflict prevention and security. The first pillar – good governance – is an important part of the macroeconomic environment and critical for both the efficient use of resources and the building of confidence. It is important also for the effective delivery of services in the social development pillar, and for efficient building of infrastructure.

Added to the need for peace-building and state-building, is the need for effective nation-building. This requires the building of a strong and cohesive national South Sudanese identity which unifies all the population and takes precedence over and above tribal and clan loyalties. It requires the development of a culture of civic responsibility and national pride. The history of the South Sudanese people in their struggle for self-determination and development (as set out in section 2.1) provides a strong platform for nation-building. However, experience from other emerging nation states underscores the fact that countries like South Sudan, which do not have a long history of accountable governance, and which are disadvantaged in terms of high poverty levels, must make a particularly concerted effort when it comes to nation-building. This needs to be underpinned by the development of inclusive government structures and political processes, service delivery, and the targeting the benefits of economic development as broadly as possible to tackle the existing social and geographical inequalities (as described in section 2.3).

The responses to the development challenges outlined above, as set out in the following chapters, are designed to come together to form a comprehensive, focused and prioritised strategy to develop and build the new nation of South Sudan during its critical first three years.

3 SOUTH SUDAN DEVELOPMENT VISION, OBJECTIVES AND PRIORITIES

The longer term vision for the new Republic of South Sudan is guided by Vision 2040,⁴¹ which sets out a comprehensive vision and agenda for the new nation of South Sudan

SOUTH SUDAN'S VISION 2040

By 2040, we aspire to build an exemplary nation: a nation that is educated and informed; prosperous, productive and innovative; compassionate and tolerant; free, just and peaceful; democratic and accountable; safe, secure and healthy; and united and proud.

3.1 Overarching objective of SSDP

As noted in the introduction, SSDP has been drafted under the theme of 'Realising Freedom, Equality, Justice, Peace and Prosperity for All'. In line with the theme, the key national development priorities for South Sudan as a new state are those of effective nation-building, state-building and peace-building. By the end of the plan period (2014), South Sudan aspires to be fully established as a peaceful, stable, viable and secure new nation. Secondly, by 2014, South Sudan plans to have strong foundations in place for effective governance, economic prosperity and enhanced quality of life for all citizens.

Overarching SSDP Objective

Ensure that by 2014 South Sudan is a united and peaceful new nation, building strong foundations for good governance, economic prosperity and enhanced quality of life for all.

3.2 Objectives for core components of SSDP 2011-13

The key national development priorities are encapsulated in the objectives of the four main pillars of the South Sudan Development Plan (SSDP). These form four national policy goals, as follows:

- **Good governance:** To build a democratic, transparent, and accountable government, managed by a professional and committed public service, with an effective balance of power among the executive, legislative and judicial branches of government;
- **Increased prosperity:** Diversified private sector-led economic growth and sustainable development which improves livelihoods and reduces poverty;
- **Enhanced quality of life:** To promote the well-being and dignity of all the people of South Sudan by progressively accelerating universal access to basic social services;
- **Safety and security:** To defend the sovereignty and territorial integrity of South Sudan; prevent the resurgence of conflict. and uphold the constitution by providing equitable access to justice and maintaining law and order through institutions which are transparent, accountable and respect human rights and fundamental freedoms.

Governance lies at the heart of both nation-building and the implementation of policies and programmes in all pillars. Its objectives are to ensure accountability, transparency and zero tolerance for corruption; to assure that resources are mobilised, managed and distributed based on evidence; to ensure a strong public administration through laws, policies, processes and information, and enhance service delivery and oversight. To this end, the priority programmes address constraints and weaknesses in the young public

⁴¹ South Sudan Vision 2040.

administration and the capabilities of oversight institutions to promote nation-building and serve as the basis for the efficient, transparent and service-oriented design and implementation of all other programmes.

Economic development is essential to the future prosperity of South Sudan. While emerging from conflict, the country's Gross Domestic Product (GDP) will during the plan period be highly dependent on oil revenues. It is essential to lay the groundwork for diversified private sector growth that can productively employ all people. A key overarching priority in this pillar is that of rural transformation, building upon the late Dr John Garang's vision of "taking towns to the people", and developing economic activities that will contribute immediately to the quality of life of most South Sudanese. Hence the focus is on agriculture, animal resources, roads transport and infrastructure development that will provide opportunities in isolated regions and create a national market, and on providing social infrastructure development, including particularly water resource management and sanitation services.

Social and human development responds both to national, community and individual needs. The unmet need for effective primary health services, great as it is, is partially concealed by the transitional role of international organisations in providing humanitarian assistance. Education is sought and needed by all, is required for economic development and contributes greatly to good governance. Both education and health require a great number of trained professional staff. A child cash benefit transfer system is planned to ensure widespread distribution of the benefits of economic development. A youth programme is prioritised to provide for a 'payam'-level youth corps dedicated to local development and nation-building among the generation most likely to become disillusioned by the few benefits that a small emerging private sector can yet offer.

Conflict prevention and security presents a dilemma. Security claims a large portion of the national budget, crowding out expenditures for economic and social development, but state and local governments actively seek more, rather than less, security as the essential basis for all other investments and programmes in governance, economic development and human and social development. In the security sector, demobilisation must continue while a new National Security Architecture (NSA) transfers security from military to civilian control and the sector continues to transform itself into a smaller, modern force for defence and policing. Community security continues to be a prime concern for most of the nation's people. But while this continues, the effort to build a new nation under the rule of law must be promoted strongly, continuing to create a legal framework for all levels of government, working to assure the effective implementation of this framework so every resident knows of his or her rights and that they are protected in fact as well as in law, and ensuring that the criminal justice system treats the human rights of every individual correctly while applying the legal framework to justice for all.

Cutting across all the pillars is a focus on addressing the social, economic and geographical disparities which are so clearly highlighted in the analysis of poverty in South Sudan. Integrated within this also is a priority focus on tackling gender inequities, and the needs of youth. Each of the four pillars identifies key actions required to address the needs of women and youth, adding up to a strong policy focus on gender and youth empowerment issues.

To achieve these objectives, each of the four pillars has identified a set of national priority programmes to which government resources will be focused. It is anticipated that DPs will align their support with these national priorities.

The framework for this prioritisation of development efforts is the above objectives together with the three key development challenges identified in the previous context chapter - conflict, poverty, and macroeconomic environment. Hence, care is being taken to ensure that all activities the following priority areas are designed to reduce poverty and ameliorate rather than exacerbate pressures for conflict. It is vital that initiatives make a difference to people's lives in all parts of South Sudan to ensure widespread participation in the benefits of development. Meanwhile, the commitment to macroeconomic stability built upon stable and sustainable fiscal policy is a fundamental building block of this SSDP.

Table 10: SSDP national priority programme areas

SSDP national priority programme areas			
Governance	Economic development	Social and human development	Conflict prevention and security
- Executive function of the Presidency. - Development of institutional and human resource capacity. - Promulgation of legislation and oversight of the Executive. - Statistics. - Economic management and resource mobilisation.	- Increased agriculture production. - Improved and expanded road infrastructure. - Good management of oil sector resources. - Increased livestock production. - Expanded and improved water and sanitation infrastructure.	- Introducing a child benefit cash transfer. - Expanding access to basic health. - Expansion of number and quality of teachers. - Expanded access to general education. - Introducing a Payam Youth Service.	- National DDR programme. - National Security Architecture (NSA) and Security Sector Transformation (SST). - Legal framework. - Community security. - Criminal justice system.

Implementation of actions within these four pillars varies in the demands of each on capacity-building and financing. As noted in the introduction, capacity-building is vital, especially in the early stages of establishing a new nation. Further, capacity-building efforts are included in various places throughout the pillars as described in chapter four and expanded upon in chapter six. Governance initiatives, such as building the capacity of oversight institution and the development of policies and laws to strengthen public financial management, typically involve substantial capacity building and require modest amounts of financing. In contrast, while improving and expanding road infrastructure expansion, does involve some capacity-building, it requires much larger amounts of financing. Improving education outcomes involves both considerable capacity building and considerable finance.

Naturally, the allocation of public expenditures will reflect these agreed development priorities. Though security will continue to attract substantial resources in the early years of independence as DDR programmes continue and there is transition to a more streamlined defence force. together with strengthened domestic security architecture, its share will decline over time. Similarly, as returnees are resettled and food security improves, the need for humanitarian assistance is expected to decline. Both these factors will accommodate a rising share of development expenditure in overall public expenditures. Hence, the proportion of resources allocated to human investments (education and health) and infrastructure (roads, other transport, water and sanitation) is projected to rise. In doing this, care will be taken to avoid locking in unsustainably high recurrent expenditure commitments due to uncertainties surrounding future revenue levels. Detail on the projected overall resource envelope and the allocation of public expenditures between competing needs in a manner that reflects agreed development plan priorities is provided in chapter five.

Finally, it is noted that these comprise an integrated set of priorities that are in various ways mutually reinforcing and interdependent. For example, improvements in road transport infrastructure are important for renewed agricultural growth and for the provision of basic social services. Similarly, improvements in health and education are important for productivity enhancement and participatory economic growth.

Security is important for human well-being, confidence to invest and the cost of doing business. Good governance is critical for the efficient delivery of services and for overall confidence.

3.3 Monitoring the priority programmes

These 20 programmes form the core of the strategy to achieve SSDP objectives. We will be monitoring these priority programmes against the targets established by the agencies themselves, as elaborated in Annex 1. The following table (Table 11) sets out the outcome objectives for each programme as well as the established target for 2013. These will be the main indicators that are tracked as part of monitoring the implementation of SSDP. It should be noted, that Annex 6 contains the Millennium Development Goal (MDG) indicators which the Government is committed to continuing to work towards, despite requiring a longer time period to achieve these than just that of SSDP.

Table 11: Priority programme outcome objectives and 2013 targets

Outcome objective	Indicator	2013 target
Governance		
Improved whole-of-government approach to addressing national presidential priorities by GoSS and state institutions.	Number of GoSS Institutions that can correctly articulate key national priorities	Increase by 50% from baseline.
	Number of GoSS Institutions that implement key national priorities	Increase by 40% from baseline.
Enhanced coordination, application and development of knowledge and skills of public servants.	Proportion of GoSS institutions that conduct training that report on the effectiveness of training to the Ministry of Human Resources Development (MoHRD). Baseline: 20%.	100%
Increase the capacity of SSLA to effectively and efficiently carry its oversight function through review of the laws passed and increase the numbers of laws passed annually.	Number of bills submitted to SSLA, debated, and enacted into law. Baseline: 12 laws passed in 2010.	18
Collect, analyse and disseminate all official geospatial, economic, social, demographic, census, environmental and food security statistics, ensuring that the Government and DPs have access to up-to-date and accurate information with which to plan the efficient and equitable allocation of public resources.	SSCCSE's score on the Statistical Capacity-Building Indicator (SCBI). Baseline: No score on SCBI.	Improve five percentage points on 2011 baseline.
Improved stability of government revenue and management of the macroeconomy	Amount of non-oil revenues collected. Baseline: SDG 118 million, 2009.	SDG500 million.
	Monthly revenue forecasts established Baseline: no forecasts produced.	Long-term annual revenue forecasts produced.
Economic development		
To increase crop production and land/vegetation cover.	Sustained increase in cereal crop production, and overall production increase of other major food crops. (Baseline 2010: estimated traditional sector cereal production was 0.695 million Mt - last five years average was 0.744 million Mt).	Cereal production consistently above 1.0 million Mt per year.
Improved interstate, trunk and feeder roads routinely maintained on sustainable basis and roads safety to enhance economic growth.	Length of asphalted trunk road network under construction/completed. Baseline: 0km.	752km.

Outcome objective	Indicator	2013 target
	Length of constructed engineered roads Baseline: 363km of interstate and feeder roads constructed to engineered roads standard in 2010.	2000km.
	Length of roads under maintenance with safety provision. Baseline: 1750km of roads is under maintenance and safety provision.	4,500km.
To promote and improve the exploration, development, production and utilisation of South Sudan's mineral, oil and other energy resources.	Award new licenses and attract new mineral and oil exploration companies. Baseline: 17 licensed minerals companies 2010.	30
	Increase oil recovery and a number of oil infrastructures in South Sudan. Baseline 2010: 0.	3
To increase production of livestock and fish commodities.	Gradual and sustained increase of production and market supply of meat and milk. (Baseline: MARF Strategic Plan 2006-10 and 2010 MDTF project assessment report).	157 Mt of meat. 5,250 litres of milk.
	Sustained increase of production and market supply of fish (baseline 2010: estimated by GTZ/FAO survey report fresh fish production/catch was 40,000 Mt).	100,000 Mt.
Sustainable management of water resources to enhance access to safe water and improved sanitation services; and other uses.	Percentage of rural communities with access to safe water. Baseline: 34% in 2010.	40%
Social and human development		
Reduce maternal, infant and child mortality.	Percent of population with access to healthcare. Baseline: 13%.	40%
Provide qualified teachers, academic staff and a relevant curriculum for general education.	Teacher: pupil ratio. Baseline: Qualified primary 1:111 (26,658 teachers)	Qualified primary 1:50 (50,060 teachers).
	Qualified secondary 1:24..	Qualified secondary 1:16.
By 2013 South Sudan is on track to achieve universal access and completion of free primary education and has expanded equitable access to post-primary education.	Gross Enrolment Rate Baseline: Total: 78%; Boys: 88%; Girls: 61%.	92%
	Net Enrolment Rate (NET). Baseline: Total: 46%; Boys: 53%; Girls: 39%.	65%
Gradually provide families with unconditional child benefit cash transfers nation-wide.	Percent of households receiving cash transfer through child benefit.	20%
Conflict prevention and security		
5. Establishment of effective and affordable DDR programme to support transformation strategies for all organised forces (SPLA, SSPS, prisons, fire brigade and wildlife forces) and to provide ex-combatants and host communities with a sustainable future, including the reintegration of women and children.	Number of organised force personnel disarmed, demobilised and reintegrated (Baseline: 11,130 special needs group from SPLA disarmed and demobilised as at 25 February 2011, of which 10,760 were counselled and 8,523 were at various stages of reintegration. Service delivery timelines for DDR have varied widely, and have not provided ex-combatants with a predictable process).	DDR completed for 30,000 ex-combatants.

Outcome objective	Indicator	2013 target
1. Improved, coordinated security-related policy- and decision-making at national, state and county level, based on appropriate information-gathering and analysis.	Appropriate National Security Architecture established. (Baseline: No national security committee secretariat. No national security advisor, although there currently is a security advisor to the President.	Suitable staff from across government recruited and trained.
1. South Sudan has essential legal framework befitting an independent country.	Number of MoLACD draft legal documents submitted to the Council of Ministers (CoM). (37 laws in force, transitional constitution drafting underway).	60
2. Access to justice and respect for human rights across South Sudan enhanced.	Number of functional legal affairs offices at the county level. (32 county legal affairs offices established).	79
Communities secure and threat posed by small arms reduced.	Implement community security approach in all ten states (conflict-sensitive development projects implemented in 25% of counties)	50% of counties across all ten states.

* Note: Annex 1 contains detailed targets for 2011 and 2012.

4 PILLARS POLICY, PLANS AND PROGRAMMES

As explained in the introduction, GoSS agencies have been organised into sectors since 2006 as Budget Sector Working Groups (BSWGs). For SSDP, sectors have been pooled into pillars that represented common interests. A working group covering cross-cutting issues was responsible for assuring that these issues are considered fully in each pillar.⁴² The pillar compositions are in Table 12 below.

Table 12: Pillar compositions

Pillar	GoSS sectors
Governance.	Accountability; public administration.
Economic development.	Economic functions; infrastructure; natural resources.
Social and human development.	Education; health; social protection; culture, youth and sports.
Conflict prevention and security.	Rule of law; security.

The pillars, working from the bottom up and basing their work on the post-conflict, poverty, macroeconomic and governance context in which the new state will emerge, have defined the activities that will transform the mission statement into results that are clearly visible to the people of South Sudan and in their common interest. Each pillar has used a conflict-sensitive approach to the choice and articulation of its priority programmes. Land and issues concerning its tenure, use, alienation and contribution to conflict is a recurring theme in the earlier context section of this report, and in most of the pillars that follow. Box 3 describes the current land policy of South Sudan and outlines South Sudan's plans for addressing the challenges related to it in achieving security and development objectives.

Box 3: Land issues

Tenure insecurity contributes to conflict and lack of trust in essential public institutions, reduces reasonable expectations over tenure rights and impedes investment and economic development. Many of the thousands of people displaced during the civil war encounter obstacles reclaiming rights to their land at their homes of origin. Conflict over grazing and water rights and between agriculturalists and pastoralists will remain a major internal cause of violence in several areas of South Sudan. Indeed, land is central to four of the five key impediments listed in section 2.1.1.3 regarding the economic effects of insecurity.

The promulgation of the Unregistered Land Act of 1970, which permitted the Sudanese Government to claim ownership of all vacant land not formally registered with the state, effectively negated the legal basis of customary rights and institutions that were the dominant tenure system in Southern Sudan. Customary and statutory systems that land rights; regulated access to resources used in common such as grazing land and forests; secured collective resources and prevented land-grabbing, were among the essential institutions of governance destroyed during the independence struggle.

CPA recognised the significance of resolving land-based sources of conflict and mandated establishment of a National Land Commission and a Southern Sudan Land Commission (SSLC) to develop land policies and draft legislation to clarify and strengthen land administrative systems and the rights of landholders. The Interim (2005) and Transitional (2011) Constitutions have required all agencies to include customary rules and institutions in their policies and strategies. The Land Act (2009) gives equal legal recognition to community,

⁴² As explained earlier, this is a government-led process that draws on neither the nascent private sector of Southern Sudan nor also the nascent domestic civil society organisations. The judicial branch of government, citing its independence, did not participate in the pillar process and is not represented here. Similarly, BoSS, which will become the Central Bank of Sudan (CBS), chose not to participate both because of its independence from the executive branch and because it remained during the planning period an institution of GoNU with limited freedom to strategize. SSLA has participated in the governance pillar. These limitations are reflected in the strategy developed by the pillars.

private and public land tenure systems including customary institutions. The Local Government Act of 2009 defines the roles and responsibilities of customary institutions, prescribing that they have particular responsibilities for administering community land rights. The Investment Promotion Act (2009) provides procedures for facilitating access to land for private investment, including by foreign investors, in ways that protect the interests of both current rights-holders and investors. These three laws form the basis for a legal framework conducive to the fair and transparent administration of land rights in South Sudan.

SSLC has made progress toward putting in place policies, laws and administrative systems that secure the rights of landholders, foster economic development and help provide the foundations of an enduring peace. However, as the legislation was not based on a comprehensive and participative land policy review process, the Land Act did not address adequately issues including 1) roles and responsibilities of land administrative authorities at various levels of government; 2) land rights of women and vulnerable groups; 3) procedures for conflict mediation and resolution between various categories of land users; 4) restitution and resettlement policies for Internally Displaced Persons (IDPs) and refugees; and 5) documenting and reconciling customary and land use planning protocols for the management of common forest and grazing resources. In response in 2009, GoSS launched a participatory process on the issues not addressed by the Land Act in order to revise it. A draft land policy was developed under the leadership of SSLC with support from USAID. Extensive public consultations across Southern Sudan have led to draft legal and administrative reforms that extend security of land tenure rights to the greatest possible number of citizens. This policy was submitted in February 2011 to the Ministry of Legal Affairs and Constitutional Development (MoLACD) for review.

The revised Land Act together with other core acts will create an appropriate policy environment for peace, successful conflict resolution and private investment, especially in agriculture and natural resources but also in urbanisation. The approval of the land policy will facilitate the elaboration and implementation of national and state regulations, thereby, helping reform Southern Sudan's land sector on the principles of the rule of law. The successful implementation of the Land Act and its regulations depends on the establishment at national, state and county levels of capacity to administer land rights and to govern the use of natural resources in ways that foster social and political stability and build an enabling environment for sustainable economic development. To support this, GoSS seeks to establish and ensure that a tested and proven set of systems and processes for transparent land administration are in place, ready for replication, continued adaptation and scaling up during the SSDP period. This will include, with USAID support, the drafting of state-level implementing regulations to clarify and define the roles and responsibilities of land governance entities in rural areas; pilot regulations through the establishment and operation of at least one County Land Authority in Central Equatoria, Western Equatoria and Jonglei states; and build the capacity of state and county level land authorities in the management of pasturelands and other resources used in common in the Bore South-Treked Sod and in developing an inventory system for securing rights to cropland in the green belt of Western Equatoria.

Source: Sudan Land Commission and the Sudan Rural Land Governance Project

The priorities chosen by the pillars are independent of the prior budget allocations and represent their priorities, across sectors, for accomplishment of the Vision. The programmes are described in a far more detailed level, with activities and benchmarks by year, in Annex 1.

4.1 Governance

4.1.1 Summary of pillar and sector objectives and five priority programme areas

The pillar objective represents the combined long-term vision of the governance pillar for South Sudan. It is understood that the ultimate function of good governance is the delivery of essential goods and services that is equitable, efficient, and effective for all South Sudanese.

Governance pillar objective

To build a democratic, transparent and accountable government, managed by a professional and committed public service, with an effective balance of power among the executive, legislative and judicial branches of government.

The governance pillar is comprised of two sectors: public administration (11 agencies) and accountability (six agencies). The governance pillar further articulated the overall pillar objective into five sector objectives. These sector objectives represent the key areas of focus of the 17 government agencies and are as follows.

Public administration sector objectives

- Ensure a strong public administration through the enactment of just and effective laws and the development of responsive and inclusive policies, based on transparent processes and credible information and knowledge;
- Enhance the systems, structures and mechanisms of coordination at (and between) all levels of government to promote professional, ethical and efficient service delivery to all the people;
- Strengthen and sustain the capacity of oversight institutions to enhance accountable and transparent public administration through effective monitoring, evaluation and verification.

Accountability sector objectives

- Ensure accountability, transparency and zero tolerance for corruption at all levels of government in the service of the people of South Sudan;
- Ensure evidence-based decisions on mobilisation, equitable allocation and efficient management of resources; and timely public access to information on the availability and use of resources.

Within these sector objectives, agencies prioritised five key programme areas of work essential to achieving both the sector objectives and the pillar objective and, through that, the SSDP mission.

Table 13: Priority programme areas

Five priority programme areas	Associated agency
Executive function of the Presidency	Office of the President.
Development of institutional and human resource capacity	Ministry of Human Resource Development.
Promulgation of legislation and oversight of the Executive	South Sudan Legislative Assembly.
Statistics	Commission for Census, Statistics and Evaluation.
Economic management and resource mobilisation	Ministry of Finance and Economic Planning.

The remainder of this chapter presents the background and the details of the governance pillar.

4.1.2 Background

For the purposes of this chapter, governance is defined to mean the core principles of accountability, transparency, integrity, professionalism as applied to the operation of central government systems and administration. The scope of this definition is purposefully restrictive as it reflects the main area of concern at this stage in South Sudan's development; in particular, it focuses on supply-side institutional strengthening and legal provisions. Over time, this will be broadened to strengthen related demand-side aspects of governance, such as procurement watch systems, and deepen participation and democratisation. Furthermore, the Government acknowledges that as systems develop and the economy diversifies,

consideration of governance will need to embrace wider elements, including economic and corporate governance which need apply to the private sector and to non-governmental organisations.

Good governance is fundamental to service delivery. As governance in South Sudan is transformed from managing conflict to nation-building and then to delivering services, there needs to be a shift in focus, to foster a culture of accountability in which the nation's resources are efficiently and transparently managed. The Government of South Sudan is committed to ensuring an independent and effective legislature which is able to hold the Executive to account and an independent judiciary strong enough to uphold the rule of law and protect the rights of the citizen. As South Sudan emerges from its conflict with the North and seeks to build national cohesion, it will continue to struggle to find the balance between security and service delivery.

4.1.2.1 Why governance in South Sudan matters

Good governance is key to the achievement of the development objectives and targets outlined in SSDP for four simple reasons. These are namely the promotion of i) peace ii) human capital development iii) economic development, and iv) service delivery. The concept of good governance in South Sudan has been shaped by the imperatives of the struggle for liberation, the history of war and the vision of justice, equality, and progress.

Historically, government in Sudan has been perceived to be authoritarian, unjust, non-inclusive, and non-accountable and, therefore, a driver of the conflict between the North and South. The war was fought on the ideals of political inclusion and equitable service delivery.

Good governance reduces the potential for corruption and enables the allocation of public resources to respond to priority needs (security, health, education and food security). Effective and credible governance also facilitates an environment for macroeconomic stability, enabling economic activity to flourish. This promotes income generation opportunities for the South Sudanese population and ultimately enhances social stability, life expectancy, literacy and food security. All the above are paramount for the development of a country emerging from over 50 years of civil war.

4.1.2.2 Key components of good governance in South Sudan

Good governance consists of sound policies enshrined in a legal framework; the political will to implement the policies and laws; strong institutions for formulating and implementing policies; a competent public service, and an effective system of oversight. Political inclusion, in which South Sudanese irrespective of ethnicity or gender can meaningfully participate in the political process, is essential. Similarly, a strong institutional framework to review and evaluate the performance of governing institutions to promote a more transparent and accountable government is indispensable. In South Sudan, greater clarity in roles and responsibilities and better coordination between central, state and county levels of government are essential to efficient service delivery. This requires an understanding of the mandates and functions of the institutions and ultimately of the concept of the State.

Policy-making, implementation and monitoring in South Sudan are constrained by data unavailability. Yet effective policies must be informed by credible, context-appropriate data and information. Similarly, the implementation of policies is dependent on a strong and effective executive, informed and active parliamentarians, and a public service with the necessary skills, capabilities and commitment to deliver public goods. Timely public access to information is key for monitoring government performance.

4.1.2.3 Sectors

The accountability and public administration sectors create the conducive environment required for the execution of state functions. The institutions within these two sectors are mandated to provide guarantees for a transparent flow of information, generation of data, formulation of policy and the management of public resources. These sectors also are responsible for the conduct of foreign relations, coordinating government adherence to international commitments and treaties, and defining government policy vis-à-vis

international cooperation. It is composed of both legislative and executive institutions and provides the checks and balances for the Presidency and the Cabinet. The sectors set the standards of the public service and the use of public funds.

This section outlines the achievements of GoSS between 2005 and 2011 towards good governance and discusses key challenges. This is followed by defining the objectives and targets South Sudan has set for 2011-2013.

4.1.3 Major achievements

Since CPA was signed in 2005, Southern Sudan has made progress towards good governance as detailed below.

A functioning government: CPA created a federal system of government at three levels: GoNU, GoSS and states. From October 2005, GoSS and its institutions were established at the central, state and county level. For the first time, Southern Sudan had its own government with full authority over the development of its own institutions of governance at the executive, judiciary and legislative level. For example, a functioning cabinet system has been established, with the capacity to coordinate executive decision-making. South Sudanese consider the establishment of their government a major achievement, followed by the successful execution of general elections and the referendum.

Accountability: Systems are being developed at GoSS and state levels to improve accountability. Achievements include measuring corruption; introduction and implementation of planning and budget systems; the introduction of a public financial information system, an electronic payroll system, and a nascent human resource management information system. Public finances are being audited with increasing professionalism, though in the absence of an Audit Act, the independence and powers of the auditors are not yet protected. Strong government systems will continue to be essential to achieving a transparent and accountable state.

Though many data sources used in this document are necessarily based on observation rather than statistics,⁴³ access to accurate data has improved. Since 2005, South Sudan has conducted the 2008 census, as well as surveys on poverty, health, education, corruption and labour relations, among others. These data and information have enabled GoSS and its DPs to improve planning processes in a context-appropriate manner.

Legislation and policy framework: Agencies continue to develop key policies and to secure necessary legislation and set out regulations relevant to the execution of their mandate. SSLA enacted 36 laws during the CPA period. Assembly members received training on parliamentary procedures and practice at GoSS and state level. Programmes to increase public awareness of democratic processes and foster a democratic culture have included promoting women's participation in public decision-making processes and encouraging youth participation (by supporting the activities of the Youth Parliament.) Collectively these contribute to the strengthening of government in the context of an emerging democratic culture.

4.1.4 Challenges

While substantial achievements have been made, there remain significant deficiencies that must be addressed during the 2011-2013 period.

Inclusion: Good governance depends on inclusion. In Southern Sudan, historical gender disparities in education result in a public service in which women are not proportionately represented. This will require time and affirmative action to rectify. Similarly, equitable geographical representation is crucial to fair distribution of the gains of development. Civil war has negatively impacted the human resource capacity,

⁴³ As recently as 2007, a UN Joint Logistics Centre (UNJLC) map legend warned: "very little information is known about the roads of South Sudan. Much of the information displayed about the roads is based on anecdotal information and conjecture. If you have corrections ...". UNJLC, *South Sudan Roads*, 23 February 2007.

both in the existing public service and through illiteracy among both combatants and affected populations. Finally, the inclusion of youth in political processes and economic development is critical to stability. It is therefore essential that bold and effective policies are developed and sustained to provide young people with training, employment and enterprise opportunities to prevent a relapse into violence as a means of livelihood and to integrate them as a dynamic and productive segment of society.

Access to financial resources: Virtually all institutions within the pillar indicated inadequate availability of resources as a major constraint. Many experience difficulty in receiving the resources budgeted for their planned activities: funds are either not released at all or not released in a timely manner. Consequently, agencies underspend their allocations and are unable to complete their programmes. Some agencies have indicated that the situation often results in undue reliance on donor funding to implement their activities.

Fiscal discipline: Most agencies feel that the difficulty of accessing budgeted funds is the consequence of weak fiscal discipline. Accountability systems and processes are insufficiently strong and often bypassed. The political will to strengthen and enhance respect for due process and neutralise fiscal indiscipline has been weakened when political exigencies related to stability and security dominated the allocation process.

Legal authority for oversight institutions: The ability of institutions to effectively implement their mandates—particularly oversight—is limited by several other factors. These include: i) inadequate authority to act independently and to hold the powerful to account; ii) the lack of capacity of members of SSLA to exercise full oversight over the Executive; iii) lack of necessary legislation (including the Public Financial Management Act, Procurement Act, Audit Act and Public Service Act) to empower agencies, and iv) constitutional overlaps between agency mandates. These issues, combined with the perception that there is weak political commitment to the existing accountability systems, effectively facilitate corruption. In addition, poor management of documentation, insufficient access to data and lack of time for adequate evaluation compromise agencies' ability to conduct oversight functions.

Recruitment and capacity: The current recruitment system of public servants is widely viewed as weak and ineffective. Staff may be recruited into positions that fail to benefit from their skills or for which their skills are inappropriate. It takes a waiting time of up to one year for staff to be recruited by the Recruitment Board. Agency-led provisional recruitments may be neglected once new staffers have taken up their posts. This results in high staff turnover, leaves agencies without the necessary human resources to conduct activities and ultimately leads to poor performance. Further, it results in large underspending on budgeted salaries due to under recruitment of staff. Ultimately, some agencies consistently underspend on planned salary allocations, which distorts the planning process.

The limited capacity of existing human resources is due in part to lack of experience and skills caused by war and emigration. It is also partly the result of irregularities in appointments, promotions and the inability to encourage and promote the younger ranks of the public service (e.g. the absence of a pension system during 2005-2011 has resulted in retention of those who are ready for rest). With no systematic performance appraisal system, it is difficult to measure and improve the capacity of staff. Consequently, training opportunities are often offered to those least likely to benefit from them and do not target real needs.

Capacity issues need to be addressed as a matter of urgency given the importance of the public service in driving the success of SSDP. It is especially important to build the capacity of the staff of the Recruitment Board and help it develop ethical, skill-based criteria for recruitment. Agencies with an interest in ensuring the integrity of the recruitment process should also be involved as much as possible.

Physical infrastructure: Inadequate office space is a serious constraint to staff functioning and to the provision of training. In some cases, a lack of funds to build an office leads to payment of excessive rent. In others, agencies have had to move repeatedly, resulting in workplace disruptions. More fundamentally, physical infrastructure limitations, for example in communications and transport, also severely constrain service delivery and the capacity of citizens to exercise their rights.

Inter-governmental coordination: Clarity is lacking over the division of power and the roles and responsibilities between central institutions, states and counties. In particular, administrative and fiscal decentralisation is unevenly implemented among agencies. Disparities in relations between GoSS and state-level staff create inequalities.

It is crucial that South Sudan begins early to lay the foundation for best practice in governance, including transparency, accountability, participation and consensus-building, as the strongest guarantee of national stability, growth and sustained international goodwill in the years ahead. SSDP is a key step in this process.

Against this background, the next section sets out the main objective and outcomes expected from implementing pillar programmes during the period of the plan.

4.1.5 Pillar objective

The governance pillar objective - a statement of what South Sudan would like to achieve in terms of governance – is informed by GoSS Vision 2040.

Governance pillar objective	
To build a democratic, transparent, and accountable Government, managed by a professional and committed public service, with an effective balance of power among the executive, legislative and judicial branches of Government.	

4.1.6 Sector objectives

The following sector objectives represent the specific areas of focus for the three-year period of SSDP. Each sector objective has an indicator. The indicator is the tool the Government will use to assess progress against each sector objective. Similarly, each sector has a baseline to indicate South Sudan's current status, as well as targets to indicate where South Sudan would like to be by 2013.

The sector objectives and targets are presented in Table 14. A key challenge that may be noted is the lack of baseline data. Lack of adequate data was previously highlighted in section 1.3 of this chapter as a major constraint. As noted, it impacts SSDP and its ability to be monitored. Similarly, a key challenge for the agencies within the governance pillar has been identifying indicators that are realistic, simple, and measurable.

Table 14: Governance pillar five sector objectives, indicators and targets

Objective	Indicator	Target			
		Baseline	2011	2012	2013
Ensure a strong public administration through the enactment of just and effective laws and the development of responsive and inclusive policies, based on transparent processes and credible information and knowledge.	Proportion of approved new laws and policies based on transparent and credible information.	Currently 36 laws have been passed.	50%	60%	75%
Enhance the systems, structures and mechanisms of	Proportion of agencies that use a performance management system	No performance management	Establish a performance management	50%	75%

Objective	Indicator	Target			
		Baseline	2011	2012	2013
coordination at all levels of government to promote professional, ethical and efficient service delivery to all the people.	(personnel and institutions).	system in place.	system.		
Strengthen and sustain the capacity of oversight institutions to enhance accountable and transparent public administration through effective monitoring, evaluation and verification.	Proportion by which skills of staff of oversight institutions have been strengthened (subject to appropriate performance indicators). Proportion by which the governing laws and operational regulations of oversight institutions enhance their performance.	Baseline study to be conducted.	40%	50%	75%
		Establish baseline.	30%	45%	75%
Ensure accountability, transparency and zero tolerance to corruption at all levels of government in the service of the people of South Sudan.	The composite index for South Sudan as measured by the Transparency International/African Development Bank. Percentage of government institutions with corruption prevention action plans.	1.6 (for Sudan as a whole).	2	2.5	3.0
		0	25%	50%	75%
Ensure evidence-based decisions on mobilisation, equitable allocation and efficient management of resources; and timely public access to information on the availability and use of resources.	Scores in a Public Expenditure and Financial Accountability (PEFA) assessment of South Sudan.	No information available on PEFA scores.	Conduct baseline.	Improved scores on 25% of categories.	Improved scores on 75% of categories.

The first sector objective (refer to Table 14) concerns the establishment of more just and effective policies and laws that are based on transparent processes and credible information. The target is to have a greater number of new laws and policies based on data and transparency. Progress against this sector objective is fundamental. Currently in South Sudan, the lack of critical legislation and policies has meant that the foundational building blocks of government have only partially been laid. Agencies in the governance pillar provided evidence of overlapping institutional mandates, insufficient legal authority to enact their mandates, unclear authority among central, state, and county levels, and an absence of policy.

That policy and laws must be based on credible information reinforces the need for reliable data. Finally, governance has identified the need for greater transparency in policy and legal formulation. There is currently limited or no consultation with citizens in the creation of laws and policies.

The second sector objective is to strengthen the systems, structures and mechanisms of coordination of government. The establishment and use of effective performance management procedures has been identified as an indicator, given the complete absence of performance management at present. It is important to install performance management practices that measure and develop greater professionalism and quality in the public service, rather than a specific technical system. Progress towards the full establishment of critical government systems at central and state level is feasible over the next two and a half years. These are namely a payroll system, pension system, financial management information system, human resource information system, human resource development system and a performance management system. This will require both financial and political investments. A challenge experienced in the last six years has been the lack of respect for systems introducing accountability measures (e.g. a payroll system or respect for dismissal systems) by all levels of government. This is why political leadership is critical to progress related to this objective. Similarly, without government financial commitments and expenditures, the implementation of systems will be entirely dependent on donor financing. An example is the Public Sector Reform Implementation Framework, which has no independent budget line allocated to it.

The third sector objective is to strengthen the capacity of oversight institutions. Weak accountability mechanisms hinder good governance practice. The accountability mechanisms currently in place in South Sudan are characterised by an underdeveloped legal framework and low institutional capacity. The laws related to these organisations are not all in place and secondary legislation to operationalise the laws already enacted has not been adopted. Inadequate public outreach further compounds the negative perception of a lack of accountability. Key institutions in both the public administration and accountability sector need to be invested in, both in terms of human resource and institutional capacity. This was identified as a key objective given its importance to provide a check to the power of the Executive.

The fourth sector objective focuses on the need to increase accountability, transparency and reduce corruption. Although progress towards this objective is possible and viewed as critical by both the pillar as well as participants in the consultations on SSDP, this is a long-term goal. Without effective actions to tackle corruption, rule of law will be further undermined; significant oil resources will not be invested in infrastructure, health, education, water, and agriculture; public dissatisfaction will increase, and the risk of instability will rise. Progress towards achieving the four other sector objectives is critical to achieving this one, which demonstrates the inter-linked nature of the five. This pillar agreed upon an international standard indicator.⁴⁴ Although it is recognised that South Sudan may score low in its first assessment ranking, the presence of an agreed global standard against which South Sudan can measure itself over time is the rationale for the selection of this indicator.

The fifth sector objective relates to evidence-based decision-making in relation to equitable resource allocation, as well as to the ability of the public to acquire the necessary information to have oversight on the Government's performance. Again, an international standard has been chosen as an indicator. Achievements against this sector objective would concretely address at least two of the key challenges identified by governance, namely inclusion and lack of adequate data. Government budget allocations to states in the last six years, for reasons of political stability, have been based on equality, not equity. Thus the lack of data has been identified at all levels as a critical constraint to establishing baselines, monitoring progress, accounting for funds and engaging with the public.

As the above text indicates, achieving the five selected pillar objectives will require dedicated effort and commitment. They are complex and challenging but critical to the future development of South Sudan.

44 This was done via Transparency International.

4.1.7 Priority areas

The accountability sector consists of the following six agencies: the South[ern] Sudan Anti-Corruption Commission (SSACC), the South[ern] Sudan Audit Chamber (SSAC), the Centre for Census, Statistics and Evaluation (SSCCSSE), the Ministry of Finance and Economic Planning (MoFEP), the South[ern] Sudan Fiscal and Financial Allocation and Monitoring Commission (SSFFAMC), and the South[ern] Sudan Reconstruction and Development Fund (SSRDF). The public administration sector consists of the Office of the President (OoP); the Ministries of Cabinet Affairs (MoCA), Labour and Public Service (MoLPS), Human Resources Development (MoHRD), Parliamentary Affairs (MoPA), and Regional Cooperation (MRC)⁴⁵; the Civil Service Commission (CSC), Local Government Board (LGB), the Employee Justice Chamber (EJC), the Public Grievances Chamber (PGC) and the Southern Sudan Legislative Assembly (SSLA).

Each agency has one to three programme areas, as determined by the historical budget process. The pillar agencies identified, through a participatory process, the top five programme areas most essential to the achievement of the sector objectives. These five are presented below. The remaining programme areas and targets are presented in section 4.1.8. Their achievement will also contribute to the achievement of the sector objectives. Taken together, all programme areas will be crucial in laying an early foundation for best practice in governance. Programme matrices featuring objectives, indicators, annual targets, activity costing and priorities are presented in Annex 1.

⁴⁵ The Ministry of Regional Cooperation (MoRC) will formally change its name following July 9, 2011. The final name is to be determined but will reflect its expanded mandate of foreign relations/affairs.

Table 15: Governance pillar: five priority programme areas, outcomes and activities

Top five programme areas	Outcome objective and key activities	Associated agency
Executive function of the Presidency.	Outcome: Improved whole of government approach to addressing national presidential priorities by GoSS and state institutions. Key activities: Strong communication and open dialogue with the citizenry, coordinate implementation of international commitments, coordinate structure of the Government including decentralisation.	OoP.
Development of institutional and human resource capacity.	Outcome: Enhanced coordination, application and development of knowledge and skills of public servants. Key activities: Comprehensive Training Needs Assessment and coordination of training.	MoHRD.
Promulgation of legislation and oversight of the Executive.	Outcome: Increase the capacity of SSLA to effectively and efficiently carry its oversight function through review of the laws passed and increase the numbers of laws passed annually. Key activities: Enhance capacity of parliamentarians in legislative scrutiny and oversight of the Executive.	SSLA.
Statistics.	Outcome: To collect, analyse and disseminate all official geospatial, economic, social, demographic, and census statistics. Key activities: Conduct and disseminate key surveys; build data collection and analysis capacity.	SSCCSE.
Economic management and resource mobilisation.	Outcome: Improved stability of government revenue to allow high quality management of the macro economy, leading to broad-based growth and poverty reduction across the country. Key activities: Improve tax collection system, payment processes, financial reporting mechanisms; develop public financial management regulations.	MoFEP.

Executive functions of the Presidency: This represents the programme area of OoP. Public administration agencies viewed OoP as the key body to ensure that national policies and priorities, determined by sector-specific agencies, are coordinated and communicated and rolled out across all levels of government. OoP is expected to monitor progress of their implementation. Fundamentally, this priority program area relates to the support and leadership that the agencies expect OoP to provide for the establishment of systems and structures of government and creating the enabling environment for sector objectives related to accountable government and fighting corruption.

Institutional and human resource development: This is the programme area of MoHRD. All agencies note that the lack of competent staff diminishes the ability of each institution to function. In addition, the lack of an enabling institutional environment, such as office space, reliable power, and internet access, hampers work productivity. Across government, training and human capital investment was identified as the cornerstone and basic requirement for the achievement of all sector objectives. Institutional and human resource development has been historically underfunded. Significant investment is urgently required if any progress is to be made in the next three years. Similarly, a coordinated and politically courageous approach to capacity-building is required. Progress towards meeting the development objective of this program area directly contributes to each of the sector objectives of the governance pillar (and many of the objectives of the other SSDP pillars).

Promulgation of legislation and oversight of the Executive: This is the programme area of SSLA and state assemblies. This reflects the firm belief of the sector that without strong laws there is no foundation for government and no means of holding the Executive to account. It was recognised that significant investment to strengthen the capacity of parliamentarians was needed. There is also a need for the Legislature to have greater independence from the Executive and to strengthen its relationship with the population.

Collection, analysis and dissemination of statistical information and data for national development: This is the programme area of SSCCSE. This is the key agency to collect, analyse and disseminate all official geospatial, economic, social, demographic and census data. As discussed on numerous occasions, the lack of adequate data has not only been a key constraint affecting service delivery over the last six years, but its absence has also impeded the ability of interested stakeholders to provide oversight of government performance. It is essential if South Sudan and its DPs are to allocate their resources in an equitable manner that promotes inclusion, reduces discrimination and pro-actively limits marginalisation. Progress in meeting the development objective of this program area directly contributes to each sector objective of the pillar.

Economic management and resource mobilisation: This is the programme area of MoFEP. Contributions to this programme area will put in place the necessary financial systems for greater public financial accountability. A more effective collection system of non-oil revenue will reduce South Sudan's dependency on fluctuating global oil prices and improve the macroeconomic stability of government revenue. Economic stability has a direct link to social stability.

4.1.8 Agency outcome objectives and targets

The individual agency outcome objectives (what result is to be achieved) and targets for 2013 are listed below. It should be noted that key activities to obtain these results are presented in Annex 1.

4.1.8.1 Accountability

Anti-Corruption Commission (SSACC): By 2013, SSACC aims to reduce the incidence of corruption in South Sudan. Its target is to have a 75% reduction in the percentage of corruption allegations made annually (that are investigated by SSACC).

Audit Chamber (SSAC): By 2013, SSAC aims to increase transparency and enlarge accountability of all three levels of government, to civil society and legislatures, on efficient and effective use of public funds. By 2013, the SSAC target is to have released a total of 18 reports of recognised international auditing standards to the President, Parliament and the people. The legal foundation of this work will be laid by the passage of the Audit Law in 2011, as well as other essential public financial management legislation such as the Public Financial Management Act (PFMA) and Public Procurement Act.

South Sudan Centre for Census, Statistics and Evaluation (SSCCSE): By 2013, SSCCSE aims to collect, analyse and disseminate all official geospatial, economic, social, demographic and census statistics. SSCCSE aims to have a five percentage point increase in its score on the Statistical Capacity-Building Indicator by 2013.

Fiscal and Financial Allocation and Monitoring Commission (SSFFAMC): By 2013, SSFFAMC will have improved monitoring and policy inputs of inter-governmental fiscal transfers. Its target is to have reviewed and submitted to the Government two programme areas in each of the ten states.

Ministry of Finance and Economic Planning (MoFEP): MoFEP has three programme areas. The outcomes and targets are as follows:

- Improved and refined cycle of planning and budgeting across GoSS to allow for better planned and executed government expenditure. The target is to improve scores from the 2011 Public Expenditure and Financial Accountability (PEFA) Assessment⁴⁶ in 50% of the indicators evaluated. The

⁴⁶ PEFA assessments apply a standardised framework to assess and score the quality of government Public Finance Management (PFM) systems, the first of these for South Sudan having been conducted in 2011.

foundations for this will be laid by the passage of a legislative framework for public financial and economic management, comprising the Public Financial Management and Accountability Act, Public Procurement Act and Central Bank Act. It will also require reforms to the Chart of Accounts to ensure a stronger link between the programmes and activities in the budget and the directorates and departments of government;

- Improved stability of government revenue and management of the macro economy. By 2013, MoFEP's target is to double the amount of non-oil revenue collected from SDG250 million to SDG500 million. It also aims to be able to produce long-term annual revenue forecasts;

Improved payment processes to reduce volatility in government spending and contribute to macroeconomic stability, as well as to improve reporting to increase accountability and transparency of GoSS. By 2013, MoFEP will produce nine-monthly reports and 100% of government agencies will adhere to quarterly spending limits in a cash management system.

South Sudan Reconstruction and Development Fund (SSRDF): By 2013, SSRDF aims to improve livelihoods in the rural areas through implementation of quick impact developmental projects, with a target of 20 quick impact projects.

4.1.8.2 Public administration

Civil Service Commission (CSC): By 2013, CSC aims to have improved meritocracy in public service at GoSS and state levels, with a target of a 30 percentage point improvement in the proportion of public servants correctly appointed in GoSS from 2011.

Ministry of Cabinet Affairs (MoCA): By 2013, MoCA aims to have enhanced the quality of support to the Cabinet and the Executive with 80% of cabinet submissions correctly following agreed procedures, to improve the quality of policy proposals and effectively support the Government's collective decision-making. It is also targeting an 85% improvement in the support services that enhance the Cabinet's decision-making and implementation.

Employee Justice Chamber (EJC): By 2013, EJC aims to have reduced civil service workplace disputes, resulting in a 40% reduction in the number of complaints received (and resolved) by the EJC and a 75% increase in the number of GoSS and state public servants who have knowledge of public service laws, employee rights and employer obligations.

Local Government Board (LGB): By 2013, LGB aims to establish and strengthen local government councils for effective service delivery with 75% of them able to meet national standard guidelines of performance.

Ministry of Human Resource Development (MoHRD): By 2013, MoHRD aims to have enhanced coordination, application and development of knowledge and skills of public servants. The target is for 100% of GoSS institutions that conduct training to report on the effectiveness of training to MoHRD

Ministry of Labour and Public Service (MoLPS): MoLPS has two programme areas. The respective outcomes and targets are:

- Improved systems and policy environment for an accountable public service with a total of nine systems and five policies in place by 2013;
- Improved and conducive environment for labour market with one new law and three functional policies by 2013.

Ministry of Parliamentary Affairs (MoPA): By 2013, MoPA aims to improve good governance, public policy analysis and strengthen parliamentary best practices at national and state levels with public satisfaction with the functioning of parliaments increased by 70%, and an improvement in the general public understanding of multi-party democracy and good governance system by 30%.

Public Grievances Chamber (PGC): By 2013, PGC aims to have reduced injustices for the people of South Sudan, and built an increased awareness of the remedies available when injustices occur. The target is to increase from the baseline of 81% to 97% the percentage of cases of reported employees related grievances resolved.

Ministry of Regional Cooperation (MRC): By 2013, MRC aims to have enhanced diplomatic relations and international cooperation of the new nation state with a target to accede to 40-50 international treaties.

Office of the President (OoP): OoP has three programme areas. The outcome objectives for each programme area are as follows:

- Improved whole of government approach to addressing national presidential priorities by GoSS and state institutions, the number of GoSS Institutions that can correctly articulate key national priorities and the number of GoSS institutions that implement key national priorities. The target is for a 50% increase from a 2011 baseline (to be conducted) in the number of GoSS institutions that can correctly articulate key national priorities and a 40% increase from a 2011 baseline in the number of GoSS institutions that implement key national priorities;
- Improved coordination, communication and implementation of GoSS policies with state and independent commissions, with a target of all ten states successfully implementing the Governors' Forum's resolutions; and
- Enhanced quality of support to the Presidency with a reduction to zero in the number of complaints received.

Southern Sudan Legislative Assembly (SSLA): Increase the capacity of SSLA to effectively and efficiently perform its oversight function through review of the laws passed and increase the numbers of laws passed annually. In 2013, SSLA aims to debate and enact 18 laws.

4.1.9 Pillar actions to improve service delivery

The formulation of SSDP and its consultations identified key challenges mentioned in section 1.4 of this chapter. Key actions to 'unblock' these constraints are identified. In brackets behind each action are the three key agencies across the Government that have the primary responsibility or a leadership role to implement these actions.

Table 16: Constraints to and pillar actions to improve delivery

Constraints to delivery	Action		
	2011	2012	2013
Inclusion.	Announce publicly timeline for length and milestones in transitional period (OoP). Balanced inclusion of diverse groups in new government leadership without undermining consolidation (i.e. reduced number) of agencies (OoP).	Participatory constitution drafting process to submit draft constitutional text and report to Constitutional Conference (OoP, NCRC). Establish a government gender equality policy for the public service (OoP, MoLPS).	Nationally representative Constitutional Conference to complete constitution drafting and text (OoP, NCRC, the Legislature). Ensure all recruitment short lists are representative of the three former regions (MoLPS).

Constraints to delivery	Action		
	2011	2012	2013
Access to financial resources (poor budget processes).	Establish a functional monthly cash limits system for all spending agencies operating successfully, including reporting on commitments (MoFEP). Use new budget tool to prepare 2012 budget, including in-year expenditure profiles (MoFEP). Conduct seminars for leadership by senior regional figures to promote greater understanding of and respect for budget discipline (OoP).	Introduce quarterly allotments using Financial Management Information System (FMIS) in 2012 (MoFEP). 2012 budget appropriations set at programme level to protect services (MoFEP). System of 'no accountability, no release' enforced for petty cash advances (MoFEP). Provide written evidence on financial implications for all Council of Ministers (CoM) resolutions and Bills (MoFEP, MoCA).	Major policy decisions reflected clearly in planning and budget process (OoP, MoCA, MoFEP). Provide written evidence on financial implications for all CoM resolutions and Bills (MoFEP, MoCA).
Weak fiscal discipline.	Public Financial Management and Accountability Bill, Public Procurement Bill, Central Bank Bill and amendments to Taxation Act enacted in law (MoFEP, MoLACD, and legislature). PFMA regulations updated and enacted and necessary training provided (MoFEP). Timely release of regular budget execution reports to the CoM and legislature (MoFEP, MoCA, SSLA). Develop management procedures for new oil revenue stabilisation account (MoFEP, BoSS).	Amend budget execution circular, payment procedures, Petty Cash procedures to reflect PFMA Act and Regulations and issued to all agencies (MoFEP). Ensure FMIS is used to record commitments, obligations and generate all payment orders and cheques (MoFEP). Timely release of regular budget execution reports to CoM and legislature (MoFEP, MoCA, SSLA).	Provide monthly budget execution reports reviewed by CoM, submitted to legislature and made publicly available (MoFEP, MoCA). 50% of spending agencies connected to FMIS with trained staff able to generate reports (MoFEP, spending agencies). All officers and units specified in the PFMA Act appointed and trained on their respective roles: Accounting Officer, Financial Unit, Reporting Unit, Internal Audit Unit, Procurement Unit, Certifying Unit.
Weak accountability.	Audit Chamber Provisional Order enacted into law (MoLACD, SSLA). Submit Audit reports to legislature (SSAC, OoP, SSLA).	Investigate and prosecute violations in fiscal discipline (SSAC, SSACC, MoLACD). Submit Audit reports to legislature (SSAC, OoP, SSLA).	Submit Audit reports to legislature (SSAC, OoP, SSLA). Follow-up to review implementation of audit recommendations and report to legislature on progress

Constraints to delivery	Action		
	2011	2012	2013
			(SSAC, OoP).
Limited human resource and institutional capacity.	Training Needs Assessment (MoHRD) Introduce a Government Performance Management System (MoLPS, MoHRD, OoP). Conduct institutional assessments (MoCA, OoP, MoHRD). Assess and finance priority physical infrastructure needs (MoPHPI, MoFEP).	Training Needs Assessment (MoHRD) Coordinate Public Service Training (MoHRD, MoLPS) Manage and assess Government Performance Management System (MoLPS, MoHRD, OoP). Conduct institutional assessments (MoCA, OoP, MoHRD). Assess and finance priority physical infrastructure needs (MoPHPI, MoFEP).	Training Needs Assessment (MoHRD). Coordinate Public Service Training (MoHRD, MoLPS) Manage and assess Government Performance Management System (MoLPS, MoHRD, OoP). Conduct institutional assessments (MoCA, OoP, MoHRD). Assess and finance priority physical infrastructure needs (MoPHPI, MoFEP).
Slow and inadequate Public Service Recruitment System.	Revise and streamline recruitment service to meet needs of Government (MoLPS, CSC).	Streamline recruitment service to meet needs of Government (MoLPS, CSC).	Consolidate and ensure strict application of the recruitment system and procedures.
Weak inter-governmental coordination.	Clearly define and separate functions and duties of agencies and communicate to states (MoFEP, SSFFAMC, OoP, LGB, line ministries). Monitoring of grant allocation and disbursement at all levels publicly available (SSFFAMC, MoFEP, MLPS, LGB). SSDP targets disaggregated by state/ministry and communicated to states (MoFEP, OoP).	Needs based element and expected outputs for state transfers introduced into plans/budget (MoFEP, SSFFAMC, line ministries). FMIS in all states are up-to-date with monthly submission of reports to State Transfers Monitoring Committee (MoFEP, MLPS, LGB). Reporting on progress against SSDP targets by states (Governor's Forum).	Publish resource transfers to tiers of government and service delivery units (SSFFAMC).
Corruption.	Identify and target vulnerable agencies for surveillance and investigation (SSACC). Timely and regular audits of government (SSAC).	Strengthen programme on public education (SSACC). Timely and regular audits of government (SSAC). Investigate and prosecute cases of corruption (SSACC, MoLACD).	Timely and regular audits of government (SSAC). Investigate and prosecute cases of corruption (SSACC, MoLACD).

4.1.10 Cross-cutting issues

As governance is itself cross-cutting within government as well as in government relations to society, cross-cutting issues in the governance pillar are closely linked to those of each of the other pillars, and to SSDP execution.

4.1.10.1 Capacity-building

Capacity-building is intrinsic to good governance. Individual agencies have identified activities related to strengthening their organisational and human resources. In addition, MoHRD at GoSS level and MoLPS and MoHRD at state level play a key role in the coordination and/or conduct of activities to strengthen the skills and aptitudes of public servants across all agencies. These ministries, in coordination with the MoFEP Aid Coordination Directorate, as well as OoP, will lead in coordinating the institutional, human resource and policy/regulatory capacity-building efforts of DPs. An emerging central mechanism for addressing capacity issues is the Medium-Term Capacity Development Strategy (see Annex 7).

4.1.10.2 Youth

Youth employment is a key factor in social stability. An active youth policy is required to ensure that youth are fully integrated into society, especially through programmes to transform the livelihoods of young people, including girls, in the rural areas.

In the exercise of its scrutiny of legislation and oversight functions, it is the responsibility of SSLA to address matters of youth as a cross-cutting issue. MoPA will continue to address issues of youth visibility, empowerment and participation in national processes through regular sessions of the Youth Parliament in its promotion of democratic governance. Other agencies, including MoLPS, MoHRD and SSCSE, have a responsibility to prioritise youth issues in their policy development and implementation and in public information campaigns. Effective coordination with international partners, including NGOs working in this area, is vital to linking humanitarian assistance activities to SSDP.

4.1.10.3 Gender equality

Recognising the principle of at least 25% equal representation for women at all levels of government and sectors as stipulated in the South Sudan Transition Constitution 2011, we would like to see this reflected in the governance pillar and sector objective and activities. Reference is also made to the President of Southern Sudan's inauguration speech after his popular election in 2010 in which he talked of the provision of 30% participation of women. The governance pillar therefore proposes:

- A minimum representation of 30% for women in decision-making positions at all levels, including transitional institutions and all commissions established under CPA and beyond;
- Support for urgent programmes to address negative customs and practices which continue to foster women's marginalisation and exclusion in all spheres of life; and
- Support for and enhancement of women's effective political participation and leadership at all levels, including within political parties with strong and urgent support to capacity-building for women's leadership.

It should be noted that the Interim Constitution of Southern Sudan 2005 stipulates:

1. Women shall be accorded full and equal dignity of the person with men;
2. Women shall have the right to equal pay for equal work and other related benefits with men;
3. Women shall have the right to participate equally with men in public life;
4. All levels of government shall:

- a. Promote women's participation in public life and their representation in the legislative and executive organs by at least 25% as an affirmative action to redress imbalances created by history, customs, and traditions;
 - b. Enact laws to combat harmful customs and traditions which undermine the dignity and status of women; and
 - c. Provide maternity and childcare and medical care for pregnant and lactating women.
5. Women shall have the right to own property and share in the estates of their deceased husbands together with any surviving legal heir of the deceased.

4.1.10.4 Environment

The protection of the environment during rapid economic, agricultural and urban growth is a key policy and GoSS has a responsibility to reflect this fact in legislation as well as in policy development and implementation. SSLA will address matters of environmental concern as a cross-cutting issue in the exercise of its scrutiny of legislation and oversight functions. Agencies will continue to take into account environmental impact assessments as appropriate to their mandates and activities. In particular, environmental policy and laws for sustainable natural resource management should be established. GoSS will continue to ensure that development is sustainable by enforcing environmental and social impact assessments for all development programmes and projects. It will accede to and ratify applicable and beneficial multilateral environmental treaties, conventions and agreements. Finally, it will promote inclusive participation, access to information and good governance in sustainable natural resources management and environmental protection.

4.1.10.5 Human rights

Human rights are a central component of the Bill of Rights in the Interim Constitution of Southern Sudan 2005. The constitution also provides for civic education thereon. As a post-conflict country with high ethno-cultural diversity and where the dividends of peace should be accessible to every citizen without fear of infraction on his/her civil liberties, human rights should be a high priority. Those who are illiterate may not be aware of their rights and how to defend them and therefore remain vulnerable in many ways. But this does not diminish the sense of grievance or hurt that could arise and where the response may trigger untold consequences, especially among different cultures. In a post-conflict society, it is necessary to ensure that members of the armed forces, as they emerge from war, are well-grounded in human rights, to ensure respect for their fellow citizens. SSLA must address human rights as a cross-cutting issue in the exercise of its scrutiny of legislation and oversight functions. A national plan of action for human rights would give practical effect to constitutional intentions and create awareness at all levels. GoSS demonstrates its commitment by its intense preparations to accede to and ratify international and regional human rights conventions.

4.1.10.6 HIV/AIDS

GoSS activities must increase political and leadership level awareness and commitment to an HIV response at all levels. South Sudan is bordering countries with high prevalence of HIV. It is therefore exposed to the potential impact in rising incidence, lowering the strength of the economy through attacking the vulnerable segment of its population. Thus, national manpower weakens, including at leadership levels of the country, and poverty increases. These considerations call for urgent and clear policies to ensure that a society already weakened by prolonged conflict and fragile capacity is not rendered more vulnerable by HIV/AIDS.

4.1.10.7 Corruption

As a cross-cutting issue, corruption is particularly relevant to good governance. Opportunities to engage in rent-seeking behaviour must be minimised through transparent processes and mechanisms to hold public officials accountable. In parallel, enforcement of anti-corruption laws must be vigorous through strong

institutions empowered to investigate and prosecute. Transparent revenue systems to account for oil revenue, customs and tax revenue must be established. Transparent systems for spending public money are critical components for minimising opportunities for corruption. Revenue collection and revenue flows will need to be transparent. On the expenditure side, MoFEP has demonstrated its commitment to transparent systems in revenue collection and also transparency in spending through the use of an automated system for budget execution FMIS. The Audit Chamber is empowered and capable of auditing public accounts but there must be political will to publicise and act on these reports. In addition, on the expenditure side, GOSS will need to establish modern and transparent procurement functions. On the enforcement side, SACC is the national flagship mechanism for combating corruption. It has already accomplished much in terms of public awareness. It has developed a sound strategy. The Commission will continue to work with other agencies, especially the prosecutorial arm of MoLACD, in the pursuit of its objectives. If there is strong political will to support investigation and enforcement, South Sudan will be able to avoid the curse of corrupt practices that undermine public confidence in government and rob the budget of funds for critical public services.

4.2 Economic development

4.2.1 Summary of pillar and sector objectives and five priority programme areas

The economic development pillar seeks the sustainable growth and increasing prosperity of the people of South Sudan in the face of daunting challenges.

Economic development pillar objective

- Diversified private sector-led economic growth and sustainable development that improves livelihoods and reduces poverty.

The pillar comprises three sectors: natural resources, infrastructure and economic functions. These sectors must work closely with the states and private sector to accomplish their objectives. The objectives of these three sectors, together with the top five priority programme areas for the economic development pillar as a whole are in Table 17 below.

Table 17: Top five priority programme areas for economic development pillar

Top five programme areas	Associated agency
Natural Resources: To ensure food security and improve livelihoods and income generation for the people of South Sudan, through sustainable use of natural resources and land management.	
Increased agriculture production.	Directorate of Agriculture, Ministry of Agriculture and Forestry (MAF).
Increased livestock production.	Directorate of Animal Resources, Ministry of Animal Resources and Fisheries (MARF).

Infrastructure: To maintain, rehabilitate, provide and operate infrastructure to enhance: poverty reduction, economic growth and service delivery in a sustainable manner.	
Expanded and improved road transport infrastructure.	Directorate of Roads and Bridges, Ministry of Transport and Roads (MTR).
Expanded and improved water and sanitation infrastructure	Ministry of Water Resources and Irrigation (MWRI) with states.

Economic functions: To advance and accelerate the broad-based economic growth and sustainable development led by private sector in South Sudan, with clearly delineated roles for the public and private actors.	
Oil sector resource management	Ministry of Energy and Mining (MEM) for programme oversight. Ministry of Finance and Economic Planning (MoFEP) for financial oversight.

The remainder of this chapter presents the background and the details of the economic development pillar.

4.2.2 Background

Economic development⁴⁷ is a fundamental requirement if South Sudan is to prosper and lift large numbers of its population out of poverty. The country is endowed with abundant natural resources including a large

⁴⁷ For purposes of this pillar, economic development is defined to be the improvement brought about in a nation's productive capacity and standard of living by the combined actions of policy, institutions, markets and better service delivery. Growth is the

amount of fertile rain-fed agricultural land, land which is potentially irrigable, aquatic and forest resources and significant oil reserves. (Land tenure policy is described in Box 3). In this respect, South Sudan has a major advantage over most emerging post-conflict countries. Yet 51% are poor and indicators of human well-being are among the lowest in the world as the preceding analysis in the poverty chapter has shown. Like many African countries, South Sudan has a young population with 28% – 2.3 million young men and women – aged between 15 to 29 years. The economic development challenge for South Sudan is to translate its abundant resources and workforce potential into better human and development outcomes for all its people and future generations.

Part of the Government's overarching vision recognises the pivotal role that a diverse and vibrant private sector with increased local and foreign investment must play in South Sudan's economic growth and development. This effort will be complemented by the provision of a set of core public goods together with a more clearly defined and conducive policy and regulatory framework provided by the Government. It is imperative that the Government's contribution be based on sound economic and public expenditure management principles in order to lay good foundations for private sector led growth and development in the future. Over time, there will be a need to diversify the economy away from oil to create the much-needed employment and livelihood opportunities, and because the oil production from existing wells will decline.

There is ample evidence to show that sustained economic growth is a key factor in reducing poverty where it is accompanied by measures to improve human capital and ensure that growth is both broad-based and equitable. This underscores the importance of ensuring that all segments of the population – children, youth, adults and older persons as well as both the rural and urban poor – are enabled to participate in and to benefit from a process of inclusive growth.

It is in response to this reality that the Government has adopted the outcome objective for the economic pillar (given on the previous page).

This objective recognises that sustained economic growth and development which is led by a vibrant private sector will be crucial for South Sudan's future prosperity and for mitigating the potential for future conflict. It also accepts that for growth to be pro-poor it must be both diversified and equitable with its initial primary emphasis on rural economic recovery and development such that the poor are enabled to participate in and to benefit from the growth process. As well as being diversified, growth must also be employment generating in order to improve livelihoods.⁴⁸ Moreover, employment generation and improved livelihoods (especially for ex-combatants and young men and women) is not only important for poverty reduction but is central to maintaining peace and security. The challenge for South Sudan is to shape the growth process to promote to the fullest extent possible the creation of productive, remunerative and decent employment for both men and women, particularly among the youth. A major driver of job creation will be private sector development – family farms and micro, small and medium-sized enterprises.

As already highlighted in the macroeconomic overview (see chapter 2), diversifying the economy and revenue base away from the current extreme dependence on oil also has important implications for macroeconomic stability, as oil price and hence oil sector income is very susceptible to volatility. This lack of diversity and the associated vulnerability to oil price changes creates serious challenges in terms of sound macroeconomic and fiscal management and for the sustained provision of much-needed public investment in human capital and infrastructure.

Analysis and strategic thinking in economic development reflect findings from the recent GoSS Growth Strategy 2010-12; lessons from international best practice, and feedback from the state consultations undertaken as part of the SSDP process.

increase in a nation's GNI or GDP. Economic development and growth are interrelated. Usually, economic development enhances the opportunity for growth and vice versa.

48 See for example: International Labor Organization (ILO) studies on growth with equity, *Making Recovery Sustainable: Lessons from Country Innovations*, March 2011.

Where is South Sudan's growth potential? Given South Sudan's current abundant fertile land, water resources (including relatively reliable rainfall), its youthful labour situation but highly constrained skills, productivity and investment levels, the greatest potential for initial new growth is likely to be from the small-scale private, predominantly family, agriculture and livestock sectors. Through rapidly boosting human capacity, particularly around economic literacy and numeracy and modern farming and livestock production methods, and improving access to inputs, basic farming tools and markets, the impediments to agricultural growth can be significantly reduced or removed. But for this to have maximum impact of poverty and employment, it is vital that gender inequalities in agriculture are addressed, not least because a very large number of farmers are women and households are women-headed. Moreover, enabling returnees and former combatants to participate in this renewed rural growth requires them to have access to land.

In addition to developing South Sudan's rural potential, it will be important to also develop other economic activities over time to diversify the economy further and generate higher wage employment. These include mining, energy, telecommunications, construction, small- and medium-scale processing/manufacturing and financial services. Indeed, increased construction activities in roads and buildings and water supply, for example, have already created significant employment. So has the expansion of education and health services.

4.2.3 Major achievements

Since the signing of CPA in 2005, there has already been some significant progress in each of the three sectors that comprise economic development: (a) natural resources, (b) infrastructure, and (c) economic functions and an enabling environment for private sector development. A summary of these is presented below.

4.2.3.1 Natural resources

As far as the natural resources sector is concerned, major achievements since 2005 are:

- Cereal area cultivated and harvested has increased by 36% from 677,000 hectares in 2004 to 921,000 hectares in 2010;
- The Crop and Livestock Market Information System/Sudan Integrated Food Security Information for Action/Food and Agriculture Organisation (CLMIS/SIFSIA/FAO), which significantly improves food security management, has been established;
- The Ministry of Agriculture and Forestry (MAF) and DPs distributed agricultural and forestry equipment and seeds to vulnerable farmer groups. For example, in 2009 90,000 households were reached, 1,440 metric tonnes of assorted seed was distributed, and 243,000 sets of hand tools were given out;⁴⁹
- Food and Agriculture Policy Framework 2006 and Forestry Policy 2007 developed and enacted;
- Rehabilitation of (18) national forest plantations, inventory of five plantations and assessment of non-wood forest products e.g. gum acacia in UNS, NBGS and EES.
- Capacity-building including rehabilitation of infrastructure both at GoSS, state and local level, including building of offices, research facilities, internet and skills development through short- and long-term courses.
- Inclusion of National Resources in school curricula, primary and secondary education especially, (Agriculture, Forestry, Livestock, Fisheries, Wildlife and Environmental Sciences principles) in collaboration with the Ministry of Education (MoE) and the Ministry of Higher Education, Research, Science and Technology (MoEST).

⁴⁹This information was extracted from the Food and Agriculture Organisation (FAO) database.

- The drafting of laws on land policy, most importantly of the Land Act (though these are yet to be enacted);
- Creation of a Cooperatives Act, which allowed for the reorganisation of more than 200 cooperatives societies;
- Eradication of Rinderpest disease from South Sudan;
- Effective control of an outbreak of Avian Influenza or Bird Flu and disease surveillance system in place to monitor and respond to emerging livestock diseases; and
- Development and management of Badingilo, Boma and Nimule national parks and their opening to tourists.

4.2.3.2 Infrastructure

Since 2005, the infrastructure sector has achieved considerable results and outcomes. For example:

- A total of 5,000 km of roads were constructed/rehabilitated;
- Routine maintenance plan of interstate and trunk roads implemented;
- Major ports and airports were reopened/improved;
- Government buildings were rehabilitated;
- Water treatment plants, boreholes and other drinking water supply systems/facilities were renovated/constructed;
- Oxidation ponds and institutional/household latrines were constructed/renovated;
- Water control and harvesting structures (dykes, 'haffirs' and water barriers) were constructed/rehabilitated;
- Irrigation facilities were constructed/rehabilitated.

The sector exerted efforts towards training to improve administrative, managerial and technical capacities of various staff; in addition to creation of awareness among communities on hygiene promotion, use of water sources and sanitary facilities.

The sector also developed policies, guidelines and strategies and worked towards establishing and putting into operation legal, regulatory and institutional frameworks at GoSS, state and county level and a number of projects/programmes were formulated and feasibility studies and designs carried out.

4.2.3.3 Economic functions and the enabling environment

Since 2005, South Sudan has progressively liberalised the economy, moving away from price controls and public sector investments to a more market-oriented and investment-friendly economy with a clearer policy and regulatory environment. Achievements include:

- A policy framework for economic activities has been established: Policy frameworks were approved by SSLA for trade, industry, mining and energy, telecommunications and investment;
- The legal framework to support economic activities has been clarified and strengthened. At least nine business entry, operations and exit laws, including the Investment Promotion Act, 2009 were drafted and enacted⁵⁰ and three attending regulations adopted and implemented;

⁵⁰ Contract Act, 2009; Partnerships Act, 2009; Limited Partnerships Act, 2009; Registration of Business Names Act, 2009; Agency Act, 2009; Land Act, 2009; Taxation Act, 2009; the Cooperatives Provisional Order, 2011, and Sale of Goods Provisional Orders.

- Key institutions supporting economic growth and development have been established or restructured: e.g. the Ministry of Commerce and Industry (MCI), Ministry of Investment (Mol), the Business Registry, Southern Sudan Business Forum (SSBF) and the Southern Sudan Microfinance Development Facility (SSMDF), and the South Sudan Electricity Commission (SSEC);
- A public private policy dialogue mechanism has been set up, with the establishment of SSBF and strengthening of the South[ern] Sudan Chamber of Commerce, Industry and Agriculture (SSCCIA);
- Over 1,000 businesses have been registered formally, more than 60% as companies;
- GoSS has commenced benchmarking the business environment: an enterprise survey was completed in 2010, documenting the perceptions of entrepreneurs in South Sudan. In addition, the Doing Business in Juba Report, 2011 and the Diagnostic Trade Integration Study (DTIS) on trade and trade logistics provide additional benchmarks and recommendations for further improvements in the business environment;
- Investment promotion and facilitation framework established and at least 40 investors facilitated;
- Five GSM telephone providers licensed, with over 3 million telephone lines active: this information platform opens up opportunities for a wide range of applications in the economic sector, including mobile banking, farm price exchange, e-commerce and e-learning; and
- The Ministry of Information (MI) liberalised the airwaves, thus increasing transparency and making information accessible to the poor through FM stations and other media channels.

4.2.3.4 Challenges

Notwithstanding the considerable achievements above, there remain significant constraints to development that must be tackled in order to achieve South Sudan's potential for economic growth and development.

At present the oil sector is critical as a source of public revenue and foreign exchange earnings, but it contributes little direct employment, and production will decline quite quickly unless new discoveries are exploited and developed quickly. Moreover, such a heavy concentration of economic activity and vulnerability to price fluctuations can exacerbate pressures for conflict. Diversification of income generation is therefore essential to achieve sustained economic development and livelihoods for the broad population; provide opportunities for women and youth as well as men; create opportunities for returnees and former combatants, and to produce basic goods for consumption.

Developing the country's agricultural and livestock potential has been identified as the most feasible way to enable broad-based economic growth and food security in the short- to medium- term. However, much rural sector activity is currently focused on low input – low output subsistence agriculture instead of production for markets. Among the significant reasons for this are:

- The need for improved agricultural inputs and techniques such as seeds and fertilisers, storage facilities and advisory services, and irrigation development;
- The difficulties faced by farmers in accessing markets due to the poor road network, lack of other transport modes and nuisance taxes and charges including bribes. Improving preparedness for, and effective response to, food and agricultural threats, such as pests and diseases will also be essential. Infrastructure improvement, provision of public goods and access to extension and veterinary services will be a crucial aspect of the Government's strategic response to this challenge;
- The lack of a critical mass of farmer and rural producer associations as a means of entering the market place with the aim of minimising the cost of inputs, accessing loan finance at affordable rates and influencing farm-gate prices; and
- Issues pertaining to property rights and access to land.

The rural and agriculture sector will need to absorb **high numbers of returnees and ex-combatants and provide opportunities for women and youth**. This will be a significant challenge as people who are not settled may be reluctant to make investments and to cultivate land. Constraints on **access to land** and **unclear property rights** are likely to be a key impediment to these groups. Existing inequalities between men and women - such as over-control of resources, access to land and credit, extension services and basic education – need to be removed to avoid them constraining development.

Poor infrastructure results in extremely high transport costs. Parts of South Sudan are commonly cut off at certain times of the year due to poor roads. There is a lot of room for progress, not only with the expansion of the roads network, but also river transportation.

Unpredictable closing down of major roads due to **insecurity** not only imposes huge costs on traders, especially if they are carrying perishable agricultural products, but also hampers improvement of roads and other infrastructure works. Furthermore, insecurity is a stumbling block for investment in general as it generates uncertainty and increased costs. Further, it inhibits investment in agricultural infrastructure like irrigation schemes that are needed to upscale production and increase efficiency.

Unless tackled, **inadequate electricity provision** will become a serious constraint as the economy develops. The need for reliable power will be especially important as an input to the agricultural value-chain, for example as an important component in agro-processing operations and by allowing for better storage of produce in urban centres, and possibly also as an input to irrigation.

The clear, consistent **enforcement of existing laws** to underpin good governance and transparency remains a significant challenge. A clear well-functioning regulatory framework will be essential if the market is to work efficiently with enhanced predictability and lessen risk, thus creating an environment where the private sector has growing confidence in investment opportunities. This will be especially important for ensuring freedom of entry, for avoiding monopolies, and for reducing the cost of doing business in South Sudan. For instance, in urban areas young men and women entrepreneurs often face barriers in accessing land, loan capital, business skills and know-how and in gaining access to markets. Business support programmes should address these constraints in a comprehensive manner and by providing potential enterprises with access to supportive hubs and incubators through the provision of shared workspaces, value chains and pooling arrangements.

Linked to the above, the issue of **multiple taxation and/or administrative fees** is evident. Widespread official and unofficial road checkpoints collecting taxes, fees and charges are a big disincentive to those trying to get their produce to market. So are instances of double and multiple taxation of the same item. By increasing the cost of getting goods to market they inhibit investment and renewed growth.

Corruption can exacerbate other constraints to economic development. It can take various forms, such as unofficial fees or charges, inconsistent implementation of actual regulations or inconsistent application of the rule of law. Combating corruption that adversely affects business investment is part of the overall effort to fight corruption and will be important to encourage investment and growth.

Inadequate access to finance is a problem across the whole of South Sudan. There are still only a relatively small number of financial institutions offering services to individuals and businesses. The major constraints to expanded private-sector provision of financial services are: insecurity; the need for better contract enforcement which is part of the broader legal and regulatory framework challenge, and then options for securitisation of loans. As land is commonly one of the principle means for offering collateral, this depends on clear land-titling and contract enforceability, which itself is currently affected by issues regarding the clarity of land tenure and property rights. Resolution of these constraints will be important for banks to see expanding lending as a sound business opportunity and thereby to expand their business in South Sudan. Meanwhile, alternative financial services that are less dependent on property title as a means of securing loan capital should also be explored. Women and youth are too easily excluded when the financial services sector overly focuses on commercial banking and property titles. Work on property formalisation and

reducing the costs of doing business has shown that there are innovative ways of providing a range of inclusive financial products and services that meet the needs of women, youth, small traders and producers and family farms.

4.2.4 Pillar objective

The objective of the economic development pillar is for the SSDP period (2011-13) and beyond. It sets the basis, subject to suitable governance to protect the public interest, for a long-term future beyond and far broader in scope and power than the oil legacy of South Sudan.

Progress towards the achievement of the long-term pillar objective will result from positive movement towards the objectives specified for each of the three component sectors. This objective is:

Long-term economic development pillar objective

- Diversified private sector-led economic growth and sustainable development that improves livelihoods and reduces poverty.

This is an integral part of South Sudan's vision for a more prosperous and equitable society where growth and development is driven by a vibrant private sector.

4.2.4.1 Targets

The Government will seek to assess performance against this objective through its routine monitoring and evaluation efforts. In order to do this, the targets in Table 18 have been specified.

Table 18: Economic development pillar targets

Pillar level indicators	Baseline 2009	2011	2012	2013
Percentage change in South Sudan real non-oil GDP per capita. ⁵¹	Not available.	Non-oil GDP in constant price series under construction and will be available in [June] 2011.	To be determined.	To be determined.
Percentage of population of South Sudan found to fall below the national poverty line. ⁵²	50.6	--	--	46 ⁵³

4.2.4.2 Sector objectives

This pillar is comprised of three sectors:

- Natural resources – land, forests, livestock, fisheries, and wildlife;
- Infrastructure – roads, airports, railways, rivers, water and sanitation, housing; and
- Economic functions – energy, mining, communications and regulatory environment

These three sectors are interrelated and interconnected. Only by working together can they be effective in achieving the pillar development outcome objective and confronting effectively the challenges identified above. Overall, this integrated approach to development should underpin higher returns from the factors of production (land, labour, capital and enterprise) which in turn should boost growth, enhance livelihoods, promote food security and ultimately reduce poverty.

Each sector objective has been formulated to support the integrated approach to economic development as elaborated above, while assigning responsibility to specific areas of focus for the two and a half year period of SSDP. Within each sector, there are priority programme areas defined with associated objectives, indicators and targets. These will be used by the Government to assess progress towards the overall sector objective and in turn the overarching pillar objective. Importantly, each indicator has a baseline which identifies South Sudan's current status, as well as the specified targets which are intended to show where South Sudan would like to be by 2013.

Natural resources and boosting agricultural production

As has been identified, South Sudan is well-endowed with natural resources (abundant unused land, fertile soils, water, mineral wealth and oil) and environmentally sustainable and efficient use of these is part of the country's planned economic development, especially in regards to investment envisaged in private sector agriculture and industry development. The natural resource sector - including agriculture, livestock, fisheries, forests and wildlife - will therefore play a vital role in enabling diversified and sustainable economic growth and development, enhancing food security and promoting poverty reduction.

⁵¹ This will be based on official GoSS estimates made by SSCCE. Looking at GDP per capita in value terms is somewhat misleading as it reflects the influence of oil, the proceeds of which may to a large extent be transferred to the North. It is therefore better, as done in the table, to focus on the annual percentage change in per capita GDP.

⁵² Extracted from SSCCE *Poverty in Southern Sudan*, Table 3.10, page 40 using NBHS, 2009. The next measure of the incidence of poverty should be available in 2013 when the next consumption survey is conducted; hence targets are not available for the intervening years 2011 and 2012.

⁵³ Assumes a 5% point drop over three years.

Experience from other countries has shown that GDP growth from agriculture has been twice as effective at reducing poverty compared to GDP growth originating from other sectors⁵⁴. Greater agricultural production will also increase demand for related sectors, such as rural transformation and services; infrastructure; agrobusiness; trade and tourism, and transport and communication sectors.

While public revenue and government spending depend primarily on the oil industry, this provides very limited employment opportunities. Household income and employment are generated predominantly by crop production and livestock-rearing. As agriculture is the largest sector other than oil, it also has the greatest potential to drive diversified and sustainable economic growth and development. Activities within this sector are therefore central to the overall objective of economic development.

As noted in the poverty section (section 2.2) 78% of households depend on crop farming or animal husbandry for their primary source of livelihood. At present, 53% of food consumed comes from own production, market purchase accounts for 32% and the remaining 15% constitutes non-monetary, informal exchange with friends and family members, often in return for labour which is very common in rural societies. There is also some gathering of wild foods, hunting, gifts and food aid. In some areas, households rely on additional wage labour and, in others, consumption is supplemented by the gathering of indigenous foods and fishing. Many of those who currently do not cultivate are returnees. This is because they may not have immediate access to land or because concerns over security inhibit them from planting.

Although only about 4% of the potential agricultural land is presently utilised in South Sudan - mostly applying traditional low-input/low-output production systems -the country has an enormous potential for highly diversified agricultural economic development from crop production, livestock, fisheries, forestry, and related processing and commerce. The sustainable use of natural resources through environmentally sound management and protection is pivotal for near-term growth. Investment in agriculture should bring with it the ability to innovate and adopt new technologies. This innovation will be vital to move beyond the traditional techniques used at present towards higher productivity farming. Enhancing access to extension and veterinary services will be part of this effort. Planned interventions in infrastructure, especially the rehabilitation and development of main and feeder roads, will be crucial in improving access for farmers to markets and services.

For sustainable and efficient use of natural resources, there must be an accompanying enabling environment which, for example, clarifies issues of resource allocation, property rights and land ownership. This will need to be gender-sensitive as specific issues may be different for men and women. The Government will also put in place a coherent set of environment protection and management policies, laws and regulations. This is crucial for farmers, fishing communities, pastoralists and conservationists, in particular to take on risk and adopt innovative and environmentally sustainable technologies. Linked to the enabling environment, the Government will provide public goods and services designed to facilitate the private sector supply response. For example, extension services and information provided by the Ministry of Agriculture and Forestry (MAF) will be crucial in encouraging farmers to adopt new, higher yielding technologies.

Natural resources thus has a crucial role to play in the context of South Sudan's overall economic growth and development. The natural resources sector objective is as follows.

Natural resources sector objective

- To ensure food security and improve livelihoods and income generation for the people of South Sudan, through sustainable use of natural resources and land management.

⁵⁴ World Development Report, 2008.

This objective embraces the key priorities for the sector – (i) Agriculture and forestry; and (ii) Animal resources and fisheries.

Support to economic associations for inclusive growth

To ensure that the economic benefits from improved agriculture and livestock production are fairly distributed and local economies benefit from off-farm agro-processing, it will be critical to support the development of a range of farmer/pastoralist business and producer associations. This will assure inclusion in markets through access to finance at affordable rates and price negotiations as a means of retaining economic surpluses. To do this, a strategic approach to building four key local economic development infrastructure components that are inclusive of poor men and women is needed. These are:

- Inclusive financial services that support both men and women – informal savings and credit groups; production-orientated Savings and Credit Cooperative Societies (SACCOS); micro-finance loan providers, and private traders lending and pre-financing crops and livestock for delivery to markets; agricultural and business development services including Information and Communications Technology (ICT) for both men and women – economic literacy focused on retaining economic surpluses through enhanced market information and farmer/pastoralist association price negotiations; improved agricultural inputs, storage and advisory services; business knowledge and skills; use of ICT for market and product information, etc.; multiplication of economic associations that involve men and women including formation, registration and linking-up to form more powerful member-controlled associations; and capacity development of rural producers associations, cooperatives, group-based income generation activities for women, youth, older persons; support to family businesses, and partnerships with local and foreign investors. Market-led skills and vocational training services for youth, women, farmers, pastoralists and rural businesses including expansion of county vocational training and adult literacy centres and the introduction of mobile skills training units in pastoralist and remote ‘payams’.

Infrastructure

In addressing its contribution to the overall pillar objective the infrastructure sector has embarked on setting key targets that mirror its specific role in fostering sustainable economic growth.

While progress has been made in rehabilitating infrastructure after the war, this now needs to move into a development phase where roads, bridges and railway networks are extended and upgraded. This will be crucial in order to facilitate all weather access to markets for small holder produce and in due course access to regional and international markets. Hence, the Ministry of Transport and Roads (MTR) together with state authorities will support construction of asphalted and engineered trunk roads as well as feeder roads to enable both domestic and international trade. It will also aim to facilitate better access to agricultural services such as extension and veterinary health. Thus, MTR will work with MAF to ensure that road rehabilitation and development priorities are consistent with plans to augment access to agricultural services.

Sound and well-maintained infrastructure such as roads (both trunk and feeder roads) are needed to improve access to basic social services (health and education), with important implications for social sector indicators, including literacy and maternal and child welfare.

As six states in South Sudan have access to navigation along the River Nile, river transport is more feasible and easier to establish than roads in some areas. Management of river courses and dredging; establishment of navigation aids, and comprehensive docking facilities for improved navigability will therefore be carried out by both MTR and the Ministry of Water Resources and Irrigation (MWRI). Air transport is crucial to the development of this nation, particularly for increasing international trade, as the country is landlocked. The existing international airports do not conform to International Civil Aviation Organisation (ICAO) standards. It

is therefore perceived that improvement of these facilities in three main cities in South Sudan will increase air transport come July 2011.

Dignified housing, water and sanitation services for the people of South Sudan will enable people to live good lives where their unleashed physical and psychological potential will stimulate economic growth and sustainable development. Therefore, the rights to housing (habitat), safe water and improved sanitation are not only fundamental human rights but also locomotives for development. Unlike provision of housing, water and sanitation services are to a larger extent considered public goods that the Government has to provide. Nevertheless, the Government will need to create an enabling environment for financing, cost recovery and private sector involvement in order to sustain these services.

On the other hand, regarding housing, it will pilot schemes, facilitate accessibility of land and enter into public-private partnerships for pro-poor financing mechanisms. Development of major housing schemes, however, will have to be carried out by private investors within the framework provided by government agencies.

In certain areas, the Government of South Sudan starts from zero. But other areas have already started to pick up. Performance of the infrastructure sector will be measured against those baselines and sustained economic growth will be an indicator of the sets of those interventions taken together.

The provision, maintenance, rehabilitation and operation of good quality infrastructure will play a vital role in enabling diversified and sustainable economic growth and development, thus enhancing livelihoods and reducing poverty. Good infrastructure is needed to connect markets and people, and for delivery of services. This should help reduce the cost of doing business in South Sudan and enhance growth and competitiveness. Water control infrastructure, such as hydropower and water storage dams, will enable economic activities. Exploring all sources of energy will ensure a reliable power supply, vital for economic development.

Improved infrastructure will contribute to increased access to education and better health through provision of decent housing, safe water and improved sanitation. As well as the health perspective, clean water, improved sanitation and hygienic practices are also important to socio-economic development and women's empowerment.

Much, if not the entire, infrastructure that had been established was destroyed and left in disrepair due to the long and protracted civil wars in South Sudan. Most parts of the country are not accessible during rainy seasons. In order to accelerate national access to goods and markets, roads need to be opened and upgraded to acceptable minimum standards; and river, air and rail modes of transport improved. A significant part of the population has no access to safe drinking water, decent housing and improved sanitation. It remains a big challenge to provide those much-needed services that will relieve the people from water-associated, environmental hazards and hygiene deficiency diseases.

Activities proposed within this sector are a direct response to the above challenges. In articulating its interrelation with the entire economic development pillar, the infrastructure sector has come up with the following objective which stipulates its contribution to economic growth and sustainable development.

Infrastructure sector objective

- To maintain, rehabilitate, provide and operate infrastructure to enhance poverty reduction, economic growth and service delivery in a sustainable manner.

This objective embraces the key priorities for the sector – (i) Roads and road transport development; and (ii) Water resources, management, development, utilisation and provision of sanitation services. As mentioned above, this is entirely consistent with the achievement of the overall pillar objective and its associated targets.

Economic functions and the enabling environment

The economic functions sector is a key driver of growth in South Sudan: The oil industry continues to be the dominant source of national output. Consequently, without continued strong performance by the oil industry, there is unlikely to be growth in the economy overall. Achieving this will require greater investment, sound management and appropriate state supervision.

Development and poverty reduction require oil revenues: The oil industry provides 98% of government revenues and is a substantial source of foreign exchange earnings for the country. These are vital to fund the investments and activity required for broader development and poverty reduction in South Sudan. Whilst this source of revenue will remain a strong driver of investments in the economy, other sources of revenue are imperative to reduce systemic risks to the economy.

However, it is critical to diversify growth outside oil; a vibrant private sector is vital for diversifying growth: Investment and private sector development are needed to diversify the economy and provide alternative sources of growth in the next few years. International experience on facilitating investment and the adoption of new technologies has underscored the importance of a transparent and stable business environment, including the legal and regulatory framework. This is necessary to reduce uncertainty and costs and achieve the needed rise in investment.

Furthermore, in a development strategy, which seeks to enable small scale agriculture, livestock and fisheries, clarification of property rights and land tenure, including for women, will be crucial. Provision of a framework and mechanisms to facilitate the development of public-private partnerships for the supply of public goods also matters. Similarly, the legal and regulatory framework governing the financial services sector will need to be enhanced in order to deepen financial intermediation and equitable access to credit, including through micro-credit facilities for the rural and urban clients, especially women and youth. A good enabling environment for Water, Sanitation and Hygiene (WASH) services, such as small-scale toilet builders and water vendors, will matter as these are likely to become increasingly important from a development perspective over the next few years.

Security and the rule of law are especially important to reduce uncertainty and business risks in South Sudan. The latter is significant as the prime engine of growth will be private sector investment, initially in the small-scale agriculture sector where farmers and pastoralists need to know that land property rights are secure; loans can be secured against collateral, and funds can be invested with confidence towards further productivity-enhancing opportunities. In addition, an electricity supply that is more reliable and wider in its coverage is key. Experience from elsewhere has shown how serious a problem erratic power can be in undermining the private sector supply response as it can create uncertainty and significantly increase the cost of doing business. Increased access to telecommunications, internet and information services will be crucial. For example, within the economic functions sector, better telecommunications could help farmers to learn market prices and get better deals, thus there is a linkage here to natural resources and sustainable livelihoods.

Resolving the matter of multiple and cascading taxation - a key constraint identified in the challenges section - is of concern from an enabling environment perspective. Streamlining tax policy and administration and licensing must be dealt with as part of a coherent and well-coordinated approach across all relevant government agencies. Ongoing monitoring and reporting, including the introduction of user satisfaction surveys, will be crucial to ensure that tax and other officials are complying with new laws and instructions and conducting proper enforcement.

In light of the above, the economic functions sector has specified the following objective:

Economic functions sector objective

- To advance and accelerate the broad-based economic growth and sustainable development led by private sector in South Sudan, with clearly delineated

roles for the public and private actors.

This objective embraces the key priorities for the sector – (i) Development of energy, mineral and mining sectors, including oil and electricity; and (ii) Establish and improve telecommunications, postal services and information technology. This is entirely consistent with the achievement of the overall economic development pillar objective and its associated targets. However, it is also recognised that the establishment and maintenance of a conducive regulatory and policy environment for business will be important for the necessary diversification of the economy.

Interconnection with other pillars

Success with regard to economic development also depends on interaction and interconnectedness with other pillars (governance, social development and conflict prevention and security), just as sustained success with the objectives of these other pillars depends in part on success with economic development. For example, natural resource sector activities should boost food self-sufficiency and enhance nutritional status. This is important for a healthy and well-educated population. Well-fed children are healthier and learn better and in turn a healthy and well-educated population is more productive, which is good for growth. Similarly, poverty-reducing economic development will reduce pressures for conflict and thus strengthen security.

Efforts within conflict prevention and security will be a critical part of responding to some of the key economic development challenges. As noted above, enhanced security is needed in order to prevent the closing of roads and consequent disruption of trade. Disputes over land need to be mediated peacefully without recourse to violence. Appropriate measures to tackle cattle raiding will also be necessary if envisaged productivity gains in the livestock sector are to be achieved. Improved security in general is critical for increasing investor confidence and for reducing the cost of doing business. The Government will consider the use of serving soldiers and ex-combatants for productive activities both in the agriculture sector and with respect to road rehabilitation and construction. Again, this will require a coordinated approach across all pillars.

Similarly, planned activities under governance are needed to support this chapter's actions to achieve sustained rapid economic development. A professional and committed public service is needed to formulate sound public policy, conduct prudent economic management and operate a clear and well-coordinated regulatory framework and to enforce the rule of law. Actions under governance to tackle corruption are important to address this challenge to economic development highlighted in the previous section of this chapter.

4.2.4.3 Priority programme areas

In order to achieve the economic development pillar outcome objective and consistent with the sector objectives specified above, the Government has determined the following priority public expenditure programme areas:

- Agriculture and forestry (to support increased crop production);
- Roads and road transport development (to improve transport infrastructure);
- Development of energy, mineral and mining sectors (including oil) (to ensure good management of critical oil resources and increase electrical power supply);
- Animal resources and fisheries (to support improved livestock production); and
- Water resources management, development, utilisation and provision of sanitation services (to improve access to safe water and improved sanitation).

These priority public expenditure areas respond to a combination of: (a) Where is there potential for quick poverty-reducing growth? (b) the major challenges facing South Sudan's efforts to achieve more rapid sustained economic growth and development, and (c) priorities identified by state-level stakeholders.

Moreover, as with the three sectors (natural resources, infrastructure and economic functions), success will depend on coordinated actions across these priority public expenditure areas. For example, actions by the Department of Agriculture and Forestry to foster increased crop production (e.g. extension services and ensuring access to basic inputs) need concurrent and complementary actions by the Department of Roads and Road transport to improve transport services. Actions within and between each of these priority expenditure areas will be carefully sequenced to reflect these complementarities and interdependence.

While much of the economic development effort will be focused on diversifying the economy away from oil, it is an inevitable fact that oil production will remain a key source of government revenue and foreign exchange over the plan period and indeed for the next decade. This means that measures to ensure its optimal extraction, such as clarification of property rights and the management of contracts, will necessarily remain a high priority. The issue of oil sector management has been highlighted in the Macroeconomic overview (section 2.4) as a key aspect of sound and sustainable macroeconomic and fiscal management. In this economic development chapter, the oil sector focus is on capacity-building efforts by MEM to achieve continued good oil sector management (from exploration and the issuance and management of leases to production, export and marketing and environment management and workplace safety policies), plus ensuring that the views and interests of the local community are addressed.

As SSDP implementation progresses, actions within each of the priority areas will place increasing emphasis on diversification and broadening of the economic base. Activities will ensure that women, youth, older persons and the poor are enabled to actively engage in and benefit from growth. Otherwise the poverty-reducing impact will be needlessly constrained.

4.2.4.4 Programme area targets

Notwithstanding the focus on the priorities areas identified above, work will also continue in other areas as outlined below.

Natural resources

Ministry of Agriculture (MAF): The objective of the Directorate of Agriculture is to increase crop production and land/vegetation cover. The targets are a sustained increase in cereal crop production, from a benchmark of 0.695 million metric tonnes (Mt) to above 1 million Mt per year. The objective of the Directorate of Forestry (and state governments) is to increase land/vegetation cover. The target is an increase in tree vegetation cover through tree planting, reforestation and forest protection and the establishment of five additional tree nurseries by 2013.

Ministry of Animal Resources and Fisheries (MARF): The objective of MARF is to increase production of livestock and fish commodities. The target of the Directorate of Animal Resources is a gradual and sustained increase of production and market supply of meat and milk from 60 to 157 Mt of meat and 4,500 to 5,250 litres of milk. The target of the Directorate of Fisheries and Aquaculture Development is sustained increase of production and market supply of fish from a baseline of 40,000 to 100,000 Mt by 2013.

Ministry of Wildlife and Tourism (MWT): The objective of MWT is to protect wildlife populations and promote related tourism activities. The target of the Directorate of Wildlife is to increase the territory under improved protected area management from 16,000 km² (19% of a total area under national parks and game reserves) to 32,000 km² (38% of that area). The target of the Directorate of Tourism is an increase in the number of tourists visiting protected areas from 34 (for Nimule National Park only) to 500 per year by 2013.

Ministry of Land Regulation and Management (MLRM): The objective of MLRM is to develop, implement and enact land policies and respective laws for land tenure security and conflict prevention. The target of the

Land Commission (with law enforcement agencies and traditional local authorities) is that the draft Land tenure policy and regulatory land laws already prepared be enacted, implemented and monitored by 2013 (see Box 3).

Ministry of Cooperatives and Rural Development (MCRD): The objective is to develop policies/strategies and enhance capacity-building of rural cooperatives and community-based associations. The target is to increase the number of rural farmers cooperatives established from 200 to 500.

Ministry of Environment (MOE): The objective is to protect and sustainably manage the natural resources environment for present and future generations. Its target is that natural resources protected from significant adverse environmental impacts by Environment Impact Assessment (EIA) screening increase from 0% of large-scale investment proposals to 50%.

The above sector targets represent specific cornerstones to be achieved in the coming two and a half years contributing to the achievement of both the economic development pillar as well as the natural resources sector objectives. They are either physical targets (e.g. production, natural growth and/or protection) or outcome/process-related targets highlighting the importance of the respective institutional and policy environment to be gradually created during the initial stages of a new nation. The achievement of the targeted sustained increase in food production will be of paramount importance not only for increasing food security but also for income and job creation (economic development) and therefore poverty alleviation of large segments of the population. Implicitly, these targets will allow judgments to be made on sector performance, including by linking results to the resources provided, as well as on progress towards sector and thereby pillar outcomes.

Infrastructure

Ministry of Transport (MTR): The objectives of MTR (with states and DPs) are in road transport, improved interstate, trunk and feeder roads routinely maintained on sustainable basis and roads safety to enhance economic growth. The targets in asphalted trunk road network under construction/completed increased from 0 to 752km; the length of constructed engineered roads from 363km to 2,000km, and the length of roads under maintenance with safety provision from 1,750km to 4,500km; In air, river and railway transport, facilities are established and improved to meet minimum standards and facilitate access to markets (MTR states and DP). The target number of airports meeting ICAO minimum standards would increase from a baseline of none to five; the length of river channels navigable to maritime standards from none to 1,500km, and the length of rail line operationalised and constructed from 250km partially operational to 400km by 2013.

Ministry of Housing and Physical Planning (MHPP): The objective of MHPP and states is to facilitate acquisition of dignified housing. The target percentage of the population with access to dignified housing would rise from 12% to 20% by 2013. The target percentage of urban population with access to improved sanitation would increase from 36.8% to 42% in the same period.

The Southern Sudan Urban Water Corp (SSUWC): The objective is accelerated provision of safe water to urban areas. The target percentage of urban population with access to potable water will increase from 34% to 45% by 2013.

Ministry of Water Resources and Irrigation (MWRI): The state objective is sustainable management of water resources to enhance access to safe water and improved sanitation services. The target percentage of rural communities with access to safe water would rise from 34% to 40% and of rural communities with access to improved sanitation from 9.3% to 15%. The length of rivers opened and flood control dykes embanked would rise from none to 1000km; the area mapped/assessed for water resources from 0% to 10%, and cultivable area covered with irrigation facilities from a baseline of 2,000 feddan to a target of 10,000 feddan by 2013.

Economic functions

The targets for the economic functions sector are representative of broader work that will need to be successfully completed in order to achieve the overall sector objectives and, in turn, the pillar outcome objective. They are a combination of physical targets (e.g. installed electricity generation capacity, post offices constructed); service quantity, quality and coverage targets (e.g. number of customers connected to electricity supply, number of hours of TV broadcasting); targets for number of licensed or registered operators (e.g. mineral exploration companies, newspapers, internet service providers); and outcome targets (e.g. export volume).

Ministry of Commerce and Industry (MCI): The objective to enhance the competitiveness, innovative capacity and thus productivity of Southern Sudanese enterprises. The outcome will be a percentage Increase in trade (export market) by 15% from 2010 levels; a percentage increase in domestic production by 15%, and the number of registered local enterprises increasing to 11,000 by 2013.

Ministry of Energy and Minerals (MEM): The MEM objective is to promote and improve the exploration, development, production and utilisation of South Sudan's mineral, oil and other energy resources. Outcome targets are mineral markets and miners associations increased from 0 to two formal markets; award of new licenses for mineral and oil exploration companies increased from 17 to 30; improved coverage of geological and mineralogical maps and data from less than 5% to 30% of the national territory; an increase in power supply to state capitals from 30 to 50 megawatt (MW); increase oil recovery and ensure the efficient management of oil sector resources.

Ministry of Information (MOI) and SSRTV: The objective is to increase access to public media and improve the broadcasting quality of radio and TV. The number of licenses is targeted to increase from 32 to 38 FM radio stations, eight to 12 newspapers, the number of states with radio relay station from 0 to ten, and average TV broadcast time from six to 18 hours per day.

South Sudan Electric Corporation (SSEC): The objective is to increase the generation, transmission and distribution of sustainable and reliable electricity. The target number of customers will increase from 22,000 to 48,000 and installed capacity from 27.4 to 96.4 MW.

Ministry of Telecommunications and Postal Services (MTPS): Working with telecom operators and courier services providers, the objective is to increase coverage, access, usage and literacy of ICT and postal services in South Sudan. The target number of counties with at least one base telecom station would rise from 61 to 79, exchange office and opening of state offices from four to 12.

The achievement of the targets relating to oil will be of paramount importance. As mentioned, the industry dominates national production and provides the resources to fund activities and investments, which are necessary, in both this and other sectors, to stimulate broader-based growth, sustainable development and poverty alleviation. Achievement of the oil targets alone is not sufficient to deliver the sector objective, so reaching the other targets, in particular those relating to the enabling environment, is also vital.

4.2.4.5 Pillar and sector actions to improve service delivery

Efficient and effective service delivery is a significant challenge across all SSDP pillars. International experience has shown that key to confronting this challenge is the ability to retain flexibility over implementation choices and a willingness to adapt existing approaches to new circumstances. It underscores the importance of not getting needlessly locked into actions that then constrain options later. In the context economic development, actions have been designed to retain this element of flexibility and to explore innovative options to achieve more effective service delivery. Moreover, where actions have been proposed they will include monitoring and evaluation to ensure that actions are effective and responsive to changing needs.

Consistent with the integrated approach to development, sectors within economic development seek to take a well-coordinated approach to service delivery. For example, in agriculture, actions to improve access to extension services and markets will require liaison with the infrastructure sector to ensure that the feeder

roads programme is consistent with this need. Critically, coordination will be enhanced between central government agencies and those at the state level and between state and county, as it is ultimately at this level that services will be delivered. Providing the necessary resources for service delivery at state and county levels and for contracted non-state providers will be a priority.

The Government will limit its intervention in the economy to those activities that the private sector is not able or currently not willing to engage in but which are of benefit to society. This means there is a legitimate role for government in leading the supply and maintenance public goods. In the case of South Sudan, agriculture examples include extension services such as dissemination of information about tools, techniques and seeds, and establishing systems for animal disease control. Infrastructure examples include roads, water and sanitation, river transport facilities and air transport facilities. The Government will seek to ensure that the provision and maintenance of public goods and services is done cost-effectively, sustainably, based on value for money and, where appropriate, will move towards cost-recovery for the services provided. In this context, maintenance of public goods is a high priority as it is typically more cost-effective to maintain existing infrastructure and services than build new ones.

Provision of the enabling environment in which the private sector can conduct business competitively and with low and predictable transaction costs is also an important role for the Government. In this regard, production of public policy and the legal and regulatory framework are both key. There are some areas where non-state actors will play a key role in service provision such as in agriculture, marketing and infrastructure. This underscores the importance of the Government providing an effective enabling environment for their activity. In other words, SSDP will leave space for the private sector and NGOs to remain involved in those areas where they can deliver services most effectively and efficiently. Where there are other aspects of market failure, such as pollution and environmental degradation, the Government has an important role in developing and enforcing environmental laws.

The following section looks at the specific actions that will be undertaken in each sector to address the challenges highlighted earlier in this chapter and thereby to improve service delivery.

Natural resources

In response to the challenges highlighted above, the Government will undertake the following actions:

- **Support know-how transmission** - through agricultural extension services, research and training (capacity-building) will be indispensable instruments for creating sustainability. In parallel, support is vital for the elaboration, on a sound technical basis (e.g. an agricultural sector review/assessment), of a long-term development plan for future investment in the agricultural sector;
- **Improve access to agricultural inputs and advisory services** - fundamental for ensuring food security and poverty alleviation is increasing farmers' food crops, livestock and fisheries production through greater productivity. This entails, among other things, access to sub-sector production inputs and technology (and information), including such things as seeds and tools, veterinary assistance, crop protection, irrigation and water-harvesting schemes, mechanisation and post-harvest facilities. Support to the formation and strengthening of cooperatives and farmers' groups will be an important catalyst, including for the promotion of agriculture trade and reducing cost of production. The provision of advisory services is therefore essential and it should be unified at the local level (agricultural, forestry, livestock and fisheries extension). For this to happen, appropriate extension policy is necessary. MAF will work with its counterparts at state level to ensure that this policy is consistent and responsive to needs at the local level (see Box below).

Box 4: The National Agriculture and Livestock Extension Policy (NALEP)

NALEP and its implementation framework have been formulated by the two agriculture sector ministries MAF and MARF with technical assistance from FAO, the European Commission (EC) and the WB. Stakeholders, experts, professionals,

NGOs and the private sector participated in the process.

NALEP gives directions for the management and organisation of a pluralistic extension system with both public and private extension service providers. The policy offers guidance for these service providers and other stakeholders on matters of standards and approaches and on how to strengthen coordination among all actors.

- **Support reintegration of returnees in the agriculture sector** - pivotal for peace and security and for sustained stabilisation of the new nation will be the support for the successful social and economic reintegration of the large numbers of returnees, ex-combatants and related groups in particular, into the agriculture sector (contributing to food security and income generation of beneficiaries). Fundamental in this context will be the technical support for ensuring land tenure security and related conflict prevention and mitigation. Contribution from wage labour in agriculture and rural non-farm employment will be significantly important;
- **Build capacity of key institutions in natural resources sector** - by enhancing capabilities in policy design, project formulation and implementation and for the effective coordination of development support provided by international partners;
- **Strengthen disaster-preparedness** - South Sudan is prone to recurrent crisis (droughts and floods, crop and animal pests and diseases, soaring food prices and insecurity) affecting critical food and income security of large segments of the population. Support is indispensable for improving preparedness for and effective response to food and agricultural threats and emergencies; and
- **Promote environmental sustainability** - through wildlife protection, reforestation, developing forest plantations and eco-tourism. As well as securing the natural resources of South Sudan, for the present and the generations to come it should also help to create income in the immediate term.

Infrastructure

It is well-established that the infrastructure sector has played a very significant role in the growth and development of countries in the recent past. The infrastructure sector plans to undertake a series of activities to ensure sustainable economic growth and development in South Sudan. It will exert efforts to create an enabling environment through development and operationalisation of legal and institutional frameworks as well as capacity development activities. It will also seek to complement activities in other sectors as part of the integrated approach. For example, as mentioned above, actions by the Department of Agriculture and Forestry to foster increased crop production (e.g. extension services and ensuring access to basic inputs) will be met with concurrent and complementary actions by the Department of Roads and Road Transport to improve transport services. In response to the challenges highlighted above, the Government will undertake the following actions:

- **Roads and road transport** - MTR will link major towns by constructing up to 1,000km of Double-Bitumen Surface Treatment (DBST) as well as 700km of interstate and trunk roads to engineered standards, through labour-based approaches that will cater for local youth employment. Further, MTR will support state governments in constructing, rehabilitating and maintaining feeder roads for rural communities to access markets. In so doing, MTR will work with MAF to ensure that road rehabilitation and development priorities are consistent with plans to augment access to agricultural services (extension and animal health). Road works will be complemented with awareness-raising on HIV/AIDS to mitigate risks that communities will be exposed to. In addition, road safety and road weigh instruments will be installed;
- **Air, river and rail transport development** - besides installation of Radar to monitor South Sudan air space, airports will be raised to ICAO standards by upgrading of the six states airports and expansion of Juba airport. Dredging of 1,500 km of navigable channels along the River Nile, provision of

navigation aid, upgrading of Juba port and installation of cargo handling facilities constitute additional activities for fostering trade and mobility;

- **Housing development and physical planning** - to increase access to dignified housing, MHPP intends to pilot a housing scheme for 500 families of civil servants. Furthermore, it will explore and implement feasible mechanisms to attract and facilitate acquisition and development of lands for housing by the private sector. In addition, master plans for urban development will be provided for all ten state capitals and other towns in South Sudan;
- **Development, provision and management of urban sanitation facilities** - to facilitate access to improved urban sanitation, the liquid and solid waste management systems in Juba and other parts of South Sudan will be rehabilitated and expanded. This will be coupled with scaling up sanitation activities in Wau and Malakal. Feasibility studies and pilot projects will further explore economic viability of privately operated sewage services and options for private sector involvement mechanisms. In all aspects of water and sanitation management, MWRI will work with MoH and MoE to ensure that efforts are complemented with the necessary health education programme on hygiene;
- **Development, provision and management of urban water facilities** - to increase access to safe water in urban areas, new water supply systems in Torit, Rumbek, Kuajok, Aweil, Bentiu, Yam bio and Yei will be constructed. The management, operation and monitoring functions in existing urban water stations will be improved through construction and equipping of five offices in Juba, Maridi, Bor, Malakal and Wau. To ensure sustainability, utilities will move towards operating on cost recovery basis; and
- **Water resources management, development, utilisation and provision of sanitation services** - to meet its targets, MWRI will install water and sanitation service infrastructure, with emphasis on guinea worm-endemic villages. Besides, MWRI will construct water harvesting and storage structures to avail fresh water for productive uses; carry out river training works and embank flood control dykes to manage river systems and minimise flooding. It will further ensure sustainability and explore options for future development and use of water resources by assessing and monitoring water resources. It will continue building capacity and institutions through training, construction of buildings and provision of equipment/furniture.

Rehabilitation of trunk and interstate roads to bituminous surfaces, construction of small-scale water dams and construction of a rail network will require a high revenue scenario. Under the existing ceiling, the infrastructure sub-sector will continue to construct, rehabilitate and maintain existing infrastructure to acceptable minimum standards.

The infrastructure sub-sector acknowledges the undisputable role of the roads and road transport development programme area as a paramount factor in stimulating development through which sustainable growth can be achieved. For years to come, roads and road transport will receive high priority in resource allocation until almost all road networks are stabilised. The programme area covering water resources management, development, utilisation and provision of sanitation services will continue to rank next, due to the fact that water-related social and economic uses are essential for the health, well-being and productivity of all citizens.

Upon independence in July 2011, there is a need to strengthen airspace monitoring and to establish at least one airport to meet international standards. Therefore the infrastructure sub-sector has planned to rehabilitate Juba Airport to meet ICAO standards. Notwithstanding, maintenance and rehabilitation of existing railways and waterways will remain in our plans until funding opportunities prevail. Urban sanitation is key and crucial to improvement of living conditions of our people in South Sudan. This will be complemented by provision of good and decent housing, so that people and institutions in South Sudan have access to clean environment and enabling workplaces.

Develop trade, industry, investments and the private sector in South Sudan: The Ministry of Commerce and Industry (MCI) takes on the full mandate of trade following independence from the North. A full range of activities to prepare for and fully operationalise this mandate, including policy, legal frameworks and institutions, as well as signing of regional and international trade protocols. MCI will prepare and seek approval of the relevant instruments from CoM and SSLA. At the same time, South Sudan will be brought into the global economy through regional and international integration and establishing internal standards by joining international bodies which support international economic activity – e.g. country telephone code and internet domain registration through MTPS; the Extractive Industries Transparency Initiative (EITI) through MEM; the Community of Eastern and Southern Africa (COMESA), the International Telecommunications Union (ITU) and the East African Community (EAC).

Increase foreign and domestic investments in South Sudan: Aggressive promotion and facilitation of domestic and foreign investors is planned to drive growth. The Ministry of Investment (MoI) will finalise establishment of its functions, establish a one-stop shop serving at least 45 investors annually, grant at least 180 high quality certificates to investors by 2013, while working with others to improve the business environment.

Increase access to private sector financing: The Bank of South Sudan (BSS), with MCI and MoI, will support the strengthening of the financial infrastructure in South Sudan. This will focus on the development of the appropriate legislation for the financial sector, for example the Financial Institutions Bill. BSS will strengthen its existing supervision capabilities as the number of new banks and non-bank financial institutions expands rapidly and new electronic and telephone technologies are introduced, some of them within the 2011-2013 timeframe or shortly thereafter. It will also put in place core financial systems, such as its own independent accounting system, SWIFT, money transfer, and cheque-clearing. BSS will also seek to build low-cost deposit services that permit: small-scale wealth building; the preservation of liquidity to meet stresses on households and businesses, and business finance and the accumulation of capital for equity investment. In addition, the multiplicity of donor-financed rural and microfinance systems will remain a challenge for supervision by the Central Bank of South Sudan (CBS). The South Sudan Microfinance Development Facility will also have an important role to play in the development of microfinance institutions. These steps, together with responsible exchange rate and monetary management by CBS, will encourage financial deepening and broad economic growth.

Further improve the legislative framework for economic activities (MCI/MoI with MoLACD): Ensure enactment of laws already drafted and pending before the Cabinet and/or National Assembly. These include the Broadcasting Authority Bill, Companies Bill, Insolvency Bill, Insurance Bill, Microfinance Institutions Bill, Competition Bill, Counterfeit Bill and four trade-related laws – the Import and Export Regulation Bill, Standards Bill, Weights and Measures Bill and Consumer Protection Bill. Also included is the Telecommunications Bill and the Southern Sudan Audit Chamber Bill. In addition, enacted laws will be simplified and disseminated widely. Further, ensure development and adoption of at least 20 sets of regulations to operationalise key pieces of enacted legislation, and establish and/or strengthen key institutions impacting on investment, commerce and trade. Further proposals for legislation will be pursued in collaboration with the South Sudan Business Forum.

Enabling environment: Further improve the business environment and reduce the cost of doing business in South Sudan. The Doing Business in Juba Report 2011 will provide the first baseline position on a number of indicators of the business environment. MoI and MCI will lead the development and implementation of a strategy to address key constraints, aiming to reduce the cost of doing business in South Sudan by at least 20% by 2013.

Join global communication networks: Integration into global telecommunications, IT and postal networks is important for South Sudan's business climate, social linkages and national sovereignty. MTPS will seek to obtain a country telephone code and internet domain for South Sudan, maintain an ICT gateway and join the Universal Postal Union and Pan-African Postal Union so that mail can be sent and received internationally.

Further diversify the economy away from oil and from the main cities: Through decentralisation of services to other states – e.g. decentralise business registration to three states/cities outside Juba, registering another 5,000 businesses outside Juba; increase connectivity in the telecoms sector and access to postal services to all ten states of South Sudan by 2013; increase access to information through further licensing of FM stations, TV networks and internet providers.

Develop and manage efficient power supply: By increasing installed power capacity to 36.4 MW and connect at least 31,000 consumers by procuring materials and equipment, and completing construction of power stations as planned through SSEC; and

Entrepreneurship and capacity-building of South Sudanese to engage in economic activities: In collaboration with productive sectors such as agriculture and sectors working with IDP, demobilised soldiers and youth, MCI will lead the effort to enhance the capacity of South Sudanese to engage in productive activities – e.g. producers' agri-business skills training and extension, entrepreneurship training programmes; SME capacity and training with the Chamber of Commerce, Industry and Agriculture (SSCCIA).

4.2.5 Cross-cutting issues

This section highlights key cross-cutting issues. In general, initiatives to address these issues are integrated into the sectoral action programmes.

Environment – protection and management of the natural environment must go hand in hand with economic development if it is to be sustainable. Accordingly, Economic Development sectors have ensured that environmental concerns have been captured in their proposed activities. For example, in natural resources, environmental policy, law and sectoral guidance will help regulate and control high environmental-risk activities including oil extraction, logging and charcoal production. In infrastructure, feasibility studies for new construction will incorporate Environmental Impact Assessments (EIAs). Similarly, EIAs will also be applied to power supply development.

Gender equality – female-headed households make up a significant number of both the urban and rural poor. It is especially important that activities are designed to promote equal opportunity or access for men and women. For example, in the natural resources sector it will be important to ensure that women are not disadvantaged when seeds and tools are distributed as part of community development activities, or in terms of access to extension services. Similarly, that measures in Economic Functions related to the enabling environment are gender sensitive such as clarification of property rights and land tenure which seek to end discrimination between men and women, and access to credit. Enhancing women's access to microfinance will be a crucial consideration in financial sector development.

Youth employment – increasing youth employment will be critical if the Government is to meet its objective of diversified and sustainable growth and development which improves livelihoods and reduces poverty. Gender seems to have been one of the main determining factors in youth employment/livelihoods. The majority of young women in both rural and urban areas are expected to take responsibility for household tasks – child-rearing, collecting firewood and water, preparing food, and cleaning – limiting their opportunities to seek employment outside the home. However, recent research on urbanisation and vulnerability in Juba⁵⁵ revealed that increasingly men were experiencing difficulties in finding viable ways of making a living and that the burden was falling on women to both earn a livelihood and care for their children and families. Accordingly, activities in relation to economic development include creating employment and entrepreneurship opportunities for those youth trained in vocational skills, including trades, agriculture, livestock, fisheries and professions. Furthermore, gender-specific programming with young people that builds on reliable information will create opportunities for skills development and growth. Investments in adolescent girls to delay marriage and childbirth can reduce one of the world's highest maternal mortality rates. With 36% of girls entering marriage before the age of 18 and only 8% contraceptive prevalence, increased knowledge on how to engage this crucial population is necessary to reducing fertility

⁵⁵ Martin and Mosel *City Limits: Urbanization and Vulnerability in Sudan – Juba Case Study*: ODI and UK DFID, January 2011, p30.

rates and raising labour market productivity levels. Generating productive employment for youth – in particular young men - is also crucial to a nation's stability.

Capacity-building – this is crucial in all sectors if planned development activities are to be implemented efficiently and effectively. Capacity-building will be based on a thorough assessment of needs at the central government, state and where appropriate county level. This will ensure that interventions, such as training and mentoring, are well-targeted in responding to identified needs. Effective implementation of SSDP will require good coordination between and within the agencies, in particular between the agencies in central government and at the state level. Capacity-building efforts will pay particular attention to this dimension. Coordinated capacity-building will also extend across the pillars. For example, the economic functions sector will work with the Ministry of Public Service (MLPS) and Ministry of Gender, Child and Social Welfare (MoGCSW) to establish and/or enhance capacity in the key agencies, including transparent recruitment; training and induction; ongoing coaching and support, and remuneration and pay. Institutional strengthening will also consider how to improve systems and data in support of better policy formulation, planning and decision-making. MEM has already begun a major capacity-building effort to prepare for managing critical oil sector. This involves a combination of attracting South Sudanese who have experience in oil sector management in Khartoum to return to the South, partnering with international experts with DP support, and intensive training.

4.3 Social and human development

4.3.1 Summary of pillar and sector objectives and five priority programme areas

Social and human development is key to the well-being of the people of South Sudan and lays the foundation for its future as an economic entity and a nation state. The pillar is made up of four sectors: social protection, health, education and youth, sports and culture. The overall objective of the pillar is below.

Social and human development pillar objective

- To promote the well-being and dignity of all the people of South Sudan by progressively accelerating universal access to basic social services.

The sector objectives, the top five priority programme areas and their intended outcomes are in Table 19 below.

Table 19: Top five priority programme areas for social and human development pillar

Top five programme areas	Outcome
Social protection objective: Progressively to reduce risk, vulnerability, poverty and economic and social exclusion.	
Introducing a child benefit cash transfer.	At least 20% of households will receive cash transfers within the first three years of statehood.
Health objective: To increase equitably the utilisation of quality basic health and HIV/AIDS services.	
Increasing access to basic health and HIV/AIDS services.	Maternal and under-five mortality, particularly in rural areas, will decline by 20% within the first three years of statehood.
Education objective: To ensure equitable participation in a rapidly expanding and quality education system, geared to promoting sustainable development throughout South Sudan.	
Expanding the number and improving the quality of teachers	The net enrolment rate in primary school will reach 65 % within the first three years of statehood and each of the ten states will have either technical or higher education facilities.
Expanding access to general education	
Youth sports and culture objective: work to build a national identity which fully respects and promotes ethnic and cultural diversity and youth empowerment	
Introducing a Payam Youth Service.	A youth service corps will deliver quick impact actions in every ‘payam’.

4.3.2 Pillar context

4.3.2.1 Background

The objective of the social and human development pillar is progressively to accelerate universal access to basic social services with the aim of building human capabilities and upholding the dignity of all people of South Sudan. The pillar, which consists of the health, education, social protection, sports and culture sectors, will help to advance simultaneously the physical, social, cultural and spiritual development of South Sudanese society. As such, it will critically contribute to the overall mission of the SSDP "to ensure that by 2013 South Sudan is a united and peaceful new nation, building strong foundations for good governance, economic prosperity and enhanced quality of life for all."

Pillar programmes are grounded in the Transitional Interim Constitution of Southern Sudan, which directs the Government to achieve the MDGs by building the necessary institutional, human, social and economic capacity, developing infrastructure and social services, and raising the standard of public services. The constitution provides for free primary schooling, literacy programmes and primary healthcare and directs all levels of government to provide maternal healthcare. The Child Act of 2008 establishes the right to free immunisation as part of every child's right to health and, together with the constitution, provides the broad legal framework for a system of social protection.

During state-level consultations held to solicit input to SSDP, stakeholders consistently placed basic health and education among their top development priorities on the grounds that these services provide not only an immediate benefit but are also linked to the nation's economic future by building the foundations for a stronger, more highly skilled labour force.

4.3.2.2 Major achievements

As part of a major commitment by the Government of Southern Sudan to overcome the legacy of marginalisation, significant efforts have been made since the signing of CPA to address poor public health, low levels of education and widespread food insecurity by building systems to improve the delivery of basic services across the South. MoH and the South Sudan AIDS Commission (SSAC) have assumed increased responsibility for the public health system. Despite inheriting a disjointed and poorly coordinated health sector, the Government has fully mapped health infrastructure, developed a national disease profile including the health and HIV status of the population, and introduced a Monitoring and Evaluation (M&E) framework with core indicators. MoH and SSAC are now better able to target resources to areas of need.

In the education sector, primary school enrolment has quadrupled from 400,000 in 2006 to 1.3 million in 2009,⁵⁶ and the number of primary schools has increased by 20%, although booming enrolment has also raised the student-to-classroom ratio to 248:1. A secondary school has been built in each state and a secondary school curriculum was launched in 2007. The introduction of the Education Management Information System (EMIS), which delivers updated data widely used for planning at state levels, has improved management capacity in MoE and allowed for a modernised payroll system for teachers.

In the social protection sector, the passage of the Child Act in 2008 has laid the groundwork for future programming. A wide range of core policies on social protection for vulnerable groups, including war widows, the disabled and children without parental care, are being developed and will be shortly introduced.

4.3.2.3 Challenges

Decades of marginalisation and civil war have made South Sudan one of the most underdeveloped countries in the world. The maternal mortality rate, with 2,054 women dying for every 100,000 live births, is among the highest in the world.⁵⁷ One out of every nine children dies before his or her fifth birthday (106 per 1,000 live births),⁵⁸ and just 27% of adults are literate.⁵⁹ Even when harvests are good, 20% of the population is food insecure and requires emergency assistance.⁶⁰

All of the social sectors face a similar set of challenges. The single most difficult challenge continues to be human capacity. In a country with one of the highest rates of maternal mortality, there is only one qualified midwife per 30,000 people. Only 13% of teachers in South Sudan are qualified, resulting in a qualified teacher-to-student ratio in primary schools of 1:117, which is very low. Sectors also suffer from a lack of infrastructure and materials. Health facilities routinely face shortages of basic medicines and laboratory supplies due to poor forecasting, cumbersome centralised procurement, irregular distribution and deficient

⁵⁶ Education Budget Sector Plan 2011-2013, Government of South Sudan, August 2010.

⁵⁷ SHHS 2010

⁵⁸ Maternal Neonatal and Reproductive Health Strategy 2009 - 2015, Ministry of Health for Southern Sudan.

⁵⁹ NBHS, (2009).

⁶⁰ Crop and Food Supply Assessment Mission to Southern Sudan: FAO and WFP, January 2011.

logistics. Schools have insufficient numbers of textbooks and other essential learning materials. Sector management is also hampered by insufficient capacity among managers and underdeveloped information management systems. Further, with only 35% of children under five registered, the government struggles to accurately address children's social needs and rights.

Despite the importance of the social sectors, the resources allocated to health, education and social protection are well below regional norms. Fourteen percent of the government budget is allocated for health, education and social services, while the security sector receives nearly two and half times that amount.

Given the importance of the capacity gap, each social sector has planned a sector-specific programme to rapidly strengthen human resources. Large-scale infrastructure programmes are also planned in all three sectors as a pre-requisite for expanding basic service delivery throughout the country. Both of these priorities will require significant budget outlays in the first three years of statehood, necessitating a rebalancing in government spending to reflect the transition from post-conflict to state-building.

Division of Labour between GoSS, states and DPs

National policies, the development of regulatory frameworks and oversight are the responsibility of GoSS ministries. Service delivery is the responsibility of the state and county governments.

During the Interim period, DPs and NGOs supported the delivery of basic services in health and education at state and local levels. This will continue throughout the SSDP period, but the delivery models will gradually shift from projects to basket funding and possibly budget support to enable the Government to assume increasing responsibility for the expanded service delivery in these key sectors.

4.3.3 Pillar objective

The social and human development objective statement represents the apex vision statement for what South Sudan would like to achieve in these areas of endeavour. Its achievement will not be completed in the 2011-13 period; it represents rather a long-term vision, informed by the GoSS Vision 2040 document. It sets the path for activities to achieve these ends.

Social and human development pillar objective

- To promote the well-being and dignity of all the people of South Sudan by progressively accelerating universal access to basic social services.

4.3.3.1 Sector objectives

Health sector

The health sector objective is grounded in the Transitional Interim Constitution of Southern Sudan, which directs all levels of government to promote public health, establish basic health facilities and provide free primary healthcare for all citizens. As has been noted, the Child Act of 2008 further establishes the right of every child to free basic healthcare and to immunisation. The programmes in the sector largely derive from the Health Sector Development Plan (HSDP) 2011 – 2015, with the addition of an HIV/AIDS programme area designed to minimise the risk of a rapid increase in HIV/AIDS, given the highly mobile population of the Republic of South Sudan and limited awareness of reproductive health.

Health sector objective

- The Government of the Republic of South Sudan will work to increase equitably the utilisation of quality basic health and HIV/AIDS services throughout South Sudan.

As a major priority, the health sector has set a target of reducing maternal and under-five mortality by 20 % within the first three years of statehood. This priority will build on South Sudan's success to date in cutting the transmission of deadly diseases and expanding vaccination coverage.

The health sector will scale up training to address the human resource gap that is a major capacity constraint. Diploma level colleges will train 150 clinical officers, 300 nurses, 50 pharmacists and 50 lab technicians each year, while enrolled nurses and midwives in the states will undergo renewed training. These cadres will represent the primary healthcare frontline team to achieve universal coverage of the quality package of basic health services.

The health sector plays a central role in improving the productivity of the national labour force. Safeguarding the health status of the population is recognised as a pre-requisite for all social and human development.

Key health statistics and targets are summarised in the following tables:

Table 20a: Regional comparison of key health statistics⁶¹

Health status indicators	South Sudan	Uganda	Kenya	Tanzania
Maternal mortality rate.	2054 ⁶²	550	560	950
Births attended by skilled personnel (%).	15 ⁶³	42	42	46
Infant mortality rate.	84 ⁶⁴	84	81	67
DPT3 Coverage (12-23 months) (%).	11.9 ⁶⁵	64	85	84

Table 20b: Health sector targets

Health sector target for 2013	Baseline 2010	Source	Responsible spending agency
40% of population with access to healthcare.	13%	SHHS 2006.	MoH.
40% of births attended by skilled health workers.	15%	SHHS 2010.	MoH.
30% of children 12-23 months fully immunised.	2%	SHHS 2010.	MoH.
21% of children U5 underweight (severe and moderate).	30%	SHHS 2010.	MoH.
80% of children 6-59 months supplemented with vitamin A.	6%	SHHS 2010.	MoH.
0.5 outpatient attendance per capita (contacts per person per year).	0.2	HMIS.	MoH.
40% of women attending four ANC visits.	10%	SHHS 2010.	MoH.
70% of children receiving three doses of DPT.	14%	SHHS 2010.	MoH.
60% of children under five with diarrhoea treated with ORS	40%	SHHS 2010.	MoH.
30% of households using sanitary means of excreta disposal.	15%	SHHS 2010.	MoH.
60% of children under five sleeping under bednet.	25%	MIS 2009.	MoH.

⁶¹ WHO, 2010; Southern Sudan Household Health Survey, 2006; Southern Sudan Household Health Survey, 2010.

⁶² Southern Sudan Household Health Survey, 2006.

⁶³ Interagency estimate developed by WHO, UNICEF, UNFPA, World Bank, 2007.

⁶⁴ Southern Sudan Household Health Survey (SHHS), 2010.

⁶⁵ Southern Sudan Household Health Survey (SHHS) 2010.

11 accredited training institutions that have met the set MoH standards.	5	MoH annual report.	MoH.
MO: 0.3, CO: 2.5, MW: 1, N: 3 Ratio of skilled health workers per 10,000 population (MO, CO, MW, N).	MO:0.15, CO:1, N:15	HFM 2009.	MoH.
15 hospitals with the required number of specialised staff	3	HFM.	MoH.
80% of health facilities without stock-outs of essential medicines and supplies.	25%	HMIS.	MoH.
5% of pharmaceutical products fail control test.	20%	Routine data.	MoH.
28 hospital administrators trained in hospital management.	0	MoH annual report, HRIS.	MoH.
30% of counties with link between community based surveillance and Integrated Disease Surveillance and Response (IDSR) system.	0%	HMIS.	MoH.
80% of counties and health facilities submit timely weekly.	25%	HMIS.	MoH.
60% of counties conduct at least two quarterly support supervisions.	10%	HMIS (Quantified)	MoH.
100 health facilities have operational ambulances.	10	HMIS, HFM.	MoH.
60% of youth (ages 15-24) have comprehensive knowledge about HIV prevention.	11%	SHHS 2010	SSAC.
30% of people with advanced HIV infection receiving Anti-Retroviral (ARV) drugs/ combination therapy.	6%	HMIS	SSAC.

Education

The education sector objective is grounded in both the Transitional Interim Constitution of Southern Sudan and the Child Act of 2008, which enshrine education as the right of every citizen and direct all levels of government to ensure that free, compulsory primary education is provided to all.

Education sector objective	
The Government of the Republic of South Sudan will work to ensure equitable participation in a rapidly expanding and quality education system, geared to promoting sustainable development throughout South Sudan.	

As a major priority, the education sector has set a target of reaching a 65% Net Enrolment Rate (NER) in primary school within the first three years of statehood. This goal will build on South Sudan's success to date in quadrupling gross enrolment since the signing of CPA.

The education sector plays a central role in expanding human capabilities and national development broadly. All other development projects, from economic growth to rule of law to improved health outcomes, will benefit exponentially from a literate, well-educated population.

Key education targets are summarised in the following Table 21.

Table 21: Education sector targets

Education Sector Target for 2013	Baseline 2010	Source	Responsible spending agency

63% primary NER. 8% secondary NER.	46% 4%	MoE: EMIS.	MoE, State Ministry of Education (SMoE).
1:50 qualified teacher: student ratio in primary. 1:16 qualified teacher: student ratio in secondary.	1:117 1:24	MoE: EMIS.	
600,000 adult learners enrolled in Alternative Education System (AES) literacy programs. 70,000 children/youth in AES literacy programmes.	225,000 11,000	MoE: EMIS.	MoE, SMoEs.
80% of managers trained.	20%	MoE.	MoE.
26,000 students enrolled in higher education.	20,000	MoHERST.	MoHERST.

Social protection

The social protection sector objective is grounded in the Transitional Interim Constitution of Southern Sudan, in the chapter on the bill of rights and the Child Act of 2008, which provide the legal framework for a social protection system. The Constitution states that “All levels of government in Southern Sudan shall promote the welfare of the family and enact the necessary laws for its protection.”

Social protection sector objective	
The Government of the Republic of South Sudan will work progressively to reduce risk, vulnerability, poverty and economic and social exclusion throughout South Sudan.	

As a major priority, the social protection sector has set a target of providing nation-wide cash transfers covering at least 20% of households in the first three years of statehood. This will provide critical support to rural and urban families, improving the health and nutritional status and educational opportunities of their children at the same time injecting resources into local markets.

The social protection sector addresses deep-seated inequalities across groups and geographical areas. Helping destitute and vulnerable households withstand shocks and uncertainties is essential for ensuring that development is broad-based and inclusive.

Key social protection targets are summarised in the following Table 22.

Table 22: Social protection targets

Social protection target for 2013	Baseline 2010	Source	Responsible spending agency
20% of households receive cash transfers (through child benefits).	0	TBD.	TBD.
Existence of set of priorities for a basic social protection package and implementation plan.	-	-	MoGCSW.
100% of respective targeted groups have increased access to community-based social services, to credit and other support modalities.	TBD.	TBD.	MoGCSW, SMoSD, state agencies.

50% major disasters are predicted and warnings received in accordance with international standards.	0	Ministry of Humanitarian Affairs and Disaster Management (MHADM).	MHADM.

Culture, youth and sports

The objective of the culture, youth and sports sector is grounded in the interim constitution of South Sudan, which recognises the cultural diversity of the nation and directs all levels of government to ensure youth develop morally and physically, and are empowered to develop their potential.⁶⁶

Culture, youth and sports sector objective

- The Government of the Republic of South Sudan will further work to build a national identity that fully respects and promotes ethnic and cultural diversity and youth empowerment.

The culture, youth and sport sector plays a critical role in empowering the potential of young people. Youth aged 10-25 represent 60% of South Sudan's population in 2008 and are a key constituency in the implementation of national development programmes. Further, the sector is central to the task of promoting a national identity that respects the cultural diversity of South Sudan.

As a major priority, the culture, youth and sport sector has set a target of an active Payam Youth Service in 100 'payams' by 2013. The programme is a two-year national volunteer service that will grow in stages, starting with 1,000 young men and women and reaching 5,000 to 10,000 over time. The service seeks to achieve a number of important development objectives. First, it gives young men and women a stake in the country's national development by supplementing the public service at the community level, where it is most needed. It will do this by providing affordable, scaleable and socially inclusive services for the 'payam'. Second, it is a job creation programme that builds national solidarity and cultural inclusiveness while linking the service of youth to the priorities of SSDP. Finally, it is a solid investment in nation-building and the development of human capital through the building of the next generation of the public service and the private sector. The programme would begin with exposure visits to countries practicing such programmes and with the development of guidelines, monitoring and appraisal systems, together with training materials, continue into 2012 with training of trainers (including literacy and reproductive health, farmer and pastoralist extension, youth entrepreneurship and microfinance, and leadership of an organisation) at the Amadi Rural Development Institute and the launch of regional training hubs at Wau, Malakal and Amadi, leading to the placement of youths of both sexes in pilot 'payams'.

Key culture, youth and sport targets are summarised in the following Table 23.

Table 23: Culture, youth and sport sector targets

Culture, youth and sport target for 2013	Baseline 2010	Responsible spending agency
3% of youth (15-29 years) with equal gender balance have access to well-structured sports and recreation activities.	0%	MoYSR.
Existence of gender-sensitive nation-wide Youth Voluntary Service.	No	MoYSR.
Representative of both boys and girls Youth have been meaningfully involved in five major national processes.	0	MoYSR, MoC.

⁶⁶ The Interim Constitution of Southern Sudan 2005, Articles 41 and 43.

8,600 young people (60% females) trained in short-term vocational training.	0	MoYSR.

4.3.3.2 Priority programme areas

The pillar has determined that the following five programme areas are critical during the next three years to lay the basis for future progress.

Table 24: Culture, youth and sport priority programme areas

Programme	Outcome indicator	Target for 2013	Cost Financial Year (FY) 2011-2013 (2011 prices)
Introducing a child benefit cash transfer.	No. of households receiving child benefit.	All households with children under five.	SDG810 million (\$270 million).
Increasing access to basic health and HIV/AIDS services.	Maternal and under-five mortality.	Decline by 20%.	SDG1.07 billion (\$360 million).
Expanding the number and improving the quality of teachers.	Qualified teacher-to-student ratio (primary level).	1:50	SDG726 million (\$242 million).
Expanding access to general education.	NER (primary level).	Increase to 65 %.	SGD751 million (\$250 million).
Introducing a Payam Youth Service.	Number of 'payams' with active Youth Service Programme		SDG150 million (\$50 million).

4.3.3.3 Programme area and agency objectives and targets

The social and human development pillar programme targets for 2013 are set out in the following Table 23.

Table 25: Social and human development pillar programme targets

Objective	Indicator and baseline	Target	Agency
Maternal and under-five mortality will decline by 20% within the first three years of statehood.	Maternal mortality; under-five mortality. Maternal mortality rate in 2006 was 2,054 deaths for every 100,000 live births. Under-five mortality in 2009 was 135 per 1,000 live births. Source: Southern Sudan Household Health Survey (SHHS), 2006; Maternal Neonatal and Reproductive Health Strategy, Ministry of	20% reduction.	Ministry of Health, state governments.

	Health for Southern Sudan, 2009-2015.		
The net enrolment rate in primary school will reach 65% within the first three years of statehood and each of the ten states will have either technical or higher education facilities.	Net enrolment rate in primary school was 46 % in 2010. Source: Education Information Management System (EMIS), Ministry of Education.	65 % net enrolment rate Ten state institutions.	Ministry of Education, state governments.
Households with children under five will receive a cash benefit transfer within the first three years of statehood.	New programme.	100%	New programme.
A volunteer youth service will deliver quick impact actions in every 'payam'.	New programme.	50% within three years. 100% within years.	Ministry of Youth and Sport. Ministry of Culture. State governments.

Health sector

To address constraints and achieve its objectives, the health sector will undertake interventions in five programme areas.

Programme area one: Increasing access to basic health services and health promotion. The development outcome objective is: 'Reduce maternal, infant and child mortality, increase utilisation of health services, strengthen control of communicable diseases and reduce prevalence of HIV/AIDS.' The targets for 2013 are to: a) increase to 40% the population with access to healthcare; b) increase to 40% births attended by a skilled health worker; c) increase to 30% children 12-23 months fully vaccinated; d) decrease from 30% to 21% children under five years underweight (severe and moderate); e) increase the percentage of children 12-59 months supplemented with vitamin A from to 80%; f) increase outpatient utilisation rates from 0.2 visits per year to 0.5; g) increase from 10% to 40% of women attending four antenatal clinic visits; h) increase from 14% to 70 % children receiving three doses of DPT; i) increase from 40% to 60% the number of children under-five with diarrhoea treated with ORS; j) increase from 15% to 30% the households with sanitary means of excreta disposal; and k) increase from 25% to 60% the number of children under five years sleeping under a bed net.

Planned activities include: a) implementing reproductive health activities in line with the Comprehensive Reproductive Health Strategy (including maternal and neonatal health); b) developing and implementing nutrition policies, strategies and guidelines (including provision of micronutrients) and strengthening management and coordination of nutrition activities; c) rehabilitation and equipping current service delivery facilities, including two tertiary hospitals, three secondary hospitals, 17 county hospitals and 50 'payam' health centres; d) constructing and equipping new service delivery facilities, including one tertiary hospital, one secondary hospital, 30 county hospitals and 237 'payam' health centres; e) expanding routine immunisation services; f) scaling up malaria prevention and control; g) integrating tuberculosis and leprosy services into the primary healthcare system; h) improving surveillance of communicable diseases; i) scaling up control and elimination of Neglected Tropical Diseases (NTDs); j) implementing Water, WASH-related

activities; k) producing and implementing a nationwide health communication campaign and health-seeking behaviour strategy and disseminating related health education and promotion materials; and l) introducing outreach services to 'bomas' and villages.

Programme area two: Strengthening human resources in the health sector. The development outcome objective is: 'Increase training and professional development of health workers; improve management of health workers; and establish a functional Human Resources Information System.' The targets for 2013 are to: a) increase to 15% the number of health facilities staffed by frontline primary healthcare personnel; b) increase from three to 15 the number of hospitals with the required number of specialised staff; and c) ensure all states have a functional human resources information database and trained HRIS officers.

Planned activities include: a) rehabilitating and expanding Juba and Maridi training institutes; rehabilitating and expanding five existing training institutes in Yei, Rumbek, Malakal, Torit and Bentiu, and constructing one new training institute in Aweil; b) constructing, equipping and operating three diploma-level colleges of health sciences in Bor, Kwajock and Wau; c) equipping, furnishing, and procuring 36 vehicles for health training institutes and colleges; d) recruiting and deploying 240 qualified tutors for training institutes; e) developing standard curricula, policy, manual, plans and strategy for human resources training; f) providing training for 500 health workers and sending 150 national health workers to be trained in specialised health fields; g) training 200 tutors within and outside South Sudan; h) conducting in-service training to 7,000 health workers and 100 Human Resources (HR) officers at MoH and SMOH; i) establishing a continuing professional development system that supports career development; j) recruiting and deploying 3,000 skilled national and expatriate health workers and 500 support staff for health facilities; l) recruiting 500 expatriate health workers for health facilities; m) streamlining categories and competencies of healthcare personnel; n) identifying and investing in effective categories of 'frontline' personnel; o) ensuring quality control of health personnel; p) developing, updating and implementing an HMIS at centre and state levels; q) implementing a motivation package for qualified health staff to work in rural areas; and r) establishing and equipping the training and HR offices in all ten states.

Programme area three: Expanding the pharmaceutical and medical equipment supply chains. The development outcome objective is: 'Ensure the availability of safe medicines and medical equipment and their rational use.' The targets for 2013 are to: a) increase to 80% the number of health facilities without stock-outs of essential medicines and supplies; b) decrease to 5% the pharmaceutical products that fail control tests; c) decrease to five days the average stock-out duration of tracer medicines, medical and laboratory supplies; d) increase to 73% the central and state medical warehouses with adequate storage and handling conditions; e) increase to 70% the prescriptions complying with treatment guidelines; f) increase to 60% health with basic and functional diagnostic and therapeutic equipment; g) increase to 60% the health centres staffed by personnel trained on use, handling and basic maintenance of diagnostic and therapeutic equipment; and h) increase to 60% health centres providing basic diagnostic services.

Planned activities include: a) promoting local pharmaceutical production; b) procuring, storing and distributing medicines, medical and laboratory supplies and equipment; c) transitioning from a 'push' to a 'pull' supply system for medicines, medical and laboratory supplies and equipment; d) strengthening the logistics management information, inventory control and procurement systems; e) strengthening cold chain infrastructure; f) developing, implementing and monitoring a regulatory framework and strategic plan for the pharmaceutical sector; and g) promoting the rational use of medicines.

Programme area four: Strengthening the health management system. The development outcome objective is: 'Improve the management of hospitals and disease surveillance and establish a functional referral system.' The targets for 2013 are to: a) increase to 70% the hospitals that have an operational management system; b) increase to 28 the number of hospital administrators trained in hospital management; c) increase to 30% the counties with a link between community based surveillance and the IDSR system; d) increase to 80 % the counties and health facilities that submit timely weekly and monthly reports; e) increase to 60% the counties that conduct at least two quarterly support supervisions; f) increase to 100 the number of health

facilities that have operational ambulances; g) increase to 15% referrals across all level of health facilities; and h) increase to 45% the counties that have means of communication between levels.

Planned activities include: a) establishing hospital management teams and systems; b) training hospital management staff; c) exploring opportunities for public-private partnerships to improve service delivery and management; d) developing and implementing an integrated community-based surveillance strategy linked to IDSR; e) expanding IDSR to all states and counties; f) ensuring timely detection, investigation, reporting and response to disease outbreaks; g) rolling out an monitoring and evaluation system to all states; h) using HMIS and research to inform health strategies; i) providing 150 ambulances (including boat ambulances) for referral cases to hospitals up to county level; j) providing appropriate referral services for women with complications during pregnancy and/or labour and other emergency cases from payam health centres to hospitals; and k) developing and implementing a sector-wide corporate communication strategy and network to increase access to facilities.

Programme area five: Strengthen provision of HIV/AIDS services. The development outcome objective is: 'Reduce the prevalence of HIV/AIDS.' The targets for 2013 are to: a) increase to 60% the number of youth ages 15-24 with comprehensive knowledge about HIV prevention; and b) increase to 30 % the proportion of people with advanced HIV infection receiving ARV combination therapy.

Planned activities include: a) conducting education and sensitisation campaigns; b) undertaking Training of Trainers (ToT) at state and county level on HIV/AIDS, Home-Based Care (HBC) services and community sensitisation; c) increasing access to condoms; d) producing and disseminating Information, Education and Communication (IEC) materials; e) conducting HIV surveys and surveillances; f) implementing HIV/AIDS comprehensive services; g) strengthening HIV/AIDS monitoring and evaluation system at state and county levels; h) developing and reviewing HIV/AIDS policies, guidelines and strategies; i) establishing and strengthening SSAC institutional and human resources capacity; and j) attending HIV/AIDS national and international conferences.

MoH and SSAC are responsible for formulating policies and programmes, issuing guidelines and regulations, setting standards and norms, monitoring quality assurance, mobilising resources and coordinating health partners. Through these functions, they provide stewardship and guidance to the health sector.

Education sector

To address constraints and achieve the sector objective, interventions will be undertaken in five programme areas.

Programme area one: Enhancing education quality. The development outcome objective is: 'Provide qualified teachers, academic staff and a relevant curriculum for general education.' The targets for 2013 are to: a) increase the qualified teacher-to- student ratio in primary school from 1:111 to 1:50; b) increase from 12% to 30% the number of female teachers at the primary level and from 11% to 25% at the secondary level; and c) increase the textbook-to-student ratio from 1:4 to 1:1 at the primary and secondary levels.

Activities will be framed within two national programmes, one aimed at strengthening the motivation and professional development of teachers and a second focused on improving service delivery. Planned activities aimed at improving teacher quality include: a) accelerating intensive teacher training for 10,000 teachers; b) constructing seven teacher training institutes and ten county education centres; and c) strengthening teacher accreditation and advancement. Planned activities aimed at improving service delivery include: a) reviewing, finalising and disseminating the national primary and secondary curriculum; and b) producing and delivering 5.6 million textbooks.

Programme area two: Increasing access and improving efficiency of the educational system. The development outcome objective is: 'By 2013 South Sudan is on track to achieve universal access and completion of free primary education and has expanded equitable access to post primary.' The targets for 2013 are to: a) increase from 46% to 65 NER at the primary level; b) improve the classroom-to-student ratio

from 1:248 to 1:185 at the primary level; c) halve the dropout rate from 30% to 15% at the primary level; d) increase from 4% to 8% the Gross Enrolment Rate (GER) at the secondary level; and e) increase to 6,000 the number of students enrolled in Technical and Vocational Education and Training (TVET).

Planned activities include: a) developing and disseminating policy and strategy for universal primary and secondary schooling; b) accelerating the capital investment programme to construct and rehabilitate 4,000 classrooms; c) introducing capitation grant for primary, secondary and AES students; d) developing and implementing policies for retaining girls in school including school feeding, upgrading of facilities and expansion of community and secondary schools for girls; and e) revising the policy on TVET to include public/private partnerships.

Programme area three: Enhancing literacy and alternative education. The development outcome objective is: 'Increase literacy and functional skills for youth and adults and provide alternative and accelerated learning opportunities for out of school children.' The targets for 2013 are: a) increasing to 600,000 the number of literate adults, and to 70,000 the number of out-of-school children; and b) to increase to 8,500 the number of AES teachers.

Planned activities include: a) finalising the national AES strategy and policy framework; b) mapping out-of-school learners; c) constructing AES centres in priority communities; d) establishing a capitation grant for children in pastoralist communities; and e) training AES and Accelerate Learning Program (ALP) instructors.

Programme area four: Enhancing institutional and human capacity. The development outcome objective is: 'Strengthen the capacity of education managers, systems and institutions.' The targets for 2013 are to: a) increase from 20% to 80% the number of qualified education managers throughout the system; and b) increase to 25% the government budget allocated to the education sector.

Planned activities include: a) establishing the South Sudan Institute for Education; b) establishing EMIS units at all levels; c) providing management training for 2,400 education managers; d) adopting and promulgating the Education Act; and e) implementing the national Education Sector Strategic Plan (ESSP) and mobilising appropriate financing.

Programme area five: Expanding access to quality higher education. The development outcome objective is: 'Increase access to, relevance and quality of higher education.' The targets for 2013 are to: a) increase to 26,000 the number of students enrolled in higher education institutions; and b) increase to 2,600 the number of academic staff in higher education institutions.

Planned activities include a) developing, adopting and promulgating a Higher Education Act; b) finalising and disseminating a strategy and policy framework; c) constructing and expanding facilities in newly established tertiary institutions; d) establishing a South Sudan polytechnic; e) expanding grants and loans for students on the basis of a revised approach to scholarships; f) establishing a higher education quality assurance council; and f) reviewing and adapting the higher education curriculum.

General and higher education activities are supervised by MoE and MoHERST respectively. In the case of general education, implementation is carried out by relevant state and county authorities. In higher education, implementation is largely done by universities. In both cases, existing partnerships with non-government organisations and the private sector need to be expanded.

Social protection

To address fundamental issues and achieve the sector objectives, the social protection sector will undertake interventions in five programme areas.

Programme area one: Introducing a child benefit cash transfer. The development outcome objective is: 'Introduce a child benefit cash transfer program for children.' The target for 2013 is to provide a nationwide child benefit cash transfer for families with children under five. Planned activities include: a) determining cost-effective parameters for the child benefit program; b) conducting a feasibility study of payment options;

c) identifying payment service infrastructure and implementing contracting modalities; d) organising a nationwide communications campaign on the child benefit program; e) conducting a nationwide birth registration campaign; f) setting up a monitoring and evaluation system; and g) distributing payments.

Programme area two: Developing a social protection system. The development outcome objective is: 'Develop an inclusive framework for social protection.' The target for 2013 is to have a comprehensive social protection system in place that supports vulnerable households (Female-Headed Households (FHHs), Child-Headed Households (CHHs), children under five older persons, persons with disability).

Planned activities include: a) conducting a life-cycle vulnerability analysis; b) dissemination and gradual, sequenced implementation of the Child Act of 2008, including establishing an independent commission on children; c) assessing existing social protection initiatives and their impact on the most vulnerable; d) identifying the level of available resources for social protection programs; e) developing key directions and measures, including assessment of cost-benefits of optional instruments and related financing options for a basic social protection package access-ible to those in need; f) enrolling inter-agency GoSS and state officials in social protection core courses and engaging in cooperative exchange with other African states successfully pursuing social protection policies and strategies; g) organising stakeholder consultations meeting at key milestones in the design of the social protection system; h) developing a social protection sector governance and coordination framework; i) developing and implementing a training programme for social workers and field officers; k) conducting additional research and collecting disaggregated social sector related data to monitor developments and disseminate results; l) finalising and issuing sector policies (e.g. social security, children without parental care, etc.); m) developing birth, marriage, and death and registration systems; n) reviewing enabling legislation in the context of international human rights conventions to which South Sudan is or will become a party; o) lobbying relevant stakeholders for enactment of drafted bills (e.g. Martyrs Families Fund, War-Disabled, Widows and Orphans Commission (WDWOC) Provisional Order); and p) developing new bills for war vulnerable groups.

Programme area three: Providing family and community-based social services and livelihood opportunities for at-risk groups. The development outcome objective is: 'Increase access to family and community-based services and livelihood opportunities for youth, children at risk and vulnerable women.' The target for 2013 is to have family and community-based services for vulnerable groups in all states and counties.

Planned activities include: a) identifying at-risk groups which may include FHH, at-risk youth (CHH), children without parental care, families living with HIV/AIDS, chronic food-insecure households, (elderly) and destitute returnees; b) developing an annual needs and livelihood assessment programme to determine need; c) establishing targeting methodologies, support instruments, conditionality and phasing, with proper consultation with identified target groups; d) implementing schemes at the local level; e) designing community child and youth support services; f) establishing and building the capacity of foster family networks and providing material assistance to foster families; g) compiling and disseminating information on available credit schemes, training opportunities and social support programmes; and h) developing and implementing an M&E framework.

Programme area four: Providing social welfare services for special need groups. The development outcome objective is: 'Provide social welfare services to groups in need of special care, persons with disability (including from war), deaf, and blind people, war widows and orphans.' The target for 2013 is to have targeted services for groups in need of special care in all states.

Planned activities include: a) developing a disability policy and framework; b) developing and implementing a capacity-building programme for specialised teachers and support staff (e.g. physiotherapists, technicians, social workers etc.); c) constructing and refurbishing current centres for the school for the blind, deaf and disabled; d) designing and constructing a residence school for the blind; e) construction of women centres with daycare facilities; e) constructing 310 LCH and six state coordination offices; f) providing regular and timely updates on the numbers of war disabled, widows and orphans; g) forming and training War-Disabled Widows and Orphans (WDWO) Income-Generating Activities (IGA) groups; h) providing IGA equipment and

supplies to WDWOC; i) constructing and providing transportation to rehabilitation centres for 36,576 registered war-disabled persons; j) providing health and education services outside of South Sudan to 142 WDWOC; and k) regular data update on numbers of WDWOC.

Programme area five: Developing a National Early Warning System (EWS). The development Outcome objective is: 'Ensure early warning of potential disasters across South Sudan.' Planned activities include: a) developing of a policy framework and national EWS; b) building EWS capacity at all levels; c) developing and maintaining EWS operational infrastructure and coordination at national, state and local levels; and d) strengthening a monitoring and evaluation system.

The Ministry of Gender, Child and Social Welfare (MoGCSW) formulates children without parental care, social security and disability policies, disseminates and programmes the implementation. MoGCSW has direct responsibility over the School for the Blind and Deaf, the Physical Rehabilitation Reference Centre in Juba and plans to construct satellite centres in states. While the configuration of state governments is not uniform in the area of social development, most states have a State Ministry of Social Development (SMoSD) that facilitates direct service delivery in the areas of gender equality and women empowerment, child protection and social welfare. WDWOC develops and implements programmes supporting its target group at national and state levels.

Culture, youth and sports

To address constraints and to achieve the sector objective, interventions will be undertaken in four program areas.

Programme area one: Developing youth access to sports and recreation. The development outcome objective is: 'Increase youth (boys and girls) access to well-structured sports and recreation activities.' The target for 2013 is to ensure that 3% of youth have access to well-structured sports and recreation activities.

Planned activities include: a) developing a gender-sensitive policy framework and three-year strategic plan and establishing a gender-disaggregated information management system to monitor implementation; b) establishing, equipping and supporting girls and boys sports associations and clubs; c) developing a communications strategy promoting cohesiveness and national unity to be implemented through sports associations and clubs; d) introducing a capacity-building programme for coaches, referees and staff; e) renovating and constructing sports fields and associated infrastructure and general equipment; f) conducting annual sports tournaments; and g) preparing South Sudan national teams consisting of both young girls and boys for regional and international tournaments.

Programme area two: Expanding and upgrading youth participation. The development outcome objective is: 'Increase youth (boys and girls) participation in voluntary service and South Sudan public affairs.' The targets for 2013 are to ensure youth representatives (boys and girls) are meaningfully involved in at least five national processes, and to introduce a gender-sensitive nationwide youth voluntary service programme.

Planned activities include: a) revising and formulating a gender-sensitive policy framework for youth organisations; b) developing and implementing a national youth volunteer policy, procedures, M&E and performance appraisal systems for the Payam Youth Service; c) exposure visits to youth volunteer services in the Africa region; strengthening existing youth clubs and associations considering equal opportunity for boys and girls; d) establishing and equipping a national training unit and team and three regional training units and teams at Wau, Malakal and Amadi; e) developing and managing HIV/AIDS awareness and information programmes for youth; f) organising consultation forums on South Sudan public affairs; g) coordinating youth festivals; and h) introducing support programmes for youth organisations such as for boy scouts and girl guides.

Programme area three: Providing youth vocational skills training. The development outcome objective is: 'Increase out of school youth (60% females) to access to short term vocational skills training for better job

opportunities.’ The target for 2013 is to increase to 8,600 the number of young people receiving short-term vocational training that includes entrepreneurship and life skills modules.

Planned activities include: a) developing a gender-sensitive vocational training policy framework for dropouts and out of school youth; b) renovating and constructing vocational training centres; c) collaborating with the Ministry of Education (MoE) and the Ministry of Labour and Public Service (MoLPS) to develop and distribute targeted vocational curricula; and d) engaging vocational trainers and coordinating the provision of youth vocational training.

Programme area four: Promoting the diverse cultural heritage of South Sudan. The development outcome objective is: ‘Improving access to a cultural life for all South Sudanese which values diversity, creativity, and knowledge of cultural heritage.’ The target for 2013 is to have completed a cultural mapping and inventory of South Sudan.

Planned activities include: a) conducting cultural survey of South Sudan; b) building a cultural archive system and collecting war relics; c) building staff capacity for cultural promotion and management; d) providing direct support to artists; e) developing cultural strategies and programmes valuing diversity and creativity; f) identifying areas of cooperation and developing cultural exchange programmes; g) renovating and constructing cultural institutions such as theatres, libraries and museums; h) forming a South Sudan artists union; and i) drafting and passing laws to protect the intellectual property rights of South Sudan artists.

4.3.4 Pillar actions to improve service delivery

Several challenges affecting service delivery cut across all sectors. These include: a) lack of qualified personnel; b) insufficient infrastructure; c) inadequate recognition of the government’s oversight and regulatory roles; and d) insufficient social sector management capacity.

The pillar will therefore take actions in order to deliver the following outputs:

- Trained and qualified health, education and social practitioners will be deployed in all states, counties and ‘payams’;
- Schools, health facilities, sports and cultural infrastructure will be built and coverage rationalised in all states;
- Ministries and commissions in the social sector will be able to oversee and regulate the provision of quality basic services;
- All social sectors will put in place or strengthen information management systems and build the capacity of managers.

4.3.5 Cross-cutting issues

4.3.5.1 Capacity-building

Building national capacity is fully embedded in the pillar objective itself. Capacity is addressed at three levels, firstly by strengthening institutional systems, administrative management and organisational processes. This includes the formulation of sector plans and financing strategies; the enactment of sector acts for health and education; the development of a social protection institutional and legal framework, and the establishment of quality assurance agencies and training managers in all three sectors. Secondly, capacity-building will focus on improving the qualification of social service providers through formal and in-service training and task-shifting, exposure to other country experiences and coaching. Thirdly, efforts will be made to build capacity in communities to empower households to manage their livelihoods, claim their rights and ultimately realise their full potential.

4.3.5.2 Youth

Youth constitutes a key target group for pillar programmes. Interventions will include the provision of alternative and accelerated learning opportunities for out-of-school children ages 10-18 and young adults ages 15-35, especially girls and women. Programmes aimed at increasing livelihood opportunities and skills, as well as social transfers, will target vulnerable youth to address limited access to vocational skills. Youth and adolescents will have greater knowledge of reproductive health and HIV/AIDS through peer education and youth-friendly service centres. Youth socialisation will be encouraged through increased access to well-structured sports and recreation activities and a Payam Youth Service Programme will help mobilise youth to participate in national health and literacy campaigns and public affairs.

4.3.5.3 Gender

Gender equality is addressed at various levels in the pillar. At the policy level, the social protection institutional framework and overall gender policy will address major disparities in vulnerability between women and men. In education, where discrimination against girls and women is a major issue, a specific gender policy will be issued. Simultaneously, special programmes will be implemented to increase girls' enrolment and retention in both primary and secondary schools including the expansion of community classrooms for girls within the AES/ALP programme and the introduction of bursaries for girls. In addition, the intensive teacher-training programme will focus on female teachers while curriculum revision will enhance gender sensitivity. Health interventions will aim to reduce malnutrition prevalent among pregnant and lactating women in high-risk states and counties. FHHs, 57% of which are poor compared with 48% of Male-Headed Households (MHHs), will receive special attention during the design of livelihood opportunity projects.

4.3.5.4 Environment

Increasing knowledge about the environment will be achieved by raising children's awareness of environmental protection issues through a revised curriculum. Latrines and water points for boys and girls will be installed in schools and primary healthcare facilities along with incinerators and hygienic pits. Sanitation and hygiene practices will be promoted at the community level and in primary healthcare facilities. The establishment of a national EWS will help to mitigate environmental disasters and reduce the vulnerabilities of communities.

4.3.5.5 Human rights

All sectors strongly emphasise equity by seeking to increase access to basic services and reducing risk, vulnerability, poverty and social and economic exclusion. To this end, targets have been disaggregated by sex and geography wherever relevant and sectoral information management systems will strive to process data accordingly. The pillar addresses equity in the provision of essential basic services through the establishment of a systematic and free birth registration system, the introduction of policies aimed at removing hidden fees in primary education and the introduction of social transfers and community-based essential services for the most vulnerable. The development and gradual implementation of a social protection framework is aimed at empowering vulnerable groups and providing safeguards for people living in extreme poverty or at risk of social exclusion. In addition, by including human rights education in the school curriculum, children and youth will be empowered to claim their rights. More generally, participation as a key human rights principle is promoted throughout the pillar, including stakeholder consultations on the design of the basic social protection package, community participation in school and health **centre** management and youth involvement in major national processes. The government will ensure that enabling legislation and policy initiatives reflect the requirements of the international human rights conventions which they are party to or intend to ratify.

4.3.5.6 HIV/AIDS

The pillar will address the multiple aspects of HIV/AIDS prevention, treatment, care and support services. On the prevention side, this will include the integration of critical life skills and HIV/AIDS prevention in the school curriculum as well as sensitising communities and youth about HIV/AIDS. Treatment and care will be addressed through strengthened HIV/AIDS counselling and testing, Anti-Retroviral Therapy (ART), Prevention of Mother-to-Child Transmission (PMTCT) services and the implementation of blood safety and universal precautions in health facilities. Support will be provided through the management of Sexually Transmitted Infection (STI), and special attention will be paid to people affected by HIV/AIDS in the selection of target groups for pilot projects on social transfers to the most vulnerable.

4.3.5.7 Anti-corruption

The establishment of solid and comprehensive management information systems in the health and education sectors will foster transparency and accountability and provide critical information to prevent and track possible corruption. Governance of the social protection sector will be determined as part of the definition of the comprehensive social protection framework.

4.4 Conflict prevention and security

4.4.1 Summary of pillar and sector objectives and five priority programme areas

The pillar objective articulates both the constitutional and legal requirements of our security and rule of law agencies and the good governance practices in which they are to operate to meet South Sudan's long-term national vision and goals. These institutions will provide the peaceful, safe, just and lawful context on which our peoples' economic, social and human development future depends.

Conflict prevention and security pillar objective

- To defend the sovereignty and territorial integrity of South Sudan, uphold its constitution and secure the dividends of peace by seeking to prevent the resurgence of conflict, providing equitable access to justice and maintaining law and order through institutions that are transparent, accountable and respect human rights and fundamental freedoms.

The conflict prevention and security pillar comprises of two sectors: **security (five agencies)** and **rule of law (12 agencies)**. The sector objectives are shown below.

Security objective

- **Security objective:** To defend the sovereignty and territorial integrity and uphold the constitution of South Sudan by securing the dividends of peace and preventing the resurgence of conflict; and to ensure the welfare of the people in crisis and emergency, through security institutions that are accountable, adequate, affordable and appropriate.

Rule of law objective

- To strengthen the Rule of Law in South Sudan by enforcing and maintaining law and order, providing equitable access to justice and a functioning criminal justice system, increasing security in communities, and promoting and protecting human rights for all.

Within these sector objectives, agencies were further requested to prioritise to identify five key priority programme areas for work essential to achieving both the sector and pillar objectives. For the conflict prevention and security pillar, these are in Table 24 below.

Table 26: Five priority programme areas of conflict, prevention and security pillar

Five priority programme areas	Associated agency
National Disarmament, Demobilisation and Reintegration (DDR) programme.	South Sudan DDR Commission (SSDDRC).
National Security Architecture (NSA) and Security Sector Transformation (SST).	Office of the President (OoP).
Legal framework.	Ministry of Legal Affairs and Constitutional Development (MoCLAD).
Community security.	Ministry of the Interior (MoI).
Criminal justice system.	Ministry of the Interior (MoI).

4.4.1.1 Background

The people of Southern Sudan have endured decades of insecurity and a systematic lack of rule of law. This has prevented generations of citizens from living their lives, earning a living or bringing up their families in relative peace. This history of near-continuous conflict, insecurity and the inability to prevent further conflict

is articulated in the chapter two on Context and Historical Background. It is this history, the sacrifices that have been made by South Sudan to create a new, independent state, and the historic opportunity before us to provide a better future for our citizens, that compels us to make every effort, at all levels of government and in cooperation with civil society, is to plan a new, secure future for South Sudan. A form of peace became a reality with the signing of CPA in 2005. However, sporadic violence since CPA has demonstrated that security is not yet guaranteed and is a paramount need in South Sudan for development to advance. In addition, the large numbers of citizens returning from the North and other countries as a result of the referendum decision and independence will significantly increase the current demands on security and rule of law agencies and wider government. As with other pillars, the CP-S development aspects will be managed in a flexible manner that balances shorter-term operational and humanitarian demands with longer-term transformational needs.

The transformation of the security sector and strengthening of rule of law institutions will be key elements in the emergence of a stable South Sudanese state. Decades of war left many citizens without jobs, livelihoods or homes, living in poverty, often separated from their families and communities and affected by landmines. There is the legacy of a large standing army to deal with and the resulting drain on public funds. Other armed groups continue to foment violence. During the CPA interim period, only limited progress could be made in building government institutions and supporting the emerging private sector. Citizens have demanded that the Government be decentralised, democratic and effectively meet their needs, and South Sudanese society and institutions are striving to move away from a war footing to new, peacetime roles. The twentieth century task was to win liberation for the citizens; the twenty-first century challenge is to deliver its expected rewards. This means placing the citizen at the heart of decision-making.

After the referendum decision in January 2011, security, justice and rule of law remain primary concerns for the people of Southern Sudan. This view was firmly reinforced by all delegates at the 19 - 20 May 2011 SSDP Planning Conference in Juba. But national and state government capacity to deliver security and rule of law in terms of necessary infrastructure, trained personnel, policy and legal frameworks and basic service delivery is not yet firmly established. An Annex describes GoSS institutions' plan for capacity-building. States have also articulated the lack of capacity at state and county levels. In state-level consultations on the SSDP all mentioned the need adequately to recruit, train, equip and deploy better Police at state level. No other security or rule of law agency was mentioned in the same way in any state. Mitigating border conflict with bordering states in North Sudan was a development priority for Northern Bahr El Ghazal. In Greater Equatoria, Unity, Upper Nile and Jonglei, security concerns are top priority, with each state facing different threats to security and different challenges for the protection of civilians. These range from increased crime, human rights violations, border concerns, and other armed groups (including the Lord's Resistance Army in some areas), to basic community security and the proliferation of small arms and light weapons. State feedback from Bentiu suggested creating and empowering border chiefs and increasing the capacity for dialogue as a potential solution.

Allied to that, communities need help to understand government security and rule of law agencies' roles and responsibilities, and the different roles of paramount chiefs, police and judges. Several states also suggested having peace-building activities, such as peace camps and conferences, peace-building at community level, for interaction between communities that have historically come to conflict in pastoral areas between communities over water or grazing rights. But citizens need broader welfare as well. This requires the delivery of a combined 'human security' effect, in which citizens are both safe and well, with their essential needs met and also requires security and rule of law institutions that abide by the principles of equality and respect for all citizens regardless of ethnicity, gender or age.

Security and rule of law are basic services on a par with food, water, education and healthcare, which all people in South Sudan want and need. Even with more effective security and rule of law systems, significant economic development will not happen immediately; without them it is delayed indefinitely. Effective rule of law institutions, a comprehensive legal frameworks and a strengthened criminal justice system will support good governance and public sector excellence, as well as providing the conditions in which private

investment can flourish. An affordable and effective National Disarmament, Demobilisation and Reintegration (DDR) programme, which is planned and well-implemented can also support economic development, and will help to reduce defence expenditure, and support SST transformation as a whole.

Security and rule of law transformation requires government-wide action and commitment to produce the benefits in welfare, security and safety and equitable access to justice for all residents of South Sudan. This means the translation of themed cross-agency performance area objectives and activities into a regular, established, integrated government approach to the provision of security and rule of law in the new independent South Sudan. During this development planning process, security and rule of law institutions have demonstrated their willingness to work together in joint programmes by adopting a systematic approach to service delivery on behalf of the people. This approach and the resulting details are identified in the top five programme areas listed under section 2.2 of this chapter.

4.4.1.2 Major achievements

CPA was signed in 2005, and substantial progress was made on implementing the agreement during the five-year interim period: the Government of Southern Sudan was created and a new South Sudanese security and rule of law capacity has been established, for these vital new functions of a potentially independent state. This has led to substantial progress in the provision of security in Southern Sudan; the development of government capacity for self-rule; the establishment of a legal framework and rule of law institutions, and notable successes in managing complex democratic processes, such as the 2010 general election and the 2011 referendum.

Ministries of SPLA and Veterans Affairs (MoSPLAVA; Internal Affairs (MoIA); Legal Affairs and Constitutional Development (MoLACD), and Peace-Building and CPA Implementation (MoPBCPAI) have been formed, and are in varying stages of development in capacity, staffing and training. Legitimate Southern Sudan security organisations have been formed, such as the South Sudan Police Service (SSPS), the South Sudan Prisons Service, and the SPLA has transitioned from a successful guerrilla force to a military organisation that includes other armed groups.

Laws, acts, policy papers and service provision orders have been passed/published, such as the South Sudan Child Act of 2008, the SSHRC Law, 2009; the SPLA Act, 2009; the SPLA White Paper on Defence, 2009, and the Prison Service Provision Order, 2011. A transitional constitution has been drafted and awaits discussion and passage in SSLA. Some Bills, such as that for the fire brigade, are also pending and before the Legislature. Agencies to be inherited from the Government of National Unity (GoNU) such as those on immigration, customs and national intelligence will soon have a legislative framework. Next steps will require intensive support from within government and amongst regional and international partners. A new law review commission has also been established to examine the advisability and applicability of inherited laws.

Institutional development is underway across the security and rule of law organisations, but much still needs to be done. Those institutions that were established as part of GoSS during the interim period have a basic capability to undertake their given roles and responsibilities, although equal service delivery across South Sudan is not yet possible. Security and rule of law agencies have created or revised their rules and regulations, including strategic management, general administration, discipline and codes of conduct and many staff have received human rights and gender awareness training. Some agency-specific skills training has been undertaken and more is needed. There is limited national, state and county infrastructure and staffing in place.

SSPS has been formed, significant numbers of police have been trained and initiatives such as community policing and joint operations centres have been commenced. The formation of a community forum to work directly with police on security matters and the improvement of legal awareness through promotional programmes on South Sudan radio and TV are designed to enhance collaboration between communities and police through expansion of police patrols within residential areas, and construction of police posts closer to

the community. Further attention to community security concerns has come through the formation of the Community Security and Small Arms Control Bureau (CSSAC) and from the MoPBCPAI. Several international and regional agencies have also played their part, such as the Regional Centre on Small Arms, the International Conference on the Great Lakes Region, the Regional Disarmament Committee, and the Inter-Governmental Agency for Development (IGAD), which has established a presence in Juba. In 2009/2010 consultations began with communities at state and county levels, the goal being to reduce insecurity at community level by asking women, men and young people to come up with their own solutions to tackle conflict.

The Southern Sudan DDR Commission (SSDDRC) was established in order to help implement DDR provisions under CPA, which stipulated that 90,000 ex-combatants should be demobilised in South Sudan. At the end of the CPA period, SSDDRC has established its Headquarters (HQ) and ten state offices across Southern Sudan. Out of the 90,000 candidates associated with Phase 1 of CPA, as of 14 April 2011, 12,030 have been demobilised, of which, over 5,000 have been fully reintegrated and the remainder are in various stages of the reintegration programme.

Mine and unexploded ordnance contamination remains a key challenge facing South Sudan after decades of civil war and immense progress has been made in reducing the threat posed by these deadly hazards. Since 2005 and as at 14 April 2011, 18,956km of roads have been opened and over 36.4 million square metres of community land have cleared; 5,586 hazards have been identified of which 4,790 have been cleared; 22,456 anti-personnel mines and 770,994 unexploded ordnances have been destroyed. The number of people to have received mine risk education is 1,253,276 and 3,371 landmine victims/survivors have been reported. Furthermore, GoSS established the Southern Sudan Demining Authority (SSDA), and has, in cooperation with the UN and international partners, effectively leveraged international support to reduce the impact of mines and on the people of South Sudan.

The Human Rights Commission (HRC) established its HQ in Juba and produced its first annual report in 2007. It conducted a baseline survey on human rights in Southern Sudan and drew up a strategic plan for 2008-2010. They monitored the census, elections and referendum and produced independent reports. HRC has handled 92 human rights violation cases.

In 2001, SPLM established the SPLM Upper Nile Peace and Reconciliation Interim Liaison Office (SUNPRILO). The successes of SUNPRILO in the area of reconciliation, peace and unity were appreciated and the body was upgraded to the SPLM Peace Desk on 19 February 2002 - an institution upholding a mission based on principles of forgiveness, tolerance, truth, healing and accommodation.

With progress in building reconciliation, peace and unity among the people of Southern Sudan, the SPLM leadership council passed a further resolution to develop the SPLM Peace Desk into the Sudan Peace and Reconciliation Commission (SPRC). With CPA signed in 2006, the SPRC was transformed from a movement institution into an independent, autonomous peace institution of the government of South Sudan, the Southern Sudan Peace Commission (SSPC). SSPC was established by Presidential Decree no 46/2006 to work to promote peace amongst the people of Southern Sudan and strive to consolidate the peace ushered in by CPA. In 2010, SSPC was transformed into the Ministry of Peace-Building and CPA Implementation (MoPBCPAI), with the same mandate.

4.4.1.3 Challenges

CP-S pillar agencies face a daunting list of challenges, some of which (particularly those related to capacity) are closely linked to the programmes of pillars other than CP-S:

- Elusiveness of peace even after the signing of the CPA as inter-ethnic conflicts continue;
- Lack of a national security vision that will lead to a full national security strategy and architecture.

- Adoption of the draft interim constitution, in addition to the ongoing challenge of defining the roles and responsibilities of government, and creating a complete statutory and customary legal framework based on it;
- Limited financial resources to meet immense development and operational needs;
- Continuing insecurity, particularly in rural and border areas, inhibiting well-being and economic growth;
- The sheer scale of national transformation and operational requirements;
- High expectations for the provision of improved basic services and security within a short timeframe;
- The need to transition from practices that contravene South Sudan's commitment to equality, fairness, security and the rule of law and prevent the achievement of progress. These include: a) responsible use of public funds and resources, delegation of authority, decentralisation, respect for human rights, control of weapons and settlement of disputes through non-violent means; b) responsible use of authority; providing a people-friendly security service for law-abiding citizens; and c) transition from a culture of impunity to one of oversight and accountability;
- Low levels of literacy within government institutions, and employment of staff who are beyond retirement age;
- Too few fully-trained and experienced staff. Inadequate service delivery at all levels, including the challenge of keeping the population informed and consulted during this period of constant change;
- Untrained and unqualified people employed in security and rule of law agencies;
- Inadequate infrastructure, equipment and communications, to meet the combined economic and security benefits from strategic infrastructure improvements, such as roads, bridges, etc.;
- Resulting need for a plan at GoSS, state and county level to increase capacity to deliver basic services;
- The move from single agency focus to an integrated approach to security and justice policy development and service delivery, for example in the criminal justice system;
- The need for an effective national DDR strategy and implementation plan in order to provide ex-combatants in SPLA, police, prisons, wildlife services and fire brigade with a suitable and affordable programme;
- The need for right-sizing the security and rule of law institutions to the needs of South Sudan post-July 2011;
- Lack of alternatives to imprisonment; overcrowding in jails; lack of funding for rehabilitation programmes;
- Improved citizen security at the community level; basic areas such as arms control, and on pastoral issues such as cattle-rustling and water and grazing rights abuse;
- Few baselines for service delivery through public perception surveys;
- Need for evidence-based planning, including for budget processes;
- Government-wide regular monitoring and evaluation of progress and redirection of all activities within SSDP.

The World Development Report 2011 gives useful examples of challenges and recommended responses to conflict and security transformation in new states such as South Sudan (See **Box 5**).

Box 5: Breaking repeated cycles of violence at the national level (World Bank Development Report 2011)

In fragile situations, the priority for institutional transformation and good governance is specifically to deliver citizen security, justice and jobs. Without a basic level of citizen security, there can be no enduring social and economic development; and without a sufficiently broad coalition based on confidence in improved justice and shared economic prospects, it is difficult to sustain the momentum for change.

The dynamics of institutional change are also different. Exceptional efforts are needed to restore confidence in national leader's ability to manage the crisis—through a combination of actions that signal a break with the past and gestures that lock in these actions, thus giving people confidence that they will not be reversed. Confidence-building, however, is not an end in itself. Progress will not be sustained unless underlying problems are addressed to prevent a recurrence of violence.

In fragile transitions or situations of rising risk, successful reforms have:

- Recognised that the state cannot address complex stresses and violent challenges on its own but must build momentum through coalitions that are sufficiently inclusive, at both national and local levels, to generate broad support. Leaders must deliver early tangible results, with two to three generally sufficient to restore confidence.
- Prioritised early reforms that address insecurity, injustice and lack of employment. Political reform can be crucial to violence prevention but elections are not a substitute for broader democratic institutions, which take time to build.
- Implemented pragmatic, 'best-fit' approaches to institutions and governance adapted to the local political context instead of approaches based narrowly on detailed western models or standard technical solutions.
- Passed through a succession of transitions over time, not one 'transition moment'.
- Taken time. The task of transforming institutions and governance is slow. Historically, no country has transformed its institutions in less than a generation, with reforms taking from 15 to 30 years. (...)

Context is always crucial, but the report describes five practical approaches that have been used in very different country circumstances to link rapid confidence-building measures to longer-term institutional transformation:

- Support for bottom-up state-society relations in insecure areas, such as combined community-based programs for policing, employment and service delivery, and access to local justice and dispute resolution systems.
- Security and justice reform programs that start with the basics and recognise the linkages between policing and civilian justice rather than treating them separately.
- Basic job creation schemes, including large-scale public works, addressing infrastructure bottlenecks, and expanding access to skills, finance, work experience and assets.
- Involving women in the design and implementation of security, justice and economic empowerment programmes.

Focused anti-corruption actions to demonstrate that new initiatives and revenues can be well-governed, drawing on external and community monitoring capacity.

Source: World Bank, *World Development Report 2011* synopsis <http://wdr2011.worldbank.org/>.

4.4.2 Pillar objective

The CP-S pillar objective statement represents the vision statement of what South Sudan would like to achieve in security, rule of law and in preventing future conflict. It represents both immediate goals and a long-term vision, informed by the GoSS Vision 2040 document (see above).

Conflict prevention and security pillar objective

- To defend the sovereignty and territorial integrity of South Sudan, uphold its constitution and secure the dividends of peace by seeking to prevent the resurgence of conflict, providing equitable access to justice and maintaining law and order through institutions that are transparent, accountable and respect human rights and fundamental freedoms.

4.4.2.1 Sector objective

These sector objectives represent the specific areas of focus for the five agencies of the security sector and the nine agencies supporting the rule of law. The sector objectives represent the specific areas of focus for the three-year period of SSDP. Each sector objective has a set of indicators that will be used to assess progress against each sector objective, together with a baseline to indicate South Sudan's current status and targets to indicate where South Sudan would want to be by the end of 2013.

Security objective

- To defend the sovereignty and territorial integrity and uphold the constitution of South Sudan by securing the dividends of peace and preventing the resurgence of conflict; and to ensure the welfare of the people in crisis and emergency, through security institutions that are accountable, adequate, affordable and appropriate.

Originally included within the **security sector** were programme areas for institutional development of the Ministry of SPLA and Veterans' Affairs; SPLA Transformation; DDR; Peace-building and Conflict Mitigation; and Demining.

Rule of law objective

- To strengthen the rule of law in South Sudan by enforcing and maintaining law and order, providing equitable access to justice and a functioning criminal justice system, increasing security in communities, and promoting and protecting human rights for all.

In the **rule of law sector**, the initial programme areas were: Providing a legal framework; Coordination of internal security and law enforcement efforts; Ensuring internal security and maintaining law and order; the Judiciary; Secure and humane incarceration and detention services; Promoting and protecting Human Rights; Institutional capacity-building in the Law Review Commission; Combating proliferation of small arms and community insecurity; and institutional building of the South Sudan Fire Service. The judicial branch of Government was included but has chosen not to participate in the planning process.

During the intensive period of agency analysis of roles, responsibilities and future needs, changes were made. In both sectors and at pillar level, it was seen as essential to introduce a new Performance Area to provide a National Security Architecture (NSA) that creates an effective, informed and accountable strategic policy and decision-making body for conflict prevention and security for the benefit of the population of South Sudan.

Similarly, the programmes are created for agencies that have been part of GoNU. In the security sector, this meant the National Intelligence Service (NIS). For the rule of law sector, this brought in the Customs and Immigration Services.

At the initial pillar and sector meetings, all CP-S agencies were directed to take a forward-looking, innovative, bottom-up approach to development planning. Agencies requested assistance in formulating their responses and a core drafting team was authorised to facilitate agency, sector and pillar responses. In this consultative way, each agency was able to produce its own detailed three-year development plan. They were then distilled into a single strategic matrix, which shows each sector's top priority programme areas development requirements in the form of outcome objectives, indicators, baselines, targets and activities and broad-order castings. Having completed the majority of this agency and sector work, each sector was able to draft its Sector Objective, to which agency plans have been adjusted. These are given in Annex 1.

4.4.2.2 Priority programme areas

Table 27: Conflict, prevention and security pillar top five priority programme areas

Programme area	Target	Activities	Lead agency
Consolidate the National DDR programme.	National DDR strategy in place and DDR completed for 77,614 ex-combatants by 2013.	Continuation of the transformation of all uniformed security services through a national programme that addresses demobilisation needs holistically, including DDR, and a possible reserve system, and which provides security and dignity to all ex-combatants.	SSDDRC.(Supporting agencies: MoD, SPLA, Mol, SSPS, South Sudan Prison Service, South Sudan Fire Brigade, South Sudan Wildlife Service, Veterans Affairs Commission).
Establish a civilian-led National Security Architecture (NSA) and Security Sector Transformation (SST).	National security adviser and secretariat appointed, trained and functioning in OoP, and a new national security strategy approved and implemented across the security and rule of law sectors. MoD and Mol are established, with appropriate strategies and plans; agencies are right-sized, trained and increasingly capable of fulfilling their roles.	Establishment of NSA, including a border management strategy, that provides leadership and direction, operational decision-making and strategic planning capacity at national, state and county levels; Press reports of military and other security and law enforcement actors as accountable, adequate, affordable and appropriate institutions, under democratic control, that respect human rights and serve the needs of the people.	OoP. (Supporting agencies: Office of the National Security Adviser (OoNSA) and Secretariat, NIS, state and county security committees, MoD, SPLA, SSDA, Mol, SSPS, Customs and Immigration, and other security forces as necessary).
Establish a legal framework for all levels of government.	130 MoLACD draft legal documents submitted to the Council of Ministers and 143 statutory and customary laws reviewed and prioritised; 15 draft bills transmitted to	Develop a legal framework, inclusive of the transitional and permanent constitutions, relevant statutory and customary legislation, treaties and other legal instruments to enable the lawful and efficient division of labour between ministries, agencies, traditional and quasi-	MoLACD. (Supporting agencies: technical inputs from relevant ministries and agencies, e.g. SSDA, LRC, SSHRC).

	legislature, 194 functional legal affairs offices at county level.	independent entities at all levels of government and disseminating it across South Sudan to make people aware of the law and their rights.	
Enhance community security.	Police community relations committees established at county level, livestock protection units in three states, implementing community security approaches in all ten states, peaceful civilian disarmament conducted in 50% of counties, and establishing operationally effective joint operations centres in 80 counties.	Civilian reports of enhanced community security; a secure environment free from violence and crime; the proliferation of arms, the impact of mines and unexploded ordnance, and the ability to mitigate the occurrence of crises and conflicts through the upholding of human rights, via early warning systems; response mechanisms for natural or man-made disasters; and strategies to address and reduce community conflict issues such as use of grazing, water or cattle-rustling.	MoI. (Supporting Agencies: JoSS, MoPCPAI, South Sudan Prison Service, SSPS, (JOCs), CSSAC-B, MoD, SSDA, SSHRC and relevant NGOs and community support groups).
Strengthen the criminal justice system.	Reconfigured Ministry of Interior (MoI); screened, trained criminal justice system staff; operational policies and guidelines in place, all ten states with functional police operational capability, 78 secure prisons with adequate resources and trained personnel.	Press reports that strengthened criminal justice system gives lawful and humane treatment of individuals through technically competent investigations; limited detention timeframes before and during trial; access to legal advice to claim holders; speedy and competent adjudication; humane and rehabilitative correctional periods where applicable. Independent monitoring and investigation mechanisms established across the criminal justice system. Specific policies and implementation plans in place to deal with critical areas such as gender based violence and juvenile justice.	MoI. (Supporting agencies: JoSS, SSPS, South Sudan Prison Service and SSHRC),

The Government seeks to design a better way to provide security and rule of law to our people. South Sudan needs new structures, and a governmental culture that is professional and dedicated to serving the people. In order to achieve this goal, our delivery agencies, legal frameworks and justice systems must be professionalised while upholding promises made to our comrades from the liberation struggle and all those who have given up arms in* hope of a better life. Our citizens want and deserve effective security at the community level. Security institutions are expensive to manage and operate; and they are not normally income generators. The population understand the need to invest in security now but are looking forward to

a time when those costs can decrease and revenue be allocated to the many other pressing needs of South Sudan. That time has not yet come.

Disarmament, Demobilisation and Reintegration (DDR) of former combatants is a key expected 'peace dividend'. It was part of CPA, and must be completed in the post-CPA period. There is an urgent need to re-energise this process, which will simultaneously support the screening, training and right sizing of security and rule of law personnel and agencies; and to help ex-combatants to gain peaceful livelihoods. The CP-S pillar has identified DDR as a top priority for South Sudan (P1).

This choice aligns with the recommendations of the GoSS Task Force 2011's 'Objective #44: DDR South Sudan and DDR north Sudan joint committee on placement, training and disarmament of the former soldiers, a strategy on DDR external resources use for security and development (developed), timeline - medium term' (by 2013)'.

The solution is a broadly-based, effective and affordable DDR programme; this is not yet in place. Many ex-combatants, often without basic literacy skills or over pensionable age, have been assigned to other security agencies, such as the police, prisons, fire brigade or wildlife services. The retention of such ex-combatants in service increases the staff numbers in many organisations well beyond "adequate and affordable". It also detracts from the SPLA's readiness to resist border or other threats. Others, such as the wounded, mentally ill or of retirement age, remain within the army and unformed security services until they undergo DDR.

In order to re-energise this priority effort on DDR, the Government will create a national policy and programme based on analysis, strategy development and implementation. This will identify the scale of the challenge and the way in which it will be taken forward in the three years of this development plan. Those responsible for the labour markets, social development and welfare aspects of reintegration after demobilisation (described in the Social and Human Development chapter) will need to be involved in both DDR strategy development and after-care.

In order to meet the rapidly emerging post-conflict security needs of South Sudan and ensure good governance of security and rule of law services, South Sudan has to create a civilian-led, totally new top-level structure for security-related decision-making in accordance with internationally accepted best practices. The government is currently considering which model to adopt, and selecting and training the relevant personnel, so they can produce the information on which national security decisions are made. Recognising its responsibilities as a newly independent state from July 2011, South Sudan also needs transformed security and rule of law agencies to deliver the desired security effect. Therefore, NSA will be developed under OoP and SST. This will provide the framework, resources and information networks that will enable the democratically-elected, accountable and constitutionally endorsed leadership group to make proportionate and timely decisions to preserve national security. Introducing the new measures will provide appropriate and affordable resources to achieve national strategic objectives, in line with the revised constitution and as set out by a national security vision (leading over time to a full national security strategy) describing the goals, roles and responsibilities of the security sector, supported by the necessary legal framework.

South Sudan will form a National Security Council (NSC) secretariat headed by a ministerial rank national security adviser or a minister for security to support the President and his key ministerial advisers. These in turn, depending on the security matter at hand, will be advised by the Heads of the relevant security or rule of law institutions or others, particularly if a national disaster relief operation is necessary. The Secretariat will be informed by the necessary national, military and police intelligence organisations, which should bring targeted, focussed, filtered and timely information to the attention of their leadership and NSC, as directed. They will also include other relevant respected sources of information, such as academic, international or regional products that add to the context to inform the decision-makers. This will offer a range of options for action, rather than the more usual defence-centric responses in many post-conflict states.

South Sudan is also committed to transforming the security and rule of law agencies into modern, professional, accountable, adequate, affordable and appropriate services to the people of South Sudan. This process will aim to professionalise services, which are affordable within the available GoSS resource envelope, and support good governance. Despite widespread hopes for, and expectations of, a 'peace dividend' following CPA, costs, such as for SPLA transformation, will rise in the short term as the 'price of peace' investing in the development of a modern conventional force. The police service too must meet the needs of citizens, as expressed in all state consultations on service delivery. The prison service and the fire brigade need adequate funds or they will continue to have only a limited capability in their critical safety and security roles and responsibilities. Ex-GoNU agencies such as Customs and Immigration, now being integrated into GoSS, currently require capacity and resources. However, once properly established, they will serve as income-generators and broaden the revenue base (hence are dealt with in the Economic Development chapter). Joint action with DPs will be necessary to increase the capacity of these institutions in the critical early period of the new state. All security and rule of law agencies need to operate as services for the people, respecting human rights, good governance and transparency to avoid public concerns over the previous governments' corrupt, self-serving and centralised practices. Critical areas for policy development and implementation include border management, gender based violence, juvenile justice and related gender and youth issues.

Many ministries and agencies as yet lack an adequate legal framework, and further requirements are emerging under independence, and as part of the SSDP process. The GoSS Task Force 2011 Committee 3 has identified the requirement that 16 laws, acts and codes be enacted by 9 July 2011, with additional demands to follow. Producing the legal framework for all levels of government (P3) is, therefore, a major challenge. All this makes this a top priority for action by the end of 2013.

Good governance is required if GoSS is to respond to the key citizen demand of community security. These requirements have to be implemented in order to meet the fundamental security requirements of communities in an open and accountable manner that respects individual rights. Security management and implementation at national, state and county level – including state and non-state justice practices – must focus on improving security and therefore development for the population, keeping in mind the special needs of marginalised and vulnerable groups. At a higher level, collecting, analysing and disseminating information for early warning of potential crises is key to timely preventative action and to directing and enabling inter-state co-ordination as necessary. The need for community security, conflict mitigation and crisis response (P4) is, therefore, another top priority programme area in SSDP.

This area has been identified by the GoSS Task Force 2011's Committee 3 as medium-term: 'Objective #45: Put in place measures to improve community security, for the Ministry of Internal Affairs to make an assessment and process of introducing a community policing strategy across the ten states and a small arms process of disarmament across the ten states but will be incomplete at independence'.

The planners recognise that there are currently a number of existing programmes that link security committees at national, state and county level, such as the post-referendum security and joint operations centre programmes. Also those which seek to limit small arms and light weapons proliferation, such as the Bureau of Community, Security and Small Arms Control (CSSAC). Further there are those which seek to provide conflict early warning at community level or which provide communities with advice on pastoral issues and training in conflict prevention and management skills, for example, SSPS's livestock patrol units). The efficiency of these initiatives may be increased if they made more aware of and are able to learn from, the experience of each other. The 'CSSAC Bureau' plans, for example, will only work effectively if they, community leaders, Police and weapons collection, storage and destruction agents are all able to work together to a carefully coordinated plan, with the relevant community correctly informed and prepared by a suitable information campaign. This coordination may best be led at the national level. To decide the appropriate action, in the case, for example, of natural disaster management or other challenges, NSC will need to be provided with relevant and timely information from a range of appropriate sources. There will need to be effective linkage and communication between the top level of government and state level and

below, which feeds in quality products to warn of impending threats to enable effective early preventative action or crisis management activity if required.

The criminal justice system will be strengthened in order to deliver lawful and humane treatment of people within the system, via competent and prompt investigations, competent adjudication, humane and rehabilitative incarceration periods where necessary and the meaningful enforcement of human rights by establishing independent monitoring and investigation mechanisms across the system. There has been little time to bring about a culture of whole of government or inter-agency cooperation but particularly in the key areas of security and rule of law. Helping to bring about an integrated approach to strategy and policy development and service delivery will be a major development area over the next few years. A systematic approach to the provision of security and justice is the last of this pillar's five top priority programme areas, by strengthening the criminal justice system (P5).

This area is the third to be identified by the GoSS Task Force 2011 Committee 3 as medium-term 'Objective #9: Protect the human rights and fundamental freedoms in the future Republic of South Sudan (immediate term) Southern Sudan Human Rights Commission, Judiciary, MIA and MoLACD needs).'

This development plan is required to identify the changes needed to deliver essential services by the end of 2013 in pursuit of the national vision post-July 2011, and a stable, independent South Sudan. Even the process of producing and implementing a national development plan might, in itself, lead to concerns, misunderstandings or friction, internal or external, among institutions at national, state or county level, and in their relationships with communities. To address such problems, the conflict prevention and security CP-S pillar produced a paper on 'Considerations for conflict-sensitive handling of South Sudan development planning process' and beyond, which has been incorporated in the work of the Context Working Group and the other pillars.

4.4.3 Agency outcome objectives and targets

The individual agency outcome objectives (what result is to be achieved) and targets for 2013 are listed below. It should be noted that key activities to obtain these results are presented in Annex 1.

Security

Office of the President (OoP), National Security Architecture (NSA): By 2013 OoP will have established NSA to contribute to the safety and welfare of the citizens and the state to improve, coordinate security-related policy and decision making at national, state and county level, based on appropriate information gathering and analysis. An office of national security advisor and National Intelligence Service (NIS) will be functioning, national security advisor appointed, national intelligence and secretariat staff trained and national security strategy drafted and agreed; and state and county security committees functional.

Ministry of Defence (MoD): By 2013 an MoD will have been legally established and functioning, in order to provide effective civilian democratic oversight of national defence. The MoD strategy will have been approved; including the organisational structure and functions of MoD and senior SPLA members approved. War veterans are supported and empowered in seven states.

Sudan Peoples' Liberation Army (SPLA): SPLA will be transformed into a modern, professional military force, accountable, adequate, affordable and appropriate, in accordance with constitution and government priorities, policies and resources. The target for 2013 is that the transformation/right-sizing plan will have been approved and implementation begun through the training of 10,500 personnel and the DDR programme; SPLA's Operational Strategy will be approved, and 75% implemented (including the maintenance of bases around South Sudan, and major training including health and human rights education).

South Sudan National Disarmament, Demobilisation and Reintegration Commission (SSDDRC): By 2013 SSDDRC will have designed and implemented an effective and affordable DDR programme to support

transformation strategies for all organised forces (SPLA, SSPS, prisons, fire brigade and wildlife forces) and to provide ex-combatants and host communities with a sustainable future, including the reintegration of women and children. The target is that DDR will have been completed for 77,614 ex-combatants.

Ministry of Peace-building and CPA Implementation (MoPBCPAI): The Ministry of Peace-building and Conflict Mitigation, the post-CPA successor organisation to the MoPBCPAI will ensure that conflicts are mitigated through early access to reliable information as well as through reconciliation and dialogue. By 2103 States will have early warning providing information to relevant actors and peace and civic education programs and projects delivered.

South Sudan De-Mining Authority (SSDA): SSDA will work to free the country from the impact of landmines and explosive remnants of war by conducting and coordinating mine action to support the safety of citizens and socio-economic development. Its target for 2013 is to close 1,306 hazards prioritised for socio-economic value including roads, land for agriculture, resettlement and grazing, to reduce accident risk through provision of safe behaviour messages to 480,000 IDP and community beneficiaries by eliminating around 660 hazards, and training 1,500 peer to peer educators in mine risk education delivery.

Rule of law

Ministry of Legal Affairs and Constitutional Development (MoLACD): By 2013 MoLACD will provide a legal framework for South Sudan and ensure equitable and speedy access to justice for all. Its target is to submit 130 draft legal documents to the Council of Ministers, and provide 194 functional legal affairs offices at the county level enhance access to Justice and respect for human rights.

South Sudan Law Review Commission (SSLRC): By 2013, SSLRC will ensure that South Sudan has the appropriate and effective laws, with 143 statutory and customary laws reviewed and prioritised and 15 draft bills transmitted to SSLA and MoLACD.

Ministry of the Interior (Mol): The Ministry of Internal Affairs will become the Mol at independence. By 2013 it will have screened police, prisons, fire brigade, and wildlife forces and a restructured ministry, establishing joint operations centres in 80 counties.

South Sudan Police Service (SSPS): SSPS to ensure internal security and to maintain law and order via a democratically oriented, fully functional professional police service, sensitive to human rights, gender and adapted towards modern concepts of international policing, capable of enforcing law and order throughout South Sudan. By 2013, all states will have functional police operational capacity and police community relations committees. National and state boards for community policing and livestock policing units will be established in all ten states, with trained personnel.

South Sudan Prison Service: By 2013 the Prison Service will provide secure and humane incarceration and detention services via functional and secure prisons at national, state and county levels providing coherent and humane treatment of prisoners, with all prisons being secure and with humane treatment of prisoners.

South Sudan Human Rights Commission (SSHRC): SSHRC will bring greater adherence, respect and enforcement of human rights in South Sudan. Its target for 2013 is that 70% of the population will be aware of human rights, and there will be a 40% increase in the number of complaints resolved successfully. Five 5GoSS and three Private Sector institutions will have implemented human rights sensitive policies.

Bureau of Community Security and Small Arms Control (CSSAC): The 'CSSAC Bureau'combats the proliferation of small arms and community insecurity to ensure that communities are secure and the threat posed by small arms is reduced. Its target is that the community security approach will be fully implemented in all 10 states and 50% of counties are conducting peaceful civilian disarmament.

South Sudan Immigration Directorate: The new Directorate of Immigration, Passport, Nationality and Identification will contribute to security and economic growth by facilitating the legal movement of persons across South Sudan's borders and provides an increasing %age in Immigration revenue. It target for 2013 is

improved institutional capacity via the establishment of their legal and operational frameworks, human resource management, and infrastructure and resource capacities and by developing and issuing documents related to immigration.

South Sudan Customs Service: The new South Sudan Customs Service will contribute to security and economic growth by facilitating the legal movement of goods across South Sudan's borders and provide an increasing %age in Customs revenue. It will improve institutional capacity via the establishment of legal and operational frameworks, human resource management, and infrastructure and resource capacities and by developing and issuing documents related to customs.

South Sudan Fire Service: The South Sudan Fire Service will be transformed into a better-equipped and more capable fire service with an increasingly improved response rate by establishing its legal and operational framework and building a human resource management, infrastructure and resource capacity.

4.4.3.1 Pillar actions to improve service delivery

The following actions are needed to set the framework for and deliver improved conflict prevention and security services. These follow logically from the challenges identified earlier.

- Taking strategic direction from the recently released 'National Vision and Goals', providing the capability to draft a South Sudanese national security vision;
- Setting out prioritised areas for development within the next three years that are strategic, designed to reduce conflict, and are relevant and realistic;
- Including specific resulting objectives, outcomes, indicators, targets and activities that are quantifiable wherever possible, within the constraints of the planning process;
- Providing the legal framework for all government agencies to provide services; developing capacity - building up the required staff experience and knowledge through training – all government agencies have identified this in their matrices;
- Reviewing and adjusting existing staff competence and capability to do the job;
- Planning for and implementing a cross-government DDR programme;
- Making a major cultural shift away from single agency operations into an integrated approach to service delivery, particularly for the provision of security and rule of law;
- Planning to keep the population informed and consulted on change; and
- Measuring our starting position and resulting progress; then adjusting the plan to achieve the objectives and targets; specifically, this will include:
 - Conducting baseline surveys in key areas to gauge public perceptions of security and rule of law service delivery; and
 - Confirming progress against indicators by building in and implementing a monitoring, evaluation and redirection plan for all elements of SSDP.

4.4.4 Cross-cutting issues

The following table summarises some of the activities that are included in greater detail in the individual agency development plans.

Table 28: Agency development plans

	Security sector	Rule of law sector

Anti-corruption,	Finance and budgeting training programmes are underway in ministries and agencies to enable transparent approaches to the handling of money, e.g., in MoD and SPLA. Other examples include SSDDRC, which is committed to being corruption free. All staff will be trained in GoSS basic procurement and finance regulations. A code of conduct has been developed which encourages staff to uphold integrity in their conduct of business. Annual audits shall be undertaken to ascertain the integrity of finances and basic control framework at SSDDRC, and action taken to implement recommendations. Corruption awareness and whistle-blowing policy are being developed. For SSDA, openness in contracting, prioritisation and tasking is secured by a transparent planning process, led by the UN mission. It is important to continue this to avoid problems of inequitable distribution of mine action resources as national ownership gradually becomes dominant.	Appropriate legislation and review mechanisms to ensure transparent and accountable governance. Adequate financial and administrative structures to be put in place to ensure accountability and oversight.
Capacity development	Major capacity development required in all CP-S ministries and agencies. For example, capacity development has been enshrined in the DDR programme from its outset, with regular capacity assessments being undertaken to check progress against benchmarks. UN and international civil society supports capacity-building of the national authority and independent local NGOs. The level of engagement should increase in the coming years and be planned as a medium term activity (5 – 10 years).	Major capacity development required and planned for in all ministries and agencies.
Environment.	The DDR programme reintegration component includes provision of support to DDR participants to acquire vocational and business skills in order to secure sustainable livelihoods. SSDDRC shall ensure that life-skills and vocational training raise environmental awareness amongst DDR participants and also that participants are encouraged to pursue income-generating activities that are environmentally friendly. Mine action can shape land use trends in environmental terms.	Environmental Impact Assessment required for all major construction projects. MoLACD to provide support to accession to international conventions on the environment as appropriate.
Gender.	From its conception, the DDR programme has been designed to incorporate gender considerations. For example, Phase 1 DDR targeted special needs groups, which includes women associated with armed forces, the elderly, persons with disability and children associated with armed forces. Reinsertion packages have taken into account the needs of both female and male DDR participants. Gender mainstreaming is well incorporated into the planning and programming of mine action, and this needs to be continued through	SSPS will continue special protection units. Prisons service is planning to segregate detainees by gender.

	the incorporation of a gender mainstreaming policy under a national mine action strategy (which is in development).	
HIV/AIDS.	The DDR programme has a civilian training package that imparts life skills for the participants, including HIV/AIDS competence. Importantly, DDR participants will be encouraged to become peer educators on HIV/AIDS in their communities. Effect of reduction of fighting power through loss of personnel to HIV/AIDS understood by all armed services and education programmes underway in all Divisions. Fair employment procedures and equitable access to mine action services must be continued to avoid discriminating against persons with HIV/ AIDS.	Legal framework to protect individuals with HIV/AIDS from unlawful discrimination.
Youth.	DDR reintegration support design takes into account the special needs of youth e.g. the civilian training packages, literacy/numeracy skills, business skills and vocational training. Consideration given to providing youths with opportunities to pursue higher education. Special children DDR programmes have taken into account the unique social reintegration support needs of children or younger age group. The specific needs of children are addressed and reported using disaggregated reporting of mine risk education audiences, mine victim reports, and young people are targeted by mine risk education and other related safety projects. Schools are often prioritised for clearance to ensure a safe space for learning.	SSPS will continue Special Protection Units. Prisons service is planning to segregate detainees by age.
Human rights.	DDR programme design will continue to adopt a human rights approach. Human rights education will be incorporated in the civilian training packages. Training (via SSHRC) in international humanitarian law and human rights included in all officer and soldier initial training and regular update training held during service. Further training (via International Committee of the Red Cross (ICRC)) being discussed. All mine action activities are a fundamental contributor to human rights in that it releases people from the adverse effects of indiscriminate, residual effects of conflict, often affecting innocent civilians.	SSHRC planning to monitor, investigate and provide referral and redress for human rights violations. MoLACD, SSHRC, LRC will coordinate the drafting of human rights sensitive legislation. SSPS, the prison service and other organised forces to be trained in human rights sensitive approaches.

5 SOUTH SUDAN DEVELOPMENT PLAN RESOURCE ALLOCATION

In chapter two, we set out a series of principles and challenges that must be addressed by SSDP. These related to conflict, poverty, and macroeconomic management issues. The objective, targets and activities set out in chapter four that built upon the prioritisation in chapter three are a way forward in addressing issues

of conflict, social and economic development. The following chapters five and six now focus not on what must be done but on how SSDP will be implemented.

Chapter five brings the priority objectives, core challenges and activities together to consider the resources required to implement SSDP over the next three years. In so doing, this section proposes a direction of travel for government expenditures. It does make a firm commitment to final resource allocations, or what form budgets over the course of SSDP will eventually take. This is due to the fact that our oil resources are uncertain, as discussed in the macroeconomic section, and that the costing associated with each pillar is indicative, to be improved upon through the yearly planning process.

With this caveat, this section proposes a course that addresses the need for macroeconomic stability, as part of a strategy leading to long-run fiscal sustainability that focuses on the priorities of health, education, infrastructure, security and economic growth and diversification.

5.1 Annual planning and budget process

The annual planning and budgeting process helps to convert overall policy priorities into concrete activities with associated resources. At national level, the process begins with the ten GoSS sectors developing a set of costed activities they plan to undertake the following year through budget sector plans, which have been produced each year since 2006. The budget sector plans are produced in what were the Budget Sector Working Groups (BSWGs), now Sector Working Groups (SWGs), which involve all GoSS spending agencies and DPs (donors, UN agencies and NGOs). At state level, six budget sector committees are also convened to develop sector inputs to the state budget process.

This budget-focused prioritisation and costing is an essential part of the planning process. It ensures that sector plans retain a degree of realism that is often lost in the planning processes of other countries, and serves to highlight fiscal issues that need to be addressed in the annual budget. The process also tries to capture all donor assistance provided to different sectors and compiles an integrated set of outputs which combine both GoSS and donor-financed activities.

With the advent of SSDP, this will now be used as the key policy framework document to inform the budget process. In other words, the budget process will be driven by the policies outlined in SSDP, and elaborated on in the yearly planning process. Annual budget allocations will progressively reflect the policy priorities for socio-economic development specified in SSDP. It is important to note that the budget ceilings are approved following the yearly planning process by the Council of Ministers (CoM).

As each year passes, the annual planning and budgeting process is becoming more widely understood, both within GoSS and among DPs. This familiarisation and acceptance is essential to the establishment of a robust and transparent process for resource allocation. It should be noted that Southern Sudan has managed to establish a very impressive integrated planning and budgeting process in a very short space of time, at an appropriate speed. The system has developed in line with capacity improvements within government, and in particular has been aligned with the rate of improvement of officials' capacity. This has ensured success in implementation and recognises that process development can take years, and that 'best practice', however desirable, cannot always be achieved overnight.

The outstanding challenge is to strengthen the implementation of the budget so that what is spent each year is more closely aligned with the budget that is approved by the Legislature. This discipline typically takes much longer to develop and is the focus of a number of ongoing and proposed public financial management reforms by the Government (see section 5.3 on PFM reforms).

5.2 SSDP fiscal framework 2011-2013

The preceding section described the Government's budget process, and how SSDP's activities fit into this. The remainder of this chapter sets out the assumptions that will drive revenue estimates for the period of SSDP. These revenue estimates, together with an assessment of the absorptive capacity of the economy and

the Government's ability to execute its budget in a sound and effective manner, provide the basis for developing a broad course for government expenditures over this period.

It is important to note that because of uncertainties surrounding the price and production of oil and the final agreement between North and South Sudan, as well as the lack of an oil revenue management law, it is impossible to accurately predict government resources going forward. Equally important, lack of economic data makes it difficult to monitor the economy and any potential adverse effects of government spending due to bottlenecks or other constraints. Finally, a spike in public expenditures, as we have seen recently, stretches the Government's ability to implement projects in a cost-effective manner. All these factors suggest that a prudent approach should be taken with respect to the actual profile in public expenditures over this period.

With these constraints in mind, the objective of this section is to establish an overall direction of travel for Government resources and expenditures through the SSDP period. The section concludes by proposing indicative allocations across the pillars as a guide to planning in the coming three years.

5.2.1 Oil revenue

The Hydrocarbon Economic Analysis Tool (HEAT) has been developed to forecast oil revenues, using detailed information about oil contracts for all producing licenses in Sudan. HEAT is populated with historical data, including annual production data provided by GoNU and the oil companies, average annual oil prices and transport costs. It models the unique Profit-Sharing Agreements (PSAs) set out in the contracts for each block. A PSA determines the distribution of oil production between the contractor and the Government.

The oil production figures have to date been provided by the oil companies to the Ministry of Petroleum, Khartoum and represent prudent production profiles. To project oil revenues, the price estimates provided by the Energy Information Administration (EIA) Annual Energy Outlook 2011⁶⁷ are applied as the benchmark oil price. The reference case is used, with an adjustment for 2011 and 2012 to account for the recent increase in the short-term oil price projections. The short-term oil prices are presented in Table 26. The future discount at which Southern oil will be sold and the transportation costs are based on historical figures.

Table 29: Oil price assumptions

	2011	2012	2013
Brent price (\$/barrel)	105.0	102.0	92.5
Nile blend discount (\$/barrel)	-2.0	-2.0	-2.0
Dar blend discount (\$/barrel)	-10.0	-10.0	-10.0

Further details about the model and the assumptions are set out in Annex XX.

5.2.1.1 Oil revenue forecast for SSDP period

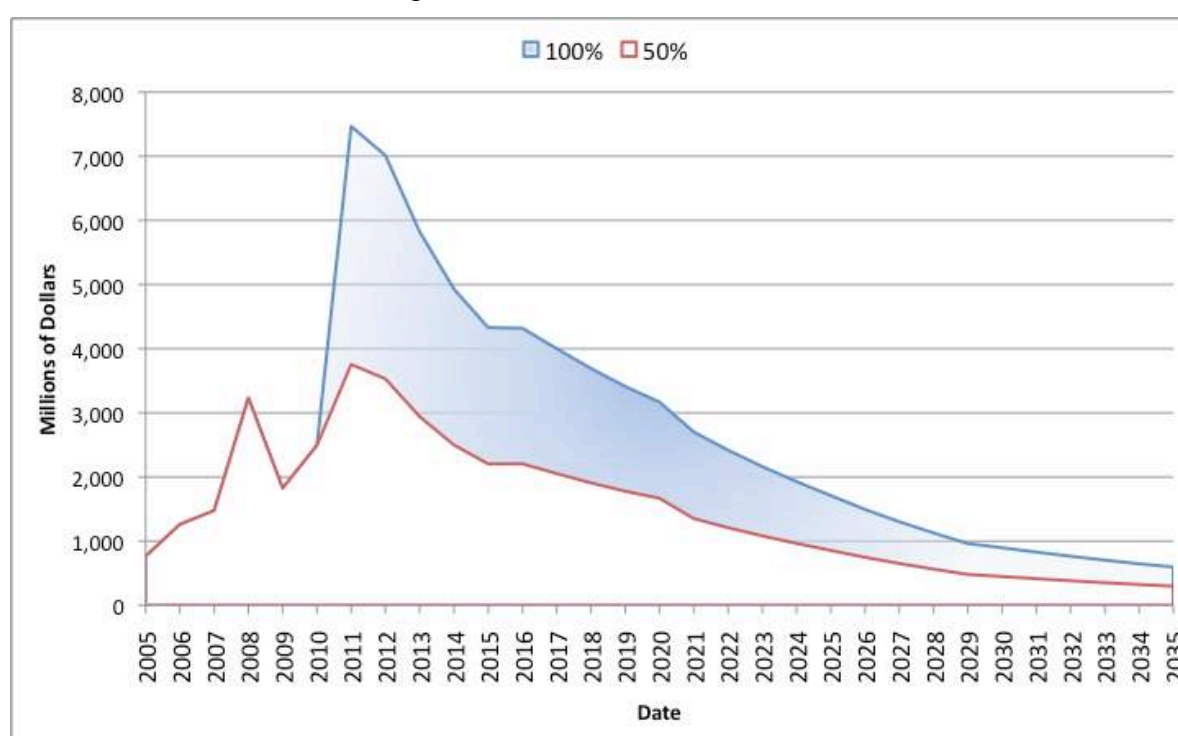
As described in section 2.4 (see Figures 8abcd and 9abcd), the oil revenues from existing fields located in South Sudan peaked in 2009 and will decline over time. The future oil revenues are highly uncertain due to volatile oil prices and production. Moreover, any calculation relies on the ongoing negotiations between South and North regarding the share of the oil wealth and use of downstream facilities located in the North, such as for example pipelines, refineries and ports.

⁶⁷ Available at <http://www.eia.gov/forecasts/aeo/>.

Figure 11 illustrates the uncertainties and possible outcomes. The upper level indicates the total revenues for South Sudan exclusive of any transfers to the North following the negotiations. The lower level indicates the total revenues going forward on an “as is” basis (if the revenues were to be shared between North and South Sudan as of the current wealth-sharing agreement). The most likely outcome is somewhere in between, subject to the result of the negotiations. Moreover, the upper and bottom level of estimated revenues, and therefore the boundaries for possible outcomes, hinge on the assumptions of oil prices and production outlined in 5.2.1.

Although starting from a higher level than in the past, the chart shows that regardless of the outcome of the negotiations between the North and South the total revenues will decline gradually until the production ceases in 2035. The total revenue is expected to decline by more than 40% over the next five years, from \$7.5 billion in 2011 to \$4.3 billion in 2016 under a 100% wealth share scenario and from \$3.8 billion to \$2.2 billion under a 50% wealth share scenario. Total revenue for the SSDP period 2011-2014 is estimated at \$12.5 billion and \$25 billion under the 50% and 100% wealth share scenario respectively.

Figure 11: Total revenue 2005 to 2020



5.2.2 Non-resource revenue

About 98% of GoSS revenues are currently from oil. Given that the non-oil economy of South Sudan is small, the tax base for non-oil taxes is also small, and non-oil revenue is therefore likely to remain a minor contributor to the GoSS budget for several years to come. Ongoing efforts of improving the tax regime and increasing tax collection capabilities mean 10% annual real growth is assumed for non-oil revenues. This assumption is based on GoSS expecting a high level of new investment at several levels during the SSDP period. Starting with large-scale investments in housing and commercial building, particularly in Juba and to a lesser extent in state capitals, this is likely to be accompanied by productive investment in equipment, but there are not yet statistics to support this conjecture. Evidence from post-conflict countries suggests an annual growth rate of around 9%, but from a low base. The investments themselves are tax-advantaged, so any contribution to revenue must come from company and personal income.

Given the small base and the overwhelming role of resource revenues, the growth of non-resource revenue cannot have a significant effect on total revenues during the SSDP period. The tables below show the impact of non-resource revenue growth on total revenues over the course of the SSDP.

Table 30 and 31: Non-oil revenue growth (US\$)

100% Oil revenue				
Date	Oil Revenue	Non-Oil Revenue	Total Revenue	% Non-Oil
2005	762.22	0.26	762.48	0.03%
2006	1,259.81	0.98	1,260.79	0.08%
2007	1,475.14	4.41	1,479.56	0.30%
2008	3,229.37	39.53	3,268.90	1.22%
2009	1,823.59	39.28	1,862.87	2.15%
2010	2,491.48	48.71	2,540.19	1.96%
2011	7,466.60	41.00	7,507.60	0.55%
2012	7,010.59	48.98	7,059.57	0.70%
2013	5,822.50	57.11	5,879.61	0.98%
2014	4,930.75	66.59	4,997.34	1.35%
2015	4,329.20	77.65	4,406.85	1.79%
2016	4,319.52	90.54	4,410.05	2.10%
2017	4,000.45	105.56	4,106.01	2.64%
2018	3,691.72	123.09	3,814.81	3.33%
2019	3,411.19	143.52	3,554.71	4.21%
2020	3,167.80	167.35	3,335.14	5.28%

50% Oil revenue				
Date	Oil Revenue	Non-Oil Revenue	Total Revenue	% Non-Oil
2005	762.22	0.26	762.48	0.03%
2006	1,259.81	0.98	1,260.79	0.08%
2007	1,475.14	4.41	1,479.56	0.30%
2008	3,229.37	39.53	3,268.90	1.22%
2009	1,823.59	39.28	1,862.87	2.15%
2010	2,491.48	48.71	2,540.19	1.96%
2011	3,753.80	41.00	3,794.80	1.09%
2012	3,529.79	48.98	3,578.77	1.39%
2013	2,939.80	57.11	2,996.92	1.94%
2014	2,498.67	66.59	2,565.26	2.67%
2015	2,203.42	77.65	2,281.07	3.52%
2016	2,205.03	90.54	2,295.56	4.11%
2017	2,053.01	105.56	2,158.57	5.14%
2018	1,907.40	123.09	2,030.49	6.45%
2019	1,777.36	143.52	1,920.88	8.07%
2020	1,667.57	167.35	1,834.92	10.04%

5.2.3 Fiscal sustainability

Expecting that South Sudan over the SSDP period 2011-2013 will receive substantial revenues from oil does not imply that the Government should plan to spend these resources in their entirety. As demonstrated

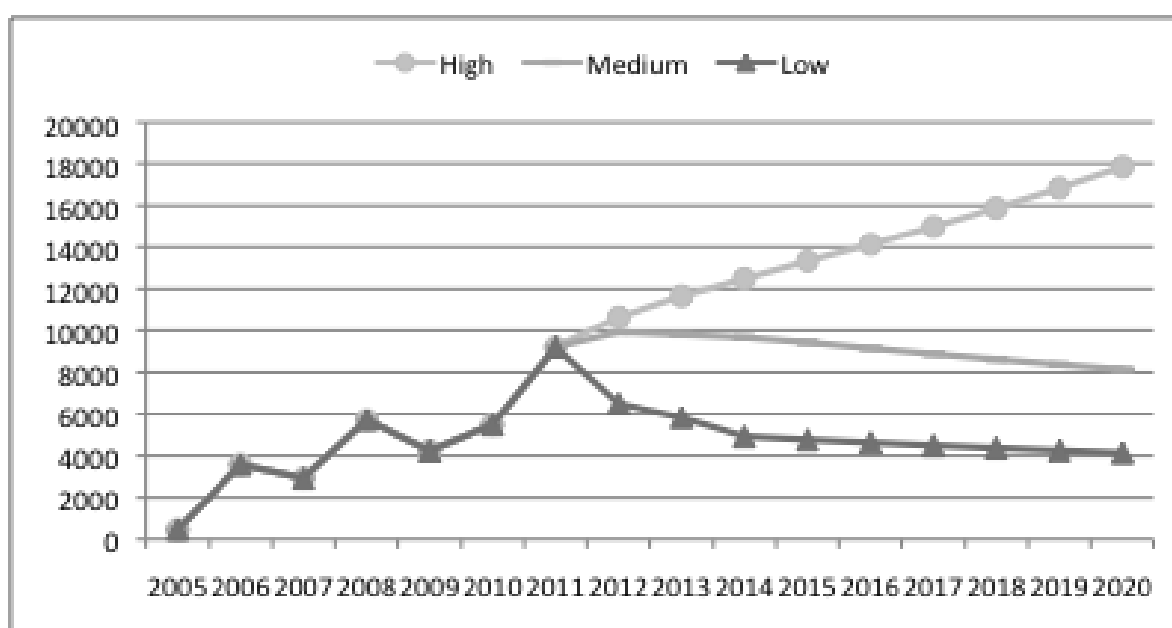
above, oil revenue will decline over the SSDP period and beyond (by 2020 oil revenues would be below the level predicted for the 2011 budget). It is thus vital, as noted in section 2.4, that SSDP outlines a strategy for long-term fiscal sustainability. This must be based upon the dual tenets of savings and reducing and refocusing expenditure. The Government understands that continued spending at a level in line with the 2011 budget is not sustainable and recognises the need to develop alternative employment opportunities by improving the business environment and providing the infrastructure required for successful business development.

5.2.3.1 Three expenditure scenarios

The scenarios for fiscal sustainability given in this chapter are based on options that must be considered when determining the level of expenditure. Sustainability must be balanced against the need for significant early disbursements, especially on productive investments such as infrastructure. This section sets out three fiscal scenarios designed to outline the challenges of achieving long-term fiscal sustainability. The three scenarios are for (i) a **high trajectory** that ignores fiscal sustainability and the absorptive capacity of the economy, (ii) a **low trajectory** that is sustainable in the long-run and balances spending across years, and (iii) a **medium trajectory** that assumes that spending pressures will remain high in the short term but that expenditures flatten out over time as the overall stability and economy of South Sudan improves and public funds are spent more cost-effectively.

All three scenarios share the 2011 budget forecast: the first six months are projected to follow the observed spending pattern of January-April 2011. The estimate for 2011 expenditures ends up at SDG9.2 billion, which is 60% higher than the 2011 budget plan. For all scenarios, funds are assumed to be re-allocated towards spending priorities identified in the development plan as necessary to stimulate economic and social development. It is important to note that projected trajectories are intended to indicate a direction of travel that must be reviewed each year as part of the budget process. The Figure below provides the indicative annual budget levels for each trajectory.

Figure 12: Annual budget level (SDG mn)



Medium trajectory

The **medium scenario** assumes that resources are reallocated to key areas of priority and that measures are implemented to spend public funds more cost-effectively so that a gradually decline in expenditures from 2013 and onward does not affect public services at large. This is based upon the assumption that while the 2011 budget outcome greatly exceeds the 2011 budget plan, as 2011 is a unique year in the history of South Sudan in which GoSS has incurred extraordinary costs. This scenario approaches a spending level of 8 billion SDG in 2020, down from 9.2 billion SDG that is the expected budget outturn for 2011. This scenario is more consistent with the absorptive capacity of the economy and closer to the long run sustainability than the high scenario.

High trajectory

The spending patterns over the CPA period suggest that decline in expenditures may be hard to achieve. In the **high scenario** a growth of 6% in the expenditures is assumed from the expected outturn in 2011, which is extremely high compared to spending in previous years. Under this scenario, the expenditures in 2020 will be more than three times higher than the expected 2011 budget outturn. Although a high growth rate, this is lower than the average real growth rate from 2007-2010 of about 21%.

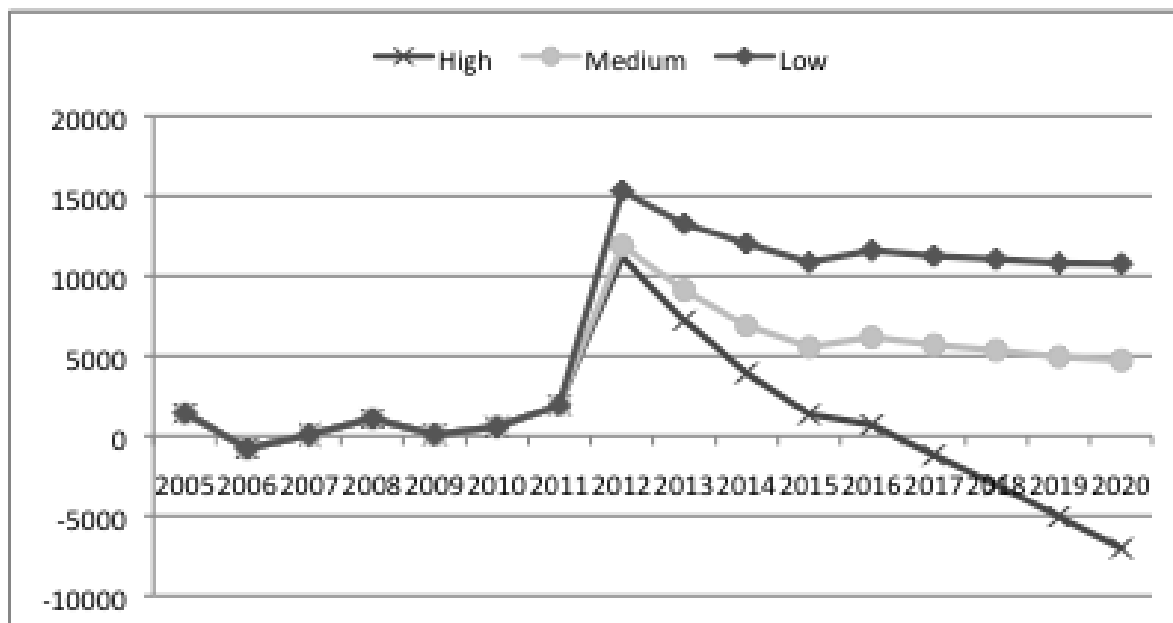
It is also worth noting that such an increase in annual public expenditures does not take into account the absorptive capacity of the economy. This scenario will most likely have significant impact on inflation in the short and medium term, with consequences for poverty and social unrest. Moreover, because spending at this level has not occurred before, the Government is not set up for it which may result in ineffective utilisation of resources available. In particular, allocating resources to infrastructure and other investment projects that will promote economic growth in the long term requires capacity and ability to design, contract, implement and monitor these projects to ensure an outcome of high-quality and cost-effective spending. Increasing public expenditures without this capacity in place will most likely result in waste of resources, which would be likely to violate the core economic development objective of this plan.

Low trajectory

The early deficits emerging from spending patterns under the high scenario must be noted. This will result in severe macroeconomic instabilities following significant cuts in public expenditures once the accumulated funds have run out. The **low scenario** outlines a more sustainable expenditure path than the high and medium scenario. In this scenario, overall expenditure levels for 2012 and 2013 contract compared with the 2011 expected outturn, with an annual reduction of 25-35% over the 2012-2014 period. This may at first glance sound extreme, but a comparison with 2010 actual expenditure shows that this trajectory gives levels in 2012 and 2013 higher than the actual budget outturn in 2010 before it gradually declines to a long-term level about 30% lower than the actual expenditures in 2010.

5.2.3.2 Economic analysis – 100% wealth share to the South

Figure 13: Budget surpluses with 100% wealth share (SDG mn)



As long as the public expenditure level is lower than the revenue level, government surpluses will increase and funds can be saved as a buffer for the future. Conversely, if expenditures exceed revenues, the Government runs a deficit that must be financed by either drawing down on previous savings or borrowing.

Figure 13 shows that under both the low and medium trajectories, expenditures are lower than expected revenues until 2020 and the Government runs surpluses resulting in accumulated savings. Under the low scenario, these are estimated at about SDG10 billion in 2020, while the under the medium scenario these are 505 lower, i.e. about SDG5 billion. Under both scenarios the surpluses will gradually decline as oil revenues fall.

Under the high scenario, government surpluses decline sharply and budgets run into deficit (negative surplus) by 2016.

Figure 14: Accumulated savings with 100% wealth share (SDG mn)

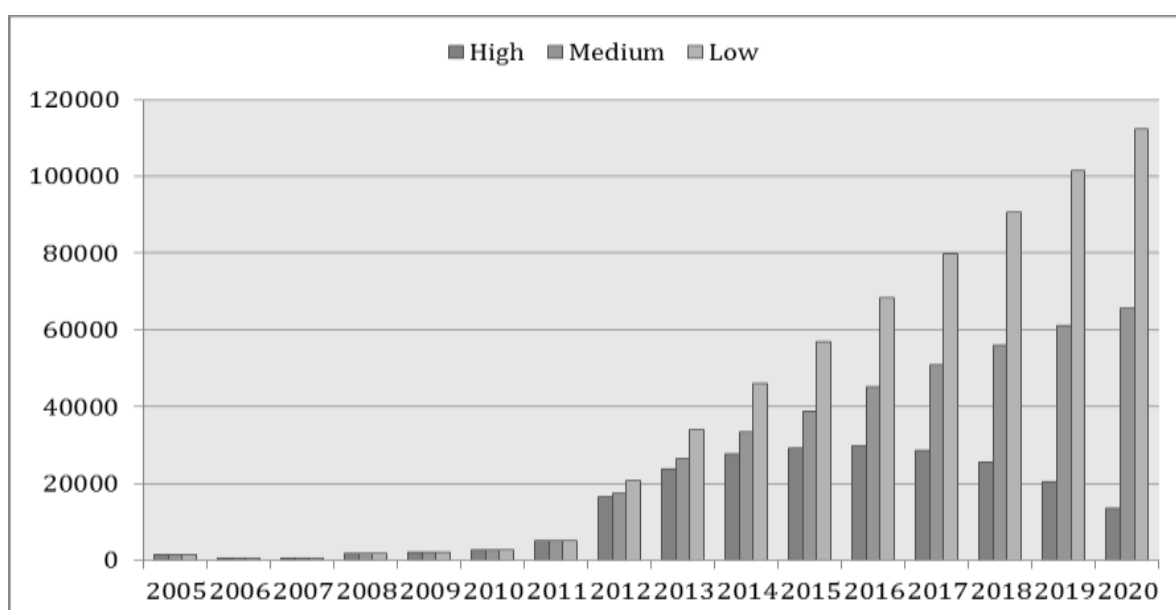


Figure 14 outlines the accumulated savings of the Government under the three scenarios. Under the low and medium scenarios, funds are accumulated over the period until 2020, whereas under the high scenario, the funds start declining from 2016 when the Government runs into deficit. The expenditure level is significantly higher than the other scenarios and when revenues decline and drop below the expenditure level, so will deficits. Even if some funds are accumulated in 2011-2015 due to the peak in oil revenues during this period, the funds will be drawn on from 2016 to support the deficit. Under this scenario, the accumulated funds will run out some time after 2020 and austerity measures have to be implemented to cut back public expenditures in line with actual revenues, as borrowing most likely would either be impossible or associated with interest rates at levels that South Sudan cannot afford.

Under the low scenario, funds will accumulate every year and savings will exceed SDG100 billion by 2020 and act as a buffer that can fund future public expenditures when oil resources are depleted. The medium scenario will accumulate savings above SDG60 billion by 2020.

5.2.3.3 Economic analysis – 50% wealth share to the South

It should be noted that the analysis in section 5.2.3.2 hinges on the assumption that South Sudan receives 100% of the oil wealth excluding any transfers to the North as payment for utilising North's downstream facilities or other outcomes of the ongoing negotiations. Any transfer to the North will reduce South's oil revenues and may, subject to the outcome of the negotiations, have a major impact on the Government's revenue forecast.

In order to illustrate what would take place if oil wealth share continues as it is today, Figures 15 and 16 show the outcome under the various expenditure scenarios with a 50% oil wealth share to the South. Figure 15 clearly shows that both the medium and high scenarios will go into deficit as early as 2013 while under the low scenario, the budget will remain in surplus but at a considerably lower level and with a declining trend.

Under the high scenario, the Government has drawn down on their accumulated savings by 2014 and needs to implement austerity measures to align the expenditures with revenues. Under the medium scenario, the Government runs out of funds two years later, i.e. in 2016. The savings under the low scenario will gradually

increase over time and will exceed SDG30 billion in 2020. This is, however, less than one third of the savings under the 100% wealth share scenario.

Figure 15: Budget surpluses with 50% wealth share (SDG mn)

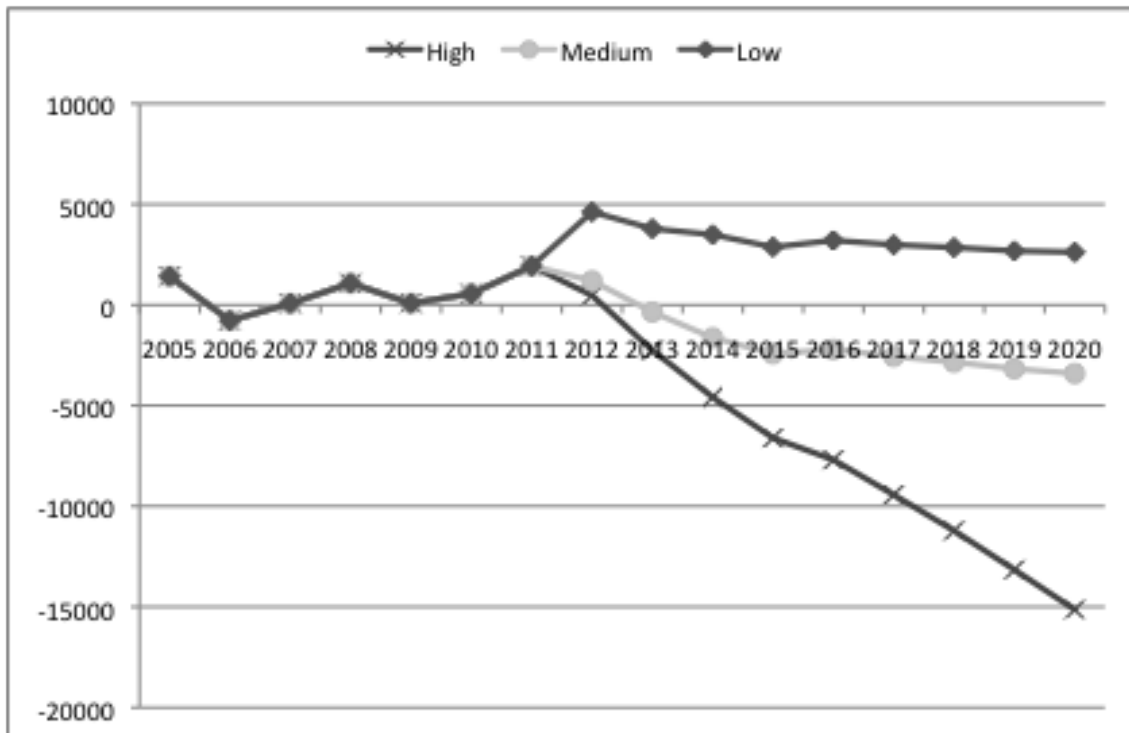
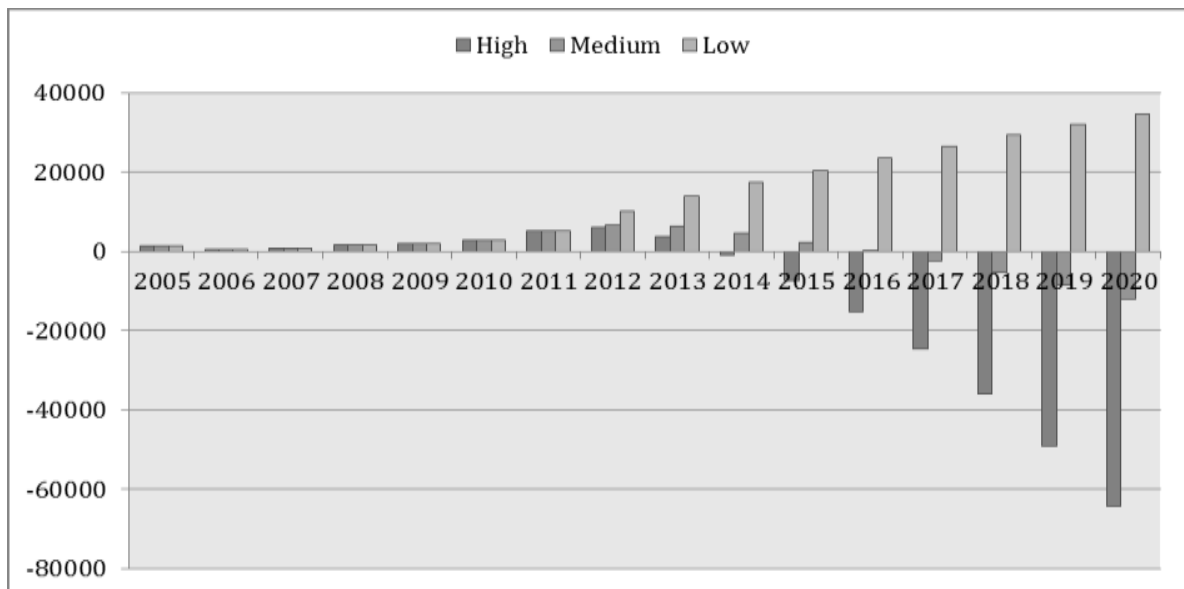


Figure 16: Accumulated savings with 50% wealth share (SDG mn)



5.2.3.4 Fiscal framework summary

The three scenarios outline the importance of not only considering revenue projections in the budget process, but also the overall level of expenditure and its sustainability. For the purposes of SSDP, no judgment is passed on the various expenditure levels, and the medium scenario is used to provide indications as to spending patterns going forward. It should be noted that even the current trend of spending is not sustainable in a narrow fiscal sense for the next decade (GoSS would not have funding available by 2020 and needs to introduce a broad range of austerity measures at that point of time). Nor is the current level of spending sustainable from an inter-generational perspective as South Sudan's wealth would be in decline towards 2020 (the savings rate is currently negative, as South Sudan is consuming rather than investing its petroleum wealth).

This conclusion holds regardless of whether the South's wealth share will be 100% or less. The higher wealth share the South achieves, the longer the budget may remain in surplus, but also under this alternative it will run into deficit sooner or later. The sooner the expenditure level is adjusted, the less severe austerity measures are required. A smooth transition to the long-term sustainable spending path is important to avoid macroeconomic instabilities.

The three scenarios demonstrate savings are critical in an economy so heavily dependent on oil to avoid a fiscal funding crisis and to build a reserve to replace the wealth that is being depleted today for the benefit of future generations. They are also important as discussed in the Macroeconomic chapter for separating revenue and expenditures allowing government spending to be stable within and across years and to ensure the economy's absorptive capacity is taken account of when determining the actual expenditure level.

Finally it must be noted that in considering how much to spend, the ability of the economy to absorb spending must also be taken into account. Continuing the current level of spending without improving the economy's absorptive capacity will most likely have a severe impact on inflation going forward. Enhancing the absorptive capacity of the South Sudan economy is essential to ensure public spending generates value for money. Without increasing absorptive capacity, there is a risk that government spending pushes up unit costs, for example a rise in the average cost of building 1km of paved road. The SSDP period will see GoSS channelling an increasing proportion of the national budget towards the development of physical and human capital, such as roads, health and education. This will help to increase the ability of the wider economy to 'absorb' spending, but will place pressures on the ability of contractors to undertake the investments without driving up costs. Until absorptive capacity has improved, it would be prudent to avoid increasing government spending too much.

These factors must be considered in determining the annual level of spending as part of the budget process, and will be included in the fiscal paper presented to Council at the start of each year's annual budget process.

5.2.4 Recurrent and development budget

Section 2.4 outlines the historic link between oil revenues and GoSS expenditure, as well as setting out several important reasons why this link must be broken if we are to achieve our objectives of macroeconomic stability and long-run fiscal sustainability. In considering how much to allocate to expenditure each year, the ability of the economy to absorb spending must be taken into account.

Continuing the current level of spending without improving the economy's absorptive capacity will most likely have a severe impact on inflation going forward. Enhancing the absorptive capacity of the South Sudan economy is essential to ensure that public spending generates value for money. Without increasing absorptive capacity, there is a risk that government spending pushes up unit costs. For example, if the Government increases the amount spent on road-building but there is no increase in the local availability of the required materials or trained labour, the average cost of building 1km of paved road will simply rise. In this case, the additional spending does not actually generate any additional outputs. The SSDP period will see GoSS channelling an increasing proportion of the national budget towards the development of physical

and human capital, such as roads, health and education. This will help increase the ability of the wider economy to ‘absorb’ spending, but will place pressures on the ability of contractors to undertake the investments without driving up costs. Until absorptive capacity has improved it would be prudent to avoid increasing government spending too much

Through the pillars, SSDP has achieved a bottom-up identification of development priorities and needs. This must be brought into line with the overall resources available to the Government, after taking into account the issues of fiscal sustainability and the importance of saving for the future. This section considers the bottom-up costings developed for SSDP, and aligns them to overall resources.

In determining the resources available, we draw on the analysis above and take the medium scenario as our indicative spending profile. As achieving fiscal contraction may be politically challenging in the medium term, a second best option is to channel more expenditures towards investments. Development expenditures, like education or roads, can be used to generate economic activity in the future, which can partly replace declining oil production. However, from a strict fiscal point of view, this may not necessarily resolve the funding challenge. The state budget needs funding either from natural resource rents like the oil revenues or from taxes on non-government sectors of the economy. Only to the extent that the returns from the physical and human capital assets can be taxed will they help to reduce the public funding gap that will arise sooner or later if expenditures are not significantly reduced.

Based upon the medium trajectory and a rebalancing of expenditures, we first take into account the costs of the priority programmes and provide an indicative outline of how expenditure will shift to increasingly focus on these priorities.

5.2.4.1 Priority programmes

For budget purposes, a distinction has been drawn between ‘process and capacity-building’ and investment priorities. The former are those that will require our focused attention but are unlikely to require significant increases in budget resources over the SSDP period. A total of eight process and capacity-building priorities have been identified, such as supporting the development of statistics and the passage of laws. The remaining priorities contained within SSDP will require additional funding to support investments in infrastructure, such as roads, and human resources; for example the hiring and training of additional teachers.

Table X shows the split between process and capacity building priorities and investment priorities. For details of the indicative costs of these, and other, programme areas, see Annex XXX for results matrices provided by the Sector Working Groups.

Table 32: Classification of priority programme areas

Process and capacity-building priorities	Investment priorities
Executive functions of the Presidency.	Increased agricultural production.
Development of institutional and human resource capacity.	Improved and expanded road infrastructure.
Promulgation of legislation and oversight of the Executive.	Good management of oil sector resources.
Statistics.	Increased livestock production.
Economic management and resource mobilisation.	Expanded and improved water and sanitation infrastructure.
National Security Architecture (NSA) and Security Sector Transformation (SST).	Introducing a child benefit cash transfer scheme.*
Legal framework.	Expanding access to basic health.
Community security.	Expansion of number and quality of teachers.

	Expanded access to general education.
	Introducing a Payam Youth Service.
	National DDR programme.
	Criminal justice system.

*The child benefit cash transfer scheme has been identified as a priority programme area; however it has not yet been fully costed and it is unlikely that government funding will be available to cover this programme in the short term. This has nevertheless been retained as an important investment priority, which we would encourage the donor community to consider allocating resources to.

5.2.4.2 Allocations within SSDP

Over the course of the SSDP, additional funds will be allocated towards core priority areas. Compared to the predicted 2011 expenditure allocations, the indicative analysis using the baseline expenditure scenario indicates that the governance pillar is expected to reduce its budget share from 25% to 22% in 2014 and conflict prevention and security from 38% to 34%. Social and human development will increase from 9% to 12% (Table 33) and economic development will increase from an expected 13% in 2011 to 18%. These shifts are important and demonstrate the expected trajectory of GoSS expenditure composition. It is recognised that it will take time to move increasingly in line with international good practice for oil revenue management by using oil wealth to invest in future returns rather than current consumption.

Table 33: SSDP allocations

	2011	2012	2013	2014
Pillar level				
Governance.	25%	23%	23%	22%
Economic development.	13%	17%	18%	18%
Social and human development.	9%	11%	12%	12%
Conflict prevention and security.	38%	34%	34%	34%
States.	16%	15%	14%	14%
Sector level				
Accountability sector.	10%	9%	9%	9%
Public administration sector.	15%	14%	14%	14%
Natural resource sector total.	3%	4%	4%	4%
Infrastructure sector total.	7%	10%	11%	11%
Economic functions sector total.	3%	3%	3%	3%
Education sector total.	5%	7%	7%	7%
Health sector total.	2%	3%	3%	4%
Social Protection and youth, sports and culture.	2%	2%	2%	2%
Security sector total	29%	25%	24%	24%
Rule of law sector total	9%	9%	9%	10%
States.	16%	15%	14%	14%

Note: Figures are in % of the total drafted/predicted budget for the year in question.

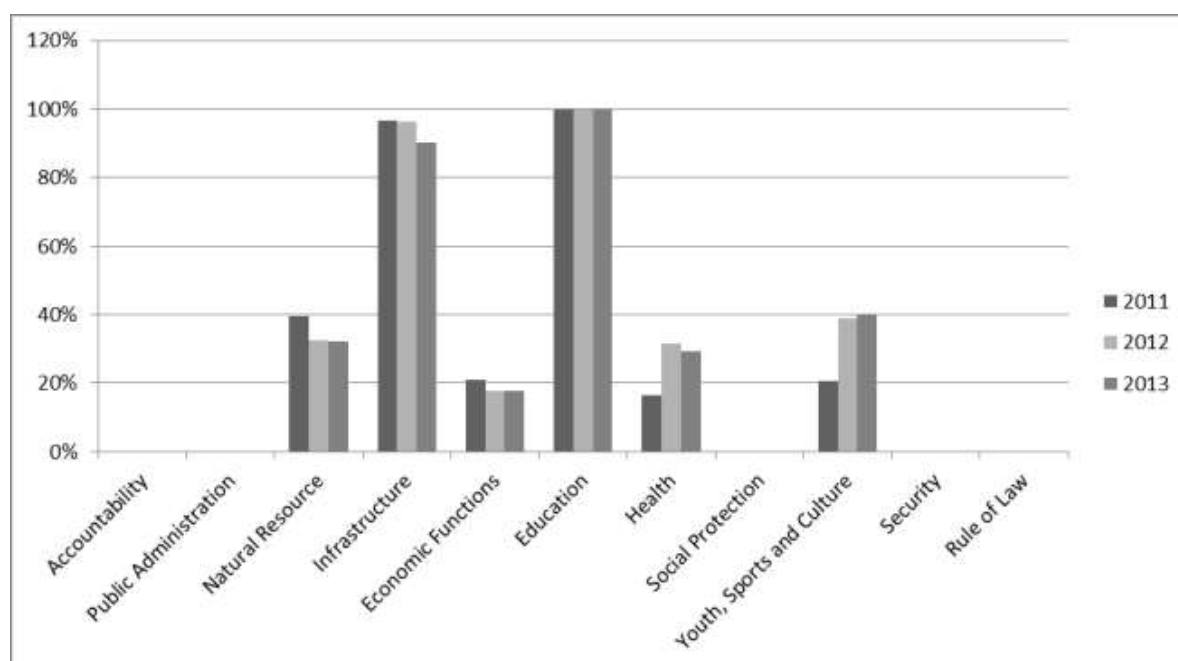
The proportional allocations presented above are indicative and intended to show the broad direction of travel of public spending over the SSDP period. The precise allocation of expenditure across and within

pillars will be determined during the annual planning and budgeting process and will be guided by the broad principles set out in this chapter.

5.2.4.3 Consumption and investment

Figure 17 presents the percentage of the SSDP costings at the sector level that can be classified as either investment or development expenditure (see the figure's note for explanation). These two types of expenditures can be seen as domestic investments in assets (physical and human capital) that can earn returns in the future and are therefore classified as savings.⁶⁸

Figure 17: Percentage investment and development expenditure across sectors



Note: All costed activities were classified into being either 100% consumption, 100% investment or 50-50. A part of consumption can be classified as 'development expenditure', e.g. education, capacity-building and most of the spending on research.

Unfortunately, necessary spending increases throughout 2011 are likely to have shifted the draft budget away from investments and development. Nevertheless, over the period of SSDP, we envision a shift in spending away from recurrent expenditures, in growth-producing and human development sectors, and towards developmental investments.

Education and infrastructure, in particular, have high percentages of costed projects consisting of investments and/or development expenditures. Compared with the projected 2011 spending, these two sectors are considerably strengthened; illustrating that SSDP priorities will be given relatively more funds.

⁶⁸ In the increasingly popular adjusted net savings concept, depletion of natural resources is deducted from national savings (which includes investments), while development expenditures are added. For reference, see the recent book *The Changing Wealth of Nations: Measuring Sustainable Development in the New Millennium*, World Bank, 2011.

5.3 Budget discipline & PFM reform

In order to achieve fiscal discipline and macroeconomic stability, GoSS will pursue sound public financial management (PFM). This is needed not only to ensure that efficient and effective use is made of scarce public resources but also to fulfil accountability requirements to both its own citizens and DPs.

The Government is in the process of implementing a number of crucial measures in order to strengthen its PFM performance. These are specified below together with a number of other areas on which the Government will take action during this plan period.

Strengthening PFM performance

Current initiatives

- The Public Financial Management Act (PFMA), Procurement Law, Audit Act and Central Bank Act have been prepared and are in the process of being submitted to the Legislative Assembly for enactment. The Government is currently undertaking a Public Expenditure and Financial Accountability (PEFA) assessment with technical support from the World Bank. Findings from this will inform the elaboration of a sequenced and costed PFM reform plan. The Government will be implementing the actions within this plan over the SSDP period; and
- The Government is currently rolling out a Financial Management Information System (FMIS) to states in order to support better expenditure control and regular financial reporting to the national government. This is especially important in light of the Government's decentralisation programme.

Future actions

The Government plans to undertake the following key activities:

- Strengthen revenue administration systems and thereby correct issues associated with multiple taxation which is currently a significant burden on business;
- Establish clear fiscal rules which will underpin prudent fiscal management and help to crystallise plans for saving the oil revenue;
- Strengthen expenditure control, including by tracking current expenditure against the budget and monitoring more closely the issue of arrears build-up;
- Linked to the above, as part of its commitment to strengthen budget discipline, the Government is working to strengthen the functioning of the budget directorate, to focus on reporting on and overseeing revenue performance and budget execution;
- Establishing better control of the wage bill, including strengthening the implementation of the Government payroll system through a review of payroll data and staffing requirements; and
- Continuing to strengthen accountability institutions and augmenting the capacity of the Southern Sudan Audit Chamber (SSAC) and Anti-Corruption Commission (SSACC).

Institutional arrangements for sound PFM

Delivering these measures will require the establishment and maintenance of a number of key institutions. These institutions will operate within a comprehensive legislative framework. Within this framework, the Ministry of Finance and Economic Planning (MoFEP) will be responsible for oil revenue management, implementing sustainable fiscal policies, planning public expenditures and operating a macroeconomic framework and quarterly cash limits system. An independent central bank will be crucial to ensure effective and appropriate monetary and exchange rate policies for South Sudan and regulation of the financial sector. The Central Bank of South Sudan (CBSS) will work to identify and apply sound monetary policy decisions, continually driven by the overarching goal of price stability. MoFEP will work with the CBSS through formal committees and regular meetings

Effective oil management requires the creation of two key institutions. One is for technical and legal oversight and another, distinct from that, is for fiscal oversight. GoSS will establish an oil management authority with the competence and mandate to design and enforce contracts between Government and private oil companies. This will ensure that (i) the oil rent is captured, and (ii) incentives for the oil companies to explore and develop the fields are maintained to maximise the volume of oil extracted. The authority is responsible for overseeing production and ensuring compliance with environmental, labour and other laws and regulations. It is appropriately housed in the Ministry of Energy and Mining (MEM). MoFEP, with its mandate as fiscal agent of the Government and to avoid conflict of interest between the regulatory and revenue interests in the oil sector, is the appropriate home for fiscal oversight.

Effective oversight

These arrangements must be overseen by a strong legislative assembly that will be supported to review budget documents and provide oversight to government functions. The assembly can only fulfil this function if it is supported by an independent auditor-general heading an audit chamber that has the capacity to review and maintain government accounts. Both the Southern Sudan Legislative Assembly (SSLA) and Audit Chamber (SSAC) have been increasing their capacity to review and oversee the functioning of the Government's PFM systems.

With the support of international partners, the human and analytical capacity of the relevant SSLA economic and budget committees will be strengthened to reinforce the role of the Legislature in designing legislation and in overseeing the Executive.

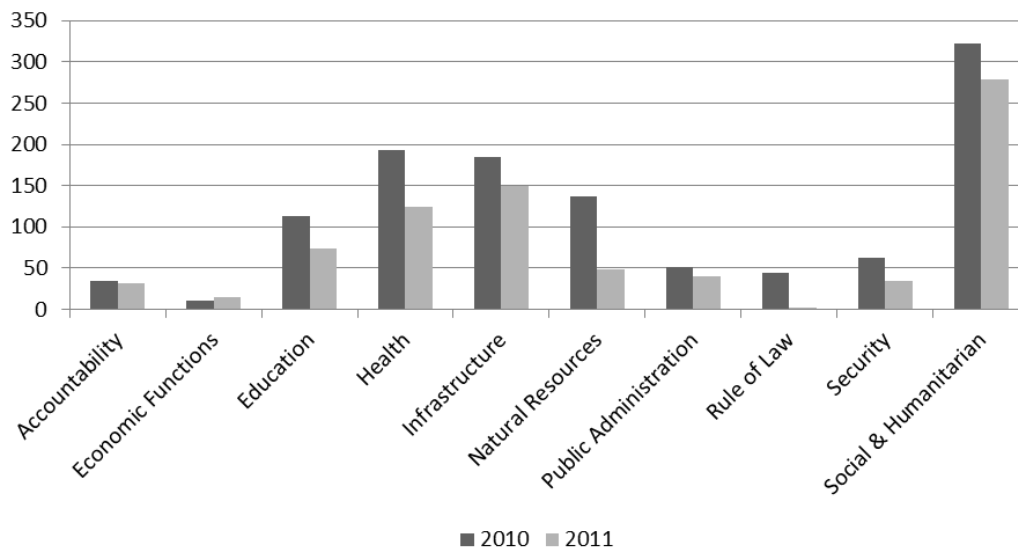
Improving statistics and data systems

To monitor economic developments and generate policy rooted in evidence, it is crucial to get the facts right. SSCCSE is already established as a well-functioning and independent entity. GoSS acknowledges the importance of reliable statistics and will put effort into establishing data for crucial areas that today are lacking. A statistics master plan is being developed to identify the priorities and lay out the strategy ahead.

5.4 Aid financing - donor resources

Between 2006 and 2010, it is estimated that South Sudan has received approximately \$1 billion of international assistance on an annual basis. This has been extremely varied, ranging from extensive efforts to address immediate humanitarian needs to the provision of basic services and infrastructure for the long-term development of the country. The greatest volume of development expenditures has been in the areas of primary health, basic education, infrastructure and rural development.

Figure 18: Sectoral Composition of Donor Commitments (\$m)



Moving beyond the interim period, the Government will need the continued support of DPs in implementing the core priorities of SSDP, in particular through donor financing of the priority programmes identified in the four pillars. This will involve a movement away from humanitarian financing towards development expenditure particularly in the core areas of infrastructure, service delivery and capacity enhancement.

External finance will play a critical role in strengthening the government's capacity to manage and co-ordinate the implementation of the SSDP. To do this, the government will be working with all development partners to ensure that there is coherence between domestic resources and aid, so that they are complementary to one another in achieving the SSDP objectives. This should involve all development assistance being reported alongside the 2012 & 2013 Budget and increasingly using government systems in the delivery of aid programmes.

Further work will be undertaken to develop an Aid Financing Strategy by September 2011, which will set out in greater detail the aid architecture required to ensure that development assistance is sufficiently aligned to the delivery of the SSDP priority programmes.

6 Implementation

6.1 External finance and aid strategy

This section sets out a framework for the management of development assistance and the priorities for aid during the SSDP implementation period. It is based partly upon the revised **GoSS aid strategy** which presents the Government's proposed eventual framework for the management of all development assistance to South Sudan. The aid strategy is set out in its full form in **Annex 6**.

6.1.1 Managing aid in support of SSDP

In order to ensure that external assistance contributes positively to the implementation of SSDP, the Government will work with DPs to ensure that there is improved coherence between its domestic resources and aid. As stated in the aid strategy, the objective is “to **improve the effectiveness of development assistance and humanitarian aid to South Sudan in support of the implementation of the Government's priorities**, so that the people of South Sudan benefit fully from the aid which is provided to them.” To accomplish this, the Government will work with development partners to ensure that development assistance strengthens government systems, increases accountability and supports economic growth. The Government recognises that it is its own budget and resources that should be the main vehicle for poverty reduction and growth within South Sudan – development assistance should therefore be provided in line with government priorities as set out in SSDP.

As set out below, the Government is committed to creating the **necessary conditions** for the delivery of effective aid in support of SSDP. Several **benchmarks** are proposed to check progress in making aid more effective and a number of **mechanisms** have been established to coordinate the assistance that the Government receives and to monitor the implementation of SSDP.

6.1.2 Creating the conditions for effective aid

The Government has overall responsibility for ensuring that development assistance successfully supports the full implementation of the SSDP and must therefore create the necessary conditions for the effective delivery of aid. These are as follows:

- **The Government will set out an overall aid financing strategy** linked to SSDP, which will give its funding priorities, the levels of funding required, preferred aid instruments, and a suggested division or responsibilities.
- **The Government will establish new and strengthen existing aid coordination mechanisms, and ensure strong leadership of those mechanisms.** This includes the establishment of the High-level Partnership Forum (HPF); and strengthening roles of the Quarterly Government-Donor Forum (QGDF), the Inter-Ministerial Appraisal Committee (IMAC) and Sector Working Groups (SWGs).
- **The Government will set out clear guidelines for the design and management of aid operations, and how they can use government systems.** This includes the development of guidelines for aid using government budget systems, and establishing the principles and frameworks for project aid and local services support.
- **The Government will develop an approach to capacity development.** This will include a framework for coordinating capacity development, and guidelines for the design and management of technical assistance and training programme.

- **The Government will prepare and implement plans to improve core governance functions, including those which address the specific fiduciary and system risks which concern development partners.** This includes areas such as public financial management, public service management and decentralisation. Regular assessments of progress in these areas will be made.
- **The Government will strengthen its policies, plans and delivery mechanisms at the sector level.** Initially, GoSS will focus on the sectors which are priorities for aid funding in SSDP, establishing two sector-based approaches within the first year of the implementation of the aid strategy. Progress will be monitored regularly through sector M&E systems.
- **The Government will agree clear milestones and temporary safeguards with development partners, which will allow aid to use government systems.** This will need to take place for core governance functions as well as at the sector level. Specifically, MoFEP will develop a plan to address key fiduciary risks in aid using government PFM systems in the first year of implementation of the aid strategy.

The Government recognises that these benchmarks will not be achieved overnight; it will require significant work by both the Government and DPs during the course of the SSDP period. The Government must develop and strengthen its policies, systems and institutions with support from its DPs; in the spirit of mutual accountability, DPs are requested to respond to this by making sure aid increasingly uses such policies, systems and institutions.

6.1.3 Benchmarks for aid delivery

The Government is proposing six core benchmarks for aid delivery that the government and DPs will begin to work towards over the period of SSDP and beyond. Again, it will take time to reach these benchmarks; however, the Government hopes that significant progress can be made in moving towards them over the SSDP period:

Aid is aligned to government policies and plans

In order to strengthen the ownership of development assistance it is important that aid is aligned to government policies and plans. In the development of SSDP, the Government has established a clear set of policy priorities for the medium term. Government policy priorities should guide DP decisions on where to allocate their funding overall. At the sector level, the Government will work towards developing the necessary policies and plans to enable policy alignment to happen in a meaningful way. The introduction of the sector-based approach in sectors where aid financing is a priority will facilitate this process.

Aid is managed by government institutions and uses government systems

Currently the vast majority of aid is managed by donors directly, or transferred to international or local NGOs which manage that funding and deliver services. A core objective of SSDP is to build stronger government institutions and service delivery systems. For this to happen, aid must increasingly be managed by government institutions and use government's chosen systems for delivering those policies.

Aid is aligned to the government budget cycle and PFM systems

It is important that aid funding is increasingly incorporated into the stages of the budget cycle, from planning and budgeting through to budget execution, accounting and audit processes. Government does not expect aid operations to use their systems in full from the outset. However, there are simple steps DPs can make to use these without any additional risk to their funding. This inclusion of aid in budget sector plans, the annual budget and reports are examples where this is the case.

Aid supports institutional capacity and systems

Aid has an important role in strengthening institutional capacity and systems through supporting activities such as training, conducting studies and the provision of technical assistance. Specifically, aid should support institutional capacity and systems through addressing systematic weaknesses across government institutions and addressing sector specific service delivery and capacity issues through mechanism at the sector level. It is important that activities at these two levels reinforce each other but do not overlap. This requires strengthened coordination of capacity development, which will be led by the Ministry of Human Resource Development (MoHRD). This means cross-cutting capacity development activities need to respond to sector-specific concerns, whilst activities at the sector level do not duplicate sector crosscutting activities.

Aid is oriented to the achievement of outcomes

The Government recognises the need to increase the transparency of its funding allocations and to hold its agencies to account for the activities they undertake. To support the Government in this process, a benchmark for DPs should be the provision of outcome oriented support. Furthermore, if activities and outcomes are to be achieved as planned, this requires that DPs provide predictable funding in line with their funding commitments set out in budget sector plans and the annual budget. The Government accepts that donors will make aid conditional on government performance, but this must be done in a way which strengthens the incentive for government to perform. The indicators and targets set out in SSDP form the core of a performance monitoring framework.

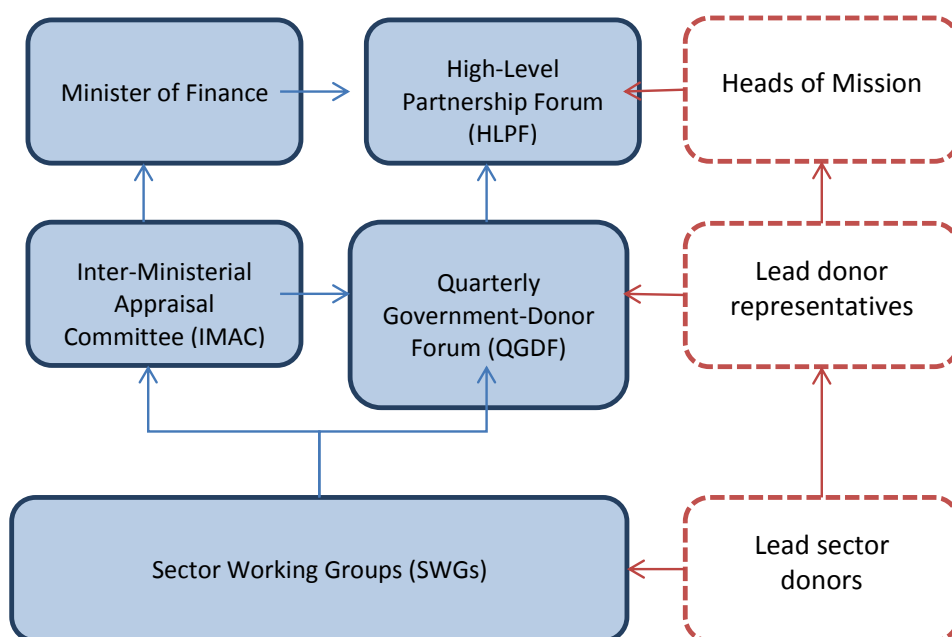
Aid fragmentation is avoided

It is important that donors ensure that their assistance does not contribute to an undue fragmentation of aid. Donors should take into account other aid operations and government-funded activities in a sector and ensure that there is not a plethora of small projects across sectors. In order to reduce fragmentation, the Government requests donors to specialise in a moderate number of sectors and provide support at scale. Donors wishing to provide small amounts in support of service delivery should do so via a pooled/basket fund.

6.1.4 Mechanisms for aid coordination

One of the key principles of the aid strategy is that development assistance be owned by the Government and fully aligned with the Government's development priorities. To achieve this, it is important that development partners engage in the Government's planning process and that development assistance be reflected within the government budget, in order to overcome gaps in priority areas. As a part of the SSDP process, the Government has examined the functioning of the participatory mechanisms established to manage development assistance to South Sudan.

Figure 19: Aid coordination structure in South Sudan



- **High-Level Partnership Forum (HLPF)** is a response to an acknowledged need for further high-level coordination and dialogue between the Government and Development Partners. This meeting will occur on an annual basis, and will focus on key policy issues of interest to both groups. It will be chaired by H.E. the Minister of Finance and Economic Planning and will consist of all key GoSS Ministers and State Governors.
 - **Quarterly Government-Donor Forum (QGDF)** will serve as the central mechanism for coordination and information exchange between the GoSS and Development Partners. They will provide an opportunity for collaborative exchange of information between donors and GoSS on topics of interest (e.g. budget execution, international aid initiatives) and key challenges currently being faced in the technical implementation of the aid strategy.
- **Inter-Ministerial Appraisal Committee (IMAC)** is the Government institution mandated to manage all government budgetary and financial issues, including flows of donor aid. Prior to accepting development assistance, the Government believes it is extremely important to ensure this assistance is in line with its stated priorities and partnership principles. IMAC will begin play a more strategic role, reviewing and approving overall donor country strategies, sectoral aid financing strategies and major aid operations (over \$10 million).
- **Sector Working Groups (SWGs)** are the main forum for sector-level planning and budgeting. They are made up of all spending agencies in a sector as well as Development Partners in that sector. They will be central to aid coordination, being enhanced through the introduction of a more strategic sector-based approach, with a 'lead donor' being established for each sector.
- **Aid Information Management System (AIMS)** will be an important tool for both planning future external assistance and reporting on existing aid operations. Data on the AIMS database will be secure but available publicly in order to support effective coordination among partners. Information from AIMS will be included in various planning documents and will provide the basis for the annual publication of the donor book. Information will also be disseminated to the state ministries concerned.

6.1.5 Priorities for aid in support of SSDP

As stated in the aid strategy, it is crucial that development assistance is directed towards the Government's top priorities, where it is likely to have most impact in the implementation of SSDP. The Government therefore requests that DPs align their support to the following areas, as articulated by each pillar:

Table 34: Top priorities for aid financing

Human and social development	- Expanding and strengthening government provision of basic services; - Establishing social safeguards for the poorest and most vulnerable;
Economic development	- Large-scale infrastructure development, particularly focusing on the expansion of the road network and the provision of energy; - Community-based infrastructure and development projects;
Governance	- Support to capacity-building; - Support to core governance functions;

Conflict prevention and security	- Security sector transformation & DDR; - Establishing a legal framework for all levels of government.

In addition to alignment, a key objective during the SSDP period is for the Government to strengthen its own institutions and systems for the delivery of services. This will involve the Government taking actions to improve financial management overall, and those which address the specific fiduciary concerns of DPs. In the spirit of mutual accountability, the Government trusts that DPs will respond to this progress by using government systems more.

In order to support the priorities set out in SSDP and to start strengthening and using government systems, a number of innovative aid instruments are proposed. These include pooled funding of conditional state transfers for basic service delivery, community-driven development, and social protection; a fund for rapid delivery of large-scale public infrastructure focussing on roads and energy; and a capacity-building fund focused on building core governance functions. The Government will still require more conventional project support at the national level to complement these initiatives.

6.1.6 The way forward

Following the final approval of SSDP, the Government will develop an **aid financing strategy** which will set out government priorities for aid funding over the SSDP period. It will set out, by sector, the priorities for aid funding, the level of financing required and the proposed aid architecture. It will also propose principles for the division of labour across sectors. The strategy will be finalised by September 2011 and will be the key input into discussions and agreement with DPs on the role of development assistance in implementing SSDP.

Sector Working Groups (SWGs) will be the central mechanisms for monitoring the implementation of the aid strategy in conjunction with SSDP. Together with the main coordination mechanisms set out above, SWGs will be responsible for day-to-day monitoring of SSDP implementation progress within sectors.

6.2 Institutional capacity and capacity-building plan

The Medium-Term Capacity Development Strategy for South Sudan (MTCDS) has been developed alongside SSDP. It aims to provide a strategic framework for organising capacity development efforts in support of these objectives, as well as the peace-building and state-building objectives of the GoSS in the post-independence period.

This chapter provides an overview of the key elements and recommendations of MTCDS. The full document can be found in Annex 6.

6.2.1 The Goal of the Medium-Term Capacity Development Strategy

The objective of MTCDS is to ensure that the Government of South Sudan (GoSS) can effectively address critical institutional capacity needs required to implement the South Sudan Development Plan (SSDP), including through alignment of support from its international partners, and meet the essential requirements for viable statehood following independence.

As both an implementation plan and coordination framework, MTCDS:

- Provides an operational framework for organising capacity development efforts;
- Provides an overview of sectoral capacity development priorities, and key strategic considerations for how they should be addressed;
- Identifies additional cross-governmental interventions that are critical to achieving national capacity development goals;
- Outlines a framework for coordinating the implementation of capacity development efforts; and

- Defines a roadmap for the formulation of a long-term national capacity development strategy.

6.2.2 Capacity development priorities 2011-2013

MTCDS provides a roadmap for putting in place those capacities that will be essential to the achievement of South Sudan's immediate state-building and development goals during the 2011-2013 period. Two categories of priorities are highlighted in this regard - specialised, sector-specific capacities, as well as core 'generic' cross-government human and institutional capacities:

6.2.2.1 Sectoral capacity development priorities

In order to achieve SSDP development outcomes, the key areas of focus for capacity development efforts, drawing on activities identified in pillar plans within the SSDP framework will be:

Creating enabling environments: Adoption of laws establishing institutional mandates (such as MoFA and MoD), as well as policy and regulatory frameworks which are critical to enabling institutions to carry out their mandated functions, including provision of services and enforcement of regulations.

Implementing core government functions: Establishment of institutional systems and mechanisms critical for achievement of sector-specific development outcomes, including enforcement of policies and regulations; monitoring and coordinating local service delivery, and strengthening key infrastructure, particularly at the local level.

Improving performance through human resource development: Ensuring efficient and effective delivery of essential public services and functions through provision of specialised training, and development and enhancement of in-country specialised training facilities.

6.2.2.2 Additional cross-government capacity development priorities

A number of additional cross-government capacity needs were identified as essential to delivering on key development and state-building objectives during the 2011-2013 period. These are core government capacities, which are not adequately reflected or budgeted for within SSDP sector plans. They are not sector-specific, but are required both vertically across government agencies as well as horizontally through all levels of government:

Policy and strategy formulation, with a focus on strengthening capacities for (a) research and analysis, and formulation of policy and strategy; (b) supporting and facilitating review and approval of policies and strategies; and c) monitoring and overseeing implementation.

Management and service delivery, with a focus on strengthening capacities for (a) managing key functions related to mandate implementation and delivery (budgets, control, execution, procurement); and b) extending and managing service delivery at local level.

Human capacities for provision of essential services, with a focus on strengthening the public service to manage expansion of government activity and service delivery at local levels, and developing core skills needed across all sectors.

6.2.3 Ensuring coherence and enabling effective partnerships on capacity development

A strategic and systematic approach to managing capacity development efforts necessitates the development of a framework for coordinating the implementation of capacity development interventions and the provision of international support. In this regard, MTCDS outlines the core principles, guidelines and modalities that will be followed by both national and international actors to ensure the coherence and alignment of support for institutional capacity development within the SSDP framework. These derive from the experience of other fragile states and from emerging practice in South Sudan. Further, these will ensure the coordination, financing and monitoring arrangements necessary to ensure unity of action, mutual

accountability and a common platform for identifying and addressing common priorities, both within the Government, and between Government and international partners.

6.2.4 Implementing MTCDS

A number of priority actions will need to be undertaken in order to implement MTCDS. These include:

- Establishing an inter-governmental body to provide strategic guidance and oversight on capacity development efforts within the SSDP framework;
- Establishing a technical body under MoHRD leadership, responsible for coordination and implementation of MTCDS with sectoral ministries, state governments and international partners, and for providing technical assistance;
- Facilitating and coordinating the development of pillar and sector capacity development Strategies and ensuring alignment with MTCDS;
- Development of a detailed action plan and budget for the priority cross-governmental interventions identified as complements to SSDP in MTCDS;
- Formulating recommendations on critical funding gaps for capacity development, not already addressed in the SSDP framework;
- Overseeing the development and adoption of comprehensive guidance on minimum standards for the development of capacity development support programmes; and
- Developing a monitoring and evaluation (M&E) system for capacity development.

6.3 Service delivery

6.5 Service delivery

SSDP implementation concerns a series of steps: how the plan will be converted into annual budgets; how the budget will be executed, including the block and conditional transfers by which local government is financed; at a general level, who will execute each component; the monitoring and evaluation process; and the procedures to assure that SSDP is on track and to adjust it where it is not. Experience in implementation, particularly in the delivery of services to the people of South Sudan, will inform design and execution of the second 2014-18 development plan.

Under the interim and transitional constitutions, South Sudan is a decentralised state. Many services to the public are delivered not by GoSS, but by state, county and ‘payam’ governments, who are held responsible for the availability and quality of these services by the people. However, with the exception of three states that until independence receive direct oil revenues under the Agreement on Wealth Sharing Protocol of CPA, the revenues that assure this service delivery accrue to GoSS and are transferred to states through block and conditional transfers.

Under the Interim Constitution of 2005, oil revenues are to be shared equitably among the ten states. In the absence of a census, the decision was made to share equally. The census in 2010 did not resolve this, as its results—that were to be used to determine voting representation under the 2011 Referendum—have been challenged as politically-biased; allocations continue to be equal and therefore highly inequitable, though steps are being taken to reallocate additional resources to redress the balance. This must continue under SSDP, with the resources that are devoted to the priority programmes. Of the 20 priority programmes, four require execution by all levels of government, while six are central government level and ten, or fully half, require local execution (albeit through central ministries such as for police, education and health).

Given the decentralised system, states are in charge not only of their own funds but also ensuring that services be delivered. Most states are spending the majority of their budget on salaries and, of that, mostly on unclassified staff. This makes service delivery difficult. GoSS must find ways, while respecting their

decentralised authority, to advise state governments on how to find a balance that maximises value and service delivered. In the other direction, MoFEP must listen to state governments so that the allocation within transfers to capital, Operations and Maintenance (O&M) and salaries reflects the needs on the ground, including particularly unclassified staff.

In the state and county consultations held in March 2011, state governments as a body called for M&E to be the responsibility of states. This must be accompanied by the resources and the training to do so.

Service delivery will be monitored by the SSDP monitoring mechanisms discussed in chapter seven.

6.4 Risks and mitigation

The Government of South Sudan is firmly committed to the full and effective implementation of SSDP. There are, however, a number of risks that if not tackled vigorously could serve to undermine the development effort. Significant risks and measures to mitigate these are identified below.

Peace and security require an ongoing commitment to peace-building by actors in and around South Sudan. Evidence from elsewhere indicates that large numbers of unemployed youth can pose a significant threat in that they can be used to refuel conflict. This is why SSDP has articulated a comprehensive set of actions for conflict prevention and security. Furthermore, it has identified that employment and job creation, especially for the youth, is a key issue for attention during the plan period.

The Government is also aware of the risk associated with lack of commitment and engagement by stakeholders. This is why swift and effective implementation of the plan is crucial, as by demonstrating the Government's credibility and ability to deliver on its promises it minimises the risk of slipping back into large-scale conflict. Part of this effort will be a commitment to strengthen engagement with public and civil society organisations in managing and monitoring the development process. In this respect, the Government will continue to be open, transparent and accountable – all key principles underpinned by actions in the governance pillar of this plan.

Notwithstanding the Government's ongoing and determined effort at peace-building and security, there continue to be sporadic outbursts of violence, militia activity and border incursions mainly in North Sudan. This has implications for the implementation of the Government's economic, human and social development programmes. It may mean that these have to be curtailed locally while GoSS and donors deal with more pressing humanitarian needs. However, the geographic distribution of training sites and the shared vision will assure that the all-important capacity development continues in non-affected areas among the personnel of affected areas.

Capacity constraint is another significant risk to the effective implementation of the strategy. The Government may receive financing and have the commitment of stakeholders but without adequate capacity for sound policy formulation and programme implementation, delivery of the strategy and performance against key targets are likely to be sub-optimal. In response, there will be a continued effort to attract back competent South Sudanese who left as a result of the war, in order to participate in the reconstruction and development process. There will also be continuing use of well-targeted technical assistance to fill gaps where local expertise is currently lacking.

Having said this, the backbone of the capacity will continue to be the civil servants and others who remained inside the country during the war years. Their role in South Sudan's development is pivotal. Accordingly, steps will be undertaken to provide support and training and nurture their skills. Key to this effort will be support through MTCDS. Medium- to long-term efforts will also be directed at rebuilding and extending educational facilities to ensure skills development. The most immediate priorities have been articulated in the social and human development pillar of the plan. Crucial will be to ensure that education and vocational training are consistent with labour market requirements.

Another challenge in respect of capacity is presented by the current heavy reliance on NGOs to provide basic social services, especially in health. If "peace breaks out" some of the humanitarian NGOs may wind down

their effort as their limited resources are diverted to needs elsewhere. The Government will seek to mitigate this by seeking a commitment from these NGOs to remain during the SSDP period. That way, staff training of Sudanese counterparts can continue and permit an orderly and effective transfer of responsibilities rather than sudden departure.

Political commitment necessary to see SSDP through to successful completion will remain a challenge. Hitherto, political support for the plan process has been strong and it is regarded as a key plank in the Government's preparations for independence and for propelling the country forward from there. However, it will be vital that the Government delivers quickly on its promises otherwise its credibility will be at stake and the Government will risk losing the goodwill of its people and the international community. In response, the Government has commented to putting in place a robust M&E mechanism which will assess its progress against key targets and commitments. The review process will be open and transparent and findings will be reported to Parliament. This will mean that the Legislature as well as the Executive will be held accountable for performance.

On balance, and given the current high level of commitment by the Government, its international DPs and the people of South Sudan, these risks are not likely to be sufficient to undermine the overall development process.

Finance poses a core challenge. GoSS revenue is heavily dependent on earnings from petroleum. This has been examined extensively elsewhere in this document so will not be analysed at length again here. Suffice it to say that the Government is acutely aware of the need to manage its current stream of petroleum earnings prudently and on a sustainable basis – hence the Oil Revenue Stabilisation Account (ORSA) and the emphasis on permanent income in the Macroeconomic overview (section 2.4). The whole thrust of this development strategy is, over time, to move the country away from its heavy dependence on oil, boosting other sectors of the economy while using the current stream of petroleum earnings judiciously to fund poverty reducing expenditures.

Notwithstanding the Government's own efforts at mobilising domestic resources through taxation, the size of the development effort in South Sudan will require substantial additional domestic and external financing – both from the internal private sector and through direct foreign investment. International partners will also have a key role to play in providing what should be well-targeted and predictable development assistance. The Government's pursuit of sound macroeconomic and fiscal policies supported by a comprehensive public financial management reform programme will be crucial for engendering confidence and attracting additional resources. The Government's stated commitment to tackle corruption and inefficiency is key in this respect.

7 Monitoring and Evaluation

Monitoring and Evaluation (M&E) is the process through which the Government and its Development Partners (DPs) will track progress on strategy delivery. It is an essential part of accountability both between the Government and its citizens, and the mutual accountability between government and Development Partners. The M&E framework will demonstrate how much has been spent on what, and crucially what has been achieved with expenditure in terms of delivering the Government's policy priorities for social and economic development. In other words, it links results with the resources provided and informs the refinement of future strategies.

7.1 Key objectives and principles

The SSDP process, through the bottom-up approach using SWGs has developed a systematic approach to defining sector objectives, indicators and targets consistent with the priority programme areas. This provides a framework through which progress towards the country's key development objectives will be tracked. As outlined in the aid strategy, SWGs will continue to be involved in plan implementation to allow for uniform, regular reporting to the Government, SSLA, international partners, civil society and the public.

Furthermore, the process will facilitate further policy discussion, coordination efforts and prioritisation exercises that result from analysis of indicators. Monitoring of SSDP should ensure policy coherence of implementation across pillars and sectors to assure that all government activities are reinforcing each other as intended. A review of impact and cost-effectiveness of all national programmes will contribute to this coherence and also allow judgements to be made over value for money. Crucially, routine monitoring will allow for adjustments to be made if certain programmes, outputs and activities are judged no longer to be effective, or require mid-course alteration, for overall strategy delivery.

In summary, this monitoring framework will enable the Government to:

- Make strategic choices about overall policy direction, demonstrate progress, and ensure that the budget reflects government strategic priorities;
- Build transparency and accountability among government, the National Assembly, the public and donors;
- Reduce uncoordinated donor monitoring requirements and give government more control of its development agenda; and
- Provide reports to SSLA through the yearly budget process.

7.2 Responsibilities

High-Level Partnership Forum (HPF)

HPF is a response to an acknowledged need for further high-level coordination and dialogue between the Government and DPs. It will meet on an annual basis and will focus on key policy issues of interest to both groups. It will be chaired by the Minister of Finance and Economic Planning and will consist of all key GoSS ministers and state governors.

The meeting will occur in the first six months of each financial year and review the previous year's budgetary performance, as well as DPs' ongoing activities and outcomes achieved within the period, against SSDP and its successor plans.

Ministerial SSDP management committee

As part of the Government's management of SSDP and tracking of results, a ministerial SSDP management committee will be formed, chaired by the Office of the President (OoP), with the Ministry of Finance and Economic Planning (MoFEP) acting as the Secretariat. This will provide the Government with a forum

through which to monitor overall progress towards the SSDP vision. The committee will issue guidelines regarding standardised reporting formats on benchmarks, programme progress and policy issues. This harmonisation of reporting and analysis keeps the committee's focus on high-level issues rather than detailed interpretation of statistics. The management committee will focus on overcoming impediments to achieving the SSDP vision through adjustments to prioritisation and political solutions, where necessitated by emerging events. The committee will report to the Council of Ministers (CoM) on a quarterly basis, aggregating reports from SWGs.

Sector Working Groups (SWGs)

SWGs are a highly effective mechanism for bringing spending agencies and DPs together in a coherent and coordinated way. As outlined in the Government's aid strategy. SWGs are intended to evolve to support coordinated sector-based approaches between government institutions and DPs. As part of this process, they will be the primary structure through which the routine monitoring of SSDP activities will take place.

SWGs will meet on a quarterly basis at a time when quarterly budget performance data are available from MoFEP. SWGs will be tasked with providing a short progress report which uses as its basis the indicators and targets specified in the sector matrices. Over the period of SSDP, functioning of the SWGs can be refined and crucially a detailed evidence base can be formed on what has worked well with regards to plan implementation and also where there have been problems that will necessitate remedial actions in the next plan period.

The SWGs will need to carry out regular, in depth and independent assessments of member agencies to evaluate progress against stated indicators and to ensure that activities are being undertaken as planned. The SWG will work closely with the SSCSE and the SSAAC to develop a rigorous M&E framework which sets out the objectives and targets for each agency along with well defined and quantifiable targets. These should be developed in conjunction with the relevant agency, as well as in accordance with the indicators already

States

Crucially, membership of SWGs will need to be expanded to include representatives from states, as observer members, as it is at this level that much service delivery will be taking place. A common demand of states in the SSDP process has been that as the parties responsible for service delivery (while resource availability continues to be at GoSS level and beyond state control), they maintain the authority for M&E. Further work will be required to support state SWGs to further expand and to provide state-level information for the monitoring and reporting on SSDP implementation.

7.3 Key outputs

SWG reports will seek to identify results achieved against resources provided. They will also highlight where there are key areas of slippage on strategy delivery and propose a set of remedial measures for tackling problems.

In the first instance, these reports will be submitted to the Directorate of Planning within MoFEP. MoFEP will scrutinise and combine them into an overall SSDP quarterly monitoring report. This will be submitted to the management committee as a regular input. These quarterly monitoring reports will provide the main evidence base for the proposed SSDP annual review.

The SSDP annual review will be commissioned by the management committee, during the year budget planning process to avoid duplication of work. It is proposed that this will be undertaken by an independent agency that has experience in undertaking such strategy reviews. The review will draw on information from a wide range of stakeholders, including from the GoSS SWGs, state-level actors, civil society, non-governmental organisations and development partners. This annual review will be approved by the management committee, and submitted to CoM. This, along with the yearly fiscal paper, will form the basis for the yearly budget allocations.

Production of the report will be synchronised with the annual budget calendar so that the necessary financial information is available on which to make informed judgments about strategy performance and value for money. Given the short period of this SSDP, the Government proposes to undertake one mid-term review (tentatively scheduled for around November 2012) with a final review at the end of the plan period in November/December 2013. Experience gained on the conduct and timing of these reviews will help to inform an annual review process to be established in the next, five-year development plan.

The annual review is a fundamental plank of the Government's accountability commitments. It will be a key performance assessment tool which will demonstrate what the Government and its development partners has achieved with the resources provided. As such, it will also be discussed during the HPF, and will play a vital role in informing development partner decisions on the allocation of donor resources and the alignment of their own development assistance programmes to the priorities of the Government. Crucially, the reports will form the basis of development partners' own accountability requirements to their parliaments over how scarce aid money has been spent and the impact that it has had from a poverty reduction perspective.

7.3.1.1 Data requirements

Data provide the fundamental evidence base for policy formulation and programme design. Timely and accurate information is the 'lifeblood' of any sound M&E system.

From a data requirement perspective, the Government will determine the scope and sequencing of data collection, striking a balance between data demands and the capacity of the statistical system as it is developed. In the Program matrices (Annex 1), many activities have not yet established a baseline, for lack of data. The process by which such a baseline would be obtained and the necessary follow-up data collection regarding targets depends upon each agency. A review of data collection and monitoring functions will be conducted to provide a clear division of labour between SSCCE and other agencies. While primary responsibility for household and enterprise surveys will fall to SSCCE along with the compilation of the national accounts and price statistics, other agencies will assume specific data collection responsibilities. For example, the MoFEP will assume responsibility for public finance and national budget data, while the Central Bank will collect banking and financial statistics. These institutions will work with the IMF and other partners to ensure that adequate macroeconomic data regarding issues such as public revenues, expenditures, debt, GDP, exchange rates, and inflation are available for analysis. Additionally, line ministries will continue to collect data on health, education and the rural economy through their established management information systems and specific sector surveys and reviews conducted both routinely and ad hoc.

Over the medium term, and to underpin SSDP, government data development and monitoring efforts will focus on the following:

- Poverty and vulnerability analysis disaggregated by population groups, economic status;
- Gender dimensions of development;
- Donor funding patterns, including pledges, commitments, disbursements;
- Programme/project implementation and evaluation;
- Household sample surveys;
- Integrated annual enterprise statistics;
- Sub-annual surveys of economic activities;
- National accounts;
- Price statistics;
- Government finance statistics;
- Money and banking statistics;

- Foreign trade and balance of payments; and
- Demography and social statistics.

As mentioned in the above list, the Government will seek to collect data on a disaggregated basis in order to make judgments on program delivery from a gender perspective.

An overarching principle of the Government's data development effort will be to ensure that data supply is consistent with data demand from a strategy performance assessment perspective and crucially that data collection remains cost-effective.

8 Annexes

8.1	Pillar matrices	152
8.1.1	Governance	153
8.1.2	Economic development	180
8.1.3	Social and human development	207
8.1.4	Conflict prevention and security	240
8.2	Future steps to strengthening national development planning	257
8.3	Statistical next steps	259
8.3.1	Governance sector indicators	260
8.3.2	Economic development indicators	269
8.3.3	Human and social development indicators	276
8.3.4	Conflict prevention and security indicators	286
8.4	State consultation outputs	292
8.4.1	Central Equatoria state	292
8.4.2	Eastern Equatoria state	294
8.4.3	Jonglei state	299
8.4.4	Lakes state	302
8.4.5	Northern Bar el Ghazel state	306
8.4.6	Unity state	310
8.4.7	Upper Nile state	313
8.4.8	Warrap state	316
8.4.9	Western Bar el Ghazel state	319
8.4.10	Western Equatoria state	322
8.5	SSDP conference summary	325
8.5.1	Emerging issues from the Conference	326
8.5.2	South Sudan Development Plan Overview	326
8.5.3	Vision & Priorities of the SSDP	326
8.5.4	Governance Pillar	327
8.5.5	Economic Development Pillar	328
8.5.6	Conflict Prevention and Security Pillar	331
8.5.7	The Social and Human Development Pillar	333
8.5.8	The Aid Strategy for the SSDP	336
8.5.9	The Southern Sudan Development Plan Medium Term Capacity Development Strategy	337
8.5.10	Return, Reinsertion and Early Reintegration in South Sudan	337
8.5.11	Summary and Conclusion	339
8.5.12	Appendices	340
8.6	Aid strategy	359
8.6.1	Progress in implementing the 2006 Aid Strategy	359
8.6.2	Objective	360
8.6.3	Partnership Principles	361
8.6.4	Mechanisms for aid coordination	362
8.6.5	Benchmarks for aid delivery	365
8.6.6	Design of aid operations	370
8.6.7	Implementing the Aid Strategy	372
8.6.8	Indicators for monitoring donor performance	374
8.6.9	Aid and the budget cycle	375
8.7	Capacity-building Plan	377
8.7.1	Context	377

8.7.2	Objective and scope of MTCDS	377
8.7.3	Implementation arrangements	379
8.7.4	An operational framework for capacity development in South Sudan	380
8.7.5	Identifying and addressing capacity development priorities at sectoral level	381
8.7.6	Cross-Government Capacity Development Priorities	387
8.7.7	Core Principles for Implementation	392
8.7.8	Risks, Challenges and Constraints	393
8.7.9	A Coordination Framework on Capacity Development: Enabling Coherence, Unity of Effort and Effective Partnership	394
8.7.10	Core Principles and Commitments	394
8.7.11	Towards a Long-Term National Capacity Development Strategy	398
8.8	Millennium Development Goal Indicators	399
8.9	Oil Model	401
8.9.1	Oil production and revenue forecasts	401
8.9.2	Oil Wealth and Petroleum Income	404
8.10	South Sudan Development Plan Organisational Chart	406
8.11	SSDP Government Working Group Structure	406
8.12	Bibliography and references	411

8.1 Pillar matrices

As part of the SSDP drafting process, each Government agency was requested to complete a matrix outlining their Programme Area, Development Outcome Objective, Indicators, Targets, Activities and Costs for the three year period of the SSDP. These matrices were then compiled into Sector matrices and discussed both by the Sector Working Groups and the Pillars. They form the basis of the narrative contained in section four.

The main focus in completing the Pillar matrices was on developing a coherent programme areas (ideally no more than one per agency), outcome objectives, indicators and targets. For many Government agencies this was the first attempt at outlining outcome objectives, indicators and targets and thus the matrices reflect this learning experience. The activities outlined in the following matrices reflect the core actions that the Government will undertake to achieve the outcome objectives over the next three years, they are not an exclusive or closed set of actions, and it is expected that these will be updated during the yearly planning process as part of developing the Medium Term Expenditure Framework (MTEF).

At the same time the focus on objectives and targets mean that many of the costing requires refining based upon a more structured set of costing guidelines. It is the intention of the Government to use the 2011/12 Planning Process to develop a more detailed set of costing for the outer two years of the SSDP and the year beyond as part of developing the Government's first detailed MTEF. These detailed costings for the years 2012-2015 will be available in late November 2011.

8.1.1 Governance

8.1.1.1 Accountability

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Economic Management and Resource Mobilisation	Improved stability of government revenue and management of the macro-economy	Amount of non-oil revenues collected. Baseline: SDG 118 million, 2009	SDG 250 million Tool for revenue forecasting produce d and Rolling 3-monthly revenue forecasts produce d	SDG 350 million Rolling 3-monthly revenue forecasts produce d and system refined.	SDG 500 million Long-term annual revenue forecasts produce d	Improving the system of tax collection according to the tax Act to increase amount collected Formulating Macro-economic policy, establishing macro-economic data base, forecasting and projecting revenue and setting quarterly cash limits; and building capacities of the staff	6,652	9,736	9,736	MoFEP	
							6,210	6,622	6,622		
Resource Mobilisation for rehabilitation & reconstruction	Improve livelihood in the rural areas through implementation of quick impact developmental projects	Number of quick impact projects in various States of South Sudan executed Baseline: 4 projects were	7 projects	13 projects	20 projects	Need assessment Develop projects proposals Implementation M & E	1,470	2,730	4,200	SSRDF	

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		implemented in the year 2010									
Planning and Budgeting	To improve and refine the cycle of planning and budgeting across Goss to allow for better planned and executed government expenditure	Scores on a Public Expenditure and Financial Accountability (PEFA) Assessment.	Generate a baseline measure by having a PEFA assessment carried out	-	Improve scores from 2011 in 50% of indicators in a PEFA evaluation.	Passage and implementation of key legislation (PFM Act, Public Procurement Act and Central Banking Act)	2,080	2,978	2,978	MoFEP	
		Baseline: no baseline.				Co-ordinating and facilitating the planning and budgeting process for the Government and monitor and evaluate Budget execution by activities					
State transfer Allocation Monitoring	Improved monitoring & policy inputs of Intergovernment fiscal transfers	Number of programme areas reviewed & submitted to Government Baseline: 0	0	One (1) monitoring visit to all ten States	Two (2) monitoring visit to all ten States	1. Organizational review 2. Recruit (20) mid level staff. 3. Train new staff (6 -9 months) 4. Conduct States monitoring visits. 5. Submit monitoring reports. 6. Construct Headquarters Building 7. Conduct two (2) study tours 8. Publish, Distribute & Sensitize stake holders on the SSFFAMC Act 9. Administration and	-	-	-	SSFAM	P1
							146	15	-		P1
							30	80	50		P1
							40	15	40		P1
							20	5	5		P1
							289	12,853	-		P1
							25	40	60		P2
							-	10	5		P2

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						running Costs	1,690	1,399	3,311		P1
Financial Management	Improve payment processes to reduce volatility in government spending and contribute to macroeconomic stability, also to improve reporting of expenditure to increase accountability and transparency of the GoSS.	Number of publicly published detailed expenditure reports. Baseline: Reports are made public (submitted to the Assembly) twice a year.	2 quarterly reports published for second half of 2011	4 quarterly reports published	9 monthly reports published	Develops regulations to ensure sound public financial system in place for budget execution and reporting Implementation of public financial Act.	14,171 (excluding non-MoFEP items such as Donations, duras, duras, duras, Central Bank estabism ent, Custom Authority establishment and SPLA pre-interim oil repayments)	22,429	22,779	MoFEP	
		Number of agencies adhering to quarterly spending limits in a cash management system Baseline: no system currently enforced.	50% of agencies adhere to quarterly spending limits	75% of agencies adhere to quarterly spending limits	100% of agencies adhere to quarterly spending limits						
Accountability in	To increase transparency &	Number of oversight	4	12	18	Passage of Audit Law in 2011	17,905**	19,000**	21,000**	Audit Chamber	

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Governance	enlarge accountability of all three levels of government, to civil society & legislatures, on efficient and effective exploitation of natural & acquired resources	reports of INTOSAI standard to the President, the Parliament & People* Baseline: 0 Reports				Acquire temp workspace in 2011 Acquire Perm work space in 2012 Acquire necessary furniture 25 laptops to be bought in 11 25 laptops to be bought in 12 10desktops to be bought in 12 LAN to be estd in the new office in 2012 5 vehicles to be bought in 2011 5 vehicles to be bought in 2012 25 to be trained on Intosai Stds in 2011 25 to be trained in 2012 25 to be trained thru WindleTrust in 2011 50 to be trained in 2012					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						25 to be trained thru GATC in 2011 50 to be trained in 2012					
Fighting Corruption	To reduce incidence of corruption in South Sudan	Percentage of corruption allegations made annually that are investigated by SSACC. Baseline: By the end of 2010, SSACC received 66 and it investigated and closed 16; referred 22 to other institutions and was still investigating 28 allegations of corruption.	25%	50%	75%	Investigate corruption allegations.	555	555	613	SSACC	
						Establish a case management system.	900	150	175		
						Draft additional bills to strengthen the anti-corruption legal framework.	100	100			
						Construct 10 offices for the 10 SACOs.	2,000	2,000			
						Rent 10 offices for the SACOs.	1,000				
						Resource 10 SACOs.	1,500		500		
						Recruit 60 staff for the 10 SACOs.	1,500	1,600	1,700		
						Hold supervision meetings with the 10 Directors of SACOs.	400	450	500		
		Number of national campaign events and programmes organised in the 10 States	20	30	50	Conduct anti-corruption campaigns in the 10 States.	851	630	665		
						Organise 10 Global Anti-corruption Day events in the States.	250	300	350		
						Conduct corruption 3 surveys.	684	615	473		
						Conduct anti-corruption	851	630	665		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		annually to educate and raise awareness of public officials, the public, civil society and private sector about corruption and their role in preventing it. Baseline: In 2010, SSSACC staged 20 campaign events.				campaigns in the 10 States.					
		Percentage of government institutions in South Sudan that developed and implement Corruption Prevention Action Plans. Baseline: No corruption prevention action plans have been	25%	50%	75%	Organise additional workshops on systems audits and corruption risk assessment in the 10 States.	500	500	500		
						Provide advice and guidance to government institutions in GOSS and the 10 States on how to develop corruption prevention action plans.					
						Organize meetings of South Sudan Anti-corruption Forum.	500	600	700		
						Organise meetings of the 10 State Anti-corruption	800	850	900		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		developed now.				Forums.					
		Percentage of constitutional postholders and senior civil servants who completed the incomes, assets and liabilities forms annually. Baseline: In 2010, only 26% constitutional postholders and senior civil servants completed the forms.	30%	50%	75%	Administer DIAL Forms in the 10 States annually.	50	75	100		
Statistics	To collect, analyse and disseminate all official geospatial, economic, social, demographic, census, environmental and food security statistics, ensuring that the government and development	SSCCSE's score on the Statistical Capacity Building Indicator Baseline: No score on Statistical Capacity	Develop a baseline score in conjunction with WB & Paris 21	Improve on 2011 baseline	Improve 5 percentage points on 2011 baseline	Construct new building (Finance & Admin)	-	5,000	5,000	SSCCSE	1
						Train staff in survey design and analysis to build capacity and reduce dependency on external consultants (C&S, SDSD, ESD, ICT)	1,269	2,025	3,500		1
						Salary payments for staff in all departments (All)	9,177	9,177	9,177		1
						Produce annual GDP and	100	130	160		1

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
partners have access to up-to-date and accurate information with which to plan the efficient and equitable allocation of public resources.	Building Indicator					trade figures (ESD)					
						Welfare Monitoring Survey (ESD)	100	70	60		2
						Produce monthly CPI figure for all ten states (ESD)	110	140	200		1
						Conduct comprehensive agricultural survey (C&S, ESD, GIS)	300	4,712	750		1
						Track poverty estimates (C&S, ESD, GIS)	150	140	3,779		2
						Comprehensive Labour Force Survey, including female and youth employment and labour rights (ESD)	100	1,000	70		3
						Formal & Informal border trade survey (ESD)	600	60	20		2
						Produce population projections by age and gender (SDSD)	300	100	300		1
						Establish population secretariat (SDSD)	500	300	200		2
						Establish a functioning civil registration system for births, deaths, marriages and immigration (SDSD)	1,300	700	400		1
						Geospatial data collection and analysis, including	4,152	4,168	4,183		1

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						completing post-enumeration mapping and participatory mapping (GIS, FSTS)					
						Food Security Data Collection from States (FSTS, LAF, FS partners)	221	244	266		1
						Food Security Policy Analysis Support to GOSS and partners, and support to Nutrition Information System (FSTS, FS PARTNERS)	423	467	509		1
						Conduct livelihood analysis forum with attention to women, youths and environmental sustainability; co-ordinate with food security partners (M&E, FSTS)	675	704	731		3
						Publish and disseminate food security information products, annual statistical year book, annual MDG report; process, analyze and publish outstanding data from surveys (M&E, ESD, ICT, FSTS)	669	718	770		1

* i) GOSS annual audits of 70% exp /revenue by Jun (3report/yr)
ii) State annual audits of 70% exp/revenue by Jun (1 report/yr)
iii) 1/3 of Counties annually audited by Jun (1 report/yr)

iv) All Unis Corporations, Commissions annually audited by Jun (1 report/year)
v) Placement of Annual Audit Reports before Assembly/Guus President by Sep(6 report/yr)
** Includes Capital + Revenue budgets.

8.1.1.2 Public administration

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Executive Functions of the Presidency	Improved whole of Government approach to addressing National Presidential Priorities by GOSS and State Institutions	Number of GOSS Institutions that can correctly articulate key National Priorities	Conduct baseline	Increase by 25% from baseline	Increase by 50% from baseline	Restructuring of the institution of the Presidency for post 9 th July 2011.	399	399	399	OoP	
						Develop and communicate annual statement of national priorities to South Sudan Institutions and the public.	1,650	1,700	1,800		
						Monitor and evaluate implementation of national priorities, including Governor's Forum resolutions.	2,280	3,000	3,000		
						Facilitate formulation of national vision and coordinate implementation.	653	653	653		
						Develop, monitor & analyse strategic national public policies.	13,722	13,800	13,800		
		Number of GOSS Institutions that implement key national priorities	Conduct baseline	Increase by 25% from baseline.	Increase by 40% from baseline.	Coordinate implementation of international commitments by Government Institutions (e.g. MDGs).	152,256	152,255			
						Enact effective communication and public relations strategy of the Presidency					
						Provision of advice to the					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						President-/Process presidential decrees /and orders. Ensure effective consolidation of key Government Institutions.					
Support to Cabinet and Executive	Enhanced quality of support to Cabinet and Executive	Proportion of Cabinet Submissions that correctly follow the established procedures Baseline: 12%	30%	60%	80%	Train GoSS U/S, Ministers, Executive Directors in procedures on rules for Cabinet Submission Monitor level of implementation of Council of Minister's (CoM) Resolutions Establish rules and regulatory environment for CoM submissions Establish electronic systems to improve Agendas, Regulations. Coordinate with CoM participants to ensure sufficient functional capacity in electronic CoM systems. Evaluate and provide recommendations on performance of three technical clusters Develop and disseminate Cabinet Handbook Undertake organizational				MoCA	
		Level of improvement of Institutional support services that enhance Cabinet decision-making and implementation.									

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		Baseline = 15%	40%	65%	85%	review of the Ministry of Cabinet Affairs. Establish appropriate organizational structure, define functions and accountability framework. Determine optimal establishment posts and develop job descriptions for all the approved positions. Determine skills requirement and accordingly fill the established positions. Develop and implement training plan and program to upgrade skills of staff. Review and update management coordination and work planning processes. Develop and implement effective monitoring and evaluation system to regularly assess performance of the Cabinet.					
Promulgation of Legislation and oversight	Increase the capacity of the SSLA to effectively and	Number of bills submitted to SSLA, debated,	14	16	18	Enacting new laws Oversight functions to the				SSLA	

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
functions to the Executives	efficiently carry its oversight function through review of the laws passed and increase the numbers of laws passed annually	and enacted into laws Baseline: 12 laws passed in 2010				executives is conducted.				MPA	P2 P3 P4 P1
						Completion of the construction of the 4 storey building					
						Renovation of the House of Speaker/D Speakers					
						Construction of the fence of the Assembly					
						Construction of cafeteria of the Assembly					
Promotion of Democratic Governance and effective Harmonious Executive –	To improve good governance, public policy analysis and strengthen parliamentary best practices at national	Public satisfaction with the functioning of Parliaments	Carry out baseline survey	50% improve ment	70% improve ment	Construction of parking yard				MPA	P2 P3 P4 P1
						Purchase of ICT equipment and the handset					
						Purchase of office furniture					
						Purchase of equipment and supplies					
						Train and conduct exposure visits for MPs and Support staff to learn from other selected countries within the region & internationally	9,503	11,500	14,249		
						Train political parties, civil	5,888	7,313	9,015		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
legislature relationship	and state levels	General public understanding of multi-party democracy and good governance system	Carry out baseline survey	20% improve ment	30% improve ment	society and media forums in multi-party democracy, good governance, and gender and youth empowerment.					
						Develop objective research and policy analysis mechanism.	3,827	5,352	6,153		
						Create conducive working environment for the Ministry, State MAPs and the Assemblies	23,390	16,702	17,808		
Public Service Management and Administrative Reform	Improved systems and policy environment for an accountable public service	Number of functional public service systems Baseline: 2 systems	3 systems and 4 policies	5 systems and 4 policies	9 systems and 5 policies	Mol&PS 2011 - 2013 Plan	200	75	100	Mol&PS	1
						Develop Communication Strategy	248	318	320		
						Staff career Development & retreats	200	250	300		
						Draft and lobby enactment of Pensions Act	1,170	1,500	1,500		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		and implemented Baseline: 2 policies				Enhance functional HRIS	36,600	92,000	92,000		5
						Develop Job Evaluation, Grading and Remuneration Policy.	4,600	2,700	1,900		6
						Create functional Pension system & Pensions payments	1,958	2,902	3,500		7
						Draft and lobby for the enactment of Pensions Act	250	750	1,500		8
						Expand Payroll system	600	200	200		9
						Create functional HRIS					
						Establish Data Collection Centre	483				10
							64	-	-		
						Information and Record Management System.					11
							-	-	-		
						Scheme of Service for Record Management personnel		1,950	-		12
							672				
						Organization System (functions, structured and processes).					13
								-	-		
						Install functional Performance Management System		206	206		14
						Job Evaluation, Grading and Remuneration Policy.					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						Recurrent Expenditure Salary Operation Cost Capital	3,583 2,934 570	4,378 3,521 633	5,321 4,190 715		
Promote a merit-based public service	Improved meritocracy in public service at GoSS and State levels	Proportion of public servants correctly appointed in GoSS	Conduct baseline	Improve ment by 15%	Improve ment by further 15%	Review public service policy application by Government Institutions Identify and improve public service policy needs SSCSC, Capacity building Construction of SSCSC Institutional Development of SSCSC				CSC	
		Degree of satisfaction with work of CSC	Conduct baseline survey in GoSS & States institutions	Improve ment by 15% from baseline	Improve ment by 30% from baseline		6,000 1,800 3,000 1,500	6,000 1,200 2,400 1,500	6,000 600 - 1,500		
Alleviation of injustices	Reduced injustices for the people of South Sudan, and an increased awareness of the remedies available when injustices occur	Percentage of cases of reported employees related grievances resolved. Baseline: 81 % of grievances	85%	87%	97%	Structural reorganization & creation of additional key departments (personnel) <u>Grievances Dept.</u> Redress of the public grievances relating to the public & private sectors	1,561 490	1,632 814	1,727 1,214	PGC	

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		resolved	Conduct a baseline survey for 2011 to determine the level of awareness of people about the procedures of presenting their grievances	Raise the baseline by 25%	by 50%	Public Relations Dept. Public education through the media & other forums to ensure dissemination & understanding of the procedures of grievance redress <u>Research Dept.</u> Research for better methods & procedures of grievances redress <u>General Admin.</u> * Commission supervision, running cost & capital equipment	140	240	340		
		More grievances presented for redress and less cases of people taking the law into their hands					120	240	360		
							2,094	2,443	2,309		
Development of Institutional and Human Resource Capacity	Enhanced coordination, application and development of knowledge and skills of public servants	Proportion of Goss Institutions that conduct training that report on the effectiveness of training to MoHRD	40%	70%	100%	Coordinate and conduct a comprehensive training needs assessment Establish a central Goss training database Develop and disseminate training policy Assist in introduction of	1,600	2,800	600	MoHRD	P1
							300	250	100		P2
							500	300	200		P1
							-	585	-		P3

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		Baseline:20%				performance management system Construction of MDI	2,000	15,000	13,000		P4
Promotion of Foreign Relations & International Cooperation	Enhancement of Diplomatic Relations and international cooperation of the new State,	Number of International Treaties acceded to: -UN constituent Instruments -Succession in respect of Treaties, debts etc -Human Rights/Statelessness Instruments -Telecommunication Instruments -Diplomatic/Consular relations -WTO agreements -Agreements on Fiscal matters -Climate Change -Terrorism and Organized	10	25	50	Accede to 40 - 50 International Treaties to meet the requirements of the new emerging State to the Community of Nations;	N/A	N/A	N/A	Ministry of Regional Cooperation (MRC) After 9th July 2011 Ministry of Foreign Affairs and International Cooperation	

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		Crime Instruments									
		Number of International & Regional Organizations membership applied for: (a) UN, ITU, ICAO, UPU, IMF, World Bank, WTO, EU & (b) AU, IGAD, EAC, Nile Water Basin Initiative, African Development Bank, Cotonou Agreement, etc;	(a) 4 (b) 3	(a) 5 (b) 5	(a) 7 (b) 7	Meet subscription requirements of at least 8 to 10 Regional & International Organizations;					
		Number of permanent Missions open: UN, AU, ICAO, WTO, IGAD etc;	2	4	6	Rent at least 5 offices and transfer staff to manage membership at these Missions;					
		Number of International Border regimes Agreement of which South Sudan is signatory to with	5	6	6	Succeed to 5 International Border regime agreements; Sign one additional Border regime agreement with the Republic of North Sudan; hold Joint Bilateral International Border Commissions at least once					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		neighbouring countries; Kenya, Uganda, Ethiopia, Central Africa Republic, Congo, Republic of North Sudan;				per year with neighbouring countries as necessary;					
		Number of regional and international recognition for the new state;	53	77	127	Send 12 delegations to 12 regions of the world;					
		Foreign Service Law rules & regulations enacted;	1			Research & drafting process;					
		Upgraded 22 existing Missions/Liaison offices to Embassies and Consulates;	22			Raise South Sudan representation overseas to Diplomatic standard;					
		Increased the number of Embassies & Consulates from 22 to 35;	22	28	35	Open 15 new Embassies & Consulates;					
	Strengthening institutional, organizational &	New systems and structures established:	1a,b,c,d,e	1b,c,d,e	1b,c,d,e	Restructure to conform to Ministry of Foreign Affairs & International Cooperation;					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
	personnel capacities of the new ministry	-Diplomatic ranking structure									
		-Financial system									
		-Reporting system									
		-Performance appraisal system									
		-Documentation system;									
		Foreign Service Law, rules & regulations enacted;	1			Research & drafting process;					
		Increased staffing level from 257 to 407 staff members;	307	357	407	Recruit 150 new relevant staff;					
		3 departments upgraded to Directorates;	3								
		Purchased premises overseas to reduce high rental cost;	2	4	6	Buy 6 State-owned premises overseas;					
		Established institutional infrastructure:	1a & d	1b & d	c & d	Construct 1 Headquarters premises, 1 Diplomatic Institute and 1 Diplomatic					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Local Government Policy and Decentralization Activities Coordination	To establish and strengthen Local Government Councils for effective service delivery	-New Ministry building, -Diplomatic Institute, Diplomatic Club, -new communications systems;				Club & ICT systems;					Act. 1 (1 st priority)
		Trained 270 staff;	90	180	270	Induction & general training courses;					
		Trained 90 staff;	30	60	90	Advance training;					
		Specific skills developed;	30	60	90	ICT, Managerial, conflict resolution & negotiation skills;					
		Proportion of Local Government Councils able to meet national standard guidelines of performance. Baseline: 0% , study to be conducted	20%	50%	75%	1. Support the design and development of County Planning and Budgeting Systems in the 79 Counties. Pilot and maintain Project funding /financing system by county authorities	3,253	3,255	3,290	LGB	
		Number of Councilors (total 2770)	1385 Councilors and	706 Councilors and	679 Councilors and	2. Create and establish Local Government Councils. Carry out consultations for the creation of LG Councils		12	2		Act. 2 (2 nd priority)

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		and Chiefs (1285) trained	595 Chiefs	360 Chiefs	330 Chiefs	In the 10 state of South Sudan Survey and demarcate proposed boundaries of LG Councils Warranting of establishment of approved councils 3. Train elected Councillors and Chiefs.	42,530	22,898	15,229		Act. 3 (3 rd Priority)
Intergovernmental policy and co-ordination	Improve coordination, communication and implementation of GoSS policies to States and Independent Commissions	Number of States that implement Governor's forum (GF) resolutions and recommendations	Conduct baseline of degree of implementation in all States	Eight States implementing GF resolutions successfully	Ten States implementing GF resolutions successfully	1. Conduct Governor's forum twice a year 2. Conduct Study Tour on Decentralisation (IGC) of two senior State Officials to a regional country. Approximately five States per year 3. Train all ten State Liaison Office Coordinators in effective inter-governmental policy coordination and communication development 4. Evaluate degree of implementation of Governors' Forum Resolutions/Recommendations at State level.	350	550	1,400	OoP	4,1,3, 5, 2
							200	300	400		
							50	60	70		
							200	200	250		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Labour Administration	Improved and conducive environment for labour market	Number of functional labour market laws & policies Baseline 1 Number of policies disseminated and implemented Baseline 0 Number of Vocational Training Centers and State offices fully functional Baseline VTC =3 + 7 state offices	Law = 1		Law 1	5. Equip and Supply States Affairs Office in Juba	25	0	5		
						Finalise Labour Act.	10	-	-		1
						Lobby for Enactment Labour Act	-	-	-		2
						Develop and put in place employment policy	25	-	-		
							160	120	125		
							15	-	-		3
							115	105	105		4
						Disseminate Labour Act.	6,350	3,500	3,500		5
						Develop trade union laws and policies	6,350	3,500	3,500		6
						Develop and put in place vocational training policy and curriculum					7
			VTC 47% State Offices 47%	VTC 73% State Offices 73%	VTC 99% State Offices 99%	Establish 2 vocational training centers					8
						Establish three state offices					
						Recurrent Expenditure	5,057	5,563	6,119		
						Salary	1,375	1,513	1,664		
						Operation Cost	655	852	1,107		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						appropriates of public service policies and their implementation	3,430	20	20		
						Conduct baseline survey on compliance to chamber decisions					
						Construct EJC head office					
						Purchase vehicles for 7 states offices					
						Pay salaries and allowances to GOSS Employees s					
						Conditional transfer to states salaries, operating and capital expenditures	1,700	1,700	1,700		
Presidential Operations	Enhanced quality of support to the Presidency	Number of internal and external complaints received related to presidential operations	0	0	0	Provide security to the President and Vice President.	746	800	850	OoP	
						Coordinate and arrange for travel of President and Vic President.	26,000	27,000	27,500		
						Coordinate meetings and					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						manage protocol for President and Vice President.	653	653	653		
						Manage State House and other Presidential Residences	557	567	570		
						Complete renovation of President's Office.	12,000	0	0		
						Construction of Special Presidential and VIP Lounge at Juba airport.	57,000	0	0		
						Purchase of VIP cars for 9th July celebration	7,800	0	0		
						Construction of the Presidential Guesthouse and any new needs	36,801	36,900	37,000		
						Manage Office of the President and the Vice-President.	1,500	2,000	2,000		
						Arrange for study tours and internal Ministry strengthening activities.	42,000	43,000	43,000		
						Presidential Donations					

8.1.2 Economic development

8.1.2.1 Economic functions

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Development of Trade, industry and private sector in South Sudan	To Enhance the Competitiveness , innovative capacity and thus productivity of southern Sudanese enterprises.	1-Percentage Increase in trade(Export market) Baseline in 2010 = 0%	5%	10%	15%	1.1 Develop enabling and effective trade/industry laws & policy framework.	940	1,200	1,800	MCI	P1:Activity: 1.5, 1.1, 3.2, 2.1 P2: Activity: 1.2, 1.3, 3.1, P3: Activity: 2.4, 1.4, 2.2, 2.3
						1.2 Establish export promotion department and Strengthen export strategic capacity	1,400	3,200	4,700		
						1.3 Develop export diversification strategies.	1,300	3,000	2,000		
						1.4 Facilitate domestic & international market access to MSME sector.	800	1,100	1,500		
						1.5 Conduct market assessments, baseline survey and data updates.	500	1,400	1,700		
						2.1 undertake feasibility studies and privatization of the South's 7 defunct industries.	6,600	7,900	9,400		
						2.2 Construct one wholesale commodity market and trade fair centre.	0,700	1,400	5,000		
						2.3 Development of grades and standards (Build at least one lab at the level of Goss)	2,500	2,700	4,300		
						2.4 Improve producers' agribusiness skills (youth and women self-help group/cooperatives)	1,600	2,900	3,300		
						3.1 Develop and facilitate	1,200	1,600	2,100		
		2. Percentage Increase in Domestic Production Baseline in 2010=0	5%	10%	15%						
		3- Number of local	300	500	1000						

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Development of Energy, Minerals and Mining Sectors	To promote and improve the exploration, development, production and utilisation of South Sudan's mineral, oil and other energy resources.	enterprises. Baseline in 2010= 45 Source= MCI				appropriate entrepreneurship strategy & development programs (operation & management skills in SMEs, business forums, training tools, expert/consultant).				MEM	P1=2.1 P2=3.1 P3=4.2 P4=6.1 P5=6.2 P6=2.3 P7=5.1 P8=5.2
						3.2 Facilitate access to financial support for local enterprises (through loans & grants).	0,500	7,500	5,000		
						3.3 organized and improve physical market infrastructures (MIS, market stalls, cubicals etc	5,500	6,500	8,500		
						1.1. Capacity development of the artisanal and small scale miners.					
						1.2Promotional campaigns for the minerals industry by conducting a mineral exhibition in South Sudan.					
						2.1 Enforcement of the mining and petroleum laws and regulations and computerisation of mining cadastre and petroleum blocks systems and production of concession maps.					
						2.2 Monitoring of the exploration & mining activities to ensure best practices					
						2.3Sensitisation of the mining community on exploration and mining by foreign companies.					
		1.Mineral markets and miners associations Baseline 2010= 0	Organizing and establishing one artisanal miners associations	Establishment of one formal minerals market	Further establishment of another minerals market.						
		2. Award new licenses and attract new mineral and oil exploration companies. Baseline = 17 licensed minerals companies 2010. Source: MEM mineral development records	20	25	30						

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		3 Geological and mineralogical maps and data. Baseline= <5%	10%	20%	30%	3.1 set-up of well-equipped geo-scientific lab for rocks and minerals analyses					
						3.2 Establishment and setup of a professional library					
						3.3 Carry out field traverses and mapping of selected areas of high priority					
						4.1 Build 2 mini hydro on River Yei					
						4.2 Feasibility study for Fula Rapids hydroelectric power plant					
						5.1 Building of three fuel depots a processing centre PTC in South Sudan.					
						5.2. Conduct feasibility studies for 2 refineries and one pipeline					
						5.3. Conduct Reservoir evaluation and monitor production development					
						6.1Establish data management system with HW/SW					
						6.2Transfer petroleum data from Khartoum					
	6. Establish a petroleum resource account Baseline 2011 =0 Source=MEM	Establish petroleum database		Acquire additional geo data	Complete interpretation and prepare accounts	6.3Acquire and process geophysical data					
						6.4 Interpret data and complete risk assessment					
						6.5Procurement of mining Cadestry equipment and tools					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking	
			2011	2012	2013		2011	2012	2013			
Improve access to public information	Increase access to Public Media and improve the broadcasting quality of the Radio and the TV. in the Whole South Sudan	1.1 Number of Licenses issued for F.M. Radios and Newspapers. Baseline=32 F.M Baseline =8 Newspapers Source -- MOI	32	35	38	Sub Total 1.1 Enactment of the four bills for Public Information, Print media, and Broadcasting 1.2 Issuing of Licenses	-	-	-	MOI/ SSR&TV		
			8	10	12		-	-	-			
							-	-	-			
		2. Number of States that have Radio Relay Station Baseline = 0 Source: - SSR&TV	4	10	10	2.1 Procurement of Radio Broadcast equipment, 2.2 Constructions of Radio Studios and Relay stations	9,457	1,710	-			
							7,430	196	-			
		3. Average TV Broadcast Time Baseline: 6 hours /day Source: - SSR&TV	8	12	18	3.1 Construction and equipping of TV Studio, 3.2 Procurement of TV O.B. Van	-	20,233	-			
							-	7,360	-			
						4.1 Relocating of Radio Transmitter 4.2 Consultancy Work for Design of a multi-storey Complex 4.3 Capacity building	-	-	180			
						Sub Total	90	144	180			
					16,977	29,643	6,360					
Development, provision, and management of Electricity power Supply	To increase the generation, transmission and distribution of sustainable	Number of customers connected. baseline 2010 = 22,000 customers	31,500	41,000	48,000	1.1 Procurement and installation of distribution equipment (conductors, insulators, conductor support towers, electric poles, and	9,000	7,880	7,890	SSEC		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
and reliable electricity		Installed capacity in Mw. Baseline 2010 = 27.4 (Mw) Source: SSEC Directorate of Planning and Projects.	36.4	76.4	96.4	transformers) (Wau)					
						1.2 Procurement and installation of prepaid meters (single phase, three phase, and high currents)	15,000	15,000	8,800		
						1.3 Operations & Maintenance ,(Fuel and Lubricants)	246,340	462,680	720,400		
						2.1 To complete construction and operation of Bor, Yambio, and Rumbek (3 Mw each)	8,100	-	-		
						2.2 Procurement, installation and operation of 40 Mw generators in Juba.	90,000	70,000	20,000		
						2.3 Construction of 1X11/33 KV Step up sub-station in Juba	800	750	465		
						2.4 Construction of 3X33/11 KV step down substations in Juba	800	750	470		
						2.5 Construction of 3X33 KV/11 KV feeder lines in Juba.	4,000	3,500	3,300		
						2.6 Extension of the existing distribution network system in Juba.	9,000	8,200	8,000		
						2.7 Procurement, Installation & operation of a 5 MW plant at Torit, Kwajok, Aweil & Bentiu respectively.	25,000	30,000	35,000		
						2.8 Construction of Distribution network systems at Torit, Kwajok Aweil & Bentiu	15,000	15,000	18,000		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		Number of MW tapped into through interconnection of 220 KV transmission line from Renk town to Malakal (320 Km) Base line 2010 = 40 Mw	40	80	140	3.1 Signing of Bulk Power Purchase Agreement (BPPA) with Northern Sudan Power Authority	200	100	100		
						3.2 Procurement of materials (capacitors, Reactors, towers, three substations for Melut/Folouj, Jalhag and Malakal)	See3.4	See3.4	See3.4		
						3.3 Construction of (3X 60 MVA) substations in Melut/Folouj, Jalhag and Malakal	See3.4	See3.4	See3.4		
						3.4 Construction of a 220 KV transmission line from Renk to Malakal (320 Km).(3.2/3.3/&3.4)included	67,500	-	-		
						3.5 Construction of distribution networks in 3 substations (Melut/Folouj Jalhag and Malakal)	11,300	12,400	14,930		
						3.6 Extension of Malakal and Renk distribution networks	-	-	-		
Establish and improve telecommunication, postal services and T	To increase coverage, access, usage and Literacy of ICT and Postal Services in South Sudan	1. Number of counties with at least one base Telecom station Base line : 2010=61 Source: Telecom Services Providers & MTPS	67	73	79	1.1 Processing Country Code & Internet Domain Name	600	600	600	MTPS, Telecom Operators & Courier Services Providers	(a) Activities 1.1 1.2 1.3 2.1
						1.2 Full ITU membership application	165	165	165		
						1.3 Procurement of Spectrum Management machine	600	600	600		
						1.4 ICT Institute	2,000	2,000	2,000		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		2. Establishment of exchange office & opening of states offices Base line: 2010=4 Source: MTPS	8	10	12	2.1 Establishment opening of exchange office & Airport operation Unit	27,560	43,388	32,194		1.4 (b) Activities 2.2 2.3
						2.2 UPU/PAPU Membership & Contractual Consultancy	330	330	330		
						2.3 Hiring for reproduction & Printing of Postage stamps	3,598	4,000	400		

8.1.2.2 Infrastructure

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Roads & Road Transport Development	Improved interstate, trunk and feeder roads routinely maintained on sustainable basis and roads safety to enhance economic growth	Length of asphalted trunk road network under construction/completed Baseline: 0 km	150 km	500 km	752 km	Ongoing or funded activities: - Design and Construction of Juba-Nile Bridge (JICA) -Construction of 192km of road (Juba-Nimule) to DBST (USAID). - Operationalize newly created Roads Authority -Implement roads policy, strategic plans and roads design specifications -Capacity building for engineers and technicians Additional activities: - Construction of the remaining 560 km of trunk roads to DBST ⁶⁹ , Juba-Yei-Kaya (240 km), Juba-Torit-Nadapal (320 km) -Feasibility studies (including ESIA) and detailed designs of main trunk and interstate roads (3000 km)	1,500 200 500 0 2,500	15,000 450 750 748,200 30,000	30,000 500 900 730,820 27,500	MTR/States and DP	
			363km	1065km	2000km		0 0	7,000 146,450	6,000 315,375		

⁶⁹ Double Bitumen Surface Treatment

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Air, River & Rail Transport Development	Air, river and railway transport facilities are established and improved to meet	Baseline: 363 km of interstate and feeder roads constructed to engineered roads standard in 2010				designs (637 km) -Construction of 1,637km of interstate and feeder roads to engineered standard (Juba-Mundri-Muvolo-Rumbek-Wau-Aweil), (Juba-Terekeka-Yirol-Leer), and other priority feeder roads				MTR States and DP	
		Length of roads under maintenance with safety provision Baseline: 1750km of roads is under maintenance and safety provision.	500km	2,000km	4,500km	Ongoing or budgeted activities: -Maintenance of 1000 km of interstate roads and bridges -Installation of roads safety signs -Rehabilitation of roads Additional activities - Maintenance of 12,500km of interstate and feeder roads (including bridges) -Improvement of black spots -Installation of three weighbridges on the main entry points to South Sudan. - Establishment of Roads Maintenance Fund	375,406	500,000	650,000		
		Number of airports meeting ICAO minimum standards	1	3	5	Ongoing or budgeted activities: -Upgrading of the 6 states airports to meet ICAO standards	33,000 1,333,000	300,000 1,300,000	500,000 1,500,000		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
	minimum standards and facilitate access to markets	Baseline: None of the airports in S. Sudan meet ICAO standards				- Upgrading and expansion Juba Airport to international standards - Capacity building for professionals, and ground engineers					
						Additional activities -Extension of the runway by additional 900m -Supply of Specialised safety and security equipment for Juba Airport. -Installation of Radar to monitor South Sudan Air space. -Establishment of a civil aviation authority					
		Length of river channels navigable to Maritime Standards Baseline: 0	0km	900km	1500km	Ongoing or budgeted activities - Capacity Building for senior and junior staff on port management - Dredging of 1,500 km of river channel along the River Nile - Installation/provision of Navigation Aid. -Upgrading of Juba river port to maritime standards Additional activities: - Install cargo handling facilities for port in Shambe,	21,500	600,000	350,000		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		Length of rail line operationalised and constructed Baseline: 0 km (250 km of rail line partially operational)				Bor, Adok, Malakal, Renk, Malut Ongoing or budgeted activities - Rehabilitation of Houses along Wau-Aweil-Babanusa Rail-Line - Feasibility Study on Wau-Yambio-Rumbek-Juba-Tort-Nimule Rail Line - Capacity building for senior and junior staff on rail management Additional activities: - Establish an institution to manage and regulate railway transport - acquire necessary assets to operate rail lines - Construct additional 150km of rail line					
			100km	250km	400km		3,000	15,000	350,000		
							3,000	3,000	350,000		
Housing Development & Physical Planning	To facilitate acquisition of dignified housing	percentage of population that has access to dignified housing (Baseline: 12% in 2010)	14%	17%	20%	Ongoing or budgeted activities: - upgrading of slum areas in 3 towns - Pilot housing scheme for 1000 families of civil servants at GoSS and State level - Construction of storage and building material testing	500	2,000	1,000	MHPP, States	
							50,000	100,000	100,000		
							1,000	2,000	4,000		
							100	200	200		
							500	2,500	25,000		
							21,000	25,000	25,000		
							350	750	1,000		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Development, Provision and Management of Urban sanitation	Facilitate access to improved Urban Sanitation	Percentage of urban population with access to	38%	40%	42%	facilities - South Sudan Housing Policy, legal framework and regulations adopted and dissemination - Development of urban master plans for the remaining 6 state capitals - Routine maintenance of GOSS and State buildings -Capacity Building, training and research					
						Additional activities: -Acquisition and development of gazetted land and land bank in all 10 states for construction of 5000 housing units through private sector engagement (e.g. planning, provision of infrastructure and public utilities) - Construction of 500 housing units for vulnerable groups in all 10 states - upgrading of slum areas in 7 towns	500	5,500	4,000	MHPP, States	
						Ongoing or budgeted activities - Maintenance and operation of sewage and	150 650 500	200 400 1,000	300 1,000	MHPP, States	

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Facilities		improved sanitation. Baseline: 36.8% of urban population have access to sanitation facilities				solid waste management facilities in Juba town					
						- carrying out feasibility studies for the construction of oxidation ponds, landfill sites (MDTF)					
						- Needs assessment and capacity building for urban sanitation carders at GOSS and States level					
						Additional activities					
						- Rehabilitation and enlargement of sewage and solid waste management facilities in Juba town					
						- Scaling up of sanitation activities in the state capitals and other major towns (e.g. construction of oxidation ponds, landfill sites, provision of vacuum tankers, solid waste vehicles and garbage containers.)	250	4,500	300		
						- carry out pilot projects for economic viability of public-private partnership in management of sewage and solid waste services, incl. identification of standard unit costs for sewer and solid waste services					
						- Establishment of a legal,					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						institutional and regulatory framework for urban sanitation, incl. consultation with States for sanitation management - Establishment of management structures and supply chains for operation and maintenance of sanitation facilities					
Development, Provision and Urban Water Facilities	Accelerated provision of safe water to urban areas	percentage of urban population with access to potable water Baseline: 34% ⁷⁰ in 2010	35%	38%	45%	Ongoing or budgeted activities - Rehabilitation and extension of urban water supply systems in and Wau (USAID), piloting in Yei (GIZ) -Operating costs SSUWC HQ and areas - Salaries for SSUWC HQ and areas - Construction and equipping of SSUWC offices - Capacity development for urban water carders (USAID, JICA, GIZ) - Feasibility studies, designs	15,000 2,250 6,000 1,600 2,500 4,000	4,000 4,500 12,000 1,600 4,000 7,000	4,000 4,500 12,000 1,600 2,100	SSUWC	

⁷⁰ As per the 2010 Southern Sudan Household Survey, the overall access levels to safe water and improved sanitation in South Sudan are 67.7 % and 14.6% respectively. However, 30-50% of the existing drinking water facilities are non-functional. This translates to a low coverage rate of about 40%. These figures do not take into account poor water quality due to uncontrolled human excreta and solid waste disposal. Further, according to the definition of access to improved source of water by WHO, which recommends 30 minutes for a round trip to collect water, the access decreases to approximately 34%.

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						for water supply systems in Torit, Rumbek, Kuajok, Aweil, Bentiu, Yambio, Bor (MDTF) and Yei (KfW)					
						Additional activities - Operationalisation and maintenance: 1. metering system (incl. supply of equipment) towards improvement of billing and customer service, etc.; 2. repair and extension of distribution networks and consumer connections; 3. establishment and equipment of urban water maintenance teams - Construction of new water supply systems in Juba (JICA), state capitals, Yei (KfW), and other major towns - Upgrading and absorption of periurban small water systems under urban water supply management - Improve and sustain the supply chain for water treatment chemicals - Skills and knowledge	7,500 150,000 2,000 5,000 600	10,000 250,000 4,000 8,000 1,000			

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Water Resources Management, Development, Utilisation and Provision of Sanitation Services	Sustainable management of water resources to enhance access to safe water and improved sanitation services; and other uses	Percentage of rural communities with access to safe water Baseline: 34% in 2010	36%	38%	40%	development and trainings for urban water personnel				MMWRl, States	
						Ongoing or budgeted activities by MMWRl	1,083	2,166	2,166		
						- Salaries and operational costs of the Directorate of RWSS	4,580	4,330	4,310		
						- Construction/rehabilitation of water supply facilities for 87,500 people - Promote handling of safe water		100	100		
						Ongoing or budgeted activities by DPs	27,130	20,450	6,105		
						- Construction/rehabilitation of water supply facilities, including community-based management systems with representation of women (MDTF, UNICEF, BSF, Egypt, etc)	336	336			
						- Strengthen management capacity of State Directorates to supervise and monitor drilling (MDTF) - Strengthen O&M capacities at state, county and community levels through training, supply of spareparts, equipment/tools and establishing mobile maintenance teams in	579	189	189		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						countries (MDTF, UNICEF, SDC, etc)					
						Additional activities -Operationalise and sustain information management systems (e.g. for established facilities and resources) - Construction/rehabilitation and upgrading of water supply facilities, incl. guinea worm endemic villages - 100 safe water points for institutions (health centres, schools commercial places)	200 25,00 3,000	200 50,00 3,000		MMWRl, States	
						Ongoing activities by MMWRl - Construction of public latrines in 10 towns to be managed by women and youth groups	150 150 150			MMWRl, States	
		Percentage of rural communities with access to improved sanitation Baseline: 9.3 % in 2010***	10%	12%	15%	Ongoing or budgeted activities, DPs - Construct 200 institutional latrines in health centres, schools (MDTF, UNICEF, BSF) - Construct 3698 household latrines (BSF) - Training of WASH committees and hygiene promotion in communities and schools, incl. HIV/AIDS	5,373 4,165 1,875	1,572	60		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						(MDTF, BSF, UNICEF, GIZ, SDC)					
						Additional activities - Scaling up improved sanitation through participatory approaches (e.g. CLTS) - Construct 200 institutional/public latrines - Training of WASH committees and hygiene promotion in communities and schools, incl. HIV/AIDS	15,000 3,000	20,000 4,200			
		Increase volume of fresh water harvested and stored Baseline: 1 mil. m³ 2010	2 mil. m³	4 mil. m³	7 mil. m³	Ongoing or budgeted activities, MWRI - Construct 2 water storage structures (120,000m³) - Development/operationalisation of legal, institutional and investment framework as per the GOSS WASH Sector Strategy - Salaries and operational costs for Directorates of WRM and General Administration - Construct and equip state offices, stores, laboratories - State transfers for salaries and operating costs	1,500 250 3,820 4,400 2,500	1,500 500 7,640 5,534 5,000	250 7,640 4,150 5,000	MWRI, States	
						Ongoing or budgeted					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						activities, DPs -Construction/rehabilitation of 15 water storage structures (560,000m³) (MDTF, SRF, BSF) -Construction of laboratories and perimeter walling in States (MDTF)	6,617 2,000	9,050 4,510			
						Additional activities - Secure funding and start construction of Sue multipurpose dam (2bcm) (designs by Egypt). To be coordinated with MEM and others - Construction/rehabilitation/ restoration of 30 haffirs, barriers and ponds (5 mil. m³) (10 sites identified under MDTF) - Acquire land and construct Ministry Headquarters building		600,000 17,000 4,000	600,000 21,500 6,000		
		Length of rivers opened and flood control dykes embanked Baseline = 0 km in 2010	100km	300km	1000km	Ongoing or budgeted activities, DPs -Opening of 500km of blocked water courses in Bahr el-Ghazal Basin (Egypt) Additional Activities - Opening of 250km of	6,550	13,100 9,750 15,000	13,100 9,000 15,000	MWR/I, States	

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						blocked water courses in Sobat Basin (assessment by AfDB) - Carryout surveys and dredging of blocked water courses in Lakes					
		100km				Ongoing or budgeted activities, MWRI - Embank 50 km of flood control dykes	3,250	6,000 20,250	26,000		
		200km				Additional activities -Embank 250 km of flood control dykes					
		300km				Ongoing or budgeted activities, MWRI - Establish/rehabilitate 31 gauging and 19 discharge measurement stations - Establish 4 groundwater observation wells - Installation of survey and other water data equipment -Salaries and operational costs for the Directorate of Hydrology and Survey and the Directorate of Planning	100 1,489	3,900 140 200 2,978	5,850 140 200 2,978	MWRI, States	
		2%	8%	10%		Ongoing or budgeted activities, DPs - Map, assess and monitor water resources in Kurun, Northern Bahr el- Ghazal	4,900 75 3,100	4,411 150 3,100	2,629 150 3,100		
	Area mapped/assessed for water resources (Baseline 0%) and cultivable area in feddan (fed) covered with irrigation facilities (Baseline 2,000)										

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						State, Sobat Basin, Yei (MDTF, SDC, AfDB, GIZ) -Mainstreaming groundwater into Nile Basin management (IAEA/GEF) -Establishment of 9 river measurement stations including provision of boats (Egypt) - Capacity development and training for WASH professionals, including secondary school leavers youth who have entered into service (MDTF, GIZ, NBI, UNICEF, Egypt) - Rehabilitations and extensions at Amadi Training Centre (MDTF)	4,050 1,675	3,900 1,675	2,250		
						Additional activities - Water resource assessment in Upper Bahr el-Jebel sub-basin (27,000 km ²) (studies by Netherlands) - Establishment of meteorological stations - Completion and operationalisation of Amadi as training, maintenance and research centre (concept paper prepared by	2,250 200 4,500	2,250 100 6,000			

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
			3,000 fed	6,000 fed	10,000 fed		11,750 2,783	15,670 5,566 32,000	11,750 5,566 56,000	MMWR, MAF	
						Ongoing or budgeted activities, MMWR - Construct/rehabilitate irrigation infrastructure covering 3,600 fed to pilot/demonstrate water management for agriculture -Salaries and operational costs of the Directorate of Irrigation and Drainage Additional Activities -Scaling up irrigation development covering 4400 feddans. To be carried out in collaboration with MAF under public-private partnership ⁷¹ .					

⁷¹ The costs indicated shall be split among GoSS and private sector investors.

8.1.2.3 Natural resources

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Agriculture and Forestry	To increase crop production and land/ vegetation cover.	1. Sustained increase in cereal crop production, and overall production increase of other major food crops. <i>(baseline 2010: estimated traditional sector cereal production was 0.695 million Mt - last 5 years average was 0.744 million Mt)</i>	n.a.	n.a.	Cereal production consistentl y above 1.0 million Mt per year	Support for developing capacity of sector institutions and facilities , for formulation of institutional frameworks, policy design, project formulation, and for effective <i>coordination of development support</i> provided by international partners; including international expertise support for preparing a sound scientific and technical foundation for the elaboration of a long-term Agricultural Development Master Plan based on a thorough Agricultural Sector Review .	1.6	3.0	4.0	MAF/ Directorate of Agriculture	1
						Support for increasing food crops production through increased productivity (access to inputs and technology, including crop protection, irrigation and water harvesting schemes, mechanization and post-harvest facilities).	17.0	32.0	35.0		
						Support for improving preparedness for, and effective response to, food and agricultural threats and emergencies .	6.0	20.0	20.0		
						Support for improving the reintegration (through agriculture production) of returnees , including land tenure security and conflict mitigation, and related support for DDR programmes for reintegration of ex-combatants in the agricultural sector.	9.0	45.0	45.0		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Animal Resources and Fisheries	To increase production of livestock and fish commodities.	2. Gradual and sustained increase in tree vegetation cover through tree planting, reforestation and forest protection. <i>(baseline 2010: 21,396,199 hectares of natural trees and plantations – FAO/EU SIFSIa land cover database)</i>	n.a.	5 additional tree nurseries established	5 additional tree nurseries established <i>(additional 1.2m hectares)</i>	Support for agricultural extension services, research and training.	13.6	15.0	17.5	MARF	6
						Support to forestry extension, research and training; Support to reforestation, and developing plantations for wood and non -wood production.	9.9	12.0	14.0		
						General Administration	7.9	9.0	10.5		
						Transfer to development projects (rice, sorghum and maize) for production in irrigated and rain fed mechanized agricultural schemes	0	10.0	15.0		
						State transfer	15.0	20.0	30.0		
						Sub-total	80.0	166.0	191.0		
						Institutional and policy development, monitoring and review.	1.8	3.5	5.0		
						Support to animal health delivery services, including epidemic surveillance.	6.3	7.0	8.0		
						Develop animal production and range management capacity (dairy, beef, poultry, and emerging livestock).	1.0	6.9	8.7		
						Enhance marketing and investment capacity for livestock sectors. <i>(figures to be reviewed)</i>	-	-	-		
		1. Gradual and sustained increase of production and market supply of meat and milk. <i>(baseline is MARF Strategic Plan 2006-10 and 2010 MDTF project assessment report)</i>	4,750 lt of milk	5,000 lt of milk	5,250 lt of milk	Develop capacity for research and extension service delivery.	3.5	4.5	6.4		
			2. Sustained increase of production and market supply of fish	60,000 Mt	80,000 Mt	100,000 Mt	Enhance marketing and investment capacity for fisheries sectors; Develop capacity for fisheries and aquaculture	2.1	5.6	9.0	

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		(baseline 2010: estimated by GTZ/FAO survey report fresh fish production/catch was 40,000 Mt)				sector. (figures to be reviewed)					
						General Administration	10.2	12.0	15.0		
						State transfers	19.0	30.0	35.0		
						Sub-total	43.9	69.5	87.1		
Wildlife and Tourism	To protect wildlife populations and promote related tourism activities.	1. Wildlife: Increase in number of square kilometres under improved protected area management (baseline 2010 ⁷² : 16,000 km ² (19%) of a total area under national parks and games reserves of 85,045 km ² - MWCT/WCS GIS database, 2011)	n.a.	n.a.	increased to 38% (32,000 km ²) of PA estate by 20%	Anti-poaching and law enforcement	39	60	75	MWCT	5
						Development of protected areas infrastructure	1.2	3.2	3.5		
						Development, review and implement wildlife and protected area policies, laws and regulations	1.1	2.5	3.7		
						Research and Monitoring (including wildlife population surveys)	1.3	2.5	3		
						Conservation education	0.7	1	1.5		
						Develop, review and implement tourism policies, laws and regulations as well as developing a tourism development strategy/ master plan	0.1	5	10		
						Development of tourism infrastructure	3.9	5.5	13		
						Encourage private sector investment in Tourism and Hotel industry, including the development of marketing strategy	0	5	7.6		

⁷² PA management baseline of 16,000 km² represents half of Boma NP and one third of Badingilo NP under improved management (i.e. a preliminary management strategy being implemented on the ground with active ranger patrols). The official total wildlife protected area network (85,045 km²) currently covers six national parks and ten game reserves

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Land Regulation/ Management	To develop, implement and enact land policies and respective laws for land tenure security and conflict prevention.	Land tenure policies and laws enacted and monitored. <i>(baseline 2010: Draft Land Tenure Policy and Draft Regulatory Land Laws prepared)</i>	n.a.	n.a.	Land Tenure Policy and Regulatory Land Laws enacted, implemented and monitored	and production and dissemination of tourism information				Land Commission; Law Enforcement Agencies; Traditional Local Authorities.	3
						Development of capacity building of Wildlife & Tourism Staff	1.8	3.6	5.4		
						General Administration	19.1	30.6	35		
						Sub-total	143	219.2	258.2		
						Development and implementation of land policy and laws for South Sudan.	0.7	2.8	3.0		
						Mediation & Arbitration on land disputes.	0.2	3.0	5.0		
						Research on land tenure and land use and ownership.	0.2	1.7	2.3		
						Provision of offices and institutional set-up at central level and in the ten States to implement land policy & laws.	1.1	10.5	12.5		
						Sub-total	2.2	17.0	22.8		
						Policy formulation and strategy development.	1.9	2.5	4.5	Ministry of Co-operatives and Rural Development	8
Co-operatives and Rural Development	To develop policies/ strategies, and enhance capacity building of rural cooperatives and community based associations.	Increase in number of rural farmers cooperatives established and/or capacity improved. <i>(baseline 2010: 200 rural farmers cooperatives are established - MCRD reports).</i>	300	400	500	Support to cooperatives formation & development.	3.5	15.0	15.0		
						Support to community development.	3.7	10.0	15.0		
						Training, research and outreach for community development.	2.9	4.4	5.5		
						Support for creating an enabling environment for upgrading rural infrastructure, access to rural finance, and marketing.	3.0	15.0	20.0		
						Support to rural livelihoods projects	0	20.0	25.0		
						General Administration	3.5	4.5	5.0		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Environmental Management	To protect and sustainably manage the natural resources environment for present and future generations.	Natural resources protected from significant adverse environmental impacts.	n.a.	n.a.	50% of large scale investment proposals are screened by EIA.	State transfers	7.0	14.0	21.0	Ministry of Environment	4
						Sub-total	25.0	85.4	111.0		
						Development of environmental policies, laws and environmental process	0.5	1.0	2.0		
						Raising environmental awareness.	0.5	2.0	2.5		
						Survey of wetlands and biodiversity of South Sudan.	0.5	1.0	2.0		
						Environmental profiling and research.	0.3	3.5	4.5		
						Development of an Environmental Information Centre.	1.0	7.0	10.0		
						General Administration	3.2	3.5	4.0		
						State transfers	2.5	15.0	17.0		
						Sub-total	8.5	33.0	42.0		

8.1.3 Social and human development

8.1.3.1 Education

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
Enhancing education quality	Provide qualified teachers, academic staff and a relevant curriculum for general education	Teacher:pupil ratio	Overall primary 1:53	Qual. primary 1:87	Qual. primary 1:69	Qual. primary 1:50	Pre-service training of 2,000 primary school teachers at a unit cost of SDG 5,400 per teacher per year	10,800	10,800	10,800	MoE (GoSS and States) Partners	1
			Qualified Primary 1:111 (26,658 teachers)	(34,678 teachers)	(41,715 teachers)	(50,060 teachers)	In-service training of 3,000 primary school teachers at a unit cost of SDG 1,575 per teacher per year	4,725	4,725	4,725		
			Overall Secondary 1:15	Qual. secondary 1:22	Qual. secondary 1:21	Qual. secondary 1:16	In-service training of 2,000 mathematics and science primary school teachers at a unit cost of SDG 350 per teacher per year	700	700	700		
			Qualified secondary 1:24				Recruit 23,402 qualified primary teachers to bring the teacher:pupil ratio to 1:50 based on 92% projection by 2013, at an average salary of 708 SDG per teacher	68,128	127,913	198,813		
							Construct and equip 7 teacher training institutes (TTIs) at a unit cost of SDG 12 million per TTI	840	24,948	58,212		
							Construct and equip 10	1,820	54,054	126,12		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
							county education centres (CECs) at a unit cost of SDG 7 million per CEC			6		
							Strengthen process for teacher accreditation and certification at SDG 450,000 per year	450	450	450		
							Enrol 12,058 students at technical schools at a unit cost of SDG 5,400 per student per year	13,657	19,057	32,400		
							Recruit 1,400 secondary teachers at unit cost of grade 9 salary level per teacher	2,016	11,760	21,504		
							Train 900 secondary teachers at a unit cost of SDG 1,575 per teacher per year	473	473	473		
							Develop routine learning assessment system for primary, secondary and technical schools at a cost of SDG 1 million per year	1,000	1,000	1,000		
							Procure 5.6 million text books for primary, AES and ECD at a unit cost of SDG 10 per text book for 2 years (assume 0.6 textbook wastage)	22,400	33,300	6000		
		Textbook: pupil ratios by subject for primary & secondary	Primary (English & math) 1:4 Secondary (English 1:4, math 1:4, math	Primary 1:3 Secondary 1:4	Primary 1:2 Secondary 1:1	Primary 1:1 Secondary 1:1	Purchase 576,500	5,765	5,765	5,765		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
Increasing access and improving efficiency of the educational system	By 2013 South Sudan is on track to achieve universal access and completion of free primary education and has expanded equitable access to post primary education	Primary, secondary and technical curricula with integrated HIV/AIDS and env. protection	1:5)		Revised curricula HIV/AIDS prevention	Curricula with HIV/AIDS prevention on in use	textbooks for secondary at a unit cost of SDG 30 per text book. Review curriculums for primary, secondary and technical schools at a cost of SDG 2million	400	800	800	MOE (GoSS and States) Partners	2
	GER inclusive of ALP & CGS	Total: 78% Boys: 88% Girls: 61%	83%	87%	92%	Develop and disseminate educational policies at a unit cost of SDG 60,000 per policy area for 20 policies	200	500	500			
	NER inclusive of ALP & CGS	Total: 46% Boys: 53% Girls: 39%	49%	55%	65%	Construct 800 Community Girls classrooms under AES at a unit cost of SDG 10,000 per classroom	1,000	3,500	3,500			
	Classroom: pupil ratio with gender segregated latrines for primary & secondary	Classroom Primary 1:248 Classroom secondary	Classroom primary 1:220	Classroom primary 1:199	Classroom primary 1:185	Construct 4,000 classrooms with latrines at a unit cost of SDG 90,000 per classroom	31,500	76,500	90,000			
						Boarding Schools at a unit cost of SDG 3,000,000 per school.	30,000	105,000	105,000			
						Build 1,250 six-door latrines for primary school	0	9,375	13,125			

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
		secondary	1:52 Latrine Primary 1:85 Latrine Secondary 1:68	Classroom secondary	Latrine primary	Latrine secondary	and water points for boys & girls at a unit cost of SDG 18,000 per unit					
				Latrine primary	Latrine primary	Latrine primary	Build 23 six-door latrines for secondary school at a unit cost of SDG 18,000	180	234	0		
				Latrine primary	Latrine primary	Latrine primary	Improve school environment by planting wind breakers and clearing playgrounds at a unit cost of SDG 2,000 per school for 3,000 schools	3,000	3,000	0		
				Latrine secondary	Latrine secondary	Latrine secondary						
		Dropout rate	Total: 34% Boys: 31% Girls: 48%	Total: 30%	Total: 25%	Total: 15%	Introduce capitation grant for primary, secondary and AES students at a unit cost of SDG 5 per student per school year	14,573	16,013	17,453		
							Introduce bursaries for 5,000 girls in primary and secondary school at a unit cost of SDG 200 per student per year	1,000	1,040	1,080		
		Gross enrolment secondary education	Total: 4% Boys: 6% Girls: 3%	Total: 5%	Total: 6%	Total: 8%	Build 10 model secondary schools (one per state) at unit cost of SDG 6million per school	600	17,820	41,580		
							Build 67 secondary schools (including girls schools) at a unit cost of	14,792	26,104	26,104		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
Enhancing literacy and alternative education	Increase literacy and functional skills for youth and adults and provide alternative and accelerated learning opportunities for out of school children	No. enrolled in TVET	1,529				SDG 1million per school				MOE (GoSS and States) Partners	3
							Construct 3 commercial secondary schools in the 3 greater regions at a unit cost of SDG 3 million per school	0	9,000	0		
							Construct 10 TVET (one per state) at a unit cost of 5million per school	500	14,850	34,650		
		Policy and criteria for measuring literacy competency		Policy and criteria in place	No. of assessment carried out	No. of assessment carried out	Establish adult sub-sector policy and strategy at a unit cost of SDG 60,000	60	0	0		
		No. of adults enrolled in functional adult literacy by gender	Total: 225,000 Men: Women:	Total: 300,00 Men: Women:	Total: 400,000 Men: Women:	Total: 600,000 Men: Women:	Ensure 600,000 adults are able to read and write at a cost of SDG 6 million for 3 years	2,000	2,000	2,000		
		No. of children and youth enrolled in pastoral communities	11,000				Carry out national mapping of learners and location of AES sites at a unit cost of SDG 50,000 for 3 years	200	300	0		
							Establish capitacion grant for children in pastoralist communities	250	400	700		
		No. AES teachers by gender	Total: 5,714 Men: 90% Women:	Total: 4,000 85%	Total: 6,500 80%	Total: 8,500 75%	Train 8,500 AES/ALP for a period of two weeks at a unit cost of SDG 25	1,225	1,750	0		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
Enhancing institutional and human capacity	Strengthen the capacity of education managers, systems and institutions	and qualification	10% Trained: 44%	15% 55%	20% 67%	25% 80%	per day				MOE (GoSS and States) Partners	4
		Percent qualified education managers by gender and state throughout the system (general and higher education)	20%	35%	50%	80%	Complete South Sudan Institute of Education at a cost of SDG 250,000 per year	250	250	250		
							Provide 30-day training to 2,400 education managers at a unit cost of SDG 30 per day per person	300	750	1,750		
							Construct 20 offices at state and county levels at a unit cost of SDG 900,000	180	5,346	5,346		
							Establish EMIS units at all levels in three years at a cost of SDG 2 million	400	800	800		
		Strengthen annual school census and EMIS at state level	TA with AED and EMIS trained personnel at all levels	Institutional capacity in place	95% EMIS coverage in the states	100% EMIS coverage in the states						
		Sector M&E and reviewed policy framework	ERDF and sector working groups	M&E functional & policy options in place	M&E functional & policy options in place	M&E functional & policy options in place	Establish quality assurance agencies and implementation of inspection exercise at a cost of SDG 500,000 per year	500	500	500		
		Percent budgetary allocation to Ministry	12%	25%	25%	25%	Enact Functional Education Act; formulate Education Sector plan and financing strategy at	500	750	750		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
		of General Education					a cost of SDG 2 million in three years Equip NTCs, TTIs, State and HQs with appropriate resources, incl. furniture, computers and vehicles					
Expanding access to quality higher education	Increase access to, relevance and quality of higher education	No. of students enrolled in HEIs by gender, field and level	14,674 students	20,000	23,000	26,000	Increase access to 26,000 students by 2013 in HEIs by improving scholarships and feeding programs	81,297	94,371	108,298	MOHERST and Partners	5
		No. of academic staff recruited and deployed in HEIs	1,505 academic staff	2,000	2,300	2,600	Recruit and deploy 2,600 staff in 2013 in HEI	94,560	104,016	114,418		
							Establish and equip one national polytechnic in 4 years	5,150	35,000	20,000		
							Construct additional physical infrastructure in 5 existing and 4 newly created HEI	0	40,000	24,000		
		No. of physical infrastructures rehabilitated and constructed	54 lecture halls in 5 existing HEIs	-	40	20		0	12,500	11,200		
			2 administrative blocks in 5 existing HEIs	-	5	4						
								0	8,000	3,200		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
			5 libraries in 5 existing HEIs	-	10	4						
			3 laboratories in 5 existing HEIs	-	6	4		0	15,000	10,800		
			Zero slaughter house for 2 veterinary colleges	-	2	-		0	1,400	00		
			13 Dormitories/ Hostels	-	7	4		0	14,000	8,800		
			31 blocks for staff accommodation	-	50	8		0	20,000	3,200		
			Zero Ministry office complex	1	-	-		5,000	0	0		
			Zero offices complex in 4 newly created HE	-	4	4	Construct 2 offices complex in 4 newly created HEI	0	2,000	2,000		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
		Proved quality assurance guideline & ensure HEIs' programs relevant to national & global development	1990 Higher Education Act Repealed	1	-	-	Establish and equip Council for Higher Education	0	6,000	2,000		
			1,000 trained academic staff	70	330	100	Build capacity of 500 TA and ensure appropriate deployment	2,800	13,200	4,000		
			Zero Research Centre	1	5	4	Establish and equip research and statistical centre in Juba and respective HEIs	1,000	5,000	4,000		
			Zero Admission Centre	1	-	-	Establish and train admission personnel by 2011	1,000	1,500	1,900		
			Zero Private Institutions registered and accredited	2	1	1	Register, accredit, monitor and evaluate private HEIs and their programs	1,000	1,200	1,400		
			No. of science-technological education equipment impounded in Khartoum	1	2	-	Provide modern education equipment e.g. ICT, labs, etc.		6,000	2,000		
			Gradual introduction of cost sharing	75%	50%	25%	Introduce cost sharing modality					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline modality for tuition and fees	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		

Abbreviations Education Sector

AED	Academy for Educational Development	ICT	Information Communication and Technology
AES	Alternative education system	M&E	Monitoring and evaluation
AIR	Apparent intake rate	NER	Net enrolment rate
ALP	Accelerated learning programme	NIR	Net intake rate
CEC	County Education Centre	NTC	National Training Collages
CGS	Community girls schools	TA	Teaching Assistant
ECD	Early Childhood Development	TTI	Teacher training institute
EMIS	Education management information system	TBD	To be determined
ERDF	Educ Rehab and Development Forum	TVET	Technical Vocation education and training
GER	Gross enrolment rate	UPE	Universal primary education
HE	Higher education	USE	Universal secondary education
HQs	Head Quarters	WASH	Water Sanitation and hygiene

8.1.3.2 Health

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
Increasing access to basic health services and health promotion	Reduce maternal, infant and child mortality	Percent of population with access to healthcare	13%	15%	20%	40%	Implement the reproductive health activities in line with the Comprehensive Reproductive Health Strategy (including maternal and neonatal health)	334,562	363,554	379,419	MoH (GoSS and States) and Partners	1
		Percent of births attended by skilled health workers	15%	20%	30%	40%						
		Percent of children 12-23 months fully immunized	2%	20%	25%	30%						
		Percent of children U5 underweight (severe and moderate)	30%	27%	24%	21%						
		Percent of	6%	40%	60%	80%						
		Develop and implement nutrition policies, strategies and guidelines (including provision of micronutrients) and strengthen management and coordination of nutrition activities										

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
	Increase utilisation of health services	children 12-59 months supplemented with Vitamin A										
		Outpatient attendance per capita (contacts per person per year)	0.2	0.3	0.4	0.5	Rehabilitate, construct and equip current service delivery facilities, including 2 tertiary hospitals, 3 secondary hospitals, 17 county hospitals and 500 payam health centres; construct and equip new service delivery facilities, including 1 tertiary hospital, 1 secondary hospital, 30 county hospitals and 237 payam health centres.	91,939 (TBC)	115,055 (TBC)	115,054 (TBC)		
		Percent of women attending 4 ANC visits	10%	15%	30%	40%	See above: Implement comprehensive Reproductive Health Strategy					
		Percent of children receiving three doses of DPT	14%	50%	60%	70%	Expand routine immunisation services					
		Number of bomas and villages	n/a	n/a	n/a	n/a	Introducing outreach services to bomas and villages					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
	Strengthen control of communicable and non communicable diseases	covered by outreach services					Scale up malaria prevention and control	20,906	44,920	36,154		
		Percent morbidity due to common communicable and non communicable diseases	TBD	10%red.	10% red.	10% red.	Integrate TB and leprosy services into the PHC System					
							Improve surveillance of communicable diseases					
							Scale up control and elimination of NTDs					
	Adopt positive health behaviours and lifestyles						Determine the burden and develop strategies for prevention of non-communicable diseases					
							Implement Water, Sanitation and Hygiene (WASH) health-related activities					
		Percent of U5 with diarrhoea treated with ORS	40%	45%	50%	60%	Produce and implement a nationwide health communication and health seeking behaviour strategy and disseminate related health education/promotion	3,185	6,935			
		Percent of households	15%	20%	25%	30%						

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
		using sanitary means of excreta disposal					materials					
		Percent of U5 sleeping under bed net	25%	35%	50%	60%						
Strengthening human resources in the health sector	Increase training and professional development of health workers	Number of accredited training institutions, including colleges, that have met the set MoH standards	5	7	9	11	Rehabilitate and expand Juba and Maridi training institutes and rehabilitate, expand 5 existing training institutes in Yei, Rumbek, Malakal, Torit and Bentiu and construct 1 new training institute in Aweil	1,269	231,811	223,995	MoH (GoSS and States) and Partners	2
							Construct, equip and operate 3 diploma-level colleges of health sciences in Bor, Kwajock and Wau					
							Equip, furnish and procure 36 vehicles for the HTIs and colleges					
							Recruit and deploy 240 qualified tutors for training institutes					
							Develop standard					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
							curricula, policy, manual, plans and strategy for human resources training					
		Ratio of skilled health workers per 10,000 population (MO, CO, MW, N)	MO:0.15, CO:1, N:15	MO:0.2, CO:1.5, MW:0.4	MO:0.2, CO:2, MW:0.6, N:2.5	MO:0.3, CO:2.5, MW:1, N:3	Provide training for 1000 health workers, send 150 national health workers to be trained in specialized health fields					
							Train 200 tutors within and outside South Sudan					
							Conduct in-service training to 7000 health workers and 100 HR Officers at MOH and SMOH					
							Initiate postgraduate studies within and outside the country for 100 students					
							Establish a continuing professional development system that supports career development					
	Improve management of health workers	Percent of health facilities staffed by frontline primary	TBD	20%	30%	40%	Recruit and deploy 3,000 skilled health workers and 500 support staff for the health facilities (teaching, state, county hospitals and primary healthcare	31,762	55,583	55,583		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
		healthcare personnel					centres)					
		No. of hospitals with the required number of specialised staff	3	5	10	15	Recruit 500 expatriate health workers for health facilities Streamline categories and competencies of healthcare personnel Ensure quality control of health personnel					
		Establish functional Human Resources Information System	Number of states with functional human resources information database and trained HRIS Officers	TBD	2	7	10	Develop, update and implement Human Resources Information system at central level and States Implement motivation package for qualified health staff to work in rural areas Establish and equip the training and HR Offices in all the 10 States	28,330	49,578	49,578	
Expanding the pharmaceutical and medical equipment		Ensure the availability of safe medicines and medical equipment	25%	40%	60%	80%	(These activities will be undertaken in tandem to help achieve all of the outcome indicators in this programme area)	77,858	263,636	263,405	MoH (GoSS and States) and Partners	3

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
supply chains		and their rational use					Research/promote local production of essential medicines Procure, store and distribute medicines, medical and laboratory supplies and equipment Transition to "pull" supply system for medicines, medical and laboratory supplies and equipment Strengthen Logistics Management Information System, Inventory Control Systems, Procurement systems Strengthen cold chain infrastructure Develop, implement and monitor regulatory framework and strategic plan for the pharmaceutical sector Promote rational use of medicines					
Strengthenin		Improve	TBD	30%	50%	70%	Establish hospital	1,800	10,500	6,000	MoH	4

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency and States) and Partners	Priority Ranking
				2011	2012	2013		2011	2012	2013		
g the health system management	management of hospitals		0	13	21	28	management team and system Train hospital management staff				(GoSS and States) and Partners	
							Explore opportunities for public-private partnerships to improve service delivery and management					
							Develop and implement integrated community based surveillance strategy that is linked to IDSR	759	2,500	1,500		
			0%	10%	20%	30%						
	Improve disease surveillance		25%	40%	60%	80%	Expand IDSR to all states and counties					
							Ensure timely detection, investigation, reporting and response to disease outbreaks					
			10%	20%	40%	60%	Roll out M&E system to all states					
							Use HMIS and research to inform health strategies					
	Establish a functional referral system		10	40	70	100	Provide 150 ambulances (including boat ambulances) for referral cases to hospitals up to county level	9,000	18,500	500		
			NA	3%	10%	15%	Provide appropriate					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
Strengthening provision of HIV/AIDS services		Reduce prevalence of HIV/AIDS					referral services for women with complications during pregnancy and/or labour and other emergency cases from payam health centres to hospitals					
			TBD	15%	30%	45%	Develop and implement a sector-wide corporate communication strategy and network (in collaboration with Ministry of Roads) to increase access to facilities					
			11%	40%	50%	60%	Conduct education and sensitisation campaigns	15,305	235	28,090	SSAC	5
							Undertake TOTs at state and county level on HIV/AIDS, HBC services, community sensitisation					
							Increase access to condoms					
							Produce and disseminate IEC materials					
			6%	10%	20%	30%	Conduct HIV surveys and surveillances					
							Implement HIV/AIDS comprehensive services					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
							(BCC, VCT, ART, Blood Safety, PMTCT, STI, ART)					
							Strengthen HIV/AIDS M&E system at SSAC states and counties					
			0.005%	1%	2%	2%	Develop/review HIV/AIDS policies, guidelines and strategies					
							Establish and strengthen SSAC institutional and human resources capacity					
							Attend HIV/AIDS national and international conferences					

8.1.3.3 Social protection

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
Introducing a child benefit cash transfer system	Gradually provide families with unconditional child benefit cash transfers nation-wide	Percent of households receiving cash transfer through child benefit		0	10%	20%	Determine cost-effective parameters for child benefit programme, incl. initial age group selection, graduation age, benefit cash amount, etc.	60,000	15,000	15,000	MoGCSW SMODS State Agencies	1
							Conduct feasibility study of payment options for optimal reach of the poor					
							Identify payment service infrastructure/network and implement contracting modalities					
Developing a social protection system	Develop Social Protection institutional framework and capacity	Existence of a set of priorities for a basic social		-	-	Y	Organise nation-wide communication campaign on the programme				MoGCSW SMODS State Agencies	2
							Set up a monitoring system and develop an evaluation framework (effectiveness, efficiency, and impact on the poor)					
							Distribute payments	0	276,000	324,000		
							Conduct a vulnerability analysis throughout the life cycle	900	600	600	MoGCSW SMODS State Agencies	
							Phased implementation of Child Act 2008, including	n/a	n/a	n/a		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
		protection package and implementation plan					establishing independent child commission					
							Assess existing social protection initiatives and their impact on the most vulnerable	200	600	50		
							Identify level of available resources for Social Protection programmes in 2011 (baseline)	200	90	90		
							Develop key directions and measures, incl. assessment of cost/benefits of optional instruments and related financing options for a basic Social Protection package accessible to those in need	200	200	200		
							Enrol inter-agency GOSS and State officials in Social Protection core courses and engage in cooperative exchange with other African states successfully pursuing Social Protection policies and strategies	120	450	90		
		Percent increase in available resources for Social Protection programme		10%	15%	20%	Organise stakeholder consultation, including potential recipients, at key milestones on the	50	50	50		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
							design of the Social Protection system				SSHRC	
							Develop a Social Protection sector governance and coordination framework (Goss/State/Local)	200	120	120		
							Develop and implement training programme for social workers and field officers	4,500	9,000	13,500		
							Conduct additional research and collect disaggregated social sector related data to monitor developments and disseminate results	60	120	30		
							Finalise and issue Policies (Social Security, Health Insurance, Children without parental care, GBU/the disabled)	900	450	450		
							Develop birth, marriage, and death registration systems	800	2,000	600		
							Review enabling legislation in the context of international Human Rights Conventions to which	50	120	30		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
Providing social welfare services	Provide social welfare services to groups in need of special care (disabled incl. from war, deaf, and blind people, war widows and orphans)	community-based social services.	Percent of targeted women, youth and other vulnerable groups who have gained new access to credit and other support modalities				Design community child and youth support services	1,200	3,000	6,000	MOGCSW State Agencies	4
							(community early childhood education day-care centres and youth drop-in centres for at-risk youth)					
							Establish and build capacity of foster family networks and provide material assistance to foster families	1,500	3,000	3,000		
							Compile and disseminate information on available credit schemes, training opportunities and social support programs	900	600	400		
							Develop and implement Monitoring and Evaluation framework	120	60	60		
							Develop disability policy and framework	600	500	100		
							Develop and implement capacity Building program for specialist teachers and support staff (e.g. physiotherapists, technicians etc.)	600	500	400		
		Percent of blind, deaf, and disabled people with access to specialised services	TBD	TBD	TBD	TBD	Construct and refurbish current centres for	2,750	1,950	2,100		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
		No. of registered war disabled, widows and orphans who have gained access to IGA, rehabilitation centres, health and education services abroad	TBD	IGA: 445 Health: 32 Edu: TBD	IGA: 530 Health: 45 Edu: TBD	IGA: 610 Rehab centres: 36,576 Health: 65 Edu: TBD	the blind, deaf and disabled				WDWOC	
							Design and construct residence school for the blind and disabled	800	4,200	850		
							Construct 310 LCH and 6 State Coordination Offices	11,850	17,725	26,600		
							Provide regular and timely updates on the numbers of war disabled, widows and orphans	n/a	n/a	n/a		
							Form and train WDWO IGA groups (details available by type of IGA)	3,300	3,350	3,550		
Developing a National Early Warning System (EWS)	Ensure early warning on potential disasters across South Sudan	Percent of registered WDWOs: 370,797					Develop a national early warning system				MHADM	5
							Develop a national policy framework					
							Develop and coordinate national, state and					

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
		received in accordance with international standards					local EWS operational structures Build capacity in EWS at all levels Develop and maintain EWS operational infrastructure Strengthen monitoring and evaluation system					

8.1.3.4 Culture, youth and sport

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
Developing youth access to Sports and Recreation	Increase youth access (boys and girls) to well-structured sports and recreation activities	Percent youth (age 15-29) who have access to well-structured sports and recreation activities	0	1%	2%	3%	Develop gender sensitive policy framework and three year Strategic Plan and establish gender disaggregated information management system to monitor their implementation	500	600	750	MoYSR State Agencies	1
							Establish, equip, and support Sports Associations and Clubs	2,000	4,000	6,000		
							Develop communication strategy promoting cohesiveness and national unity, and implement it through sports associations and clubs	500	1,500	2,000		
							Build capacity of coaches, referees and staff	500	1,500	2,000		
							Renovate and construct sports fields and associated infrastructure and general equipment	5,000	10,000	15,000		
							Conduct annual sports tournament and equip teams	2,000	5,000	6,000		
							Prepare South Sudan national teams consisting of both young girls and boys for regional and	1,500	2,000	3,000		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
Expanding and upgrading youth participation	Increase youth (boys and girls) participation in voluntary service and in South Sudan public affairs	Introduce a gender sensitive nationwide youth voluntary service programme	No	-	Yes	Yes	International tournaments				MoYSR State Agencies	2
							Revise and formulate gender sensitive policy framework for youth organisations	200	200	150		
							Development and implement a National Youth Volunteer policy, procedures, M&E and performance appraisal system for the Payam Youth Service	200	600	800		
							Exposure visits to Youth Volunteer Services in the Africa region	300	--	--		
							Strengthen existing youth clubs and associations considering equal opportunity for boys and girls	87	5,300	4,000		
							Establish and equip a national training unit and team and 3 regional training units and teams at Wau, Malakal and Amadi	3,000	5,000	6,000		
							Develop and manage HIV/AIDS awareness and information programme for youth	500	750	800		
							Organize consultation forums on major public issues (e.g. economic,	200	1,000	1,500		
		Ensure youth representatives (boys and girls) are meaningfully involved in	0	5	5	5						

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
		at least five national processes					social, political) Coordinate youth festivals Introduce support programmes for youth organizations (e.g. 300 Boy Scouts, Girl Guides)	500 300	1,000 3,000	2,000 3,000		
Increasing youth access to vocational training	Increase out of school youth (60% females) to access to short term vocational skills training for better job opportunities	No. of young people trained in short-term vocational training that includes entrepreneurship and life skills modules	0	1,100	3,200	8,600	Develop gender sensitive vocational training policy framework for dropouts and out of school youth	150	150	50	MoYSR State Agencies	3
							Renovate existing and construct new vocational training centres	1,300	5,000	5,500		
							Collaborate with MOE and Mol in the development and distribution of targeted vocational curricula	300	200	250		
							Engage vocational trainers and coordinate the provision of youth vocational training	300	650	800		
							Conduct cultural mapping and inventory of Southern Sudan, build culture archive system, and collect war relics	1,250	1,300	700		
							Build Ministry of Culture staff capacity for cultural promotion and management	1,200	1,150	700		
Expanding cultural life and knowledge of heritage	Improve access to cultural life for all South Sudanese, which values diversity, creativity, and knowledge of cultural heritage	Coverage of cultural infrastructure	TBD (will be determined following first mapping activity)				Provide direct support to	950	750	1,900	MOC	4

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
							artists (instruments, equipment, sponsorship, etc.)				MoYSR State Agencies	3
							Develop cultural strategies and programmes valuing diversity and creativity	2,300	2,250	1,250		
							Identify areas of cooperation and develop cultural exchange programmes	3,000	1,000	1,000		
							Renovate and construct theatres, libraries, museums, etc.	250	10,500	11,000		
							Establish museums corporation to operate and self-finance South Sudan museums	100	100	100		
							Establish a South Sudan Artists Union	50	50	50		
							Draft and pass laws to protect the intellectual property rights of South Sudan artists	100	100	100		
Increasing youth access to vocational training	Increase out of school youth access to short term vocational skills training for	No. of young people trained in short-term vocational training that includes	0	1,100	3,200	8,600	Develop gender sensitive vocational training policy framework for dropouts and out of school youth	150	150	50	MoYSR State Agencies	3
							Renovate existing and construct new vocational training centres	1,300	5,000	5,500		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
	better job opportunities	entrepreneurship and life skills modules					Collaborate with MOE and MOL in the development and distribution of targeted vocational curricula	300	200	250		
							Engage vocational trainers and coordinate the provision of youth vocational training	300	650	800		
Expanding cultural life and knowledge of heritage	Improve access to cultural life for all South Sudanese, which values diversity, creativity, and knowledge of cultural heritage	Coverage of cultural infrastructure	TBD (will be determined following first mapping activity)				Conduct cultural mapping and inventory of Southern Sudan, build culture archive system, and collect war relics	1,250	1,300	700	MOC	4
							Build Ministry of Culture staff capacity for cultural promotion and management	1,200	1,150	700		
							Provide direct support to artists (instruments, equipment, sponsorship, etc.)	950	750	1,900		
							Develop cultural strategies and programmes valuing diversity and creativity	2,300	2,250	1,250		
							Identify areas of cooperation and develop cultural exchange programmes	3,000	1,000	1,000		
							Renovate and construct theatres, libraries,	250	10,500	11,000		

Programme Area	Development Outcome Objective	Outcome Indicator(s)	Baseline	Targets			Activity	Cost SDG (Current price '000s)			Agency	Priority Ranking
				2011	2012	2013		2011	2012	2013		
							museums, etc.					
							Establish museums corporation to operate and self-finance South Sudan museums	100	100	100		
							Establish a South Sudan Artists Union	50	50	50		
							Draft and pass laws to protect the intellectual property rights of South Sudan artists	100	100	100		

8.1.4 Conflict prevention and security

8.1.4.1 Rule of law

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
Providing a legal framework for South Sudan and ensuring equitable and speedy access to justice for all.	1. South Sudan has essential legal framework befitting an Independent Country.	Number of MoLACD draft legal documents submitted to the council of ministers. (37 Laws in force, transitional constitution drafting underway)	20	50	60	1) Drafting Transitional and Permanent Constitutions 2) Draft/Translate legislation for priority areas 5) Disseminate new legislation in priority areas 6) Preparatory legal work for accession to treaties and other international legal instruments including agreements and conventions on gender, age, human rights and the environment as appropriate	60	80	85	MoLACD	TOP
	2. Access to justice and respect for human rights across South Sudan enhanced.	Number of functional Legal Affairs offices at the county level. (32 County Legal Affairs offices established).	50	65	79	1) Implementation of Legislation and policies on definition and division of authority 2) Development of physical infrastructure and resources. Recruitment of human resources capacity 3) Training of legal service providers and other personnel in appropriate disciplines 4) Implementation of customary law strategy, ascertainment of customary law and practice 5) Public Awareness Activities	36,625	45,033	49,376	MoLACD	HIGH

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
II. Coordination of internal security and law enforcement efforts.	Strong institutions implementing a coherent internal security strategy through information gathering and response coordination mechanisms in place at national and state levels.	Screened Police, Prisons, Fire Brigade, and Wildlife forces and restructured the Ministry	1. Screen and demobilise at retirement age	2. Restructure the Ministry	3. develop policies and guideline- es	1) Reconfigure MoI structure 2) Appoint Undersecretary 3) Strengthen staff , infrastructure and resource capacity of the Ministry 4) Restructure and rightsize uniformed services under MoI 5) Develop institutional policy and operational and administrative guidelines for services under MoI.	16,504	11,152	10,713	MoI	TOP
			1. Covered all 80 counties and trained operators	2. Improved	3. Operated effectively		311	932	621	MoI	HIGH
		JOCs are present in 33 counties. 47 counties are not covered and operators are not trained				Establish JOCs or similar coordination mechanisms in 80 counties					

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
III. Ensuring internal security and maintain law and order in the South Sudan.	A democratically oriented, fully functional police service, sensitive to human rights, gender and age and adapted towards modern concepts of international policing, which is capable of enforcing law and order throughout South Sudan.	Number of states with functional police operational capacity.	HQ and 3 States	4 States	3 States	1) Develop and deploy adequate infrastructure Institutional structures, resources and trained personnel	541,000	46,536	44,894	SSPS	TOP
		Number of counties with Police Community Relations Committees. (Presently 35 PCRCs are established.)	PCRCs to be established at County level LPU in Warrap	LPU in Lakes	LPU in Unity	Implement of Community Based Policing model in all the ten States by establishment and organisation of monthly meetings of PCRCs (Police Community Relations Committee Centres). Establish a National Board, State Boards for community policing. 2) Establish Livestock Policing Units (LPUs) in States affected by significant cattle raiding like Jonglei, Warrap, Unity and Lakes states. Including training of the police personnel	2538	2538	2538	SSPS	HIGH
IV. Secure and humane	Functional and secure prisons at National,	1.1 Number of Secure Prisons (38 secure prisons)	40	51%	49%	Develop and deploy adequate infrastructure, resources and trained personnel.	292,221	474,604	497,418	Prisons Service, Mol	TOP

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
incarceration and detention services.	state and county levels providing coherent and humane treatment of prisoners	1.2 Number of Prisons with humane treatment of prisoners. (Define, Baseline)	38	50%	50%	1) Develop and deploy adequate infrastructure, resources and trained personnel 2) Establish vocational programs	50,597	387,847	377,047	Prisons Service, Mol, SSHRC	HIGH
V. Enhance the protection of human rights	1. Greater adherence, respect and enforcement of human rights in South Sudan	1.1 Level of Awareness of Human Rights in South Sudan (Baseline: 24%)	40%	55%	70%	1) Seminars and training workshops for traditional leaders, 2) human rights fora at State, County, Payam and Boma levels 3) establishing human rights focal points in counties and payams 4) HR media programs 5) Hire a consultant to develop human rights literature to be included into the curriculum.	1,750	2,100	1,300	SSHRC	TOP
		2.1 Percentage increase in complaints resolved successfully. (Baseline: 86 complaints resolved successfully)	10%	25%	40%	2.1 Training organized for 20 staff. 2.1 Tenders put up for constructions. Adverts put up for staff recruitment. 2.3 Recruitment process done. 2.4 Finalization of the database. 2.5 Policies developed. 2.6 develop and employ monitoring, investigation, redress, and referral and lobbying mechanisms.	3,020	3,840	2,740	SSHRC	HIGH

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		3.1 Number of GoSS and private sector institutions with human rights sensitive policies	2 GoSS 1 Private	3 GoSS 2 Private	5 GoSS 3 Private	3.1 Lobby mechanism formulated, 3.2 Hire a consultant. 3.3 Proposals drafted. 3.4 Identify the laws and the institutions. 3.5 Research carried out. 3.6 Pay membership fees.	950	1,230	1,120	SSHRC	TOP
VI. Law Review	1. South Sudan has appropriate and effective laws	1.1 Number of statutory and customary laws reviewed and prioritized	51	46	46	1) Build HR, Infrastructure and Resource Capacity of LRC 2)Review/mapping of existing legislation 3)Prioritisation of legislative gaps	2,759	2,332	2,307	SSLRC	TOP
		1.2 Number of draft bills transmitted to legislature and MoLACD	6	3	6	1) Draft bills to fill legislative gaps 2)Transmit to legislature with appropriate advocacy and lobbying	303	270	260	SSLRC	TOP
VII. Combating Proliferation of small arms and community insecurity	Communities secure and threat posed by small arms reduced.	Implement community security approach in all 10 states -(County consultations conducted in 70% of counties; Conflict sensitive development projects implemented in 25% of counties)	25%	25%	50%	1) Conduct county consultations 2) Support implementation of the community security conflict sensitive development projects 3)Publication of and dissemination of the county consultation reports 4) Support state and county government to incorporate prioritised community security needs/projects 5)Establish county peace platforms at county levels in liaison with the Ministry of	9,000	9,000	9,600	CSSAC Bureau	TOP

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
						Peace					
		Percentage of counties where peaceful civilian disarmament is conducted	5%	10%	40%	1) Develop policy on civilian disarmament 2) Approve Needs assessment on stockpile management (police, prisons, wildlife, fire brigade) 3) Construction of safe weapons storage facilities for the organised forces 4) Training in stockpile management 5) Conduct centralised gun marking exercise.		400	1,500	CSSAC Bureau	TOP

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
VIII. Institutional Capacity Building of the Directorate of Immigration, Passport, Nationality and Identification	The Immigration Service contributes to security and economic growth by facilitating the legal movement of persons across South Sudan's borders.	Percentage increase in immigration revenue	Establish Baseline			1) Establish legal and operational framework 2)Build HR, Infrastructure and Resource Capacity 3) Develop and issue passports and other legal documents				Directorate of Immigration, Mol, MoLACD	TOP
IX. Institutional Capacity Building of the Customs Service	The Customs Service contributes to security and economic growth by facilitating the legal movement of goods across South Sudan's borders.	Percentage increase in customs revenue	Establish Baseline			1) Establish legal and operational framework 2)Build HR, Infrastructure and Resource Capacity 3) Develop and issue documents related to customs	90,600	58,500	40,000	MoA, MoFER, MoRC, MoLA, MOT, NISS & MoD Customs Services	TOP
X. Institutional Capacity Building of the Fire Service	A better equipped and more capable fire service	Increase in response rate (Baseline information not available)	Establish Baseline			1) Establish legal and operational framework 2)Build HR, Infrastructure and Resource Capacity 3)	43,600	40,000	40,000	Fire Service, Mol, MoLA	TOP

8.1.4.2 Security

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
1. Establish National Security Architecture to contribute to the safety and welfare of the citizen and the State	1. Improved, coordinated security-related policy and decision making at national, state and county level, based on appropriate information gathering and analysis.	1.1 Office of National Security Advisor and National Intelligence Service functioning. (Baseline- No National Security Committee Secretariat. No National Security Advisor, although there currently is a Security Advisor to the President. Exiting NISS organization is a GONU institution).	National Security Advisor Appointed and Secretariat staff trained & National security strategy is drafted and consulted within GoSS	Legal framework for National Intelligence Service established & National security strategy is approved, and disseminate d/discussed with State Governors	National Intelligence Service staff trained	a) Appoint National Security Advisor and secretariat b) Draft and adopt legal and policy framework on NSC and NIS c) National Intelligence Service staff trained on roles and responsibilities d) Hire and train Secretariat staff e) Draft National Security Strategy f) Consult with Governments and regional partners g) Publish strategy h) Provide direction to State and County officials	671 (Costing for National Intelligence Service not available)	1,081 (Costing for National Intelligence Service not available)	1,081 (Costing for National Intelligence Service not available)	OoP, NISS, NSA	TOP

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		1.2 Number of State and County Security Committees Functional (10 States have Security Committees and State Security Advisors , but all lack Secretariat)	10 State Security Committees is active in accordance with TORs	County Security Committees is active in accordance with TORs	All County Security Committees is active in accordance with TORs	a) Hiring staff and training; (b) Procurement of equipment and construction of offices c) Establishment of TORs and manuals for State and County Security Committees	N/A	N/A	N/A	OoP, MoI, State Governors, County Commissioners	TOP

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
II. Institutional Development of Ministry of Defence	2. Ministry of Defence provides effective civilian oversight of national defence	2.1 Ministry of Defence Functional (Baseline- The Ministry of SPLA & Veterans' Affairs exists but does not have sufficient resources to fully formulate or implement strategic Defence policy.)	Ministry of Defence created through an establishment Act	MoD Strategy approved;	Plan defining the organizational structure and functions of MoD and Senior SPLA members approved	a) Drafting legislation; (b) Drafting of plans and policies; (c) Consultations on legislation, policies and plans with other Government Departments; (d) Establish staffing needs; (e) Hiring and training of staff; (f) Identification of infrastructure requirements; (g) Construction and procurement; (h) Revise financial management and reporting procedures	400,000	350,000	250,000	MoSPLA & VA, MoD, MoLACD, MoCA	TOP

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
	3. War Veterans are supported and empowered (Baseline- The Directorate of War Veterans has been established but is unable to conduct activities in all states)	3.1 Number of states with active War Veterans' Support Organization. (Baseline- No Veterans' Support Organizations present in States)	3 States	5 States	7 States	a) Drafting of strategy; (b) Activities to support education/enlightenment of War Veterans & civilians	200,000	200,000	150,000		
III. Transform the SPLA into a modern, professional military force	4. SPLA is accountable, adequate, affordable and appropriate, in accordance with the Constitution and Government priorities, policies and resources.	4.1 Transformation/right-sizing Plan approved and implemented through training of personnel (Baseline- 2500 personnel trained in appropriate functions).	Transformation/ri on Plan approved & Train 3,000 personnel	Train 3,500 personnel	Train 4,000 personnel	a) Transformation/right-sizing plan drafted b) Staffing, training, logistics, financial management needs established and ToRs and positions created c) Staff hired d) Design of training courses appropriate for rank of SPLA personnel e) Training of SPLA personnel	300,000	200,000	300,000		

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		4.2 SPLA's Operational Strategy approved and implemented (including the maintenance of bases around South Sudan, and major training including health and HR education) (Baseline- An Operational Strategy does not currently exist)	SPLA's Operational Strategy is Agreed and Approved	25% of Strategy recommendations achieved	50% of Strategy recommendations achieved	a) Conduct operations b) Maintain forces in bases around South Sudan c) Conduct major training programme, including HIVV/Aids health care, Human Rights training and education	700,000	650,000	500,000		

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
IV. Design and implementation of an effective and affordable DDR programme for the organized forces	5. Establishment of effective and affordable DDR programme to support transformation strategies for all organized forces (SPLA, SSPs, Prisons, Fire Brigade and Wildlife Forces) and to provide ex-combatants and host communities with a sustainable future, including the reintegration of women and children	5.1 Number of organized force personnel disarmed, demobilised and reintegrated (baseline- 11,130 special needs group from SPLA disarmed and demobilised as at 25th February 2011, of which 10,760 were counselled and 8,523 were at various stages of reintegration. Service delivery timelines for DDR have varied widely, and have not provided ex-combatants with a predictable process).	GoSS redesigns and budgets a new DDR Programme; DDR completed for 17,614	DDR completed for 30,000 ex-combatants	DDR completed for 30,000 ex-combatants	a) GoSS redesigns DDR programme b) Hire and train a sufficient number of staff members for states and county offices c) Establish and maintain offices at State and County level b) SSDRC provides guidance and technical support to the uniformed forces to implement DDR programmes d) Security forces devise and completes transformation strategy e) Security forces vet and identify personnel for DDR f) SSDRC provides guidance and technical assistance g) GoSS budgets funds and mobilizes development partner financial support h) SSDRC implements DDR activities	160,000	290,000	295,000	SSDDRC, SPLA, MoJA (including Prisons, Fire Brigade, SSPs), MEWCT	HIGH

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
V. Peacebuilding and Conflict Mitigation	6. Conflicts are mitigated through early access to reliable information as well as through reconciliation and dialogue.	6.1 Number of states with early warning providing information to relevant actors	25%	35%	50%	a) Draft documents and SOPs, policies and plans b) Hire and train staff c) Build infrastructure and procure equipment	17,500	17,500	17,500	MOP&CPAI	
		6.2 Number of peace and civic education programs and projects delivered	25% peace and civic education programs and projects delivered	35% peace and civic education programs and projects delivered	40% peace and civic education programs and projects delivered	Design and deliver programs and projects	7,500	7,500	7,500	MOP&CPAI	

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
VI. Work to free the country from the impact of landmines and explosive remnants of war (ERW)	7. Conduct and coordinate Mine Action activities to support the safety of citizens and socio-economic development of the State of South Sudan	7.1. Security and accident risk posed by uncontrolled explosives is reduced, by closing 1,306 hazards prioritised for socio-economic value including roads, land for agriculture, resettlement and grazing. (Baseline- 86% of known hazards have been closed. 796 known hazards remain open however many new hazards are expected to be added.)	466 hazards, including dangerous areas, suspected hazardous areas, and minefields are closed.	524 hazards closed.	316 hazards closed.	a) Plan, coordinate, accredit, quality assure, monitor, and set priorities for Clearance, Stockpile Destruction, Victim Assistance, Mine Risk Education, and Advocacy in South Sudan b) Survey of newly identified hazards, and land release to close them.	96,888	80,483	69,683	SSDA	Possibly from international donors

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		7.2 Accident risk reduced through provision of safe behaviour messages to 480,000 IDP and community beneficiaries around 660 hazards, and 1,500 peer to peer educators trained in MRE delivery.	180,000 beneficiaries receive safe behaviour messages around 400 hazards	150,000 beneficiaries receive safe behaviour messages around 160 hazards	150,000 beneficiaries receive safe behaviour messages around 100 hazards	a) Mine Risk Education delivered b) train peer to peer educators c) Development of curriculum and reporting methods					

Programme Area	Development Outcome Objective(s)	Outcome Indicators (with Baselines)	Targets			Activity	Cost SDP (Current price '000s)			Agencies	Priority Ranking
			2011	2012	2013		2011	2012	2013		
		7.3 500 persons with disability, including mine/ ERW victims, are provided additional assistance, 100 receive psychological counselling, and 14 socio economic empowerment projects are completed. (Baseline- Existing services are inadequate)	9 socio economic empowerment assist 300 targeted beneficiaries	5 socio economic empowerment projects benefit 200 targeted beneficiaries & 50 beneficiaries receive psychosocial counselling	50 beneficiaries receive psychosocial counselling.	Establishment of socio economic empowerment projects and psychosocial counselling centres.				MoGCSW, SSDA, VA Working Group	Mine action: High

8.2 Future steps to strengthening national development planning

The process of preparing South Sudan's first national development plan, the SSDP, has been both elaborate and consultative. It has outlined key actions and activities that the Government will undertake in the coming three years, as well as setting out key priorities. However, we recognise that there are issues that could not be handled comprehensively due to limitations of time, policy development, and data requirements. We have identified the key areas where further work is required. These are set out below.

These lessons are intended to support the strengthening of Government capacity over the next three years, based upon learning lessons from the preparation and implementation of this plan. Moreover, it is our hope that as work for the preparation of a longer term development plan begins that these key gaps will be the focus of key efforts going forward.

Areas that we feel will need more attention in future are:

- **Strengthened analysis of socio-economic data:** The SSDP has analysed the poverty and human development aspects of South Sudan but due to data limitations it was not possible to map these into the expected impact of implementing the plan.
- **Improved macroeconomic Analysis and forecasting:** An approximate GDP per-capita for South Sudan was produced for the SSDP, but due to data limitations and availability a forward looking analysis, it was not possible to produce most of the baseline and forecasted macroeconomic indicators that would be attributable to the impact of implementing the plan. In future, we will be looking to enhance our analytical capacity to produce these indicators (and mapping them to our interventions) including; sectoral GDP growth rates; sectoral productivities; demand composition (including growth rates of Gross Capital Formation, consumption, and external sector); monetary indicators (eg. Base money, M2, M3, and their growth rates, money demand growth, etc); fiscal indicators (eg. GDP shares of Total Revenues, Tax revenues, grants; GDP shares of types of expenditure, capital balances, and fiscal balances); external position indicators (eg. GDP percentages of capital balances, trade balances, current account balances).
- **Strengthened evidence-based resource allocations:** Efforts were made to ensure that resource allocation to the different sectors was derived from the priorities identified from the pillars and state consultations, due to data and analytical capacity limitations, we were not able to justify the allocations by their expected impact. For example, we are not able to give an indication of which allocation scenario among the ones proposed would give us the best micro-macro economic and social indicators. In the next round of planning, as more data becomes available and as our analytical capacity improves, we will be able to allocate resources to the different sectors based on the expected impact of such allocation on poverty, growth, productivity, and other impact indicators. Such allocations will be easier to justify and will have a better chance of producing greater impact. In the next round of planning, we should be able to carry out MDG Needs Assessment as part of the basis for our allocation of resources. This will be complimented by a rigorous expenditure rationalization analysis to ensure that the resource allocations undertaken in the plan are those with the best opportunity to positively impact our socio-economic indicators.
- **Linking actions to removing economic constraints:** Due partly to the limited data on the non-oil sector, we have not presented a comprehensive analysis of the situation in the productivity sectors of the economy like agriculture. We have not for example, presented a comprehensive analysis of the trends in performances of the subsectors in agriculture, industry and services. Because of this limited analysis, we have not been able to closely link our interventions with the binding constraints in these sectors. In the coming months as we prepare for a more elaborate long term planning exercise, we will carry out sectoral surveys including agriculture surveys, to be able to understand the situation in these sectors and the binding constraints therein. This will help us in future to target our interventions on unlocking these constraints and in measuring the impacts our interventions will have on the performance of these sectors. Information from such surveys will also help us to design a development strategy that will seek

to diversify the economy by enhancing productivity in the non-oil sectors of the economy. This will also help us to come up with a more comprehensive Domestic Resource Mobilization Strategy that will seek to reduce the reliance of our economy on oil revenue. It will also help the country to come up with a more diversified growth strategy that does not rely too heavily on the oil sector.

8.3 Statistical next steps

The development plan is based on the foundation of quantifiable indicators backed by indicators and targets for the development plan period. The matrices below outline the data required and the responsible agency for tracking the indicators. It is important to note that in many cases this is the first time spending agencies have been asked to develop targets and indicators for their activities. As such many of the indicators are reflective of this initial start, it is the intention of this annex to set them out, along with the possible monitoring arrangements. It is understood that some indicators will need to be significantly improved in the coming years to become more effective. Over the next three years the following key steps will be taken to improve indicators as follows:

- A more detailed M&E system will be developed, clarifying the roles of the SSCSE and SWG. This will clearly set out the overall responsibility for collecting data and overseeing the process.
- Efforts will be made to more clearly elaborate the indicators, identifying how the indicators will be monitored and defined.
- Work will be done to refine targets to improve the overall realism of the information.

8.3.1 Governance sector indicators

8.3.1.1 Accountability sector indicators

Outcome Indicator(s)	Targets			Agency	Data Source/ (Responsible Agency)
	2011	2012	2013		
Amount of non-oil revenues collected. Baseline: SDG 118 million, 2009	SDG 250 million	SDG 350 million	SDG 500 million	MoFEP	Tax Collection Records/Budget (MoFEP)
Monthly revenue forecasts established Baseline: no forecasts produced	Tool for revenue forecasting produced and Rolling 3-monthly revenue forecasts produced	Rolling 3-monthly revenue forecasts produced and system refined.	Long-term annual revenue forecasts produced		Assessment of revenue forecasts produced (MoFEP/SWG)
Number of quick impact projects in various States of South Sudan executed Baseline: 4 projects were implemented in the year 2010	7 projects	13 projects	20 projects	SSRDF	Assessment of quick impact projects (SSRDF/SWG)
Scores on a Public Expenditure and Financial Accountability (PEFA) Assessment. Baseline: no baseline.	Generate a baseline measure by having a PEFA assessment carried out	-	Improve scores from 2011 in 50% of indicators in a PEFA evaluation.	MoFEP	Assessment of PEFA (MoFEP/WB/SWG)
Number of programme areas reviewed & submitted to Government Baseline: 0	0	One (1) monitoring visit to all ten States	Two (2) monitoring visit to all ten States	SSFAM	Assessment of tasks (SSFAM/SWG)
Number of publicly published detailed expenditure reports. Baseline: Reports are made public (submitted to the Assembly) twice a year.	2 quarterly reports published for second half of 2011	4 quarterly reports published	9 monthly reports published	MoFEP	Assessment of publicly published detailed expenditure reports (MoFEP/SWG)
					Assessment of agencies adhering to

Outcome Indicator(s)	Targets			Agency	Data Source/ (Responsible Agency)
	2011	2012	2013		
Number of agencies adhering to quarterly spending limits in a cash management system Baseline: no system currently enforced.	50% of agencies adhere to quarterly spending limits	75% of agencies adhere to quarterly spending limits	100% of agencies adhere to quarterly spending limits		quarterly spending limits in a cash management system (MoFEP/SWG)
Number of oversight reports of INTOSAI standard to the President, the Parliament & People* Baseline: 0 Reports	4	12	18	Audit Chamber	Assessment of oversight reports submitted (Audit Chamber/SWG)
Percentage of corruption allegations made annually that are investigated by SSACC.	25%	50%	75%	SSACC	Assessment of corruption allegations and investigations (SSACC/SWG)
Baseline: By the end of 2010, SSACC received 66 and it investigated and closed 16; referred 22 to other institutions and was still investigating 28 allegations of corruption.					
Number of national campaign events and programmes organised in the 10 States annually to educate and raise awareness of public officials, the public, civil society and private sector about corruption and their role in preventing it. Baseline: In 2010, SSSACC staged 20 campaign events.	20	30	50		Assessment of awareness campaigns (SSACC/SWG)
Percentage of government institutions in South Sudan that developed and implement Corruption Prevention Action Plans.	25%	50%	75%		Assessment of corruption prevention plans (SSACC/SWG)
Baseline: No corruption prevention action plans have been developed now.					Assessment of incomes, assets and

Outcome Indicator(s)	Targets			Agency	Data Source/ (Responsible Agency)
	2011	2012	2013		
Percentage of constitutional postholders and senior civil servants who completed the incomes, assets and liabilities forms annually. Baseline: In 2010, only 26% constitutional postholders and senior civil servants completed the forms.	30%	50%	75%		liabilities forms (SSACC/SWG)
SSCCSE's score on the Statistical Capacity Building Indicator	Develop a baseline score in conjunction with WB & Paris 21	Improve on 2011 baseline	Improve 5 percentage points on 2011 baseline	SSCCSE	Assessment of Statistical Capacity Building Indicator (SSCCSE/WB)
Baseline: No score on Statistical Capacity Building Indicator					

* 1) GoSS annual audits of 70% exp /revenue by Jun (3report/yr)
ii) State annual audits of 70% exp/revenue by Jun (1 report/yr)
iii) 1/3 of Counties annually audited by Jun (1 report/yr)
iv) All Unius Corporations, Commissions annually audited by Jun (1 report/year)
v) Placement of Annual Audit Reports before Assembly/Guvs President by Sep(6 report/yr)
** Includes Capital + Revenue budgets.

8.3.1.2 Public administration sector indicators

Outcome Indicator(s)	Targets			Agency	Data Source/ (Responsible Agency)
	2011	2012	2013		
Number of Goss Institutions that can correctly articulate key National Priorities	Conduct baseline	Increase by 25% from baseline	Increase by 50% from baseline	OoP	Assessment of institutions that can correctly articulate key National Priorities
Number of Goss Institutions that implement key national priorities	Conduct baseline	Increase by 25% from baseline.	Increase by 40% from baseline.		(OoP/SWG) Assessment of institutions that can implement key National Priorities (OoP/SWG)
Proportion of Cabinet Submissions that correctly follow the established procedures	30%	60%	80%	MoCA	Assessment of Cabinet Submissions (MoCA/SWG)
Baseline: 12% Level of improvement of Institutional support services that enhance Cabinet decision-making and implementation.	40%	65%	85%		Assessment of institutional support services (MoCA/SWG)
Baseline = 15% Number of bills submitted to SSLA, debated, and enacted into laws	14	16	18	SSLA	Proceedings of the SSLA (SSLA/SWG)
Baseline: 12 laws passed in 2010 Public satisfaction with the functioning of Parliaments	Carry out baseline survey	50% improvement	70% improvement	MPA	Perception survey to be carried out on annual basis
General public understanding of multi-party democracy and good governance system	Carry out baseline survey	20% improvement	30% improvement		(MPA/Private agency/SWG)

Outcome Indicator(s)	Targets			Agency	Data Source/ (Responsible Agency)
	2011	2012	2013		
Baseline: Re-evaluate the 2007/2009 baseline survey by both UNDP & Skill					Perception survey to be carried out on annual basis (MPA/Private agency/SWG) Get inputs from earlier surveys
Number of functional public service systems Baseline: 2 systems	3 systems and 4 policies	5 systems and 4 policies	9 systems and 5 policies	Mol&PS	Assessment of systems and policies (Mol&PS/SWG)
Number of policies disseminated and implemented Baseline: 2 policies					
Proportion of public servants correctly appointed in GoSS	Conduct baseline	Improvement by 15%	Improvement by further 15%	CSC	Baseline survey to be carried out followed by systems to monitor new appointments (CSC/SWG)
Degree of satisfaction with work of CSC	Conduct baseline survey in GoSS & States institutions	Improvement by 15% from baseline	Improvement by 30% from baseline		Baseline survey to be carried out followed by systems to monitor progress (CSC/SWG)
Percentage of cases of reported employees related grievances resolved.	85%	87%	97%	PGC	Assessment of PGC cases (PGC/SWG)
Baseline: 81 % of grievances resolved					
More grievances presented for redress and less cases of people taking the law into their hands	Conduct a baseline survey for 2011 to determine the level of awareness of	Raise the baseline by 25%	Raise the baseline by 50%		Conduct a baseline survey and annual follow ups (PGC/SWG)

Outcome Indicator(s)	Targets			Agency	Data Source/ (Responsible Agency)
	2011	2012	2013		
	people about the procedures of presenting their grievances				
Proportion of GoSS Institutions that conduct training that report on the effectiveness of training to MoHRD	40%	70%	100%	MoHRD	Assessment of GoSS trainings and MoHRD monitoring (MoHRD/SWG)
Baseline:20%					
Number of International Treaties acceded to:	10	25	50	Ministry of Regional Cooperation (MRC)	Assessment of operations of the MRC (MRC/SWG)
- UN constituent Instruments					
- Succession in respect of Treaties, debts etc					
- Human Rights/Statelessness instruments					
- Telecommunication Instruments					
- Diplomatic/Consular relations					
- WTO agreements					
- Agreements on Fiscal matters					
- Climate Change					
- Terrorism and Organized Crime Instruments					
Number of International & Regional Organizations membership applied for: (a) UN, ITU, ICAO, UPU, IMF, World Bank, WTO, EU & (b) AU, IGAD, EAC, Nile Water Basin Initiative, African Development Bank, Cotonou Agreement, etc;	(a) 4 (b) 3	(a) 5 (b) 5	(a) 7 (b) 7	Ministry of Foreign Affairs and International Cooperation	Assessment of operations of the MRC (MRC/SWG)
Number of permanent Missions open: UN, AU, ICAO, WTO, IGAD etc;	2	4	6		Assessment of operations of the MRC (MRC/SWG)
Number of International Border regimes Agreement of which South Sudan is signatory to with neighbouring countries; Kenya, Uganda, Ethiopia,	5	6	6		Legislative Assembly (SSLA/MRC)

Outcome Indicator(s)	Targets			Agency	Data Source/ (Responsible Agency)
	2011	2012	2013		
Central Africa Republic, Congo, Republic of North Sudan;					
Number of regional and international recognition for the new state;	53	77	127		Assessment of operations of the MRC (MRC/SWG)
Foreign Service Law rules & regulations enacted;	1				Assessment of operations of the MRC (MRC/SWG)
Upgraded 22 existing Missions/Liaison offices to Embassies and Consulates;	22				Assessment of operations of the MRC (MRC/SWG)
Increased the number of Embassies & Consulates from 22 to 35;	22	28	35		Assessment of operations of the MRC (MRC/SWG)
New systems and structures established: -Diplomatic ranking structure -Financial system -Reporting system -Performance appraisal system -Documentation system;	1a,b,c,d,e	1b,c,d,e	1b,c,d,e		Assessment of operations of the MRC (MRC/SWG)
Increased staffing level from 257 to 407 staff members;	307	357	407		Assessment of operations of the MRC (MRC/SWG)
3 departments upgraded to Directorates;	3				
Purchased premises overseas to reduce high rental cost;	2	4	6		Assessment of operations of the MRC (MRC/SWG)
Established institutional infrastructure: -New Ministry building, -Diplomatic Institute, Diplomatic Club, -new communications systems;	1a & d	1b & d	c & d		
Trained 270 staff;	90	180	270		
Trained 90 staff;	30	60	90		

Outcome Indicator(s)	Targets			Agency	Data Source/ (Responsible Agency)
	2011	2012	2013		
Specific skills developed;	30	60	90		
Proportion of Local Government Councils able to meet national standard guidelines of performance. Baseline: 0% , study to be conducted	20%	50%	75%	LGB	Assessment of operations of the LGB (LGB/SWG)
Number of Councillors (total 2770) and Chiefs (1285) trained	1385 Councillors and 595 Chiefs	706 Councillors and 360 Chiefs	679 Councillors and 330 Chiefs		Assessment of operations of the LGB (LGB/SWG)
Number of States that implement Governor's forum (GF) resolutions and recommendations Baseline: 2010 GF resolutions= 10 Resolutions / 2009 = GF resolutions = 8?	Conduct baseline of degree of implementation in all States	Eight States implementing GF resolutions successfully	Ten States implementing GF resolutions successfully	OoP	Assessment of operations of Governor's Forum and the OoP (OoP /SWG)
Number of functional labour market laws & policies Baseline 1	Law = 1		Law 1	Mol&PS	Assessment of operations of the Mol&PS (SSLA/Mol&PS /SWG)
Number of policies disseminated and implemented Baseline 0	Policies= 1	Policies=2	Policies= 3		Assessment of operations of the Mol&PS (Mol&PS /SWG)
Number of Vocational Training Centers and State offices fully functional	VTC 47% State Offices 47%	VTC 73% State Offices 73%	VTC 99% State Offices 99%		Assessment of operations of the Mol&PS (Mol&PS /SWG)
Baseline VTC =3 + 7 state offices					
Number of civil service grievance cases received and resolved by EJC	Update and verify baseline on magnitude of civil service	20% reduction from baseline	40% reduction from baseline	EJC	Assessment of operations of the EJC (EJC /SWG)

Outcome Indicator(s)	Targets			Agency	Data Source/ (Responsible Agency)
	2011	2012	2013		
Number of GoSS and State public servants who have knowledge of public service laws, employees rights and employer obligations	employees disputes Baseline of level of knowledge	50% increase from baseline	75% increase from baseline		Baseline Survey and annual follow up--To be made part of the system (EIC /SWG)
Number of internal and external complaints received related to presidential operations	0	0	0	OoP	Assessment of operations of the OoP (OoP/SWG)

8.3.2 Economic development indicators

8.3.2.1 Economic functions sector indicators

Outcome Indicator(s)	Targets			Agency	Data Source (Responsible Agency)
	2011	2012	2013		
1-Percentage Increase in trade(Export market) Baseline in 2010 = 0%	5%	10%	15%	MCI	
2. Percentage Increase in Domestic Production Baseline in 2010=0	5%	10%	15%		Doesnt exist at the moment. Production index to be established by MCI/SSCCSE
3- Number of local enterprises. Baseline in 2010= 45 Source= MCI	300	500	1000		
1.Mineral markets and miners associations Baseline 2010= 0	Organizing and establishing one artisanal miners associations	Establishment of one formal minerals market	Further establishment of another minerals market.	MEM	Assessment of operations of the MEM (MEM/SWG)
2. Award new licenses and attract new mineral and oil exploration companies. Baseline = 17 licensed minerals companies 2010. Source: MEM mineral development records	20	25	30		

Outcome Indicator(s)	Targets			Agency	Data Source (Responsible Agency)
	2011	2012	2013		
3 Geological and mineralogical maps and data. Baseline= <5%	10%	20%	30%		Mapping information and assessment of area covered (MEM/SSCCSE/SWG)
4. Increase power supply to state capitals to 50 MW Baseline 2010= 30 MW	30	40	50		Assessment of MEM and oil company operations (MEM/SWG)
5. Increase oil recovery and a number of oil infrastructures in South Sudan. Baseline 2010=0 Source= MEM	1	2	3		
					Assessment of MEM operations (MEM/SWG)
6. Establish a petroleum resource account Baseline 2011 =0 Source=MEM	Establish petroleum database	Acquire additional geo data	Complete interpretation and prepare accounts		
1.1 Number of Licenses issued for F.M. Radios and Newspapers. Baseline=32 F.M Baseline =8 Newspapers Source -- MOI	32 8	35 10	38 12	MOI/ SSR&TV	Assessment of MoI operations (MoI/SWG)
					Assessment of MoI/SSR&TV

Outcome Indicator(s)	Targets			Agency	Data Source (Responsible Agency)
	2011	2012	2013		
2. Number of States that have Radio Relay Station Baseline = 0 Source: - SSR&TV	4	10	10		operations (MoI/SSR&TV/SWG)
3. Average TV Broadcast Time Baseline: 6 hours /day Source: - SSR&TV	8	12	18		Assessment of MoI/SSR&TV operations (MoI/SSR&TV/SWG)
Number of customers connected. baseline 2010 = 22,000 customers	31,500	41,000	48,000	SSEC	Assessment of SSEC operations (SSEC/SWG)
Installed capacity in Mw. Baseline 2010 = 27.4 (Mw) Source: SSEC Directorate of Planning and Projects.	36.4	76.4	96.4		
Number of MW tapped into through Interconnection of 220 KV transmission line from Renk town to Malakal (320 Km) Base line 2010 = 40 Mw	40	80	140		
1. Number of counties with at least one base Telecom station Base line: 2010=61 Source: Telecom Services Providers & MTPS	67	73	79	MTPS, Telecom Operators & Courier Services Providers	Assessment of MTPS/Telecom providers operations (MTPS/Telecom providers /SWG)
2. Establishment of exchange office & opening of states offices Base line: 2010=4 Source: MTPS	8	10	12		

8.3.2.2 Infrastructure sector indicators

Outcome Indicator(s)	Targets			Agency	Data Source (Responsible Agency)
	2011	2012	2013		
Length of asphalted trunk road network under construction/completed Baseline: 0 km	150 km	500 km	752 km	MTR/States and DP	Assessment of MTP operations (MTP/SWG)
Length of constructed engineered roads Baseline: 363 km of interstate and feeder roads constructed to engineered roads standard in 2010	363km	1065km	2000km		
Length of roads under maintenance with safety provision Baseline: 1750km of roads is under maintenance and safety provision.	500km	2,000km	4,500km	MTR States and DP	
Number of airports meeting ICAO minimum standards Jordan meet ICAO standards	1	3	5		
Length of river channels navigable to Maritime Standards Baseline: 0	0km	900km	1500km		
Length of rail line operationalised and constructed Baseline: 0 km (250 km of rail line partially operational)	100km	250km	400km		
percentage of population that has access to dignified housing (Baseline: 12% in 2010)	14%	17%	20%	MHPP, States	Household surveys (SSCCSE/MHPP)
Percentage of urban population with access to improved sanitation. Baseline: 36.8% of urban population have access to	38%	40%	42%	MHPP, States	Household surveys (SSCCSE/MHPP)

Outcome Indicator(s)	Targets			Agency	Data Source (Responsible Agency)
	2011	2012	2013		
sanitation facilities					
percentage of urban population with access to potable water Baseline: 34% ⁷³ in 2010	35%	38%	45%	SSUWC	Household surveys (SSCCSE/SSUWC)
Percentage of rural communities with access to safe water Baseline: 34% in 2010	36%	38%	40%	MMWR/I, States	Household surveys (SSCCSE/MMWR/I)
Percentage of rural communities with access to improved sanitation Baseline: 9.3 % in 2010***	10%	12%	15%	MMWR/I, States	
Increase volume of fresh water harvested and stored Baseline: 1 mil. m ³ 2010	2 mil. m ³	4 mil. m ³	7 mil. m ³	MMWR/I, States	
Length of rivers opened and flood control dykes embanked Baseline = 0 km in 2010	100km	300km	1000km	MMWR/I, States	
	100km	200km	300km		
Area mapped/assessed for water resources (Baseline 0%)	2%	8%	10%	MMWR/I, States	Assessment of MMWR/I operations (MMWR/I/SWG)
cultivable area in feddan (fed) covered with irrigation facilities (Baseline 2,000)	3,000 fed	6,000 fed	10,000 fed	MMWR/I, MAF	Agriculture survey (SSCCSE/MMWR/I/MAF)

⁷³ As per the 2010 Southern Sudan Household Survey, the overall access levels to safe water and improved sanitation in South Sudan are 67.7 % and 14.6% respectively. However, 30-50% of the existing drinking water facilities are non-functional. This translates to a low coverage rate of about 40%. These figures do not take into account poor water quality due to uncontrolled human excreta and solid waste disposal. Further, according to the definition of access to improved source of water by WHO, which recommends 30 minutes for a round trip to collect water, the access decreases to approximately 34%.

8.3.2.3 Natural resources sector indicators

Outcome Indicator(s)	Targets			Agency	Data Source (Responsible Agency)
	2011	2012	2013		
1. Sustained increase in cereal crop production, and overall production increase of other major food crops. <i>(baseline 2010: estimated traditional sector cereal production was 0.695 million Mt - last 5 years average was 0.744 million Mt)</i>	n.a.	n.a.	Cereal production consistently above 1.0 million Mt per year	MAF/ Directorate of Agriculture	Agriculture survey and reports from extension workers (SSCSE/MMWR/MAF/FAO)
2. Gradual and sustained increase in tree vegetation cover through tree planting, reforestation and forest protection. <i>(baseline 2010: 21,396,199 hectares of natural trees and plantations – FAO/EU SIFSI/land cover database)</i>	n.a.	5 additional tree nurseries established (additional 1.2m hectares)	5 additional tree nurseries established (additional 1.2m hectares)		Assessment of MAF operations (MAF/SWG) <i>Land cover database (FAO/SIFSI/land cover database)</i>
1. Gradual and sustained increase of production and market supply of meat and milk. <i>(baseline is MARF Strategic Plan 2006-10 and 2010 MDTF project assessment report)</i>	70 Mt of meat	123 Mt of meat	157 Mt of meat	MARF	Agricultural survey/market surveys of supply. (MARF/SSCSE/SWG)
2. Sustained increase of production and market supply of fish <i>(baseline 2010: estimated by GTZ/FAO survey report fresh fish production/catch was 40,000 Mt)</i>	4,750 lt of milk 60,000 Mt	5,000 lt of milk 80,000 Mt	5,250 lt of milk 100,000 Mt		Agricultural survey/market surveys of supply. (MARF/SSCSE/SWG/FAO)
1. Wildlife: Increase in number of square kilometres under improved protected area management <i>(baseline 2010⁷⁴: 16,000 km² (19%) of a total area under national parks and games reserves of 85,045 km² - MWCT/WCS GIS database, 2011)</i>	n.a.	n.a.	Increased to 38% (32,000 km ²) of PA estate by 20%	MWCT	Mapping information and official notification of reserves (MWCT/WCS GIS Database)

⁷⁴ PA management baseline of 16,000 km² represents half of Boma NP and one third of Badingilo NP under improved management (i.e. a preliminary management strategy being implemented on the ground with active ranger patrols). The official total wildlife protected area network (85,045 km²) currently covers six national parks and ten game reserves

Outcome Indicator(s)	Targets			Agency	Data Source (Responsible Agency)
	2011	2012	2013		
2. Tourism: Increase in number of tourists visiting protected areas by opening national parks to tourists. <i>(baseline 2010: 34 for Nimule only).</i>	n.a.	n.a.	to 500 per year		Assessment of administrative records of national parks (MWCT/SWG)
Land tenure policies and laws enacted and monitored. <i>(baseline 2010: Draft Land Tenure Policy and Draft Regulatory Land Laws prepared)</i>	n.a.	n.a.	Land Tenure Policy and Regulatory Land Laws enacted, implemented and monitored	Land Commission; Law Enforcement Agencies; Traditional Local Authorities.	Assessment of operations of land commission (Land Commission/SSLA/SWG)
Increase in number of rural farmers cooperatives established and/or capacity improved. <i>(baseline 2010: 200 rural farmers cooperatives are established - MCRD reports).</i>	300	400	500	Ministry of Co-operatives and Rural Development	Assessment of operations of MCRD (MCRD/SWG)
Natural resources protected from significant adverse environmental impacts.	n.a.	n.a.	50% of large scale investment proposals are screened by EIA.	Ministry of Environment	Assessment of operations of MOE(MoE/SWG)

8.3.3 Human and social development indicators

8.3.3.1 Education sector indicators

Outcome Indicator(s)	Baseline	Targets			Agency	Data Source (Responsible Agency)
		2011	2012	2013		
Teacher:pupil ratio	Overall primary 1:53	Qual. primary 1:87 (34,678 teachers)	Qual. primary 1:69 (41,715 teachers)	Qual. primary 1:50 (50,060 teachers)	MoE (GoSS and States) Partners	EMIS (MoE)
	Qualified Primary 1:111 (26,658 teachers)	Qual. secondary 1:22	Qual. secondary 1:21	Qual. secondary 1:16		
	Overall Secondary 1.15					
	Qualified secondary 1:24					
Percent female teachers at primary and secondary level	Primary 12% Secondary 11%	Primary 14% Secondary 12%	Primary 18% Secondary 17%	Primary 30% Secondary 25%	Assessment of MoE operations (MoE/SWG)	EMIS (MoE)
Establishment of learning assessment system			System and baseline in place	System operating		
Textbook:pupil ratios by subject for primary & secondary	Primary (English & math) 1:4 Secondary (English)	Primary 1:3 Secondary 1:4	Primary 1:2 Secondary 1:1	Primary 1:1 Secondary 1:1		EMIS (MoE)

Outcome Indicator(s)	Baseline	Targets			Agency	Data Source (Responsible Agency)
		2011	2012	2013		
	1:4, math 1:5)					Assessment of MoE operations (MoE/SWG)
Primary, secondary and technical curricula with integrated HIV/AIDs and env. protection			Revised curricula HIV/AIDs prevention	Curricula with HIV/AIDs prevention in use		
GER inclusive of ALP & CGS	Total: 78% Boys: 88% Girls: 61%	83%	87%	92%	MoE (GoSS and States) Partners	EMIS (MoE)
NER inclusive of ALP & CGS	Total: 46% Boys: 53% Girls: 39%	49%	55%	65%		
Classroom:pupil ratio with gender segregated latrines for primary & secondary	Classroom Primary 1:248 Classroom secondary 1:52	Classroom primary 1:220 Classroom secondary 1:59	Classroom primary 1:199 Classroom secondary 1:60	Classroom primary 1:185 Classroom secondary 1:69		
	Latrine Primary 1:85 Latrine Secondary 1:68	Latrine primary 1:75 Latrine secondary 1:58	Latrine primary 1:60 Latrine secondary 1:51	Latrine primary 1:56 Latrine secondary 1:45		
Dropout rate	Total: 34% Boys: 31% Girls: 48%	Total: 30%	Total: 25%	Total: 15%		

Outcome Indicator(s)	Baseline	Targets			Agency	Data Source (Responsible Agency)
		2011	2012	2013		
Gross enrolment secondary education	Total: 4% Boys: 6% Girls: 3%	Total: 5%	Total: 6%	Total: 8%	MoE (GoSS and States) Partners	Assessment of MoE (MoE/SWG)
No. enrolled in TVET	1,529	2,529	3,529	6,000		
Policy and criteria for measuring literacy competency		Policy and criteria in place	No. of assessment carried out	No. of assessment carried out		
No. of adults enrolled in functional adult literacy by gender	Total: 225,000 Men: Women:	Total: 300,000 Men: Women:	Total: 400,000 Men: Women:	Total: 600,000 Men: Women:		
No. of children and youth enrolled in pastoral communities	11,000	25,000	40,000	70,000		
No. AES teachers by gender and qualification	Total: 5,714 Men: 90% Women: 10% Trained: 44%	Total: 4,000 85% 15% 55%	Total: 6,500 80% 20% 67%	Total: 8,500 75% 25% 80%		
Percent qualified education managers by gender and state throughout the system (general and higher education)	20%	35%	50%	80%		
Strengthen annual school census and EMIS at state level	TA with AED and EMIS trained personnel at all levels	Institutional capacity in place	95% EMIS coverage in the states	100% EMIS coverage in the states	MoE (GoSS and States) Partners	Assessment of MoE (MoE/SWG)
						Assessment of EMIS operations (MoE/SWG)

Outcome Indicator(s)	Baseline	Targets			Agency	Data Source (Responsible Agency)
		2011	2012	2013		
Sector M&E and reviewed policy framework	ERDF and sector working groups	M&E functional & policy options in place	M&E functional & policy options in place	M&E functional & policy options in place		Assessment of MoE (MoE/SWG)
Percent budgetary allocation to Ministry of General Education	12%	25%	25%	25%		Assessment of MoE budget (MoE/MoFEP/SWG)
No. of students enrolled in HEIs by gender, field and level	14,674 students	20,000	23,000	26,000	MoHERST and Partners	Assessment of MoHERST operations (MoHERST/SWG)
No. of academic staff recruited and deployed in HEIs	1,505 academic staff	2,000	2,300	2,600		
No. of physical infrastructures rehabilitated and constructed	54 lecture halls in 5 existing HEIs	-	40	20		
	2 administration blocks in 5 existing HEIs	-	5	4		
	5 libraries in 5 existing HEIs	-	10	4		
	3 laboratories in 5 existing HEIs	-	6	4		
	Zero slaughter house for 2	-	2	-		

Outcome Indicator(s)	Baseline	Targets			Agency	Data Source (Responsible Agency)
		2011	2012	2013		
Proved quality assurance guideline & ensure HEIs' programs relevant to national & global development	veterinary colleges					
	13 Dormitories /Hostels	-	7	4		
	31 blocks for staff accommodation	-	50	8		
	Zero					
	Ministry office complex	1	-	-		
	Zero offices complex in 4 newly created HE	-	4	4		
	1990 Higher Education Act Repealed	1	-	-		
	1,000 trained academic staff	70	330	100		
	Zero Research Centre	1	5	4		
	Zero Admission Centre	1	-	-		
	Zero					

Outcome Indicator(s)	Baseline	Targets			Agency	Data Source (Responsible Agency)
		2011	2012	2013		
	Private Institutions registered and accredited	2	1	1		
	No. of science- technological education equipment impounded in Khartoum	1	2	-		
	Gradual introduction of cost sharing modality for tuition and fees	75%	50%	25%		

8.3.3.2 Health sector indicators

Outcome Indicator(s)	Baseline	Targets			Agency	Data Source (Responsible Agency)
		2011	2012	2013		
Percent of population with access to healthcare	13%	15%	20%	40%	MoH (GoSS and States) and Partners	Baseline-SHS,2010 Follow up-Household health surveys (SSCCSE/MoH) Administrative information from health MIS.
Percent of births attended by skilled health workers	15%	20%	30%	40%		
Percent of children 12-23 months fully immunized	2%	20%	25%	30%		
Percent of children U5 underweight (severe and moderate)	30%	27%	24%	21%		
Percent of children 12-59 months supplemented with Vitamin A	6%	40%	60%	80%		
Outpatient attendance per capita (contacts per person per year)	0.2	0.3	0.4	0.5		
Percent of women attending 4 ANC visits	10%	15%	30%	40%		
Percent of children receiving three doses of DPT	14%	50%	60%	70%		
Number of bomas and villages covered by outreach services	n/a	n/a	n/a	n/a		
Percent morbidity due to common communicable and non communicable diseases	TBD	10%red.	10% red.	10% red.		
Percent of U5 with diarrhoea treated with ORS	40%	45%	50%	60%	MoH (GoSS and States) and Partners	Assessment of operations of MoH(MoH/SWG)
Percent of households using sanitary means of excreta disposal	15%	20%	25%	30%		
Percent of U5 sleeping under bed net	25%	35%	50%	60%		
Number of accredited training institutions, including colleges, that have met the set MoH standards	5	7	9	11		
Ratio of skilled health workers per 10,000 population (MO, CO, MW, N)	MO:0.15, CO:1, N:15	MO:0.2, CO: 1.5, MW: 0.4	MO:0.2 5, CO:2, MW:0. 6, N:2.5	MO:0.3, CO:2.5, MW: 1, N:3		
Percent of health facilities staffed by frontline primary healthcare personnel	TBD	20%	30%	40%		
No. of hospitals with the required number of specialised staff	3	5	10	15		

Outcome Indicator(s)	Baseline	Targets			Agency	Data Source (Responsible Agency)
		2011	2012	2013		
Number of states with functional human resources information database and trained HRIS Officers	TBD	2	7	10		
Ensure the availability of safe medicines and medical equipment and their rational use	25%	40%	60%	80%	MoH (GoSS and States) and Partners	
Improve management of hospitals	TBD	30%	50%	70%	MoH (GoSS and States) and Partners	
	0	13	21	28		
Improve disease surveillance	0%	10%	20%	30%		
	25%	40%	60%	80%		
	10%	20%	40%	60%		
Establish a functional referral system	10	40	70	100	SSAC	
	NA	3%	10%	15%		
	TBD	15%	30%	45%		
	1.1%	40%	50%	60%		
	6%	10%	20%	30%		
Reduce prevalence of HIV/AIDS	0.005%	1%	2%	2%		

8.3.3.3 Social protection sector indicators

Outcome Indicator(s)	Baseline	Targets			Agency	Data Source (Responsible Agency)
		2011	2012	2013		
Percent of households receiving cash transfer through child benefit		0	10%	20%	MoGCSW SMODS State Agencies	Assessment of cash transfer program (MoGCSW/Partners/SWG)
Percent increase in available resources for Social Protection programme		10%	15%	20%	MoGCSW SMOSD State Agencies	
Existence of a set of priorities for a basic social protection package and implementation plan		-	-	Y		
Percent of targeted groups receiving social transfers (e.g. food, school feeding programs, crop seeds, farming tools etc.)	TBD			100%	MoGCSW SMSD State Agencies	
Percent of targeted youths and children at risk with increased access to community-based social services.	TBD			100%		
Percent of targeted women, youth and other vulnerable groups who have gained new access to credit and other support modalities	TBD			100%		
Percent of blind, deaf, and disabled people with access to specialised services	TBD	TBD	TBD	TBD	MoGCSW State Agencies	
No. of registered war disabled, widows and orphans who have gained access to IGA, rehabilitation centres, health and education services abroad	TBD	IGA: 445 Health: 32 Edu: TBD	IGA: 530 Health: 45 Edu: TBD	IGA: 610 Rehab centres: 36,576 Health: 65	WDWOC	No. of registered war disabled, widows and orphans who have gained access to IGA, rehabilitation centres, health and education

Outcome Indicator(s)	Baseline	Targets			Agency	Data Source (Responsible Agency)
		2011	2012	2013		
(Total no. of registered WDWOS: 370,797)				Edu: TBD		services abroad (Total no. of registered WDWOS: 370,797)
Percent of disasters predicted					MHADDM	
Percent of warnings received in accordance with international standards						

8.3.3.4 Culture, youth and sport sector indicators

Outcome Indicator(s)	Baseline	Targets			Agency	Data Source (Responsible Agency)
		2011	2012	2013		
Percent youth (age 15-29) who have access to well-structured sports and recreation activities	0	1%	2%	3%	MoYSR State Agencies	Household surveys/Admin records of sports facilities (SSCCSE/MoE/MoYSR/SWG)
Introduce a gender sensitive nationwide youth voluntary service programme	No	-	Yes	Yes	MoYSR State Agencies	Assessment of MoYSR operations (MoYSR/SWG)
Ensure youth representatives (boys and girls) are meaningfully involved in at least five national processes	0	5	5	5		Assessment of MoYSR operations (MoYSR/SWG)
No. of young people trained in short-term vocational training that includes entrepreneurship and life skills modules	0	1,100	3,200	8,600	MoYSR State Agencies	Assessment of MoYSR operations (MoYSR/SWG)
Coverage of cultural infrastructure	TBD (will be determined following first mapping activity)				Moc	
Coverage of cultural infrastructure	TBD (will be determined following first mapping activity)				Moc	4
No. of young people trained in short-term vocational training that includes entrepreneurship and life skills modules	0	1,100	3,200	8,600	MoYSR State Agencies	

8.3.4 Conflict prevention and security indicators

8.3.4.1 Rule of law sector indicators

Outcome Indicator(s)	Targets			Agency	Data Source (Responsible Agency)
	2011	2012	2013		
Number of MoLACD draft legal documents submitted to the council of ministers. (37 Laws in force, transitional constitution drafting underway)	20	50	60	MoLACD	Assessment of operations of MoLACD (MoLACD/SWG)
Number of functional Legal Affairs offices at the county level. (32 County Legal Affairs offices established).	50	65	79	MoLACD	Assessment of operations of MoLACD (MoLACD/SWG)
Screened Police, Prisons, Fire Brigade, and Wildlife forces and restructured the Ministry	1. Screen and demobilise at retirement age	2. Restructure the Ministry	3. develop policies and guidelines	Mol	Assessment of operations of Mol (Mol/SWG)
JOs are present in 33 counties. 47 counties are not covered and operators are not trained	1. Covered all 80 counties and trained operators	2. Improved	3. Operated effectively	Mol	Assessment of operations of Mol (Mol/SWG)
Number of states with functional police operational capacity.	HQ and 3 States	4 States	3 States	SSPS	Assessment of operations of SSPS (SSPS/SWG)
Number of counties with Police Community Relations Committees. (Presently 35 PCRCs are established.)	PCRCs to be established at County level	LPU in Lakes	LPU in Unity	SSPS	Assessment of operations of SSPS (SSPS/SWG)
1.1 Number of Secure Prisons (38 secure prisons)	40	51%	49%	Prisons Service, Mol	Assessment of operations of Prison service/Mol(Prison service/Mol /SWG)
1.2 Number of Prisons with humane treatment of prisoners. (Define, Baseline)	38	50%	50%	Prisons Service, Mol, SSHRC	Assessment of operations of Prison service/Mol(Prison service/Mol /SWG)
1.1 Level of Awareness of Human Rights in South Sudan (Baseline: 24%)	40%	55%	70%	SSHRC	Survey? (SSHRC/SSCCE/SWG)

Outcome Indicator(s)	Targets			Agency	Data Source (Responsible Agency)
	2011	2012	2013		
2.1 Percentage increase in complaints resolved successfully. (Baseline: 86 complaints resolved successfully)	10%	25%	40%	SSHRC	Assessment of operations of SSHRC(SSHRC /SWG)
3.1 Number of GoSS and private sector institutions with human rights sensitive policies	2 GoSS 1 Private	3 Goss 2 Private	5 GoSS 3 Private	SSHRC	Assessment of operations of SSHRC(SSHRC /SWG)
1.1 Number of statutory and customary laws reviewed and prioritized	51	46	46	SSLRC	Assessment of operations of SSLRC(SSLRC /SWG)
1.2 Number of draft bills transmitted to legislature and MoLACD	6	3	6	SSLRC	Assessment of operations of SSLRC(SSLRC /MoLACD/SWG)
Implement community security approach in all 10 states -(County consultations conducted in 70% of counties; Conflict sensitive development projects implemented in 25% of counties)	25%	25%	50%	CSSAC Bureau	Assessment of operations of CSSAC Bureau (CSSAC Bureau /SWG)
Percentage of counties where peaceful civilian disarmament is conducted	5%	10%	40%	CSSAC Bureau	Assessment of operations of CSSAC Bureau (CSSAC Bureau /SWG)
Percentage increase in immigration revenue	Establish-sh Baseline			Directorate of Immigration, Mol, MoLACD	Assessment of accounts of Directorate of Immigration, Mol, MoLACD (Directorate of Immigration, Mol, MoLACD/SWG)
Percentage increase in customs revenue	Establish-sh Baseline			MolA, MoFEP, MoRC, MoLA, MOT, NISS & MOD Customs Services	Assessment of accounts of Customs (Customs/MoFEP/SWG)
Increase in response rate (Baseline information not available)	Establish-sh Baseline			Fire Service, Mol, MoLA	

8.3.4.2 Security sector indicators

Outcome Indicator(s)	Targets			Agency	Data Source (Responsible Agency)
	2011	2012	2013		
1.1 Office of National Security Advisor and National Intelligence Service functioning. (Baseline- No National Security Committee Secretariat. No National Security Advisor, although there currently is a Security Advisor to the President. Exiting NISS organization is a GONU institution).	National Security Advisor Appointed and Secretariat staff trained & National security strategy is drafted and consulted within GoSS	Legal framework for National Intelligence Service established & National security strategy is approved, and disseminated/discussed with State Governors	National Intelligence Service staff trained	OoP, NISS, NSA	Assessment of operations of OoP, NISS (OoP, NISS, /SWG)
1.2 Number of State and County Security Committees Functional (10 States have Security Committees and State Security Advisors, but all lack Secretariat)	10 State Security Committees is active in accordance with TORS	County Security Committees is active in accordance with TORS	All County Security Committees is active in accordance with TORS	OoP, Mol, State Governors, County Commissioners	Assessment of operations of OoP, Mol (OoP, Mol /SWG)
2.1 Ministry of Defence Functional (Baseline- The Ministry of SPLA & Veterans' Affairs exists but does not have sufficient resources to fully formulate or implement strategic Defence policy.)	Ministry of Defence created through an establishment Act	MOD Strategy approved;	Plan defining the organizational structure and functions of MOD and Senior SPLA members approved	MoSPLA & VA, MOD, MoLACD, MoCA	Assessment of operations of MoD (MoD/SWG)
3.1 Number of states with active War Veterans' Support Organization. (Baseline- No Veterans' Support Organizations present in States)	3 States	5 States	7 States		Assessment of operations of MoD (MoD/SWG)

4.1 Transformation/right-sizing Plan approved and implemented through training of personnel (Baseline- 2500 personnel trained in appropriate functions).	Transformation Plan approved & Train 3,000 personnel	Train 3,500 personnel	Train 4,000 personnel		Assessment of operations of MoD (MoD/SWG)
4.2 SPLA's Operational Strategy approved and implemented (including the maintenance of bases around South Sudan, and major training including health and HR education) (Baseline- An Operational Strategy does not currently exist)	SPLA's Operational Strategy is Agreed and Approved	25% of Strategy recommendations achieved	50% of Strategy recommendations achieved		Assessment of operations of MoD (MoD/SWG)
5.1 Number of organized force personnel disarmed, demobilised and reintegrated (baseline- 11,130 special needs group from SPLA disarmed and demobilised as at 25th February 2011, of which 10,760 were counselled and 8,523 were at various stages of reintegration. Service delivery timelines for DDR have varied widely, and have not provided ex-combatants with a predictable process).	GSSS redesigns and budgets a new DDR Programme; DDR completed for 17,614	DDR completed for 30,000 ex-combatants	DDR completed for 30,000 ex-combatants	SSDDRC, SPLA, MoIA (including Prisons, Fire Brigade, SSPs), MEWCT	Assessment of SSDDRC/SPLA/MoIA/MEWCT DDR operations (SSDDRC/SPLA/MoIA/MEWCT/UND P/SWG)
6.1 Number of states with early warning providing information to relevant actors	25%	35%	50%	MOP&CPAI	
6.2 Number of peace and civic education programs and projects delivered	25% peace and civic education programs and projects delivered	35% peace and civic education programs and projects delivered	40% peace and civic education programs and projects delivered	MOP&CPAI	
7.1 Security and accident risk posed by uncontrolled explosives is reduced, by closing 1,306 hazards prioritised for socio-economic value including roads, land for agriculture, resettlement and grazing. (Baseline- 86% of known hazards have been closed. 796 known hazards remain open however many new hazards are expected to be added.)	466 hazards, including dangerous areas, suspected hazardous areas, and minefields	524 hazards closed.	316 hazards closed.	SSDA	Assessment of SSDA operations (SSDA/SWG)

	are closed.				
7.2 Accident risk reduced through provision of safe behaviour messages to 480,000 IDP and community beneficiaries around 660 hazards, and 1,500 peer to peer educators trained in MRE delivery.	180,000 beneficiaries receive safe behaviour messages around 400 hazards	150,000 beneficiaries receive safe behaviour messages around 160 hazards	150,000 beneficiaries receive safe behaviour messages around 100 hazards	XX	
7.3 500 persons with disability, including mine/ERW victims, are provided additional assistance, 100 receive psychological counselling, and 14 socio economic empowerment projects are completed. (Baseline- Existing services are inadequate)	9 socio economic empowerment assist 300 targeted beneficiaries.	5 socio economic empowerment projects benefit 200 targeted beneficiaries & 50 beneficiaries receive psychosocial counselling	50 beneficiaries receive psychosocial counselling.	MoGCSW, SSDA, VA Working Group	Assessment of MoGCSW, SSDA operations (MoGCSW/SSDA/SWG)

8.4 State consultation outputs

8.4.1 Central Equatoria state

CENTRAL EQUATORIA STATE DEVELOPMENT PLAN

2011–2013

Presented by: John Jino Laku
DG. SMO&ED

Key Priorities

Description of Priority	SDP Pillar	Relevant State Sector
1 Training of primary & Secondary Teachers	Social & Human Development	Education
2 Expand Basic Health Services to the Community	Social & Human Development	Health
3 Improve production & Productivity	Economic Development	Natural Resources & Social Development
4 Construction of roads linking Payams to Communities for better service delivery	Economic Development	Infrastructure
5 Capacity building of the State Civil Servants	Cross-cutting	Cross-cutting

Key Challenge	SDP Pillar	Link to specific priority
1 Inadequacy of Trained Teachers	Social & Human Development	Education
2 Inaccessibility & Poor condition of Health facilities	Social & Human Development	Health
3 Poor Farming Method	Economic Development	Natural Resources & Social Development
4 Poor Road Network	Infrastructure	Roads construction
5 Inadequate capacity of State Civil Servants	Cross-Cutting	Cross-Cutting

Priority	Key Activities to deliver priority	Indicative Costing (USD)		
		2011	2012	2013
4 Construction of roads linking Provinces/Countries for better service delivery	Construction of 1,889 Kms of roads (Linde-Kupera, Linde-Mukera, Mupata-Lilanga-Lilayi, Kapulu-Lujilo-Mwinda and Tseleda-Mwiti-Tumel)	3,570,000	3,570,000	3,570,000
5 Capacity Building	Training of 25 Director Generals & 369 Directors with 121 per year in leadership, financial management, Planning & Budgeting	125,000	922,500	922,500
	Training of 81 Revenue officers in Taxation	135,000	135,000	135,000
Total		7,539,617	7,297,339	7,044,165

Key Activities to Address Priorities				
Priority	Key Activities to deliver priority	Indicative Costing (USD)		
		2011	2012	2013
1 Train Primary & Secondary School Teachers	Professional training of 200 primary School Teachers with 450 in 2011, 200 in 2012 & 200 in 2013 Training of 248 Secondary school teachers with 100 in 2011, 79 in 2012 & 70 in 2013 & 80 units cost of \$4,000	1,575,000	875,000	700,000
2 Expand Basic Health Services to the Community	Construction of 3 health centres (Mporoko 1, Lanyira 1, & Tseleda 1) Ve 3, Mporoko 2, Lanyira 2, & Tseleda 2) Construction of 15 PHCC in 6 counties (Tseleda 3, Lanyira 2, Mporoko 2, Lanyira 1, & Tseleda 1) Ve 3, Mporoko 2, Lanyira 2, & Tseleda 2) Re construction of Community health workers school in Linye Region	222,222 648,150 280,000 128,620	222,222 648,150 280,000 128,620	222,222 648,150 280,000 128,620
3 Improve Production & Productivity	Provision of improved seeds and tools to the 6 counties • Limit of 50g per unit • 1.5kg of fertilizer • 0.5 mt of veldwagse seeds • 0.5 mt of Shamba • 4.5 mt of Groundnuts • 275,000 tools (Hoes, Roks, Axes, Axes, etc.) Seed grant for 15 demonstration farms in 6 counties with 3 per county (1 animal husbandry & 12 mixed, agriculture & forestry)	246,296	123,148	61,574
		205,319	205,319	205,319

Action to Improve Service Delivery

Priority	Delivery Issue	Action & Responsible Institution
1 Education	Reducing the number of untrained Teachers	Train teachers in teaching methodology (Ministry of Education, Ministry of Finance & Ministry of Labour & Public Service)
2 Health	Reducing morbidity and mortality rates	Increase basic health services & facilities (Ministry of Health, Ministry of Finance & Ministry of Physical Infrastructure)
3 Agriculture	Proof production & Productivity	Increase production & productivity by providing improved seeds, tools, Animal feeds & adaptation of new farming technology
4 Infrastructure	Reduce insecurity, road accident & delay of service delivery	Improved Security, road network & service delivery
5 Capacity Building	Poor performance of Civil servants	Train and discipline the civil servant (Ministry of Labour & Public Service & Ministry of Finance & Economic Development)

  EASTERN EQUATORIA STATE Submission to Southern Sudan Development Plan Presented by HE Josephine Akulang Abalang Minister of Finance Trade and Industry 24-March-2011	Introduction During the liberation war, Eastern Equatoria was one of the most affected areas because it was where the 21 years of conflict was sustained. As a result, most major towns in EES saw destruction of infrastructure, severe loss of human life and means of livelihood

Objectives of EES Development Plan • To improve the lives of the citizens through the provision of basic Social Services. • To inculcate in the people a culture of reconciliation, peace, unity, cooperation, understanding, tolerance and respect for customs, traditions and beliefs of each other. • To dedicate public resources and focus attention on the provision of gainful employment for the people.	Objectives continues • To promote democratic principles and political pluralism. • To decentralize and carry-out devolution of powers to the people through appropriate levels of government. • To promote education at all levels to create the necessary qualified cadres for development.																		
State Development Priorities <table><tr><th>Priority</th><th>SSDP Pillar</th><th>State Sector</th></tr><tr><td>Security</td><td>Conflict Prevention and Security</td><td>Local Government Law enforcement, Public Administration</td></tr><tr><td>Good Governance</td><td>Governance</td><td>Public Administration, Local Government and Law Enforcement</td></tr><tr><td>Infrastructure</td><td>Economic Development</td><td>Infrastructure</td></tr><tr><td>Social Services</td><td>Social & Human Development</td><td>Education, Health, Information,</td></tr><tr><td>Food Security</td><td>Social & Human Development</td><td>Humanitarian Affairs & Disaster Management</td></tr></table>	Priority	SSDP Pillar	State Sector	Security	Conflict Prevention and Security	Local Government Law enforcement, Public Administration	Good Governance	Governance	Public Administration, Local Government and Law Enforcement	Infrastructure	Economic Development	Infrastructure	Social Services	Social & Human Development	Education, Health, Information,	Food Security	Social & Human Development	Humanitarian Affairs & Disaster Management	Key Challenges • Security – Cattle Raiding and conflict over grazing land and water points – Proliferation of fire arms – Cross border disputes – Child abduction – Usage of girl child in compensations
Priority	SSDP Pillar	State Sector																	
Security	Conflict Prevention and Security	Local Government Law enforcement, Public Administration																	
Good Governance	Governance	Public Administration, Local Government and Law Enforcement																	
Infrastructure	Economic Development	Infrastructure																	
Social Services	Social & Human Development	Education, Health, Information,																	
Food Security	Social & Human Development	Humanitarian Affairs & Disaster Management																	

Key Challenges Continues • Governance – Inadequate capacity of human resource – Lack of clear roles and responsibilities – Lack of accountability – The absence of robust structures, policies and system – High Number of unskilled workforce – Weak coordination between various levels of government	• Infrastructure – Lack of equipment, plant machinery and materials – Inadequate technical staff – Lack of accessible key roads in productive areas – Misinterpretation of land policy – Lack of water and sanitation systems – Lack of office space to key state institutions
Key Challenges Continues • Social Services – Insufficient trained teachers & teachers training institutions and vocational training centers – Poor PHC/PHU in terms of structures, staffing, supplies and equipment – Absence of communication networks in most areas of the state like radios and telephone networks – High rate of school dropout leading to high crime rate and street children – Some cultural practices hindering girl child education & development	Key Challenges Continues • Food Security – lack of mechanized farming methods and irrigation system – livestock and crop diseases and poor productivity – natural calamities such as drought, floods, bush fires etc – untimely delivery of agriculture inputs – limited skill of agriculture personnel – Inactive cooperative societies – Lack of drought resistant seeds

ACTION TO IMPROVE SERVICE DELIVERY IN EES

Below are the activities to address the priorities
and challenges

ACTION TO IMPROVE SERVICE DELIVERY IN EES				
Priority/Challenge	Key activities	Inductive Costing		
		2011	2012	2013
Capacity Building of the executive and legislature (GOVERNANCE)	Review of state constitutions	3m		
	Policy Formulation and Development	5m		
	Capacity building Training of senior civil servants	5m	5m	5m
	The need to downsize 1, 7 09 unclassified staff	5m		
	Training on financial forms usage and procurement procedures	0.5m	0.5m	0.5m
Priority/Challenge	Key activities	Inductive Costing		
		2011	2012	2013
Periodic Disarmament, training of organized forces and procurement of equipments (SECURITY)	•Recruitment of 900 police forces	1.4m	1.4m	1.4m
	•Development of a policy on compensation and incentives to the bearers	1.8m		
	•Enlightenment through media and constant visits	1.5m	1.5m	1.5m
	•Holding of peace and reconciliation meetings and conferences (community forum for the counties)	1.2m	1.2m	1.2m
	•Development of training kit for police force	1m	1m	1m
	•Procurement of Communication Equipments	3m	3m	3m
	•Purchase Logistical Equipments	5m	5m	5m
Priority/Challenge	Key activities	Inductive Costing		
		2011	2012	2013
Acquisition of equipment to develop the state infrastructure (INFRASTRUCTURE)	•Purchase of public utility equipment	16.3m		
	•Training and capacity building of 30 engineers	1.5m		
	•Development of hydro electric power plant	7.5m		
	•Establishing a water and sewage network system	10m		
	•Introduce boarding school to enforce the Child Act	0.5m		
	•Establish a TV and Radio station and telephone network	1m		
	•Construction of ten office spaces for key government institutions	30m		

Priority/Challenge	Key activities	Inductive Costing		
		2011	2012	2013
Priority/Challenge	Ensure regular adequate supply of medical supplies and education materials	25m		
	Recruit 500 teachers 400 for primary school and 100 for secondary school	2m		
	Recruit health professionals 50 doctors 50 Paramedics 100 Nurses	563,25 9		
	Construction of 20 PHCC Construction of 10 PHU	2m 0.5m		
	Sanitation and garbage management System	1.5m		
	Construct two teacher training institutions	8m		
Priority/Challenge	Key activities	Inductive Costing		
		2011	2012	2013
Priority/Challenge	Promote conducive food market through food security			
	(FOOD SECURITY)			
	Production and bulking of indigenous seeds (maize, sorghum, ground nuts, cassava)	0.75m		
	Introduction of mechanized farming	3.75m		
	Establishment of research centers and extension services to farmers	1.5m		
	Construction of 5 mini dams for irrigation	7m		
	Provision of veterinary drugs and vaccines	1.5m		
	Construction of three veterinary check points to prevent trans- border diseases	3m		

Conclusion

As South Sudan embarks on Nation building as a result of the successful referendum, which ushered in a new era of independence and marks the end of the interim period; peoples' expectation at the state & county levels have increased significantly

EES hopes that its submission to the GOSS Development Plan would marks a step towards addressing some of its critical challenges and; hence the realization of peace dividend to its people

South Sudan Development Plan 2011 – 2013 Jonglei State Jonglei State Development Plan Outline Presented By: Duom Kuol Ageer Director General of Finance	Introduction Jonglei State is the largest among the ten (10) Southern Sudan States. With a population of 1.35 million people, it spans an area of 128,000 sq kilometers and consists of eleven (11) Counties. The SPLM spearheaded civil war started in Jonglei State in 1983, and its 21 years duration meant that most of the civilian population were displaced. This displacement meant that homes and other settlements were abandoned and left behind to ruin. The livelihood systems of the people were seriously disrupted, and their coping mechanisms severely destroyed. The service delivery machinery and the social infrastructure were also not spared by the spate of destruction witnessed by the State and its people.



Introd.



- The overall goal of economic development strategy in Jonglei state is the eradication of poverty, famine and hunger, the attainment of the millennium development goals (MDGs), and guaranteeing the equitable distribution of wealth.



Priorities



- Improve **infrastructure** through urban planning and provision of offices, residences and engineering assistance, provide electricity, water and sanitation facilities and a good road network system.
- Build and sustain efficient and effective accountable **conflict prevention** institutions which promote and guarantee access to justice and promote human rights for all.
- Provide and promote lifelong equitable, accessible sustainable and realizing gender equitable **education**.
- Strengthen **health** systems and services to provide equitable, effective and efficient health care.
- **Food security**.
- **Resettle and reintegrate** the returning population, restore an effective social service delivery mechanism, maintain order and establish effectively the rule of law.



Key Challenges



- Parts of state inaccessible, making service delivery very difficult
- Violent conflicts between pastoralists
- Lack of trained teachers and teaching facilities
- Inadequate qualified human resources and poor infrastructure of health facilities
- Lack of machinery and inadequate institutional support



Activities to address these priorities & challenges



Priority	Key activities to deliver priority	Amount USD			
		2011	2012	2013	Total
Construct new roads, maintain existing roads and provide better water and sanitation facilities	50 Km water harvesting borehole	\$ 200,000	\$ 200,000	\$ 200,000	
	100 Km	100,000	400,000	400,000	
	construction of 1,000 km of 120 gpm				
	construction of 100 deep bore	\$ 200,000	4,000,000	2,000,000	
	construction of 8 galls bore	\$ 200,000	14,000,000	14,000,000	
Sanitizing / construction of 1,000 galls / 120-14,000 gals	Sanitizing / construction of 1,000 galls	100,000	100,000	100,000	
	Road maintenance	\$ 500,000	\$ 500,000	\$ 500,000	
	construction of capacity building	1,000,000	1,000,000	1,000,000	
Subtotal:		15,400,000	\$4,500,000	\$4,500,000	101,400,000



Activities p 2/4

[illegible]

Activities, p 4/4

Priority	Key Activities to deliver priority	Amount (USD)		
Food Security	Food kits 10 children per year	\$50,000	\$50,000	\$50,000
	Food kits 10 mother			
	Food kits 10 students	\$50,000	\$50,000	\$50,000
	Establish a medical clinic and 1 laboratory with	\$50,000	\$50,000	\$50,000
	Train 300 community workers	\$24,000	\$24,000	\$24,000
	Train 100 staff/yr from untrained and military	\$20,000	\$20,000	\$20,000
Sub-total		1,394,000	1,393,000	1,393,000
Grand-total				5,860,000



Activities, p 3/4

Priority	Key Activities to deliver priority	Amount (USD)		
Expand access to Health	Construct 9 hospitals in counties (3 hospitals/yr)	6,000,000	6,000,000	6,000,000
	Equip the 9 Hospitals	300,000	300,000	300,000
	Equip ER in whole state by providing adequate electricity for cold chain			
	Recruit 9 Medical Officers, 27 clinical officers, 108 nurses for the 9 hospitals in the counties, 10 medical officers in the state hospital and 5 consultants in the state	115,900	97,900	97,900
Sub-Totals		6,415,900	6,397,900	6,397,900 19,215,700



Action to improve delivery

Priority	Delivery Issue	Action
Education	Increase trained manpower; enhance the number of students enrolment and improve educational facilities.	Engage citizens of the state in life long learning
Road Construction, water and sanitation	Increase road accessibility and provision of water and sanitation	Purchase of earth moving machineries, Digging of 100 deep bore, Introduction of sewerage system, Capacity building
Peace and Security	Increase the number of police	Increase public awareness and robust supervision of security task
Provision of space better health facility	Improve child and mother care and basic health service	Strengthening the EO program in the whole state, provide adequate maternal care including family planning and nutrition for disadvantaged children
Increase production in agriculture and livestock	Maximize agricultural land utilization using machinery, vaccinate livestock against disease, establish dairy farm, contract fish farm.	Mobilize cooperatives for agriculture, livestock and fishery engage in production

 SOUTH SUDAN DEVELOPMENT PLAN 2011 – 2013 LAKES STATE 10 MARCH 2011	Lakes State Development Priorities For 2011 – 2013 ❖ State security and peace ❖ Education ❖ Health ❖ Infrastructure and roads ❖ Food security 

P1 :State security and peace State Responsibilities: ▶ Enact policies and legal framework; ▶ Disarm civilians all over the state; ▶ Dig water reservoirs (Haffiers) to reduce conflicts over few water points used by the cattle keepers during dry season; ▶ Strengthen roads and telecommunication networks all over the state; ▶ Apprehend and settle all the pending murder cases in the State.	P1 :State security and peace Goss Responsibilities: ▶ Strengthen Goss organs i.e good governance by improving law and order; ▶ Strengthen and modernize the national army and other organized forces to a professional level.
P2: Education State responsibilities: ▶ Review State education policies; ▶ Increase the number of trained teachers; ▶ Increase education infrastructure e.g build many schools and teachers' accommodation; ▶ Mobilize children to go to school especially girls; ▶ Create village polytechnics at Boma or Payam level.	P2: Education Goss responsibilities: ▶ Revise and standardise the current syllabus and national examinations; ▶ Try to make education more affordable; ▶ Ministry of Education allow international investors in education sector

P 3: Health State Responsibilities: ▶ Improve and increase the number of health units in the state to ensure quality health services and accessibility to health facilities; ▶ Train more midwives to reduce birth mortality rate; ▶ Increase HIV/AIDS awareness; ▶ Increase the number of qualified health workers and improve working conditions.	P 3: Health GOSS Responsibilities ▶ Revise and formulate national health plan; ▶ Encourage development partners to help supply more drugs and maintain the existing primary Health Care Units; ▶ Collect existing health facilities data in the 10 States of South Sudan.
P 4: Roads and communication network State Responsibilities: ▶ Improve road conditions to ensure accessibility to all the counties of the state; ▶ Ensure proper urban towns surveys are done in major towns in the state; ▶ Maintain internal Roads and Bridges regularly;	P 4: Roads and communication network GOSS responsibilities: ▶ Review national roads and bridges plans; ▶ Regular maintenance of roads and bridges that fall under GOSS; ▶ Award major roads construction contracts to less-good companies with supervision; ▶ Ensure Environmental Impact Assessment prior to any road construction project.

P 5: Food Security

State Responsibilities:

- ▶ Support and modernize agricultural infrastructure by providing modern farming machinery/technology;
- ▶ Undertake physical, institutional and human resource capacity building to enhance efficient and effective service delivery;
- ▶ Support livestock and fisheries industries;
- ▶ Support tertiary agro-industries and commerce.

P 5: Food Security

GOSS responsibilities:

- ▶ Review agriculture policy framework e. g. land tenure;
- ▶ Establish a South Sudan Agricultural Bank to facilitate farmers' credit loans;
- ▶ Make available necessary agricultural inputs such as farm machinery, quality seeds and agro-chemicals.

 South Sudan Development Plan 2011-2013 Northern Bahr El Ghazal State Priorities Presented by: H.E. Ronald Ruay Deng State Minister of Finance, Trade and Industry Wau, 10 March 2011 	 Introduction This important document is developed in view of: – Gaps envisaged in the Approved 2011 State budget activities; – Comprehensive report of NBeG, presented in 8th Governors' Forum; – Council of ministers discussions and consultations; – Government policy statements; – Brief consultation and discussion with different stake holders (spending agencies & development partners, etc) NB: In long run, the state envisages prioritization of Industrial and private sector development 2

State Development Priorities

Top five development priorities of the State

Description of Priorities	SSDP Pillars	Relevant State Sector
1. Reduce food insecurity (food deficit) through intensive and extensive farming	Economic Development	Natural Resource & Social Development
2. Mitigate border conflict with bordering States in North Sudan	Security and Conflict Resolution	Public Adm. & Rule of Law
3. Improving the quality and quantity of health service	Social and Human Development	Health
4. Construction of drainage canals, dams, roads, and bridges	Economic Development	Physical Infrastructure
5. Increase the quality and quantity of education services	Social and Human Development	Education

3

Key Challenges

Top five challenges faced by the State in since 2005:

Key Challenges	SSDP Pillars	Relevant State Sector
1. Food insecurity and poverty resulting from traditional farming, unpredictable weather, crop disease, etc	Economic Development	Natural Resources & Social Development
2. Insecurity in the border area as the state share longest border with the North	Security & Conflict Resolution	Public Adm. & Rule of Law
3. Limited health service quality and coverage (existing facilities established as early as 1960s)	Social and Human Development	Health
4. Recurrent flood occurring in the rainy seasons causing crosscutting damages	Cross-cutting	Physical Infrastructure
5. Lack of qualified teachers, schools and facilities	Social and Human Development	Education

4

The Top 5 Programmes to Address Challenges & Improve Service Delivery

• Top Five Programmes to address the challenges and to improve service delivery:

1. Increase farm productivity
2. Peace building activities and security fund
3. Increase quality and quantity of health services
4. Improved drainage system, Dam construction, roads (security road) construction Infrastructure
5. Improvement in the quality and quantity of education service provision

3

Programme 1: Key Actions to be Undertaken

• Goss Responsibility

- Increase Mechanized farming through use of Tractors, accessories, fertilizer, etc
- Increase distribution of improved seeds varieties
- Development of Toc Cho farm
- Construction of Storage facilities for Toc Cho farm
- Rehabilitation of Aweil rice scheme Basins 16
- Promotion of Agricultural cooperatives

• State Responsibility

- Training of agriculture support staff for farmers
- Provision of land
- Tuning policy statements in tandem with priorities, Supporting Private sector investment in this sector
- Implementation, Monitoring, & reporting

• Indicative cost = 8 m USD

5

 Programme 2: Key Actions to be Undertaken • Goss Responsibility – Logistic and communication equipment support – Building peace cottages (centers for interactions and inter-communal meetings) – Establishment of security funds for the state • State Responsibility – Administer security funds for State to Supplement security infrastructures and improve communication equipment/intelligence – Conducting peace conferences between-Dinka Malual-Rezigat and Misseriya. – Strengthening the efficiency and effectiveness of existing security apparatus ▪ Indicative cost = 3 m USD 7	 Programme 3: Key Actions to be Undertaken • Goss Responsibility – Construction of Aweil Referral Hospital – Donation of medical equipments & modern medical facilities. – Training of qualified personnel • State Responsibility – Land identification and allocation – Survey and design work – Implementation, monitoring, & progress report • Indicative Cost = 3.5 M USD 8
 Programme 4: Key Actions to be Undertaken • Goss Responsibility – Construction of drainage canals and dam – Construction of roads connecting counties and security roads – Provision of technical assistance • State Responsibility – Survey of the area and indentifying dam constructing site – Maintenance of internal roads – Training and capacity building – Implementation, monitoring and reporting • Indicative cost = 10 m USD 9	 Programme 5: Key Actions to be Undertaken • Goss Responsibility – Construction of Vocational Training Centres – Construction of NBEG University – Construction of girls primary school – Construction of National Secondary School – Filling capacity gaps • State Responsibility – Recruitment of qualified teachers – Provision of land – Training (Vocational and on-job) – Implementation, monitoring and reports • Indicative Cost = 12 m USD 10

 Conclusion • The identification of development priorities and activities geared to address state challenges is timely and appropriate for our new emerging nation that is faced with many pressing issues. • We appreciate GOSS consulting and inviting States input into Southern Sudan Development plan so as to increase transparency, accountability and ownership of this very important plan. 11	

 South Sudan Development Plan 2011-2013 Peter Dak Gathuak, DG of Education Unity State Bentiu, 25 th March 2011 	 State Development Priorities THE TOP FIVE DEVELOPMENT PRIORITIES A. Health B. Education C. Infrastructure D. Security E. Agriculture

 TOP FIVE CHALLENGES FACED BY THE STATE IN SINCE 2005 A. Lack of infrastructure B. Insecurity C. Lack of Health services D. Over employment E. Lack of funding for projects	 A. Provision of Health services B. Improve and raise the level of literacy C. Mobilizing local resources D. Improve good governance and empower local government E. Improve transparency and accountability F. Training and deployment of police force
 • State Responsibility – Provision of health services – Hiring of health specialists and consultants – Construction of health facilities – Training of health personnel • GoSS Responsibility – Funding the health projects – Support to specialists and provision of external training	 • State Responsibility – Build as many primary schools as possible in the counties, payams and bomas. – Training of teachers – Hiring of qualified teachers – Regulate the school enrolment • GoSS Responsibility – Provide scholarships. – Establish good and reliable curriculum – Capacity development for Education managers

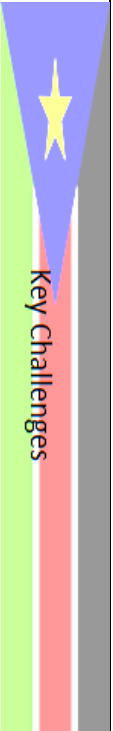
 PROGRAMME C: KEY ACTIONS TO BE UNDERTAKEN • State Responsibility – Regulate collection of local revenue – Encourage local food production – Provide technical training to state and local government officials – Establish proper accountability standards • GoSS Responsibility – Assist in provision of technical training. – Provision of guidelines and formats.	 PROGRAMME D: KEY ACTIONS TO BE UNDERTAKEN • State Responsibility – Posting of professional senior staff to the counties – Training of counties officials. – Support community based projects – Ensure participatory approach in development of policy and decision making. • GoSS Responsibility – Earmark funds for the development of local government – Provide technical support to programmes of local government
 PROGRAMME E: KEY ACTIONS TO BE UNDERTAKEN • State Responsibility - Adhere to public accounts policy – Usage of standard forms for Expenditure – Ensure consistency in Budget execution – Training of staffs involved in taxation • GoSS Responsibility – Design standard policy of local revenue accounting – Review and enact law regarding tax	 Programme F: KEY ACTION TO BE UNDERTAKEN - State Responsibility • Recruitment of more security personnel • Training of police force • Disarmaments of civilian and integration of militia groups • Orientation of organized forces to observe the rule of law - GoSS Responsibility • Deployment of qualified security officers • Providing support in Technical Training

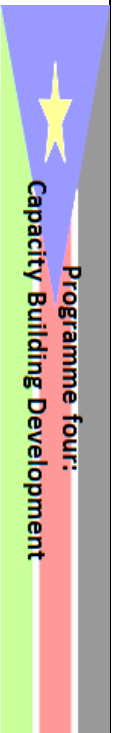
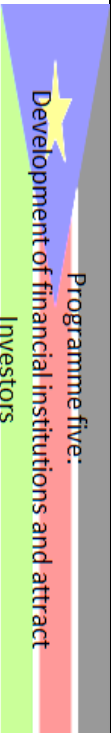
 South Sudan Development Plan 2011-2013 Bartholomew Pakwan Abwol, DG of Information and Communication Upper Nile State 	 State Development Priorities • The five development priorities of Upper Nile State are as follows: 1. Health 2. Education 3. Infrastructure (e.g. WASH, Roads and Bridges) 4. Agriculture (include food security) 5. Human resource development

 Key Challenges • The top five challenges faced by the State in since 2005 are as follows: 1. Insecurity 2. Poor infrastructure 3. Inadequate financial funding 4. Lack of agriculture inputs 5. Inadequate capacity building of human resources	 The Top 5 Programmes to Address Challenges & Improve Service Delivery 1. Improvement of security 2. Provision of adequate financial funds 3. Provision of agric-inputs Agro-chemicals and other implements like livestock and fisheries development projects 4. Provide more training to human resources to enhance training programs 5. Rehab-and-construction of physical infrastructure
 Programme 1: Key Actions to be Undertaken • State Responsibility: – Peace building among the citizen in the state – Recruitment of police and building of police stations – Improve coordination between traditional authority and the police • GoSS Responsibility: – Border demarcation between the states and counties, payams and bomas – Peaceful disarmament all over the state	 Programme 2: Key Actions to be Undertaken • State Responsibility: – Harmonization of tax collection in the state – accountability and transparency in financial management – avoid more checkpoints on the highways • GoSS Responsibility: – Enactment of financial regulations – Strengthening auditing system

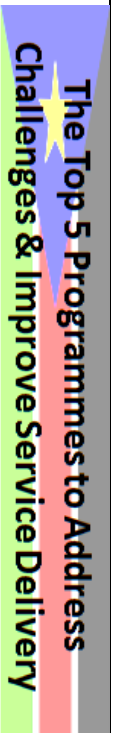
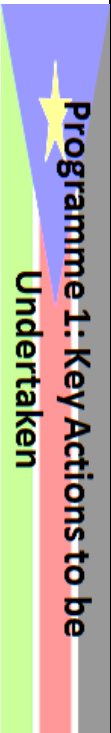
 • State Responsibility: – investment in agricultural projects to generate fund improved livelihoods – improvement livestock and fisheries projects – introduction of mechanize projects in counties • GoSS Responsibility: – provide machinery and agriculture instrument – protection of national pest and establishment of agricultural research centers	 • State Responsibility: – Establishment of multipurpose training institutes – Improvement of alternative education – Establishment of reformatory • GoSS Responsibility: – provision of fund and technocrats – Provision of various equipment
 • State Responsibility: – Construction of in-town and feeder roads – Proper management of water sanitation – Production and good management of electricity • GoSS Responsibility: – construction of main trunk roads and bridges – Permanent solution of water and electricity	

 South Sudan Development Plan 2011-2013 WARRAP STATE Wau, 10 March 2011  Presented by: Cde Majok Bol Kur Warrap State Minister of Finance Trade and Industry	 State Development Priorities Top five development priorities of Warrap State • Resettlement of returnees. • Infrastructure development. • Basic service delivery. • Food security. • Security stabilisation

 Key Challenges The top five key challenges faced by the State since 2005. • Insecurity. • Lack of infrastructure development to attract major investors and financial investors. • Lack of essential basic services. • Lack of skilled manpower. • Ongoing challenges posed by the influx of returnees.	 Top Five Programmes to Address Challenges & Improve Service Delivery • Building and upgrading of public facilities. • Rapid infrastructural development. • Security stabilisation. • Resettlement and reintegration of returnees. • Food security initiatives like micro finance and the availability of financial institutions and investors.
 Programme one: Insecurity State Responsibility: • Take peace building initiatives/ maintain commitment • Establish a well equipped police force • Provide water points for human and animals. • Monitoring and evaluation. GOSS Responsibility. • Provide more funds for peace building initiatives. • Facilitate monitoring and evaluation and disarmament.	 Programme two: Infrastructure Development State Responsibility: • Provide land. • Plan and budget. • Implement, monitor and evaluate. GOSS Responsibility. • Support with funding. • Implement, monitor and evaluate.

 State Responsibility • Identify priority needs/areas.(health/education). • Plan and budget. • Assure community involvement and ownership (sustainability). • Implement, monitor and evaluate. GOSS Responsibility • Fund. • Monitor and evaluate and develop policies and guidelines.	 State Responsibility: • Scrutinise the entire workforce (performance appraisal). • Recruit a qualified workforce. • Provide short and long term training for staff. • Develop multi purpose vocational training centers. GOSS Responsibility. • Increase funding. • Develop policies and guidelines.
 State Responsibility: • Maintain security to attract investors. • Develop policies to attract investors. • Provide land to potential investors. • Ensure and maintain a conducive working environment. GOSS Responsibility • Encourage and guarantee the investment climate for investors. • Develop policies that attract investors.	

 South Sudan Development Plan 2011-2013 Western Bahr el Ghazal Wau, 10 March 2011 	 State Development Priorities 1. Provide safe water for domestic and livestock by increasing the number of existing facilities 2. Increase access to education 3. Increase health care services 4. Achieve food security 5. Expand road connection

 Key Challenges 1. Insecurity 2. Untrained staff 3. Lack of office accommodations 4. Lack of information 5. Lack of coordination among stakeholders 6. High rate of illiteracy	 The Top 5 Programmes to Address Challenges & Improve Service Delivery 1. Provision of basic services 2. Staff training 3. Construction of roads and bridges 4. Non-transport physical infrastructure (e.g. schools, offices, hospitals) 5. Livelihoods development
 Programme 1: Key Actions to be Undertaken • State Responsibility – Dig 200 borehole hand-pumps per year in rural areas – Extend water network in six main towns • GoSS Responsibility – Provide construction materials for urban water network – Provide materials for borehole and hand-pump construction	 Programme 2: Key Actions to be Undertaken • State Responsibility – Recruit 150 new trained teachers each year – Train existing teachers – Construct 50 new schools each year in urban and rural areas • GoSS Responsibility – Provide textbooks and other educational materials – Train secondary school teachers

 • State Responsibility – Construct County Hospitals and primary health care centres – Train 100 new health professionals each year • GoSS Responsibility – Construct new State hospitals in Raga and Mapel – Reliably provide pharmaceuticals to hospitals and health care centres	 • State Responsibility – Provide seeds to smallholder farmers – Train agricultural officers to train and advise farmers on production techniques • GoSS Responsibility – Provide tractors, water pumps and agricultural machinery – Provide advanced training to agricultural extension officers
 • State Responsibility – Construct 150km of feeder roads per year to connect counties – Maintain existing feeder roads • GoSS Responsibility – Construct and maintain interstate roads – Maintain existing bridges – Train 10 engineers per year for road design and construction	

WESTERN EQUATORIA STATE 2011- 2013 STATE DEVELOPMENT PRIORITIES & CHALLENGES H.E. Evans Doctor State Minister of Finance & Industry	Five Highest Priorities • Rehabilitation & Constructions of Roads, Bridges & and Airport/8Airstrips • Improved Agricultural Production & Water supply • Industrialization – Food Processing Industry – Canning Industry • Improved Education and Capacity Development • Improved Health Services

Key Challenges • Insecurity (LRA, Internal) • Low capacities of the State workforce & inadequate facilities. • Poor Road access linking most of the Counties & within the counties in the State. • Inadequate institutions that offer loans to farmers and Business communities • Lack of modern Agricultural Technology & Equipment	Actions to Address: 1 • Priority: Transport Infrastructure – Rehabilitate 56 Feeder Roads & Bridges – Tarmac the Town Road in the State Headquarters – Tarmac Juba – Yambio – Wau Trunk – Construct Airport • Strengthen coordination between Goss & State. – Provision of firearms & ammunition to State security organs – Recruit & Train more Security bodies. – Improved road access & logistics to areas of insecurity • Challenge: Insecurity, Poor Road access. – Collaborative arrangements of communities, State Government, Goss & International to deal with border & regional challenges – Instituting good governance to strengthen the rule of law – Provision of firearms & ammunition to State security organs – Recruit & Train more Security bodies. – Improved road access & logistics to areas of insecurity
Actions, 2 • Priority: Improved Education & Capacity Development • Challenge: Low capacities of the State workforce (high rate of untrained teachers, inadequate learning facilities & high learning institutions) – Recruit & train workers in Health, Education, Engineering/Technical, Public service & Agriculture – Establish institutions of higher (Management institutes & universities, both public & private) – Encourage distance learning by the workforce – Encourage adult education – Conduct regular workshops & seminars – Establish effective & efficient learning system & develop capacity of manpower in the State (State Ministries, Communities)	Actions, 3 • Priority: Industrialization (food processing & canning industries) • Challenges: insecurity & lack of modern agricultural technology & equipment, poor road access linking & within counties. – Establish a State Investment Authority. – Produce large quantities of raw materials – Provide modern technology & equipment to increase production – Improve transport & communication system. – Improve and construct power generation units & water supply – Train – Improve & maintain good governance & rule of law – Establish a system to regulate, monitor & evaluate operations of both public & private industries. (State Ministries, Local Government)

Actions, 4 • Priority: Improved agricultural production & water supply • Challenges: Inadequate lending to farmers and business; lack of modern agricultural technology & equipment – Introduce mechanized farming – Conduct extension services to create awareness among the farmers – Provide agricultural inputs e.g. tools, improved seeds – Enhance farmer training – Rehabilitate Yambio agricultural research division – Construct local dams & water yards for communities – Establish a monitoring & evaluation system to enforce policies to improve food security (State & Local responsibility)	Actions, 5 • Priority: Improved health services • Challenge: Insecurity; low capacity of the state workforce; inadequate facilities – Recruit local & foreign medical personnel – Train medical cadres – Provide qualitative & quantitative medical facilities for better services – Maintain security to ensure accessibility & utilization. – Establish proper reporting, recording & evaluating system in the health sector (State, GoSS, Local Government)

8.5 SSDP conference summary

South Sudan is in the process of producing a South Sudan Development Plan (SSDP), a medium term planning framework for achieving security, development, economic growth and poverty reduction. The SSDP 2011-2013 will guide all expenditure and resource allocations for the Government of Southern Sudan and development partners. It will provide an over-arching vision for the economic and social development priorities over the next 2.5 years of the post independence period. The SSDP 2011-2013 is expected to be finalized and submitted to the Council of Ministers by 15 June 2011 and will serve as an Interim Poverty Reduction Strategy Paper (I-PRSP) for the new nation.

A one day high-level meeting was organized by MoFEP on November 17, 2010 in which deliberations on the various aspects of the preparation process were presented including the four key pillars that would guide the document, namely (i) governance (ii) economic development (iii) crisis prevention and security, and (iv) social and human development. In February 2011, MoFEP convened introductory meetings for various 'pillar' groups on the guidelines and way forward. It has circulated the guidelines for participation of stakeholders (GoSS agencies and Development Partners) including a schedule of activities. Following the introductory week the participants in each of the Pillar Working Groups were provided with a half-day training by MoFEP on the *"Guidelines For Drafting The Southern Sudan Development Plan 2011-2013"* following which the Pillar and Sector Working Groups began on their respective chapters and sections.

The drafting has been undertaken through the four Pillar Working Groups where respective government agencies, development partners and other stakeholders held consultations and drafted the different components that make up the SSDP. Furthermore, the MoFEP organized three regional state consultations on the SSDP process in Wau, Bentiu and Juba (on March 10, 24 and 25 2011, respectively) whereby states were consulted on the SSDP preparation process and identified their respective development priorities.

The stakeholder conference that took place at the New Sudan Hotel 19th-20th May 2011 was meant to collect the views of the stakeholders as the country prepares the final version of the plan. It was opened and chaired by the Minister of Finance and Economic Planning (MoFEP) H.E. David Deng Athorbei.

In his comments at the conference, the Minister highlighted the importance of 2011 as a watershed year for the people of South Sudan, being the year the country is going to attain its independence. He emphasized that for this reason, the SSDP 2011-2013 is being formulated to help chart a way for the government to deliver peace, justice and prosperity for all, and stop the marginalization the people of South Sudan have suffered for a long time.

He affirmed that the plan will be the first step in attaining Dr. John Garang's vision of building a capable state with strong institutions in which all the people are equal and prosperous. He further stated that the SSDP 2011-2013 will put emphasis on building infrastructure, transforming agriculture and offering quality services to the people of South Sudan. He cautioned that building a state is hard but still assured the stakeholders that the government will manage the country's oil revenues and other resources for the good of the people of South Sudan. Because of limited resources and the time available for the formulation and implementation of the SSDP 2011-2013, the Minister emphasized that the plan will need to be realistic and that prioritization will be a key to success.

The Minister reiterated that the plan is meant to stop uncoordinated development that has hitherto been the case, emphasizing that the plan will now be limited to the vision, theme and goals as the guide for any intervention. The support from development partners, the Minister said, will now be aligned with the SSDP to ensure coordinated development and mutual accountability to states and tax payers. The Aid Strategy accompanying the plan, he said, will outline the modalities for partners support including in capacity building and technical support that will help the country to deliver on its commitments. The Minister also emphasized that the implementation of the plan will need everybody's participation, including that of women, youth, and men calling for unity of purpose. He called for continued engagement starting with the two days of the conference.

The conference was also attended by several GoSS Ministers, Commission Chairpersons and Undersecretaries, Dignitaries from states including Governors and state Ministers, and key donors and development partners including Norway, Canada, USAID, the Joint Donor Team, EU, DFID, AfDB, the World Bank and the IMF. There was also a large presence of the United Nations led by the Deputy Special Representative of the Secretary General, and the UNCT Deputy Resident Coordinator and UNDP Head of Office.

8.5.1 Emerging issues from the Conference

This section summarizes the emerging key issues from the SSDP 2011-2013 stakeholder conference from the panel members and the audience, grouped into the pillars and other issues presented in the conference. The comments are presented under the following areas:

- Background and Plan Overview;
- Vision and Priorities;
- Governance Pillar;
- Crisis Prevention and Security Pillar;
- Economic Development Pillar;
- Social and Human Development Pillar;
- The Aid Strategy;
- Capacity Building Strategy for the SSDP, and
- Return, Reinsertion and Early Reintegration in South Sudan.

This report concentrates on the reactions from the panelists and the audiences since the presentations are available as separate documents accessible on request.

8.5.2 South Sudan Development Plan Overview

The overall overview of the plan was presented by the Minister of Finance and Economic Planning who highlighted the historic context of the plan and underscored how important this exercise is for the sustainable development of the new nation of South Sudan. The overview generally attracted overwhelming approval from the participants with many speakers concurring with the Minister that this plan is a major undertaking as the country gears up to its independence. There was universal agreement that having a plan as the country starts its journey as new nation will give it a direction that will ensure a shared vision for the country.

8.5.3 Vision & Priorities of the SSDP

The vision and priorities of the plan were presented as part of the overall conceptual framework of the plan. The presentation was meant to cover the framework under which the SSDP is being formulated including the vision, the mission, the objectives and priorities in the plan. The comments that were made on the presentation can be grouped in the following areas: Need for evidence to support resource allocations; Monitoring and evaluation issues; and layout issues.

On the evidence used in the plan especially in supporting the allocation of the resources, there were some who thought that there should have been more rigorous quantitative analysis including the use of the models to justify the allocation of the resources to different sectors. Related to that were some concerns that without some baselines, it will be difficult to assess the impact of the plan. There were also concerns that the relationship between the resources to implement the plan and the expected expenditure, including the possible fiscal deficit expected, is not well stated which might complicate the mapping of the plan into the expenditure framework including the budget.

On this important concern however, it was clarified that given the paucity of data in South Sudan, it was very difficult to use vigorous quantitative methods in designing the conceptual framework of the plan. It was

noted that such methods would have needed quantitative data from household and other surveys in addition to county-wide models most of which are not yet available in the country.

Related to that were issues to do with **monitoring and evaluation**-with some participants calling for the formulation of an independent monitoring and evaluation framework possibly administered by an autonomous body that will ensure that implementation of the plan follows the set guidelines and that its impact will be easily assessed based on the indicators pre-determined in the plan. There were assurances however, that a monitoring and evaluation framework will be included to enable the country and other partners to follow the implementation of the plan.

On the **layout of the plan**, it was suggested that the plan be given a “theme” to delineate the scope of the plan. This it was suggested should be clearly linked to the objectives and indicators in order to aid the eventual monitoring and evaluation of the plan. The Minister of Finance and Economic Planning also observed that the SSDP is still made up of disparate parts that need coherence and streamlining in order to come up with a complete plan. He therefore called on the officials concerned to make sure that the plan is put together in way that makes it a complete and coherent document.

8.5.4 Governance Pillar

This pillar consists of proposals that are under the public administration and accountability sector working groups represented by 17 GoSS institutions. The issues raised on this pillar included: legal and institutional framework; public service reform; labour issues; accountability; institutional capacity; and cross cutting issues.

The Legal and institutional framework – it was observed that there is need to create clear structures and functions for service delivery and laws to ensure good governance should be enacted. Concerns were raised about the uniform transfer of funds to the states irrespective of the characteristics of the states and suggestions were made that analysis of state contexts should be done to ensure that resource allocations from GoSS are as equitable as possible.

Public service reform-There were many calls for reforming the public service in order to make it more efficient, mainly by putting the right people in the right places, trimming the payroll and removing unproductive workers and offering them a decent pension. In order to absorb the rest of the workforce outside public service, it was suggested that there is need to develop the private sector. The need to create a public service that is national, which can work anywhere and is not involved in politics, was also highlighted.

Labour issues – were some of the concerns that were raised. The problem of the estimated more than 140000 workers that will come from the North Sudan was raised, imploring the planners to cater for these people. It was observed that these and the workers that are already on the payroll will need a pension scheme to cater for them.

The issue of expatriate labour coming from outside South Sudan even those with basic service skills was raised, with many participants saying that the government needs to train South Sudanese in job skills so that they can be able to take over from these outside workers. It was observed that there are many indigenous skilled South Sudanese that are not being used in building the country. In that respect, it was observed that there may be need for a market survey to find out about these workers in the country with the view to planning for them. The Minister of Labour and Public Service clarified that some workers especially the specialized experts from outside such as the IGAD countries are a contribution by their national governments to help strengthen the capacity of South Sudan. She further urged the country to put an emphasis on attitude and culture change and capacity strengthening so that there is no need to import labour.

To support job creation it was suggested that labour offices should be established at state level to deal with labour issues. A similar office, it was suggested, could be set up in the Diaspora to cater for the many South Sudanese that are planning to come back to work in the new nation. It was also suggested that the labour force in the country should be national in character with no tribal leanings and fears were raised by some

that decentralization may be creating a situation where states are recruiting from their own, with a danger of coming up with tribal labour forces. To create a capable public service that can deliver to the people of South Sudan, it was also suggested that nepotism that sometimes overrides skills should be fought so that meritocracy becomes the basis for being hired.

Transparency and accountability-were raised as one of the most important prerequisites for good governance. There were many complaints about the level of corruption in some government institutions and calls for the strengthening and in some cases enforcement of anti-corruption measures in order to ensure good governance. It was observed that unless the corrupt are censured or are made to pay somehow, it will be difficult to uproot corruption. It was therefore suggested that bodies in charge of prosecution and the enforcement of the law should be strengthened.

There were also calls for increased oversight by the South Sudan Legislative Assembly so that accountability is institutionalized in government policy formulation and implementation. It was observed that unless the population is prepared to follow the law, good governance is going to be hard to achieve. It was therefore emphasized that the supremacy of the law should be guaranteed in the country.

Nepotism as a form of corruption was also cited as a major hindrance to good governance. It was therefore suggested that institutions involved in anti-corruption measures should put nepotism as one of the major vices to eliminate short of which good governance will be hard to achieve.

Ethics, good manners and the fear of God were raised as pre-requisites for attaining a corrupt-free society, emphasizing that measure to inculcate these values in the population may pay off in the long run in improving good governance in the country. The Minister of Finance and Economic Planning on his part called for innovative ways of fighting corruption, citing a case of Eritrea where such measures as requiring the corrupt to write the phrase "corruption is bad" for days, have been used with considerable success.

Institutional and human capacity constraints -were raised as one of the hindrances to the delivery of good governance. There were calls to revisit the current structure so that it can deliver on the vision of the plan. There were calls for continued capacity strengthening to produce a competent manpower and government institutions that can be relied on for delivering good governance. The type of skills that may be needed to deliver for a competent state that is capable of delivering for the people may require going beyond the formal education to mass education of the population and technical skills training.

There was also emphasis on evidence-based research requiring the production of statistics and other evidence that is needed by the population. It was emphasized that there will be need to have baselines for most of the interventions that government wants to undertake and this will need evidence. Delivery systems will also need to be streamlined including the clarification of decentralization structures. Short of this, it will be difficult to link the resource expenditure with implementation and impact assessment. Suggestions were made in this regard for the formation of an autonomous planning authority to be able to provide evidence-based planning and impact assessments.

Cross cutting issues like Gender and environment-were also suggested with some calling for the separation of women from the rest from the general gender to ensure that their issues are focused on more seriously. It was however, noted that the women and youth that are in places of responsibility are actually doing well and emphasis on women will help in the search for good governance. It was noted that emphasizing women issues and allowing them to have a say in development is good for good governance.

There were calls for the protection of the environment because of its importance for sustainable development absent of which you cannot have good governance. There were also some issues suggested for addition including mine action programmes and security because of the impact it is having on the country and that security should be one of the cross cutting issues in this pillar.

8.5.5 Economic Development Pillar

This pillar consists of proposals that are under the Natural Resources, Infrastructure, and Economic Functions sector working groups represented by 15 GoSS institutions. The issues that were raised on this pillar included: investment climate including source of financing; legal and institutional capacity; infrastructure development; transformation of agriculture and other non-oil sectors; other issues.

Investment climate, including source of financing-the issue of capturing the confidence of investors was mentioned as very important. It was noted that there is need to ensure that potential investors receive the information they need to make informed decisions on their investments. There were also calls for the spirit of nationalism and commitment and political will to protect investments. There was a suggestion that the issue of currency stabilization (that is hurting the private sector) be worked on. One way is to ensure that monetary policy in the plan is strengthened to ensure stability in the market. Concerns were raised about the state of the domestic financial system including that of commercial banking with the view that indigenous banks are being ignored in favour of foreign banks. It was clarified by the BoSS officials that the state of banking in the country is still very weak and that it will take time for indigenous banks to manage the competition with the already developed foreign banks.

The issue of land reform was mentioned as an important issue for investment with some people noting that the investment laws in the country are opaque and not investor-friendly. There were calls to maintain security which is a pre-requisite for economic development.

There were also concerns that the cost of doing business is high and calls for deliberate efforts at reducing this cost including a suggestion for the lowering of fuel taxes if possible by seeking Public Private Partnerships (PPP) for the development of a refinery in South Sudan. Other suggested measures included the protection of indigenous businesses from high taxes and foreign competition. There were calls for supporting informal businesses to ensure that they become engines of growth.

Officials from the Ministry of Investment clarified that the business environment is favourable with only three signatures needed to start a business and ability to repatriate profits in just 24 hours, there were still calls for the lowering of the cost of doing business.

Legal and institutional capacity-there were calls for the creation of institutions that will bring about sustainable development and increase the national ownership of the transformation process. Financial institutions for example, including the Central Bank and development banks were suggested as institutions that may need to be formed to create a conducive environment for vibrant growth of the economy. Streamlining systems so that bureaucracy and time wasted is minimized were cited as important elements in fostering economic development.

There were also calls for the strengthening of the analytical capacity of institutions that are charged with economic growth including the training of staff in evidence-based policy formulation. This it was argued, was necessary for eventual replacement of foreign experts that are providing the analytical support.

There were also calls for strengthening the legal structures in order to ensure that efficient legal oversight is provided quickly for institutions to be able to work more quickly and efficiently. The laws that were suggested for quick enactment were: the law to protect resources; investment laws like the one to regularize Public-Private Partnerships (PPPs); financial regulation laws including the counterfeit law and taxation laws. The PPP law in particular was said to be very important due to the need to raise private sector capital to undertake huge capital investments that the government cannot do alone, like HIP dams.

The other justification for prudent institutional management was the understanding that public sector is going to lead the development process for some time to come and that unless public institutions are efficient, service delivery will not improve. Therefore in addition to operational institutions, there were calls for the formation of policy institutions inside ministries and other public agencies. In addition to institutional development, there were calls for the setting up of other systems that will improve the efficiency of the resource allocation, spending, and monitoring and evaluation. Such may include efficient and secure payments, payroll management systems and resource management systems. It was noted

however, that there may be constraints to developing such economic management systems and institutions due to human and other resource limitations.

The issue of fiscal discipline not only by government but also by individuals was raised, noting that the government has often prioritized consumption goods instead of capital goods. And in case of individuals it was observed that many people prefer to live a luxurious life, a situation that has made South Sudan a consumer country. This, it was observed has to change in order for the country to live within its means.

The issue of corruption was raised as a major hindrance to economic development with participants noting that unless financial oversight is strengthened including audits, so that resources go to where they will have the biggest impact on economic development of the country, it will be difficult to achieve sustainable economic growth and transformation. The fight against corruption was therefore mentioned as a prerequisite for economic growth and development.

It was also noted that decentralization as an institutional framework for service delivery and economic management should be strengthened and that the linkages between the GoSS and the local governments should be clarified so that division of labour is clearer. Short of which the participants noted, there will be lack of coherence in planning and implementation of programmes.

Infrastructure development- the need for significant infrastructure development was consistently emphasised by conference participants, highlighting its importance in the economic development of the country. Power and roads were mentioned as critical constraint to the country's economic growth and there were calls for the plan to put emphasis on these areas. The problem it was observed, was the high cost of construction (especially cement prices) which could benefit from public private partnerships (PPP). There were calls for the production of a master plan for roads and energy to guide the development of these two important sectors. It was also noted that a similar master plan may be needed for national resources, which may require mapping to be able to plan their exploitation. Housing was also mentioned as an important area of focus not only to stop slum development but also to improve the housing conditions of the population.

Increased investment in ICT both by the private and public sectors, was mentioned as a future engine of economic development because of its positive impact on resource allocation planning, and monitoring and evaluation. ICT was also mentioned as important in business facilitation that creates a good investment environment for investment.

Transformation of agriculture and other non-oil sectors-was raised as one of the most important undertakings that may be required for the development of the country. There were many concerns about the state of the agriculture sector with many participants indicating that South Sudan needs serious efforts at developing the agriculture sector. It was reported that productivity is very low in the sector and that for the few farmers who are involved in crop production for example, are just producing few bags. This, it was observed has implications for food security and food inflation that if not handled may become a destabilizing factor.

There were calls for a switch to capital intensive or mechanized agriculture like use of tractors that can revolutionize the production. Use of high value input like improved seeds and fertilizers was also mentioned as prerequisites for modernization of the agriculture sector. It was noted that the country needs to identify and develop some cash crops in order to earn foreign exchange through exports.

It was also noted that South Sudan already has a comparative advantage in agriculture especially in commercial crop and animal production given the expensive land at its disposal and the pastoral culture. It was recommended that high breed cattle be introduced to enable farmers to receive higher value from their herds. The land tenure system which is mainly communal was however, noted as a possible constraint to the development of commercial agriculture and there were calls for some form of land reform that will aid the acquisition of land.

As a move to modernize agriculture, it was suggested that special economic zones be established in which processing firms can be facilitated to set up factories that would buy produce, process it and sell it on the

market or export it. This it was noted would create a market for agricultural produce. Value chain analysis studies were suggested as a means to ascertain the production to market procedures already existing in the agriculture sector, with the view to modernizing the processes. The view would be to assess the agricultural processes at farm, processing level and market in order to find out what is already happening in the industry and what can be done to improve the processes at all those levels. Other measures suggested were a livestock-surveillance, and intensification of veterinary services support to eradicate animal diseases, and ensure that animal products are safe for consumption and can be accepted for export. Formation of agricultural cooperative societies was also suggested as an important element in enhancing marketing of produce in commercializing agriculture. Irrigation was mentioned as an important issue to consider in South Sudan given the climatic conditions that sometimes do not favour agriculture, and there were calls for increased investments in this area.

In addition to agriculture, it was noted that the country will need to develop the other non-oil sectors so as to break the reliance of the country on oil revenues. It was for example suggested that the Revenue Authority should begin to look to other trade areas like at border points to collect the taxes in order to enhance the domestic resource mobilization that is separate from oil rents, this it was suggested will help the country to have a more diversified economy. Other sources of resources to support a non-oil economy that were raised were the millions of dollars that the Diaspora send back home that can be harnessed as a source of revenue for development.

Other issues - included gender which was mentioned as a major consideration if the country needs to achieve economic development. It was argued for example that education of women is good for the economy and that the country should continue to put emphasis on gender equality in order to achieve economic development. Man made and other disasters like floods and drought were also suggested as important issues to consider since they have a great impact on development.

Tourism was mentioned as an area that the plan does not seem to put emphasis on yet it might be one of the areas that will become important as a source of foreign exchange for the country as the country becomes more peaceful. The media as a facilitator of the oversight function was also mentioned as something the country should endeavour to develop; especially in as far as it is important in civic education that will be needed to inculcate the culture of work in the population.

8.5.6 Conflict Prevention and Security Pillar

This pillar consists of proposals that are under the Security and the Rule of Law sectors working groups represented by 17 GoSS institutions. The issues that were raised under this pillar included: importance of security to development; professionalization of army and other security forces; legal systems and rule of law; capacity building and institutional strengthening.

This pillar was borne from the historic context of the new state of South Sudan. Having endured the ravages of a devastating 22 year war, the people of South Sudan know too well the importance of putting the issue of security and conflict resolution at the heart of the country's socio-economic development strategy. Without burying this bitter past, the prospect for development would be dim and this informs emphasis on this area. Indeed the presentation of this pillar plan elicited a number of comments with many participants noting that the security of the country is paramount for implementation of the plan, and that unless the country remains peaceful, there will not be any development.

Importance of security to development- many participants emphasized that because of the context of South Sudan, security is of paramount importance to any development endeavour and that unless mechanisms for maintaining security are engrained in the work of all actors, the plan will not succeed. It was noted that security is intricately linked with all the areas of the economy. Areas mentioned for example were infrastructure development which can only take place in a secure environment, noting that in the border areas of the country where militias are still active, it has sometimes been very difficult to construct infrastructure facilities like roads because of the banditry involved. Not only do the armed elements pose a

security problem to the workers but they also increased the risk premium of the infrastructure projects. There were other areas where security was mentioned as an important factor including in food security as it is related to production and transportation of the food produce to the communities that need it.

Because of the importance of security to the implementation of the plan and the overall functioning of the economy, there was a concern raised by many participants. Some of the Governors noted that the state of security in the country is still currently unstable, especially in the northern border areas. It was recommended that efforts should be put in place to solve the problem so that it does not derail implementation of the plan.

There was an overwhelming opinion that fighting of proxy wars through militia and inter-tribal rivalries would need to be resolved, so as not to derail implementation or allocation of resources that would have gone to other deserving areas for development. Other concerns were about the pace and the nature of the DDR which many people thought is not moving quick enough and that the presence of arms in the population may create insecurity that will complicate the implementation of the plan. There were also calls for the defence of Abyei with participants noting that insecurity in those areas is an attempt by enemies of South Sudan to destabilize the country and jeopardize the exploitation of the oil.

In spite of these fears there was confidence that the SPLA, being a strong peoples' army, will handle the situation and that this should not kill the determination and the zeal to develop the country. There were even calls to the effect that there may be need to ask the United Nations to deploy peace keepers in the flashpoints especially Abyei.

Professionalization of the army and other security forces- there was a feeling that after winning the war, it was important that the army and the security forces embark on professionalization in order to now play the new role as guarantors of peace. It was noted that a professional security force that respects the dignity of the citizens and are able to maintain discipline within their ranks are a major element in peace building and civil order both of which are important for socio-economic development.

There were calls therefore to undertake screening within the army and other security forces so as to create a lean but efficient and professional security force. This will not only save resources for other productive sectors of the economy but the army and other security forces may also be an engine of development themselves if they can engage in production.

There were calls to the effect that as it is with the army, all security forces should be centralized to avoid the danger of creating what was called "clan forces", recruited from and deployed in the regions of their birth. This was noted is not good for the professionalization of the security forces as forces of that nature will only have their allegiance to their communities and not the country and all its citizens. It was suggested that possibly only community police be decentralized because they normally deal with local issues.

The discipline of the security forces was also a concern to some of the participants with some noting that some members of the forces are not civil, with calls for the security forces to respect all citizens. Training of police was recommended as one way to change the mindset of the forces from that of a liberation force to now of maintaining peace, a transition that the Minister of Finance and Economic Planning noted though important and ongoing, may take some time. To professionalize the security forces, it was also further recommended that the forces use more transparent management practices and that there be regional balancing in the recruitment to the forces.

Legal systems and rule of law- were noted as important elements in creating security and resolving conflicts, with some participants noting that the lack of involvement by the judiciary in the process of coming up with the SSDP on the pretext of maintaining their independence was unfortunate. It was noted that unless every citizen adheres to the tenets of the rule of law and that there is equitable justice for all citizens; development will be difficult to realize.

It was therefore recommended that the security forces and the judiciary should be given the autonomy to solve legal and other civil conflict in a way that will ensure that all the citizens receive justice and that

everybody is under the law. There were calls therefore that no one should be denied justice because of their status in society.

There were calls for the strengthening of the investigative and other judicial systems which were noted as very weak and has resulted in a large backlog of cases that is denying justice to some in the population. This, it was noted is becoming as source of conflict and there were calls for speeding up of these cases not only to afford justice to the suspects but also to ensure they do not become another source of conflict. Related to that was the issue of the prisoners that will come from prisons in the north. There were questions about what will happen to them considering that most of them were arrested under Sharia Law for such minor cases as selling alcohol. Another concern in the legal and judicial system was the issue of the absolute laws. As the country gears up for its independence, it was noted that they will be a number of laws that will not be consistent with the independent country, and in conflict with the new constitution. It was suggested that all the laws be reviewed so that they conform to the new constitution.

Other concerns were also raised about the treatment of prisoners with some participants complaining about the practice of paying a fee when one goes to prison to see or visit a prisoner. Participants noted that this as a wrong practice that infringes on not only the rights of the relatives and friends of the prisoner but also the prisoner him/herself considering that such fees may deny the prisoners the right to a visitation when in some cases some of them are innocent. In general, in order to support the adherence to human rights by those in authority, especially the security forces, it was suggested that human rights offices be strengthened. There were also many calls for mobilization of the population to be more patriotic and to respect the supremacy of the laws of the country and for all institutions to respect the legal oversight of the legal department especially in contractual matters.

Capacity building and institutional strengthening—was indicated as a major issue if the institutions mandated to provide security and work on conflict resolution were to achieve their goals. It was raised that the goal of professionalizing the army and other security forces will not be met if the issue of infrastructure including for administration including offices and accommodation is not handled urgently. It was actually noted that the whole rule of law sector including the security forces, the judiciary, and the prisons need infrastructure and other facilities to enable them fulfill their mandate effectively.

There were also calls for the setting up of more training centres possibly one in each state to train the army and other security forces as a means to aid the professionalization of the forces. This it was suggested can be complimented with capacity building in the areas of ICT, research and other management information systems that will increase the capacity to deliver security and justice to the population.

Apart from physical infrastructure, it was suggested that there will be need for more financial and human resource capacity strengthening considering the levels available in these sectors now. The issue of compensation for the security forces in the form of remuneration was considered a very important element in building the capacity of the security forces. It was suggested that the pay for the security forces be rationalized and streamlined so that it can work as a motivating factor for the forces. At the institutional level, there was a suggestion for the creation of a war council of senior ministers not only to secure the needs of the security agencies but also to enable decision making on security matters to be as consultative and timely enough as to meet the security needs of the country.

The issue of recruitment and deployment were mentioned as areas where the security forces especially the army needs help. It was observed that recruitment into the army is becoming difficult because of the perception among the people that joining the army is risky yet it pays little. Mobilization and sensitization of the population about these matters is helping but there were calls for more efforts. On deployment, there were calls for speeding up of the construction of roads that connect the areas that are hit by insecurity like those in Upper Nile so that deployments of security forces are quicker and safer.

8.5.7 The Social and Human Development Pillar

This pillar consists of proposals that are under the Health, Education, Social Protection, and Culture, Youth and Sport sector working groups represented by 10 GoSS institutions. This pillar consists of all the sectors that deal with the delivery of social services to the people and therefore it is near the heart of the ordinary person in South Sudan. The performance of this sector will therefore determine whether the country achieves the MDGs or not and whether the lot of the people of South Sudan will be helped by the implementation of the plan. The presentation of this pillar therefore elicited a high number of comments signifying the importance it has for the people of South Sudan. The comments can be grouped in the following areas: level and quality standards in service delivery; social protection and inclusion; institutions and capacity; and cross-cutting issues including gender and youth.

Level and quality standards in service delivery—was observed as very important for delivery of quality services to the population. It was noted that certifying that the quality of services being offered to the population is appropriate is as important as the delivery itself. Cases were cited in education for example, where the quality of education offered by private institutions is raising concern that it might not be good enough. It was noted that there is no strong oversight exercised when private proprietors are starting institutions of learning, a situation that if not handled may lead to poor quality graduates that will not be suitable for the development needs of the country. The same was noted in the health sector where unqualified people are thought to be opening up health units that if not regulated may endanger the health of the people. It was therefore recommended that institutions charged with quality assurance in the services sectors like health and education should be strengthened and given the requisite autonomy so that they can do their regulation work better.

The capacity of the local governments in the areas of service delivery was also raised as a concern and it was noted that there is not much ownership of service delivery at state and country levels, partly due to capacity constraints. Related to this was the concern that coordination of service delivery between the different levels of government is not adequate something that could be hampering quality delivery.

Apart from the quality of the services, there were also some concerns especially that given the low levels of public services in South Sudan, the resources that are being proposed in the plan for the social sectors may be inadequate.

Social protection and inclusion—as prerequisites for pro-poor growth and transformation were noted as one of the most important areas that should occupy the new country. This, it was noted is rooted in the history of marginalization that the population has suffered over the years. It was stressed that since this country was borne from the fight over exclusion, the new country should ensure no South Sudanese is excluded from enjoying the fruits of development of their country. It was noted that the history of conflict and marginalization has created large sections of the population that have been left out from the dividends of peace. There is a feeling that the development path that the country takes should be as inclusive as possible, not only to heal the wounds of marginalization but also to prevent any future social tensions. Such sections of the population include the war veterans that are being retired, the many orphans and widows from the civil war, the children and the disabled and the chronically poor. The issue of inclusiveness was also noted as important for nation building with many participants emphasizing the need to celebrate every diverse aspect of the country including culture, language, religion so that no citizen feels left out.

Participants welcomed the idea of the social cash transfer especially for families with children under- five many of whom are actually orphans mainly from the civil war. In addition, the social cash transfers was thought to be linked to sound social and human capital investments that allow for the poor to engage in economic development opportunities. But there were some concerns about the practicability of the measure especially on how to determine the beneficiaries, the sustainability and the fear that it may create a moral hazard with women deciding to produce more children in order to benefit from the system.

Institutions and capacity—to deliver the services especially by the public sector was noted as one element that needs serious attention in as far as it has implications for the quality of the public services delivered to the population. There were concerns raised about the impact of language on the delivery of education

services for example, given that there are many children born in the north and who have been studying in Arabic for whom English is not a language of choice, making it difficult for education planners. There were therefore calls for the institution responsible for curriculum development to harmonise the issue of language. There was clarification however, from the ministry concerned that English is going to be the official language of the country but noting that Arabic will be taught just like any other subject. To enable a smooth transition, it was reported that all Arabic speaking pupils up to form four will be re-entered into the English system while the rest will be allowed to finish their studies in Arabic.

Seeking to attract the opinion of experts and other stakeholders, it was also reported that an international conference is being organized to take place probably in Washington to forge a way forward for the education system of South Sudan. The conference is expected to among other things, to attract investment in the sector and also to plan for the production of graduates that will be suitable for the labour market. The views from the conference are expected to inform the curriculum review process that will be needed in order to plan for the education system that is in tune with the needs of the South Sudan labour market and the country's development needs.

But even before this review, there was a general opinion in the conference that the country should concentrate on blue collar as opposed to white collar jobs in order to absorb the large number of the youthful population in the country. There were also calls for the strengthening of the legal framework dealing with education with the view to strengthening the coordination of the different providers of education in the country. The idea was that some institutions are offering education or skills that they are not well qualified for, with some suggesting for example that the role of training the health personnel should be given to the Ministry of Higher Education. Similarly, there were suggestions that recruitment of personnel in social sectors like education and health should be centralized and compensation standardized so that the staff take on a national character. There were concerns that the trend these issues are taking with states recruiting and deploying from their own is going to create a tribal service that is not good for service delivery and nation building.

There were also calls for the speeding up of universal free primary and possible secondary education to enable the country to correct the very low literacy numbers in the country. The issue of cost was also similarly raised about health, with some participants noting that given the low levels of health indicators in the country, it would be better for the government to offer free universal health care to improve the health status of the population.

There was also much concern on the state of infrastructure in the social sectors, with many participants noting the condition in which education institutions, health centres and other facilities are in. It was suggested that a major rehabilitation of these facilities takes place as a starting point for turning a corner on the improvements in the social indicators of the population. It was observed that because of the near absence of some of the facilities, there will be need to set them up from scratch, for example diagnostic, historic and psychiatric facilities.

It was noted that all this work will only be possible if corruption and waste is fought vigorously so that there is value for money. Cases of corruption including the presence of ghost teachers, health workers and even health units have negatively impacted on delivery of social services in the country. It was therefore observed that monitoring and evaluation mechanisms including public expenditure tracking systems need to be strengthened in order to increase efficiency and also gain the confidence of the population.

Gender and youth concerns-were noted as important for meeting the goals of quality service delivery. Considering that South Sudan is a very young society and that women fair much worse than men in many development indicators, it was noted that any development strategy that does not prioritize the concerns of women and the youth will not be successful. Therefore, there were calls for positive discrimination in favour of women and in particular girls in cases such as access to education. Such measures as offering more financial support to girls to enable them access to education and establishment of vocational training centres for women can be a good starting point. Short of these measures, it was noted, the prospects of

reaching the MDG goal of gender equality by 2015 will be even harder. It was reported that a new vocational centre built in Aweil is an example of how this initiative can be undertaken with success. To compliment investment in women initiatives, it was suggested that the country will need to ratify all the conventions that aim at women empowerment and to make deliberate efforts and ending customs that demean women, like wife battering and other gender based violence that often targets women.

Initiatives aimed at helping the youth were also raised including vocational training, sports training especially considering the comparative advantage that South Sudanese youth have in sports especially athletics. It was noted that unless the youth are mainstreamed into the socio-economic development of the country, they may in future be a source of conflict. Training and mobilization of youth was linked to other social-economic indicators like under-age marriage that are not only curtailing the potential of the country's youth but are also a danger to their health.

8.5.8 The Aid Strategy for the SSDP

As part of the SSDP, there is an aid strategy that will be included to highlight how donor finances will be integrated in the overall expenditure framework needed to deliver on the goals of the plan. The strategy was presented by the Under Secretary Planning, Ministry of Finance and Economic Planning, Mr. Aggrey Tisa Sabuni to highlight government ownership of the aid agenda. The issues raised on this item were the following:

Disbursement and absorption capacity issues-were some of the issues that were raised with some government officials noting that aid sometimes is volatile which complicates the planning process. There were calls for the aid to be aligned well with the government plans and for the reduction of the bureaucracy in the disbursement process. There was also the issue of conditions that are often attached to the aid which some thought were hampering the national ownership of the aid system.

In response, most of the donor representatives pledged to align their aid with the national priorities and to coordinate with other donors and also encourage national ownership, principles that are enshrined in the Paris Declaration on aid effectiveness. But most of the donors reiterated that for the aid to be effective, government systems have to be accountable and that there should be use of efficient public financial management systems that will ensure transparent disbursement and use of the aid.

To further increase the coordination among the donors, it was reported that a Joint Donor Strategy is being developed to harmonize the disparate interventions by the development partners. It was noted that this will go a long way in making the aid more predictable and coordinated and thus easier to align with the national planning frameworks. It was also noted that work that is already going on in the budget sector groups is an important element in this endeavour. But there were calls to the effect that the NGOs, who make up a big section of the external assistance in the country need to define their role in this process so that they can also align their activities with the government plans.

Many government officials and some development partner representatives called on the donor community to use the government structures more if national ownership is to increase. A clear commitment was made to support government structures in delivering and managing donor resources and also to avoid creating parallel structures to those of government. It was noted that the principle of mutual accountability as enshrined in the Paris Declaration should guide all donor interventions and that aid coordination should be the role of the state, and donors should be prepared to be monitored by the host government.

In spite of the call for budget support some donors reported that they are still uncomfortable with delivering aid through government structures unless sound systems are in place for transparency and accountability. The main reason cited was on government capacity to manage aid and that unless there is capacity building in government agencies, many donors will continue to deliver aid through their structures. There was visible goodwill from all sides to ensure that South Sudan is supported on its path of development. There were indeed pledges of more support from not only multilateral but also bilateral donors. For example there were

EU assurances that the multi donor projects under the MDTF which some government officials feared would end at independence, will continue well up to mid 2012.

As to emphasize the commitment of the international community to South Sudan, the World Bank representative informed the conference that a delegation was already in the country on a mission to prepare the new country to join the World Bank and the International Monetary Fund (IMF) as soon as possible after independence. There was indeed optimism that since South Sudan will gain independence as a middle income country (in percapita terms), as the EU representative reported, the increased support will quickly make it a powerful economy.

8.5.9 The Southern Sudan Development Plan Medium Term Capacity Development Strategy

The strategy was presented as part of the overall framework of the SSDP 2011-2013 and it was agreed that it will encompass all the capacity development interventions that will be made by both government and development partners in the next three years. The MTCDS will be annexed to the SSDP 2011-2013. The decision to put capacity development at the centre of the SSDP was hailed as a wise move given the capacity constraints that South Sudan faces. But there were some concerns and comments made which may be grouped in following areas: type of capacity building; and mode of delivery; target population.

On type of capacity building-there were calls for the emphasis to be on developing the vocational skills of the population as opposed to the school or “paper” education so that the population can have the skills to even employ themselves. It was noted that the capacity building interventions should be in line with the identified needs of the country and not dictated from outside. It was observed that capacity building efforts should be targeted at the youth in order to help them get absorbed in the job market and to forestall the tensions that might arise from a large army of unemployed youth in the country.

On the mode of delivery-there were some who suggested that capacity training should be for all the population in decentralized training centres akin to what is done in India. There were also concerns that there are not enough efforts to use skills that are already in the country for capacity building, preferring instead to use resources from abroad. To encourage South-South cooperation and because of cultural proximity, there was suggestion that in cases where the resource personnel cannot be found within the country, the country can use resources from the regional countries or the wider developing world to fill in the gap.

In that respect, there were calls for use of the wide array of skills that are available in the Diaspora who it was unfortunately reported that sometimes when they come back, they fail to find structures through which they can offer their support. But there were reported initiatives aimed at building a database of all the Diaspora skilled personnel that can then be harnessed to provide capacity building in the country. It was therefore noted that the UNDP supported TOKTEN program that brings in skilled South Sudanese from the Diaspora for short term to build capacity back home should be encouraged and strengthened.

But Mr. Joe Feeney emphasized that ultimately capacity building will have to follow a twin approach of using the Diaspora but also develop internal human resource capacity at the same time. This he noted, might involve an emphasis on learning by doing where indigenous South Sudanese are trained on the job, and that technical assistance be measured on how much it contributes to the development of local capacity.

Because of the important role played by capacity building, there was even a suggestion that a Capacity Building Working Group be formed to coordinate the issue of capacity building. This it was argued will solve the problem of duplication in capacity building interventions.

8.5.10 Return, Reinsertion and Early Reintegration in South Sudan

Although the conference was about the SSDP, participants took some time to discuss the issue of the return and re-integration of South Sudanese that are coming back from the north. It was thought that this issue is likely to impact the implementation of the plan in especially where large numbers have inundated the

communities. The situation was of concern to many participants and it was observed that unless these people are integrated into the community and given sufficient assistance, they may be a source of social tension and even conflict. But the rationale for the focus on integration can be aptly caught in the statement by the Minister of Finance and Economic Planning made on this issue. The Minister quoted the Late Dr. John Garang as telling him that whether one lives in Yei, London or Khartoum, as long as she/he is South Sudanese, they should be treated with dignity. And this sums up the importance government and development partners, especially the United Nations puts on the issue of making sure that all the returnees are treated in a dignified way and are not left to fend for themselves as if they are second class citizens. The issues that arose from the deliberation on this topic can be grouped as follows: status of the problem; land and other assimilation problems; and financing and other logistics.

On the Status of the problem of returnees-the tone of the deliberations was set by Mr. Joe Feeney, the Southern Sudan Head of Office for the United Nations Development Programme and the United Nations representative at the conference. Mr. Feeneey highlighted the significance of repatriating such a large number of people in a short time and the logistical and other requirements this entails. He however, reiterated the United Nations commitment to support the government of South Sudan both at the GoSS and local levels to ensure that all the returnees are re-integrated successfully into their communities. He informed the conference that the UNDP has already been working with government especially at state level to provide the necessities that the returnees need to reintegrate successfully. He particularly emphasized the importance of making sure that returnees have the settlement and dwelling from where to start their new life noting that the work the UNDP has been supporting in the state of surveying and demarcating land for the returnees is geared at supporting this process.

Other speakers including many Governors from states bordering the north indicated that the problem is very dynamic and might change quickly due to the unpredictable security situation in those areas.⁷⁵ There was a feeling that even without any war South Sudan is bound to receive many more returnees as Independence Day approaches.

Land and assimilation issues-were also noted as sources of concern with this problem especially acute in the urban areas where most of the returnees prefer to remain after arrival. This problem was especially noted in the states that are relatively more urbanized like Central Equatorial. That is why the UNDP supported initiative of surveying camps for with the view to parceling out for the returnees was hailed as an important intervention. The biggest problem hindering smooth re-integration raised by most Governors was the limited capacity of the schools to accommodate the large numbers of returnee children coupled with the language problem since most of these children speak only Arabic and are therefore finding it difficult to assimilate into schools that majorly teach in English.

Lack of water in the areas where the returnees are being settled is also proving to be a major problem and given the limited resources available to the states it is becoming difficult for them to provide the water for the returnees. The state of infrastructure in most of the areas where these returnees would have been settled is also a major problem as it becomes difficult to transport the people, ending up crowding the few accessible sites.

Another issue limiting easy assimilation was reported to be administration procedures with some communities arriving with their chiefs for whom these people give their allegiance. This makes it difficult for the authorities where these communities resettle to instill some order. It was also noted that in spite of all the problems both the returnees and the host communities including the governments are facing, the issue of the South Sudanese coming back home should be hailed. It was noted however, that the conditions in some of the camps where some of the returnees are living might be discouraging more South Sudanese from making the journey to their homeland.

⁷⁵ Indeed their concerns seem to have been well founded because by the time of writing this report those border states were being inundated with refugees from the Abyei region that is being ravaged after being invaded by the Northern army

Finances and other logistics-for helping in the reintegration of the returnees were of concern to many especially the Governors. Mr. Joe Feeney the UNDP Head of Office noted that the exercise will require more than US\$ 66 million for the start but more will be needed as time goes on. The final figure it was suggested may go up to US\$ 300 Million and he called for more donors to support this process⁷⁶. It was noted that most of these funds will be needed this year because this is when the majority of the returnees are expected to arrive. Yet for those who have already returned, it was reported that they are already becoming edgy, having had an impression that the help they were getting from NGOs especially food will be availed for three months which did not materialize, and is now causing anger. This was taken as a sign that unless enough resources are mobilized for the bigger numbers that are expected in the coming weeks and months, there may be tensions arising from lack of enough support.

8.5.11 Summary and Conclusion

The conference was called to give the public an opportunity to give their views and ideas on the SSDP 2011-2013 before it is finalized into a national document that will guide all development interventions in the country. It was meant especially to gather views from the stakeholders especially from the states on what they want to see in the plan. There were a large number of participants who actively and openly offered their opinions on the nature of the plan they want the country to have. This was part of the many efforts that the Ministry of Finance and Economic Planning have been undertaking to give the population especially partner implementing levels of government at state and county level, to own the plan and to ensure that their priorities are well reflected therein.

This broad and last consultative process was complimented by other consultative workshops that took place in some state capitals that were aimed at ensuring that local government views are reflected in the plan. Given the huge turn up from GoSS level, the respective states and counties, the development partners, and the general public, and the overwhelming participation exhibited, it can be stated that this conference was a success and that it enhanced the ownership of the SSDP 2011-2013 by those it is meant to serve.

⁷⁶ This figure is sure to increase given the refugee situation created by the recent Abyei conflict

8.5.12 Appendences

8.5.12.1 Programme for the Conference

Chair: H.E. David Deng Athorbei, Minister of Finance and Economic Planning

Facilitator: Greg Wilson, Cranfield University

Day 1 – Thursday 19th May 2011 *(On-going tea service through the panel discussions)*

Time	Session
8:30 to 9:00	Registration
11:00 to 12:00	Welcome: H.E. Daniel Awek, Deputy Speaker South Sudan Legislative Assembly Opening Remarks: H.E. David Deng Athorbei, for H.E. President Salva Kiir
12:00 to 12:30	South Sudan Development Plan Background & Macroeconomic Overview: Presentation: H.E. David Deng Athorbei, Minister Finance and Economic Planning
12:30 to 1:00 pm	Where are We Going – South Sudan Development Plan Theme and Vision: Presentation: H.E. Dr. Cirino Hiteng Ofuho, Minister Office of the President
1:00 to 1:30 pm	Discussion
1:30 to 2:30	Lunch
2:30 to 3:00	Governance Pillar Presentation: Presentation: H.E. Dr. Cirino Hiteng Ofuho, Minister Office of the President
3:00 to 4:00	Governance Pillar Discussion & Comments by Relevant Sectors - H.E. Pagan Amum, Minister Peace & CPA - H.E. John Luk, Minister Legal Affairs - H.E. Michael Makuei, Minister Parliamentary Affairs - H.E. Awut Deng, Minister Labour & Public Service - H.E. Paul Malong Awan, Governor Northern Bar el Ghazel - H.E. Nyandeng Malek Deliec, Governor Warrap - Dr. Agrey Ayuen, Dr John Garang University of Science and Technology

4:00 to 4:30	Governance Pillar comments from the floor
4:30 to 5:00	Tea Break
5:00 to 5:30	Economic Development Pillar Presentation: Presentation: H.E. Anthony Lino Makana, Minister of Transport & Roads
5:30 to 6:30 pm	Economic Development Pillar Discussion & Comments by Relevant Sectors - H.E. Stephen Dhieu Minister of Commerce - H.E. Garang Diing, Minister Energy & Mining - H.E. Oyay Deng, Minister Investment - H.E. Louis Lobong Lojore, Governor Eastern Equatoria - H.E. Joseph Bangasi Bakasoro, Governor Western Equatoria - Mr. Dier Tong, Bank of South Sudan - South Sudan Chamber of Commerce
6:30 to 7:00	Economic Development Pillar comments from the floor
End Day 1	

Day 2 – Friday 20th May 2011 (*On-going tea service through the panel discussions*)

Time	Session
8:00 to 8:15	Registration
8:15 to 8:30	Opening Remarks and Summary Day 1 - H.E. David Deng Athorbei, Minister Finance and Economic Planning
8:30 to 9:00	Conflict Prevention & Security Pillar Presentation: Presentation: Lt. Gen. Piang, Deputy Chief of Staff, SPLA
9:00 to 10:00	Conflict Prevention & Security Pillar Discussion & Comments by Relevant Sectors - H.E. John Makec, Chief Justice, JoSS - H.E. Pagan Amum, Minister Peace & CPA - H.E. John Luk, Minister Legal Affairs - H.E. Simon Kun Pouch, Governor Upper Nile - H.E. Kuol Manyang Juuk, Governor Jongolei - H.E Dr. Pauline Riak, Chairperson Anti-Corruption Commission

10:00 to 10:30	Conflict Prevention & Security Pillar comments from the floor
10:30 to 10:45	Tea Break
10:45 to 11:30	Social & Human Development Pillar Presentation: Presentation: Dr. Olivia, Undersecretary Ministry of Health
11:30 to 12:30	Social & Human Development Pillar Discussion & Comments by Relevant Sectors - H.E. Dr. Michael Milli, Minister Education - H.E. Makuac Teng Youk, Minister Youth and Sport - H.E. Agnes Kwaje Losuba, Minister of Gender & Social Welfare - H.E. Eng. Chol Tong Mayay, Governor Lakes State - H.E. Rizik Zakaria Hassan, Governor Western Bar el Ghazel
12:30 to 1:00	Social & Human Development Pillar comments from the floor
1:00 to 1:45	Lunch
1:45 to 2:30	Return, Reinsertion and Early Reintegration Presentation: - H.E James Kok, Minister, Ministry of Humanitarian Affairs and Disaster Management - Role of the UN in supporting Return, Reinsertion and Reintegration
2:30 to 3:30	Presentation by State Governors on State Reintegration Plan
3:30 to 3:45	Tea Break
3:45 to 4:15	Aid Strategy & Capacity Building Panel: Presentations: - H.E. Mary Jarvas Yak, Minister of HRD - Mr. Aggrey Tisa Sabuni, Undersecretary Economic Planning, MoFEP
4:15 to 5:15	Aid Strategy & Capacity Building Discussion & Comments by Relevant Sectors - H.E. Pagan Amum, Minister Peace & CPA - H.E. Agnes Kwaje Losuba, Minister of Gender & Social Welfare - H.E. Taban Deng Gai, Governor Unity - H.E. Clement Wani Konga, Governor Central Equatoria - John Oromo Itorong - USAID - European Commission - African Development Bank - United Nations - World Bank
5:15 to 5:30	Aid Strategy & Capacity Building comments from the floor

5:30 to 6:00	Concluding Session: David Deng, Minister, Ministry of Finance and Economic Planning
End Day 2	

8.5.12.2 List of participants

Full Name	Position/ Title	Agency/Organization
AAGNIKE OYEYIOLA	Sr Financial Management Expert	World Bank
Aazon Myeos	Consultant	WB
Abahirasir Asubakr	OIC	WHO
Abot Abraham	Director planning budgeting	Jonglie state
Abraham Akoi		MOFEP
Abraham Awolich	Researcher	Presidency
AbrahamKot Riak	Lecturer	U of Khartoum
Achiar Tito	Sr/Inspector	MoE
Agalo K Lasuba	MP	MGC&SW
Aggrey A. Majoh	Vice Chair	Joh Gar
Aguilla Meu	Minster	Jonglie State
Akuei Deng Akuei	U/S	Mol
Alapayo Adet	MOFEP	D/G Audit
Alberto Behar	Economist	IMF
Ali Head Ahmed		Ministry of Road and Transport
Ali Said	CTA, FAO	FAO
Aloe Kula	P.	Garang Centre
Aloro Joseph Michael	DG/Program Officer	PEACE&RPs Sudan
Amb.Kuol Alor	Under sectary	
Joe Feeney	Head of Office	UNDP
Mandisa Mashologu	Team Leader-PR &&MDG Unit	UNDP
Getahun Desta	Economist	UNDP

Full Name	Position/ Title	Agency/Organization
Evarist Twimukye	Economic Advisor	UNDP
Ambra Lonbttti	EU DHOD	EU
Amderj Garcy	Denmark - Embassy	Danish Embassy
Andy Mensah	Principal county officer	AFDB
Angelo Maker		M. Lost boys delegation
Angoth A. DE UT	US	MoHRD
Angus Morris	MoFEP	CP-S Advisor
Antony Lamba	programme manager	un-HABITAT
Arkanjelo Deng Kuok	Min. Social Development	Lakes state
Arok Dut Arok	Operation Manager	Chamber of Commerce
Arvech Macher	S/G	G ort-h -s
Asha Abbas Dkuei	D/chair Rural development	SSLA
Ayok Chol	Policy officer	UNDP/JASSACC
Ayong Awek Lual	U/S Ministry of Finance	Malakal
Ayuen Akuot Atem	Hero news paper	Media
Ayul Abmol Dual	Director	SSFFAMC
B.Josphen Bakosoro	Governor WES	WES
Bar Tholoew Parawan	Director General	Upper Nile State
Beatrice Khamisa Wani	Peace -CPA Undersecretary	MOCPA&PI
Bec George Anyak		
Beda. M. Dewy	U/S Agriculture	MAF/GOSS
Bedilu Amase		World Bank
Benard Otwori	Unity state	Zech.n.zal/staff
Bernard Justos of wori	support staff	UMTY

Full Name	Position/ Title	Agency/Organization
Beugt Johansson	Embassy of Sweden	Embassy of Sweden
Bida Emmanuel Frances	S/inspector/Macro	MOFEP
Binan Badi	Technical Adisior	MOHRD
Birgist Stevens	Dep.Head of Mission	Embassy Belgium
Bol Deng chol	Upper Nile University	Malakal
Chale Getachue	UNDP BmUTC	UNDP
Chisphine Acugo	D/Budget	SSUCOC
Chol Bol Wur	MP	UNS / Assembly
Christo Pher Loku Jong		
Cindy Mcalipine	Development office	CIDA
Cirillo Elias	MP	Member . L .A
Conilaue Senshoz	Senior Advisor	UNICEF
Cosmos Wani	Chief of operator taskforce	SS2011taskfoce
Daivid Chan Thieng	Director	SSCCSE
Daneil Choat	GOSS USA	MR
Daneil Deng	Jomclis T	the her NP
Daniel Wani	Undersecretary	MWC&T
David Martin	Budget + Advisor	Deloitte /USAID
Dawain Kcauss		UNMIS
Deing Deng Kuol	D/cogs for Admin.	SPLA
Denato Deng Yai	MOA	MOA
Deng Akol Deng		Finance
Deng Deng Yai	Ex. Director	SSACC
Deng Deng Nhial	Deputy Head of Mission	GOSS -USA-DC

Full Name	Position/ Title	Agency/Organization
Deng Mading	SSBL	Director
Deng Makuac Kur	Chairperson of Economic Cmt	WSS
Deng.Athoi Galuak	N/A	N/A
Dier Tong Ngor	DG	BOSS
Diing Akol Diing	MoLG - Stae	Jonglie state
Divid L. Gubek	U/S	MEM
Dobuol Lualweng Wuol	U/S MHPP	GOSS
Domunic Ater	MP.WBG	
Dorothy Matanda	PSD Specialist	W/Bank
Dorothy Matanak	world bank	PSD specialist
Dr. Dhieu Math	Chairperson	SSGJC
Dr. Olivia Lomoro	U/S of Health	MoH
Dr. P. Riak	Chairperson	SSACC
Dr. Pol Elvrn	D/General	?
Dr.Abdul Kamara	Resident Representative	AFDB
Dr.Abraham Matoc Dhal	Professor	U of Khartoum
Dr.biorx. K .Delx.	Adroc ATE	LLP
dr.Rian MufTuoch	MOSD	unity State
Duom Kud Ageer	DG/Emaice-Juba	Finance
Elia Waiwai	Commissioner	Yai County
Elia Waiwai	commissioner	Yei
Eliaba Yona Damundu	Director	SSCCSE
Elisia Kon	D/ Governor	W. B. Gs
Eliza Deng Mojon	member	Assembly

Full Name	Position/ Title	Agency/Organization
Elizabeth Carlo	Office Manager	Vice President office
Elizabeth Majok	Undersecretary	MCI
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EmilybAlexandera	Rep	CIDA
Emsehro Deng Aceil	D.Planning	Finance
En. Athehey Aligo	Chairperson SSRDF	SSRDF
En. Athehey Aligo		
Evans Doctor Ali	Minister of Finance	WES
Fides Waujiku Maina		MoHRD
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8.6 Aid strategy

This Aid Strategy sets out the Government of South Sudan's (GoSS) principles and framework for the management of development assistance. It is intended to replace the 2006 Aid Strategy and has been developed alongside the South Sudan Development Plan (SSDP). At the end of the six-year Comprehensive Peace Agreement Interim Period, such a review of the GoSS Aid Strategy's core principles also provides an opportunity to take into account key developments in aid management, particularly as the new Aid Strategy has a focus on improving the design and effectiveness of future aid operations. The revision takes into account key international agreements on the provision of development assistance to which developed and developing countries have signed up (such as the Accra Agenda for Action, Organisation for Economic Co-operation and Development (OECD) principles for engaging in fragile states and the International Dialogue on Peace Building and State Building).

8.6.1 Progress in implementing the 2006 Aid Strategy

The first Aid Strategy⁷⁷ of GoSS was approved by the Council of Ministers in 2006, following a consultative process among key stakeholders. In 2007, it was formally endorsed by all development partners and submitted to the South Sudan Legislative Assembly.

The 2006 Aid Strategy was intended to 'co-ordinate development aid to South Sudan within a Government-led framework, so that the people of South Sudan benefit fully from the aid which is provided to them'. It set out key principles (Box 1) based on the 2005 Paris Declaration on Aid Effectiveness. In particular, it aimed to harmonise and align donors' aid delivery, so that development assistance would be provided in a manner that was cost-effective, accountable and aligned with South Sudan's priorities, systems and procedures. The Strategy noted that development assistance, when provided properly, 'can contribute positively to economic growth, especially in countries which have good policies and a strong institutional environment. It can also enhance service delivery, and act as a useful support to Government-led policy reform and capacity building.'

Box 1: 2006 Aid Strategy principles

1. *Alignment* of donor assistance with Government priorities
2. *Coordination* of aid delivery with Government programmes, to avoid duplication, concentration or neglect
3. *Predictability* of the volume and timing of aid flows
4. *Harmonisation* of donor activities and programmes
5. *Institutional development* using aid to enhance Government capacity
6. *Mutual accountability* between Government and donors

To implement these principles, the 2006 Aid Strategy set out procedural mechanisms designed to ensure that development assistance contributed positively to South Sudan. The key mechanisms were as follows:

- **Budget Sector Working Groups** (BSWGs) were established to function as the main body for Government-wide coordination and planning (including aid coordination). The groups consist of both Government spending agencies and development partners, and currently meet annually in June and July. They are responsible for producing annual Budget Sector Plans, which set Government priorities and expenditure allocations for the next three years, and also map donor support. BSWGs have grown considerably in terms of their capacity and effectiveness related to both strategic decision making and overall coordination since their inception in 2006.
- The **Inter-ministerial Appraisal Committee** (IMAC) was set up to carry out the role of appraising and approving all donor-funded projects within South Sudan. It remains a key achievement of the 2006 Aid Strategy, as it represents a structure for Government ownership over development financing. Its main objective is to ensure that donor projects are consistent with the GoSS Aid Strategy, are aligned with GoSS priorities and avoid unnecessary duplication, concentration or neglect. This

⁷⁷ Ministry of Finance and Economic Planning. November 2007. Government of South Sudan Aid Strategy 2006-2011.

applies to all donor-funded projects, including those channelled through third parties such as the United Nations (UN) and non-governmental organisations (NGO).

- The **GoSS Donor Forum** was established as a mechanism for coordination and communication between GoSS and development partners. It has proved a useful mechanism for sharing information at the technical level but has failed to galvanise the political support required.

Significant progress has been made in terms of utilising these mechanisms to ensure that development assistance aligns with the six Aid Strategy principles. Moreover, flows of development assistance have moved slowly to become increasingly aligned with GoSS's development priorities and vision for South Sudan.⁷⁸ However, assistance remains fragmented and in many cases is still provided in a manner that contradicts the 2006 Aid Strategy's intent.

Most challenging is the continued lack of alignment with the Government's priorities. In 2009, 45% of development assistance was aligned with GoSS expenditure priorities;⁷⁹ in 2010 this figure had increased only to 51%. This lack of alignment and the continued provision of development assistance through mechanisms that fail to further strengthen Government systems pose a significant challenge to both the Government and its development partners.

Some progress has been made in attempting to harmonise development assistance, with five pooled funding mechanisms established since 2005. However, the overall percentage of funding going through pooled mechanisms dropped from 34% in 2009 to 24% in 2010 owing to the proliferation of bilateral projects over the period. Current data suggest that over 30 organisations are providing assistance on bilateral projects, many of which operate in a large number of sectors. Similarly, fragmentation within sectors remains high, with Health and Education taking up 91 and 65 projects respectively in 2010.

In attempting to redress this situation, the Government and development partners have increasingly focused on issues of mutual accountability and the restatement of Government policies and priorities in order ensure that development assistance is provided for the overall benefit of the people of South Sudan through a Government-led framework. Key policy statements have been as follows:

- GoSS and development partners' agreement in 2009 on the Juba Compact and restructuring of pooled funds according to their perceived strengths;
- GoSS statement on basic service provision priorities;
- Publication of three GoSS donor books;
- Use of BSWGs and the move towards articulating sector strategies both within the BSWGs and with regard to specific agencies (Health and Education);
- OECD principles on State Building and Peace Building, to which Government was a major contributor;
- The 2008 and 2011 Paris Declaration Survey and the 2011 Fragile States Principles Survey.

8.6.2 Objective

The Aid Strategy covers all forms of international financing to the Government from development partners, both at central GoSS level and in the States.

The objective of the GoSS Aid Strategy is to **improve the effectiveness of development assistance and humanitarian aid to South Sudan in support of the implementation of the Government's priorities**, so that the people of South Sudan benefit fully from the aid provided to them.

International assistance, when managed properly, will impart significant benefits to South Sudan, but poor management leads to a culture of aid dependency. The Government intends to work with its development partners to ensure that development assistance strengthens Government systems, increases accountability

⁷⁸ Ministry of Finance and Economic Planning. April 2008. Expenditure Priorities and Future Needs 2008-2011; **Vision 2040**.

⁷⁹ GoSS Donor Books 2009–2011.

and supports economic growth. This is best achieved by moving towards a situation where development assistance is aligned with the Government's policy priorities and works through its budget and financial management systems. The Government recognises that it is its own budget and resources that will have the most significant outcome on poverty reduction and growth within South Sudan. Its policy is for development assistance to be provided to South Sudan in line with its priorities and **focused on public infrastructure development, basic service delivery and institutional development** as part of a transition away from humanitarian assistance.

8.6.3 Partnership Principles

The Aid Strategy is based on a set of principles intended to inform the partnership between the Government and its development partners. These Partnership Principles must inform both Government policy and development partners in their engagement with the Government and people of South Sudan. The Partnership Principles are as follows:

1. **Government-owned and-led:** This is the overarching partnership principle. The Government must own all development aid, taking responsibility for externally funded programmes and their effective delivery. Full ownership by the Government of aid operations will ensure that assistance promotes, rather than undermines, institutional development. An open and transparent dialogue on the other six partnership principles is necessary if this is to be the case.
2. **Alignment with Government policies:** Aid operations should be aligned with the Government's stated development priorities and policies. GoSS specifically requests that its development partners align their support with the aid funding priorities it has set out (for example in the SSDP) and with sector policy priorities set out in Budget Sector Plan (BSP). This will be managed through Sector Working Groups (SWGs), the IMAC and ultimately the High-level Partnership Forum (HPF).
3. **Using Government systems and institutions:** Development assistance should be coordinated with the Government's planning and budgeting systems, as part of an open and transparent dialogue led by the Government with its development partners. Development assistance should adhere to Government financial management, procurement and reporting systems to the maximum extent possible. GoSS commits to making efforts to strengthen these systems over time. Aid should also be aligned to the Government institutions responsible for policy, infrastructure and service delivery, in support of the Government's policy of decentralisation. This promotes, rather than undermines, institutional development, building institutional capacity by fully engaging the Government.
4. **Predictability:** Aid must be predictable in both the short and the long term. Development partners should disburse annual aid commitments in full and seek to ensure project aid is spent when Government systems are not used. Where aid uses Government systems, the Government will attempt to ensure the activities it funds in the budget are realised as planned. The realisation of short-term development aid commitments is not sufficient for transitioning from humanitarian provision to long-term development assistance. Funding commitments of development partners should be matched to the government planning process, starting with the SSDP and the Government's three-year Medium-term Expenditure Framework (MTEF), as established through the SWG process. This enables predictable development planning and financing.
5. **Coordination and harmonisation of support:** The Government requests that its development partners coordinate and harmonise their delivery of development assistance through sectoral mechanisms to avoid concentration, duplication and neglect. Furthermore, development partners should ensure aid operations within and across sectors complement each other. This will reduce the management burden placed on individuals, Government agencies and officials.
6. **Managing for results:** The Government recognises the need to measure progress and track project outcomes to ensure the people of South Sudan receive the services promised to them. This requires both the Government and its development partners to ensure that all projects have clearly stated outcomes and outputs, monitored through the Government's systems. It also requires that adequate attention be provided during the design and implementation of aid operations to ensure that

institutions and systems have the capacity to deliver such results. In doing so, the Government and its development partners can ensure that the people of South Sudan benefit from both the Government's resources and those of its partners.

7. **Mutual accountability:** The Government fully recognises the importance of providing accountability to development partners and, as such, is committed to establishing transparent, participatory planning mechanisms and strong fiduciary systems within Government. At the same time, it expects development partners to provide full and regular accountability to Government on the performance of their aid operations and on their adherence to the principles of the Government's Aid Strategy, as set out above.

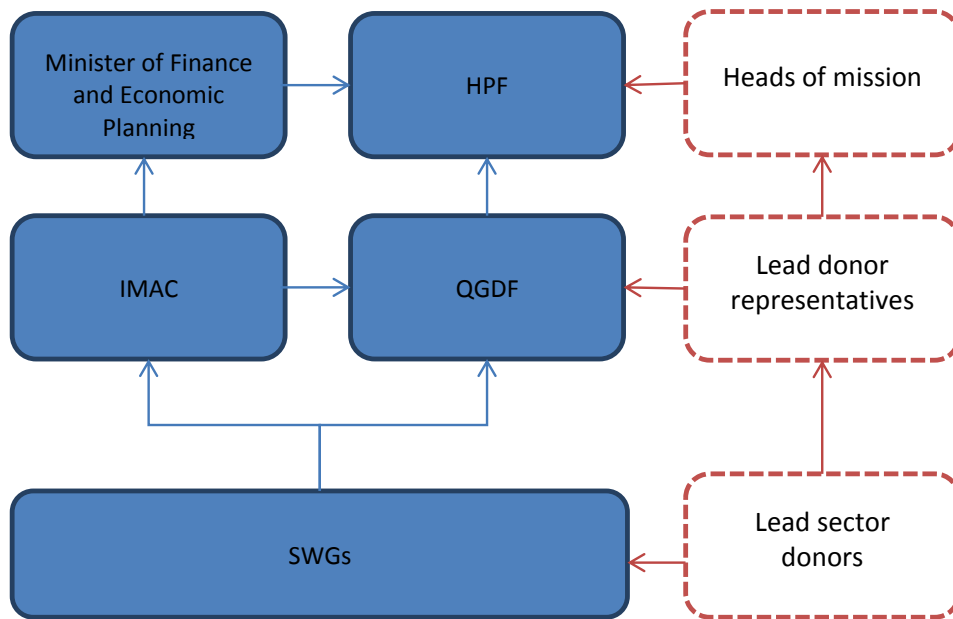
8.6.4 Mechanisms for aid coordination

The core principles of the Aid Strategy is that **development assistance be owned by the Government and fully aligned with the Government's development priorities**. To achieve this, it is important that development partners engage in the Government's planning process and that development assistance be reflected within the Government budget. Transparency is critical, so all development partners are aware of Government's priorities and of the processes they need to align and coordinate their aid within a Government-led framework. Participation is essential, so development partners can support the priorities that their aid is to be aligned with and work with Government to identify gaps in capacity and service delivery that require donor support.

As a part of the revision of the 2006 Aid Strategy, the Government has examined the functioning of the participatory mechanisms established to manage development assistance to South Sudan. These mechanisms represented a substantial step forward in managing development assistance and, with the exception of the High-Level Partnership Forum (HPF), have not been modified significantly. The mechanisms are:

1. The **High-Level Partnership Forum (HPF)** which is to provide an opportunity for senior members of GoSS and development partners to discuss key strategic policy issues of interest to both groups;
2. The **Quarterly Government-Donor Forum (QGDF)** which will be the central mechanism for coordination and information exchange between GoSS and development partners.
3. The **Inter-Ministerial Appraisal Committee (IMAC)** which is to play a more strategic role, reviewing and approving overall donor country strategies, sectoral aid financing strategies and major aid operations (over \$10 million);
4. **Sector Working Groups (SWGs)** which will be central to aid coordination, being enhanced through the introduction of a more strategic Sector-based Approach, with a 'lead donor' for each sector.

Figure 1: Aid coordination structure



Another important instrument is the **Aid Information Management System (AIMS)**, which is an important tool for both planning future development assistance and reporting on existing aid operations.

8.6.4.1 High-level partnership forum

The **HPF** is a response to an acknowledged need for further high-level coordination and dialogue between the Government and development partners. This meeting will occur on an annual basis, and will focus on key policy issues of interest to both groups. It will be chaired by H.E. the Minister of Finance and Economic Planning and will consist of all key GoSS Ministers and State Governors.

The meeting will occur in the first six months of each financial year and review the previous year's budgetary performance, as well as development partners' ongoing activities and outcomes achieved within the period. It will also be an opportunity to review progress against the SSDP and to discuss GoSS and development partners' funding projections across sectors. Finally, the HPF will be a mechanism for monitoring progress by GoSS of its development partners in the implementation of this Strategy.

8.6.4.2 Quarterly Government-donor forum

In addition to the HPF, the Ministry of Finance and Economic Planning (MoFEP) on behalf of the Government will convene three QGDFs with development partners. These forums will be the main mechanism for technical coordination of donor activities. They will discuss issues of mutual interest and key aspects of the planning and budgeting cycle. The meetings will be held at a technical level and involve the following representation:

- GoSS representation will consist of at a minimum the MoFEP and the Office of the President. The Ministry of Foreign Affairs, the Ministry of Labour and Public Service and the Ministry of Human Resource Development will also be invited to attend.
- Donor representation will be limited to the lead sector donors (see below), a lead multilateral donor and a lead bilateral donor. These lead representatives will be chosen from among the donors themselves.

The QGDFs will provide an opportunity for collaborative exchange of information between donors and GoSS on topics of interest (e.g. budget execution, international aid initiatives) and key challenges currently being faced in the technical implementation of the Aid Strategy.

8.6.4.3 Sector Working Groups and the Sector-based Approach

The **SWGs**, formerly the Budget Sector Working Groups, are the main forum for sector-level planning and budgeting. They are made up of all spending agencies in a sector as well as development partners in that sector. To date, their main function has been limited to the annual preparation of **BSPs**, which set out the sector's objectives, targets and expenditure priorities for the coming three years. GoSS intends to strengthen and broaden their role so they are the main mechanisms for advancing the implementation of this Aid Strategy and, more broadly, GoSS policy priorities. They will henceforth be called **SWGs** to reflect this broader role.

This will be achieved through the introduction of a **Sector-based Approach** to policymaking, planning, implementation and monitoring and evaluation (M&E), which will involve the following:

- Elaboration of clear sector policies and plans aligned to the SSDP and setting out the roles and responsibilities of different actors, systems of service delivery and strategies for capacity development;
- Development and review of financing strategies for sector policies, including aid and the way aid will be delivered in the context of the SSDP;
- Development of M&E mechanisms to assess progress in implementing sector policies, plans and budgets.

SWGs will have a central role in coordinating the Sector-based Approach. This will involve both expanding the role of SWGs and deepening the planning process. In order to ensure effective coordination, GoSS commits to ensuring that the SWGs meet regularly, at least three times a year:

- A first meeting would review the previous year's performance;
- A second meeting, at the start of the planning process, would involve reviewing performance mid year and identifying priorities for the forthcoming plan period;
- In a third meeting, SWGs would approve the BSP in advance of the budget process.

Development partners' participation in the SWGs is intended to increase Government ownership of aid operations to ensure overall support is aligned with sectoral priorities as articulated by the sector in their BSPs. Development partners are requested to reflect ongoing and planned aid operations as part of their technical engagement at the sector level. SWGs will review this aid to ensure that it is coordinated, complementary and aligned with the Government's policies

For each SWG, the Government requests that development partners select a **lead agency** to coordinate the international community's inputs into the sector. These agencies will co-chair the sector and, in conjunction with the sector chairs, provide reports to the QGDF on sector progress. Reports on sector performance will be presented by GoSS at the HPF on a yearly basis for review. In dialogue on policy and performance issues, donors are requested to agree a common position and communicate this through the lead agency.

The **division of labour** between the Government and development partners within a sector is established in the roles and responsibilities outlined in the BSPs and reviewed on a yearly basis. Development partners are requested to agree a division of labour among themselves with regard to key sectors of support. This means individual donors should harmonise their activities within their portfolio, by limiting the number of small projects funded and by concentrating assistance to some, rather than all, sectors. Where donor headquarters are insistent on engagement in multiple sectors, these agencies should consider engaging in silent partnerships with other development partners, delegating their cooperation to them and working through the lead agency.

8.6.4.4 The Inter-ministerial Appraisal Committee and the appraisal of development assistance

The MoFEP is the Government institution mandated to manage all Government budgetary and financial issues, including flows of donor aid. Prior to accepting development assistance, the Government believes it is extremely important to ensure this assistance is in line with its stated priorities and its Partnership Principles.

The **IMAC**, chaired by the MoFEP, has eight core members⁸⁰ and is responsible for approving all aid operations, prior to aid funding documents being signed. **Signatory authority for all donor development assistance rests solely with the Minister of Finance and Economic Planning.** In this regard, the Minister will sign all major donor country strategies and large donor projects, provided they have been endorsed by the IMAC. All spending agencies from within a sector are invited to meetings to discuss projects and strategies that are relevant to their sector. The IMAC will also review large aid operations that are not provided directly to the Government, such as in the case of humanitarian assistance.

However, the IMAC will play a more strategic role than it has previously done. In order to do so, it will not attempt to appraise all aid operations but only larger programmes – those with a value over \$20 million. It will focus on reviewing and approving overall donor country strategies and sector aid financing strategies. When appraising donor strategies and aid operations, the IMAC will seek to ascertain whether 1) proposals are consistent with stated GoSS policy priorities, as laid out in the SSDP and by SWGs; and 2) have complied with the management cycle and benchmarks for aid delivery in their design, and with associated operational guidelines elaborating these (see below).

8.6.4.5 Aid Information Management System

The Government commits to maintaining the AIMS to record and track all development assistance in South Sudan. The AIMS will be an important tool for both planning future external assistance and reporting on existing aid operations.

Data on the AIMS database will be secure, but will be available publicly in order to support effective coordination among partners. Information from the AIMS will be included in various planning documents (such as BSPs, the MTEF and Budget Execution Reports), will be used to support various aid coordination mechanisms and will provide the basis for the annual publication of the Donor Book. Information will also be disseminated to the State Ministries concerned.

For the AIMS to work effectively requires development partners to provide timely information regarding all aid operations on a regular basis. Once fully operational, partners will be able to directly input the information into the system via the internet. The Government commits to providing guidance on the required reporting requirements and on how to use the AIMS.

8.6.5 Benchmarks for aid delivery

Drawing on the Partnership Principles, this section establishes six core benchmarks for aid delivery that the Government and development partners will work towards over the five year period of the Aid Strategy:

1. Aid is aligned with overall GoSS and sector policies and plans.
2. Aid is managed by Government institutions and uses Government systems.
3. Aid is aligned with the GoSS budget cycle and channelled through Government public financial management (PFM) systems.
4. Aid supports institutional capacity and systems.
5. Aid is oriented towards the achievement of outcomes.
6. Aid is provided coherently and fragmentation is avoided.

The Government recognises that these benchmarks cannot be achieved immediately: achieving them will require significant work by both the Government and development partners, and the process will be iterative. The Government must develop and strengthen its policies, systems and institutions with support from its development partners; development partners are requested to respond to this by making sure aid increasingly uses such policies, systems and institutions. GoSS and development partners will monitor progress towards the achievement of these benchmarks.

⁸⁰ Core members are Finance, Regional Cooperation, Office of the President, Legal Affairs, Centre for Statistics, Environment, Gender and the Local Government Board.

8.6.5.1 Aid is aligned with overall GoSS and sector policies and plans

In order to strengthen ownership of development assistance, it is important that aid be aligned with GoSS policies and plans. This must happen at two levels:

- Overall, aid should be aligned with GoSS aid financing priorities, which are explicitly stated in the SSDP.
- At the sector level, aid should be aligned with sector policies and plans.

In the development of the SSDP, GoSS has established a clear set of policy priorities for the medium term. These are likely to evolve over time and should guide development partner decisions on where to allocate their overall funding. At the sector level, GoSS will need to work towards developing the necessary policies and plans to enable policy alignment to happen in a meaningful way. Policies at this level will need to set out clear institutional responsibilities within the sector, systems for service delivery and strategies for capacity development. This will take longer, and will require the support of development partners. The introduction of the Sector-based Approach in sectors where aid financing is a priority will be important in this regard.

Under a clearer policy framework, GoSS will ask development partners to align their support with these priorities. Aid Financing Strategies will be developed as an instrument to facilitate policy alignment, for the SSDP overall and for sectors that represent a priority for aid funding (Box 2).

Box 2: Sector and SSDP Aid Financing Strategies and division of labour

Following finalisation of the SSDP and this Aid Strategy, an Aid Financing Strategy in support of the SSDP will be developed. This will be updated following each iteration of the SSDP and will set out:

- The envisaged architecture of aid financing within sectors;
- The donors involved in each sector;
- Indicative funding levels across sectors over the SSDP period, and any remaining funding gaps in priority areas.

Furthermore, development partners, in their country strategies and in the design of their aid operations, should articulate how their plans are aligned with GoSS policies. The process of policy alignment will be managed through the SWGs, the IMAC and ultimately the HPF.

8.6.5.2 Aid is managed by Government institutions and uses Government systems

Currently, the vast majority of aid is managed by donors directly, or transferred to international or local NGOs which manage the funds and deliver services. NGOs have played a key role thus far and will continue to do so in the development of South Sudan. Nevertheless, a core objective of the SSDP and this Strategy is to build stronger GoSS institutions and service delivery systems. For this to happen, aid must increasingly be managed by Government institutions and use Government's chosen systems for delivery against policy priorities.

A first dimension involves the Government being involved in the management of aid operations. There are three stages to this:

- GoSS institutions chairing oversight/management committees of aid operations implemented by non-governmental institutions;
- GoSS institutions being responsible for managing aid operations, supported by a Project Management Unit (PMU) in the institution. While PMUs are an important interim step, it is important that development partners only introduce one per GoSS institution, which should be charged with managing all donor assistance on its behalf;
- GoSS institutions being fully responsible for managing aid funds using their own institutional structure. In this case, donors can provide technical assistance to GoSS institutions to support them to perform their functions in managing aid.

The second dimension involves those aid operations increasingly using Government systems (and institutions) for delivery. There are two stages to increasing the degree to which aid is managed by and uses Government systems and institutions:

- Government setting out and implementing plans to improve core governance, systems and implementation capacity at GoSS, sector and State levels. This will involve identification of the key constraints to service delivery and how these can be addressed;
- Alongside this, development partners setting out how they will support the implementation of these plans and increase their use of Government systems as they are strengthened.

A first step in this regard is for sectors to set out clearly the systems and institutions for service delivery in their policies and plans.

In this context, the Government has emphasised the importance of decentralisation and is seeking to strengthen State and County Governments in the provision of local services. Furthermore, it means that the role of NGOs and the private sector will change. Development partners are thus requested to support both decentralisation and the changing role of NGOs (Boxes 3 and 4).

Box 3: Supporting decentralised service delivery

This is best achieved by establishing strong national policies and systems for decentralised service delivery at the centre, rather than directly supporting individual States.

- In the provision of financial aid, aid operations should use central Government transfer systems established for funding decentralised service delivery, and not create parallel funding mechanisms.
- Capacity development activities should support systemic strengthening across states in a consistent manner.

This should lead to development partners supporting sustainable central Government and State Government systems and institutions.

Box 4: The evolving role of NGOs and the private sector

NGOs are likely to continue to play a very significant role over the lifetime of this Strategy. However, their role will change.

- Services delivered by NGOs or private sector organisations on behalf of the Government will increasingly be contracted by the Government and have their contracts managed by the Government. In many sectors, for example Health and Education, this may be an important interim step towards the use of GoSS systems for service delivery. In some sectors, there may be a permanent role for NGOs and/or private providers in service delivery.
- Direct donor funding for NGOs can continue in areas where GoSS does not have a mandate – for example activities such as advocacy, transparency, accountability and community mobilisation.

The precise role of NGOs needs to be worked out on a sector by sector basis.

8.6.5.3 Aid is aligned with the GoSS budget cycle and channelled through Government PFM systems

A core dimension of Government systems is PFM. It is important that aid funding be increasingly incorporated into the stages of the GoSS budget cycle, from planning and budgeting through to budget execution, accounting and auditing processes. Table 1 shows the key dimensions of the budget cycle, and how aid funding can use Government financial management systems.

Table 1: How external finance should use the GoSS planning and budget cycle

Planning and budgeting	
Budget sector planning	• Three year projections for non-governmental and Government aid appear in BSPs. This information is captured in the AIMS.
Annual budget	• All aid funding provided to and managed by the Government forms part of the Government's annual resource estimate and budget allocations to Government spending agencies. • Aid funding is aligned with the Chart of Accounts.
Budget execution and accounting	
Treasury	• Financial aid is disbursed into a Treasury account in the Bank of South Sudan. • Financial aid is managed through Government systems for cash management and expenditure control.
Procurement	• Externally funded expenditures use Government procurement systems.
Accounting	• Externally financed expenditures are recorded and accounted for using the Government accounting system, in line with the annual budget and budget classification system.
Reporting and auditing	
Reporting	• Expenditures and outcomes for all non-governmental and Government aid are captured in the AIMS and the Donor Book. • Expenditures and outcomes for all Government aid appear in relevant budget performance reports, BSPs and budget documents.
Auditing	• Externally financed expenditure audited by the Audit Chamber.

GoSS does not expect aid operations to use GoSS systems in full from the outset. However, there are simple steps development partners can take to use Government systems without any additional risk to their funding. Including aid in BSPs, the annual budget and reports is an example of this.

However, for development partners can use GoSS budget systems in other areas, such as Treasury, procurement, accounting and auditing, GoSS will make efforts to address key weaknesses in these areas. In order to enable this to happen, GoSS will work in partnership with donors:

- To continue to assess the strengths and weaknesses of its PFM systems regularly; and
- To identify and agree to implement actions to address key weaknesses in these systems.

A key first step will be for GoSS to put in place the legal framework, including the enactment of the Public Financial Management and Procurement Bill.

While budget support represents the most straightforward way of ensuring aid follows and uses the Government budget cycle, it is important to emphasise that project support has the potential to use all dimensions of the Government budgetary cycle as well. As part of the implementation of the Strategy, GoSS will develop guidelines on how project aid as well as budget support can use Government planning and budgeting systems.

8.6.5.4 Aid supports institutional capacity and systems

Over the past five years, the Government has significantly increased its operational capacity. Development partners have increasingly focused on strengthening the institutional and human capacity of the Government at both GoSS and State levels. To continue to build on this, the Government requires development partners to consider how their operations will develop the capacity of the GoSS and State Governments. To date, the approach to capacity building, by both GoSS and the international community, has been neither coordinated sufficiently nor comprehensive enough. The SSDP sets out a more coherent strategy for capacity development.

It is important to emphasise that **the best way for aid to support institutional capacity is for aid to use Government policies, systems and institutions, as described in the previous three benchmarks.** However, in order to complement this, aid has an important role in supporting the strengthening of institutional

capacity and systems through training, studies and the provision of technical assistance. **Attracting South Sudanese capacity into the civil service** is also a key priority for GoSS, which development partners should support.

Box 5: Attracting South Sudanese capacity

- Young educated and skilled South Sudanese from the diaspora and within represent the best opportunity for building strong GoSS institutions.
- It is these people who will run GoSS in the future and the foundation of future capacity.
- Development partners are requested to support GoSS in the development of innovative ways of identifying and attracting South Sudanese to work in the civil service.

Specifically, aid should support institutional capacity and systems at two levels:

- **Addressing systematic weaknesses across Government institutions** in core governance functions and skills areas in a coordinated manner: This must be based on the leadership of the Ministry of Human Resource Development. Programmes should be delivered across Government and at scale. The implementation of piecemeal skills development programmes is not acceptable. The development of governance functions should be led by the Government Capacity Building Strategy and build on institutional needs assessments, to provide institution-specific strategies.
- **Addressing sector-specific service delivery and capacity issues through mechanisms at the sector level:** This involves identification of key constraints to service delivery at the sector level and specific capacity development needs. It then involves the identification of means to responding to these through capacity development and other activities. Through Sector-based Approaches, the effectiveness of capacity development activities in the sector should be reviewed regularly.

Activities at these two levels must reinforce each other but not overlap. This requires strengthened coordination of capacity development, to be led by the Ministry of Human Resource Development. This means crosscutting capacity development activities need to respond to sector-specific concerns, while activities at the sector level do not duplicate sector crosscutting activities.⁸¹

8.6.5.5 Aid is oriented to the achievement of outcomes

The Government recognises the need for it to increase the transparency of its funding allocations and to hold its agencies to account for the activities they undertake. To support the Government in this process, a benchmark for development partners must be the provision of outcome-oriented support. At the highest level, this means financing that is aligned with GoSS political priorities and not tied to the policy objectives of development partners. Furthermore, when designing aid operations, activities should be aligned explicitly with the achievement of GoSS policy objectives. Adequate attention must also be provided during the design and implementation of aid operations to ensuring that institutions and systems have the capacity to deliver.

Development partners are requested to **report regularly on the planned and actual activities and outcomes of aid operations** and not just on funding allocations and expenditures. This should be done via the AIMS and the BSP process.

Furthermore, if activities and outcomes are to be achieved as planned, **development partners must provide predictable funding** in line with their commitments set out in BSPs and the annual budget. Development partners should not cut aid within the financial year, as this will adversely affect service delivery, unless there are clear instances of gross mismanagement of funds. Instead, development partners should have the option to cut aid in subsequent financial years.

Nevertheless, Government expects and accepts that donors will make aid conditional on GoSS performance as well. This must be done in a way which strengthens the incentives for GoSS to perform. The

⁸¹ For example, donors should not respond to weaknesses in PFM systems in a sector by setting up a new accounting system within a sector Ministry, for example.

SSDP sets out targets, and these will be further refined through the development of sector plans and M&E frameworks, in the context of Sector-based Approaches. These indicators and targets form the apex of a performance monitoring framework for the Government and its development partners.

Our partners should not cut funding on the basis of failure to achieve outcome targets alone. In cases where targets are not achieved or performance is poor, the Government requests that development partners work with the sectors to identify the key issues underlying poor performance and to work towards improving performance in a constructive manner.

Therefore, **development partners should base their conditions on agreed actions to improve sector outcomes.** GoSS and development partners should collectively agree actions (over which GoSS agencies have control), which are designed to improve sector outcomes, as part of the BSP process. If GoSS fails to implement the agreed actions without good reason, development partners should be able to reduce their support. However, if such actions fail to have the desired outcomes, this should not result in cuts to donor support.

8.6.5.6 Aid is provided coherently and fragmentation is avoided

When donors are designing their overall aid strategies for South Sudan and individual aid operations, they must ensure their aid does not contribute to undue fragmentation and also that it is complementary. Donors must take into account other aid operations and Government-funded activities in a sector and ensure there is not a plethora of small projects across sectors. Aid must not duplicate activities funded by other aid operations or the Government.

In order to reduce fragmentation, GoSS requests donors to adhere to the following principles:

- All donors, no matter the size of their portfolio, **can be engaged in up to three sectors.**
- **Those donors wishing to engage in more than three sectors should provide, on average, at least \$ 20 million per annum per sector in which they are engaged.** The exception is where donors provide funding to additional sectors via a pooled fund and delegate the management of that aid to another development partner.
- **Any aid operation supporting service delivery/infrastructure provision should be greater than \$10 million per annum. Any aid operation supporting capacity development should be greater than \$1 million per annum.** Donors wishing to provide less than that sum in support of service delivery must do so via a pooled/basket fund or budget support.⁸²

Aid Financing Strategies, developed as part of the implementation of Sector-based Approaches, and information from the AIMS will be important tools in ensuring complementarity and monitoring the coherence of aid operations. The MoFEP and the IMAC will review compliance with these principles.

8.6.6 Design of aid operations

The preceding section set out key principles and benchmarks for aid delivery and the mechanisms by which aid will be coordinated. These must be at the centre of the designing of aid operations. This section sets out some core principles showing how aid operations should be designed.

8.6.6.1 Working with GoSS institutions

All operations should be designed in partnership with the Government institutions that will be responsible for managing and implementing them, in close collaboration with the respective SWGs. Where the GoSS implementing agency is initially unclear, the development partner will work with the SWG, through *ad hoc* sector meetings as required to identify a lead Government agency.

⁸² In exceptional circumstances, the Government might waive this requirement – for example pilot projects supporting innovative approaches to service delivery/capacity development.

In circumstances where aid is multi-sectoral, the MoFEP will be the lead Government counterpart, unless agreed otherwise. The design process must include consultation with State Governments, as they are responsible for the actual delivery of services. The IMAC and the GoSS MoFEP remain responsible for approving all development assistance prior to implementation.

Furthermore, aid operations should explicitly put institutions and systems for the delivery of infrastructure and services at the heart of design. Development partners and the Government should therefore support the identification of the major constraints to improving infrastructure and service delivery within sectors, and factor the implementation of strategies to overcome these constraints into the design of aid operations and BSPs.

8.6.6.2 Choice of aid instruments

Currently, all development assistance to GoSS is provided in the form of either standalone or pooled project support, which funds much of GoSS service delivery. Many of these projects are fragmented. International and local experience has demonstrated that conventional project funding of service delivery is not a durable way to build sustainable systems for service delivery.

Therefore, over the lifetime of this strategy, GoSS would like to see development partners start to provide aid in the form of two other instruments: local services support (LSS) and budget support. Table 2 sets out the preferred ways to use these instruments and project support.

Table 2: Preferred use of aid instruments:

Instrument	What is it?	Preferred Use of Instrument
Standalone project support	- Project support is funding which is kept separate from mainstream Government expenditures - Any aid separately identifiable from expenditures in GoSS plans, budgets and reports is considered by GoSS as project support - Project support can use GoSS planning, budgeting, procurement and financial management systems	- The preferred use of project support in support of service delivery is for large-scale public infrastructure projects and humanitarian aid - Project support is also an effective vehicle for the provision of time-bound technical assistance and capacity building, when the Government leads in the process - Where project funding funds the operational costs of service delivery and/or small-scale infrastructure, this should be at the GoSS level
Pooled projects	Pooled funding is a form of project support but is jointly funded by multiple donors, providing a more coordinated implementation mechanism	- As they are strengthened, projects should use Government procurement and financial management systems and processes - Pooled project support is preferred to standalone projects
Local Services Support	- LSS is disbursed directly to the Government Treasury and uses Government planning and budgeting systems - LSS will be earmarked to specific conditional state and county transfers - LSS funded expenditures will be separately identifiable in the expenditure budget - LSS may be jointly funded by multiple donors, or by a single donor	- The preferred use of LSS is for State- and County-level service delivery and community development through conditional transfers - Specific and temporary safeguards may be put in place where there are significant weaknesses in GoSS systems, until such a time as those weaknesses are addressed - The objectives of LSS should be linked to the achievement of sectoral outcomes set out in the SSDP and elaborated in BSPs. In doing so, it can strengthen sectoral systems for service delivery at both GoSS and State levels
Budget	Budget support is disbursed directly	Budget support is the preferred mechanism for

support	to the Treasury and uses Government planning and budgeting systems • General budget support is un-earmarked and allocated through the Government budget. Sector budget support may be earmarked to specific sectors or sectoral State transfers • Expenditures funded by budget support will not be separately identifiable in the budget	funding overall Government service delivery at GoSS and State level in support of Government expenditure priorities • Provision should be linked to overall achievement of GoSS priorities set out in its development plan and elaborated in BSPs • Budget support also can support improvements in systems for PFM, public service management and decentralised service delivery

An aid operation may include more than one instrument. For example, a pooled fund could include a combination of LSS⁸³ to support the costs of service delivery and project support to fund capacity development activities. Pooled funding of aid operations is preferred to standalone operations. GoSS prefers grant financing as opposed to loan financing. GoSS will also develop a debt strategy, which will set out principles for Government borrowing.

Box 6: Rapid delivery of infrastructure

A key early priority will be the rapid development of public infrastructure in South Sudan – such as roads, schools, health centres and power. To date, external project support has been slow to deliver in this regard, with donor procurement procedures often not well-suited to delivering rapid progress. GoSS would like to work with development partners to develop an approach to project support that enables rapid delivery of infrastructure across South Sudan.

8.6.6.3 Managing risks

Furthermore, the Government understands there are significant **risks** for development partners with regard to providing development assistance in South Sudan. The Government and development partners should jointly identify the major risks associated with the provision of support, especially in the case of LSS and budget support, and develop **Risk Management Strategies** in all instances. These will set out the key risks in using Government delivery and financial management systems and strategies for addressing them. Temporary safeguards will be agreed as a means of reducing risk, to be removed once Government systems are strengthened.

8.6.7 Implementing the Aid Strategy

If this Aid Strategy is to be implemented successfully, the Government must be increasingly involved in the management of aid, and more aid should be channelled through Government systems. The reality of aid delivery is very different at the outset.

This section first sets out the framework for monitoring the implementation of the Aid Strategy. It then sets out the key actions the Government will take to strengthen its policies and delivery systems, thus creating the conditions for more effective aid. Finally, it sets out the required response from development partners, changing the way aid is delivered and ensuring it is increasingly managed by the Government and uses Government systems.

8.6.7.1 Monitoring the implementation of the Aid Strategy

The framework for monitoring the Aid Strategy's implementation has three dimensions:

1. The framework for the M&E of the implementation of the SSDP and its successors and of plans at the sector level by GoSS and development partners will enable assessment of the achievement of

⁸³ These proposals for innovative financing mechanisms are set out in Annex 3

GoSS policy outcomes. It will also allow the Government to monitor the degree to which its policies, systems and institutions have been strengthened.

2. The framework for monitoring the results of aid operations themselves, through the AIMS, will enable GoSS and development partners to assess the degree to which external aid is contributing towards the achievement of GoSS policy outcomes and the strengthening of GoSS systems and institutions.
3. The third dimension relates to the monitoring of donor performance individually and collectively, in moving towards the benchmarks for aid delivery set out in this document. Indicators for monitoring these benchmarks are set out in Annex 1.

8.6.7.2 Strengthening GoSS systems and creating the conditions for effective aid

GoSS has the primary responsibility for ensuring that this Aid Strategy is implemented successfully and that development assistance successfully supports the implementation of its policies and the development of South Sudan. It is the Government that can create an environment for more effective aid. In order to achieve this,

1. **GoSS will set out an overall Aid Financing Strategy** which will set out its priorities for funding, levels of funding required, preferred aid instruments and a suggested division of responsibilities. This will be updated periodically.
2. **GoSS will establish new and strengthen existing aid coordination mechanisms, and ensure strong leadership of those.** This includes establishment of the HPF and strengthening the roles of the QGDF, the IMAC and SWG.
3. **GoSS will set out clear guidelines for the design and management of aid operations and how these can use GoSS systems.** These will include guidelines for aid using GoSS budget systems and principles and frameworks for project aid and LSS.
4. **GoSS will develop an approach to capacity development.** This will include a framework for coordinating capacity development and guidelines for the design and management of technical assistance and training.
5. **GoSS will prepare and implement plans to improve core governance functions, including those which address the specific fiduciary and system risks which concern development partners.** This includes areas such as PFM, public service management and decentralisation. Regular assessments of progress in these areas will be made.
6. **GoSS will strengthen its policies, plans and delivery mechanisms at the sector level.** Initially, GoSS will focus on the sectors that are priorities for aid funding in the SSDP, establishing two Sector-based Approaches within the first year of implementation of the Aid Strategy. Progress will be monitored regularly through sector M&E systems.
7. **GoSS will agree with development partners clear milestones and temporary safeguards which will allow aid to use GoSS systems.** This will need to take place for core governance functions as well as at the sector level. Specifically, the MoFEP will develop a plan to address key fiduciary risks in aid using Government PFM systems in the first year of Aid Strategy implementation.

8.6.7.3 Changing the way aid is delivered

In the spirit of mutual accountability, GoSS expects donors to respond to its efforts to create a conducive environment for aid. This will require that,

1. **Development partners support, use and respond to the aid coordination mechanisms and instruments** established by GoSS. Among themselves, donors will establish their own coordination structures to enable them to do this. This also means partners behaving in a transparent and accountable manner, using instruments such as the AIMS, Aid Financing Strategies and BSPs.
2. **Development partners increase the amount of aid managed by Government.** This means progressively increasing the degree to which Government is involved in the management of aid. It

follows that development partners should reduce the amount of aid funding that they manage directly or provide directly to NGOs.

3. **Development partners focus their capacity development activities on strengthening Government policies, systems and delivery systems** within the framework established by GoSS.
4. **Development partners provide aid, including project support, which increasingly uses Government systems.** Development partners will from the outset make efforts to use elements of the planning and budget cycle which do not add risk to their funding. As GoSS achieves agreed benchmarks in strengthening its systems or puts in place agreed safeguards, development partners will respond by using other elements of GoSS systems.
5. **Development partners begin to focus project support to Government on infrastructure provision and institutional development, and away from funding operational aspects of service delivery.** Furthermore, projects should be designed in such a way that they deliver this infrastructure rapidly.
6. **Development partners provide LSS** as a mechanism for funding decentralised delivery in State, County and ultimately community level.
7. **Development partners provide GoSS with budget support, starting at the sectoral level,** during the lifetime of this Strategy.
8. **Development partners reduce the fragmentation of aid** by focusing on fewer sectors, engaging in harmonised funding mechanisms and reducing the number of small aid operations.

8.6.7.4 Conclusion

This Strategy has set out the principles, coordination mechanisms and benchmarks for aid in South Sudan, and guidelines for the design of aid modalities. Overall, it sets out a clear framework for the management of aid and a clear direction for changing the way aid is delivered.

Implementing the Strategy will require significant effort on the part of both GoSS and its development partners, but together they will be able to make significant strides towards the achievement of the benchmarks for aid delivery. This in turn will both support improvements in the effectiveness of aid and ensure that aid supports the achievement of GoSS policy priorities.

In this way, aid has significant potential to support the building of the Republic of South Sudan and the welfare of its people.

8.6.8 Indicators for monitoring donor performance

1. Aid is aligned with overall GoSS and sector policies and plans • % aid provided to SSDP priorities from total aid funding (to be defined) • No. and % of aid operations over \$20 million approved by the IMAC and signed by Minister of Finance and Economic Planning • No. Partner Aid Strategy approved by the IMAC (when over \$20 million per year) and signed by Minister of Finance and Economic Planning
2. Aid is managed by Government institutions and uses Government systems • % aid not directly managed by donors/NGOs (how will this be defined?) • % aid provided to and directly management by Government institutions • % aid provided as LSS or budget support
3. Aid is aligned with the GoSS budget cycle and is channelled through Government PFM systems <i>Planning and budgeting</i> • Donor provides three-year projections of aid in advance of the BSP process (yes/no) • Donor provides annual commitments in advance of the Annual Budget Process (yes/no) • % aid in BSPs compared to OECD report (is this correct?) • % aid incorporated in annual budget and Appropriation Act (this is a duplication with below) <i>Budget execution and accounting</i> • % aid disbursed to Treasury account in the Bank of Southern Sudan

• % managed through the Financial Management Information System • % aid using GoSS procurement systems (this might be going to far, even for then next 5 years?) <i>Aid reporting</i> • % aid audited by the Audit Chamber • % aid appearing in Budget Book • Number of quarters aid data complete reports provided on time in the AIMS
4. Aid supports institutional capacity and systems • % capacity development funding spent on Government institutions • % capacity development funding focused on attracting capacity
5. Aid is oriented to the achievement of outcomes • % projects reporting on planned and actual activities in the Donor Book • % of aid spent relative to planned in the Donor Book • Donor conditions are based on actions not performance indicators (yes/no)
6. Aid is provided coherently and fragmentation is avoided • Average amount of aid disbursed per annum per sector engaged • Average size of aid operation • % of aid provided through harmonised mechanisms (pooled mechanisms, delegated cooperation or silent partnerships)

8.6.9 Aid and the budget cycle

8.6.9.1 Planning and budgeting

The Government wishes to ensure that donor information on expenditure projections and outturns are incorporated in the annual budget and MTEF. This is important in terms of both accountability and alignment of donor aid within a Government-led framework.

In order to achieve these objectives, both GoSS and its development partners must work together to ensure that information is:

- Aligned with the Government's budget classifications, including programmes and activities, operating and capital;
- Provided for Government- and non-Government-aligned aid;
- Provided in a timely fashion; and
- Is accurate.

Development partners are requested to provide the MoFEP with projections of funding for aid operations and activities, on a sectoral basis, including those contributions channelled through non-Government mechanisms, for the following three financial years. This information will be provided to the MoFEP and each SWG during the planning process twice each year:

- Prior to the annual planning process – indicative allocations and activities for review by the sectors; and then
- At the start of the budget process, at which donors should provide firm commitments for the forthcoming financial year.

Development partners are requested to provide the MoFEP with indicative commitments at a programme level for every aid operation within their portfolio for the next three financial years. The project information must be clearly mapped to sectors and Line Ministries, to activities/programmes within Line Ministries and to geographic locations (at a minimum to the States involved). This information should be provided using the AIMS.

8.6.9.2 Budget execution, accounting and audit systems

To ensure that this takes place, to enhance transparency and to minimise the management burden placed on the Government, **donor funds channelled through or managed in conjunction with GoSS should be governed by the same fiduciary and financial management procedures that apply to Government expenditures financed by domestic revenues.** This refers to the Government's systems for opening and managing bank accounts, payments, procurement and accountability, as established by the MoFEP and the Auditor General.⁸⁴

8.6.9.3 Reporting and auditing

GoSS has established a system for aid reporting and evaluation, which is transparent and participatory and pays adequate attention to the evaluation of outcomes. Too often, donor aid projects are measured in terms of the amount of money spent rather than the outcomes achieved, and new projects are formulated before the outcomes of existing projects have been evaluated properly. The existing AIMS reports not only on expenditure but also on project outcomes to ensure that development assistance can become more effective. This must be maintained in the new AIMS.

Just as they must appear in BSPs, partners must report on all aid operations, including those that do not use Government budget execution and accounting systems. Furthermore, at the closure of each operation, donors will be asked to submit an end-of-project report to the relevant SWG and the MoFEP. The MoFEP will each year request specific sectors to evaluate lessons learnt from project implementation and outcomes within the sector, and every year will produce a donor project evaluation report which summarises the lessons learned from each sector's report.

⁸⁴ Guidelines will be prepared by the MoFEP as to how this can be achieved for different aid modalities.

8.7 Capacity-building Plan

The Medium-Term Capacity Development Strategy (MTCDS) provides a strategic framework for organising capacity development efforts in support of the development objectives of the South Sudan Development Plan (2011-2013), as well as the peace-building and state-building objectives of the Government of South Sudan (GoSS) in the post-independence period. MTCDS for South Sudan is included as an annex to SSDP, and has been developed by the Capacity Development Sub-Group of the Cross-Cutting Issues Working Group, under the leadership of the Ministry of Human Resource Development (MoHRD).

8.7.1 Context

In 2005, the Comprehensive Peace Agreement (CPA) granted semi-autonomous status to a government with few formal institutional structures, a human resource base impacted by generations of war, and weak capabilities to provide public security and services to its people. Over the CPA interim period, GoSS has undertaken one of the fastest developments of public sector institutions in the history of modern statehood. Many key physical and organisational structures of government are now in place at the national and state level and a growing number of educated South Sudanese are establishing a functioning public sector. However, institutional conditions are fragile, individual capabilities heterogeneous, delivery capacities remain extremely weak and there is acute need for a professional and accountable public service to create confidence in government.

With the achievement of full independent statehood on 9 July 2011, South Sudan is at a critical juncture in its history. While the long period of armed conflict is now over, the country is still confronted with immense challenges. These are restarting economic growth, improving the social welfare of its population, reconstructing shattered infrastructure, resolving residual political conflicts and extending public security and the rule of law.

The stakes are high, and there is a considerable risk of state failure or renewed armed conflict if GoSS is not able to effectively address these challenges and place the country on the path to sustainable peace and development. The Government also acknowledges that it must successfully manage a complex state-building process to create the institutions necessary for effective governance and viable independent statehood.

Since 2010, GoSS has launched two initiatives intended to address these challenges:

- The GoSS Priority Core Governance Functions Action Plan, published in November 2010, articulates the 18 priority functions of government capacity that it must establish or strengthen by South Sudan's independence in order to ensure the viability of the institutional framework of the State. The core functions fall into five areas: i) Executive leadership; ii) Rule of law and law enforcement; iii) Public administration; iv) Fiduciary management; and v) Natural resource management. The Government has made remarkable progress since November, but many of the rapid capacity needs within the core governance functions will require continued support beyond July 2011.
- The South Sudan Development Plan (SSDP), covering the period 2011-2013, will provide a framework for achieving critical development outcomes related to security and rule of law, economic development, governance, and social and human development. As such, it is the vehicle by which progress initiated since 2005 will continue over the medium term, while at the same time creating the foundations for long-term and institutional development.

8.7.2 Objective and scope of MTCDS

Urgently establishing and expanding essential government institutions and services is critical to ensuring stability in the post-independence period and creating the foundations for effective governance and development. Key priorities in this regard include:

- **Extending public security and the rule of law** throughout the country by transforming, professionalising and expanding key security and justice institutions;
- **Enabling economic growth and investment** by establishing essential legal and regulatory frameworks and expanding vital transport, communications and energy infrastructure;
- **Improving social welfare** by expanding the population's access to basic education, health, water and sanitation services, coordinated, regulated and provided by local institutions;
- **Building a public administration** that efficiently provides public goods and services to the population through the development and management of a qualified and professional public service, and establishing mechanisms to attract qualified South Sudanese, including from the diaspora;
- **Establishing an accountable and transparent system of governance** at national and local levels to effectively articulate national priorities and manage national resources in an equitable and effective manner.

Both GoSS and its international partners recognise that addressing the current 'capacity gaps' in these and other areas in South Sudan over the next several years will require concerted efforts by national and international actors to:

1. **Ensure a strategic and holistic approach to capacity development**, primarily by developing an overarching national vision based on priorities identified in existing national frameworks. These include SSDP, which articulates sectoral capacity development requirements; and the GoSS Core Governance Functions Action Plan, which identifies priority functions essential for the viability of the state-building process.
2. **Maximise the impact and sustainability of national and international efforts**, through more rigorous and context-tailored approaches to designing capacity development interventions, effective coordination of planning and implementation efforts and closer alignment of international assistance with national priorities and needs.

The present document provides a strategy that responds to the need for a strengthened focus on capacity development to support GoSS as it works towards closing the 'capacity gap' in South Sudan. It also builds on the experience of other countries emerging from armed conflict, where national capacity development strategies have been successful in engendering more coherent and focused efforts.

Objective

The objective of the MCDS is to ensure that GoSS can effectively address critical institutional capacity needs for implementing SSDP, including through alignment of support from its international partners, and thus meet the essential requirements for viable statehood following independence.

MTCDS builds directly on the sectoral capacity development needs and priorities articulated in SSDP. It is intended as a framework to ensure implementation of capacity development priorities in a strategic and coherent manner, while at the same time catalysing meaningful and effective national and international commitment and engagement. As both an implementation plan and coordination framework, it:

1. **Defines an operational focus for capacity development efforts**, including delineation of the legal, organisational and human attributes of institutional capacity, and the contextual factors in South Sudan that will inform efforts;
2. **Provides a strategic overview of capacity development priorities as they emerge from the sectoral plans of SSDP** to serve as the focus of national and international capacity development efforts during the 2011-2013 period;

3. **Identifies additional cross-governmental capacity development priorities** that are not adequately addressed in SSDP, but which must also be prioritised during the 2011-2013 period due to their critical importance in enabling and sustaining government efforts at all levels;
4. **Outlines a framework for coordinating the implementation of capacity development efforts and the provision of international support** by articulating key principles, common standards and coordination modalities to facilitate coherence and harmonisation of national and international efforts.
5. **Defines a roadmap for the formulation of a long-term national capacity development strategy** in order to bridge medium- and long-term efforts.

Scope

Given the relatively short timeframe of SSDP, MTCDS is selective and limited in its scope in order to achieve its intended impact. Consequently, the scope of MTCDS is delimited in accordance with the following parameters:

- **Timeframe.** MTCDS covers the three years during which SSDP will be implemented (2011-2013). As such it is a medium-term strategy;
- **Focus on SSDP priorities.** MTCDS does not provide a comprehensive catalogue of capacity development needs. It identifies a number of critical interventions, derived from SSDP, as well as the core functions prioritisation exercise, that must be fully implemented or initiated by 2013;
- **Focus on the South Sudanese State.** MTCDS focuses on the capacity development requirements of the South Sudanese State and its government. The scope is extended to capacity development requirements of non-state actors (including civil society and the private sector) at this stage only as part of a set of recommendations for a subsequent long-term national capacity development strategy (see chapter six).
- **Levels of government.** MTCDS addresses capacity development priorities across GoSS, state and county levels, in order to ensure a balanced approach between strengthening central institutions and enabling delivery of services at local level;
- **Political considerations.** Some aspects of institutional capacity development still require further elaboration in policy and legal terms (such as decentralisation). These are not addressed in MTCDS.

8.7.3 Implementation arrangements

At the outset of the SSDP implementation period, a South Sudan Capacity Development Group will be established in accordance with the principles and modalities outlined in MTCDS in order to implement the strategy. This new body will combine existing bodies such as the Capacity Enhancement Working Group, Skills for South Sudan and the SSDP Capacity Development Sub-Group, to ensure a common approach and focus amongst all actors involved in capacity development. Key priorities in this regard, which will be further detailed in a comprehensive implementation plan, include:

- Developing terms of reference and formally establishing the South Sudan Capacity Development Group as the primary strategic and decision-making body responsible for oversight on capacity development issues under the leadership of MoHRD and with participation from additional key ministries involved in capacity development (including Labour and Public Service; Financial and Economic Planning).
- Establishing a core technical secretariat, reporting to the South Sudan Capacity Development Group, that will be responsible for working-level coordination in capacity development with the sectoral ministries, state governments and international partners, and providing technical assistance to ensure alignment with the strategic focus of MTCDS;
- Facilitating and coordinating the development of pillar and sector capacity development strategies informed by, and aligned with, MTCDS;

- Coordinating, through the Technical Secretariat, the development of a detailed action plan and budget for the priority cross-governmental interventions identified as complements to SSDP in MTCDS;
- Formulating recommendations on critical funding gaps for capacity development, for which additional national and international resources will be necessary;
- Overseeing the development and adoption of comprehensive guidance on minimum standards for the development of capacity development support programmes funded by the international community; and
- Developing an M&E system for capacity development, including regular reviews of capacity development efforts and in-depth evaluations as necessary, to inform future strategy development and priority-setting.

The above activities will form the basis for a detailed implementation work plan for MTCDS to be developed immediately prior to the start of the SSDP implementation period.

8.7.3.1 A strategic roadmap: implementing medium-term capacity development priorities

Following independence in July 2011, South Sudan will address building a viable state system and accelerating economic growth and social well-being, while simultaneously managing a broad array of political, security, economic and social transitions and challenges. A clear and strategic approach to capacity development is necessary to enable the Government to effectively manage these processes and meet its objectives.

The strategic approach guiding the implementation of capacity development efforts during the 2011-2013 period will consist of the following components:

- A **clear operational framework for capacity development** that concretely defines the core attributes of institutions, against which priorities for the 2011-2013 period are defined, and the important contextual, political and other factors that must inform efforts in this context;
- An **overview of the sectoral capacity needs** critical to the achievement of SSDP pillar and sector outcomes, and the strategic considerations that will guide the development, implementation and sequencing of priority capacity development interventions within this framework;
- An **overview of the cross-governmental capacities** that are critical for enabling the effective discharge of institutional mandates and functions across all government ministries, as well as at state and county levels, and which provide the basis for additional interventions to complement the capacity development activities already identified in SSDP;
- The **key strategic principles and considerations** that will inform and guide the efforts of national actors, as well as their international partners, in prioritising, developing and implementing capacity development interventions;
- The **risks, challenges and constraints** identified across SSDP sectors that need to be addressed to ensure achievement of national goals during the 2011-2013 period.

8.7.4 An operational framework for capacity development in South Sudan

In general terms, the term ‘capacity’ is defined as ‘the ability of people, organisations and society as a whole to manage their affairs successfully’, while the term ‘capacity development’ refers to the building of these abilities through human, institutional, policy and systems development.

Three fundamental organisational attributes of state institutions emerge as common themes in the sector strategies and plans of SSDP. These fundamental attributes constitute the operational framework for situating and guiding the implementation of capacity development activities defined in the plan.

These are:

- **Policy and legal frameworks**, which include the laws, policies and regulations establishing and defining the mandate of state institutions, including the core functions and technical services they are responsible for providing;
- **Institutional structures**, which include the organisational systems, processes and resources (financial and physical), which are required for the implementation of institutional mandates, functions and the delivery of services; and
- **Human resources**, which encompass the technical and functional skills and capacities required to deliver institutional mandates, and human resource management systems for recruitment, training, evaluation and other related functions that contribute to organisational performance.

In addition, a number of important contextual considerations must inform the development of specific capacity development efforts and activities. These include:

- **The post-conflict environment and requirements for consolidating peace.** Efforts to address the political, social and economic legacies of the conflict period, residual tensions, as well as the historical legacies of South Sudan's colonial past, cannot be separated from the dynamics of institutional development. These must be sensitive and contribute to the building of sustainable peace. Capacity development in South Sudan cannot therefore be considered a purely 'technical' exercise, but as part of a broader strategy to strengthen national unity and consolidate peace throughout the country;
- **The national state-building project as a framework for developing institutional capacities.** In 2010, the Government articulated its state-building objectives, including a) achieving CPA milestones; b) providing security and rule of law; c) developing core government functions and service delivery; and d) facilitating economic development. These have provided a clear framework for prioritising and sequencing those capacity development efforts that are critical in ensuring a transition to viable statehood following independence in July 2011; and
- **Managing South Sudan's complex transformation.** A key priority in the post-independence period will be the management of the complex transitions entailed in post-conflict recovery, attaining independent statehood and engendering peaceful political and social change. Successfully managing these critical transitions requires establishment of key institutional capabilities through medium-term capacity development efforts.

8.7.5 Identifying and addressing capacity development priorities at sectoral level

SSDP sector plans contain a detailed overview of capacity development activities necessary to deliver on stated sector objectives, as well as the overarching development outcomes for each pillar. This section provides a strategic overview of critical capacity development needs across SSDP sectors to facilitate the prioritisation and targeting of resources during the SSDP implementation period. It:

- Delineates the principal **areas of focus for institutional development** identified across SSDP sectoral plans, and the strategic considerations that must guide implementation;
- Summarises the **capacity needs** identified at pillar level that must be addressed to achieve SSDP development outcomes; and
- Provides an overview of **key capacity development priorities** at sector level.

a. Common areas of focus for institutional development across sectors

The SSDP pillar and sector plans cover a broad range of capacity development activities that can be grouped into the broad cross-cutting areas of focus, as defined in section one, above (legal/policy frameworks, institutional structures, and human resources). This section provides an overview of the key priorities identified in each of these areas, and a number of strategic considerations that will be used to inform the further development of capacity development plans and programmes at pillar and sector levels.

8.7.5.1 Focus on creating enabling environments: policy and legal frameworks

Throughout most of the SSDP pillar and sector plans, the development of key legislation, policies, guidelines and standard operating procedures are identified as urgent priorities in order to enable institutional development, and inform specific capacity development interventions. Two important considerations must inform the development of specific programmes and actions in this regard:

- **Capacity for developing laws, policies and regulatory frameworks.** Almost all SSDP sector plans have identified the need to develop foundational laws and policies to define the mandate and functions of individual institutions, or to provide a basis for restructuring specific ministries such as Defence and Foreign Affairs. Enactment of key pieces of legislation, such as the Public Financial Management (PFM) Act, the Procurement Act, the Public Service Act and the Audit Act, will be essential to ensure the appropriate grounding of further institutional and human development. In some sectors, the need for legislative and policy frameworks has also been identified in order to regulate the activities of a given sector, such as agriculture and land tenure, and energy. In all cases, capacities are required at the level of individual institutions for the formulation, review and internal approval of specific legislation and policies. Some agencies have already established policy units, but require targeted training for individuals staffing these units. This includes for instance building the capacity of staff on strategic planning and M&E, among other things, in the recently established Macroeconomic Unit in the Ministry of Finance and Economic Planning.
- **Inter-governmental capacities for managing legislative process.** A second consideration emerging from SSDP is the mechanism for legislative review and approval by the South Sudan Legislative Assembly (SSLA). Delays to date in the adoption of critical laws have led to a significant backlog and slowed down the pace of institutional reform. In this regard, the SSDP governance pillar plan has identified the need for strengthening mechanisms for improving the review and approval process. This also points to the need for strengthened capacities within the Office of the President (OoP) and the Ministry of Cabinet Affairs (MoCA) to coordinate the process of legislative development with individual ministries, ensure complementarity between institutional mandates,⁸⁵ and prevent duplicative or overlapping functions between institutions.

8.7.5.2 Focus on implementation: institutional structures and mechanisms

A second category of priority capacity development activities within SSDP relates to the ability of institutions to implement their mandates, functions and services. SSDP pillar and sector plans identify a range of institutional structures and mechanisms that need to be further strengthened or developed in order to translate strategies and policies into provision of public functions and service delivery. These capacity requirements span a broad spectrum of activities. These include: 1) management and oversight capacities needed to coordinate the implementation of policy; 2) monitoring and enforcement of regulations in areas of activity such as road construction or the mining sector; 3) maintenance of essential national facilities (such as electrical plants or water reservoirs); 4) provision of technical support services; 5) programme cycle management support for planning and coordination with partners outside government; and 6) infrastructure and equipment needed to enable delivery of functions, particularly at the local level.

In this context, two important considerations must inform how these priorities will be addressed within the framework of SSDP implementation:

- **Establishment of institutional mechanisms.** A key consideration is the identification and establishment of mandate implementation mechanisms and systems within specific institutions. Although SSDP sectoral plans identify a range of mechanisms and corresponding functions necessary for achievement of development outcomes, specific plans need to be developed early in the implementation phase. These must assess existing institutional capacities and ‘starting points’ in this area; identify how such

⁸⁵The enabling rights at work law highlighted in the governance pillar, for instance, is important in helping shape the new state’s labour administration systems, in which private and public sector employers respect labour standards, rights and laws.

mechanisms will be developed and integrated as part of the overall institutional capacity development strategy, as well as who will manage and oversee these processes; provide detailed budgets, and establish a clear time-frame for achieving results. Such processes should be given priority by senior management, and resourced appropriately.

- **Extending systems to state, county and ‘payam’ levels.** A second consideration is the rollout of institutional systems and mechanisms across the sectors and down to state and local government level. Rolling out existing systems such as sectoral information management systems necessitates significant strengthening of managerial, operational and technical capacities of government at state levels. A key consideration is the establishment of arrangements that provide clear structures of communication, planning, coordination and resource allocation on capacity development issues between GoSS and state level. In many cases, building implementation capacity at the local level requires additional infrastructure and staff. For line ministries with service delivery functions (e.g. health, education, agriculture), a key need at the state level includes the development of systems for information-gathering, coordination, management and oversight of non-governmental service providers. In all cases, the necessary resources must be identified and clear plans of action developed to guide management.

8.7.5.3 Focus on performance: human resource development

Skills development is a major priority across all SSDP pillar and sector plans. This includes both the development of sector-specific specialised skills and expertise (for instance training of health and agricultural extension workers), as well as core functional skills, such as basic public financial management. A key consideration related to the implementation of activities in this area concerns the need to strengthen alternative approaches to training programmes, including scaling up of in-country training capacities, both through rehabilitation and construction of training and educational facilities, as well as on-the-job training (including coaching and mentoring). The human resource gaps identified in the sectors also include areas where highly skilled workers such as engineers or technical experts are required and where a different approach to skills development, such as linkages with regional institutions of higher learning, may be required.

A second consideration relates to the importance of striking an appropriate balance between deploying appropriate skill sets and expertise in the immediate term to ensure delivery of critical services within the SSDP framework on the one hand, with ensuring appropriate longer-term investments in improving public administration and conducting training and recruitment of additional qualified personnel on the other. With respect to the first, matching qualified personnel with critical functions will be essential, including through short-term technical assistance and ‘surge’ approaches provided by international partners. With respect to the second, development of clear human resource development strategies at the level of individual institutions will be key. These should be complemented by prioritising the strengthening of public service administration (as outlined in the governance pillar), and identifying modalities for developing the public service ‘labour pool’, including appropriate mechanisms, programmes and conditions to attract members of the South Sudanese diaspora.

Overview of pillar needs for capacity development

The following section provides an overview of the key capacity development needs identified in the SSDP pillar and sectoral plans, and builds on the key themes and issues identified in the previous section.

Economic development pillar: In order to achieve the outcome of diversified and sustainable economic growth, three key capacity development priorities have been identified across the relevant sectors (natural resources, infrastructure, and economic functions):

- Enabling and ‘shaping’ productivity and growth in key economic sectors necessitates the **establishment of comprehensive legal and regulatory frameworks** (e.g. for regulating activity in the petroleum sector, or laws on land tenure). Also needed are institutional mechanisms within government institutions to ensure that regulations and standards are monitored and enforced;

- The Government has a leadership role in promoting economic growth across sectors. This requires the **strengthening of capacities for conducting research, undertaking planning, and facilitating coordination** between a wide range of stakeholders; and
- The Government also provides essential goods and services in some sectors (for instance provision of key public utilities such as water and electricity), while stimulating productivity in others. This requires **development of institutional and operational capacities** to maintain infrastructure (facilities); provide oversight and supervision of contracted works (construction of roads and railways, for instance), while also providing technical assistance (extension services) in sectors such as agriculture.

Governance pillar: In order to achieve a transparent and accountable state capable of efficiently delivering public services, three areas for capacity development have been identified. These are to ensure achievement of outcomes in the sectors of public administration and accountability:

- The formal definition of institutional mandates and functions following independence (e.g. the Presidency and Ministry of Foreign Affairs (MoFA)) requires the **rapid adoption of new laws and policies**, while regulatory and procedural frameworks essential to implementing institutional mandates (e.g. budget execution and anti-corruption measures) need to be established;
- The increased effectiveness of government as whole depends on the timely approval of key legislation, an efficient public administration and robust inter-ministerial coordination of government affairs. Strengthening and expanding **inter-governmental capacities, structures and mechanisms for coordination, communication and administration** within SSLA, public administration, the Presidency and Ministry of Cabinet Affairs (MoCA) are key priorities in this regard; and
- Improving accountability and transparency throughout government calls for the establishment of appropriate oversight institutions, as well as the **development of robust capacities for overseeing, monitoring, evaluating and verifying the use of public resources** across all ministries and all levels of government.

Social and human development pillar: In order to achieve the outcome of building human capabilities through progressive acceleration of access to basic social services, five areas for capacity development are identified across health, education, social protection, and culture, youth and sports:

- **Strengthening institutional and organisational frameworks** to enable the enactment of sector acts for health and education, the development of institutional and legal frameworks for social protection and youth volunteer services, and the establishment of quality assurance agencies and training managers in all three sectors;
- **Strengthening research and planning mechanisms** to enable development of sectoral plans and financing strategies, promote local associations and services, ensure rationalised geographic coverage of social services, and quality control standards;
- **Establishing mechanisms to enable oversight and regulation** of quality basic services by ministries and commissions;
- Improving the qualifications of social service providers through **formal and in-service training and task shifting**, exposure to other country experiences and coaching; and
- **Building capacity in communities** to empower households to manage their livelihoods, claim their rights and ultimately realize their full potential.

Conflict prevention and security pillar: In order to prevent the resurgence of conflict, provide equitable access, and maintain law and order, the four areas for capacity development are identified across the security and rule of law sectors:

- The transformation and restructuring of security and rule of law institutions are critical for delivery of integrated, professional and accountable public security and justice services. The **development of appropriate legal and policy frameworks** is essential to enable and structure this process;

- The reform and professionalisation of the security services requires development and implementation of **comprehensive strategies for 'rightsizing' and restructuring forces**, as well as operational policies and procedures for effective and accountable provision of security services to the population;
- Improved public security and access to justice in South Sudan depends on the professionalism, discipline and conduct of security and judiciary personnel. **Implementation of comprehensive training programmatic** essential in this regard; and
- The progressive expansion and mobility of security and rule of law agencies throughout the country is vital to the stability and development of the country as a whole. This necessitates the **rehabilitation and construction of necessary infrastructure** throughout the country.

Overview of sectoral capacity development priorities

The overview of sectoral capacity development priorities below has been developed in close cooperation with each of the SSDP sectors. It identifies five priority activities in each sector deemed essential by the sector working groups for building those sectoral capacities that will enable the sectors to deliver on its development objectives. The capacity development activities contained in the table are also included in the full individual sector matrices. They are drawn together and highlighted here to provide an overview of sector-specific priorities for capacity development, and to serve as a guide to prioritised implementation of the sector plans.

SECTOR	CRITICAL ACTIONS
ECONOMIC FUNCTIONS	
NATURAL RESOURCES	▪ Research agricultural needs, develop plans and technical guidelines, undertake sectoral coordination and respond to food and agricultural threats and emergencies. ▪ Enact laws and policies on land tenure. ▪ Gradually increase and sustain production and market supply of meat, milk and fish. ▪ Increase in number of square kilometres under improved protected area management and increase in number of tourists visiting protected areas by opening national parks to tourists. ▪ Increase the number of rural farmers' cooperatives established and/or improve their capacity. ▪ Protect natural resources from significant adverse environmental impacts.
INFRASTRUCTURE	▪ Establish relevant institutions, infrastructure, policy, legal and regulatory frameworks at central and state levels ▪ Establish mechanisms for assessments, feasibility studies and research for investments, technology transfer and scaling up of programmes ▪ Identify required human resources and capacity gaps and provide needed trainings, equipment and facilities at central and state levels. ▪ Establish mechanisms for public-private-partnerships (PPPs) ▪ Establish and operationalise systems for researching, mapping, managing, monitoring and maintaining facilities, developments and information
ECONOMIC FUNCTIONS	▪ Develop enabling and effective trade/industry laws & policy framework. ▪ Set up and resource systems for enforcing mining and petroleum laws and regulations. ▪ Set up mechanisms for management, design and monitoring provision of electricity; build and resource infrastructure for generation and distribution of electricity in critical areas. ▪ Increase access to public media and improve the broadcasting quality of the Radio and the TV. in the Whole South Sudan. ▪ Improve communications.

GOVERNANCE	
ACCOUNTABILITY	▪ Pass and implement key legislation (PFM Act, Public Procurement Act, Tax Act, Audit Act, and Central Banking Act) ▪ Formulate macroeconomic policy, establish macroeconomic data base, forecast and project revenue and set quarterly cash limits; and develop capacities of the staff and provide equipment ▪ Develop regulations to ensure sound public financial system in place for budget execution and reporting. ▪ Provide advice and guidance to government institutions in GOSS and the 10 States on how to develop corruption prevention action plans. ▪ Train staff in survey design and analysis to reduce dependency on external consultants in geospatial, economic, social, demographic, and census statistics.
PUBLIC ADMINISTRATION	▪ Formulate and resource mechanisms for managing security, travel, protocol and meeting of the President and Vice-President. ▪ Develop and communicate annual statement of national priorities to South Sudan Institutions and the public. ▪ Train GoSS U/S, Ministers, and Executive Directors in procedures on rules for Cabinet Submission. ▪ Public service management and administrative reform. ▪ Establish improved procedures for management of grievances ▪ Restructure, establish and resource Ministry of Foreign Affairs and International Cooperation ▪ Enact and implement Public Service Act, Pensions Act, Labour Act ▪ Establish and strengthen Local Government Councils for effective service delivery.
SOCIAL AND HUMAN DEVELOPMENT	
HEALTH	▪ Increase access to basic health services and health promotion. ▪ Strengthen human resources in the health sector. ▪ Expand the pharmaceutical and medical equipment supply chains. ▪ Strengthen the health system management. ▪ Strengthen the provision of HIV/AIDS services.
EDUCATION	▪ Establish mechanisms to assess state and county level needs for teaching staff. ▪ Establish needs to inform planning for additional AES sites and establish needs for teaching staff. ▪ Identify human resource needs at central and state levels. ▪ Establish mechanisms for the MoE to plan for and oversee construction of primary schools. ▪ Strengthen EMIS.
SOCIAL PROTECTION	▪ Introduce a child benefit cash transfer. ▪ Develop a social protection system. ▪ Provide family and community-based social services and livelihood opportunities for at-risk groups. ▪ Provide social welfare services for special needs groups ▪ Develop a national early warning system.
CULTURE, YOUTH AND SPORT	• Develop and implement a National TVET Action Plan including strengthening the TVET component of the EMIS system ▪ Execute a training needs assessment and establish pre-service and in-service training for TVET instructors and managers at the three MoE Teacher Training Institutes of Rumbek, Maridi and Malakal ▪ Develop and implement a National YVS policy, procedures, M&E and performance appraisal system

	▪ Establish and equip a YVS national training unit and team at the Amadi Rural Development Training Institute managed by the Ministry of Cooperatives and Rural Development ▪ Establish and equip 3 regional YVS master training units and outreach teams in Wau, Malakal and Amadi ▪ Develop and adapt foundational training materials for the YVS
SECURITY	▪ Draft and publish legal and policy framework for for National Security Architecture, National Security Council and a National Security Strategy. ▪ Create a Ministry of Defense and provide staff and infrastructural needs. ▪ Draft plan and strategy to transform SPLA into a modern, professional military force; establish staffing needs, create positions and ToRs. ▪ Design and budget for a new DDR programme and a transformation strategy. ▪ Design an early warning policy framework, civic education programmes and projects for peace building and conflict mitigation. ▪ Plan and prioritise, coordinate, accredit, monitor and quality assure mechanisms for clearance, stockpile destruction, victim assistance, mine risk education, and advocacy (including curriculum and reporting methods to free the country from the impact of landmines and explosive remnant of war.
RULE OF LAW	▪ Provide a legal framework for South Sudan and ensure equitable and speedy justice for all. ▪ Coordinate internal security and law enforcement efforts—internal strengthening of Mol. ▪ Enhance protection of human rights. ▪ Review/map existing legislation and prioritize legislative gaps; strengthen LRC infrastructural and human capacities. ▪ Combat proliferation of small arms and community insecurity. ▪ Build institutional capacities for Customs Service and the Directorates of Immigration, Passport, Nationality and Identification.

8.7.6 Cross-Government Capacity Development Priorities

While the SSDP outlines sector-specific capacity development priorities, a number of “generic” cross-Government human and institutional capacity needs were identified as essential to delivering on key development and State-building objectives during the 2011-2013 period. Given their transversal nature, these have not been adequately addressed or budgeted for at the level of the specific SSDP pillar and sectoral plans.

The following priority cross-Government interventions are derived from an analysis of gaps in the SSDP, as well as priorities from the Core Governance Functions Action Plan of 2010, expected to be carried over following independence. As such, these interventions should be viewed as a complement to the specific sector-level capacity development priorities outlined in the previous section.

For the purposes of this Strategy, ‘cross-government capacities’ are those inter-governmental policies, institutional mechanisms and human capacities required both horizontally across government agencies, as well as vertically through all levels of government. An example of a cross-government capacity is an operational standardized payroll system used by all agencies within the public service, and at all levels of Government.

The successful implementation of these cross-government interventions requires robust and coordinated engagement from the GoSS, as well as the effective alignment of international assistance. For several of these interventions, temporary ‘gap-filling’ international technical and advisory assistance will be required while national capacities are progressively strengthened and established.

The core capacity development interventions proposed for the 2011-2013 period within this context are clustered into three main thematic areas identified in Section 1, namely: a) improving policy and strategy formulation; b) strengthening institutional core functions; and c) strengthening human capacities for delivery of essential services (additional details provided in the table below):

Improving Policy and Strategy Formulation

Strong policy and strategy formulation capacities are essential for the definition of institutional mandates, the effective implementation of institutional functions and services, and the translation of policies into realistic annual plans. Stronger strategic planning capabilities will also be essential for the next five-year GoSS Development Plan (2013-2018).

While the SSDP outlines a range of key legal and policy frameworks that need to be established, the SSDP sector plans do not identify the needs for capacities required to develop, review and implement policies and mandated functions.

The key cross-government capacity development priorities in the area of policy and strategy development are to:

- **Strengthen capacity to formulate policies, strategies and legal frameworks.** This includes a focus on improving the ability of institutions to conduct strategic analysis, develop draft laws, policies and strategies, and coordinate review and approval processes. This is intended to help ensure oversight over the implementation of policies and strategies, while addressing evolving conditions and priorities; and to ensure that clear legal and regulatory frameworks exist for Government functions at all levels.

Strengthen institutional capacities to implement policies and strategies. To ensure policy and legal frameworks are implemented, it is necessary to strengthen the ability of Government agencies to translate policies and strategies into organizational work plans, to develop and manage core implementation and operational systems and functions on this basis, and to monitor and enforce compliance with core policies and regulations within both public and private sectors.

Strengthening Institutional Capacities for Implementation of Core Functions

To execute their mandates, institutions require robust systems and capabilities for managing resources and delivering essential public functions and services. The establishment and strengthening of these core functional capacities across Government agencies at all levels is necessary to convert government policy into sustainable programmes that deliver services to citizens.

While a number of institutional mechanisms and systems are proposed in the SSDP sector plans to implement mandates, the core financial, operational and logistics capacities required for delivery of functions and services, particularly at local levels, are not consistently addressed across all SSDP pillar and sector plans.

The key cross-government capacity development priorities in this area are:

- **Consolidate and Strengthen Delivery Mechanisms:** To execute their mandates and functions, institutions require robust planning, budgeting, financial management, logistics and procurement capabilities. The establishment and strengthening of these core functional capacities across all Government ministries and at state level is necessary to convert Government policy into sustainable programmes that deliver services to citizens. The key capacity development priorities identified within this framework consist of: a) strengthening management of budgeting and finance, procurement and logistics and project management for implementation of core functions and services; and b) improving the execution of core functions and services at state and local levels, alongside the progressive decentralization of service delivery to state-level institutions.
- **Strengthen National Management of Development Assistance:** At present, international development assistance to South Sudan is provided outside national systems. This is normal in a post-conflict context,

particularly where many national systems do not exist or are not robust (e.g. lack of a procurement law) to meet the financial accountability needs of donor-country legislative assemblies. This however means that development assistance is managed through parallel structures, is not on-budget and involves external planning and coordination mechanisms. This poses an inherent risk of undermining national systems that development assistance aims to strengthen. In South Sudan it is likely that such arrangements will persist in the near future; key priorities in the 2011-2013 period include the urgent strengthening of key public financial management systems, and Government capabilities in planning, coordination and oversight. This is intended to ensure conformity of non-government executed programmes with national priorities and the progressive strengthening of national execution modalities in the areas of planning, programme management, fiduciary controls, monitoring and oversight. The long term vision of the government is a progressive shift towards a full country-system approach to financing and managing development assistance.

Strengthening Human Capacities for Provision of Essential Services

Robust public administration systems and the deployment of qualified personnel are critical in complementing and sustaining institutional capacity development efforts in such areas as policy development and organizational restructuring. As such they are the responsibility of individual agencies, as well as policy / oversight agencies such as MoLPS and MoHRD. In sectors that deliver essential basic services, such as in Health or Education, the deployment of highly trained and qualified human resources is fundamental in the implementation of their mandates.

While the SSDP sector plans address specialized training requirements, as well as priorities for strengthening the administration of the public service, they do not address how the public workforce will be increased to accommodate expansion of service delivery (particularly at local level), and how core skills will be developed across the public service as a whole.

The key cross-government capacity development priorities in the area of strengthening human capacities are:

- **Expand Government Delivery of Essential Services:** A broad and swift expansion of Government functions and provision of services at local levels (State, County and Payam) is critical for restoring order, improving social well-being, and promoting economic recovery. During the 2011-2013 period, this entails the significant scaling up and deployment of qualified civil servants and further development of administrative and delivery systems. A key priority is the launch of a national campaign to attract and recruit South Sudanese Diaspora, as well as other qualified candidates, which will be organized along-side the deployment of technical experts and advisors under regional cooperation agreements with the AU and IGAD.
- **Strengthen Executive Leadership and Management:** At present, many institutional reform and restructuring efforts are hindered by lack of adequate skilled senior management and technical staff in ministries and state level governments. Many ministries, for instance, lack a dedicated cadre of mid-level technical and managerial staff critical to operationalize reforms. Key priorities during the 2011-2013 period are to provide intensive leadership training to senior managers (Undersecretaries and Directors General), and to recruit and train a cadre of mid-level personnel responsible for managing implementation of institutional policies, who will be deployed across ministries and state Governments and responsible for supporting the development and implementation of key institutional capacities, including policy frameworks and institutional systems.
- **Improve Public Service performance through Core Skills Development:** Although considerable progress has been made since 2005 in developing organizational frameworks and mechanisms, the overall effectiveness of State institutions has been undermined by the lack of public service personnel with the requisite skills to manage and deliver core functions and services. Pending the longer-term reform of public administration (which will require adoption of the Public Service Act), a key priority during the 2011-2013 period is to increase development of urgently needed core skills in the short term by increasing

the scope and size of training programmes across ministries and state Governments. Simultaneously, emphasis will also be placed on improving the design and quality of training programmes, as well as the management and standardization of practice. Core skills proposed as a focus of training programmes in the 2011-2013 period include literacy and numeracy, computer skills, work culture and ethics, and skills in essential technical and organizational functions. Finally, an emphasis will also be placed on developing national training facilities (including through collaboration with regional institutions, such as the African Union), and promoting education and training initiatives such as alternative education services and skills development programmes among youth, as a future labor pool for the public service.

The table below provides a more detailed overview of each of these priority interventions, including a description of the key outputs expected.

Priority Areas	Key Outputs	Critical Interventions
LEGAL AND POLICY FRAMEWORKS Strengthen Policy and Strategy Formulation and Implementation	Capacities for the development, review and approval of policies, laws and strategies established and resourced	Establish and resource Research, Policy and Planning Units within relevant institutions Establish procedures and guidelines on the drafting of national policies, laws and strategies Establish procedures for formal review of draft policies, laws and strategies (internal and external)
	Institutional mandates and functions implemented on the basis of clear legal, policy and strategic frameworks	Establish mechanisms for policy and strategy implementation, including translation into work plans Develop oversight and enforcement mechanisms, linked to organizational management systems Develop monitoring and evaluation system to measure institutional performance and effectiveness
INSTITUTIONAL STRUCTURES Strengthen Institutional Capacities for Implementation of Core Functions	Institutional mechanisms for managing and delivering core functions consolidated and expanded at GoSS, state and county levels	Consolidate and expand Public financial management systems across Government
		Rollout procurement and contracting systems at national, state and county levels
		Establish systems for effective revenue collection and management
		Improve management of inter-governmental transfers
	National and state capacities to manage development assistance strengthened	Develop a National Programme Manual for programme design, management and evaluation
		Develop national programme execution modalities (financial, legal, managerial and operations arrangements)
		Strengthen mechanisms for tracking, coordinating,

		and monitoring international assistance programmes
		Develop strategy for progressively transferring management of programme resources to national budget systems
	Systems for the delivery of core functions and services at state level strengthened	Establish systems for state Government oversight and coordination of existing non-state service providers
		Develop a strategy for progressive transfer of responsibilities for social service delivery to local governments
		Develop state level integrated planning and budgeting capacities
		Provide temporary infrastructure and equipment for essential public offices
HUMAN RESOURCES Strengthen Critical Human Capacities for Delivery of Essential Services	Executive leadership and management strengthened	Deliver comprehensive leadership training for Senior Executive Staff (US and DG levels) in the areas of policy-making, strategy implementation and performance management
		Identify, recruit, train and deploy mid-level technical and managerial staff (under DG level) in key institutions
	Human capacities to provide core Government functions and services expanded at state and county Levels	Conduct assessment of the public service at state, county and payam levels to map distribution of current staff and skill sets against required critical functions
		Temporarily deploy technical experts and advisors from the region to provide in-line and advisory functions, through partnership and collaboration with regional organisations (e.g. IGAD, AU)
		Launch a national policy, process, and recruitment mechanism to encourage qualified South Sudanese, including the Diaspora, to the public service
	Core skills strengthened throughout public service	Improve quality of training: develop TNAs, training strategies, national standards; link training outputs to performance management, monitoring and oversight

		Expand quantity of training: develop national plan for scaling up core skills training programmes (work culture, literacy, core institutional functions, critical technical areas)
		Rehabilitate and develop dedicated and financially sustainable national training facilities, while promoting development of alternative education initiatives, as well as professional councils and youth development programmes.

8.7.7 Core Principles for Implementation

The implementation of the overall goal for capacity development, as well as the specific objectives outlined above, should be informed by a number of strategic considerations. These include:

Strategy and Policy Considerations

- **Capacity development as a national process.** Capacity building is a national development priority under the responsibility of the Government of South Sudan. It will ensure that efforts are guided by ongoing dialogue with a broad range of South Sudanese stakeholders, and that international assistance is aligned with national priorities and policies.
- **Responsibilities for capacity development.** Individual government agencies, which must use their resources effectively to achieve measureable results, are responsible for building their institutional capacities. In addition, specific agencies (MoHRD, MoLPS, MoFEP) are responsible for system-wide standard-setting and systems design.
- **Building on South Sudanese capacities.** National and international efforts should aim to build on existing South Sudanese expertise and experience and seek to attract qualified individuals at senior and managerial levels, including from the diaspora.
- **Strengthening capacities at all levels.** A focus on institutional needs at the centre (i.e. national level) should be balanced with an appraisal of needs at local levels of Government, including state and county levels.
- **Balancing peace and development priorities.** In South Sudan, a 'technocratic' approach to capacity development must be tempered by the imperatives of peace consolidation and national reconciliation. Balancing these priorities (e.g. delays in necessary reforms to provide immediate stability) will require continuing dialogue with a broad range of national stakeholders on fundamental issues of governance. It also highlights the need to ensure that political decisions are informed by the technical requirements of viable organizational change.
- **Balancing need for rapid delivery with long-term impact.** In the immediate post-independence period, the ability of the State to rapidly unite the country and deliver concrete benefits to its population in the areas of security, rule of law and social services is critical. In the short-term, this entails balancing requirements for rapidly scaling up local service delivery with the need to invest in broader institutional reform and structuring. Such balancing includes developing transitional administrative and service delivery capacities at *State* and *County* levels, through which a progressive transformation of service delivery arrangements could begin.

Planning Considerations

- **Results-based approach.** Interventions should be designed on the basis of an understanding of minimum requirements needed to achieve outcomes over the medium to long-term, and include rigorous indicators and benchmarks explicitly linked to the achievement of the goals of the SSDP. Interventions

should also explore how responsibility for financial support gradually transitions to the Government to ensure sustainability.

- **Sequencing and phasing of capacity development activities.** Capacity development strategies should be realistic and based on a carefully thought out approach, based on a prioritization of needs and analysis of the precise sequencing of actions needed to ensure the most effective and sustainable outcome possible.
- **Ensuring viability of individual interventions.** The design of individual interventions should not be developed in isolation, but take into account linkages with other systems. Ensuring a holistic 'systems' approach in the design of individual interventions is key to preventing a proliferation of unsustainable 'partial solutions';
- **Flexibility and adaptation.** Capacity development should be understood as a dynamic and evolving process, and not be constrained to rigid plans. Capacity development programmes should reflect this reality by building in provision for regular monitoring and adjustments to implementation strategies.

8.7.8 Risks, Challenges and Constraints

South Sudan faces a challenging governance agenda in the first years of statehood. Successful implementation of the MTCDS will depend on how a set of political, economic and structural risks, challenges and constraints are managed. Effectively addressing them will ensure that the government capacities and institutions needed to deliver on the promise of the SSDP are developed as quickly as possible. If the risks faced by the MTCDS are not successfully managed, South Sudan will reach few of its national development goals by the end of the SSDP period.

A number of such risks and challenges were identified during the development of the SSDP, including:

- **Delays in adopting legal frameworks.** Legislation affecting many functions of government, such as a Procurement Act and an updated Local Government Act, requires coordinated and competent legislative drafting processes and swift passage by the South Sudan Legislative Assembly (SSLA). During the CPA period, much key legislation never proceeded past a draft stage. This, in combination with new laws required for an independent state (e.g. Citizenship Act) has resulted in a current backlog of priority legislation both in the Ministry of Legal Affairs and Constitutional Development (MoLACD) and in the SSLA. Both MoLACD and SSLA face capacity challenges in addressing this matter. The executive will play an indispensable role to make the necessary decisions on priority legislation and to campaign for passage. Individual ministers also have important roles in mobilizing the political will to pass core legislation.
- **The challenge of restructuring.** Restructuring is needed in many ministries for improved effectiveness and service delivery. These efforts impact hiring practices, staffing levels, budget allocations and other politically sensitive issues, given the high employment level by the public service and potential implications on stability. Ministers and State officials will need to act strategically and lead with the assurances of commitment by the highest levels of government to the SSDP.
- **Resource uncertainties.** Resource availability will depend on the ongoing debt and oil negotiations with the North given South Sudan is 98% dependent on oil revenues. In addition, oil revenue availability varies with the global market price. Although it is expected that a positive outcome in the negotiations could substantially increase Government revenues for the 2011-2013 period, the capacity to manage and account for funds will remain critical.
- **Need for structural coherence.** The success of the MTCDS will depend on coherent action by different levels of government, from the GoSS level to the State, County and Payam levels. Unfortunately, no decentralisation policy for capacity development exists and government revenue has not reached the state and county levels in a sustained, efficient manner during the CPA period. Links between levels of

government must be further developed in law and implemented in practice through a redistribution of human and material resources away from the centre and toward institutions in the states. Clear definitions of roles and responsibilities at each level of governance will be critical to maximize impact of Government programmes.

8.7.9 A Coordination Framework on Capacity Development: Enabling Coherence, Unity of Effort and Effective Partnership

Almost all Government ministries and state governments are involved in capacity development efforts, and a number of donors are also providing assistance in this regard. This context has in the past led to a piecemeal approach, where efforts have been fragmented, driven by highly localized priorities and interests, and based on varying standards. The Core Functions framework provided a much needed element of focus for national and international actors in implementing immediate priorities for capacity development. This focus must be carried into the medium-term with the development and implementation of a common strategic approach to capacity development, buttressed by a framework to facilitate coherent and coordinated action between national and international partners over the SSDP period. Such a framework should specify the 'rules of the game' with respect to principles, standards and approaches guiding the translation of priorities into specific programmes, and also establish mechanisms for ensuring substantive coordination on planning, funding and implementation.

The following section provides a framework for ensuring the coherence and alignment of national efforts and international support on capacity development during the 2011-2013 period, and the establishment of strong partnerships based on mutual commitment and accountability.

This framework is divided into two components:

- **Core Principles and Commitments (sections 1 and 2).** The principles, guidelines and modalities that will be followed by both national and international actors to ensure the coherence and alignment of support for institutional capacity development within the SSDP framework. These principles are derived from the experience of other fragile states, as well as from emerging practice in South Sudan.
- **Coordination, Financing and Monitoring (sections 3, 4 and 5).** The arrangements necessary to ensure unity of action, mutual accountability and a common platform for identifying and addressing common priorities, both within the Government, and between the Government and its international partners. The principles and mechanisms articulated in this section complement the GoSS Aid Strategy and the overall SSDP coordination architecture.

8.7.10 Core Principles and Commitments

The implementation of capacity development efforts by the Government and its international partners will be guided by a number of core principles that will be critical in shaping international assistance programmes, and ensuring that they are realistic, focused and take into account the requirements of the South Sudanese context:

- **National vision and ownership.** The capacity development priorities and approach outlined in the present document will constitute the basis of Government efforts during the course of 2011-2013, including the development of strategic plans and programmes. The Government of South Sudan commits to dedicating the requisite resources and capacities to ensure effective national coordination of capacity development efforts, while the international community commits to aligning its assistance to national priorities.
- **Mutual accountability.** The partnership between national and international stakeholders on institutional capacity development is based on the principle of shared accountability. Shared accountability is founded on adherence to common objectives, transparency in the allocation and management of resources, a commitment to reporting on performance and impact, a collective responsibility for results, and a clear delineation of individual roles and responsibilities based on comparative advantages.

- **A partnership at all levels.** Maximising the alignment and harmonization of international efforts within a nationally-led framework for capacity development will require a joint approach to assessment, design, implementation and monitoring of individual interventions and programmes. This is particularly relevant in the context of South Sudan given the strong leadership demonstrated by the Government, and the need to maximise alignment between national and international efforts given the urgency of meeting critical needs, and the lack of a margin for error.
- **Light international foot-print.** Provision of international assistance should seek to minimize potential impact of multilateral organizations on the labour market, and avoid creating a 'brain drain' in national institutions, given the current lack of a large pool of qualified and skilled South Sudanese.
- **Managing and not avoiding risks.** In many countries, risks associated with capacity development assistance in post-conflict contexts have led to chronic under-funding or preference for 'safe', but not necessarily critical, programmes. Given the scale of needs and challenges in South Sudan, both the Government and its international partners commit to jointly evaluating risks and developing common strategies to manage possible challenges, constraints and threats.
- **Promotion of South-South solutions.** To the extent possible, South-South solutions will be promoted in the design of assistance programmes, linking to existing sources of expertise and regional arrangements in Africa, as well as the South Sudanese Diaspora itself. Both the GoSS and international community commit to finding innovative ways to ensure effective and sustainable solutions to the human capacity gap in this regard.
- **Building capacity to build capacity.** International efforts will aim to support GoSS in 'building capacity to build capacity' (including capacities for change management, coordination, and oversight of capacity development efforts within GoSS), and progressively move away from capacity supplementation. This will be linked to specific interventions aimed at building national capacity development systems (e.g. training institutes, professional associations, etc.). Capacity development will also be 'mainstreamed' throughout international development assistance programmes, alongside other programmatic objectives. Strengthening South Sudanese capacities in this area is critical to maximize resources available for national processes, and prevent the emergence of large, resource-heavy and parallel international support mechanisms.
- **Strengthening country systems.** Similarly, reliance on temporary capacity provided through international technical and advisory assistance should be progressively reduced through the development and strengthening of national financial, implementation and delivery capacities and resources. All capacity development assistance programmes should include a strategy for a progressive phase-out of direct international implementation of assistance, tied to concrete indicators and benchmarks.

8.7.10.1 Design of Capacity Development Interventions

The design of capacity development interventions supported by the international community will be based on the following principles:

- **Accounting for context.** Assessments of institutional capacity requirements should take into account the realities of the South Sudanese context, including existing formal and informal capacities. There is often a tendency to both under and over-estimate the institutional and human resource capacities currently in place resulting in assistance that is not sustainable or contextually adapted.
- **Demand-driven identification of priorities.** Interventions will be demand-driven and developed in response to needs identified by the Government of South Sudan, through the SSDP. This should be matched by a political commitment to address these needs, which at times may be sensitive. In addition, there is a need to recognise that some priorities may need to wait to be implemented to ensure the necessary political support and leadership is in place.

- **Keep it simple.** Careful attention should be given to the current absorptive capacity of national institutions to utilise and apply complex capacity development programmes that represent ‘international best practice’. Based on the successful experience of South Sudan in developing budgetary and payroll systems, attention should be paid to defining ‘tailor-made’ programmes that deliver what is needed and manageable from the perspective of the recipient institution in its current stage of organizational development.
- **Minimum standards.** Interventions should be designed based on adapted principles of international best practice, as well as principles emerging from the lessons learned of past experience in Southern Sudan. To this end, national and international partners commit to following a common set of ‘minimum standards’ for different types of capacity development assistance. These minimum standards will be developed during the implementation of the MTCDS.
- **Moving beyond PIUs.** The management of international programmes using Project Implementation Units will be progressively replaced by alternative arrangements that maximize joint national and international oversight over implementation, as an intermediate stepping-stone to full use of national programme management systems. International partners commit to developing and implementing appropriate modalities in this regard within the framework of the MTCDS.

8.7.10.2 Ensuring a Coordinated Approach

The following arrangements will be established to ensure the coherent and effective coordination of national and international efforts in support of capacity development priorities.

- **National coordination.** Overall coordination within GoSS will occur through an inter-governmental body established for this purpose. This will include key ministries in the area of capacity development (MoHRD, MoLPS, MoFEP), and be responsible for developing strategy and policy, overseeing implementation of capacity development standards and policies by Government agencies, monitoring progress in institutional capacity development; coordinating inter-ministerial efforts and interfacing with the international community.
- **Strengthening sector and agency coordination.** Sector reform and organizational development plans should be based on national capacity development policies and principles and monitored by an inter-governmental policy body (see above). At the sectoral level, the Budget Sector Working Groups will be strengthened to facilitate strategic planning on capacity development requirements, while individual agencies and local government bodies will be expected to develop their own strategic plans against national policies and standards.
- **Coordination of international assistance.** To ensure alignment of international assistance with national goals and standards, a coordinating body (a ‘South Sudan Capacity Development Group’) will be established under the leadership of MoHRD, and comprising key GoSS agencies and international partners. This will include a technical secretariat on capacity development to support coordination and provide technical advice, as well as a mechanism to provide recommendations on financial, technical and other resources required to address capacity development priorities defined in the SSDP and MTCDS. These coordination arrangements will be integrated as part of the broader GoSS Aid Strategy and coordination architecture of the SSDP.
- **A programmatic and technical forum on system-wide capacity development.** A working group on system-wide capacity development, comprised of both national and international partners and reporting to the ‘South Sudan Capacity Development Group’, should be established to complement and support sectoral coordination on this issue. Key functions could include: supporting results-based international capacity development support strategies; mapping baselines and developing output indicators for international assistance; monitoring performance, improving the design and effectiveness of assistance mechanisms (including development of lessons learned and best practices); ensuring a broad systems

approach linked to national strategies and policies; coordinating regular monitoring and evaluation of international support to national efforts; and supporting the work of the BSWGs.

8.7.10.3 Funding

Key principles related to funding for both GoSS and international partners include:

- **Targeted and flexible allocation of financial resources.** Capacity development priorities will evolve over time. For this reason, SSDP fund allocation and management mechanisms will contain provision for addressing capacity development priorities with sufficient flexibility, while also enabling responses in 'real-time'. Dedicated pooled and 'fast-track' funding arrangements for capacity development (including basket funds or dedicated funding windows) will also be established as part of the overall SSDP aid coordination and funding architecture.⁸⁶
- **Strengthening and use of country systems.** GoSS and international partners will work together to prioritise the development of financial management systems within national ministries and other implementing agencies as part of a broader strategy to promote the progressive use of national systems over those of international and non-governmental organisations.
- **Government funding for capacity development.** As national institutions for capacity development (for instance, national training institutes) are established and national fiduciary, revenue management and delivery mechanisms are strengthened, the Government of South Sudan will consider how it can increase its financial and technical contributions to capacity development programmes. This will help consolidate national ownership over capacity development and provide the basis for the gradual phasing out of external assistance.

8.7.10.4 Monitoring and evaluation

Key principles related to monitoring and evaluation for both GoSS and international partners include:

- **Need for dedicated M&E framework.** Establishing a monitoring and evaluation framework under national leadership and management is critical to ensure that progress is being made in achieving capacity development goal sat both national, sectoral and agency-specific levels. Performance indicators will be based on realistic expectations of achievable outputs and measure the overall impact of national and international efforts.
- **Maximising performance and impact.** Capacity development is an evolving field of global practice, including in South Sudan where national and international efforts are still in their nascency. This underscores the need for real-time monitoring, review and evaluation to ensure that lessons-learned directly contribute to future development of policy and programmes in this area.

The monitoring and evaluation system on capacity development will comprise of the following components, which will be further developed by the Government with the support of its partners during the implementation of the MTCDS:

- **Development of a monitoring and evaluation framework** that provides an overview of performance measurement indicators linked to SSDP activities and outputs; and a methodology for systematically collecting and analyzing information on progress, including establishment of baselines;
- **Development of a management review mechanism** that periodically generates 'scorecard'-type progress reports, as well as more in-depth evaluations, at agency, sectoral and national levels based, and organizes reviews by senior management within GoSS and its international partners;

⁸⁶ A Capacity Building Trust Fund (CBTF), administered by the Joint Donor Office in South Sudan, currently exists and supports a range of capacity development programmes. Alignment of existing arrangements within the MTCDS framework should be privileged where possible over the establishment of new mechanisms.

- **Development of a programme review mechanism** that analyzes progress and evaluation results and generates specific recommendations with respect to the refinement and further development of national, sectoral and agency specific strategies and programmes on capacity development.

8.7.11 Towards a Long-Term National Capacity Development Strategy

A key priority during the implementation of the MTCDS will be the development of a long-term (5-10 year) national strategy on capacity development. The development of this strategy will be coordinated by the 'Capacity Development Group' on the basis of the following parameters:

- A comprehensive cross-sectoral assessment of capacity development requirements will be undertaken, to identify baselines and additional requirements, which would also integrate an evaluation of medium-term capacity development efforts within the SSDP framework;
- Based on the results of the capacity development assessment, long term needs will be prioritized at national, sectoral and agency-specific levels, along-side corresponding strategies and budgetary frameworks;
- Development of a comprehensive capacity development strategy will be undertaken, involving a broad range of national stakeholders at central level (GoSS, private sector, civil societies, faith based organizations) as well as at State and County levels;
- A review of lessons learned of capacity development efforts to date in South Sudan will be undertaken to inform the development of the long-term capacity development strategy, which will also incorporate a review of best practices from other countries around the world;
- Comprehensive national standards and guidelines will be developed, building on the work undertaken in the context of the MTCDS, on specific tools and strategies for capacity development, including training, recruitment systems, and performance management.
- Development of a comprehensive funding strategy and framework
- Development of cross-cutting strategy for progressive phasing out of international technical assistance and a project-based approach, and development of sustainable capacities for supporting continued cross-sectoral capacity development efforts
- Development of a comprehensive monitoring and evaluation framework for measuring progress and assessing impact of capacity development efforts over the medium to long-term.

8.8 Millennium Development Goal Indicators

Targets	Indicator	Indicator No.	Southern Sudan Current Status	Target	Ranking ⁺
Goal 1: Eradicate extreme poverty and hunger					
Reduce by half the proportion of people living below the poverty line	Proportion of population living below the poverty line	1a	51% (NBHS, 2009)	46% (2013)	78/100 ^{b/}
	Poverty Gap Ratio	2	24 (NBHS, 2009)		63/73
	Share of poorest quintile in national consumption	3	4% (NBHS, 2009)		126/151
Reduce by half the proportion of people who suffer from hunger	Prevalence of underweight children under 5 years of age	4	33% (SHHS,2006)		110/122
	Proportion of the population below minimum level of dietary consumption	5	47% (NBHS, 2009)		172/176
Goal 2: Achieve Universal Primary Education					
Ensure that all boys and girls complete a full course of primary schooling	Net enrolment rate in primary education	6	44% (EMIS, 2010)	63% (2013)	182/185
	Primary completion rate	7b	10% (EMIS, 2010)		186/188
	Literacy Rate of 15-24 year olds	8	40% (NBHS, 2009)		149/152
Goal 3: Promote Gender Equity and Empower Women					
Eliminate gender disparity in primary and secondary education at all levels	Ratio of girls to boys in primary, secondary and tertiary education	9	.59, .41, .21 ^{e/} (EMIS,2010)		193/194, 190/194
Empower Women	Ratio of literate females to males among 15-24 year olds	10	0.51 (NBHS,2009)		151/152
	Proportion of seats held by women in national parliament	12	34% (SSLA,2010)		17/190
Goal 4: Reduce Child Mortality					
Reduce by two thirds the mortality rate among children under five	Under 5 mortality rate	13	135 (SHHS,2006)		175/193
	Infant mortality rate	14	102 (SHHS,2006)		185/193
	Measles Immunisation coverage (Children aged 12-23 months receiving measles vaccination before their 1 st birthday)	15	28% (SHHS,2006)		186/188
Goal 5: Improve Maternal Health					
Reduce by three quarters the maternal mortality ratio	Maternal mortality ratio	16	2,054 (SHHS,2006)		173/173
	Proportion of births attended by skilled health personnel	17	10% (SHHS, 2006)		191/193
Goal 6: Combat HIV and AIDS, malaria and other diseases					
	Knowledge about HIV prevention (correctly)	19b	10% (SHHS,2006)		

	identifying two ways of avoiding HIV infection). Percentage of women aged 15-49				
	Contraceptive Prevalence rate	19c	4% (SHHS,2006)		172/173
	Ratio of school attendance of orphans to non orphans aged 10-14 years	20	1.1 (NBHS,2009)		2/64
Halt and begin to reverse the incidence of malaria and other diseases	Prevalence and death rates associated with Malaria	21	MIS?		
	Antimalarial Treatment (under fives)	22	47% (SHHS,2006)		16/62
Goal 7: Ensure Environmental Sustainability					
Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources	Proportion of population using solid fuels	29	99% (NBHS,2009)		
Reduce by half the proportion of people without sustainable access to safe drinking water and sanitation	Proportion of population with sustainable access to an improved water source, urban and rural	30	55% (67%, 53%) (NBHS,2009)		176/191
	Proportion of population with access to improved sanitation, urban and rural	31	20% (53%, 13%) (NBHS,2009)		174/188
Goal 8: Develop a global partnership for development					
No data available					

^{a/} Based on most recent data, which is for different years for different countries.

^{b/} Proportion of population living below a national poverty line is not directly comparable. This ranking is indicative only.

^{c/} Selected Institutions. Pg 93 EMIS (2010)

Data Source: World Bank, World Development Indicators 2010

8.9 Oil Model

Government oil revenues during the SSDP period depend upon three factors: the volume of oil produced and sold, the price received for that oil, and the share of those revenues accruing to the producers/refiners/transporters, the GoNU and the GoSS respectively.

8.9.1 Oil production and revenue forecasts

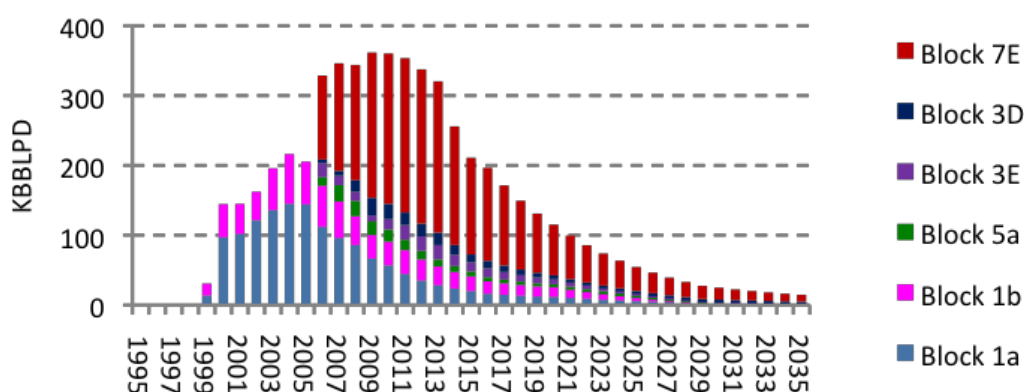
The Hydrocarbon Economic Analysis Tool (HEAT) has been developed to forecast oil revenues, using detailed information about oil contracts for all producing licenses in Sudan. HEAT is populated with historical data, including annual production data provided by GoNU and the oil companies, average annual oil prices, and transport costs. It models the unique profit sharing agreements (PSAs) set out in the contracts for each block. A PSA determines the distribution of oil production between the contractor and the government.

The model can be used to provide annual cash flows of both government and the contractors, the value of total known petroleum resources, forecasts of future government revenue from oil and expected annual cash flow. The model also allows for analysis of how different scenarios, such as plummeting oil price, or new production licences, would affect future revenues. MoFEP has used this model to generate annual oil revenue projections for the SSDP.

8.9.1.1 Oil Production

The HEAT model is populated with annual production estimates for each field. These figures are provided by the oil companies to the Ministry of Petroleum, Khartoum and represent prudent production profiles. The production profiles are presented in chart 1 below.

Chart 1



As can be noted from chart 1 the oil production increased significantly in 2006 when blocks 5a, 3 and 7 came on board. The oil production peaked in 2009 at 362 000 barrels/day and is expected to remain at a relatively high level until 2013. From 2014 and onward the oil production will decline gradually until the production at existing fields is expected to cease in 2035. The oil production is expected to decline by more than 40% over the period 2011-2016 and the daily production in 2016 is expected to be 197 000 barrels. If the recovery rate increases or new discoveries take place production may exceed the production forecast presented in chart 1.

While blocks 1a and 1b provided the oil revenues during the early stage of oil exploration in South Sudan, production from these blocks peaked in 2004 and has thereafter declined substantially. The estimated production in 2011 from these fields is only 22% of the total oil production in South Sudan, while 74% of the production derives from blocks 3 and 7 and 4% from block 5a.

8.9.1.2 Oil prices

The oil price has been extremely unstable in recent years with the first half of 2008 seeing a steep rise from around \$90 per barrel in January to over \$130 in July. The second half of the year brought with it an abrupt crash in the oil price, plunging as low as \$40 per barrel by the end of the year. Throughout 2009 the price gradually recovered and by December of that year it had stabilised at around \$75 per barrel. Despite a slight spike in April 2010, the price was less volatile through 2010, remaining around \$75 per barrel. Recently, events in the Middle East and North Africa and elsewhere, as well as recovery of the global economy, have caused the oil price to climb above \$100 per barrel.

South Sudan produces two types of oil: Nile blend and Dar blend. Both blends are sold at a discount compared to the benchmark Brent price. Nile blend is a good quality crude, readily saleable on international markets. It is sold at a slight discount compared to the benchmark Brent price due to the need for the oil to be heated during handling. Dar blend, on the other hand, is heavy and acidic. Until recently, there was a very limited capacity for refining this type of oil outside of the United States and Europe; as a result the oil was sold at a very large discount compared to Brent. This discount has fallen considerably as refining capacity has grown.

To project oil revenues, the price estimates provided by the United States' Energy Information Administration (EIA) Annual Energy Outlook 2011⁸⁷ are applied. Chart 2 shows the three scenarios provided by the EIA; a Low Price, Reference and High oil price. The reference case is used in the oil revenue projections in the SSDP.

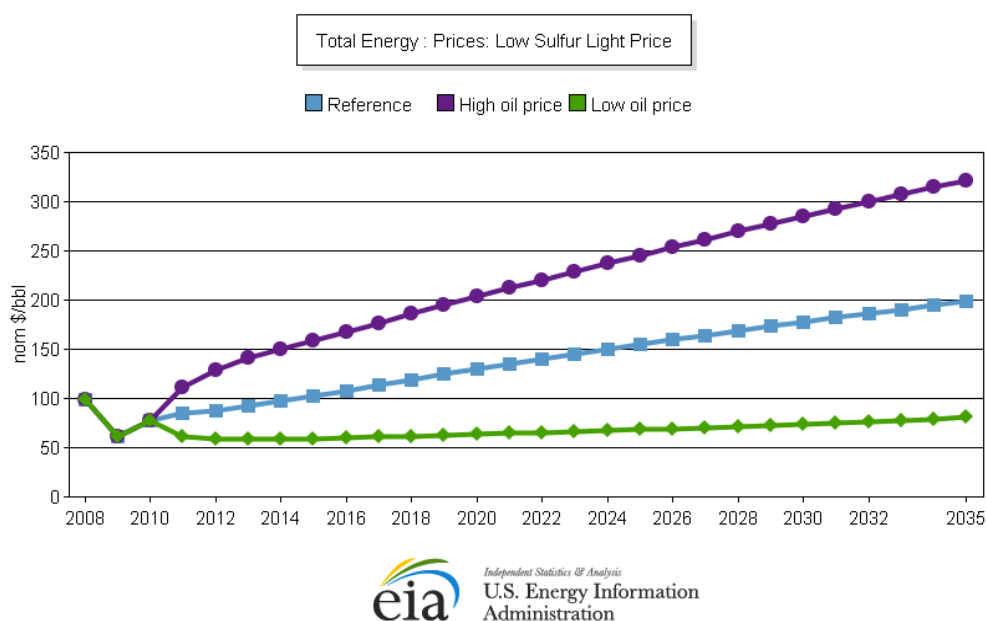
In nominal terms the reference price scenario gradually increases from 85, 88 and 93 USD/barrel for 2011, 2012 and 2013 respectively to 131 USD/barrel in 2020 and 199 USD/barrel in 2035. This is equal to a long-term real oil price of 125 USD/barrel in 2035.

As the reference case price projection for 2011 and 2012 deviate from recent increase in the short-term oil price projections, an upward adjustment for 2011 and 2012 have been applied. It is assumed that EIA's Low Sulphur Crude Price equals the Brent blend benchmark price going forward.

To estimate the future discount at which Southern oil will be sold, the historical monthly discount rate was considered. The average monthly discount on Nile blend over 2009-2010 was \$1.90 per barrel and for Dar blend, this amounted to \$10.04 per barrel. It was assumed that these levels would remain broadly flat over the coming three year period.

⁸⁷ Available at <http://www.eia.gov/forecasts/aeo/>

Chart 2



The short-term oil price projections used in the SSDP are shown in table 1 below.

Table 1

	2011	2012	2013
Brent Price (\$/barrel)	105.0	102.0	92.5
Nile blend discount (\$/barrel)	-2.0	-2.0	-2.0
Dar blend discount (\$/barrel)	-10.0	-10.0	-10.0

Even if additional oil fields are discovered or new technologies allow greater recovery from existing fields (neither of which is likely during the 2011-2013 period) there is no guarantee that world prices will not fall so low as to make extraction financially unfeasible.

8.9.1.3 Transport Cost Assumptions

The government is responsible for transporting oil to the point of collection, currently Port Sudan. The lack of clarity regarding the arrangements for oil sales post-2011 makes it difficult to predict future transport costs. It has therefore been assumed that the current arrangement of a flat rate tariff per barrel will be maintained. This tariff is assumed to be \$4.31.

8.9.1.4 Revenue Sharing

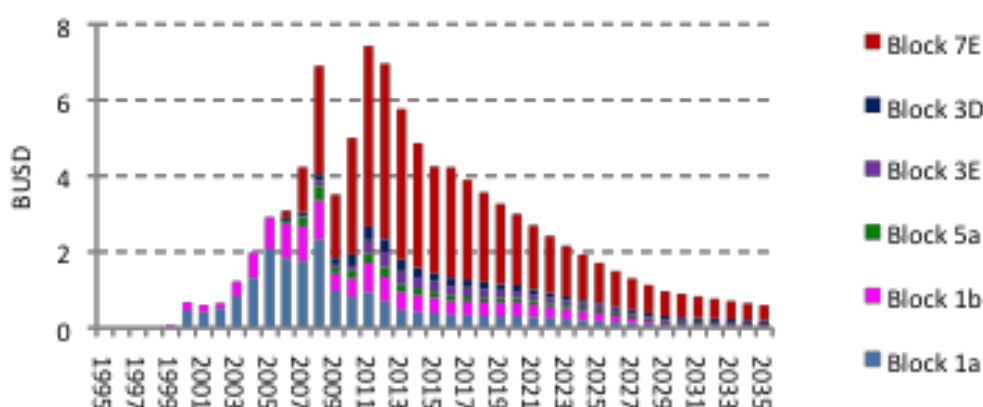
The post-independence revenue sharing agreement between the GoNU and GoSS has not been decided at the time of drafting of the SSDP. For purposes of analysis, a range of values has been used for the MTBF. At one extreme, the status quo ante is a 50:50 sharing between North and South. At the other extreme, a 100% share of the South's production might accrue to the South. The outcome of the negotiations is likely to lie between these two extreme values.

8.9.1.5 South Sudan's Oil Revenues

Following the spike in the oil price in 2008, the oil revenues that derived from the blocks located in South Sudan hit an "all time high" level. Expected oil revenues from these fields in 2011 are estimated at USD 7.4 bn assuming the Brent blend price averages 105 USD per barrel. The oil revenues are expected to gradually decline, both due to a decline in the expected production and price of oil. In 5 years (2016) the oil revenues are expected to be more than 40% lower than in 2011. The estimated revenues are highly sensitive to the assumptions.

The historical and future expected oil revenues deriving from blocks located in South Sudan are shown in chart 3.

Chart 3



It is important to note that this chart shows the total government revenues deriving from blocks 1a, 1b, 5a and 3 and 7 prior to any wealth share between the GoNU and GoSS.

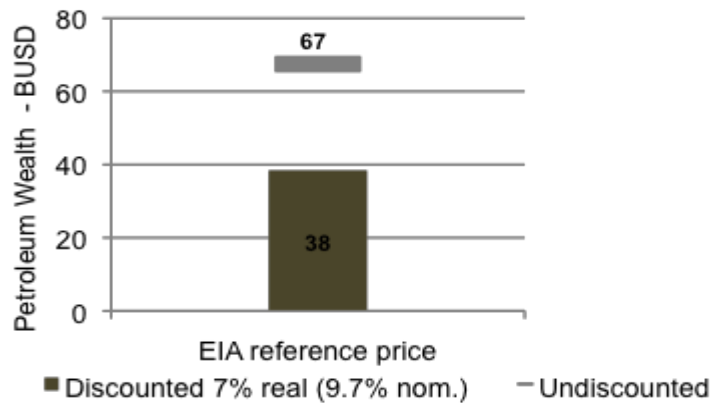
8.9.2 Oil Wealth and Petroleum Income

South Sudan's oil wealth is equal to the Net Present Value of future oil revenues and shows an estimate of the total oil wealth, still under the ground, based on future expected oil prices and volumes to be extracted. Finally, the wealth is measured in today's prices so that future revenue streams can be measured together with today's oil revenues. The HEAT model and assumptions regarding prices and production outlined above are applied.

The oil sector is associated with considerable risks both in terms of future production and prices. Hence, a risk premium of 4% has been added to the real risk-free discount rate of 3% giving a discount rate of 7% in real terms. The discount rate has been used to calculate the Net Present Value of future oil revenues that equals South Sudan's oil wealth in 2011 value. Inflation is assumed to average 2.5% over time.

Adding all future oil revenues over the lifetime of the projects gives total oil revenues (undiscounted) of USD 67 billion. The net present value of the future oil revenues applying the assumptions above gives South Sudan's oil wealth at 38 billion USD.

Chart 4

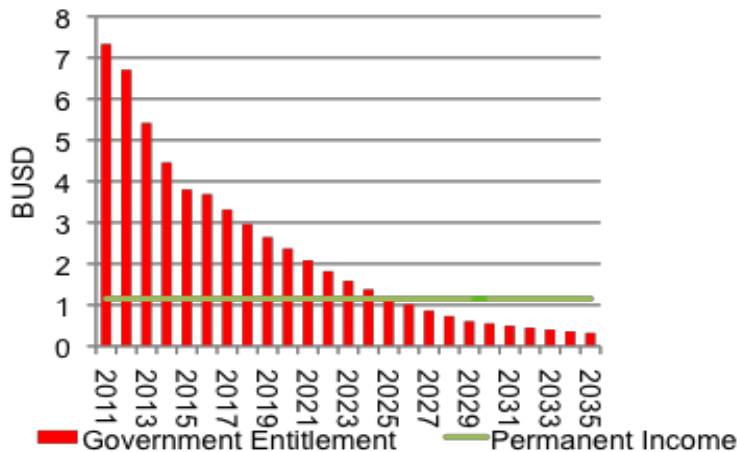


Sustaining the oil wealth, i.e. spending the real rate of return of this wealth, makes it possible to draw down the same amount every single year in the future until eternity. This is called the Permanent Income and indicates the level of consumption that can take place without reducing the real value of the wealth. In this way, even future generations can benefit from the exhaustible oil resources.

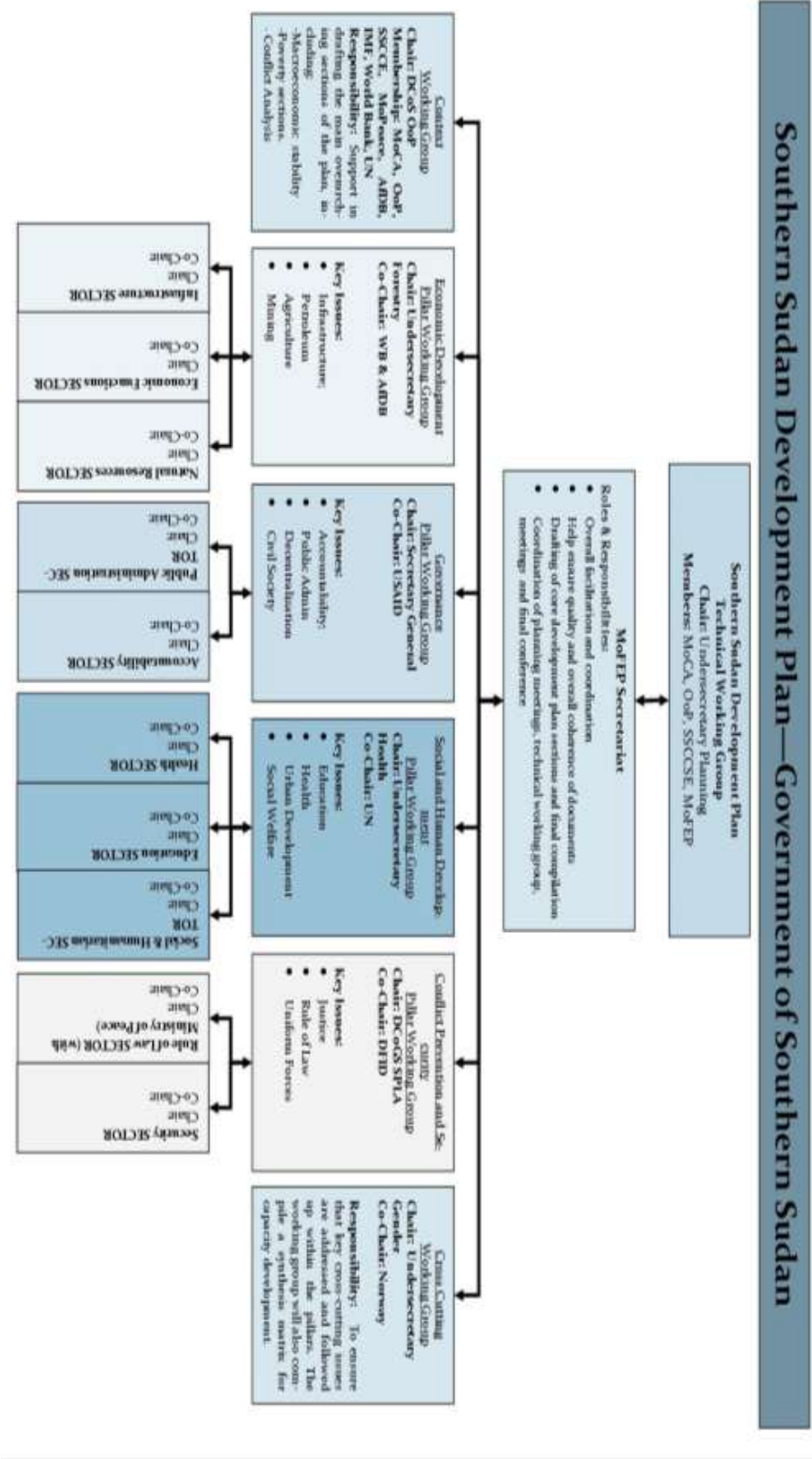
Assuming the real rate of return on invested oil wealth is 3%, the permanent income is equal to USD 1.2 billion USD (38 billion USD x 3%). Spending more than this level will reduce the oil wealth, but does reduce the overall wealth of South Sudan if excess spending is allocated to consumption. Drawing down the oil wealth while building up other kind of wealth, such as for example physical assets (e.g. infrastructure) or human capital (education, health) may be justified as long as the social and economic return of those investments are higher than the return on financial assets.

The future estimated oil revenues are shown in chart 5 together with the Permanent Income level.

Chart 5



8.10 South Sudan Development Plan Organisational Chart



8.11 SSDP Government Working Group Structure

Pillar	Sector	Goss Spending Agencies
Governance	Public Administration	Office of the President
		Ministry of Cabinet Affairs
		Ministry of Labour & Public Service
		Ministry of Human Resource Development
		Ministry of Parliamentary Affairs
		Ministry of Regional Cooperation
		Southern Sudan Civil Service Commission
		Local Government Board
		Employee Justice Chamber
		Public Grievances Chamber
	Accountability	Southern Sudan Legislative Assembly
		Anti-Corruption Commission
		Audit Chamber
		Centre for Census, Statistics & Evaluation
		Ministry of Finance & Economic Planning

Pillar	Sector	Goss Spending Agencies
Economic Development		Fiscal & Financial Allocation & Monitoring Commission
		Reconstruction & Development Fund
		Ministry of Agriculture & Forestry
		Ministry of Animal Resources & Fisheries
	Natural Resources	Ministry of Cooperatives & Rural Development
		Ministry of Wildlife Conservation & Tourism
		Ministry of Environment
		Southern Sudan Land Commission
	Infrastructure	Ministry of Housing & Physical Planning
		Ministry of Transport & Roads
		Southern Sudan Urban Water Corporation
		Ministry of Water Resources & Irrigation
	Economic Functions	Ministry of Commerce & Industry
		Ministry of Energy & Mining
		Southern Sudan Electricity Corporation

Pillar	Sector	Goss Spending Agencies
Human & Social Development		Ministry of Information & Broadcasting
		Ministry of Investment
		Ministry of Telecommunication & Postal Services.
	Health	Ministry of Health
		Southern Sudan HIV/AIDS Commission
	Education	Ministry of Education
		Ministry of Higher Education, Research, Science & Technology
		Ministry of Gender, Child & Social Welfare
		Ministry of Culture & Heritage
		Ministry of Youth, Sport & Recreation
	Social & Humanitarian	War Disabled, Widows & Orphans Commission
		SSRRC
		Ministry of Humanitarian Affairs & Disaster Management
		Judiciary of Southern Sudan
		Ministry of Legal Affairs & Constitutional Development
Conflict Prevention & Security	Rule of Law	

Pillar	Sector	Goss Spending Agencies
		Law Review Commission
		Ministry of Internal Affairs
		Internal Affairs Headquarters
		Police Service
		Prisons Service
		Fire Brigade
		Bureau of Community Security & Small Arms Control
		Southern Sudan Human Rights Commission
		Southern Sudan DDR Commission
		Southern Sudan Demining Authority
	Security	SPLA & Veterans Affairs
		Ministry of Peace Building & CPA Implementation

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• Type of business or sector	International cooperation
• Occupation or position held	External consultant
• Main activities and responsibilities	Training partners of Manos Unidas (ConsortioT'inki) and Manos Unidas Bolivia on diagnosis and formulation of projects according to the logical framework approach (LFA) with a gender perspective: gender analysis tools, objectives, outcomes, indicators sensitive to gender

relations, activities, budgeting.

• Dates • Name and address of employer • Type of business or sector • Occupation or position held • Main activities and responsibilities	October 2010 to March 2011 Solidaridad Internacional Bolivia International cooperation External consultant Systematization of better practices in the field of women's economic rights in the Convenio for the Empowerment of Women in Bolivia and Peru. Work carried out in Bolivia with funding from Agencia Española de Cooperación Internacional (AECID).
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• Dates • Name and address of employer • Type of business or sector • Occupation or position held • Main activities and responsibilities	March to July 2010 Movimento dos Atingidos por Barragens (MAB) International cooperation External consultant Intraorganizational gender diagnosis of MAB. Carried out in Brazil and funded by the Basque Country Government.
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• Dates • Name and address of employer • Type of business or sector	October 2008 Agroconsulting Internacional Intervention with disadvantaged groups

• Occupation or position held • Main activities and responsibilities	External consultant Evaluation of projects submitted to the call for proposals 2009 of Caja Madrid.
• Dates • Name and address of employer • Type of business or sector • Occupation or position held • Main activities and responsibilities	May to September 2008 Solidaridad Internacional Nicaragua International cooperation Project officer Providing technical support to the Solidaridad Internacional intervention in Nicaragua. Responsible for the formulation and monitoring of projects and programs.
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• Dates • Name and address of employer • Type of business or sector • Occupation or position held • Main activities and responsibilities	September 2003 to December 2007 Asociación para la Cooperación con el Sur (ACSUR) Las Segovias Nicaragua International cooperation Technical Coordination of ACSUR Nicaragua Technical coordination of the intervention in Nicaragua. Funders: Community of Madrid, Agencia Española de Cooperación internacional (AECID) and European Commission (B7600, PRRAC, ECHO, DIPECHO). Ex-ante evaluation of the development program: <i>Organización productiva rural, alfabetización y fortalecimiento institucional en el Municipio de Palacagüina, Departamento de Madriz. 2003-2006</i>. Funded by the Community of Madrid. Interim mid-term evaluation (first year)and Interim mid-term evaluation (second year) of the previous programme. Ex-ante evaluation of the programme: <i>Desarrollo social, económico y ambiental en Villa Reconciliación Norte, Managua. 2006-2009</i>. Funded by the Community of Madrid.
• Dates • Name and address of employer • Type of business or sector • Occupation or position held	June to August 2003 Asociación INHIJAMBIA. Managua, Nicaragua Nicaraguan Civil Society organization specializing in the social reintegration of homeless girls. Project officer
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EDUCATION AND TRAINING

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• Dates • Name of organization • Principal subjects covered • Title of qualification awarded	October 2009 HEGOA Institute of Development Studies and International Cooperation. Basque Country University. Development from a feminist perspective. Certificado Curso de Género en la Educación para el Desarrollo (Gender in Education Development Certificate).
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• Name and type of institution	Instituto Universitario de Desarrollo y Cooperación (IUDC). Universidad Complutense de Madrid.
• Dates	July 2011
• Name of research	<i>Sistematización del componente de derechos económicos del Convenio para el Empoderamiento de la Mujer en Bolivia 2006-2010.</i>
• Name and type of institution	Solidaridad Internacional Bolivia.
• Dates	January 2008
• Name of research	<i>Análisis de las líneas de base con enfoque de género en programas de cooperación al desarrollo a partir de dos estudios de caso</i> (Analysis of the elaboration of baselines from a gender perspective in development cooperation programs from two case studies). http://www.portal-dbts.org/3_herramientas/lb/0807_lb_cast.html
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