

# CHILDREN AND YOUTH CONSULTATION REPORT



**JUBA, SOUTHERN SUDAN**

**2011**

*English translations of Children & Youth expressions (from Arabic)*

# TABLE OF CONTENTS

<b>A. CHILDREN AND YOUTH CONSULTATION EXERCISE.....</b>	<b>6</b>
Structure .....	6
Methodology.....	7
Recruitment of Partners .....	7
Recruitment of Facilitators.....	8
Training of Facilitators .....	8
Recruitment of Participants .....	8
Ethical considerations.....	9
Information Gathering Process .....	9
<b>B. ANALYSIS OF EXPRESSIONS.....</b>	<b>10</b>
<b>Issues raised by children and youth.....</b>	<b>10</b>
1. Education.....	10
2. Protection.....	12
3. Health, Nutrition & Sanitation.....	15
Additional issues raised by children and youth.....	17
<b>Expectations of duty-bearer’s roles.....</b>	<b>19</b>
Expectations of the Government.....	19
Expectations of their parents/caregivers.....	20
Perception about the role of the youth.....	20
<b>C. OBSERVATIONS .....</b>	<b>22</b>
<b>D. RECOMENDATIONS.....</b>	<b>23</b>
<b>E. APPENDIX.....</b>	<b>24</b>
CCC – girls living on the street .....	31
Juba Children’s Home - orphans.....	31
UNHCR Way Station – returnee population .....	32
Juba Prison – incarcerated youth .....	33
Consultation Workshop.....	35

## ACRONYMNS

C&A	Communication and Advocacy
CCC	Confident Conflict Children
C4D	Communications for Development
CPA	Comprehensive Peace Agreement
CRC	Convention on the Rights of the Child
ESARO	Eastern and Southern Africa Regional Office
GOSS	Government of Southern Sudan
HIV/AIDS	Human Immunodeficiency Virus Acquired Immunodeficiency Syndrome
MENARO	Middle East and North Africa Regional Office
NGO	Non-Governmental Organization
ROSS	Republic of South Sudan
RTP	Right to Play
SRE	Strategic Reflection Exercise
SSPAA	South Sudan Promotion and Advertising Agency
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WASH	Water Sanitation and Hygiene

## EXECUTIVE SUMMARY

UNICEF is currently engaged in an on-going process of Strategic Reflection to formulate a vision of the new Republic of South Sudan (ROSS) in 2020. This reflection exercise will help UNICEF determine how it can contribute to the development process of the country, help meet the needs of the youth and children, and protect their rights in southern Sudan. To achieve sustained results for children in Southern Sudan a component of the Strategic Reflection Exercise was to conduct a series of children and youth group discussions in order to get their contributions and opinions on issues affecting them.

Children's participation is important to ensure to have their voices heard and be included in the decision making process. In order to capture the voices of youth and children from different backgrounds, locations, and vulnerabilities, UNICEF Southern Sudan conducted group guided discussions among orphans, children who live in the street, returnee population, incarcerated youth, and a consultation work shop bringing together children and youth from three payams in the Juba region.

The inclusion of children and youth's voice allowed them to prioritize their concerns and needs for the future of Southern Sudan with the right to an education for a better well-being and the key to fulfill their future. Children and youth expressed the importance of access to quality education and the value and right in educating girls. Children and youth prioritized protection as their right from discrimination, forced marriage, rape, and as citizens. Children and youth want the government and parents to be responsible for their education, improved health care systems, sanitation, infrastructure, and food security. The youth and children acknowledged their rights to participate, associate, and express their thoughts freely and want adults to listen to their views, and advocate for their rights. The youth said it is important to stay courageous and determined in school in order to achieve their goals.

This report presents a summary of observations and provides a qualitative analysis of the thoughts and voices of children and youth of Southern Sudan to advocate for children's voices to be heard, and for the promotion of child rights.

## INRODUCTION

*States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. (CRC, Art.12).*

Southern Sudan is a region with diverse ethnicity, religions, and cultural values with the major languages being classical and Arabic dialects, English, Nuer, and Dinka. More than 70 percent of the population in Southern Sudan is under the age of thirty, 51 percent under the age eighteen, and 32 percent under the age of ten. Southern Sudan ranks as one of the worst place for a child to be born and grow, due to high mortality rates, and poor educational and health services. After 21 years of conflict, the Comprehensive Peace Agreement (CPA), and a referendum, Southern Sudan now prepares to be new nation in July 2011.

UNICEF as part of its programming embarked on a Strategic Reflection exercise for visioning South Sudan in 2020. One of the key activities organized for the exercise was the participation of children and youth in the process. Participation is a fundamental right of the child, to freely express their views on all matters that affect them. All children have equal rights to participation without discrimination, and to freedom of expression, thought, association, and access to information. Accordingly, measures should be put in place to encourage and facilitate child participation in accordance with their age and maturity.

In line with participation, UNICEF Southern Sudan conducted a children and youth consultation workshop as well as satellite group discussions in Juba to listen to the voice of children and youth of Southern Sudan and facilitate the inclusion of views and needs of children and young people in the planning and decision making processes for the new Republic of South Sudan.

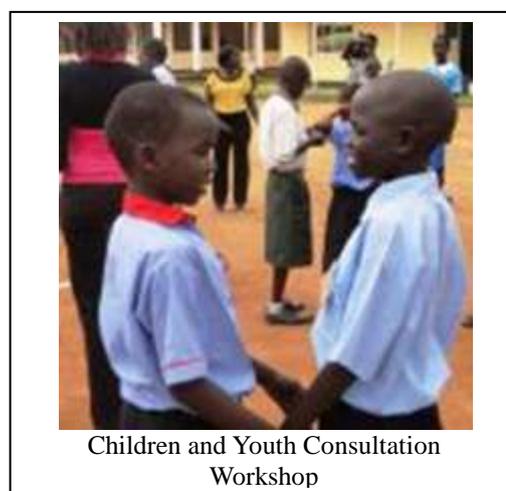
# CHILDREN AND YOUTH CONSULTATION EXERCISE

## Structure

The Communications and Advocacy (C&A) Section, UNICEF, Southern Sudan developed a concept paper to address how children and youth participation improves the relevance and appropriateness of public and organizational decision making on children's issues by ensuring that those with the direct experience of a situation are able to have their voices heard. The concept paper would help determine a strategy to listen to the voice of children and youth of South Sudan, who are often excluded from the social, cultural, political, and economic decision process of their community and societies.

The concept paper was formulated to help acknowledge a shift in the view of children as 'beneficiaries' of adult interventions towards respect for them as 'rights holders' who are key 'makers and shapers' of their own destinies and societies.

The objective of the consultation workshop was to facilitate the inclusion of views and needs of children and young people in the planning and decision making processes for the new Republic of Southern Sudan. The consultation session and group guided discussions aimed to:



1. Provide children and youth with a child friendly consultation platform for the free expression of their views, priorities, and expectations.
2. Facilitate a process of personal and collective learning and discovery which enables children to process new information, understand what it means, use it, and respond to it on the basis of their own views and experiences.
3. Support an inclusive and equitable space for dialogue among children from different geographic regions and conditions.
4. Promote inter-generational dialogue among children (right holders) and adults (duty-bearers) as a sustained, ethical, inclusive, and equitable practice for the new Republic of South Sudan.

The children and youth consultation workshop was structured around a one day event with two simultaneous workshops separating children and youth from Juba. Eight satellite group discussions for vulnerable children and youth were conducted prior to the workshop to allow vulnerable youth and children to express themselves in their own environment. The satellite group discussions were conducted at the Juba Children's Home (orphanage), UNHCR way station (returnee population), the Juba Jail (incarcerated youth), and the Center for Conflict Confident children (CCC, girls who live on the street). Two additional sessions were planned for children with disabilities, and boys living on the streets. However, due to the unavailability of the children, logistics, and time constraints, the sessions were postponed for later in the year.

The satellite sessions and consultation workshop focused on three main themes; being a child or youth at present in South Sudan, their expectations of the role players in their lives (parents, guardians, caregivers, and the government), and what children and youth expect in the future. The questions were developed based around UNICEF's programmes: WASH, Health, Nutrition, Education, and Child Protection. Multiple tools and channels were used during the sessions to encourage engagement and equal participation within the groups. All Participants spoke out about the work they created with chosen leaders presenting group work.

## **Methodology**

A concept paper was written to determine what actions had to be conducted, and to summarize the project. A work plan was developed to help identify the framework of the project, timeline, human resource capacity, logistics, and recruitment of the target audience required for the consultation workshops. UNICEF identified partners from the Government of Southern Sudan (GOSS) and NGOs to help support the project. A protocol was developed to determine the implementation process of the sessions and workshop. Discussions were conducted with UNICEF sections for guidance and advice. UNICEF Head Quarters and the Regional Office (MENA and ESARO) were informed about the consultations.

### **Recruitment of Partners**

The project was supported by: the Ministry of Education, Ministry of Youth, Sports, and Recreation, Ministry of Gender Child, and Social Welfare, Right to Play (RTP), Confident Children out of Conflict (CCC), Juba Children's Home, Juba Prisons, War

Child Holland, and UNHCR and South Sudan Promotion and Advertising Agency (SSPAA).

### **Recruitment of Facilitators**

#### Satellite group guided discussions

The satellite sessions were facilitated by UNICEF C4D Field Officers and C&A section. The staff from War Child Holland, CCC, UNHCR, and the Juba Prison helped UNICEF gain entrée into communities and provided support with the vulnerable audiences.

#### Consultation workshop

The consultation workshop was facilitated by UNICEF C4D Field Officers, C&A, RTP, and observers from SSPAA. Prior to the workshop, all facilitators met and participated in the development of the programme guidelines, and reviewed the protocol before implementation.

### **Training of Facilitators**

A training session was conducted to help the facilitator's review discussion styles, observations, and methods for the collection of data. The training reviewed topics on facilitation of children workshops; how children feel and talk about their feelings, how children think and reflect their behavior, and how children act in their daily lives. The training session, also addressed reasons for consent, ice breakers, and relevant tools that can be used for facilitation.

### **Recruitment of Participants**

The workshop consultation consisted of forty child participants from schools in three payams, Juba, Kator, and Munuki, all selected by the Ministry of Education, and sixty youth from the same three payams, including Somba village by, selected by RTP.

The selection criteria were:

- A. 50% female 50% male
- B. 50% children (aged 10-14) 50% youth (aged 15 and up)

The selection criteria for the satellite sessions varied depending on the target audience's availability and willingness to participate:

1. Orphans: Two groups  
18 children (10-14 years) all male (the females had left the center for an outing)  
20 youth (15-25 years old) mixed gender.
2. Returnees: Two groups  
19 children (10-14 years) mixed gender  
18 (15 years and above) predominantly women
3. Confident Children out of Conflict (CCC): One group  
12 girls (8-16 years of age)
4. Juba Prison: Two groups  
8 female youth (18 years and above)  
18 male youth (15 – 18 years of age)

### **Ethical considerations**

Consent for the children to participate in the workshops and group discussion was given by the Ministry of Education, Ministry of Youth, Sports, and Recreation, parents through RTP, UNCHR way station staff, guardians of vulnerable populations at the Juba Prison, and CCC. The children and youth were chaperoned to the workshop and back home in hired buses with assigned officials from the Ministry of Education, Ministry of Youth, Sports, and Recreation, and chaperones from the three payams with RTP.

### **Information Gathering Process**

#### Group guided discussions

Two facilitators and one coordinator from C&A attended each group guided discussion. The tools (songs, expressions through drawings, games, personal interviews, group discussion, photo voice, stories, exercise) used for facilitation were determined by consideration of the satellite session's location, the capacity of the audience to write, and the willingness of the audience to participate in specific exercises.

#### Consultation workshop

Two workshops were conducted simultaneously, separating the children and youth. The children's section was divided into 6 groups of even gender with one facilitator per group and three supporting observers. The youth section consisted of four mixed gender groups of youth, and six facilitators, one per group with the additional

facilitators rotating as support observers. Two coordinators from Communications for Advocacy Section oversaw the workshops and provided technical guidance and support as needed.

### Collection of Information

Qualitative data was collected through digital recordings of group discussions and personal interviews, video, drawings, group exercises, notes from observers, photography, and photo voice.

### **Limitations**

- Limited time for planning and organizing the events  
Inadequate amount of time allotted for sessions
- Not enough facilitators especially for all female sessions
- Lack of adequate facilitators that speak multiple languages to accommodate the diverse culture of Southern Sudan

## **ANALYSIS OF EXPRESSIONS**

This analysis is based on the review of 102 excerpts from children and youth in Juba. The analysis will address two variables; (1) prioritized issues for children and youth when thinking about their present and future, (2) the expectations from children and youth of the role of the government and their parents/care givers.

### **Issues raised by children and youth**

#### **1. Education**

Children and youth prioritized their right to access education for a better well-being and the key to fulfil their dreams of a better future. The perception and direct association of education as the way to become a mechanic, a doctor, engineer, agriculturalist, president or queen was a positive indicator and demand. Youth felt the need for quality education to help them become good leaders identifying that they are the bright future of the country. Youth saw the importance to encourage young girls to go to school and stay in school to help give them a bright future. The children and youth advocated for adequate government support to improve the education system by increasing the number of schools to be built, improving facilities, access to education especially for the poor and orphans, and to provide free education, and a safe environment for children to learn as Southern Sudan becomes a new nation.

More than half of participating children and youth testimonies registered mentioned their right to access education as their principal interest. Their perception and direct association of education as the way to become a mechanic, a doctor, engineer, agriculturalist, president or queen is a positive indicator and demand.



A child expresses her opinion in Juba Children's Home

- *I drew a hospital because I want to become a doctor or president in the future. I have to continue my education to make my dream real (Julius, 12 years old boy).*
- *Education is very important. Once you are educated you are like a king or a queen. I want to be a queen when I finish my education... have the power and be respected in the community (Sarah, 14 years old girl).*
- *I want good education. The youth need to access good education to lead the country well in the future. We are the bright future of this country, and we need quality of education to make this dream real (Catherine, 19 years old female).*

Positive values associated with accessing education were observed such as positive socialization, protection, equity and self-reliance.

- *I drew a church and a school because I like them, and without school we can't do anything better in our life (Emmanuel, 10 years old boy).*
- *I like my school and the mango tree, because if someone in the school is hungry can eat mango. What makes me happy is to complete my education (Suzan, 13 years old girl)*
- *I encourage young girls to go to schools so they can do something for themselves in the future (Paula, 13 years old girl).*
- *I like a school, which is why I drew it, because this is my future. What make me happier is being in school with my friends (Silvia, 14 years old girl).*

Insightful expressions from youth regarding access, equity and quality of education.

- *I want to become a president to serve the whole country by building schools, hospitals, and provide security to all citizens and serve the poor. When I*

*become a president I will support girl's education in Southern Sudan (Sumia, 14 years old girl).*

- *I want more schools to be built by the Government, because there are very few schools here (Sarah, 15 years old girl).*
- *In terms of school, they are not all that fine, because you can see children, pupils in primary schools who can't speak English. They just use Arabic, which is common for us here in South Sudan... (Silvia, 17 years old female).*
- *Southern Sudan as a new country should give us free education. We need everything to be safe and good... a safe environment and a good place. Even the poor should be more educated, even the orphans. More schools and health services like Juba hospital should be open (Sukuje, university girl).*
- *I want this country to develop. I want this country to improve the standard of education because most of the people are illiterate, the people need quality of education, positive environments, and good quality of lecturers (Bush, 20 years old male).*

## **2. Protection**

Children stated the responsibility of parents and the government to protect them in their daily lives by providing them with safe housing, safe environments for continuing their education safe from abuse and urban violence.

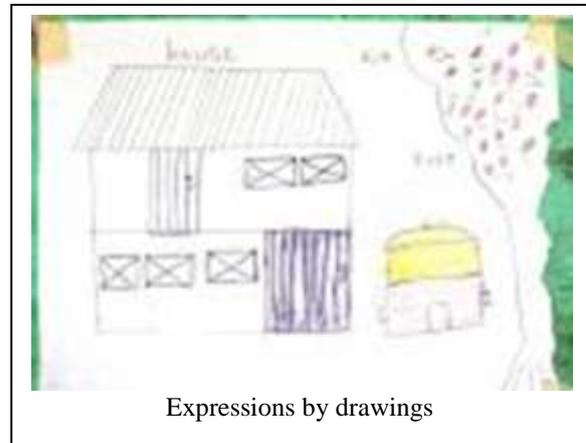
Children expressed their views to work with the judicial system in their future to reduce crimes, injustice, including discrimination which hinders their rights to an equal opportunity of an education or housing. Children expressed their voice for the government to improve public offices and decrease nepotism and corruption. Children advocated for the government to protect citizens from murder in homes and on the streets, and police brutality. Children expressed their views to be protected by parents from segregation within families choosing whom to educate. Children want protection from their parents from rape, forced and early marriage, and support to finish their education.

Insecurity and violence are observed as important issue expressed by children and youth

- *What I dislike is the insecurity, because criminals kill people with no reason, I want our government to protect us (...) we need security and stability (Razaz, 13 years old girl).*

- *I want to become a lawyer in the future because we don't need corruption, crimes and injustice (Rania, 14 years old girl).*
- *We want to continue our school in peace. We need protection (Victor, 18 years old male).*
- *I don't want to be discriminated in any way (Martin, youth male)*
- *Without homes we can't think about education, because you will be hungry (Moses, 19 years old male).*

Protection issues identified ranged from demanding safe housing among the most vulnerable, to safe environments conducive to education, transport and recreation; from abuse and urban violence, to important concerns such as child labour, early marriage and inequity.



- *Killing of people in their houses and in the streets should be stopped. Street boys should stop pocketing in the markets. They should go to school... (Razaz, 13 years old girl)*
- *Children who are under age should not be allowed to drive motorbikes or cars because they cause accidents (Emmanuel, 13 years old boy).*
- *I draw a house, fire and a person. My message is that parents should not leave the children alone because children may play with fire, and that may burn their house. Let parents be responsible (Selerina, 13 years old girl).*
- *If the government is not supporting today (with schools), you will find some girls into commercial sex (...) and that is why there are many boys in the streets who are thieves (Hellen, 13 years old girl).*
- *I dislike those who drink alcohol while they are driving car and motorbikes, they should respect the students on the roads... (Somia, 14 years old girl).*
- *I thank the government for building us a school and hospitals. Also for reducing the accidents and improve the roads. The only mistake is that the government is not advising the police not to beat innocent people sometimes (Viola, 14 years old girl).*
- *Parents should not force youth to work. They should not overwork children when young (Emmanuel, youth male).*
- *I don't like nepotism and corruption happening in public offices. People should be employed based on their qualifications, not on relationships*



or interests (Gloria, 14 years old girl).

- *Parents should not segregate children, I speak from experience. My father segregated me by not paying my school fees and that is why I started my education late (Name protected, 15 years old boy).*
- *I want protection if I am less than 18 years old. I should not be forced to marry, but to concentrate in my education (Name protected, 16 years old girl).*
- *In some tribes they use to force girls who are under age which is not fine and I do experience it. Is child abuse... they don't really respect child rights and those stuff (Name protected, 17 years old girl).*
- *I want to be protected. I was forced to leave my own country.... I need the chance to learn, to have food, and medicine like the other youth in this country (Kiden, youth male)*
- *Parents should protect girls from being raped (Hellen, 19 years old female).*
- *I want to study in Juba to become a lawyer. I want to change the way the current lawyers judge the poor people. There is too much corruption among the lawyers. Poor and rich are judge differently. The rich are favoured for their money (Samuel, 19 years old male).*
- *I don't want to be hurt, abuse or neglected. We need our life to be protected. I want our opinion to be considered in any decision taken in our communities (Esther, 16 years old girl)*

Children in conflict with law testimonies need to be analyzed separately due to the existence of underage males and females in jail which in itself is a grave violation to children rights.



Discussions in Juba prison

- *I dislike being here in this prison. The case of my brother brought me here, because I want to visit him at home and the policy came and arrest us all because of my brother's case... he was carrying some illegal drugs. My grandmother is alone and nobody is taking care of her. My message to the government is to forgive us, because we are still young and we need to go to school. Also, I dislike being together with older women (Name protected, 16 years old girl).*
- *I dislike being in prison with no education for me. I was in class 7 but after this case happened (I refused early marriage) that put me in prison. So what is*

*affecting me so hard is the issue of my education. Nothing I can do because I have no future (Name protected, 19 years old female).*

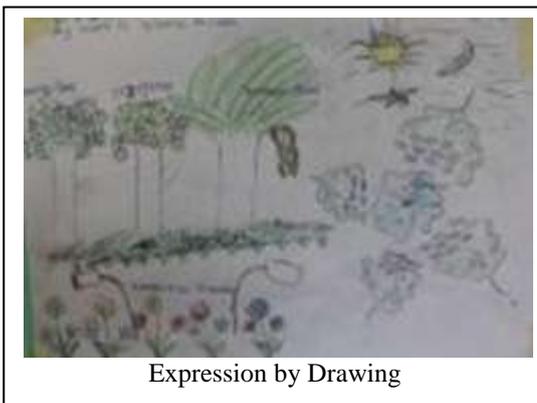
- *When the police release me, I want to go back to school and study hard not to return to this place again, and want to become a mechanic to support myself and my family (Name protected, 17 years old male).*
- *I was charged for a rape case and imprisoned for 5 years. I have completed 2 years now. My behaviour has changed, I use not to be social, but I am social now, I have become religious too, I am always going to church. Here are poor living conditions in the prison. Many youth have lost their future, they are drinking alcohol, stealing, and there is not job for youth (Name protected, 21 years old male).*

### **3. Health, Nutrition & Sanitation**

Children and youth are aware of the lack of health services in Southern Sudan and identified career roles they desired in the future; such as becoming doctors to be able to help people due to inadequate human resources, lack of health facilities, and poor health services provided by the government. A few children and youth expressions associated health care related issues such as sanitation, and food security as a protection issue and the responsibility of parents and the government. One youth indicted the importance of learning agriculture to help the country learn how to cultivate and sustain itself to avoid importing food from neighbouring countries.

A few children and youth expressions mentioned health care related issues as sanitation, and food security. These expressions are associated with protection issues; the responsibility of the parents and the government.

- *I drew a latrine and a nice road for people to use it. A latrine is important to our health (Moses, 11 years old boy)*
- *Also I drew a Neem tree because some communities use it to treat diarrhoea in some areas in Juba (Zecheria, 14 years old girl).*
- *Parents should ensure the youth have a good health (Susan, 15 years old)*



- *I want to choose agriculture as my profession, because most of our food is coming from neighboring countries .We need to cultivate here in Southern Sudan (Marine, 14 years old boy).*
- *The important things to me as a youth in Juba are education, health and security. I dislike insecurity, corruption and poor sanitation (Leju, youth male)*
- *I like good health care, going to school and good feeding. I dislike mistreatment, poor child's care and harassment (Scovia, youth female).*

One indirect indication of how health is valued, is the preference of becoming a medical doctor in order to help communities, and improve access to health facilities in the country.

- *I want to become a medical doctor, because I want to help my community, treating them (Roda, 13 years old girl)*
- *I am a pupil in Munuki primary school. I want to become a doctor in future so I can help my people who are now suffering from inadequate health facilities that the government is providing. I will help them by ensuring that the health facilities are near (Viola, 15 female).*
- *I want to become a doctor in medicine after studying 5 years. Operations must be done in our country. Many of our people are taken to foreign countries for operations, so when I become a doctor I should help our people (Lalaka, 22 years old male).*

#### 4. HIV/AIDS

The youth have an understanding of HIV/AIDS due to education through schools and NGO programmes where they are taught to abstain from sex until they finish their education and marriage. However, the youth felt that a lot of schools need to increase awareness on HIV/AIDS.

The youth mentioned that if a person is HIV positive, they can live a healthy life. However, there is a lack of government support and poor health systems to take care of the sick. The youth were not aware the HIV can spread through pregnancy to the baby.

Youth girls mentioned that you can contract HIV from used needles and used razor blades and, and said they should not be taken out of school because it leads to girls living on the street and involvement in commercial sex.

## **Additional issues raised by children and youth**

Diverse issues such as tribalism inequity, the right to consider diverse languages, culture, religion, and sports were briefed by few children and youth.

- *Tribalism because we want a bright future in Southern Sudan. Here people like to employ their relatives instead of employing all tribes. If we were going to keep that in Southern Sudan then our future will be bad. Our government should sort out all these differences (Gloria, 14 years old girl)*
- *I want to be able to practice my own language, culture and religion. This is my right and deserves to be respected (Yai, youth female).*
- *I like football... I will become a famous player. Also I like the church and my house, because I want to stay in a safe place because I need protection (Albino, 14 years old boy)*

Religious values indicated the influence of faith based organizations in the children and youth. Religious vocations are perceived as positive role models for the children.

- *I want all people in my area to go to heaven when they die (Stela, 14 years old girl).*
- *I want to be a nun. Nuns pray for people in the church. They visit people who have problems, or when someone die, they visit the families (Susan, 13 years old girl)*
- *I drew a church because I like it, and I like all people to pray to god. In the future, I want to become a Pastor. And what can help me is to become a Pastor is the school. (Emmanuel, 11 years old boy).*
- *I like the word of God that's why I drew a church, because God will protect us and Jesus Christ is with us all the time. I dislike war (Aneil, 14 years old girl)*
- *I like flowers... because it makes our life colorful in the school and the church. And what makes me happy is the word of God (Victor, 18 years old male).*
- *I want to become a sister because she helps us in prayers (Suzan, 13 years old girl).*
- *I like the word of God.... I dislike war (Aneil, 14 years old girl)*

Children perceive development as infrastructure, buildings, hotels, trees, and cars. The mention of tourism and services is an interesting vision of the future

of Southern Sudan. Children and youth perceptions of peace are related to their security and rights.

- *I drew good houses... permanent buildings... roads and trees. I want to see Southern Sudan developing (Malish, 13 years old boy)*
- *I want to become an engineer. Engineers can build our city... if you build good, then you will get money (Flavia, 12 years old girl)*
- *I want to become a Hotel and tourism lady to serve our people in Southern Sudan in hotels and aircrafts (Razaz, 13 years old girl)*
- *Some people have private cars to take children to school to avoid the crowd (Roda, 13 years old girl)*
- *I want peace to prevail in Southern Sudan. I like to enjoy my rights as other youth anywhere. I don't like being neglected in the family and being mistreated by the security forces (Graham, youth male)*

Some children had a negative perception of foreigners being responsible of many problems, and corrupting local cultural values. Considering their ages, these expressions can be part of a family perception. The testimonies are registered from different groups and locations (neutralizes copycat effect). This can be a challenge for reintegration and peace efforts.

- *There is a lot of crime... foreigners do what they want to do. Some foreigners cook dog meat in restaurants (David , 13 years old boy)*
- *I don't want foreigners to continue living in Southern Sudan because they bring a lot of diseases. Creams and cosmetics should be abolished because it can cause diseases. I discourage the young people who call themselves 'Nigers'. They should not follow the black American culture. They should dress decently and stop beating at people (Emmanuel, 13 years old boy).*
- *...Control foreigners because they are disturbing civilians and they are teaching our community bad attitudes (Sonia, 14 years old girl).*

The rights of children and youth to communicate participate, and associate freely was pointed out by some participants, mostly university students. These rights should be attended as part of all children media and youth participation effort.

Children want adults to listen to their views and advocated for their rights, to able to choose their own friends, the freedom to join organizations of their choice, and to be able to associate with people freely. Children want parents to work hard, and be able to financially help them finish university.

Youth expressed their voice to stay courageous and determined while at school in order to achieve their goals.

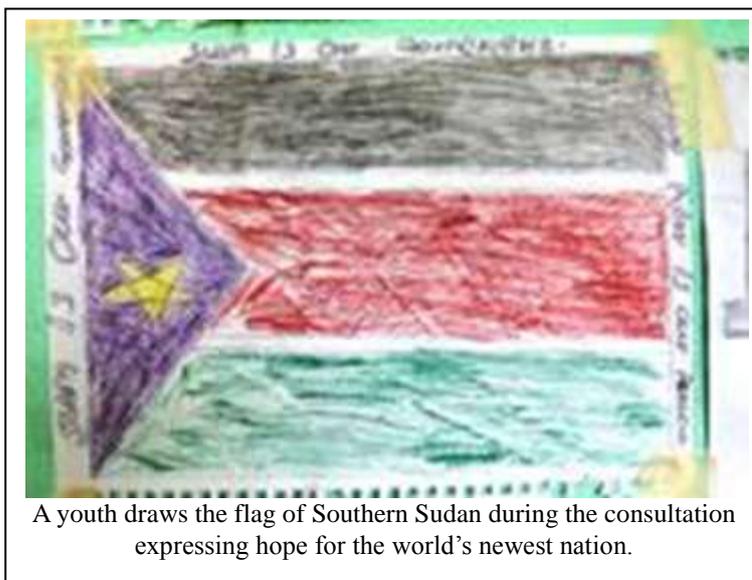
- *We need to have information from television, radio and newspapers. As information is power, I want the voice of the youth to be heard in the media, locally and globally (Bush, 20 years old female)*
- *I want to become an international journalist because there are many problems that are happening here in Southern Sudan which are not reported at international level (Khemis, youth male)*
- *I want to be able to choose my own friends and join groups or organizations. I need to associate with my friends and people freely (Nichola, 22 years old female)*

## **Expectations of duty-bearer's roles**

### **Expectations of the Government**

Children and youth expect the Government of Southern Sudan to prioritize public education, allowing more opportunities for them to access all levels, and to reach the poor. The children were also concerned about teachers, the quality of education, security related issues inside schools, and transport.

- *Government should pay teachers well and timely so that they can teach well (Susan, 15 years old girl).*
- *The government should provide free education for primary and secondary school, so those who are poor can also go to school (Kiden, youth, female)*
- *Government should provide school buses for school children (Viola, 15 years old girl).*
- *Government should provide accommodation for teachers (Lawrence, 25 years old male)*



Some children and youth expressed their admiration for their political roles, and aspire to be ministers or the president. There is a clear expression of demands regarding housing, adequate norms and mechanisms to protect

children, to question social norms such as early marriage, transparency and ethics in the politics and justice systems.

- *I love the President Salve Kiir. I want the president to improve the lives of the poor people in Southern Sudan. He should build good houses for all people (Khamis, 15 years old boy)*
- *I want to be a Minister because I want to help my people (Hellen, 19 years old female)*
- *Government should put in place regulations to stop early marriages (Jackline, 17 years old girl).*
- *I want to be protected. I want to see my country being ruled well. I dislike corruption (Emmanuel, youth male).*

### **Expectations of their parents/caregivers**

Children and youth expect their parents and caregivers to provide protection, equitable treatment and access to their basic rights; education, housing, health and nutrition. Specific concerns arose, such as inequity of treatment, negligence, segregation, and forced child labour at an early age, indicating that children and youth are aware of their rights in the family environment.

- *It depends of my parents and the government to help me to achieve my career (Razaz, 13 years old girl)*
- *I want my father to try hard to pay school fees until I finish university (Mario, 14 years old)*
- *I urge parents to be responsible, to not segregate the children (Victor, 15 years old)*
- *Parents should not oppress the youth on their choices. The youth should not be forced to do what they don't want (Abraham, 20 years old male).*
- *Parents should provide school fees and other requirement so I can study well (Lalaka, 22 years old male)*
- *Parents should send both, girls and boys to school because they have equal rights (Sukuk, youth, female).*

### **Perception about the role of the youth**

Youth were aware of their role and how valuable they are for the future of Southern Sudan. The youth value their effort to study, work, and achieve their goals, build character following positive role models and respecting their families and communities.

- *Youth should work hard and study hard (Mulu, 18 years old)*

- *Youth need courage and determination to achieve your goals while at school (Alfred, youth male).*
- *Emulating persons with good character and behave well. Youth should have discipline and respect their parents (Rosuk, youth male)*
- *We are the bright future of this country (Catherine, 19 years old).*

## OBSERVATIONS

- Children were interactive, participated and showed good team work
- Children and youth expressed their voices openly
- The youth spoke objectively and are aware of their rights
- The children are aware of the political situation in the country
- Returnee youth do not feel fully accepted in Southern Sudan
- The children and youth emphasized the right to an education to help them prepare for and fulfill their future
- The youth are concerned about the poor school system in Southern Sudan
- Female youth are concerned about their protection and cultural norms such as early or forced marriage
- Children and youth expressed the need for improved infrastructure and basic services
- Youth expressed a need for better governance, and management of environment, water, hygiene and sanitation

## RECOMENDATIONS

1. More time and preparations will be factored in the planning to design and facilitate similar workshops.
2. Roll out the consultation workshop in the ten States for a country wide voice of children and youth incorporating different needs, cultures and lifestyles such as pastoralists, vs. rural towns.
3. Increase the number of facilitators focusing on mixed gender and language to accommodate the diverse culture of Southern Sudan.
4. Use these voices of children and youth as a platform for organizing strategic events focused on engaging the media and policy makers such as parliamentarians, governors and ministers.

## APPENDIX

### 1. CONCEPT PAPER - CHILDREN AND YOUTH CONSULTATION PAPER APRIL 2011

#### General Principles<sup>1</sup>

*Children have rights to be listened to, to freely express their views on all matters that affect them, and to freedom of expression, thought, association and access to information. (CRC, Art.12<sup>th</sup>)*

Participation is fundamental right of the child, to freely express their views on all matters that affect them, and to freedom of expression, thought, association and access to information. All children have equal rights to participation without discrimination. Thus measures should be put in place to encourage and facilitate their participation in accordance with their age and maturity.

Child participation improves the relevance and appropriateness of public and organizational decision making on children's issues by ensuring that those with the direct experience of a situation are able to have their voices heard. It brings particular benefits to the poorest and most marginalized groups of children who, even more than most children, have most often been excluded from the social, cultural, political and economic life of their communities and societies.

It also acknowledges a shift in the view of children as 'beneficiaries' of adult interventions towards respect for them as 'rights holders' who are key 'makers and shapers' of their own destinies and that of their own societies. Participation is the main means by which children can be more actively included in their society.

#### **Principles for meaningful participation of children and youth**

- I. *Transparent and informative* – Children must be provided with full, accessible, diversity-sensitive and age-appropriate information about their right to express their views freely.
- II. *Voluntary* – Children should never be coerced into expressing views against their wishes and they should be informed that they can cease involvement at any stage.
- III. *Respectful* – Children's views have to be treated with respect and they should be provided with opportunities to initiate ideas and activities.
- IV. *Relevant* – The issues on which children have the right to express their views must be of real relevance to their lives and enable them to draw on their knowledge, skills and abilities.
- V. *Child-friendly* - Adequate time and resources should be made available to ensure that children are adequately prepared and have the confidence and opportunity to contribute their views.
- VI. *Inclusive* - Must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for marginalized children, including both girls and boys, to be involved.

---

<sup>1</sup> Extracted from Children as Advocates (UNICEF, 2010).

- VII. *Supported by training* - Need preparation, skills and support to facilitate children's participation effectively in accordance with their evolving capacities.
- VIII. *Safe and sensitive to risk* - Must take every precaution to minimize the risk to children of violence, exploitation or any other negative consequence of their participation.
- IX. *Accountable* - Children must be informed as to how their views have been interpreted and used. Children are also entitled to be provided with clear feedback on how their participation has influenced any outcomes.

### **Background**

- More than 70 percent of the population in Southern Sudan is under the age of 30, 51 percent under the age 18, and 32 percent under the age of 10.
- Southern Sudan is the worst place for a child to be born and grow, with high child mortality, poor education and health services.
- After 21 years of conflict, the CPA and a referendum, Southern Sudan prepares to be new nation in July 2011.
- Diversity: Ethnic, religious, cultural. Major languages: Juba-Arabic, English, Dinka.

### **Justification**

As part of the UN contribution with the policy development efforts in Southern Sudan, UNICEF is engaged in an on-going process of Strategic Reflection to formulate a vision of the Republic of South Sudan in 2020. The voice of children and youth is one of the most important contributions to this process.

### **General Objective**

To facilitate the inclusion of views and needs of children and young people in the planning and decision making processes for the new Republic of South Sudan. The consultation will start at Juba level, including at least 3 Payams (districts). Further replication at state levels is expected.

### **Specific Objectives**

- a. To provide children and youth with a **child friendly consultation platform** to express their rights for free expression of their views, priorities, and expectations.
- b. To facilitate a **process of learning** and discovery (both personal and collective) which enables children to process new information, understand what it means, and use and respond to it on the basis of their own views and experiences.
- c. To support an **inclusive and equitable space for dialogue among children** from different states and conditions.
- d. To promote **inter-generational dialogue** among children (right holders) and adults (duty-bearers) as a sustained, ethical, inclusive and equitable practice for the new Republic of South Sudan (to be consider in further efforts).

## Outcomes

- 1) Satellite group discussions with children in vulnerable conditions (children in conflict with the law, children who live in streets, children with disabilities, orphans, returnees)
- 2) One day Workshop with children and youth at Juba Level implemented.
- 3) A brief document (3-5 pages) expressing the views of children and youth regarding key topics (education, health, protection, equity, others) to be shared internally on April 21<sup>th</sup>, 2011.

## Outputs

- 1) Cards with the words of individual children and youth
- 2) Draws and other expressions from children regarding their views.
- 3) Registering original expressions of participants (recording in audio, video, pictures, and observant reports).

## Partners

1. **Ministry of Youth, Sports and Recreation.** Government of Southern Sudan partner of the initiative. Follow up of 2010 commitment of facilitating a workshop as part of the actions on the International Year of Youth.
2. **Right to Play (RTP).** A current PCA with the International NGO Right to Play is the option recommended to implement this task. The current agreement is:
  - a. UNICEF will send a letter to RTP for the amendment on the PCA, replacing the activity planned for March NIDs (not implemented), for the current youth consultation.
  - b. RTP will be the implementing partner on the youth consultation, with the support of UNICEF staff and other services.
  - c. RTP/UNICEF commitment in this task is:
    - i. Identify and invite 30 participants among categories at their range of influence (6 peers/leaders, 12 school children from 6 schools, 4 youth from University, 8 children and youth from Samba Village (rural). UNICEF will facilitate the transport.
    - ii. Lead the facilitation process with 3 facilitators. One general, and one per age group (11-14/ 15-24).
    - iii. Adapt and implement 3 edutainment activities (games): one as an introduction, one about Children rights, and one inspiring nation building.

- iv. UNICEF will provide support with 4 C4D National officers able to support the implementation and communicate with children and youth, as well as registering their words in different formats (audio, video, and writing).
  - v. UNICEF will support with logistic costs of materials for the workshop, venue, transport, food and refreshments, drawing material, incentives (t-shirt?, others).
  - vi. UNICEF, including the team of facilitators of RTP, and a group of youth leaders should participate in the synthesis, and contribute with the final document.
3. **Ministry of Education.** Support to facilitate participation of children from different schools.
  4. **Southern Sudan Promotion and Advertising (SSPAA) Ltd.** Private partner specialized on communication services and production. Support with facilitators, video recording, graphic design, and edutainment (Community Theater and musician).
  5. Other partners can be involved to contribute with the participant's identification, and with edutainment actions. (Radio Bakhita, Catholic Radio Network, Miraya, other NGOs).

## **Participants**

Children and youth living in vulnerable conditions reached: 50-100

Number of Participants for the workshop: 100 children invited.

Strategies to involve children:

- Identify and invite youth leaders, youth organizations, peers educators
- Support from Juba ZO, Education and Protection programme areas for school children, and vulnerable groups.
- Engage NGOs, FBOs, media and partners working with children and youth

Matrix of participation:

<b>Group</b>	<b>10-14 girls</b>	<b>10-14 boys</b>	<b>15-24 girls</b>	<b>15-24 boys</b>	<b>Person/orgn. In charge</b>
Youth leaders	2	2	2	2	RTP 6
in school	6	6	6	6	RTP 12
not in school	2	2	2	2	Living Water
Returnees	4	4	4	4	UNHCR
special needs (Disabilities)	4	4	4	4	2 orgs
rural areas	2	2	2	2	RTP 8
vulnerable situations	4	4	4	4	UNICEF
Others	1	1	1	1	
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>TOTAL: 100 Expected: 50</b>

## Methods

- Satellite visits: 1-2 Group discussions separating children from youth, and gender if possible.
- Central workshop with 2 parallel sessions: Children in one room, youth in other (external space for activities to be considered).
- Content output:
  - a. The present: Being a child/young in SS today
    - 10-14, (Group 1): Everyday life drawing and oral expression
    - 15-24. The good/ bad of youth in Southern Sudan today, 2 parallel groups Expression session and discussion.
  - b. The future: How do children see their future in Sothern Sudan 2020?
    - 10-14, (Group 2), What you want to do when you grow up (2020)?: drawing and discussion
    - 15-24, (1-3 parallel groups): Cards with individual contributions and sub-plenary per group. Questions: What should change/improve in the new SS in 2020?: How do you imagine the youth in SS in 2020? How you imagine yourself in 2020?

c. The expectations/roles: Who have to take responsibility to make it happen?

- 10-14: Who is going to cares about children in SS? Draw your family/community, oral feedback.
- 15-24: What do you want to say to the Government, to the church, to the NGOs, to the media to improve the lives of young Southern Sudanese in the next years?

*\*\* Note: some outputs can be related with children rights, others can be based on other topics according to children and youth interest and views. Work with RTP will shape the methodology until final details.*

- In order to consider the outputs expected, we suggest the use of:
  - 1) Edutainment: RTP Games with educational purposes will motivate the participant to reflect about children rights. SSPAA will motivate the group
  - 2) Drawing/other expressions with the children from 10-14 years old, discussion about the draws registered by monitors.
  - 3) Murals /other expression dynamic with 15-24 years old, individual cards, discussions registered by monitors.

### Proposed Agenda

Event: Children and Youth Consultation Workshop

Date: Saturday, 20 April

Venue: Juba Grand Hotel

<b>HOURL</b>	<b>10-14 years old</b>	<b>15-24 years old</b>
9:00 a.m.	Pick up and transport from meeting area to venue, registration	Pick up and transport from meeting area to venue, registration
10: 00 a.m.	Introduction Game (RTP)	Introduction Game (RTP) / Youth rights Game (RTP)
11: 00 a.m.	Children Rights game (RTP)	Group 1: Being youth in SS today Group 2: Vision of future 2020
12:00 a.m.	3 Groups, parallel work drawing	Feedback
1:00 p.m.	LUNCH	LUNCH
2:00 p.m.	Feedback and register of children voice	Dynamic about youth and Nation Building (RTP)
3:00 p.m.	Close and transport	Expectations/Roles: Who is going to make it happen? 4 groups per stakeholder (government, community, parents, youth)
4:00 p.m.		Feedback and plenary, register of voices of youth, final expression over Mural
5:00 p.m.		Close and transport

## **Facilitation and human resources**

- 1 general coordinator (C4D UNICEF)
- 1 general facilitator, 2 co-facilitators (per age 10-14 /15-24): Right to Play
- 4 support facilitators/ register / observation (C4D ZO).
- 2 general monitors of the process: observation, register the process of consultation according with standards. (UNICEF: Education officers)
- 2 logistics support: venue monitoring, equipment, register, materials, transport, incentives, etc. (PAs)
- 1 child protection / security officer
- Chaperons
- Partner observers

## **Register children/youth voices**

Considering that the voice of children and youth will be expressed in different ways, specific monitors have to register those voices in audio, video, and writing without influencing the content. Four UNICEF C4D national officers are identified and can fulfill this task role, previous training about the standards, and participate throughout the method design (for future replication).

## **Incentives for participation**

- Children: drawing material, notebooks, t-shirt, stickers
- Youth: t-shirt, stickers

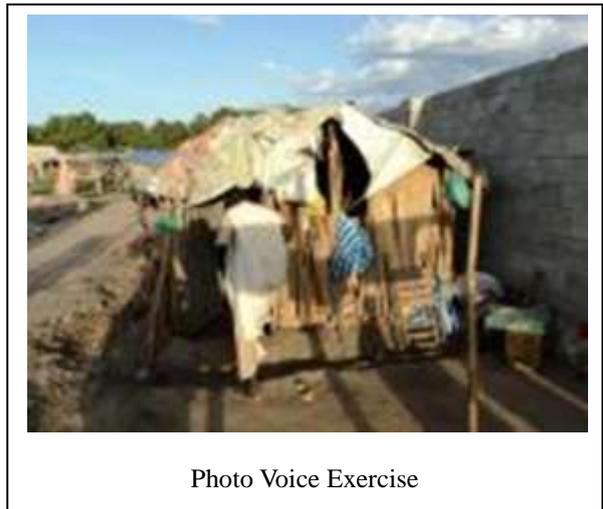
## 2. OBSERVATIONS SATELLITE GROUP GUIDED DISCUSSIONS AND WORKSHOP

### CCC – girls living on the street

At the start of the group guided session, the children were reserved and not easily willing to talk due to peer pressure from one of the older girls until she was ready for the conversation to start. Most of the discussion with the girls focused on their daily interaction and issues that affect them at the CCC center.

The predominant themes that came out of the discussion session were related to:

1. Unequal treatment at the center.
2. Lack of homes/ places to stay and basic needs such as clothing and books.
3. Lack of school fees even though most are interested in attending school.
4. Lack of protection and security that leads to sexual exploitation.



Most of the girls could not think beyond the events of the day. When asked about the future, the girls had difficulty conceptualizing the future. To gain more insight into the girls' lives, two cameras were given to the team to keep over night to take images of their daily life through a photo voice exercise.

Challenges encountered during the session with CCC are:

1. Difficulty getting the girls to think about the future and their past.
2. The director of the programme would not leave the facilitators to work alone continuously adding in her thoughts and comments.

Recommendations for future consultation with CCC are:

1. Conduct a session with the girls away from the centre.

### Juba Children's Home - orphans

#### Children:

The children actively participated in the discussion and showed team work. The children were interactive and expressed their lives through drawings. The main themes that came out of this group discussion were:

1. The children want to finish their education to help them get out of poverty.
2. The children said education would change their future by leading them to jobs and out of the orphanage.
3. The children had fear about how they would reach their goals.

When asked about what role the children wanted caregivers to play, the children identified God as their caregiver. When probed further about the roles of the government, a child said that the government should provide more schools so that they can finish their education and leave the orphanage. At the end of the session, the children requested if they could pray.

### Youth

The youth group was evenly balanced between male and females at the beginning of the session. However, some of the male youth lost interest during the session and dropped out. The female youth were very keen, interested, and interacted in the discussion. During the drawing exercise, expressions of the present and future were more symbolic with drawings of flowers to symbolize beauty and what they would like the world to look like. The youth spoke objectively, are aware of their rights, and know what they want to see in the future of the country.

Challenges encountered during this session were:

1. Continuous distractions from volunteer activities at the orphanage that would draw away the children's attention.
2. Difficulty keeping the attention of the male youth.

Recommendations for future consultation with the Children's Home are:

1. Schedule the discussions on a week day rather than the weekend to avoid distractions from the weekend visitors at the Children's Home.
2. Separate the youth and child sessions to avoid distractions.
3. Engage the management from the Children's Home who have a better understanding of this vulnerable group and can help facilitate sessions.

### **UNHCR Way Station – returnee population**

#### Children:

The returnee children were aware of the political situation in the country and the reasons they had moved to southern Sudan. Most of the children drew homes that they once lived in and the type of home they wanted in Southern Sudan. There was a mix of children eager to continue the journey and reach their final destinations, while others expressed their wish to return to Khartoum.

During discussions about the future, some children said they had no future in Southern Sudan because they do not know the region or their destiny since they no longer live in Khartoum.

### Youth

More females than males attended the group guided discussions. The youth were very aware of the political situation in the country. The main concerns raised with this discussion were:

1. The returnee youth felt that they were not fully accepted in Southern Sudan as citizens but rather as returnees.
2. The youth were concerned with the poor school system in Southern Sudan and said they can receive a better education in the north or East African counties. The youth expressed their desire to become professionals.
3. The female youth were very concerned about their protection while living in the south, and the cultural norms that may influence their lives such as forced early marriage.



A child expresses his views through drawing at the UNHCR – Way Station (for returnee population)

Challenges encountered during this session were:

1. More time was required for the sessions.
2. The consultation environment was interrupted due to the lack of space at the way station and curiousness of others who wanted to participate.
3. Translation is required for classical Arabic.

Recommendations for future consultation with returnee population are:

1. Increase the time for discussion.
2. Increase the number of facilitators who speak classical Arabic.
3. Consider separation of male and female youth sessions to allow the young women to talk freely especially in regards to cultural issues.

### **Juba Prison – incarcerated youth**

#### Female youth

The team of facilitators was escorted by prison officials who accompanied them throughout the group guided discussions. The officials allowed the facilitators to

take a few photos. The girls were very humble and happy to partake in the conversation, however, unlike the male youth session; the female youth brought chairs for their guests and sat on the ground. When the youth were asked if they wanted to draw, they declined stating that they cannot write and preferred to talk. The youth expressed a need for sanitary supplies, and school materials. The female youth emphasized repeatedly:

1. The right to an education.
2. Child protection from forced marriage.
3. Unfair justice with fewer rights in jail compared to the male prisoners who receive national attention from government visits.
4. Request for the government to protect their rights.
5. Unfair trials and the lack of court appearances that will keep them in jail.
6. Challenges of being in jail; lack of access to medicines, overcrowded conditions, and lack of privacy from older women in jail.

Toward the end of the discussion, one young female started crying leading the rest into tears and sadness where even the prison officials were upset at their situation and started to join the conversation with their remarks of pity.

### Male youth

The team of facilitators was escorted by prison officials who accompanied them throughout the group guided discussions. The male youth were extremely interested in the group discussions and in addition, expressed their thoughts through drawings, songs, and personal interviews. The main themes that came out of the discussion focused on:

1. Access to education to help them prepare for their futures.
2. Freedom of rights to help them leave jail.
3. The lack of provisions and services such as recreational activities while in jail.
4. Lack of concern of the government for those in jail.

Challenges encountered during this session were:

1. Throughout the facilitation, the guards were present which reduced the ability of the youth to talk freely.
2. More time was required to the session.

Recommendations for future consultation with incarcerated youth are:

1. Increase the time for the sessions.
2. Gain the trust of the authorities at the prisons in order to allow a discussion to occur without their presences so that the youth can talk openly about their thoughts.

3. Help support the jail with educational and recreational supplies for the youth.

## **Consultation Workshop**

### Children

Children showed teamwork and interest, and actively participated in the workshop. The children expressed their voices openly and sincerely. Most of the children's voices captured the real situation in Southern Sudan. Some of the children knew their rights as a child, and what services existed in the country, however, they stressed the importance of fixing the services. The main themes drawn out were:



1. Parents need to pay school fees to keep children in school.
2. The government needs to provide better schools and hospitals.
3. Housing should not be demolished so that children have a place to live.
4. Parents need to talk to the government and fight for children's rights.
5. Children need to be protected from diseases and pollution

### Youth

There was good interaction and participation at the youth consultation workshop who freely voiced their views. The groups were able to distinguish a right from a want.

The major themes drawn out were:

1. Protection for girls from early marriage (due to lack of education or ignorance), forced marriage (culture and parents), and rape.
2. Culture and its affect especially on the rights of girls to education, justice, rights.
3. The few number of schools, poor standard of education, inadequate human resource (teachers), book, libraries, and the cost of education.
4. Health was not dwelled on, however, the youth mentioned a concern for poor health delivery services and the need of youth to be educated and work as doctors and nurses.
5. Poor leadership and governance in the country.
6. Unhappiness in the government's poor management of the environment, water, and sanitation.

It is interesting to note that the concerns of the returnee youth population versus the youth from the three payams sometimes differed with the returnee youth being more concerned about their protection culturally and as returnees, whereas the youth from the three payams heavily addressed the need to improve the nations development.

Challenges encountered during this session were:

1. Limited time for the size of the group.
2. Too few facilitators' especially female facilitators.

Recommendations for future consultation with children and youth are:

1. Separate the groups by gender when discussing specific issues.
2. Consultation workshop should be carried out in two days.
3. Increase the amount of female facilitators.
4. Review the food menu that was too western for the young children.
5. Promote and support debates in schools to help youth gain capacity and confidence in speaking freely.

### 3. SATELLITE INTERVIEWS - GROUP DISCUSSION

Time	10-14	15-24
10:00	Present: Intro: expression by drawing Questions: a) Draw something that you like or dislike about your everyday life? b) What is important to you?	Intro: expression by mutual interview. Pair them to interview each other & revert to the group a) Introduction (who, what they do and why they do. b) What they like/dislike c) What's important to them
10:30	<b>Being a child in SS today.</b> Method: stick draws in the wall. Based on what they draw, provide inductive questions. Register children voice (notes, recorders). a) Why you draw this? b) Why do you like/dislike this? c) What do you like to change d) How you will be happier?	<b>Being a Youth in SS</b> Group Activity: VIPP Card method, support for writing if needed. Inductive question: a) What are your experiences in SS. b) How do you feel of being a youth in SS today? Write and collect cards, organize and categorize (positive/negative) them with their opinion in a visual way. Discussion (following responses): c) What would you like to improve/change? d) What are your opinions on the current situation in SS?

11:00 – 11:15	<b>Break &amp; Snacks</b>	<b>Break &amp; Snacks</b>
11:15 – 11:45	<p><b>Future:</b> Express by drawing:</p> <ul style="list-style-type: none"> <li>a) Do you know what is happening in the country today? (intro)</li> <li>b) Draw yourself/community/country in the future/when you grow up?</li> </ul> <p>(Draw and discuss)</p> <ul style="list-style-type: none"> <li>a) Why did you draw this?</li> </ul>	<p><b>Future:</b> Discussions</p> <ul style="list-style-type: none"> <li>a) What are your expectations after independence?</li> <li>a) What do you want to change to be happier?</li> <li>b) How do you see yourself after 5yrs?</li> <li>c) How are you going to achieve your goals?</li> </ul>
11:30	<p><b>Roles/expectations:</b></p> <ul style="list-style-type: none"> <li>a) Who is going to make it happen?</li> <li>b) Who is responsible? Why?</li> <li>c) What do you want them to do?</li> <li>d) What are you going to do?</li> </ul>	<p><b>Roles and Expectations</b></p> <ul style="list-style-type: none"> <li>d) Who can help to improve?</li> <li>e) Where should we start to improve? What is more important?</li> <li>f) What do you expect from your Government, parents, religious leaders, community?</li> <li>g) What can you do as youth?</li> </ul>
12:00	Thank you and invitation to the event.	Thank you and invitation to the event.

## 4. WORKSHOP AGENDAR

Time	Workshop – 10-14 years old	Workshops – 15 – and older	Facilitator
9:00-10:00	Arrival, consent forms, <b>name tags</b>	Arrival, consent forms, name tags	
10:00 – 10:15	RTP- Welcome the group. Introduce the facilitators (RTP, UNICEF, SSPAA) (5-10 mins)	RTP- Welcome the group. Introduce the facilitators (RTP, UNICEF, SSPAA) (5-10 mins.)	
10:15 – 10:20	Create 3-4 groups max (around 10-15 max) Distribute and mix population (RTP and students)	Create 3-4 groups max (around 10-15 max) Distribute and mix population (RTP and students)	
10:20 – 10:40	3-4 Groups are formed <b>GAME 1:</b> Remember me. Mutual presentation in a circle. Children know each other.	3-4 Groups are formed <b>GAME 1:</b> Remember me. Mutual presentation in a circle. Children know each other.	
<b>10:40-11:00</b>	<b>BREAK AND SNACKS</b>	<b>BREAK AND SNACKS</b>	<b>BREAK AND SNACKS</b>
11:00 – 11:15	<b>THEATRE:</b> Child's right - SSPAA	<b>GAME 2:</b> Children Right dynamic.	
11:15 – 11:45	<b>PRESENT: Being a child in Juba today</b> Introduction: expression by drawing (crayons, no rulers) Guiding Questions (suggestions): <ol style="list-style-type: none"> <li>1. Draw something that you like or dislike about your daily life</li> <li>2. What is important to you</li> <li>3. What you did yesterday</li> </ol>	<b>PRESENT: Being a Youth in Juba today</b> Guiding Questions (suggestions): <ol style="list-style-type: none"> <li>1. What do you like or dislike about being a youth in Juba today?</li> <li>2. What is important to you?</li> <li>3. What you did yesterday?</li> </ol> Method: 5 minutes free conversation, or in pairs. Use tools available if needed.	

	Stick final drawings on the walls (masking tape)		
12:00 - 12:45 pm	<p>Discussion: based on child's drawings. Register the child's voice (notes and recorders)</p> <p>Divide all in 2 groups for 2 plenary (suggested: boys/girls)</p> <ol style="list-style-type: none"> <li>Why do you like/dislike this?</li> <li>What do you like to change?</li> <li>How you will be happier? (trigger)</li> </ol> <p>Groups shift spaces to see other group work.</p> <p>Facilitators: Children provide opinions, team record voices and images.</p>	Presentation and Discussion: After group discussion, present your groups thoughts to everyone.	
1:00-1:45	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
2:00-2:30	<p><b>GAME2:</b> RTP: role play (future)</p> <p><b>Question:</b> what you are going to be in the future. One word written on a cardboard hand, their name in the other side. Then group by chosen profession, and then select representatives to expressions. 2-5 per profession, depending of the results.</p>	<p><b>DISCUSSION:</b> Based on nation building that occurred before lunch.</p> <p>SSPAA –present a drama on nation building. If not continue after lunch with this activity (15 mins. then discussion)</p>	
3:00 – 3:30	<p><b>FUTURE:</b> Express by drawing:</p> <ol style="list-style-type: none"> <li>Induction: Do you know what is happening in the country today? (intro)</li> <li>Action: Draw yourself/ community/ country in the future/ when you grow up?</li> <li>Who is going to help you to achieve what you want in the future?</li> </ol>	<p>GAME2: RTP: role play (future)</p> <p>Question: what you are going to be in the future. One word written on a VIPP card, their name in the other side. Then group by chosen profession, and then select representatives to expressions. 2-5 per profession, depending of the results.</p>	

3:30 – 4:00	Draw and stick in the wall. 1 total groups plenary	<b>ROLES:</b> what do you expect from your caregivers, parents What do you expect from your government? What is the role you want to do for your future?	
4:00 – 4:20	<b>FINAL ACTIVITY: ALL HANDS IN THE TREE</b>  Backup activities: RTP: Game 3 SSPAA: drama 2 / MUSICIAN.	<b>FINAL ACTIVITY: SUN WITH VIPP CARDS</b>	
	<b>TEA TIME</b>	<b>TEA TIME</b>	
5:00	<b>Session is over</b>	<b>Session is over</b>	

