



# YOUNG WOMEN LEADING FOR PEACE IN SOUTH SUDAN

## TRAINING REPORT

JUBA, SOUTH SUDAN

JULY 2020



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## EXECUTIVE SUMMARY

Women's International Peace Centre (The Peace Centre), formerly known as Isis Women's International Cross Cultural Exchange (Isis-WICCE), partnered with the National Transformational Leadership Institute (NTLI) at the University of Juba and the South Sudan Ministry of Gender, Child and Social Welfare to organise a five-day training on Women, Peace and Security under the theme 'Young Women Leading for Peace'. The training took place at Royal Palace Hotel in Juba, South Sudan from 27th to 31st July, 2020. It brought together 21 young and vibrant women representing high school graduates, university students and graduates, CSOs, FBOs and women's associations, NGOs, political parties and government institutions.

The overall objective of the project was to strengthen the skills of the young women to be able to influence peace building processes in South Sudan and beyond. Specifically, the training aimed at equipping participants with skills and knowledge that will enable them to take leadership and influence the implementation of the women, peace and security agenda. To this effect a number of topics were covered, including transformational leadership, key policy frameworks on women, peace and security, conflict mapping, gender analysis, advocacy and lobbying, self-worth, digital communication and public speaking skills, among others.

The training was conducted through mini lectures, group discussions and plenary presentations, interactive discussion, intergenerational dialogue, role-plays and take home assignments. Through interaction, participants were able to connect and identify challenges encountered by young women that could impede the attainment of the women, peace and security agenda. These include lack of sufficient information and networks to inform young people

about peacebuilding initiatives, lack of mentors to support young women leaders, persistent gender based violence and harmful practices, as well as the intergenerational gap between older and young women hampering continuous discussion and experience sharing.

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**Through interaction, participants were able to connect and identify challenges encountered by young women that could impede the attainment of the women, peace and security agenda.**

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The report concludes that these challenges, coupled with languid implementation of peace agreements, are disruptive to the development of leadership in young women. Specifically, it was recommended that The Peace Centre continue providing support and creating platforms for mentoring and coaching of young women leaders to harness transformational leadership, change mindsets and eradicate harmful traditional practices. Correspondingly, special funding to facilitate implementation of advocacy skills should be built into programming to enable young people influence the socio-economic and political issues touching their lives.

1.0

# INTRODUCTION



The Women's International Peace Centre (The Peace Centre), formerly known as Isis Women's International Cross Cultural Exchange (Isis-WICCE), partnered with the National Transformational Leadership Institute (NTLI) at the University of Juba and the South Sudan Ministry of Gender, Child and Social Welfare. Together they organised a 5-day training on Women, Peace and Security under the theme 'Young Women Leading for Peace'. The training took place at Royal Palace Hotel in Juba, South Sudan from 27th to 31st July, 2020. It brought together 21 young women aged between 18 and 35, from various background representing high school graduates, university students and graduates, CSOs, FBOs, NGOs, women's associations, political parties and government institutions. The training was residential and all participants were hosted in the same hotel. This created a conducive environment for concentration and learning.

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**The training is part of the programme designed to increase agency and voice of women for gender-responsive peace building in South Sudan.**

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Speaking during the opening session, the representative of the The Peace Centre, Ms. Racheal Juan, said that the training is part of the programme designed to increase agency and voice of women for gender-responsive peace building in South Sudan. She appreciated the partnership and cooperation shown by the three institutions and hoped that there would be future engagement by the three institutions for successful implementation of the women, peace and security agenda. On her part, the Director of the NTLI, Dr. Angelina Bazugba, commended the initiative and the partnership established between the three institutions, stating that this would ensure that there is a cadre of young and knowledgeable women that can continually analyse, monitor and influence gender-responsive policies in the country. Noting the existing gap in the 35% gender quotas provided in the R-ARCSS, Dr. Bazugba appealed to the Ministry of Gender, Child and Social Welfare to advocate for establishment of oversight mechanisms that would safeguard women's seats as secured in the agreement. This should include engaging political parties to appreciate the significance of women's representation and participation in peace building and national development. "It is not true that there are no qualified women in South Sudan. It is political parties which are reluctant to nominate

and appoint women. We need to engage and influence them for successful outcomes of the peace and security agenda," she remarked. She went on to request the Ministry of Gender to review the National Action Plan for Women on UNSCR 1325 on Women, Peace and Security, which expires in 2020, affirming that in the face of increased incidences of sexual and gender-based violence, tough measures and laws should be enacted. Dr Bazugba concluded by asking participants to embrace the training and forum provided for learning, experience and information sharing as they prepare to take up various leadership roles in society.

In her remarks, Hon. Aya Benjamin Warille, the Minister for Gender, Child and Social Welfare, thanked the Director of NTLI for extending an invitation to her. She also recognised the tri-partite partnership and hoped that the collaboration would continue on other fronts. She said following the recent formation of the Revitalised Transitional Government of National Unity, the ministry had noted with serious concern that the 35% affirmative action fell short of implementation. She said in order to correct the underrepresentation of women, women needed to properly understand the content of the Revitalised Agreement on the Resolution of Conflict in South Sudan (R-ARCSS), including the gender provisions, in order to engage parties to the agreement to participate effectively. Hon. Warille said such training provided a platform and an opportunity to network, share information and strategise how to engage key decision makers. She commented on the launching of the Gender Based Violence Court to facilitate backlog of cases in the Judiciary and provide justice to survivors of gender-based violence (GBV). She concluded her speech by wishing the participants a fruitful training.

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**In order to correct the underrepresentation of women, women needed to properly understand the content of the R-ARCSS, including the gender provisions, in order to engage parties to the agreement to participate effectively.**

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## 2.0

# TRAINING OBJECTIVES, TOPICS AND METHODOLOGY

The training was facilitated by two NTLI facilitators, namely Dr. Angelina Bazugba and Hon. Esther Ikere. In some sessions, guest speakers and resource persons were invited to make presentations and share experiences as part of mentoring and bridging the intergenerational gap.

## 2.1 TRAINING OBJECTIVES

The objectives of the workshop were to:

- Strengthen young women's leadership skills
- Equip women with knowledge and skills to gather information and conduct conflict mapping and gender analysis of current peace and security issues
- Build advocacy and lobbying skills for effective engagement in new spaces and to influence key decision makers to implement peace processes and their outcomes from a gender perspective
- Support young women in their leadership journeys and build networks for experience and information sharing upon completion of the training



Left to right: Ms. Racheal Juan - The Peace Centre representative, Hon. Aya Warrile - Minister for Gender, Child and Social Welfare and Dr. Angelina Bazugba - Director of NTLI during opening ceremony.



## 2.2 THE TRAINING METHODOLOGY

Adult learning and learner-centered techniques involving participatory methods were used during the training to augment knowledge and experience sharing. Specifically, question and answer sessions, interactive discussions, case studies and role-plays, group discussion and plenary presentation, as well as take-home exercises aimed at problem solving were employed. There was no need for translation as all participants could communicate and express themselves in both English and Arabic. In

some cases, personal experience sharing in Arabic was encouraged to maximise interaction and stimulate thinking and active contribution from other participants as they were internalising and linking the issues with their daily lives. The programme also integrated intergenerational dialogue involving older, middle aged and young women who were involved in peace talks and national leadership to share their knowledge and experience.

## 2.3 TOPICS COVERED

The agenda in Annex 1 contains a detailed description of each topic covered. The core training topics were as follows:

- Key concepts on gender and development
- Transformational leadership
- Conflict management and peacebuilding
- Peace and security frameworks
- Strategies for effective advocacy and lobbying
- Building one's self-worth
- Communication and public speaking skills
- Digital communication
- Wellness and self care
- Etiquette and protocol
- Self-worth and personal development

## 2.4 TRAINING OUTPUTS

The five-day workshop resulted in the following key outputs or achievements:

- Participants were able to describe the meaning of key concepts in transformational leadership, gender and development and conflict mapping and analysis. They also understood the importance of personal development, identified areas of personal development in their leadership career, articulated strength and weaknesses in many areas and made personal development plans
- Training enhanced participants' capacity to identify best leadership practices, build trust and challenge negative practices negating women's presence in the public arena, whilst fostering strong relationships and cohesion across groups that were present
- Participants gained knowledge on regional, national and international peace and security frameworks, particularly the provisions of women's representation and participation in the Constitution, R-ARCSS and other normative standards
- Enhanced skills and knowledge on public speaking, advocacy, lobbying and agenda setting
- Participants understood roles that women can play in influencing decision-making at various leadership positions (See group presentations and final action plans in Day Five)
- Increased information and experience sharing among participants, who were able to learn from experienced women in leadership
- Participants formed networks for future interaction and support in peace activities, while advocating for gender responsive laws and policies in their respective communities
- Participants developed action plans with activities that put into practice advocacy and lobbying skills acquired. These include the need to magnify advocacy by lobbying side by side with men and developing a women's common agenda.

3.0

# WORKSHOP PROCEEDINGS



**NATIONAL TRANSITIONAL JUSTICE INSTITUTE**  
Raising Transformational Leaders to  
Contribute to Nation Building

## DAY ONE

### Introduction

After the opening session, The Peace Centre representative Ms. Juan invited the facilitators, Dr. Angelina Bazugba and Hon. Esther Ikere, to introduce themselves. Thereafter participants introduced themselves, their institutions, activities and expectations from the workshop. The facilitators went through all the expectations and clarified what the workshop will cover and where information for other things that were not part of the workshop will be obtained. Subsequently, ground rules were set and a time-keeper selected.

### Participants' Expectations

- To get more knowledge about gender-based violence
- To acquire leadership skills and be empowered to help young girls to know their rights
- To get knowledge on peace building and conflict analysis
- To connect with other young women leaders and network with them after the training
- To get skills to engage meaningfully in the peace process
- To share experiences with others and find solutions to problems
- To acquire knowledge of mobilising other young women, especially at the grassroots, to empower and rescue those who are exploited and sexually abused
- To build self-confidence and skill to train others on peace, women and children needs
- To acquire the skills for raising hope in girls who are victims of violence
- To gain advocacy and networking skills to support communities.

### Session One

#### key Concepts on Gender, Transformational Leadership, Peace Building and Conflict Management.

The first session focused on **key concepts on gender, transformational leadership, peace building and conflict management**. The objective of the session was to familiarise participants and develop a common understanding of the meaning of terms that would be used throughout the training. The facilitator asked the participants to recall their early childhood days and say at what age they discovered that they were girls and not boys. A number of issues were raised that helped to explain the meaning of various terms including sex, gender and gender roles:

- Many discovered their gender when they were four to six years old, through what their parents said or forbid them to do. For example, being forbidden to bathe together with boys or use a common toilet in school or squatting while urinating, instead of standing.
- Others discovered gender roles when they were assigned to assist their mothers in the kitchen, and

other household chores, while their brothers were playing with other boys or doing other roles assigned to men in their communities

- Leadership is a role of men and boys; they can fight and protect women
- There was misconception between sex and gender
- There were preferences given to one sex over the other due to various roles assigned in the community
- Many had heard about transformational leadership but were uncertain of the difference between a transformational leader and an ordinary leader
- Many leaders in South Sudan are selfish and corrupt. They do not care for their people
- Young people are not easily allowed to take leadership

Through this discussion, a distinction was made between sex and gender and how socialisation can affect women's

presence and participation in the public arena. The facilitator went on to explain how culture and unequal opportunities availed to men and women could result in discrimination, oppression or exclusion of women in nation building. She further explained how gender analysis was

undertaken and concluded by explaining other concepts on transformational leadership, conflict management and peace building that would be used throughout the five-day training.

## Session Two

### Transformational Leadership

In this session, the facilitator introduced **transformational leadership** and its connection to young women and the South Sudanese context. She explained that transformational leadership is a style of leadership that aims to bring a change. Through the interactive discussion, participants were able to define and differentiate between leadership and transformational leadership, identify the character and personality of a transformational leader and appreciate the basic principles of transformational leadership. Thereafter, participants distinguished between a good and bad leader:

- A good leader is impartial and treats all equally. A bad leader is partial and separates and discriminates people.
- A good leader cares for the needs of his followers. S/he identifies with them in difficult times and situations. A bad leader is careless and selfish/cares only about himself/herself.
- A good leader seeks to bring a good change and is neutral when mediating a conflict. A bad leader brings bad change and encourages conflict.
- A good leader is flexible. A bad leader is rigid and not open to good change.

- A good leader is honest, transparent and accountable. A bad leader is corrupt, dishonest and unaccountable.

Through self-assessment, the participants were also asked to check the quality of their own personal leadership and identify areas for improvement.

After a lengthy discussion, the facilitator informed the participants that a transformational leader must lead by good example if he/she is to bring about the good change that is needed in the family, community and nation. Corruption in handling personal and public property is not a good quality for one who aspires to become a transformational leader. She said most South Sudanese are identified with rudeness and arrogance, which must stop. She concluded by saying as a country South Sudan needed to change their image in the face of the other nations, through accepting accountability and embracing humility, mercy and forgiveness. She also advised that they learn to manage anger and stop gossip, because failure to keep confidential issues is not a trait for a transformational leader.

## DAY TWO

The second day opened with a brief recap of what was discussed on the previous day, and an exercise on sex and gender. The recap was followed by a session on **conflict mapping and analysis**, as well as **non-violent conflict resolution strategies** which focused on dialogue and mediation.

Through brainstorming methods, participants explained the meaning of conflict in their communities as a situation where there is disagreement or misunderstanding between two parties that could be triggered by issues such as one person taking the property of another, someone killing a relative, land disputes, destroying other peoples' property, or different political opinions. Participants identified the following types of conflicts commonly occurring in their areas, including family conflict, ethnic conflict, land grabbing, communal conflict, rebellion, socio-economic conflict and their gender dynamics.

Afterwards, the facilitator drew a conflict triangle demonstrating how conflict occurs and noting the contradictions, attitudes involved and the behaviour of different individuals or parties to the conflict. The conflicts were categorised into intra-personal; inter-personal; intra-community conflict; inter-community conflict; intra-state conflict and inter-state conflict. She then underlined some of the factors contributing to conflicts such as discrimination, undermining others and power struggle (political, economic or social).

The facilitator drew a conflict tree and placed the different factors as root causes of problems and then drew leaves as manifestation of the problem. Using the same example, participants were asked to work in their respective groups to undertake conflict mapping and analysis and identify the root causes of their conflicts, actors, spoilers and the type of interventions that could alleviate the conflict and sufferings, particularly to women and children:

Summary of group presentations on the results of conflict mapping and analysis:

<b>Conflict Issue</b>	<b>Causes / Sources of Conflict</b>	<b>Parties involved/ actors/ vulnerable groups</b>	<b>Effect/ Impact</b>	<b>Prevention/ solutions</b>
1. <b>Child marriage</b>	<ul style="list-style-type: none"> <li>Poverty</li> <li>Cultural practices</li> </ul>	<ul style="list-style-type: none"> <li>Family members</li> <li>Community elders</li> <li>The perpetrator</li> <li>Religious leaders</li> </ul>	<ul style="list-style-type: none"> <li>Wealth</li> <li>Status</li> <li>Fear</li> <li>School dropout</li> <li>Psychological trauma</li> <li>Death</li> </ul>	<ul style="list-style-type: none"> <li>Awareness raising</li> <li>Developing laws and policies</li> <li>Parents to keep their child in school</li> </ul>
2. <b>Land grabbing</b>	<ul style="list-style-type: none"> <li>Corruption</li> <li>Abuse of power</li> <li>Cultural practices</li> </ul>	<ul style="list-style-type: none"> <li>Brokers</li> <li>Community leaders</li> <li>Government authority</li> </ul>	<ul style="list-style-type: none"> <li>Loss of property</li> <li>Death</li> <li>Violence</li> </ul>	<ul style="list-style-type: none"> <li>Setting laws</li> </ul>
3. <b>Cattle Raiding</b>	<ul style="list-style-type: none"> <li>Poverty</li> <li>Hobby</li> <li>Marriage</li> </ul>	<ul style="list-style-type: none"> <li>Women</li> <li>Community leaders</li> <li>Youth</li> </ul>	<ul style="list-style-type: none"> <li>Loss of life and property</li> <li>Hatred</li> <li>Displacement</li> <li>Displacement</li> <li>Poverty</li> <li>Distability</li> <li>Rape</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue</li> <li>Intermarriage</li> </ul>
4. <b>Domestic Violence</b>	<ul style="list-style-type: none"> <li>Early marriage</li> <li>Forced marriage</li> <li>Gossip</li> </ul>	<ul style="list-style-type: none"> <li>Family</li> <li>Spouse</li> <li>Community elders</li> </ul>	<ul style="list-style-type: none"> <li>Trauma</li> <li>Death</li> <li>Family break-up</li> <li>Street children</li> <li>Emotional torture</li> </ul>	<ul style="list-style-type: none"> <li>Breaking the silence through awareness raising</li> <li>Taking action through Police, Court</li> </ul>

<b>Conflict Issue</b>	<b>Causes / Sources of Conflict</b>	<b>Parties involved/actors/ vulnerable groups</b>	<b>Effect/ Impact</b>	<b>Prevention/ solutions</b>
5. <b>Gang groups</b>	<ul style="list-style-type: none"> <li>• Ignorance</li> <li>• Lack of skills</li> <li>• Redundancy</li> <li>• Poverty</li> <li>• Lack of education</li> <li>• Taking alcohol and drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Teenagers</li> <li>• Youth</li> <li>• Undisciplined security personal</li> </ul>	<ul style="list-style-type: none"> <li>• Robbing</li> <li>• Killing</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthening night Police patrols</li> <li>• Create awareness through the media</li> <li>• Provide vocational skills to young people</li> <li>• Advocate for regular payment of salaries</li> </ul>
6. <b>Child Abduction</b>	<ul style="list-style-type: none"> <li>• Culture</li> <li>• Infertility due to syphilis</li> </ul>	<ul style="list-style-type: none"> <li>• Murle community</li> <li>• Parliament</li> <li>• Ministry of Gender, Social Welfare</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of lives of children and adults</li> <li>• Revenge Trauma</li> <li>• Hatred</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct dialogue</li> <li>• Sexual and reproductive health awareness</li> <li>• Mediation</li> <li>• Ministry of Gender and Social Welfare</li> </ul>
7. <b>Teenage Sexual Exploitation</b>	<ul style="list-style-type: none"> <li>• Prolonged war and displacement</li> <li>• Poverty</li> <li>• Social media and pleasure-seeking</li> </ul>	<ul style="list-style-type: none"> <li>• Young girls</li> <li>• Government actors</li> <li>• Senior/older men in position of power and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Early pregnancies</li> <li>• School dropout</li> <li>• HIV infection</li> <li>• Death</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness creation to young girls</li> <li>• Enact policy banning a man from a hotel with a woman without producing a marriage certificate</li> </ul>

Conflict Issue	Causes / Sources of Conflict	Parties involved/actors/ vulnerable groups	Effect/ Impact	Prevention/ solutions
8. Female discrimination	<ul style="list-style-type: none"> <li>Culture of male dominance undermines the implementation of the 35% affirmative action in R-ARCSS</li> </ul>	<ul style="list-style-type: none"> <li>Religious leaders</li> <li>Community leaders</li> <li>Stakeholders to the peace agreement</li> </ul>		<ul style="list-style-type: none"> <li>Unite and engage in advocacy to ensure the 35% is respected and fully implemented</li> <li>Build capacity of women in leadership</li> </ul>
9. Economic conflict	<ul style="list-style-type: none"> <li>Poverty</li> <li>Unemployment</li> <li>Corruption</li> <li>Delayed salaries</li> <li>Theft</li> </ul>	<ul style="list-style-type: none"> <li>Unknown gunmen</li> <li>Insecurity</li> </ul>	<ul style="list-style-type: none"> <li>Loss of lives</li> <li>Loss of property</li> <li>Prostitution</li> <li>Rape</li> </ul>	<ul style="list-style-type: none"> <li>Capacity building</li> <li>Vocational skills</li> <li>Create job opportunities</li> <li>Become innovative and creative</li> </ul>

The following issues emerged from the plenary presentation as key factors contributing to the on-going conflict in South Sudan:

- Unequal sharing of national resources
- Corruption
- Taking property (including women and children) by force/land grabbing and looting
- Injustice, lack of freedom of expression
- Lack of respect for democracy/ discrimination of women in political arena
- Poor governance, lack of rule of law
- Unequal distribution of services, neglect/violation of human rights and opinions
- Discrimination in employment

- Legacy - Some people want to leave a legacy that they were once in leadership

The various issues were reviewed and how they often result in misunderstandings. Consequently, various conflict resolution strategies were explored. Emphasis was placed on non-violent strategies including dialogue, negotiation, mediation and arbitration. The facilitator emphasised the need to arrest conflict as early as possible because conflict if not properly addressed can be destructive. Continuous avoidance or neglect of conflict worsens conflict and allows it to grow to more destructive levels. She explained the meaning of dialogue and mediation step by step and thereafter gave participants take home assignments to prepare role plays. Such skills are vital to prepare women to take active roles in the national dialogue and reconciliation.

## DAY THREE

The third day started with a recap of the second day and the participants were able to remember the lessons they had learned. They performed role-plays on conflict resolution with some acting as the conflict parties, others as mediators, others as perpetrators and others as victims of the conflict.

## Role-plays on Conflict Resolution

1. The first role-play was about land grabbing. The grabber lived on the land for a long time before the real owner of the land showed up. Both of them had legal titles, but the grabber threatened to kill the real owner. The case was reported to the community leader who in response called a meeting to resolve the conflict. The meeting involved the Minister for Housing, City Council, Police, community members and the media. The objective of the meeting was to bring two conflicting people to dialogue and find a peaceful solution. The meeting resolved to return the land to the rightful owner with compensation while the grabber was given some money that is equivalent to what was invested on the land.
2. The second role play was on mediation. A young widow with only one girl child refused to be inherited by the brother of her late husband. A conflict arose since many cattle were paid for her bride price and a meeting was scheduled to resolve the issue. The father of the widow disagreed with the idea of widow inheritance because they were Christians. However, the uncle wanted the widow to be inherited. A pastor was approached as a mediator. He read the Bible and sided with the widow and her father. As a result, the family of the late husband decided to retain the only daughter. Secondly, it was decided that the family of the widow should pay back to the family of the late husband half of the dowry used for bride price. The uncle of the widow demanded the cattle be paid back by the father alone because he is the one who refused his daughter to be inherited.

## Key Issues Emerging from the Role-plays

- Gender based violence, inheritance of women, girl child denied rights to live with her mother
- Power struggles in cultural context
- Access and ownership of resources
- Biased mediators: In the case of the pastor, the group should have identified a person acceptable by both sides to reach an amicable solution
- Life was being threatened
- The choice of a facilitator: The community meeting was done to resolve the land dispute, however, through dialogue the facilitator did not effectively do her role or show what measures had been put in place to avoid reoccurrence of a similar problem to other people in the village

## Session Three

### Women, Peace and Security Agenda

The overall topic was the **Women, Peace and Security Agenda**. The objective was to familiarise participants with key institutional frameworks that support women's role in the women, peace and security agenda and to discuss national, regional and international frameworks advocating for gender equality. The facilitator opened the session by asking the participants to name any frameworks. The majority of the participants were quiet, suggesting that the frameworks were not well known. A few who had attended other trainings mentioned the following:

1. CEDAW: The Convention on Elimination of all forms of Discrimination Against Women signed in 1979
2. BPFA: The Beijing Platform for Action signed in Beijing in 1995
3. UNSCR 1325: The United Nations Security Council Resolution based on the four pillars of prevention, protection, participation, relief and recovery.

Participants were encouraged to understand these documents for effective advocacy and lobbying on women's rights. The facilitator took the participants through key instruments on women's human rights which South Sudan has ratified and domesticated. She emphasised the importance of understanding and using such tools to demand and safeguards women's rights and advocate gender equality. This was followed by a presentation of the R-ARCSS and key gender provisions including an assessment of the four Pillars of UNSCR 1325 -Participation, Protection, Prevention, Relief and Recovery. From the discussion, it was clearly noted that while women have gained a representation in top leadership positions (one of the five Vice Presidents is a woman, and there are nine female ministers and one governor), the implementation of the agreement is still a challenge and not many women are aware of their rights. Hence, the need for continuous awareness raising and advocacy in the country to increase voices of women calling for implementation of their rights and participation.



## Session Four

### Advocacy and Lobbying

The facilitator introduced **Advocacy and Lobbying**, explaining their meaning, importance and the difference between them. She later elaborated how to use advocacy and lobbying as instruments in influencing decision makers. The facilitator emphasised the need for team advocacy and pointed out that successful advocacy is often the result of a united effort. For example, advocating against girl child marriage must involve many important actors.

The session discussed and clarified the following:

- Advocacy is a strategic action that pleads for support. It is intended to influence decision-making (for or against) the issue being presented.
  - Advocacy may be done to improve the social, economic, political, and cultural environment of a group or community. It is simply speaking or acting for yourself or for others to influence decision.
  - Advocacy is about setting ones plans and ideas for implementation or demanding implementation or change.
  - Advocacy includes many actors. For example, when women are pleading and advocating for implementation of the 35% affirmative action on women representation leadership and decision making, young women and older women need to work together, unite their voices and advocate for their rights. Otherwise this provision may only remain in the peace agreement.
- Advocacy may include demonstrations, petitions, newspaper articles or columns, media campaigns and radio and TV talk shows. Women have a space in the media to voice their views. She further explained that when advocating for an issue, the group would be seeking to secure either their own rights or the rights of others or to promote or reinforce a change in a policy, programme or legislation.
  - Advocacy calls for clarity of purpose and confidentiality. It requires access to the right persons, accountability and repetition until the goal is accomplished. Advocacy and lobbying are twin sisters.
  - Lobbying is a persuasive interest representation. It is an attempt to influence action policies or the decisions of the right persons or officials in an attempt to influence their decisions towards an advocacy issue.

## Session Five

### Mentorship, Confidence Building and Coaching

This session introduced **Mentorship, Confidence Building and Coaching**, as well as **inter-generational dialogue** as key strategies for supporting young women leaders and aspirants.

This session was moderated by Ms. Juan, with three key women leaders namely Hon. Rebecca Joshua Okwasi, the former Minister for Roads and Bridges, Ms. Esther

Soma from UN Women, and Ms. Rita Lopidia the Executive Director of Eve Organisation and a signatory to the R-ARCSS. The guest speakers were invited to share their leadership journeys and experiences. A set of questions was prepared to guide the dialogue and knowledge sharing. The session was very productive as participants had an opportunity to ask more questions and learn from the guest speakers as shown below:

### Question 1: Is it right to mentor young women leaders?

#### Hon. Rebecca Joshua Okwasi:

It is important to understand the meaning of mentoring, which I define as sharing information. In mentorship, we share experiences and knowledge and decide on what we feel works for us and either take it in or let it go.

How are people mentored? Who mentored us, making it possible for us to mentor you? Mentoring is more of informal than formal. In mentorship we share relevant

past information and knowledge. However, the mentor needs not repeat the same information every day. Intergenerational communication and bridging is important. One needs to keep learning and adding to one's past knowledge new information and knowledge. One needs to pick from one's past and experiences, learn from it, improve on it and on one's future.



Hon. Rebecca Joshua Okwasi addressing the participants

## Question 2: What can be done to bridge the gap between the old and young generation of women?

### Ms. Rita Lopidia:

I came from far, I am able to be where I am because I had a vision of where I was and where I wanted to be in the future. Where are you now and where do you see yourself in the next ten years? You will best learn leadership when you look at yourself as a reference point. As a refugee without mentors, I worked with others and conceived the vision for Eve Organisation and started it without funds and without the Internet. But today, things are different. These young women are blessed with a lot of opportunities at their disposal. Today one can easily find and access mentors through the Internet.

How do we bridge the gap? As young women, we must reach out since we are the ones in need and on the receiving end. Thus, there is need for young women to be proactive and reach out to our seniors and add to our personal learning. Listen to the personal practical experiences of your mentor. Most of the time, the elderly also have that pride of waiting and watching whether the young will reach out to them. Sometimes they think that we are avoiding them deliberately. Ask them questions. Sometimes unconsciously the elderly may seem far away but let us reach out to them because we are the ones in need mostly.

### Ms. Esther Soma:

I was born outside South Sudan but had a vision for home. I reached out and I was accepted. I sent my CV across and I got included into the system. I love learning and know what women do in other countries and believe that South Sudanese women can also do as much. I

decided to document stories of different women with their experiences and collected information that can guide me on what to do. Yes, we are here to learn and to contribute but also to serve the elderly so we may get their blessings. We need to prepare ourselves.

## Question 3: What do you think can be done for the peace agreement (R-ARCSS) to be implemented?

### Ms. Rita Lopidia:

You cannot take what you do not know belongs to you. We need to start from reading and understanding the peace agreement. You have things in the peace agreement that you need to push for. What is there in the economic sector? There is a fund for women enterprise. If you know that you have something provided for in the peace agreement

push for it. Unless you know that which belongs to you in the agreement, how will you fight for it, how will you get it? Educate yourself, advocate for yourself and then you will be able to call the stakeholders to account when they dishonour the agreement.



Ms. Rita Lopidia speaking to the young women leaders during the intergenerational dialogue

## Question 4: Is politics a dirty game?

### Hon. Rebecca Joshua Okwasi:

We need to respond to this question by defining politics. Politics is influencing policies. For example, most cultures in this country say girls should not go to school. This means a big percentage of the nation building force will be left out as long as these cultures are left to go unchallenged. Thus, there is need to develop laws that silence such cultural beliefs and decisions. A law begins as a bill, it is discussed in parliament and then passed to be a law. Politics influences laws and policies to improve the welfare of all. Now, if you are in politics to influence policies that will make life better for you and others is it bad? Influencing policies is very important for you. Even if you do not want to be in politics, you will always find yourself doing politics. So politics is not dirty, it is people who make it dirty.

You may not be there in the parliament but wherever God has placed you, be it in the ministry of education or health, influence the policies and decisions for the welfare of all. If you find yourself in a position in which you are not prepared, learn, educate yourself and do not shy away. Collect the pieces of information that you need to be relevant. Build a life-long learning posture, study the relevant books and in addition, interact with others. Be yourself but make sure you fit the context in which you find yourself. Be bold, strong and make use of your space. Reach out. Time is very important. Don't waste your time. Don't create false fears.

## Question 5: The Implementation of the 35% remains a challenge. What can be done?

### Ms. Rita Lopidia:

First, we need to know that information is power. Even if you have the space what will you say or do in that space if you do not have the power and information. For example, some of us say politics is dirty. So, we keep away and leave our space to wrong political players- spoilers. That notion and thinking must stop. The same effort we exerted to get 35% should continue to push for the implementation and beyond. The 35% is only the minimum. For example, affirmative action started with 25%. Women worked hard and got these percentages. We have to work hard to ensure the 35% enters the South Sudan constitution to safeguard it and we have to push for its implementation. It will not just happen, but needs hard work from all of us. We need not go to sleep. Let us all do our duty. We need to continue to build up the women through training, we need to unite and add our voice. Everywhere and at all levels, let the women speak and advocate for the same issue.

Secondly, let every woman know the constitution of South Sudan and know the provisions for women. Those of you who are familiar with the Internet you need to download the South Sudanese constitution and study it but also get a copy of the reviewed one.

Third, we need to network with the women in the political parties and encourage as many women as possible to join the parties. We need to develop strategies that attract women to join the parties. We need to know what space is offered to women in the parties.

Fourth, we need to continue to lobby and advocate for the implementation of the 35%. For example, those parties that are taking positions of women need to be challenged by the women party members. Tell those men who look for the weaknesses of women and continue to neglect them, time for elections is coming. For those men, they better realise that women are the majority, so without the large number of the women that we are neglecting along the path to the elections, the parties that neglect women are not safe.

It is unacceptable for women and girls to continue experiencing gender-based violence. This is a societal issue that is rooted in the family and community. We need to continue to advocate for women and men to be viewed and treated as equals. We need to come up with activities that help the women to understand their rights. How can women come to understand and be able to know themselves and their rights?

Awareness about women's rights and GBV needs to be created at all levels of the security sector. We need to navigate with the women at the security sector; lobby and advocate to address these needs. At the individual level every woman needs to educate herself. You need not shy away from the issues of GBV from the family when it affects you. How are you challenging these issues at your individual level? Each one of us must push for these issues in the positions and spaces we occupy.

# SOUTH SUDAN YOUNG WOMEN BUILDING PEACE



Ms. Esther Soma sharing her personal experience

## Question 6: How have you survived and succeeded to lead in the male dominated environment?

### Hon Rebecca Joshua Okwasi:

It is true that men dominate in the leadership and political spheres in this country. That is why we are aspiring and fighting for a fifty-fifty environment. We need to begin with ourselves. We need to undo the wrong information we have taken into our minds and hearts about us. For example, we are put in the appendix and we are okay with it for many reasons. We get busy with the responsibilities that bar us from leadership in the public. Our domestic duties should not hinder us from pursuing our dreams to go higher in leadership beyond the home. We have the ability to multitask. Don't say you cannot or you are too busy. We also don't want to make it like competition. Go back to the roots. From the family we are raised up in a way that some jobs are for men and others for women. The brain can be locked and unlocked. When you lock your mind, it closes. Most women have locked their brains. They have refused

to learn new things and they have refused to change. Thus, they carry their problems along with them from one generation to another.

If you carry your problems with you, you will leave your generation to inherit your failure. When you find yourself in a male dominated environment, you need to interact with them and build the relationship of sister and brother. They will respect you for that. Don't shy away. You need to have your goals very clear. Educate yourself, read books, study and interact with the right people and team up with them. Don't allow negative information enter you from the enemies of your progress, but learn and move on with your vision.

**Ms. Rita Lopidia:**

How do you present yourself to the men around you? Do you dress in a way that commands respect and attention to what you want to say or do you put them off by the way you appear? It is important to dress modestly to avoid being distracted and distracting others by your appearance. Men are more visual. A man will look at someone from head to toe and pass his own conclusion about you. So, don't come in a way that allow them to judge you. Try to be as formal as possible and present yourself in a way that empowers your goal.

For those of you who need jobs, the best would be to build your own jobs but you can also position yourself to get the job that you need. Build your CV. Those of you who drop out of school, you can still go back to school or learn and get some skills that can give you opportunities for economic empowerment.

We are here for you. If we do not share knowledge, it will be buried with us and what benefit is that? Set your goals. What are your intentions? What do you want to become? Set your strategies. Bring out the talents in you and make use of them to enrich others.

**Ms. Esther Soma:**

You need to understand your talents and gifts. For example, some of you might be talented in handcrafts, or drama. You need to prepare your arts and drama and people will come looking for you. When your art is good others will support you. You need to connect with the right organisations. Invest in your talents. As you do that, you need to be humble. If you are out of school, know why you dropped out of school. Anchor yourself in something and develop

strong personal values which you live by. Although the world is a windy place, you will not be blown away. Another critical thing you need to note: your name is your grant. When your name is mentioned, what comes in the minds of people? Protect your name by living responsibly. As a young woman, be curious and ambitious and back your curiosity and ambition with the faith that carries you to your goals.

**Ms. Rita Lopidia:**

Have a support system. Find a friend who is a reachable person – someone you can pour your heart to. Some of us have come through many challenges and such people

have been very supportive. Know and connect with as many people as you can. Do not sit back. Look out and seek for support and you will find it.

**DAY FOUR**

The day began with a recap of the previous day. During this session, participants expressed their satisfaction with the intergenerational dialogue. It was a first time experience for many of the young women to interact with experienced women who had participated in the high profile arena and achieved so much in leadership. Participants requested The Peace Centre to work with other women organisations to organise such panels/forums for further mentoring, coaching and building confidence to young women who are expected to come forward for leadership positions.

## Session Six

### Personal Development, Improving Self-worth and Self Care

The session on **personal development, improving self-worth and self-care** began with watching a video on the lifestyle of an eagle. Thereafter, participants were asked to reflect on the video and relate it to their personal life development plan. A number of issues emerged from the discussion that include a need for a positive attitude for a leader, a need to accept oneself as uniquely created, a need to make sacrifices and be willing to change, and a need to see personal development as a lifelong process. The facilitator briefly explained the self-development principles. She emphasised that to enhance personal development any leader will have to develop herself and must be willing to change, make tough decisions, take risks and be flexible to changes.

Personal development involves a practical effort. The facilitator advised the participants to set life principles that enhance focus to arrive at one's goal each day. A transformational leader needs to live by set personal or business goals and understand what is difficult for them and why. A leader must also address issues and stop listening to the inner voice that says they are not capable of doing one thing or another. Personal development involves relating with the right people to build up relationships that help build confidence. A leader is not meant to stress themselves doing the work of everybody. Personal hygiene was also discussed at length as important in leadership and good health. The facilitator challenged the participants to do a personal analysis of their lives and draw a three-month personal improvement plan.

## Session Seven

### Public Speaking and Digital Communication

The session on **communication, public speaking and digital communication** started the session by posing a question: What happens when a woman begins to speak? Some participants said when a woman stands before people, the first thing they will look at is her dress code. Others said that people would ask, who she is, her background, education and work experience among others. This was followed by a participatory exercise of sending and receiving messages in which participants were asked to communicate back what the facilitator had said or communicated to them. The exercise stimulated the ability of participants to listen and convey the accurate information. Results indicated that more than 90% could not relay accurately the message provided. A number of reasons were given that include: lack of a clear message, language barriers, limited understanding, the method of communication, inability to understand the message, lack of preparedness and urgency of the message to be passed on. Others said that they did not hear anything and therefore had to pass on messages which they thought could be relevant.

different types of communication, the factors involved in preparing a message and communicating effectively, noting the importance of body and sign language for a leader. Other issues discussed include dress codes, controlling the voice, handshakes and dealing with panic. The facilitator emphasised the need to prepare well prior to the occasion, the need to dress appropriately, have confidence and mastery of subject matter so as to command respect and attention from the audience. This session concluded by underlining the importance and value of effective communication for leaders to influence others or action in the community.

Overall, there was distortion of the message between what was originally communicated and what was last received. After a lengthy discussion, a presentation on the importance of communication and how people commonly communicate was done. The facilitator explained the

This session on digital communication was facilitated by Angelo Ajuong who introduced participants to functions of the Internet and also to the positive and negative aspects. The participants were encouraged to use the Internet but also warned about reckless use such as posting hate speech or private pictures. The participants showed great interest in the subject and had a lively interaction with the presenter through questions and answers. The interaction showed that the participants needed more information on the use of the Internet and e-mail facilities. There was a demonstration on opening an email account and using Twitter as part of connecting with followers on advocacy issues.

## Session Eight

### International Etiquette and Protocol

This session on local and **international etiquette and protocol** explored the ways a transformational leader should present herself to the outside world. Specifically, it identified the acceptable professional ways of behaving, cultural norms guiding behaviour of women and youth leaders, and ways to handle embarrassing moments in public. The participants identified behaviour that was locally/nationally acceptable, such as dressing decently

without exposing some body parts in public, as well as certain eating and talking habits. For example, women are discouraged from wearing men's clothes or nighties in public, fighting in public, speaking too loud and looking directly into men's eyes. They are expected to be shy and not move anywhere unaccompanied. Newly married women in particular must cover their heads and stay at home waiting for their husband to provide. It is culturally

offensive for women to be seen in some public places or hang out in markets or restaurants especially if they are mothers and married. Such practices have a negative bearing to women who aspire to be leaders. Yet, their male counterparts are allowed to appear in public where informal meetings and lobbying for different issues tend to take place. This puts aspiring women politicians at a distinct disadvantage, since their exposure to the public is dictated by culture. Some of the acceptable behaviour

for men includes laziness, excessive drinking, fighting in public, plaiting hair, wearing earrings and urinating in public.

Other issues discussed include spitting in public, the use of toilet and mobile phones, chewing and eating habits, table manners and communication skills. Participants admitted that such practices are prevalent and were oblivious that they were not acceptable behaviour, especially for leaders.

## Session Nine

### Wellness and Self-Care

This session was on **wellness and self-care**. This session was facilitated by Ms. Hope Chigudu, a mentor and co-author of the Healing through Rituals guide for sustaining wellness and activism. She delivered the session through the Zoom online interaction platform. She was introduced to the participants, and gave a talk on the importance of caring for oneself for a healthy body. A Q&A session followed to clarify the issues raised. The mentor said that women struggle everywhere with issues because women are not well grounded in the right information about themselves. Women must talk about their issues openly

and get the help they need. She said it was critical to begin one's day by breathing in and gaining strength through personal devotion. "Prayer and meditation clears one's mind and emotions from the previous day's hangover so that stress is not carried over to the next day" she highlighted. Hope also suggested that where possible, one could do physical exercise, or take a walk. She advised anyone struggling with something beyond their strength to reach out to someone and get help. She concluded by asking participants to practice a breathing exercise, warning that bad air could cause adverse physical effects.





## DAY FIVE

### Session Ten

#### Leadership Journey- An invisible road!

After a recap of the previous day, the facilitator took participants through a session on **the leadership journey** as a pathway on which one travels. The objective of the session was to enable participants appreciate the inner strength of transformational leaders, discover the challenges women face as transformational leaders and understand that women have unique leadership styles and approaches. The facilitator began by stating that the leadership journey is an invisible road that a person walks on his/her way to becoming an outstanding leader. She underlined the importance of assessing progress by checking frequently on oneself, and acknowledging one's strength and weakness and navigating life with one's legacy in mind at all times. The facilitator said to succeed one needs to walk with others, and she shared with the participants her own leadership development experiences and encouraged them to navigate beyond the horizon. She warned that female leaders have to deal with reactions to their leadership roles which are already rooted in gender stereotypes, so they must learn to overcome the limitations that exist within and without.

Most women limit their leadership aspirations by poor planning, fear and lack of confidence. In the face of lack of family or organisation support she advised them not to be discouraged from rising to the top. Women leaders must overcome the fear of lack of support, fear of failure and

fear of intimidation by male peers. The facilitator advised them to multitask and learn to network with other leaders. She said women should also encourage fellow women who are already in leadership and stop the 'pull her down' syndrome.

The session also introduced the participants to women leadership styles. Some of the positive qualities of women leaders were outlined. Women display great desire and ability and potential to learn. Women are good communicators, interested in details and knowing people. Women embrace team leadership and are inclusive. They take risks and are persuasive. They consult before taking decisions and they are accountable. Women prefer relational to boss-subordinate working relations. Women are collaborative, consultative, and able to multitask. Women are transparent and align their words and deeds. They are empathic, authentic and genuine. Women prefer dialogue instead of forceful ways of resolving issues. The facilitator further explained that for a woman leader, neglecting family was a great mistake. There was a lengthy talk on family matters, where the facilitator pointed out that a woman leader who has not succeeded in the family cannot succeed outside because home problems will follow her and pull her down.

## ACTION PLANS

The final session was on action plan development. The facilitator allowed the participants to reflect on what they had learnt from day one to the final day and relate it to their own environment. As transformational leaders they were asked to identify at least two major advocacy activities which they could do to apply the knowledge and skills acquired from the training. Participants divided into three groups and their action plans are presented below.

### Group 1

Advocacy Issue	Activities	Duration / Timeframe	Resource persons/support required
Raising awareness of the 35% affirmative action	<ul style="list-style-type: none"> <li>Empowering women on how they can be part of the peace process.</li> <li>Educate women on their rights (based on the provisions of the R-ARCSS)</li> </ul>	20th August 2020	<ul style="list-style-type: none"> <li>The Peace Centre</li> <li>NTLI</li> <li>Media houses and media authority for approval and space</li> <li>The National Security for approval</li> </ul>

Advocacy Issue	Activities	Duration / Timeframe	Resource persons/support required
Safe and clean drinking water	<ul style="list-style-type: none"> <li>• Holding radio talk shows on health issues like sanitation, hygiene, and Covid-19 through SSBC, Radio Bakita and Eye Radio Station</li> <li>• Doing dramas about clean and safe drinking water</li> <li>• Distribute sanitation and hygiene health kits.</li> </ul>	<ul style="list-style-type: none"> <li>• First week of September 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Media houses and media authority for approval and space</li> <li>• UNICEF to provide a platform for performing dramas on special occasions</li> <li>• UNMISS for funding</li> <li>• MGCSW and MoH</li> </ul>

## Group 2

Advocacy Issue	Activities	Duration / Timeframe	Resource persons/support required
Sexual reproductive health	<ul style="list-style-type: none"> <li>• Distribute sanitary pads</li> <li>• Educate women on sexually transmitted diseases</li> <li>• Radio talk shows on sexual reproductive health</li> </ul>	September 2020	<ul style="list-style-type: none"> <li>• The Peace Centre</li> <li>• MOH for materials</li> <li>• Media/ Radio Miraya for talk shows</li> <li>• UNFPA, MGCSW for support</li> </ul>
Sexual exploitation	<ul style="list-style-type: none"> <li>• Counselling sex workers</li> <li>• Awareness raising through training on HIV/AIDS, STIS/STDS</li> <li>• Economic empowerment</li> </ul>	October 2020	<ul style="list-style-type: none"> <li>• The Peace Centre</li> <li>• NTLI</li> </ul>

## Group 3

Advocacy Issue	Activities	Duration / Timeframe	Resource persons/support required
<p><b>Girl child right to education and health</b></p>	<ul style="list-style-type: none"> <li>• Meeting with teachers and girls at school. Target P7 and P8 classes</li> <li>• Short video clips recordings for Public awareness through public car movement in specific locations</li> <li>• Conduct training on education and health.</li> <li>• Radio talk shows, newspaper columns targeting P7 and P8 to understand the functions and changes of their bodies advise them continue with their education</li> </ul>	<p>Second week of September 2020</p>	<ul style="list-style-type: none"> <li>• NSS-security approval</li> <li>• UNFPA for sanitary towels</li> <li>• UNWOMEN</li> <li>• School administration</li> <li>• Media authority for approval to operate in the areas for shooting the play</li> <li>• MGCSW for materials e.g. mask, educative book about health.</li> <li>• The Peace Centre to coordinate and facilitate the trainings and the needs of it.</li> </ul>
<p><b>GBV awareness raising on domestic violence</b></p>	<ul style="list-style-type: none"> <li>• Meeting community leaders</li> <li>• Creating a center within that particular community supporting in terms of skills training in women leadership</li> <li>• Media engagement and radio talk shows</li> <li>• Dramas, narrative audio/video recorded real stories</li> <li>• Short video clips on domestic violence</li> <li>• Conducting training on domestic violence that will include both sexes</li> <li>• TV talk shows: during "Women's Forum" in SSBC</li> </ul>	<p>Last week of September to first week of October 2020</p>	<ul style="list-style-type: none"> <li>• Community elders for mobilisation</li> <li>• MGCSW to support the women foundation</li> <li>• UNWOMEN to sponsor women association</li> <li>• The Peace Centre</li> <li>• NTLI</li> <li>• UNFPA for provision of sanitary pads</li> </ul>

## 4.0

## TRAINING EVALUATION

At the end of the training, participants were asked to evaluate the overall training in terms of information, accommodation, food, agenda, contents, facilitators, content delivery and the methodology. Below are the participant responses.

### Facilitation / Content Delivery

- The sessions were lively. All participants were awake throughout the sessions because energisers, groups exercises and interactive discussions were used
- The facilitators demonstrated a substantial knowledge of their subject matter or contents
- In their facilitation and presentations, they were loud and clear which enabled us to understand their messages
- They shared with us their experiences and examples related to our daily lives
- This training was different from other trainings because the facilitators presented their contents in connection to our daily lives. The relationship between the facilitators and participants was cordial and welcoming. We did not feel shy to ask questions or make a mistake when contributing. This created a conducive environment for learning
- The facilitators were humble. They acted like mothers as they interacted with us during the sessions
- Each of the facilitators was time conscious. This made it possible to exhaust the agenda of the training within the five days as planned.
- The facilitators ensured everyone understood something. Nobody was left out and where needed, the Arabic language was used for further clarification.
- The facilitators sometimes shared their real life experiences, which helped in the training to impart wisdom.
- The combination of the facilitators was excellent. It was a surprise that people from the government have knowledge and can inspire others as well as be willing to train and share experience
- In future trainings, the local home-grown facilitators should be encouraged rather than those from outside the country

### Agenda / Relevance of Content

- The overall agenda was very good. It had diverse, timely and relevant contents
- The training touched diverse areas of our lives. Helpful tips such as self-care and home hygiene were included with the heavy topics
- The knowledge has empowered us and given us more confidence. We can now advocate for women's rights in the community;
- There were some immediate impacts during the training. For example, after the session on etiquette and protocol, the participants adjusted their dress code and table manners. Some had been coming in the training room in bathroom slippers which were inappropriate for leaders!
- We have learned a lot of useful things related to public appearance and presentation, especially for young women leaders
- I learned the importance of reaching out to others for coaching and personal development to become a better leader both for the present and future
- I learned that I need to get rid of idleness and lingering doing nothing. It is critical to get busy and be doing something helpful along the path of one's leadership journey
- I learned useful skills to improve my public speaking ability. Now I know that I need to prepare, practice, know the audience and build self-confidence
- Before, I did not know that the body language, the dressing and everything else matters. I have learned that the way one appears sends a message that either commands attention or distracts one's audience
- The training integrated lessons on self-care, not forgetting ourselves and caring more for others. Exercise is important. A healthy body, mind and emotions are all critical to one's leadership and performance. It is important to have time to rest

"TRAINING YOUNG WOMEN LEADERS TO BUILD PEACE IN SOUTH SUDAN"

DATE: 27TH - 31ST JULY, 2020  
ROYAL PALACE HOTEL, JUBA, SOUTH SUDAN.



Women's International Peace Centre



NTC National Transitional Council



## Training Organising / Coordination

- The training was well organised. The venue was conducive and gave an impression that this must be a very important training
- The fact that heads of the MGCSW and NTLI and a representative of the The Peace Centre were present showed us from the very beginning that it was an important training
- The accommodation made it easier for us to focus on the training by relieving the burden of the transport. I would recommend residential trainings
- The training brought together participants from different backgrounds, agencies, political parties, institutions, experiences, ages, which enriched the discussions and confidence among us as young women
- The organising focal person, Ms. Juan, was friendly and warm. She received us upon arrival and made us comfortable
- The hotel provided a good learning environment. The accommodation provided had privacy as each participant had her own room
- The food was good but needs to be improved in future to include local/traditional dishes, especially during dinner

## 5.0

## CONCLUSION AND RECOMMENDATIONS

The participants appreciated the training. For future trainings, the participants recommend such closed meetings to avoid the participants being interrupted with family or other things during the course of training. They called for follow up trainings to support the implementation of the action plans the participants have intended to carry out within the following months. The participants also came up with recommendations based on the training:

- Future trainings should target more young women, especially those who have dropped out from school to ensure that more women are enlightened to take up leadership roles and fill the 35% leadership gender quotas
- Encourage more women to join political parties to be voted or appointed into higher decision-making positions.
- Strengthen the security sector through training since most of the security personnel are illiterate.
- There should be more residential trainings to maximise learning and minimise interruption and delays during the training
- Continue to use home grown national facilitators as demonstrated in this training. It was more lively and very encouraging because of their rich experience and understanding of the context.
- More panel discussions should be encouraged in future trainings and the media should be invited to give women space to voice their concerns
- Continue to support young women to advocate for enactment of policies undermining women's participation in various decision making structures
- Special funding mechanisms to facilitate implementation of advocacy skills should be built into the programme to enable young people participate in various socio-economic and political issues

## CLOSING CEREMONY

The closing ceremony was attended by the representatives of the three institutions, NTLI, The Peace Centre and MoGCSW. Ms. Rachel Juan on behalf of The Peace Centre appreciated the participants for their willingness to learn and commitment to the training throughout the five days. She promised that she would be available to render any assistance the participants might need in the future and during implementation of the action plans.

Dr. Angelina Bazugba, the Director of NTLI, appreciated the collaboration between the three institutions to make the training for mentoring young women leaders a success. She encouraged the participants to continue to aspire to go higher and occupy the leadership spaces available for them. She also assured the participants that NTLI is more than willing to walk with them in their leadership journeys and concluded her remarks by challenging the

participants to go out there and be the salt and light to their communities as they disseminate the knowledge and skills they have acquired in the training.

In her closing remarks, the Undersecretary Ministry of Gender, Child and Social Welfare, Hon. Esther Ikere, on behalf of the Minister for Gender, Child and Social Welfare appreciated the The Peace Centre NTLI and the MOGCSW for cooperating to make the training a success. She appreciated the participants for their commitment to the training and all the other team members for occupying their spaces and making the workshop a success. She hoped the participants will put into practice the knowledge gained and continue advocating for women's human rights and advance the women, peace and security agenda at national and grassroots levels. Hon. Ikere then declared the workshop officially closed.

# ANNEXES

## ANNEX 1: TRAINING AGENDA

**Dates:** July 27<sup>TH</sup> TO 31<sup>ST</sup> 2020

**Place:** Royal Palace

Days	Time	Activity	Resource Person/ Facilitator
Day One	08.30 - 09.00	Opening	The Peace Centre / MGCSW/NTLI
		Housekeeping	Juan-The Peace Centre
	09.00 - 11.00	Introduction, Objectives and Expectations	Dr. Angelina
		Setting the Scene	Dr. Angelina / Ms. Juan
		Inspirational Talk – guest Speaker	
	11.00 - 11.30	<b>Tea/Coffee Break</b>	All
	11.30 - 13.30	Understanding key concepts on gender, transformational leadership, peace building and conflict management	Dr. Angelina
	13.30 - 14.30	<b>Lunch</b>	
	14.30 - 16.30	Transformational Leadership and young women	Ms. Esther
	Q&A and Interactive Discussion		
Day Two	08.30 - 09.00	Recap	
	09.00 - 11.00	<b>Women, Peace and Security Agenda</b>  What are the national, regional and international policy frameworks and mechanisms?  (Highlights on implementation of ARCSS and assessment of 4 Pillars of Participation, Protection, Prevention, Relief and Recovery)	Ms. Esther
	11.00 - 11.30	<b>Tea/Coffee Break</b>	All
	11.30 - 13.30	Conflict mapping and analysis	Dr. Angelina
		Group Work and plenary presentation	
	13.30 - 14.30	<b>Lunch</b>	
	14.30 - 16.30	Conflict resolution strategies Non-violent conflict resolution strategies Dialogue Mediation Role-play	Dr. Angelina
	16.30 - 17.30	Plenary presentation	Dr. Angelina

Days	Time	Activity	Resource Person/ Facilitator
Day Three	08.30 - 09.00	Recap	
	09.00 - 11.00	<b>Advocacy and lobbying</b>	Ms. Esther
		Meaning, tactics, actors, issues and spaces	
		Group exercise on effective advocacy strategies	
	11.00 - 11.30	<b>Tea/Coffee Break</b>	All
	11.30 - 13.30	<b>Mentorship, confidence building and Coaching:</b>	Guest Speakers: <ul style="list-style-type: none"> <li>• Hon. Rebecca</li> <li>• Ms. Rita</li> <li>• Esther Soma</li> </ul>
		Session on Intergenerational dialogue on strategies for supporting young women leaders and aspirants	
		Guest Speakers/ Panel Discussion	
13.30 - 14.30	<b>Lunch</b>		
14.30 - 17.30	<b>Mentorship, confidence building and Coaching:</b>	Ms. Esther	
Improving self-worth, self-care and personal development			
Day Four	08.30 - 09.00	Recap	
	09.00 - 11.00	Communication and Public Speaking Skills	Dr. Angelina
		The Do's and Don'ts	
		Digital communication – What you must not miss!	Mr. Angelo Ajuong
	11.00 - 11.30	<b>Tea/Coffee Break</b>	All
	11.30 - 13.30	Local and International Etiquette and Protocol	Ms. Esther
	13.30 - 14.30	<b>Lunch</b>	
	14.30 - 16.30	Beginning a leadership journey: Challenges encountered and unique leadership styles of women	Ms. Esther
16.30 - 18.30	Wellness and Self-Care	Ms. Hope	
Day Five	08.30 - 09.00	Recap	
	09.00 - 11.00	<b>Going forward</b>	Dr. Angelina and Ms. Esther
Reflecting on the training /Developing post-training action plans			



Days	Time	Activity	Resource Person/ Facilitator
	11.00 - 11.30	Tea/Coffee Break	All
	11.30 - 13.30	Presentation and refining post-training action plans	Dr. Angelina and Ms. Esther
	14.00 - 15.00	Lunch	
	15.00	CLOSING CEREMONY AND NETWORKING	Ms. Juan/The Peace Centre

## ANNEX 2: LIST OF PARTICIPANTS

S/N	Name	Sex	Organisation	Email	Phone No.
1	Tokosang Hakim	F	IY.RS	Joyhakim@hotmail.com	0927662929
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20	Nyanchiew Lul	F	Member of Parliament	nyanchlul@hotmail.com	0918121979
21	Angel Achol	F	Student/ FBOs		

## ANNEX 3: TRAINING EVENT IN PICTURES





DATE: 27TH - 31ST JULY, 2020  
ROYAL PALACE HOTEL, JUBA, SOUTH SUDAN.



SUDAN  
YOUNG  
WOMEN  
LEADERSHIP





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