



# Project Information Document/ Identification/Concept Stage (PID)

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Concept Stage | Date Prepared/Updated: 10-Jun-2018 | Report No: PIDC158547



BASIC INFORMATION

A. Basic Project Data

Project ID	Parent Project ID (if any)	Environmental Assessment Category	Project Name
P167587		C - Not Required (C)	Economic Empowerment Training of Conflict-Affected Youth
Region	Country	Date PID Prepared	Estimated Date of Approval
AFRICA	South Sudan	10-Jun-2018	
Financing Instrument	Borrower(s)	Implementing Agency	Initiation Note Review Decision
Investment Project Financing	Ministry of Labour, Public Service and Human Resource Development	Multi-Service Training Center	The review did authorize the preparation to continue

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PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	2.75
Total Financing	2.75
Financing Gap	0.00

DETAILS

Non-World Bank Group Financing

Trust Funds	2.75
Japan Social Development Fund	2.75

B. Introduction and Context

Country Context

**Only three years after the Republic of South Sudan's independence, the country fell back into conflict and now faces significant instability with considerable relief and development challenges.** The recent signing of the peace treaty is a positive indication and further underscores the need for positive action. The rapid escalation of the current conflict was facilitated by the high level of militarization throughout the country – both in formal security forces with numerous factions, non-government militias, and significant civilian armament. As of 2011 the Republic of South Sudan (RSS) cited the need for a new national Disarmament,



Demobilization and Reintegration (DDR) program to professionalize and downsize the National Organized Forces (NOF); unfortunately, the new program was only being piloted at the time of the conflagration of the new conflict.

***Beyond security challenges, South Sudan is facing particularly stark poverty rates and low education indicators.*** According to the most recent national data, over half of the population of 8.3 million lives below the national poverty line with significant inequalities in access to services, resources and opportunities. Gender disparities are pronounced with female-headed households among the poorest. Further, education indicators remain low with only 27% of the adult population being literate and net primary enrolment at 44% (Government of South Sudan (GOSS) 2011). South Sudan's low education indicators are particularly evident among conflict-affected populations where lack of facilities, capacity and displacement compromised access to education for decades. Youth and children actively engaged in combat will have missed the opportunity for education aside from the few able to attend 'bush schools' (Atari et al 2009). In addition to the resulting low educational attainment, such conflict-affected youth will also suffer challenges relating to their limited exposure to structured education. While increasing numbers of children have been able to attend primary school since the signing of the CPA, completion rates and access to post-primary remain low.

***Further compounding the challenges, income generation and livelihood opportunities are extremely limited in South Sudan.*** An over-dependence on oil production is compounded by strong import dependency, with an absence of manufacturing or commercial agricultural base and services sector. Decades of sustained conflict destroyed rural infrastructure networks, including roads, markets and storage facilities and impeded transfers of knowledge and technology. This is reflected in the agricultural sector where, despite an abundance of natural resources and enormous agricultural potential, with 70% of its land area favourable for crop production, less than 4% is under cultivation (International Fund for Agricultural Development 2007). Therefore, livelihood development priorities for South Sudan include the diversification of the non-oil economy with particular emphasis on rapid expansion of the full value chain of agricultural production as well as encouragement of Small to Medium Enterprises (SMEs) to process and produce local goods.

#### Sectoral and Institutional Context

***Civilian youth have widely been drawn into the renewed conflict, building upon a history of youth participation in conflict in South Sudan.*** This is evidenced by recruitment of youth into the White Army and non-formalized youth groups siding with the SPLA. South Sudanese youth are also drawn into other forms of community level violence such as armed cattle raiding. In July 2014 a JSDF funded Stakeholder and Community Assessment consultative study was completed in which communities identified conflict-affected and unskilled youth as a priority group. Conflict-affected youth are herein defined as those who actively participated in conflict and those whose lives were significantly affected by conflict. Furthermore, communities identified economic empowerment and specifically immediate use vocational skills training as a key strategy to address the risks associated with this group.



**Youth are led to violence due to a combination of factors including widespread unemployment, resultant low reservation wage, limited education and skills experience, and social pressures.** Global research has established these links with a particular emphasis on the connection between youth unemployment and the propensity for violence (Collier 2007; World Bank 2011; World Bank/Transitional Demobilization and Reintegration Program (TDRP) 2014b; Bennett et al 2011). This scenario is concerning as South Sudan has a large youth population, with almost 75% under the age of 30 (GoSS 2011) and the highest levels of unemployment in South Sudan are among youth (World Bank, 2013b). There are no official figures available on the national rate of youth unemployment but it has been highlighted as a key challenge by the government, as well as by development partners. Female youth face particular challenges following decades of disempowerment in South Sudan, whereas male youth also have specific rites of passage and community perceptions around the role of violence therein. Additionally, there are many youth that have not been pushed to violence but are affected by the conflict. Research in South Sudan has shown alarmingly high levels of trauma experienced by ex-combatants as well as civilians not directly engaged in combat (Winkler, N 2010). Trauma-related mental health disorders can pose barriers to participation in community life, income generation and peace-building activities. The consultations clearly found that significant support to enhance livelihood opportunities is required to sway disenfranchised youth away from resorting to violence.

**These groups and individuals require customized programming as a security and development imperative** - underscored by recent events in South Sudan - and as a critical element of broader peacebuilding efforts and pre-requisite for sustainable development. Youth, particularly those directly affected by conflict: (i) have low levels of education and lack basic literacy, numeracy and language skills, (ii) lack business management know-how, (iii) may face psychosocial challenges, and (iv) face considerable barriers to accessing existing vocational training opportunities. Trainers report difficulties and additional time required to train this largely illiterate, under-educated target group. To this end, stakeholders agreed that basic literacy and numeracy classes greatly enhance, not only the value of the vocational skills training (VST) instruction itself, but also contributes to students' employability skills.

**Unfortunately, the traditional models of vocational and livelihoods training do not meet the needs of this vulnerable group.** While there is much discussion of vocational training in South Sudan and specifically on Technical Vocational Education and Training (TVET), these trainings do not address the complex needs of conflict affected youth in regard to basic literacy, educational attainment levels, lack of classroom experience, psychosocial strain and destructive alternate economic pathways. Nor do they equip them with the knowledge and tools to secure alternate livelihoods in the peacebuilding context. Gender also presents a significant factor in the ability to access vocational training as well as the type of vocation selected. Research has shown that women and girls face barriers to vocational training linked to gender norms dictating domestic commitments and expectation that they will remain in the home

(Women's Refugee Commission 2010). In addition females have lower literacy and educational attainment levels and high exposure to insecurity.

**Conflict-affected youth have many similar characteristics to the ex-combatants that recently participated in a 2013-2014 reintegration pilot training program in South Sudan.** Through this pilot several lessons were



learned including: 1) traditional curricula are inadequate and require to be tailored to reflect the extremely low-literacy levels, including a shift in training approach to primarily visual and interactive learning; 2) vocational training when conducted in isolation to life-skills, entrepreneurial and co-operative formation, and accessing micro-loans, has a limited impact; 3) training materials both with regard to content and language need to be in the colloquial because very few beneficiaries were fluent in either English or Arabic; and 4) there is lack of trainers generally and in some States, the lack of trainers speaking local languages is acute.

***A new approach to the training model for targeting these youth will therefore be essential for ensuring inclusive growth.*** Training models targeting these groups and focusing on more flexible vocational skills training (VST) together with complementary trainings on entrepreneurship, cooperatives, functional literacy/numeracy, life skills and psychosocial support will be required to meet the needs outlined during community consultations.

***Critically, the consultative process further uncovered a significant gap in the availability of local trainers.*** Currently the demand for trainers far exceeds the current capacity with this trend particularly visible outside of Juba. Therefore organizations were found to primarily rely on international trainers, which presents significant issues around sustainability and effectiveness as trainings in local languages are therefore not feasible.

Relationship to CPF

***The proposed project is aligned with the World Bank's South Sudan Interim Strategy Note FY13-14 (ISN) and is founded on the principles set forth in the 2011 World Development Report on Conflict, Security and Development*** such that it aims to (i) address fragility through understanding the factors perpetuating instability, and (ii) promote resilience through both creating credible national structures as well as delivering short-term benefits. The ISN is designed to support the national framework for development, the South Sudan Development Plan (SSDP) 2011–2013. The SSDP is comprised of four pillars: governance, economic development, improved access to basic social services and security. Of particular relevance to the proposed project is the governance pillar that sets forth plans regarding vocational training. The economic development pillar calls for the diversification of the rural economy. On social and human development, teacher training is emphasized, calling for innovative partnering arrangements with non-governmental and private actors with government oversight and regulation. Finally, the pillar on conflict prevention and security recognizes security as a prerequisite for sustainable development including a comprehensive program for the demobilization of ex-combatants.

***The proposed project would directly complement and add value to existing World Bank interventions,*** specifically activities under the South Sudan Social Safety Net and Skills Development Project (SNSDP), particularly in regard to the Skills Development component, the Agriculture Development Project, the Urban Livelihoods Project and the Private Sector Development recent youth business plan competition. Regarding the Social Safety Nets and Skills Development Project, this JSDF proposed project offers the opportunity to enhance sustainability prospects of the skills component by building national trainer capacity to deliver the



planned skills training. The team will coordinate closely with the SNSDP Task Team to: (i) sequence the Training of Trainers (ToTs) so as to feed into activities in the relevant counties, and (ii) ensure pilot target areas for the livelihood development component do not overlap with those proposed by SNSDP and are coordinated accordingly. The project will also have interconnections with the Agriculture Development Project and will work with the team to ensure that locations of service delivery are coordinated. This project will further add value to the IDA funded work by providing the lessons and tools developed through the pilot for use with conflict-affected youth to further strengthen the trainings provided in the Urban Livelihoods and Agriculture programming.

***The proposed project further reflects the priority placed on vocational training by the GoSS.*** This is reflected in the South Sudan Development Plan 2011 -2013 where it is discussed that vocational training will fulfil the objectives of government for reducing unemployment, increasing youth participation in economic activities, and improving the level of skills in the country as spelt out in The South Sudan National Development Plan under Pillar 4 which emphasizes the need to provide employable skills especially to the youths and other vulnerable groups. This is viewed as a significant step to reduce unemployment, reduce civil conflict and spur economic growth and human development.

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### **C. Project Development Objective(s)**

#### Proposed Development Objective(s)

To provide an economic empowerment training program for conflict-affected youth in three selected areas of South Sudan through development of the curriculum, skilling of trainers and piloting the training.

#### Key Results

- 1) % of trainers applying knowledge learned in training potential beneficiaries (disaggregated by gender, region, training content type)
- 2) % of youth applying knowledge learned to enhance livelihoods prospects (disaggregated by gender, region, training content type)
- 3) % improvement in functional literacy/numeracy of youth as a result of training (disaggregated by gender, region, training content type)

### **D. Preliminary Description**

#### Activities/Components

There is widespread agreement that livelihoods support for youth is a priority in South Sudan. Conflict-affected youth, defined as those that participated in conflict either over time or in short engagements and those whose lives were significantly altered by conflict, are a particularly vulnerable subset of the youth group. Unfortunately, the livelihoods models primarily rely on traditional vocational training or TVET, which



has been found to be inaccessible to this group and not targeted for their needs. The proposed project aims to redesign the approach taken in traditional livelihoods programming to provide more realistic and targeted training for conflict-affected youth.

This project will develop the tools and trainers for a holistic suite of economic empowerment training specifically adapted to the needs of conflict-affected youth and pilot this new approach through a set of trainings for conflict-affected youth. The programming will be designed specifically for this vulnerable group, with particular recognition of low literacy/educational attainment levels, challenges resulting from exposure to traumatic experiences, and time-use cost-benefit realities. Traditional vocational training and TVET programming has been found to be largely ineffective as it presupposes levels of literacy, employment opportunities and long timelines of commitment which are not realistic for these youth. The innovative approach being piloted here instead builds skills that allow for immediate use in their communities while training for long-term economic flexibility and mobility.

The project will include development of the curriculum, the training of local national trainers, and the piloting of the training with conflict-affected youth. In this manner the beneficiaries of the project will include not only youth receiving training but also local tradespeople newly trained as trainers. The business and pedagogical skills gained will increase their capacity to expand their businesses and train additional youth as their business expands, as well as bring new approaches to their communities. This emphasis on expanding the pool of local trainers is necessary to provide services in local dialects to non-English or Arabic speaking individuals and developmentally preferable given the increased need for understanding of local contexts and challenges in the local business communities.

The training will include elements of vocational skills with immediate usage at the rural and semi-urban community level; imbedded entrepreneurship, cooperatives and business skills; functional literacy/numeracy; life skills on personal conduct, business conduct and conflict mitigation; and psychosocial support training. The skills training will cover both agrarian and non-agrarian options. This will build on the work of Japan International Cooperation Agency's (JICA) Project for Improvement of Basic Skills and Vocational Training in Southern Sudan (SAVOT & SAVOT2) but in a manner that is accessible and digestible to vulnerable conflict-affected youth.

This project is guided by the following Key Principles: i) adopt a holistic approach to vocational training courses, integrating business skills and life skills as well as providing literacy, numeracy and English language courses in parallel; ii) Ensure a market-based and business orientation of services; iii) Ensure vocational training activities build upon traditional livelihoods; iv) Ensure conflict sensitivity; v) Ensure gender sensitivity; vi) Employ community-based, participatory mechanisms; and vii) place a strong emphasis on monitoring and evaluation.

The project includes three components: Component A: Training of Trainers, Component B: Pilot the Training Approach & ToT Model through Training for Conflict-Affected Youth, and Component C: Project Management, Monitoring and Evaluation, and Knowledge Dissemination



**SAFEGUARDS**

**E. Safeguard Policies that Might Apply**

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Safeguard Policies Triggered by the Project	Yes	No	TBD
Environmental Assessment OP/BP 4.01			X
Natural Habitats OP/BP 4.04		X	
Forests OP/BP 4.36		X	
Pest Management OP 4.09		X	
Physical Cultural Resources OP/BP 4.11		X	
Indigenous Peoples OP/BP 4.10			X
Involuntary Resettlement OP/BP 4.12		X	
Safety of Dams OP/BP 4.37		X	
Projects on International Waterways OP/BP 7.50		X	
Projects in Disputed Areas OP/BP 7.60		X	

**CONTACT POINT**

**World Bank**

Contact : Murat Fatin Onur Title : Social Development Specialist  
 Telephone No : 5220+89118 Email :

**Borrower/Client/Recipient**

Borrower : Ministry of Labour, Public Service and Human Resource Development  
 Contact : John Daau Title : Director-General for Vocational Training  
 Telephone No : 2110955486861 Email : johnchol@hotmail.com

**Implementing Agencies**

Implementing Agency : Multi-Service Training Center  
 Contact : Martin Lugale Title : Director of MTC





## The World Bank

Economic Empowerment Training of Conflict-Affected Youth

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Telephone No : 2110928486861

Email : samuelimma@gmail.com

### FOR MORE INFORMATION CONTACT

The World Bank

1818 H Street, NW

Washington, D.C. 20433

Telephone: (202) 473-1000

Web: <http://www.worldbank.org/projects>