Final Report

Youth-Led Participatory Action Research

Budi County, Eastern Equatoria State, South Sudan

August 2015

Nadia Lehmann
Budi Youth Action Research Team
Copyright and disclaimer

Copyright: United Nations Children’s Fund
UNICEF South Sudan, 2015

This is the fourth in a series of “Youth LEAD Knowledge Development”- the Youth LEAD initiative’s knowledge development series.

The “Youth LEAD Knowledge Development” series acknowledges the contributions made by young people in shaping their own development and showcases emerging perspectives and lessons learnt in youth programming through the Youth LEAD initiative.

The opinions expressed in this documentation do not necessarily reflect the policies or views of UNICEF, nor collaborating partners.

The findings, interpretations and conclusions expressed herein originate from engagement with young people, stakeholders and partners involved in the Youth LEAD initiative.

Any part of this documentation may be freely reproduced with the appropriate acknowledgement.

Credits:
Technical direction and coordination
Jairus Ligoo; Youth & Adolescent Development Specialist

Technical implementation and guidance at Search for Common Ground
Kenneth Ganna-Conteh; Interim Country Director South Sudan
Adrienne Lemon; Regional Design, Monitoring & Evaluation Coordinator
Adalei Broers; Design, Monitoring & Evaluation Coordinator South Sudan
Amzah Juma; Design, Monitoring & Evaluation Officer South Sudan
Nadia Lehmann; External Consultant

This report is has been compiled and produced with financial support from the Department of Foreign Affairs, Trade and Development- Canada

For further information contact:
UNICEF South Sudan
Toto Chan Compound,
P. O. Box 45, Juba, South Sudan
www.unicef.org/southsudan
www.facebook.com/unicefsouthsudan
Acknowledgement

This report was made possible by the many young people and other stakeholders who participated and supported the Youth-Led Participatory Action Research in Budi County, Eastern Equatoria State.

Thank you for sharing your thoughts, ideas and suggestions.

About YOUTH LEAD initiative

Leadership, Empowerment, Advocacy and Development

Youth LEAD is an initiative supported by the Canadian International Development Agency (CIDA), in partnership with UNICEF, government (Ministry of culture, Youth and Sports, Ministry of General Education and Instruction) and NGO partners.

It recognizes and strengthens the capacity of both rights holders (children and youth) to make their claims and duty bearers (parents, communities, policy makers, government and civil society service providers) to meet their obligations; while strengthening communication between both parties and across multiple sectors.

Of particular importance, the initiative engages young women and men as key actors in their own development. The same is true of key line ministries and civil society organizations (CSOs) providing services to youth. Engaging beneficiaries is intended to develop capacity, accountability, ownership, and sustainability.

South Sudan has experienced more years of war than peace. But today, after a generation of war, South Sudan is facing a new moment of hope if the transitional peace opportunity is seized to promote long-term peace and development.

The large youth population in South Sudan represents an opportunity for peace building, development, and leadership. However, young people growing up in South Sudan today face many inter-related risks and vulnerabilities. Addressing the key development and peace building priorities of South Sudan’s youth is central to ensuring sustainable recovery and peace building.

Youth LEAD is implemented in three states (Upper Nile, Jonglei and Eastern Equatoria), the Project has five main components, as outlined below.

Component 1 – Youth Friendly Spaces and Services: Under this component, Youth Friendly Spaces/Centers (YFS) will be developed to offer demand-driven social services, and a place where youth feel they belong with services for both boys’/men’s and girls’/women’s different needs based on consultations with girls/women and boys/men.

Component 2 – Basic Education, Skills Training and Livelihoods: Youth LEAD will provide basic education and skills training opportunities linked to livelihood and employment programming via the Alternative Learning Program (ALP). The ALP aims to provide learning opportunities for out of school youth by offering flexible schedules, accelerated learning, and community girls’ schools. It focuses on the provision of youth literacy, numeracy, life-skills and vocational skills.

Component 3 – Youth Voices in Peace and Governance: This component aims to provide opportunities for young voices to be heard in society and in the media. Youth will be engaged as
leaders in the process of peace building, and dialogue and advocacy for peace, based on established platforms for communication and messaging.

Component 4 – Capacity Building in Policy and Advocacy: This component aims to educate youth on how policy and dialogue can support peace, and to build capacity of partners to effectively develop and strengthen youth-centered polices, to link policy to programming, and to advocate for youth policies and programs that make a difference for youth and their communities.

Component 5 – Institutional Capacity Building of Civil society Organisations and Ministries Supporting Youth. Based on further partner mapping and needs assessment, UNICEF will develop and implement capacity building trainings around core management, administrative, and programming functions.
# Table of Contents

- List of Tables .................................................................................................................. 6
- List of Figures .................................................................................................................... 6
- Abbreviations .................................................................................................................... 7
- Executive Summary ........................................................................................................... 8
  - Methodology ...................................................................................................................... 8
  - Limitations ......................................................................................................................... 9
  - Key Findings ....................................................................................................................... 9
  - Recommendations ............................................................................................................ 10
- 1. Background Information ............................................................................................... 11
  - Context .............................................................................................................................. 11
    - National Level ................................................................................................................ 11
    - Eastern Equatoria .......................................................................................................... 11
    - Budi County .................................................................................................................... 12
  - Project Overview ............................................................................................................. 12
- 2. Methodology .................................................................................................................. 13
  - Approach to Research ..................................................................................................... 13
    - Research Process .......................................................................................................... 14
  - The Research Team .......................................................................................................... 15
  - Research Questions ......................................................................................................... 15
  - Target Population & Sampling ....................................................................................... 16
  - Researchers’ Data Collection Activities & Tools ........................................................... 18
  - Researchers’ Data Analysis ............................................................................................. 19
  - Limitations ...................................................................................................................... 19
- 3. Programmatic Challenges ............................................................................................. 20
- 4. Findings ........................................................................................................................ 22
  - Understanding and Meaning of Conflict ...................................................................... 22
    - Types of Conflict in Budi County .................................................................................. 23
  - Drivers of Conflict in Budi County ................................................................................ 23
    - Alcoholism ...................................................................................................................... 23
    - Poverty, Resources and Dowry .................................................................................... 24
    - Actors in Conflicts ......................................................................................................... 25
  - Impact of Conflict ............................................................................................................ 26
  - Youth Perceptions of Conflict ....................................................................................... 27
    - Youth Coping Mechanisms with Conflict ................................................................... 27
  - Including Youth in Conflict Resolution ............................................................................ 28
    - Respondents’ and Youth Researchers’ Recommendations ........................................ 28
- 5. Results & Success of Project ........................................................................................ 30
- 6. Conclusions .................................................................................................................... 33
- 7. Recommendations ......................................................................................................... 35
- Appendices .......................................................................................................................... 37
- Annex 1: Interview Guide .................................................................................................. 37
- Annex 2: Focus Group Discussion Guide .......................................................................... 39
Annex 3: Overview Respondents’ Age ........................................................................42
Annex 4: Implementation of Recommendations .........................................................43
Annex 5: Documents Consulted ..................................................................................45
Annex 6: ToR .............................................................................................................46
Annex 7: Works Cited ...............................................................................................47

List of Tables

Table 1: Youth researchers’ background .....................................................................15
Table 2: Overview data collection activities ...............................................................18
Table 3: Youth responses to conflict .........................................................................26
Table 4: Level of achievement of performance indicators ........................................29

List of Figures

Figure 1: Respondents’ gender [N=685] .................................................................18
Figure 2: Youth’s motivations to engage in conflict .....................................................24
Figure 3: Impact of conflict on community .................................................................26
## Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDSS</td>
<td>Community Development Support Services</td>
</tr>
<tr>
<td>FGD</td>
<td>Focus Group Discussion</td>
</tr>
<tr>
<td>KII</td>
<td>Key Informant Interview</td>
</tr>
<tr>
<td>L&amp;L Conversations</td>
<td>Listening &amp; Learning Conversation</td>
</tr>
<tr>
<td>PAR</td>
<td>Participatory Action Research</td>
</tr>
<tr>
<td>SFCG</td>
<td>Search for Common Ground</td>
</tr>
<tr>
<td>SGBV</td>
<td>Sexual and Gender Based Violence</td>
</tr>
<tr>
<td>SPLA</td>
<td>Sudan People’s Liberation Army</td>
</tr>
<tr>
<td>SPLA-IO</td>
<td>Sudan People’s Liberation Army in Opposition</td>
</tr>
<tr>
<td>SPLM</td>
<td>Sudan People’s Liberation Movement</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
</tr>
<tr>
<td>UNHCR</td>
<td>United Nations High Commissioner for Refugees</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
</tbody>
</table>
Executive Summary

The recent conflict in South Sudan began in December 2013 when President Salva Kiir, a member of the Dinka tribe, sacked his Vice President, Riek Machar, of the Nuer tribe, over an alleged coup attempt. While the impetus of conflict was political, it exacerbated tribal and ethnic tensions, and warring parties have largely divided themselves along these lines. In response to the renewed fighting and against the backdrop of over two decades of violent conflict, in partnership with UNICEF (C4D and PBEA / Adolescent Development programme) with support from USAID, Search for Common Ground (SFCG) is currently implementing a 14-month Social and Behavioural Change Communication program. The overall goal of the program is to promote social cohesion and the peaceful resolution of conflicts in South Sudan, as well as build resilience among individuals and communities. The program places a particular focus on children and youth engagement in conflict transformation, recognizing the critical role that they have played as participants in, and victims of, recent violence, as well as their role in shaping the future of South Sudan.

One component of the program was a two-month Youth-Led Participatory Action Research, which was implemented between May and June 2015 in Eastern Equatoria’s Budi County - a region that is characterized by frequent cattle raiding and high levels of intercommunal conflict, nowadays often carried out with sophisticated weapons (Walraet, 2008). The research brought together the voices and agency of 23 local young people who undertook exploratory research around youth and conflict in their communities. This resulted in concrete community recommendations on how youth inclusion in conflict resolution can be increased. In addition to increased knowledge on conflict resolution and research, this activity also contributed to building the youth researchers’ general resilience. The aim of the youth-led research approach, to actively engage youth in their communities and produce local and practical knowledge that is useful to the lives of the community members, was achieved.

Methodology

While UNICEF initiated the research, SFCG trained the youth researchers in research and developed the methodology. The youth researchers were identified by the local implementing partner (Community Development Support Services) in Budi County. The selection criteria for the 23 youth participants was based on: education level (secondary school or higher), age (18-24 years old), origin (payams along Kidepo Valley), language skills (conversant in the local language), ethnicity (from Buya and Didinga community), and their motivation to work for youth engagement. In line with the youth-led approach youth themselves were responsible for formulating research questions, conducting data collection and analysis, developing recommendations and presenting their findings to the local community - while the SFCG team’s role was to support and advise them in this process.

Methods that the youth were taught and employed in their data collection included Focus Group Discussions (FGDs), Listening & Learning Conversations (L&L Conversations), key informant interviews (KII), structured interviews with non-key informants, participant observation and photo documentation. The choice of these qualitative methods was guided by the nature of the research topic (‘conflict’), the anticipated education level of the researchers and the educational value of each method. The combination of different
research methods in the study had the goal of strengthening the credibility and validity of the results through triangulation. Given that the Youth-Led Research dealt with youth perspectives on conflict, the targeted research population was the youth of Budi County. Youth researchers were recommended to take a purposive sampling approach with regards to key informants, and approach youth respondents spontaneously while walking through their communities.

In a five-day participatory training in May 2015 in Budi’s headquarters, the youth were trained in participatory action research, data collection methods, data analysis and conflict resolution. At the end of the training the 23 youth developed five conflict-related research questions which dealt with a) understanding of conflict, b) drivers of conflict, c) impact of conflict, d) youth perspectives on conflict and e) youth inclusion in conflict resolution. In the next phase, the youth researchers conducted three weeks of data collection in four out of seven payams in Budi whereby the 23 youth were divided into eight research teams. SFCG’s team undertook a monitoring visit at the end of May to evaluate each team’s progress. In total, the eight teams conducted: 70 FGDs, 103 L&L Conversations, 63 KIIs and 69 in-depth interviews with regular community members. The eight research teams interviewed 685 respondents, of whom 61% (415) were male and 39% (270) were female. The majority of respondents, around 84%, were between the ages of 15 and 34 years old. In the beginning of June 2015 the teams gathered to compile and analyze their data, which was mainly done through open coding and was technically guided by the SFCG team. As the final activity, the youth presented and discussed their research findings with the local community in two community sharing sessions at the end of June, 2015.

Limitations
Given the difficulties in accessing areas in Budi County fieldwork for this research only took place in four out of seven targeted payams (research took place in the payams of: Kimatong, Lotukei, Komiri (Chukudum) and Ngarich; unreached payams include: Loudo, Lauro and Nagishot). This impacts negatively on the geographical representativeness of the research. Furthermore, the number of female respondents in the study in comparison to males is much lower with 39% and 61% respectively. Hence, the findings do not necessarily equally reflect men and women’s experiences of conflict in Budi. Working in two languages (Didinga and English) and the inability of the SFCG team to speak the local language may also have impacted the collection and interpretation of data by the youth researchers, as the meaning of critical terms may have been lost in translation and, further, SFCG staff was unable to confirm that the translation of the questions designed by the youth researchers was an accurate representation of the English-language versions. Finally, the overall quality of the youth researchers’ data collection and analysis has to be seen in the context of none of them having any prior research experience.

Key Findings

Understanding of Conflict
The majority of respondents, without any difference with regards to gender or societal position, associated conflict in FGDs and interviews with ‘fighting’, and often linked conflict to violence or death. This indicates that perceptions of conflict are mainly shaped by violent experiences with conflict.

Drivers and Triggers of Conflict
Respondents, elderly and younger alike, considered high alcohol consumption among the population as a key conflict trigger in the community. Cattle rustling, the most common type of conflict in Budi is another major factor driving conflict, as people engage in raiding to pay their dowry, which is paid in cattle. Another key issue is sexual and gender-based violence, which was particularly mentioned by female respondents, demonstrating that SGBV is an important problem for women in Budi. Access to resources such as pasture and water points as well as generally high levels of poverty including low formal education levels are further issues leading to conflict. Each attack brings the risk of revenge attacks, often leading to a vicious tit-for-tat cycle of violence between communities. Locally this cycle of attacks is explained by a deeply ingrained culture of revenge that is present in Budi.

**Actors in Conflict**

Youth and elder respondents identified youth as main actors responsible for conflict in Budi, often in the form of warriors engaged in cattle raiding. However, youth respondents also pointed out that elders play a role in conflict, as they at times, encourage youth to go raiding and keep dowry prices high. Key informants on the other hand, argued that the elders’ traditional negotiating power in conflict resolution is undermined by the ‘culture of guns’ prevalent in Budi.

**Youth Perspectives on Conflict**

In FGDs, L&L Conversations and interviews youth respondents perceived conflict in two ways. One part of the youth, often formally more educated, views conflict as a bad act, emphasizing the negative aspects of conflict on the lives of people. The other part of the youth, often warriors or youth without formal education perceives conflict, as well as fighting, as an avenue to access resources such as cows for marriage. These two views also go hand in hand with two different approaches to how youth copes with conflict. One approach relies on trying to find a positive way to deal with conflict, making use of indigenous mechanisms of conflict resolution such as community dialogue. The other approach, stresses a loser-winner approach such as fighting.

**Youth Inclusion in Conflict Resolution**

Respondents as well as the youth researchers gave a number of recommendations on how youth can be better included in conflict resolution at the community-level. Among them were recommendations that stress 1) strengthening relations between elders and youth through creating regular platforms of interaction at community-level, 2) establishing regular exchange with the neighboring communities through activities such as sport and religion that act as unifiers and 3) tackling structural root causes of conflict such as low education levels, SGBV and unequal access to resources (such as water points).

**Recommendations**

The research findings indicate that Budi’s youth remain exposed to high levels of continuing violent conflict, whether through cattle raiding, domestic violence or intercommunal conflict, while they at the same time also play an important role in perpetuating violent conflict. The research suggests that although youth were identified as main actors responsible for conflict, the community also ascribed them a crucial role in peacemaking. This is shared by the youth who view themselves as drivers of change, which reinforces the need for continued youth-centered peacebuilding activities in Budi,
in particular given that few opportunities exist for the youth of Budi to engage in civic participation.

- Capitalize on momentum created through research in Budi County – build future programming in the area on community recommendations outlined in section 4
- Future peacebuilding activities need to incorporate a state-level or regional approach to include the youth of Budi’s neighboring counties as cattle raiding mainly takes place across county borders
- The diverse needs of youth should be reflected in any future programming: while a part of the youth still needs to be educated about peaceful conflict resolution mechanisms, others already demonstrate knowledge in this field – for this part the focus in programming should be on practice and implementation of attitudes
- Inclusion of youth that are conflict-prone in future programming, in particular cattle camp youth; focus of such programming should be on teaching them new skills to minimize their incentives to participate in conflict-driving activities such as cattle raiding

1. Background Information

Context

National Level
Fighting between the Sudan People’s Liberation Army (SPLA) and Sudan People’s Liberation Army in Opposition (SPLA-IO) has been ongoing since December 2013 and is perpetuating the destabilization of an already fragile state – exacerbating historical grievances and prompting violence along “tribal” lines. Meanwhile, the humanitarian situation has devolved into a full-blown crisis. An estimated 1.6 million people are currently displaced within South Sudan, while more than 600,000 have sought refuge in neighbouring countries (UNHCR, 2015). The consequences from this conflict threaten to have long-lasting humanitarian and social consequences – particularly for a state still recovering from deep political and ethnic polarization caused by decades of conflict. Notwithstanding the protracted violence, there is need to deliberately work towards balancing the humanitarian and development response especially towards capacity building for the systems at all levels.

Eastern Equatoria
Multi-ethnic Eastern Equatoria, where this research was carried out, is South Sudan’s most south-eastern state, comprised of eight counties. During the Second Sudanese Civil War from 1983 to 2005 it saw intense fighting between the Sudan Armed Forces and the SPLA, as well as a number of other armed groups such as the Lord’s Resistance Army and Equatoria Defense Force (Walraet, 2008). Cattle rustling, armed robberies, conflict over land and other natural resources are main drivers of conflict in the region (Reeve, 2012). The high number of weapons in civilian hands, a legacy of the war, only exacerbates the scope and intensity of these conflicts. Unemployment, structural food insecurity, and the lack of basic services, along with shattered community relations and a weak presence of the government in many areas of the state, are further issues hindering efforts to achieve sustainable peace, stability and development (UNDP et al., 2012).
Budi County
Budi County, where this research took place, is divided into seven payams and bordered by four counties. It is also surrounded by Uganda and Kenya to the south (See Map 1). Located at the foot of the Kidepo Valley, the county is characterized by forested mountains. Budi’s Buya and Didinga people are agro-pastoralists, with livestock playing a major role in the political, economic and social organization of the community (UNICEF, 2012). Given the poor road conditions the local economy is isolated from major markets and agriculture is mainly carried out for subsistence purposes. Food insecurity is particularly severe in the less fertile north (Relief and Rehabilitation Commission, 2013). During the Second Sudanese Civil War, in 1992, Budi’s capital Chukudum became the SPLM/A Equatoria headquarters. This period was marked by a tense relationship between the predominantly Dinka military authorities and local Didinga community (Walraet, 2008). The situation deteriorated in 1999 when Peter Lorot, a former Didinga SPLA commander, broke away after he was overlooked for a promotion that went to a rival Dinka, and started a rebellion against the SPLA. Joined by approximately 16,000 civilians fighting between Lorot’s forces and the SPLA displaced several thousand people and led to general insecurity in Budi (ibid.) As in other parts of Eastern Equatoria current and past security issues revolve around border issues (with Uganda and Kenya, as well as between counties), inter-community cattle rustling and violence, access to water points and grazing land, and governance issues (UNDP et al., 2012). A high level of gun ownership among civilians is prevalent throughout the county.

Project Overview
UNICEF and Search for Common Ground (SFCG) have entered into a Programme Cooperation Agreement for the program “Communicating for Peace in South Sudan: A Social and Behaviour Change Communication Initiative”. The overall goal of the ongoing 14-month program is to “promote social cohesion and the peaceful resolution of conflicts in South Sudan, as well as build resilience among individuals and communities”. It is estimated that at least 500,000 direct beneficiaries will be reached nationwide through media broadcasts and outreach programming.

An element of this program was a Youth-Led Participatory Action Research in Eastern Equatoria’s Budi County, implemented between May and June 2015. The research aimed at contributing to the following specific objective: “Individual community members, children and young people have increased confidence and attitudes favourable to managing conflict and developing constructive actions to address drivers of conflict”. The expected result of the activity was as follows: “Individual community members (youth and children) in conflict-affected areas participate in a dialogue-to-collective action process”.

With funding from UNICEF through USAID and financial support from the Department of Foreign Affairs, Trade and Development - Canada, SFCG was responsible for the technical implementation of the research. This activity was implemented in partnership with Community Development Support Services (CDSS), a local NGO and UNICEF Youth Lead partner who has been working in Budi County since 1996. The research brought together 23 local young people who came from different ethnic groups and backgrounds of Budi County. SFCG’s South Sudan team trained the youth in participatory action research (PAR) around conflict in their communities. The intention of conducting PAR with youth was to actively engage them in their community and provide them the agency and space to share their perspectives within the current conflict. This
report presents the findings of the Youth-Led Participatory Action Research in Budi County.

2. Methodology

Approach to Research

Through engaging youth in PAR this activity aimed at promoting the inclusion of youth in conflict resolution as well as sharing youth perspectives on conflict. A key feature of Youth-Led PAR is its focus on generating knowledge that is useful to the people who are researched (Scott-Villiers, 2013). Its uniqueness might be that the ‘action’ in participatory action research is not only aimed at the research population but also at the researchers themselves. The fact that the youth research their own community puts them in a unique position, both in relation to the research as well as their community. Although they might already be familiar with many of the issues that affect their communities, taking a researcher’s position enables the youth to see their community through a different lens, generating a reflection and learning process. Ideally, the continuous process of data collection, analysis and community validation between researchers and community members leads to the creation of inclusive and pluralistic systems of knowledge, offering an entry point for community-driven social change by the young people.

CDSS identified 23 youth researchers for this activity through advertising the research in the local community in April 2015. Participants were selected according to the following criteria:

- Education level: minimum secondary school and/or university or experience with youth leadership
- Age: 18-24 years old
- Ethnicity: individuals from Buya and Didinga communities
- Location: from payams along the Kidepo Valley
- Language skills: conversant in local languages (Didinga and Buya)
- Motivation: willing to work with youth and participating in conflict resolution

While UNICEF initiated the research, SFCG trained the youth researchers in PAR and developed the methodology. Youth themselves were responsible for formulating research questions, conducting data collection and analysis, developing recommendations and presenting their findings to the local community. They hence took leadership over these activities, while the SFCG team’s role was to support and advise them in this process.

Given the nature of the research topic (‘conflict’), which focused on obtaining an in-depth understanding of human behavior and reasons that govern behavior, a qualitative methodological approach was selected and designed for this research. Methods that youth were taught and employed in their data collection included Focus Group Discussions (FGDs), Listening & Learning Conversations¹ (L&L Conversations), key

¹ Listening and Learning Conversations are different from other methods described here in that they are more similar to regular everyday conversations and focus on the equal participation of both the researcher and respondent. Hence, the researcher is not guided by his/her prepared interview guide but rather by his/her own reactions to given answers and questions. Active listening and being in the position of a learner are key features of this method.
informant interviews (KII), structured interviews with non-key informants, participant observation and photo documentation. Research methods used came in part from a Youth-Led PAR developed by a team at SFCG in West Africa. The choice of methods was guided by the nature of the research topic, the anticipated education level of the researchers and the educational value of each method. The use of participatory methods such as FGDs and L&L Conversations aimed at actively involving other youth in the research, and providing the youth researchers with multiple perspectives. Participant observation (through daily writing of a field journal) and photo documentation were included to provide the youth with new skills and creative ways of researching their environment. The combination of different research methods in the study had the goal of strengthening the credibility and validity of the results through triangulation.

**Research Process**

The research was implemented in four phases:

The youth underwent a 5-day training held in Chukudum’s Youth Friendly Centre from 4-8 May, 2015. Through a mix of participatory group exercises, role plays and presentations the SFCG team trained the youth in the PAR process, research methods, data analysis and conflict resolution. The training relied on a youth-centered and participatory teaching style to ensure the youth participants are actively involved in the training. Given the possible sensitivities surrounding research on conflict in a conflict-affected area, emphasis was also put on embedding “Do No Harm” practices within the training. The youth’s knowledge on research and conflict resolution was evaluated through a pre- and post knowledge test as well as through an oral question round at the start of each training day. At the end of the training the youth developed five conflict-related research question. Each researcher came up with 10 conflict-related questions whereby similar questions were then gathered under a common theme. The youth then voted which of those questions and themes are most interesting and relevant to the community. They also set themselves a weekly target for the data collection to ensure that each researcher works towards conducting a certain number of interviews.

Following the training, the youth researchers conducted a three-week exploratory research around conflict in their communities from 11 - 31 May, 2015. Data collection was carried out in four of the seven payams of Budi County. Data was gathered in and around the eight bomas where the researchers live (Napak, Kimatong, Lotukei, Farasika, Kikilay, Lorema, Lotukei and Chukudum). Data was gathered in eight research teams, comprising two to four youth researchers from the same village. The SFCG followed-up with each research team via mobile phone twice weekly to evaluate their progress. SFCG also monitored the data collection through a field visit to each of the eight research teams in end of May, 2015. The visit served the purpose of following-up on the youth’s progress and advising them on how to deal with some of the challenges they encountered during data collection. It revealed that each team had exceeded their weekly targets of interviews and other tools.

In a data analysis session, which took place in Chukudum from 6-8 June, 2015, the youth researchers compiled their data and answered their research questions, with support and technical guidance from the SFCG team. At the end of the session, the youth planned how they can present their findings to the local community.
For the final phase of the activity, the youth researchers presented and discussed their preliminary research findings with key local stakeholders to ensure strong community support. Two community sharing sessions were held, one on 26 June in Loriyok and another one on 28 June 2015 in Chukudum. In both sessions, different community members and leaders such as chiefs, payam administrators, youth representatives and women leaders validated the research findings. Furthermore, in a group workshop community members worked in mixed teams to identify ways to implement some of the key recommendations made by the youth researchers and community members. Hence, the final sessions also provided new data which was fed into the findings section of the report. The SFCG Team played a background role in the community sharing sessions as they were entirely moderated and prepared by the youth themselves.

The Research Team
The Budi Youth Researcher Team consists of 4 female and 19 male participants between the ages of 19 and 29 years old, from Kimatong, Lotukei, Kibirich and Lotukei payams. Ten of the participants are from the Buya ethnic community, living in the lowlands of Budi’s northern region, and 13 from the Didinga community, located in the more fertile southern and central highlands of Budi. They have all received some level of formal education although their education level differs. Some finished form IV secondary school and are now self-employed, assistant teachers or subsistence farmers. Others are currently in their senior secondary or early primary school years. Those in primary school are overage learners in their late adolescence and early adulthood, which is attributable to a variety of factors, mainly displacement and conflict that interfered with their early childhood learning.

<table>
<thead>
<tr>
<th>Age</th>
<th>Education Level</th>
<th>Gender</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>Highest</td>
<td>Lowest</td>
<td>Males</td>
</tr>
<tr>
<td>22</td>
<td>29</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

The majority of the 23 youth researchers, 83% (19), are returnees having spent most of their lives in Kenya’s Kakuma and Uganda’s Achol-Pii refugee camps during the Second Sudanese Civil War. Some returned as early as 2002, while others only returned to Budi in 2014. Most of the former refugees had received the majority of their education in Kenya, which according to them presented better educational opportunities than South Sudan at the time. The ease in which the youth researchers were able to grasp new concepts during the training, as well as the high levels of English spoken by most of the youth researchers, would seem to confirm that claim. While it was the first time any of the 23 youth had conducted research, there was a gap in terms of participants’ previous experience with peace work. Some researchers were beneficiaries of previous peacebuilding initiatives such as UNICEF’s Youth LEAD Peace Ambassador Initiative that was implemented in Budi and neighboring counties. Those youth researchers had greater knowledge of issues like non-violent conflict resolution and peacebuilding compared to the youth who did not share this experience.

Research Questions
The Budi Youth Research Team developed five research questions during the initial research training that took place at the beginning of May 2015 in Chukudum.

- What do you understand under the term conflict?
What and who are the drivers of conflict in our community?
What is the impact of conflict on our community?
How do youth perceive conflict and how do they cope with conflict?
How can youth contribute to solving conflicts in the community (recommendations)?

Target Population & Sampling

Given that the Youth-Led Research dealt with youth perspectives on conflict, the research particularly targeted youth of Budi County. This was achieved as the majority of respondents, around 84%, were between the ages of 15 and 34 years old, which is an age cohort that is classified as youth in the South Sudanese context (Melyn, 2014). Among them were warriors, students at secondary and primary school, unschooled, unemployed and self-employed respondents.

Uncertainty regarding the population density, geographical spread, and demographic make-up of the community, made it unrealistic to collect a random sample of respondents. Given that this research targeted a certain demographic, youth, which was achieved this issue is not of particular relevance to the research’s findings. Accessibility problems due to insecurity, lack of reliable public transport and poor road conditions prevented the researchers from researching in all seven payams of Budi County, which was one of the targets of this research. Data collection was hence only conducted in the four payams where the researchers live. Key informants were selected purposively, based on their relevance to the research questions. KIIs were held with local administration officials, traditional chiefs at village level, youth, women and religious leaders, as well as other community leaders such as school principals and the heads of security.

FGDs, L&L Conversations, and regular interviews were carried out on the basis of multiple and overlapping categories, which were developed together with the youth during the initial training: male/female; youth/non-youth; warrior/non-warrior. The participants were not randomly sampled but rather spontaneously approached by the youth researchers while walking through their communities. They included farmers, warriors, cattle keepers, teachers, unemployed and self-employed community members as well as a few SPLA soldiers.

---

2 Although no specific respondent target number was set prior to the data collection, the youth had weekly targets for interviews and FGDs, which they set themselves during the training.
3 The United Nations defines youth as the age cohort 15-24 (UNDESA, 2009). This age group made up 50 % of respondents in the research (See Annex 3).
Map 1: Budi County, Eastern Equatoria State, adapted from UNOCHA 2011 - blue circles in the map indicate the eight research locations
Researchers’ Data Collection Activities & Tools
In their three weeks of collecting data the eight youth researcher teams conducted:
- 70 FGDs
- 103 L&L Conversations
- 63 KII
- 69 in-depth interviews with regular community members (see Table 2)

Table 2: Overview data collection activities

<table>
<thead>
<tr>
<th>Research Team</th>
<th>FGD (#:70)</th>
<th>L&amp;L (#:103)</th>
<th>KII (#:63)</th>
<th>Reg. Int. (#:69)</th>
<th>Total R</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Loriyok</td>
<td>5</td>
<td>18</td>
<td>1</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Kimatong</td>
<td>25</td>
<td>11</td>
<td>4</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Napak</td>
<td>13</td>
<td>28</td>
<td>4</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Farasika</td>
<td>25</td>
<td>25</td>
<td>6</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Lotukei</td>
<td>10</td>
<td>18</td>
<td>2</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Kibirich</td>
<td>44</td>
<td>50</td>
<td>10</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Lorema</td>
<td>47</td>
<td>65</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Kikilay</td>
<td>21</td>
<td>32</td>
<td>6</td>
<td>15</td>
<td>0</td>
</tr>
</tbody>
</table>

The 685 respondents were comprised of 61% (415) males and 39% (270) females (see Figure 1).

Figure 1: Respondents’ gender [N=685]

Interviews, FGDs, and L&L conversations were held in the local languages, Didinga and Buya (the latter is spoken by inhabitants in Budi North, while the former is spoken in all other parts of Budi County), transcripts were written in English by the youth researchers. All interactions with respondents were based on a semi-structured interview/FGD guide (See Annex 1 and Annex 2), which the youth developed in consultation with the SFCG South Sudan team during the initial five-day research training. Due to time constraints, it was not possible for the researchers to pre-test the interview guide. However, the youth
researchers had the chance to practice gathering qualitative data during role play exercises in the course of the five-day research training.

**Researchers’ Data Analysis**

Given the youth researchers’ unfamiliarity with the concept of ‘analysis’, a simplified approach to analysis was utilized to ensure a youth-led process. Firstly, researchers conducted open coding whereby each team assigned codes and labels to words and phrases of their transcripts. This was monitored by the SFCG team, which also provided technical guidance. Each team’s codes were then compiled, quantified and also grouped. This not only produced new sub-codes but also indicated which issues (the codes cited most frequently) appeared most relevant with regards to the respective research question. The codes that appeared with the greatest frequency were then discussed more in-depth, based on the data. The youth researchers supported their findings through quotes from their respondents and their own field observations. The fifth research question, dealing with recommendations on how youth can be included in conflict resolution, was approached in a different manner; each team compiled and presented their respondents’ recommendations as well as their own team recommendations to the overall research team. The teams presented the results of this session in the final community sharing sessions.

**Limitations**

As any social work the research had certain methodological limitations, affecting the quality of the research findings.

- Given the difficulties in accessing areas in Budi County, fieldwork for this research only took place in four out of seven targeted payams. This impacts negatively on the geographical representativeness of the research. At the same time, the set-up of the research, focusing on seven payams of Budi was ambitious. Issues like cattle raiding are, to some extent, highly localized and their related risk-level depends on the specific location within Budi, which made it difficult to generalize findings at the county-level.

- Gender balance among the selected researchers was not achieved with 17% female researchers, compared to 83% male. Although females’ low participation rate reflects the field reality of Budi County as there are few formally educated girls, this poses challenges in terms of representativeness and inclusiveness. Moreover, the underrepresentation of female researchers might also be linked to the relatively small number of female respondents in the study (the number of female respondents in comparison to males is much lower with 39% and 61% respectively). For cultural reasons some women might have been more comfortable discussing these relatively sensitive issues with a fellow woman. Furthermore, the researchers reported that females’ low participation can be explained by the fact that women were busy with farming and household work, or not able to participate in the research for cultural reasons. Some researchers recounted how female community members stated that it is not their role as women to discuss issues of conflict. This speaks to the differing gender roles, responsibilities and power relations that men and women occupy at the local level. Hence, given this underrepresentation of women in the study, the findings do not necessarily equally reflect men and women’s experiences of conflict in Budi.

- Working in three languages (Didinga, Buya and English) and the inability of the SFCG team to speak the local language posed problems with language barriers
and translations. In order to minimize this problem, translation of research questions to Didinga and Buya was discussed at length among the researchers during the initial training. However, meaning, in particular of culturally specific terms, might have been lost in the translation process. This might have affected participants’ responses and negatively influenced the accuracy of the research’s findings. Given that the SFCG Team was unable to scrutinize how terms and questions were translated, it is difficult to assess the scope of this problem.

- The overall quality of the youth researchers’ data collection and analysis has to be seen in the context of them only having undergone a brief five-day training; without any of them having any prior research experience. This impacted on the depth and rigour of their data collection which, depending on the research team, was not always fully successful in getting to the root of issues through follow-up questions and asking the same questions in different ways. The data analysis session also demonstrated that they are at the beginning of learning how to make evidence-based argument, as analysis is a concept they tended not to be very familiar with. These issues pose challenges with regards to the validity of the research.

### 3. Programmatic Challenges

During their research the teams encountered a number of challenges which were primarily related to logistics, security issues and community expectations.

**Logistical Challenges**
First, distances between researchers’ home villages and neighboring villages, where they carried out their research, as well as to and from Chukudum, where the project activities took place, were very long. The bad condition of the roads, which are often impassable during the rainy season as well as the lack of reliable public transport contributed to this problem. Moreover, a consequence of decades of insecurity in Budi is that people reside and undertake cultivation on the hill sides for protection, compounding the accessibility problem. The researchers dealt with this by walking to their respondents several hours a day. These accessibility problems impacted negatively on the number of respondents they were able to interview for the research. Training activities in Chukudum were often delayed due to these logistical challenges.

**Insecurity and Risks to Researchers**
Second, inter-communal violence relating mainly to cattle raiding left some areas hard to reach or inaccessible to the researchers. The, at times, volatile security situation in Budi also delayed project activities in Chukudum. Some teams also reported to have witnessed incidents of gender-based violence and been indirectly affected by inter-community fighting during the course of their data collection. This not only delayed some team’s data collection but also demonstrates that researchers are exposed to a number of risks when undertaking research in a conflict-affected area. Although security risks are never entirely predictable, the application of the “do no harm principle”, which played an important role in the initial research training, was of particular importance in this context. As all researchers demonstrated a great awareness for the sensitivity of their research questions as well as the ethical challenges arising from research in a conflict area, they were able to minimize unexpected negative outcomes.
Community Expectations
Third, all teams also encountered community expectations of being paid for participating in the research. This made it crucial for the researchers to clearly explain the purpose of the research to all community members. Every participant was also briefed on the no-payment policy for participation in the research.

Overall, the initial research training prepared the youth researchers to deal with many of the above-mentioned issues. They dealt with encountered problems in a pro-active manner, without being discouraged. A male member from Kibirich Team summed up his team’s data collection experience as, “No gain without pain.”
4. Findings

The following section summarizes the main findings with regards to the five research questions outlined in section 2. The answers were formulated by the youth researchers themselves during the data analysis session and have been validated by the community during the community sharing sessions. For the purpose of depicting the researchers’ views as authentically as possible, the language and style of their answers has only been slightly altered. Input from participants of the community sharing session, was also added to the analysis.

Understanding and Meaning of Conflict

The majority of respondents defined conflict in FGDs and interviews as ‘fighting’, which is often associated with violence. Key informants often shared this perspective. This association of conflict with fighting is also reflected in the Didinga word for conflict, ‘goore’, which literally means fighting.

“Conflict is violence between people, communities and countries.”
Interview, female student, 18 years, Lotukei

“Conflict is the death and fighting that makes people to migrate.”
FGD, male student, 18 years, Kikilay

“Conflict is the death and fighting that makes people to migrate.”
FGD, male student, 18 years, Kikilay

“Conflict is an act that leads to bloodshed within or outside the community among the people who disagree among themselves.”
KII, elderly security personnel, Farasika

Another common understanding of conflict is ‘misunderstanding’ or ‘disagreement’.

“Conflict arises when two parties are misunderstanding each other.”
L&L Conversation, male student, 20 years, Napak

“Conflict occurs when people have different opinions or suggestions.”
L&L Conversation, male middle-aged farmer, Farasika

Another association with conflict included ‘disunity’ in a sense of conflict over opinion, similar to the concept of disagreement, as well as ‘disunity’ in the context of social rupture conflict can bring about on a society. Conflict was also associated with God by some participants who viewed it as something ‘God-given’ and in that sense a natural and inevitable fact of life. In the majority of the eight research locations, men and women defined conflict similarly. However, in the boma of Lorema there was a difference with regards to gender and the understanding of conflict. While women in Lorema understand...
conflict as a normal misunderstanding within the home, men strongly associate conflict with fighting over cattle.

**Types of Conflict in Budi County**

Asked about the types of conflict that exist in Budi County, the term most often mentioned by respondents in FGDs, L&L Conversations and interviews was cattle raiding, which demonstrates that this is one of the most pressing issues in Budi. According to respondents, both key informants and regular interviewees, the neighboring communities of Budi, Kapoeta East/North/South as well as Ikotos and Torit, are main actors engaged in cattle raiding. The second most common type of conflict is SGBV. This was specifically mentioned by female respondents in interviews, L&L Conversations and FGDs which shows that against women appears to be an important problem for women in Budi County. In comparison, only very few male respondents, who were key informants, mentioned the existence of SGBV. Land disputes among family and community members are the third most often mentioned type of conflict in Budi. Other types of conflict, cited by respondents include political conflict within the community and with other communities, conflict about resources such as water points and pasture, ethnic conflict and conflict about debts.

**Drivers of Conflict in Budi County**

**Alcoholism**

Looking at the causes that lead to violent conflict in Budi County, high alcohol consumption among the population was mentioned as one of the main reasons leading to people fighting. This was pointed out throughout FGDs, L&L Conversations, and interviews and by elderly and younger respondents equally.

> "There is conflict because of beer which is taken. People get drunk and cause each other to fight."
> L&L Conversation, male farmer, 40 years, Loriyok

> "Here in Kikilay people normally fight each other when you see them drunk. If they don’t drink, there is not much conflict."
> Interview, unemployed male, 28 years, Kikilay

Respondents mentioned several reasons for why people consume a lot of alcohol, among them boredom, pleasure, to overcome their fear when they go fighting, to show their wealth, to be popular and due to peer pressure. They also stated that drinking alcohol serves the purpose of escaping and avoiding one’s problems as well as coping with stress.

> "Taking alcohol makes you forget about poverty."
> L&L Conversation, 20-year old male farmer, Napak.

---

4 Two main types of alcohol are prevalent in Budi, one is the imported one from Uganda (‘Empire’ or ‘Konyagi’) and the other one is the local alcohol, brewed from sugarcane, maize or sorghum. The latter is locally available at 5 to 10 SSP for half a liter, making it affordable to even poor parts of the population.
With regards to gender, we observed that alcohol is consumed by females and males although the purpose for consumption differs. Men, especially the youth, take alcohol as an encouragement for when they go cattle rustling whereas women take alcohol mainly when they go to work in the field. Respondents stated that the high alcohol consumption in the community leads to people not being able to reason logically, which is why someone can easily be killed. There are also many divorces due to alcohol as men do not spend time for family affairs and become abusive when they consume.

“With regards to gender, we observed that alcohol is consumed by females and males although the purpose for consumption differs. Men, especially the youth, take alcohol as an encouragement for when they go cattle rustling whereas women take alcohol mainly when they go to work in the field. Respondents stated that the high alcohol consumption in the community leads to people not being able to reason logically, which is why someone can easily be killed. There are also many divorces due to alcohol as men do not spend time for family affairs and become abusive when they consume.”

Despite these negative effects some male respondents also argued in FGDs that they perceive alcohol to make them strong and powerful.

Poverty, Resources and Dowry
Poverty, mentioned as the second most important driver of conflict, is locally understood as the inability to cover or provide for basic needs and is strongly associated with hunger and food insecurity. Although poverty is as much a cause of conflict as a consequence, young and elderly respondents alike argued that access to resources such as cattle, land, water points and grazing land can be a strong motivation to engage in violent conflict.

“Poverty, Resources and Dowry
Poverty, mentioned as the second most important driver of conflict, is locally understood as the inability to cover or provide for basic needs and is strongly associated with hunger and food insecurity. Although poverty is as much a cause of conflict as a consequence, young and elderly respondents alike argued that access to resources such as cattle, land, water points and grazing land can be a strong motivation to engage in violent conflict.”

Dowry payments, the third most often cited root cause, is strongly linked to this as one of the prime motivations to raid cattle is to be able to pay the bride price which is paid in cattle.

“Dowry payments, the third most often cited root cause, is strongly linked to this as one of the prime motivations to raid cattle is to be able to pay the bride price which is paid in cattle.”

In Budi, the average dowry is over 50 cows reaching up to 100. Although the exact price is negotiable with the elders, and individuals are often supported by friends and relatives in covering the dowry, for many it is impossible to pay the dowry. When the price is too
The dowry is often high. The men can’t pay, so they will go to the other community to take their cows.”
KII, elderly chief, Lorema

When conflict occurs the people will engage themselves very fast in retaliation.”
Interview, former soldiers, 58 years, Farasika

The availability of automatic weapons in Budi, which are used during the raids, was also pointed out by many respondents. In FGDs respondents mentioned how these attacks are often revenged, leading to a tit-for-tat cycle of violence between the affected communities. As water points are seasonal and become scarce during the dry season cattle keepers also fight over water and pasture. If a person is killed during that fight, then the affected community will go raiding to revenge the killing.

People also fight over the borders of land and farmable land. Other drivers of insecurity and conflict that were mentioned by all types of respondents in FGDs, interviews and L&L Conversations include the weak state of the government, corruption and lack of security forces in Budi and neighboring counties.

Actors in Conflicts
Respondents, youth and elderly alike, identified youth as main actors involved in conflict, in particular with regards to cattle raiding. A couple of reasons explain the youth’s engagement in conflict (see Figure 2). Firstly, lack of employment opportunities for the youth and the wish to gain resources such as cows for dowry payment. Another motivation is the pride people take in being ‘warriors’ as the community respects people who defend the community.

Youth lack employment opportunities. Some are also ignorant and drunkenness is a big problem, leading people to fight.”
KII, male health worker, 29 years, Kikilay

Youth participates in conflict because they want to get cows for paying dowry, for prestige, prominence, and to be called a great warrior in the community.”
Interview, male teacher, 28 years, Farasika

Non-supportive families, peer pressure, along with a low level of education were further drivers that respondents mentioned as factors turning the youth to conflict.
However, youth respondents pointed out in FGDs and interviews that elders who are key influencers in the community, also bear a large responsibility for conflict. They were the second most often mentioned category. Although elders often participate less directly in violent conflict than the youth, they play an important role in mobilizing the youth and other community members around peace and conflict. Some youth argued that elders encourage the youth to go raiding, for cows for their children’s dowry payment and to gain prestige in the community. Male cattle keepers recounted in a FGD that through their experience the elders are often the ones teaching the younger generations how to go raiding. A few key informants emphasized that elders are powerless in light of the availability of guns in the hands of the youth.

“*Youth participate in this conflict due to encouragement from the elders and parents.*”
*Interview, male student, 22 years, Lorema*

“*Youth is involved in conflict because of the inappropriate leadership in the community. Leaders should take courage and discourage cattle raiding. But the powers are in the hands of the civilians within this area. Therefore the chiefs are powerless.*”
*KII, pastor, 30 years, Farasika*

**Impact of Conflict**
(Violent) conflict such as cattle raiding, political conflict and SGBV have had many different negative consequences on the community of Budi. Among the most often cited impact, respondents mentioned loss of life, displacement, loss of property and separation of families (see Figure 3 below). Fear, insecurity, separation of families and loss of culture was specifically mentioned by female respondents. This demonstrated that men and women are, at times, differently affected by violent conflict. However, some respondents also emphasized that conflict brings about winners who can gain something from conflict.

“*Our people lost their lives due to cattle raiding as for example in the Lorema crisis of April 2013, and also our community was destroyed socially and economically.*”
*Interview, middle-aged male female farmer, Lorema*
Youth Perceptions of Conflict
In FGDs, L&L Conversations and interviews youth respondents perceived conflict in two ways: one part argued that conflict is a bad act, emphasizing the negative aspects of conflict on the lives of people. They talked of the destruction, displacement and loss of life it brings. However, they also see conflict as a normal part of life. They find it hard to imagine that conflict can be reduced or stopped, as it has always been there. Although they are in some way used to conflict, they stress how insecure and fearful it makes them feel. They say that conflict brings the danger that anything can happen at any time. This group of youth had often received some form of formal education. The other part of the youth views conflict, as well as fighting, as something positive. They stress the benefits that one can gain from conflict, such as going raiding to get cows for marriage. Conflict is, according to them, something for people who want to achieve something through the act of fighting. They were mainly cattle keepers and/or youth without formal education although it also has to be stated that some educated youth also involve themselves in conflict. According to them, conflict can never end as it is ‘inherited’. The fact that conflict has always been there made them used to it.

Youth Coping Mechanisms with Conflict
The two perspectives on conflict create two different ways of how youth deal with and respond to conflict in Budi. One approach relies on trying to find a positive way to deal with conflict, emphasizing community dialogue and peaceful resolution through different means (see Table 3 below). The other, negative approach, used by respondents who feel that conflict is positive or by respondents who feel overwhelmed by conflict, stresses a loser-winner approach, as detailed below.

Table 3: Youth’s responses to conflict

<table>
<thead>
<tr>
<th>Positive Approach</th>
<th>Negative approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educating others about the disadvantages of conflict</td>
<td>Actively involving oneself in fighting</td>
</tr>
<tr>
<td>Getting awareness about conflict</td>
<td>Taking revenge</td>
</tr>
<tr>
<td>Organizing sports / game competition to promote peace</td>
<td>Staying passive</td>
</tr>
</tbody>
</table>
- Engaging in resolution through community dialogue (called by elders)
- Running away
- Relying on laws and regulation, involving authorities
- Inter-marriage
- Respecting elders and leaders

### Including Youth in Conflict Resolution

As a final question, we asked respondents how youth can contribute to conflict resolution and be included in this process at community-level. The 685 community members gave a number of practical recommendations. The youth researchers also came up with their own recommendations, which are also included below. Recommendations are structured according to their addressee. The community sharing sessions also discussed the implementation of some of the recommendations. The results of the groups’ work can be found in Annex 4.

### Respondents’ and Youth Researchers’ Recommendations

#### For Youth

- **Promote unity among youth through recreational activities:** Form youth clubs, such as a peacebuilding and reconciliation club, music, as well as game and sports club that will enable youth to meet and engage with youth from other neighboring communities
- **Create peacebuilding awareness through community outreach/civic engagement:** Engage youth in communal work and organize frequent meetings among the youth on peace development in the county; organize rallies that discourage conflict and promote peace in the community so that youth itself shares its opinions and perspectives with one another
- **Engage in intergenerational dialogue on peace:** Have a weekly meeting with elders about the issue of peace and reconciliation to create peaceful coexistence with neighboring communities and within community
- **Involve youth in community decision-making:** Youth to create their own constitutions that lead them in a positive way and encourage them to be self-reliant; promote strong leadership among youth so as to unite themselves in the community through a youth body/council
- **Unite youth of Budi and neighboring counties:** Come together regularly and discuss issues of peace to co-exist among the warring communities and to have one unified voice in the society stopping other youth from going raiding in neighboring communities
- **Promote regular engagement with other communities:** Practice intermarriage with youth from other communities so as to create long-term exchange between people from different communities
- **Education and training:** Participate in farming and carrying out small business activities to become independent and overcome boredom and unemployment; Engage youth in vocational training if the chances are available
- **Promote peace through peer education:** Sensitize others on the futility of conflict and cattle raiding – target in particular the cattle camp youth; share your knowledge with your peers; encourage each other, especially the ones that are not working, to participate in tailoring, carpentry and masonry activities to avoid staying idle
For Community / Elders

- **Rethink cultural practices that fuel conflict:** Reduce high rate of dowry payment in order to limit rate of conflict in our community
- **Promote and practice responsible leadership:** Sensitize youth on the dangers of violent conflict and tribalism; advise the youth not to go raiding
- **Promote inter-community dialogue:** Encourage youth to practice inter-marriage and to carry out business with neighboring communities to create exchange
- **Engage in regular peacebuilding activities:** Community leaders and religious leaders should conduct regular meetings on peace-building with the neighboring communities; in case of conflict they should hold community dialogue between fighting communities and discourage revenge attacks
- **Strengthen community-level decision-making:** Community leaders should have their own constitution that governs community life (own rules and regulations); community should also form a youth body that governs youth in their daily activities
- **Engage in dialogue with state authorities:** Traditional leaders such as elders should hold a community meeting with local authorities every week to monitor the situation
- **Fight alcoholism in community:** Community members should reject alcohol coming from abroad, advise youth on the danger of taking alcohol regularly
- **Promote women’s rights to achieve peace:** Women should advise youth on the danger of conflict and its impact on the rest of the community, specifically on the most vulnerable; Women should be permitted to also engage and participate in local leadership; to reduce sexual and gender-based violence the community must step up in ensuring women’s rights
- **Engage NGOs to assist youth:** Encourage NGOs to create life skills and technical training centers for youth
- **Assist in creating employment for youth:** Create youth farms to keep the youth busy with cultivation; advise youth to start income generating activities

For Government

- **Promote peaceful conflict resolution through engaging with traditional leaders:** organize peace talks between neighboring communities who are in conflict with each other, especially between youth of neighboring communities; provide a policy to solve issue of cattle raiding – brand the cows to make them easily identifiable in case of loss; use traditional leaders such as chiefs and religious leaders in approaching communities to lay a road map to peace dialogue
- **Facilitate peace-promoting activities:** provide sports/games competitions and agricultural shows between youth of neighboring communities; organize a youth workshop between neighboring communities in the form of a peace dialogue campaign
- **Create peace awareness among cattle camp youth:** work with warriors as they are often excluded from peacebuilding projects
- **Provide inter-community exchange:** Construct a boarding school in a strategic location which children from different communities attend in order to create exchange between communities and promote peace
- **Increase state presence at county level to enhance security:** Increase the presence of army in the area to monitor peace; carry out voluntary disarmament
among civilian population; improve the enforcement of law – when somebody disobeys rules and regulation, he/she should be taken to court

- **Tackle issue of alcoholism through stricter laws:** Abolish local alcohol distillation by community; tax alcohol at the border as well as within the county to reduce the rate of consumption

- **Promote education and employment to reduce conflict and poverty:** Provide job opportunities and technical skills training to youth to become self-reliant and productive - incorporate small business development training and provide microloans; promote livelihood development for instance by increasing the agricultural output by providing seeds and fertilizers; provide free adult education for elderly women and men; empower women socio-economically

- **Promote gender equality in education:** Promote girl-child education as gender equality is an important step towards sustainable peace - morning and afternoon single sex programs should be considered as a way to encourage female youth attendance at school, which would also make full use of existing schools

- **Create youth-friendly spaces:** Build training centers, technical schools, youth centers and churches which bring different kind of youth together on a regular basis

### 5. Results & Success of Project

The Youth-Led Research component aimed at contributing to the specific objective “Individual community members, children and young people have increased confidence and attitudes favourable to managing conflict and developing constructive actions to address drivers of conflict”. The expected result of activities related to this objective is: “Individual community members (youth and children) in conflict-affected areas participate in a dialogue-to-collective action process.”

Table 4 below provides a summary of the achievement of the activity performance indicators for the objective outlined above.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Results/Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td># of community sharing sessions with participation of youth led researchers</td>
<td>• Two community sharing sessions conducted: one in Budi North with nine youth researchers, another one in Budi South with 12 youth researchers</td>
</tr>
<tr>
<td># of youth led researchers who participate in “dialogue-to-collective action” processes</td>
<td>• 23 youth: 4 female and 19 male$^5$</td>
</tr>
<tr>
<td># of youth led researchers trained and equipped with PAR skills</td>
<td>• 23 youth: 4 female and 19 male</td>
</tr>
<tr>
<td># of payams reached through youth led resilience research</td>
<td>• Four payams (out of seven)</td>
</tr>
</tbody>
</table>

$^5$ Among the participants were 20 youth between the ages of 15-24 years and 3 youth between 25-34 years who came from four out of seven payams of Budi County, Eastern Equatoria State.
Table 4 indicates that relative to the activity’s plan (participation of 20 to 25 youth in seven payams of Budi County) the research was largely successful in involving conflict-affected youth in a dialogue-to-collective action process. Moreover, results of the pre-and post-training knowledge test revealed that participants’ knowledge of PAR and means of peaceful conflict resolution increased by 62 percentage points as a result of the five-day training. The test was not a self-assessment but a mix of open and closed training-related knowledge questions.

In addition, a self-assessment survey was taken by the youth researchers after the final community sharing sessions, which served SFCG as internal evaluation of the research. The results were the following:

- All 21 respondents (two were absent), 100%, expressed that they “strongly agree” or “agree”\(^6\) with the statement that they 1) gained new self-confidence; 2) learned non-violent ways to respond to conflict; 3) gained skills in research and 4) were able to express their needs and opinions as youth of Budi through the research.
- In an open question participants were asked to describe one step they could undertake to create community change aiming at peace. All 21 youth were able to identify at least one measure, which is another sign of their learning.
- Measuring the project’s overall usefulness to engage youth in peace work, the project was rated as “very useful” (9.4) on a scale from 1 to 10 with 1 meaning “not useful at all” and 10 “extremely useful”.
- In an open question regarding how they benefitted from the research project and what they learned from it, respondents mentioned the following results:

  1) **Gained research skills and knowledge**: They particularly emphasized that they now feel confident and able to formulate research questions, collect and analyze data and get information from various sources, which are skills they can apply to other research in the future. They also mentioned that their public speaking skills were strengthened through the presentation of the findings to the community.

    “I gained knowledge and skills on research, how to collect data, how to approach the respondent and how to keep the information that I collect confidential.” (F., 22)

    “I learned how to express myself in public”. (M., 23)

    “We not only got new research knowledge and skills but through this experience I also feel like I am prepared now to do any research without help. We can just go now ourselves and do even more research.” (M., 22)

---

\(^6\) 5-point Likert scale
2) Increased knowledge on conflict and the history of Budi County as well as a better understanding for people’s differing perspectives.

“Through the research we learned more about the causes of conflict in Budi. We also learned about the different views and interests of young people.” (M., 23)

“The data collection helped us to understand and study people’s mind and behavior.” (F., 22)

3) This increased knowledge on the drivers and impact of conflict also translated into learning of peaceful, non-violent conflict resolution approaches: Some youth mentioned that they already knew conflict resolution mechanisms but stated that these were strengthened through the research. Others had learned non-violent ways of resolving conflict through the project, for the first time.

“Through the research I learned the peaceful mode of solving conflict through dialogue without hurting the participants of conflict.” (F., 23)

“The only sensible way of resolving these clashes is for communities to engage in dialogue. We learned a lot about resolving conflict.” (M., 20)

4) Improved ability to approach and communicate with community members resulting in increased self-confidence: Through the research, the youth engaged with various community members such as elders, leaders and fellow youth. Approaching the elders and asking them for their collaboration is not something they had a lot of experience with previously. They stated that through the data collection and community sharing session, they learned how to approach them and how to communicate with them in order to create community dialogue. This collaboration between the youth and elders was largely successful and many elders were impressed with the youth’s research, which according to them boosted their self-confidence.

“The project gave me an opinion on how to approach elders, leaders and local authorities in the entire community.” (M., 20)

“I have now learned how to approach someone. The way to talk to a stranger” (F., 20)

While it is difficult to determine the overall impact of the research, the positive results of the activity, indicated in the results of the survey and Table 4, certainly contributed to the achievement of the objective. The main successes of this activity are:

a) Confidence: Not only did the youth gain confidence through interacting with elders but also by the simple fact that they managed to achieve what they set out
to do. In that context, their discipline, willingness and openness to continuous learning as well as their motivation to pro-actively address obstacles they met on the way has to be mentioned. This belief in that they can succeed in what they aim to do plays an important role in building their overall resilience.

b) Tolerance – Openness: The project brought together youth from both the Didinga and Buya communities, who had previously been in conflict with each other. Through mixed-team exercises and spending time with each other, the project enabled the youth to learn about each other and to understand their commonalities. Moreover, researching and listening to respondents’ different views, allowed the youth to see the diversity of people’s voices and opinions. By taking the position of researchers whose role is not to judge views but rather to depict and understand them, the research contributed to developing their tolerance and respect for other people’s opinions.

c) Critical thinking: The research, which entailed getting information from many different sources and analyzing information carefully, also contributed to building their critical thinking capacity, which can act a strong deterrent to manipulation and incitement.

The main value of the acquisition of these skills, which are by themselves conducive to peacebuilding, is that they are transferable and applicable to other parts of the lives of the youth researchers. In that sense, the research went beyond collecting information and contributing to peace work in Budi. Instead, the research contributed to building youth researchers’ general resilience, which can help them in the future in adapting to stress and adversities.

At the same time, as community members emphasized during the community sharing sessions, the research also generated useful knowledge about conflict in Budi County. Leaders emphasized that this is helpful in attracting further peacebuilding projects in the region. Moreover, they stated that the research was useful with regards to their own (future) community consultations as the research offered a good understanding of the communities’ needs and priorities with regards to peace and conflict. Finally, although the research was not able to translate into long-term and immediate action within the short timeframe, it laid important groundwork for a community dialogue/knowledge-to-collective action process through the discussion of action points during the community sharing sessions.

6. Conclusions

The findings from the Youth-Led Participatory Action Research in Budi County indicate that key conflict drivers and triggers in Budi are cattle raiding, SGBV, competition over resources (water and land) and alcohol, which have led to sustained insecurity in the county. Field diaries which the researchers wrote during their data collection reveal that the youth remain exposed to high levels of continuing violent conflict, whether through cattle raiding, domestic violence or intercommunal conflict. This reinforces the need for continued peacebuilding activities in Budi. Cattle raiding was understood to be the most significant conflict driver, which has also been found in other studies on peace and conflict in Budi County.\(^7\) In that context, it is important to establish whether the prime

motivation for raiding is dowry payments, as argued by the youth researchers, or whether this argument is incomplete and youth engage in rustling mainly for commercial purposes, as argued by others.\footnote{See Walraet (2008).}

The research suggests that although youth were identified as main actors responsible for conflict, the community also ascribed them a crucial role in peacemaking in the recommendations they provided. At the same time community leaders, mainly elders, often influence youth in their daily decision-making as they are key in shaping societal norms. Some youth hence accuse elders of scapegoating them to explain violence and conflict. While youth and community members generally emphasized the important role of youth as agents of change and the youth themselves are aware of their own responsibility for peace and conflict, few opportunities exist for the youth to engage in peacebuilding processes at the community level. Moreover, there appear to be few formal or informal possibilities for youth participation and decision-making in public life as positions of power are tightly held in the hands of elders. At the same time, youth do appear to govern certain spaces within society – mainly as fillers of the security vacuum that has been created through the weak presence of the state and availability of arms in the hands of civilians. As also argued by Walraet (2008), this has eroded customary leadership leading some elders to argue that they feel powerless in light of the ‘culture of guns’, mainly perpetuated by young warriors. This undermines relationships between elders and youth and levels of intergenerational trust, which are crucial for peaceful conflict resolution at the community level.

The research also demonstrated that the concept of youth as main drivers of conflict needs to be approached from a more nuanced perspective. Such an approach needs to include an in-depth understanding of the motivations for (some) youth to engage in violence, while also recognizing which mechanisms youth already rely on to deal with conflict in a non-violent manner. Many youth already demonstrate knowledge of non-violent conflict resolution mechanisms such as dialogue, which are deeply rooted within the local society. Hence, there appears to be a need to focus on the practice and performance of these attitudes as opposed to knowledge. These pre-existing conflict resolution mechanisms can be supported and utilized in future programming while there is also a need to explore how the co-existence of customary conflict resolution practices and approaches by the state can be strengthened.

The research showed that youth as a uniform category does not paint a clear picture of youth agency in peacebuilding. Education level is among the factors influencing whether someone has a peace dividend. It is generally schooled youths who have an incentive to be involved in peace efforts because they are aware of the benefits peace and stability can bring for their future. Less educated youth, in particular the cattle camp youth, might have different ideas about peace and conflict and might regard conflict as the only option to access resources and establish their position within society. Furthermore, it was noticeable that all of the youth representatives encountered at community-level were males. The research demonstrated that women are formally less involved in community-level peacebuilding efforts as many positions of power, both at customary as well as state level, are held by men. Given that peace and gender equality are intricately linked, this calls for more gender-responsive conflict resolution programming.
It can be argued that the strength of the research lies in the practical recommendations that were given and the approach itself, which not only increased participants’ skills and generated knowledge but also contributed to building the overall resilience of the youth researchers. Finally, it should be pointed out that the recommendations below relate to rural youth in Budi, who often have quite different needs from urban youth.

7. Recommendations

Building on the findings and conclusion, this section details recommendations for the future in order to scale up successful elements of the project and incorporate local needs better in SFCG’s and UNICEF’s future interventions.

Future Youth-Led Research

- Support local partner in balancing gender and ethnicity during selection of participants to be inclusive and representative
- Extend the timeframe of the research from two to at least six months in order to 1) provide the youth sustained opportunities to solidify their new skills and 2) increase the research’s chances of transferring into action during the course of the PAR (however such an extension might be unrealistic in active conflict zones given the level and frequency of displacement and violence)
- Increase level of youth leadership in research process through actively involving youth researchers in the planning stage of the research
- Research should be accompanied by follow-up activities that seek to support the action points discussed subsequent to the research (during the sharing sections)
- Conduct a conflict scan/analysis prior to undertaking any PAR in a conflict area

Future peacebuilding initiatives in/around Budi: general approach and programming

- Capitalize on momentum created through research in Budi County – build future programming on community recommendations outlined in section 4
- Future peacebuilding activities need to incorporate a state-level or regional approach to include the youth of Budi’s neighboring counties as cattle raiding mainly takes place across county borders
- Strengthen peace committees/peace council existent at local level that respond to cattle raiding incidents or other conflict taking place; ensure that committee is inclusive and represents the needs of different actors
- Increase opportunities for youth to engage in conflict resolution alongside community leaders by strengthening existent community-level mechanisms for civic participation such as the traditional parliament in Budi or creating a youth council at boma, payam and county-level
- Inclusion of youth that is conflict-prone, in particular cattle camp youth, in future programming; focus of such programming should be on teaching them new skills to minimize their incentives to participate in conflict-driving activities such as cattle raiding
- The diverse needs of youth should be reflected in any future programming: while a part of the youth still needs to be educated about peaceful conflict resolution mechanisms, others already demonstrate knowledge in this field – for this part
the focus should be on practice and implementation of these mechanisms; age is another factor that should drive programming - older youth (17 to 30 years) might have missed opportunities to attend school and might have other experiences of displacement and conflict than younger youth

- Provide training for youth in nonviolent communication as the use of physical, sexual and psychological violence in everyday life in Budi has been normalized through the war and continued insecurity in the county
- Link youth initiatives such as Youth-Led Research to other initiatives undertaken at local level such as Youth Peace Ambassadors in Budi to build local synergies and link youth leaders identified in these activities
Appendices

Annex 1: Interview Guide

**Researcher/Project Introduction:** Hello. My name is ___________________. I am part of a Youth-Led Action Research Team in Budi County. We are 23 young people from 4 payams of Budi County who are conducting research dealing with youth perspectives on conflict. The project is funded by UNICEF, organized by CDSS and we received training in doing research from an organization called Search for Common Ground. The purpose of the research is to gather information on young people’s perspectives on conflict in Budi County and to find out how young people can be better included in conflict resolution at community-level. Our research is trying to make a positive practical contribution to the community. This is called participatory action research. We are undertaking focus group discussions and interviews with youth in this and other communities, and we are speaking with some adults, teachers, pastors, and others, as well so that we fully understand the issues. After our data collection we will present our research findings to key local stakeholders in the community. We would like to share the knowledge we acquired with others and discuss with the community whether they agree with our analysis.

Everything that you say will remain confidential, and we will not collect information that could be used to identify you. The findings of the research will be shared with Search for Common Ground and UNICEF. Anything that you would prefer stay confidential/unattributed can be left out altogether or cited as “redacted”.

I’ll try not to take more than 45 minutes of your time, however, if you are enjoying the conversation and have more to stay, I’m happy to keep talking as long as you like. Before we start, do you have any questions to ask?

**Administrative data to record:**
- Date, time and place of interview
- Name of researcher
- Title and/or role in community
- Socio-economic background
- Age
- Gender

**Notes to researchers:**

1. Let the interviewee know that their participation is voluntary, anonymous and that there is no payment for participation (explain why).
2. Make sure that you have absolute privacy for the interview – chose a location that will facilitate this, and be emphatic about not allowing others to come and listen in.
3. Let the interviewee know that you may take down some notes – but only for your own records.
4. Stress anonymity – anything they want “off the record” can be, but we would also value their direct contributions.
5. Remember there is no right or wrong answer – let them tell you what is important to them and practice “Do No Harm”, neither to your respondents, nor to yourself.

Questions

1) Meaning of Conflict
   a. What do you understand under the term conflict?
   b. What is the meaning of conflict to you?

2) Drivers of Conflict
   a. What types of conflicts do you see in our community?
      i. How frequently do they occur?
      ii. How are young people affected by conflict?
   b. What are the primary reasons for conflict?
   c. Who (what kind of people) are the drivers of conflict?
      i. Are young people engaged in conflict?
      ii. What would make a (young) person engage in conflict?
      iii. Who can make a (young) person engage in conflict?

3) Impact of Conflict
   a. What is the impact of conflict on our community?
      i. Besides loss of life, what other consequences does conflict bring?
      ii. Are people impacted equally by conflict?

4) Youth Perceptions of Conflict & Coping Mechanisms
   a. How do you/young people perceive conflict??
      i. Do you think you/youth find non-violence preferable and effective in comparison to violent conflict?
   b. How do young people deal with conflict?
      i. When you/young people are confronted with conflict, how do you/they typically respond?
      ii. How do you/they adapt to conflict over time?

5) Youth Inclusion in Conflict Resolution
   a. How can youth contribute to solving conflicts in the community (recommendations)?
      i. What opportunities exist for young people to participate in peaceful conflict resolution in our community?
      ii. What practical recommendations would you give to a) the youth, b) the community and c) the government to include youth in conflict resolution?

Closure Thank the participant for their time and leave your contact details so they can get in touch if they have any follow up thoughts or information to add.
Annex 2: Focus Group Discussion Guide

Researcher/Project Introduction: Hello. My name is ___________________. I am part of a Youth-Led Action Research Team in Budi County. We are 23 young people from 4 payams of Budi County who are conducting research dealing with youth perspectives on conflict. The project is funded by UNICEF, organized by CDSS and we received training in doing research from an organization called Search for Common Ground. The purpose of the research is to gather information on young people’s perspectives on conflict in Budi County and to find out how young people can be better included in conflict resolution at community-level. Our research is trying to make a positive practical contribution to the community. This is called participatory action research. We are undertaking focus group discussions and interviews with youth in this and other communities, and we are speaking with some adults, teachers, pastors, and others, as well so that we fully understand the issues. After our data collection we will present our research findings to key local stakeholders in the community. We would like to share the knowledge we acquired with others and discuss with the community whether they agree with our analysis. The findings of the research will be shared with Search for Common Ground and UNICEF.

Everything that you say will remain confidential, and we will not collect information that could be used to identify you. My fellow researcher will be taking notes as we speak, that is just to allow us to really remember your responses and I won’t share these notes with anyone outside of the research team. The focus group should not last more than 90 minutes, and you are free to leave at any point should you feel uncomfortable with any of the questions. It is important to make sure we hear what all participants want to say, therefore we hope you can stay for the whole discussion. What I’m looking for today is a discussion. There are no right or wrong answers. I won’t be offended if you say negative things. I just want your honest opinion. I also don’t want you to feel like you have to direct all your comments to me. If ______ says something you disagree with, _____ I want you feel free to speak up. Our goal is to have a discussion with lots of different opinions.

I do have some ground rules before we get started. Please turn off your mobiles. It’s really distracting for me to have phones ring or people texting during the group and it makes it hard for me to concentrate on what you’re saying. Remember there is no right or wrong answer, and that everyone has his or her own opinions and experiences. The aim with the discussion is for people to share their opinions and we are interested to have a conversation, everybody is free to chip in and comment on each other, as long as they make sure it is one person who speaks at any one time. Just raise your hand if you have something to contribute to or talk after the last person has finished. I do want to hear from everyone. That is why we will use a talking ball – the person that is given the ball is asked to contribute to the conversation, you can then throw the ball to a person who has not said anything yet. Also, please try to avoid side conversations. Some of the most interesting things you have to say you might be whispering to your neighbor.

Before we start, do you have any questions to ask?

Administrative data to record:
- Date, time and place of focus group
- Name of researchers
- Number of participants (no. of men, no. of women)
- Ages of participants
- Socio-economic status of participants
- Length of focus group (minutes)

Notes to researchers:

1. Make sure that you have absolute privacy for the focus group – chose a location that will facilitate this, and be emphatic about not allowing others to come and listen in.
2. Make sure to place the participants in such a way that they can see each other and that the set up is suitable for a good conversation.
3. Remember to introduce yourselves and the objectives of the research.
4. Introduce and make use of the “talking ball” to encourage everyone’s participation.
5. Let everyone know that one of you will take notes.
6. Stress anonymity – we will not collect information on names of anyone, or attribute anything to any individual.
7. It is important that you observe and note any particular dynamics that exist within the group.
8. If the discussion gets very heated, mediate – remind participants that there is no right or wrong answer. Skip a question or focus group all together if things get too heated.
9. If participants give only surface or stock answers, you can use a scenario “Imagine…”
10. If participants do not know each other yet, let them introduce themselves; to kick-start the conversation you can also an icebreaker exercise: Working in pairs, give the participants three minutes to speak to each other and learn the name and at least three main facts (can be also likes/dislikes) about their neighbor/fellow participant. The group introductions then follow: it is the interviewer in each pair who then introduces the other partner participant to the rest of the group.

Questions

Given that in a FGD you hear the opinions of many different people which takes time focus on discussing only two to three of your research questions below.

1) Meaning of Conflict
   a. What do you understand under the term conflict?
   b. What is the meaning of conflict to you?

2) Drivers of Conflict
   a. What types of conflicts do you see in our community?
      i. How frequently do they occur?
      ii. How are young people affected by conflict?
   d. What are the primary reasons for conflict?
   e. Who (what kind of people) are the drivers of for conflict?
      i. Are young people engaged in conflict?
      ii. What would make a (young) person engage in conflict?
      iii. Who can make a (young) person engage in conflict?
3) Impact of Conflict  
   b. What is the impact of conflict on our community?  
      i. Besides loss of life, what other consequences does conflict bring?  
      ii. Are people impacted equally by conflict?

4) Youth Perceptions of Conflict & Coping Mechanisms  
   c. How do you/young people perceive conflict??  
      ii. Do you think you/youth find non-violence preferable and effective in comparison to violent conflict?  
   d. How do young people deal with conflict?  
      iii. When you/young people are confronted with conflict, how do you/they typically respond?  
      iv. How do you/they adapt to conflict over time?

5) Youth Inclusion in Conflict Resolution  
   b. How can youth contribute to solving conflicts in the community (recommendations)?  
      i. What opportunities exist for young people to participate in peaceful conflict resolution in our community?  
      ii. What practical recommendations would you give to a) the youth, b) the community and c) the government to include youth in conflict resolution?
Annex 3: Overview Respondents’ Age

Table 5: Respondents’ age [N=685]
Annex 4: Implementation of Recommendations

In the final community sharing sessions, three teams\(^9\) were formed to brainstorm how some of the recommendations for a) youth, b) government and c) community/elders can be implemented. Below are the results of the group work, which the groups presented to their community members.

**Group A – Recommendations for Youth:**
- (1) Create strong leadership among youth so as to unite themselves in the community through a youth body/council
- (2) Have a weekly meeting with elders about the issue of peace and reconciliation to create peaceful co-existence with neighboring communities and within community
- (3) Form their own clubs, such as a peacebuilding and reconciliation club, music, as well as game and sports club that will enable them to meet and engage with youth from other neighboring communities

**Implementation Ideas:**
- (1) Attract NGO and government funding to enable youth to found their own youth council
- (2) Set-up meeting with youth representatives and elders to arrange weekly meetings between leaders and youth which can help bridge the gap
- (3) Apply for funding, either with government or NGOs, to support youth clubs which can create interactions between communities

**Group B – Recommendations for Government:**
- (1) Hold peace talks between neighboring communities who are in conflict with each other, especially between youth of neighboring communities
- (2) Construct a boarding school in a strategic location which children from different communities attend in order promote peace and exchange between communities
- (3) Tax alcohol at the border, as well as within the county to reduce the rate of conflict

**Implementation Ideas:**
- (1) Organize consultation between the two conflicting communities; plan a date for the meeting and a venue which is accessible to both sides; mobilize for the meeting; involve church leaders, community leaders, NGO representatives, business and youth leaders, government officers as well as women chairperson
- (2) Firstly identification of site that is accessible and suitable for the two parties; attract government and/or NGO funding; involve local men as they can provide labor; purchase building materials
- (3) Government to provide more police at the border; form a council to pass by-laws; to be implemented by government and local authority

\(^9\) Each team consisted of literate and illiterate participants as well as a mix of stakeholders to ensure that each team included a chief, youth representative, women group chairperson, head of security etc.
Group C – Recommendations for Community/Elders:

- (1) Community leaders and religious leaders should conduct regular meetings on peace-building with the neighboring communities/villages
- (2) Elder should hold a community meeting by local authorities every week to monitor the situation and try to make community and youth understand each other
- (3) Reduce high rate of dowry payment in order to limit rate of conflict in our community (elders)

Implementation Ideas:

(1) Form a peace task force in each payam to monitor and promote peace – to be implemented by commissioner, local administrators and communities themselves; establish FM radio stations which will help the promotion of peace (mass media communication) – to be implemented by NGOs, CSOs and Ministry of Youth

(2) Revitalize/strengthen the traditional parliament Nyakereehet (meets once a year between January and March somewhere far away from home, people discuss local laws and traditional practices) and customary youth punishment Nyepio (the act of penalizing disobedient youth, all youth are fined even if only one breaks the law – usual punishment is that all the youth have to bring something that is very hard to get like honey); restoration of traditional folk and dance which can bring the elders and youth together to unite them – to be implemented by elders, NGOs and county government

(3) Consultation with the county – set up an inquiry; negotiations, advocacy and bargaining between locals and government; national government should set limits on how much dowry should be paid – to be implemented by elders, youth, government (Ministry of Youth, Ministry of Gender) and UNICEF
Annex 5: Documents Consulted

Annex 6: ToR

The consultant is expected to conduct a two-month research and training project in South Sudan for between 20 and 25 youth of South Soudan, in support of SFCG’s UNICEF-funded project “Communicating for Peace in South Sudan: A Social and Behavior Change Communication Initiative.” The consultant shall:

- Work with a local implementing partner to identify a team of 20 to 25 youth researchers in Eastern Equatorial state.
- Bring together the voices and agency of local young people from different ethnic groups and backgrounds, empowering them in participatory ‘action research’ around conflict in their communities.
- Provide youth training in research practices to actively engage them in their community and provide them the agency and space to share their perspectives and realities within the current conflict, in the community.
- Train the target youth in a variety of quantitative and qualitative data collection and research methods including key informant interviews, focus group discussions, surveying, and mapping. Innovative research practices such as video recording and photo documentation will also be presented as part of the training.
- Embed “do no harm” practices, within all training, to ensure that youth researchers are sensitive to the impacts their research actions can have on communities, these practices can translate into their lives more broadly beyond their research experiences.
- Engage the youth throughout the training on discussions on drivers of conflict, eradication of conflict, conflict resolution, and community agency in combating conflict.
- Prepare and issue a final report of the Analysis of the research which will be shared by the wider community.
- Coach the youth on how best to present their findings using data visualizations, case studies and other techniques to engage with their community in their research and encourage further discussion and action on their findings.
- Guide the youth in sharing preliminary findings with key local stakeholders to ensure strong community support and buy-in.
- Act as a guide and resource to the youth researchers during the development and implementation of their research plan – providing on-going coaching and support.

Consultant agrees to perform all services hereunder to SFCG’s reasonable satisfaction. Deliverables include:

- A training session for targeted youth facilitated (with relevant training tools and materials produced);
- Regular mentoring of the youth researchers,
- A presentation of the key research findings organized (with visuals).
- A written report capturing key elements of the research and key findings, produced by June 30.
Annex 7: Works Cited


