

Republic of South Sudan
Ministry of Youth and Sports
Ministry of General Education and Instruction

Republic of South Sudan
Project for Youth Empowerment
through Sports for Peace Promotion

Project Completion Report

February 2025

Japan International Cooperation Agency (JICA)
JIN Corporation

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List of Abbreviations

C/P	Counterpart
DAC	Development Assistance Committee
DG	Director General
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GRSS	Government of the Republic of South Sudan
JCC	Joint Coordination Committee
JICA	Japan International Cooperation Agency
JIN	JIN Corporation
LFA	Lologo Football Academy
MoGEI	Ministry of General Education and Instruction
MoYS	Ministry of Youth and Sports
NTTI	National Teachers Training Institute
NSS	National Security Service
NUD	National Unity Day
P.E.	Physical Education
PDM	Project Design Matrix
PO	Plan of Operation
PTA	Parent Teacher Association
R-ARCSS	Revitalised Agreement on the Resolution of Conflict in South Sudan
R/D	Record of Discussion
SDC	Swiss Agency for Development and Cooperation
SMC	School Management Committee
SMoCYS	State Ministry of Culture, Youth and Sport
SVA	Simba Volleyball Academy
ToR	Terms of Reference
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activities
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
UNMISS	United Nations Mission in South Sudan
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
US	Undersecretary
USAID	U.S. Agency for International Development

YES for Peace Project for Youth Empowerment through Sports for Peace
Promotion

I. BASIC INFORMATION ON THE PROJECT

1. Country

Republic of South Sudan

2. Title of the Project

Project for Youth Empowerment through Sports for Peace Promotion (YES for Peace)¹

3. Duration of the Project (Planned and Actual)

[Planned] November 2019 to October 2024 (5 years)

[Actual] November 2019 to February 2025 (5 years and 4 months)

First Phase: November 2019 to September 2021 (1 year and 11 months)

Second Phase: October 2021 to February 2025 (3 years and 5 months)

4. Background

The Republic of South Sudan (hereinafter referred to as “South Sudan”) gained independence in July 2011 after a long period of conflict with Sudan. Internal political struggles have continued, however, and heightened inter-ethnic² tensions resulting from the struggles have kept the country in social turmoil. A series of conflicts, with intermittent peace talks, continued for several years after the country gained independence. Following an outbreak of disturbances between the President and Vice President in December 2013, an “Agreement for Conflict Resolution in South Sudan” was signed in August 2015. The deal, however, was short-lasting, and disturbances between the two political and military factions broke out again in July 2016. Peace talks continued, and in September 2018 a Revitalised Agreement on the Resolution of Conflict in South Sudan (R-ARCSS) was signed between the parties concerned. Through the political will of the parties concerned, an interim transitional government was established in February 2020.

For South Sudan to achieve peace and develop as an independent country, it will be essential to both implement the peace agreement at the political level and build an inclusive society through ethnic reconciliation as a foundation for peace. For the people of the country to overcome the ethnic divisions in their society and form a sense of unity as “the people of South Sudan”, extensive efforts will be essential, especially for the youths of South Sudan as the main actors in the nation’s peacebuilding of the next generation.

¹ Hereafter referred to as “the Project”. As used herein, “the Project” encompasses the entire team of C/P members and JICA experts.

² Local people often use “tribe” to express certain cultural groups. However, since the term connotes the history of colonial invasion, its use is often seen problematic. Therefore, “ethnicity” is used in this report in lieu of “tribe” although the latter is a common expression in the local society.

For each of the last four years since 2016, JICA has been taking part in efforts to promote unity among youths and social cohesion by supporting a national sports event called National Unity Day (NUD). Specifically, JICA has been supporting NUD by implementing a “Data Collection Survey on Peacebuilding through Sports” (2015-2017) and a “Peace Promotion through Sports” (2017-2019). The NUD athletes surveyed in impact assessment studies have reported that sports activities were effective in promoting mutual understanding amongst youth.

However, the beneficiaries of these cooperation activities and the NUDs themselves have been limited to the selected athletes and communities and citizens in the host city, Juba. It will therefore be important to involve more youths from various communities in these activities, in order to promote social cohesion through sports. The implementation of peace promotion activities through sports at the school and community levels also requires the development of stakeholders such as administrators, teachers, referees, and sports leaders in schools, as well sports clubs and academies as the main organisers of sports activities. Another important step to ensure the sustainability and autonomy of the activities is to establish a network for collaboration between the Ministry of Youth and Sports (MoYS) and other agencies such as international organisations, NGOs, and sports associations (e.g., International Sports Federations such as the International Federation of Association Football or national and international pro sport clubs).

Given the context above, the Government of Republic of South Sudan (GRSS), including the MoYS, has requested the Government of Japan to engage in a Technical Cooperation Project focused on the promotion of social cohesion, reconciliation, and youth empowerment through ongoing and expanding NUD activities. Following the Government of Japan’s adoption of the request, JICA Experts commenced activities in November 2019 to conduct the first phase (November 2019 to September 2021) of a Technical Cooperation Project in which they exchanged opinions with domestic experts and conducted field surveys and activities in South Sudan on a trial basis. A Project Design Meeting was held a roughly a year later, in December 2020.

While the first phase was affected by the COVID-19 and was forced to carry out most of the activities remotely, the Project focused on grasping the situation in Schools, conducting needs assessment of responding to the COVID-19, and organising Taskforce for the preparation for the second phase.

A detailed plan for the second phase of the Project was formulated based on these results, and the Project Design Matrix (PDM) and Plan of Operation (PO) were revised and approved at the Joint Coordination Committee (JCC) in June 2021. Due to delays in the implementation of activities and surveys caused by the COVID-19 pandemic, the GRSS and JICA agreed to extend the cooperation period to five years (one-year extension), from November 2019 to October 2024. The cooperation period during the second phase of the Project (October 2021 to February 2025) was further extended to five years and four months, from November 2019 to February 2025 in order to secure time to realise tangible outputs (e.g. enhancing grassroots activities).

5. Overall Goal and Project Purpose (from the Record of Discussion (R/D))

Overall Goal: Enhance trust building and unity among people especially youths through sports and contribute to social cohesion in South Sudan.

Project Purpose: Strengthen the capacity and management skills of the Ministry of Youth and Sports (MoYS) and Ministry of General Education and Instruction (MoGEI) including pilot state ministries for promoting Youth Empowerment through Sports for Peace Promotion

6. Implementing Agency

Ministry of Youth and Sports, Ministry of General Education and Instructions

II. RESULTS OF THE PROJECT

1. Results of the Project

1-1 Input by the Japanese Side (Planned and Actual)

(1) Financial Input by the Japanese Side

[Planned] 630 million Japanese Yen

[Actual] 789 million Japanese Yen

(2) Expert Dispatch

[Planned] First Phase: 2 long-term experts
Second Phase: 9 experts in total

[Actual]³ First Phase: 2 long-term expert and 1 short term expert
Second Phase: 9 experts in total (with two positions modified/added)

Table II-1: Reasons for changes in expert’s position

Main Changes	Reasons for Change
Changing the “Psychosocial Care” position to “Consideration for Socially Vulnerable People and Promotion for Social Involvement”	In the Project’s planning phase, it was assumed to be important to allocate an expert in psychosocial care given the conflict-affected contexts of South Sudan. However, as the Project activities continued, it became evident that it was important to consider not only those who might need psychosocial care but also those who were made vulnerable by various social and economic factors—socially vulnerable people. Therefore, the “Psychosocial Care” position was modified to “Considerations for Socially Vulnerable People and the Promotion of their Social Involvement” so that the experts in charge of the position would be able to assess various consideration points more comprehensively.
Adding the “Procurement Management” position	Goods and services for the NUDs had been procured by the JICA South Sudan Office until the NUD 6. Through those experiences, knowledge was learnt that the procurement operations would be more efficient and effective if the C/P taskforce members directly involved in the process. Therefore, the “Procurement Management” position was created to allocate an expert to assist the C/P members with the procurement operations for the NUD 7 and 8.

(3) Receipt of Training Participants

[Planned] 1 time via online and 1 time in Japan

[Actual]⁴ 2 times in Japan (with changes specified in the table below)

Table II-2: Main changes made for the trainings in Japan

Main Changes	Reasons for the Change
The first programme was changed from remote training to in-person training in Japan	Due to the COVID-19 pandemic and travel restrictions, plans called for the first training to be carried out remotely. As the pandemic eased, however, the partial lifting of travel restrictions enabled the participants to travel to Japan. As the

³ A list of experts (names and affiliations) is included in Annex 1.

⁴ List of trainings is included in the Annex 1.

Main Changes	Reasons for the Change
	Project deemed on-site training to be more effective than remote training, arrangements were made to carry out the training in Japan.
The two programmes were rescheduled from June	As the NUD is modelled after the Japan Games (<i>Kokutai (Kokusupo)</i>), visits to events such as national sport competitions in Japan provide valuable learning opportunities. As the Japan Games and inter-high school competitions (Inter-High) take place in October and August, respectively, the two training courses were scheduled during those periods to give the participants the chance to visit and observe ⁵ .

(4) Equipment Provision

[Planned] 1.3 million Japanese Yen

Table II-3: List of Equipment (Planned)

Equipment	Quantity	Total Cost (million JPY)	Purpose
Laptop Computer	3	0.25	For use by the C/P members
Multifunction Printer	1	1.07	For printing out documents necessary for the Project

[Actual] 6.3 million Japanese Yen

Goods for responding COVID-19 was provided to execute projects under severe pandemic situation. Due to severe economic situation financially striking governmental operation, laptop computers were provided to sustain Counterparts' operation.

The original plan was to provide laptop computers to three C/P members. However, those members either had laptop already or did not need one. Therefore, instead of purchasing laptop computers for those who did not need them, the budget was used to purchase two laptop computers to replace old computers that had been handed over to MoYS.

Table II-4: List of Equipment (Actual)

Equipment	Quantity	Total Cost (million JPY)	Purpose
Facemasks	15,000	4.60	Goods for responding to COVID-19
Water Buckets	452		
Hand Sanitisers	350		
Washing Soaps	620		
Laptop Computer	8	0.53	For C/P (Taskforce) members to use
Laptop Computer	2	0.20	For use by C/P members
Multifunction Printer	1	0.92	For printing out documents necessary for the Project

(5) Overseas Activity Cost

[Planned] 212 million Japanese Yen

[Actual] 236 million Japanese Yen

Differences include the cost for preparation and implementation of NUD 5-8, operation for Project office, and accommodation for long-term experts.

⁵ Ultimately, the training group was unable to visit the Japan Games at Tochigi. Though efforts were made to make the visit possible, the managing body of the event was too occupied by event-related tasks to accept the group.

1-2 Input by the South Sudanese Side (Planned and Actual)

(1) Counterpart Assignment⁶

[Planned] MoYS: 6 persons

MoGEI: 4 persons

[Actual] MoYS: 6 persons

MoGEI: 6 persons

(2) Provision of Offices

MoYS has provided the main office space for the Project on behalf of the Government of the Republic of South Sudan.

(3) Other Items Borne by the Counterpart Government

None

1-3 Activities (Planned and Actual)

As aforementioned in I-4. Background, in the first phase affected by the COVID-19, the Project focused on grasping the situation in schools, conducting needs assessment of responding to the COVID-19, and organising Taskforce for the preparation for the second phase.

Grasp the situation in schools

From February 21 to March 7, 2021, a questionnaire-based interview survey (structured interview) was conducted on 82 primary and secondary schools in Juba, with a total of 316 people, including school principals, P.E. (Physical education) and sports teachers, general teachers, Parent Teacher Associations (PTAs), and school staff. This survey served as a field survey, needs assessment, and baseline survey, and targeted schools broader than the pilot school candidates, collected information from primary and secondary schools, not only public schools but also private schools and community schools.

Under the survey, following aspects were reviewed:

- Actual situation of P.E. and sports in schools (including athletic meets and other related events)
- Awareness and concept of P.E. and sports for peace promotion held by the school principal, school management committee, PTA, board of directors, and P.E. and sports teachers, and their respective roles
- Presence or absence of training experience of P.E. and sports teachers, and their training needs
- Challenges and opportunities in obtaining support for the implementation of this project from the school management committee, PTA, and board of directors

⁶ A list of counterpart members (names and affiliations) is included in Annex 1.

- Challenges of promoting P.E. and sports in schools

The following were recommendations for the project's activities based on the survey results:

- Surveys should be conducted in regional cities other than Juba.
- It is essential to develop P.E. teachers and human resources involved in school management.
- Peace Clubs in schools that were planned to be established nationwide would somewhat be a key role for this project.
- Support for sports equipment is essential.

Needs assessment of responding to the COVID-19

From August 24 to September 7, 2020, the Project conducted a needs assessment of 124 youth leaders, including teachers and coaches, at 20 primary and secondary schools, 20 private sports clubs, and 22 sports academies in Juba. Its main objectives were to obtain the information about infection prevention support and readiness.

Based on this needs assessment, supplies (facemasks, washing buckets, hand sanitisers and soaps) were distributed to schools (82 schools), sports clubs (20 organisations), and sports academies (22 organisations) in March 2021.

Organise Taskforce

After long-term experts' forced return to Japan in March 2020, the taskforce team (MoYS, MoGEI, JICA experts, South Sudan Office) began holding weekly online meetings in early May 2020. The task force activities were managed remotely:

- Collecting local information through interviews with C/Ps (July-December 2020)
- Conducting the needs assessment for COVID-19 prevention measures for schools, private sports clubs, and academies (August-September 2020)
- Procurement and distribution of infection prevention supplies (October 2020-March 2021)
- Planning and running project concept meetings for the second phase (November-December 2020)
- Preparation for the Peace Ambassador Workshop (January-February 2021)
- Planning and implementation of school surveys (February-March 2021)

The following is described for the second phase. The table below shows the three outputs and their corresponding planned activities based on the PDM (ver. 3)⁷. It also maps out subsections of this report where details of actual activities are described.

⁷ Please refer to Annex 3 for the full details on each version of the PDM. Details on the modifications can be found in Chapter II, section 3.

Table II-5: List of Expected Outputs, Planned Activities, and Subsections for Actual Activity Details

	Activity (planned)	Activity Details (actual)
Output 1	Capacity of MoYS is strengthened in terms of planning, implementation, monitoring & evaluation, financial management and coordination with relevant stakeholders for implementing NUD activities.	
1-1	Analyse capacities to be improved and challenges to organise NUD sustainably, through needs assessment on NUD stakeholders and visits to other countries' national and regional sports event.	1-(2)
1-2	Plan and implement trainings for relevant personnel (such as national and state government officials, taskforce members, coaches and referees) for NUD implementation	1-(4)
1-3	Organise coordination and preparation meetings (including State Convention and Monitoring Visit) for NUD with relevant stakeholders at least 2 times a year, and decide NUD rules and regulations and selection methods according to existing NUD manual	1-(3)
1-4	Monitor selection process of NUD participants at states and revise the selection methods annually. (Analyse factors reducing inclusiveness of the selection and prohibiting women and girls participation on the selection)	1-(5)
1-5	Organize NUD annually	1-(1), 1-(5), 1-(6), 1-(7), 1-(8), 1-(9), 1-(10)
1-6	To increase the budget of NUD in MoYS, enhance understanding of NUD in MoYS through sensitization and propose to Minister and undersecretary of MoYS for securing the budget	1-(11), 1-(14)
1-7	Review preparation and implementation process of NUD, and revise existing implementation manual for NUD	1-(12), 1-(13), 1-(15)
Output 2	Implementation structure for YES for Peace activities at schools, sports academies is clarified in Juba and pilot state	
2-1	Assess situation of Physical Education/Sports Education; activities of sports club/academy; and availability of designated teachers and coaches, and their training opportunities at Juba and pilot state	2-(1), 2-(4)
2-2	Analyse possible community-level activities based at school, sports academy and capacities to be improved for implementing partners (school, sports club), through needs and interest assessment on Peace Ambassadors, and visits to other countries for learning Physical Education and training system for coaches.	2-(2)
2-3	Examine and plan community-level YES for Peace pilot activities with selected school, sports club/academy (Consider using Peace Ambassador for the pilot activities).	2-(3), 2-(5)
2-4	Plan and implement trainings for national and state government officials, management personnel (representatives of sports academies and schools), coaches and referees for implementing each pilot activity	2-(3)
2-5	Implement pilot activities with school, sports academy	2-(3), 2-(5)
2-6	Monitor and review the results of trainings and pilot activities, and create YES for PEACE P.E./Sports Teaching Guideline. (Include the elements of youth empowerment expected by school, sports club/academy, such as development of Life Skills with psychosocial care standpoint)	2-(8)
2-7	Examine additional activities to expand YES for Peace activities (for increasing beneficiaries and coming up with new ideas of community-level activities)	2-(6), 2-(7)
Output 3	Platform for YES for Peace is established and managed for collaborating among national and state Mo(C)YS and MoGEI, sports academies, schools, and supporting partners (e.g., sports organizations, NGOs, UN agencies, embassies and private companies).	
3-1	Organise partners coordination meeting periodically with implementing partners (school, sports academy) and supporting partners (sports organisations, UN agencies, NGOs, embassies and private companies)	3-(1)
3-2	Lobbying supports for YES for Peace activities from supporting partners in terms of funding and technical support	3-(2)
3-3	Analyse needs of capacity development and activities of implementing partners (school, sports academy) for gaining technical and funding supports	3-(3)
3-4	Plans of Platform for YES for Peace are prepared to conduct activities to promote peace through sports.	3-(2)
	Cross-sectional Activity: Partnership with Maebashi, Gunma	1-3-4
	Project Impact Survey	1-3-5

1-3-1 Details of Activities for Output 1

One of the unique activities for national reconciliation in South Sudan is the promotion of social cohesion through sports. While the people of South Sudan have endured long-term conflicts, the Southern Sudan administrations organised a number of sports events to promote social cohesion during the period of peace prior to the national independence. People from different parts of the region came together at these events to interact in host towns such as Malakal, Wau, Yambio, and Juba after the Addis Ababa Agreement signed in Addis Ababa, Ethiopia in 1972 ended the first Sudanese civil war.

In January of 2016, five years after the independence, MoYS revived this initiative by launching a national sports event called NUD with support from JICA. People came to see that an initiative like the NUD could help narrow the gaps separating the various groups of people in South Sudan, including the gaps between the nation’s citizens and government, its national and local governments, and its communities separated by distances or affiliations.

Sports gained national recognition as a tool to promote peace and unity through the implementation of the previous NUDs. The events offered a unique opportunity for athletes to come together regardless of their place of origin, ethnic group, age, or gender.

MoYS set the following theme and objective for the previous NUDs.

- Theme: Sports for peace and social cohesion
- Objective: To promote the integration of diverse populations through sports, the spirit of fair play, and sportsmanship

The following steps toward achieving this objective were specifically considered.

- Bring people together and promote a sense of unity
- Embrace the diverse peoples and cultures of South Sudan
- Promote a transparent athlete selection process (fairness) by involving as many athletes as possible (inclusiveness)
- Encourage fair-play (fairness) and the rule of non-violence
- Empower women and girls through sports and promote gender equality
- Disseminate the NUD theme and peace message with various communication tools

The Project conducted the measures and activities summarised in the table below to achieve the NUD objectives.

Table II-6: Measures and activities to achieve the NUD objectives

Aspects	Measures	Activities
Fairness	<ul style="list-style-type: none"> • Fair selection process and registration 	<ul style="list-style-type: none"> • Preparation of selection criteria • Fact-based selection based on competition results and previous records • Monitoring by MoYS to grasp the selection processes used in the states/areas • A strict registration system with official documents (e.g., checking birth

Aspects	Measures	Activities
		certificates) <ul style="list-style-type: none"> Preparation of ID cards for all NUD athletes Checking of ID cards before matches
	• Fair judgement	<ul style="list-style-type: none"> Preparing the rules for NUD sports events at the State Convention by involving all stakeholders from states and areas Training for referees to improve judgement skills Dispute resolution with a clear system and rules (e.g., Technical and Organising Committees of the NUDs)
	• Fair play	<ul style="list-style-type: none"> Lecture on fair play for NUD athletes Fair play pledge by each team captain before the start of matches Provision of a fair play award
Inclusiveness	• Involvement of more athletes	<ul style="list-style-type: none"> Recommendation of inter-county competitions Limit of participation for ex-NUD athletes
Unity	• Consensus making	• Transparent and open decision making process by involving all stakeholders from states/areas in the State Convention
	• Respect for others	<ul style="list-style-type: none"> Orientation on the aims of UND Training for coaches to foster respect among their athletes for the athletes of other teams
	• Mingling of people	<ul style="list-style-type: none"> Staying with athletes from various areas in a same accommodation Eating together at same place Forming mixed teams for the recreational sports during the Peace and Culture Day Dancing with all athletes on the final night
Empowerment of women	• Promotion of female participation in sports	<ul style="list-style-type: none"> Promotion of women's sports events (e.g., women's football, volleyball and athletics) Lecture on problems specific to women Provision of sanitary pads, if necessary
Youth empowerment	• Promotion of young athletes' participation	<ul style="list-style-type: none"> Lowering the age limit from 20 and under to 17 and under Provide more opportunities for younger athletes by excluding professional clubs from NUD participation

1-(1) NUD implementation process and activity overview

The Project provided support for the implementation of the 6th, 7th, and 8th NUDs. The 6th and 7th NUDs were held in March 2022 and 2023 respectively, a different time of year than the earlier NUDs, because of school scheduling changes prompted by the COVID-19 pandemic.

To illustrate the process and the activities involved in organising the NUDs, the table below summarises the implementation process for the 8th NUD (held in 2024) and related Project activities.

Table II-7: Overview of the implementation process and Project activities for the 8th NUD

Date	NUD implementation process	Project activities
September 2023	<ul style="list-style-type: none"> Conduct the State Convention Conduct coach training 	<ul style="list-style-type: none"> Prepare the State Convention presentation materials and draft meeting minutes Coordinate with participating partners in the State Convention Coordinate coach training
October 2023	<ul style="list-style-type: none"> Implement the Athlete selection Commence procurement procedures for supplies 	<ul style="list-style-type: none"> Prepare the athlete selection monitoring schedule and questionnaire Prepare a list of items to be procured
November 2023	<ul style="list-style-type: none"> Monitor the athlete selection process Hold NUD Partnership forums (twice) Start procuring local consultants (event management, catering, impact survey) 	<ul style="list-style-type: none"> Prepare materials for the partnership meetings Prepare and distribute the Request for Proposals from local consultants (catering)
December 2023	<ul style="list-style-type: none"> Monitor the athlete selection process Procure necessary goods Confirm and register athletes Co-ordinate the cooperation details with sponsoring organisations 	<ul style="list-style-type: none"> Compile the results of the athlete selection monitoring Distribute the Request for Proposals from local consultants (impact survey) Procure local consultant (catering)

Date	NUD implementation process	Project activities
		<ul style="list-style-type: none"> • Evaluate proposals from local consultants (event management) • Coordinate referee training
January 2024	<ul style="list-style-type: none"> • Monitor the athlete selection process • Procure necessary goods • Implement the referee refresher training • Implement the 8th NUD 	<ul style="list-style-type: none"> • Procure local consultants (impact survey) • Support the implementation of the 8th NUD • Supervise the work of the local consultants
February 2024	<ul style="list-style-type: none"> • Implement the 8th NUD • Implement the 8th NUD review meeting 	<ul style="list-style-type: none"> • Support the implementation of the 8th NUD • Supervise the work of the local consultant • Compile the results of the 8th NUD review meeting • Prepare a report on the 8th NUD

The Project made significant changes in the 7th and 8th NUDs. First, men's football, a sports event held in the 1st to 6th NUDs, was replaced by women's football to promote female participation in sports. Second, the age limit for NUD participation was lowered from 20 and under to 17 and under to provide more opportunities for younger athletes.

In the process of preparing the 7th NUD, JICA, the organisation that contributed most of the budget for NUD implementation, was forced to slash support budget for the event by a considerable amount due to limitations in the organisation's overall funding. In response, the task force considered various ways to reduce the number of NUD athletes and number of tournament days in order to plan an event with a reduced budget.

In addition to arrangements to make do with the limited budget, the Project decided to discontinue men's football and add women's football. MoYS was aware of the importance of promoting women's sports and had observed a JICA-supported women's football event in the TICAD CUP in Uganda, prior to the planning of the 7th NUD. In the process, the Project also decided to reduce the number of football players from 11 to 8 per team to respond to the reduced budget and proposed a reduction in the age limit for NUD participation from 20 years and under to 17 years and under in order to give more opportunities to younger athletes.

At the State Convention of the 7th NUD, the change to 17 years and younger was smoothly approved without any opposition from the states/areas. However, there were some strong objections to the introduction of women's football, especially from state representatives from the northeast of South Sudan, where girls' sports are not common. MoYS, together with representatives from other states/areas, seriously tried to persuade the opposing representatives in response, and the decision was ultimately made to introduce women's football. This process was very meaningful since the new implementation modality of the NUD was decided by MoYS together with the representatives from all the states/areas. Although this convention required a lengthy discussion, the organiser, MoYS, was most concerned that the modality of the NUD should be discussed and agreed by all parties involved.

In order to illustrate the changes that took place in the athletes before and after the significant revision, the selection criteria for the 6th and 8th NUDs are presented below.

Table II-8: Criteria for selecting athletes for the 6th NUD

Criteria	Eligibility	Method of verification
Age	• 20 years and under (born on or after 1 January 2002)	• Identity card/birth certificate
Nationality	• South Sudan	
Previous participation in NUDs	• In order to allow new talent to participate in NUDs, those who had participated in NUDs twice before were ineligible to participate.	• Nomination form approved by State • Checked against database by MoYS
Competence	• Proven record	• Nomination form with one of the following: 1) competitions in which the athlete had competed, 2) club endorsing the athlete, 3) other justification by the authorities

Table II-9: Criteria for selecting athletes for the 8th NUD

Criteria	Eligibility	Method of verification
Age	• 17 years and under (born on or after 1 January 2007)	• Identity card/birth certificate
Competence	• Not belonging to a professional club team	• State-approved endorsement form

1-(2) Information Collection Survey

The Project conducted an information collection survey in Torit, Bor, Abyei, Wau, Aweil, Yambio, Rumbek, and Juba during the monitoring visits for the 6th NUD athlete selection in the respective states, from November 2021 to February 2022. The purpose of the survey was to gather a wider range of information on social issues and the current status of sports, such as issues related to youths, youth values, issues related to vulnerable groups and gender, and youth involvement in sports, through interviews with state officials, sports association and coaches who participate 6th NUD, school teachers, youth associations, community leaders, and athletes who participated previous NUDs and also participated in the Peace Ambassador workshop held April 2021. MoYS officials interviewed officials from SMOcYS and local sports associations by questionnaire.

In the survey, sports-related personnel were asked to confirm the implementation of sports, challenges, knowledge and attitudes that could be learnt through sports, and the skills they wished to acquire in relation to sports administration and promotion. Athletes who had participated in previous NUDs were interviewed about any changes they had experienced after participating in the NUDs, as well as their current peace promotion activities. The survey confirmed that sports events were widely organised at the state level in spite of only limited resources available, and that some of ex-NUD athletes were continuing peace promotion in their own ways. The key findings from the survey are summarised below.

Table II-10: Key findings from the information collection survey

Topics	Findings
Implementation of sports	<ul style="list-style-type: none"> • Football, volleyball, athletics, and basketball are implemented in most areas. • Sports competitions are widely practiced where sport associations actively organise competitions or where NGOs provide support and assistance. • A variety of sports competitions, such as inter-county competitions and the Governor Cup, were confirmed to take place in many states.
Challenges	<ul style="list-style-type: none"> • Lack of state government budgets

Topics	Findings
	<ul style="list-style-type: none"> • Lack of sports facilities (such as stadiums) and equipment • Inadequate capacity of coaches, referees, and administrators. • Insufficient transport to and from matches • Lack of P.E. in schools • Low level of participation in sports by girls • Inability to organise sports activities due to the deteriorating security situation
Knowledge and attitudes that can be learnt through sport	<ul style="list-style-type: none"> • Following the rules • Punctuality • Good teamwork • Forgiveness • Simplicity • Cooperation • Physical fitness • Communication • Cooperation with people from different ethnic groups • Stress relief
Skills related to sports administration and promotion	<ul style="list-style-type: none"> • Leadership skills • Communication skills • Time management skills • Coaching skills • Refereeing skills • Inter-personal skills • Accountability and transparency skills • General management and administration skills • Managing sports events skills • Resource mobilisations skills • Human Resources development skills • Managing sports clubs and associations skills
Changes and improvements made by athletes after participation in NUD.	<ul style="list-style-type: none"> • Being able to cooperate with others well • Mindset of seeing other people not as enemies but friends • Making a lot of friends • Inter-networking with other states • Balancing one's time (programming oneself) through NUD, getting things done on time • Being able to relate with the communities
Current peace promotion activities by the athletes who participated Peace Ambassador workshop 2021	<ul style="list-style-type: none"> • Peacebuilding clubs in school • Competition in composing peace songs • Performing songs about peace • Music and dance programme all about peace • Radio talk show • Competition for composing peace songs in town • Peer group discussion • Peace dialogue forums in the town blocks • Assisting the organisation of conferences by state leaders • Talking to community leaders about peace

1-(3) State Convention

To make the NUDs inclusive and ensure that all States/Administrative Areas (hereinafter “states/areas”) were included in the process of preparing and implementing the NUD, MoYS organised the State Convention in October 2021, November 2022, and September 2023 for 6th, 7th, and 8th NUD, respectively, as a forum for consultation with states/areas during the preparation phase. The State Convention was a two-day meeting that brought together representatives of the ten states and three administrative areas, generally around four months before each NUD.

The State Convention was attended by the Director General (DG) of SMOcYS, the head of the sports section, and two coaches from the two sports events. The objectives, themes, disciplines, schedules, athlete selection criteria, and rules of the NUD were discussed and agreed at the meeting. MoYS and the state/area representatives agreed on an action plan for the various activities to be implemented before each upcoming NUD. The State Convention for the 6th NUD discussed preventive measures for COVID-19.

At the end of each State Convention, all the state/area representatives signed the minutes of the convention together with MoYS and JICA. It was recommended that the minutes be shared with stakeholders in each state/area to support necessary follow-up measures. The sharing of records in writing also addressed the risk of any impending change in administrative officials. To ensure ongoing and close communication after the State Convention, MoYS facilitated information sharing with each state/area DG to share photos and documents.

The State Convention also furnished opportunities to garner the support from potential partners. After the 6th NUD between April and June 2022, the Project met with United Nation Development Programme (UNDP), United Nations Educational, Scientific and Cultural Organization (UNESCO), and United Nations Fund for Population Activities (UNFPA) to exchange feedback on the collaboration. These organisations welcomed the opportunity to collaborate, as they saw that the NUD was a rare opportunity to reach a large number of youths from all over the country. The high level of public interest was also considered an advantage. UNESCO and UNFPA implied that they were interested in showing support for MoYS as their counterpart ministry. The UN agencies requested that they be allowed to participate in the preparation of the NUDs. Hence, the Project decided to invite them to the State Convention.

When the preparation of the 7th NUD began, the Project invited UNDP, UNESO, and UNFPA to the State Convention in November 2022 in the hope of increasing their level of participation and creating synergies. In response, UNFPA and UNDP joined a session during the convention.

The efforts to engage partners in the 8th NUD began with messages to invite them to the State Convention, following the experience of the 7th NUD. The Project invited United Nations Missions in South Sudan (UNMISS) and Deutsche Geselleschaft fuer Internationale Zusammenarbeit (GIZ), two organisations with which it seemed to have closer affinities in earlier interactions. UNMISS Civil Affairs confirmed their attendance and planned to conduct a session on their sport-related activities and discuss potential collaboration in the future. Ultimately, however, the sessions for UNMISS and GIZ had to be cancelled pursuant to an interruption in the programme caused by arguments regarding the allowances for the participants. Although their participation could not be realised, the Project shared the minutes of the State Convention with UNMISS and GIZ.



Handover of the minutes of the State Convention for the 7th NUD to state representatives



Discussion with participants at the State Convention for the 8th NUD

1-(4) Training for State Administrators, Coaches, and Referees

a. Training for the State Administrators and Coaches

On November 24 and 25, 2022, a training activity was held for the state administrators and coaches who were participating in the 7th NUD State Convention. The aim was to enhance their coaching capacity from trauma care and peace promotion perspectives, in order to contribute to a more worthwhile NUD implementation.

During the training, the Project explained the significance and characteristics of the NUDs and presented the results of the 3rd NUD impact survey and the experience-sharing at the TICAD CUP in Uganda. The JICA experts then introduced a series of Japanese recreational exercises and games, which the participants learnt how to create and implement themselves.

UNDP sent experts to the training to hold a session on “Conflict Management of Sports” touching upon conflict resolution methods and considerations for conflict in sports. A UNDP psychosocial support specialist gave a lecture on “Trauma Awareness and Psychosocial Support Training” to explain the reality of trauma, the importance of self-care skills, and the necessity of trauma care.

The participants offered numerous positive comments, though many were eager to receive technical training in the respective sports from beyond a peacebuilding perspective. The Project conducted technical training in the next State Convention for 8th NUD.



Lecture by UNDP during training



Field exercise and blindfold game

Table II-11: Resources mobilised for the State Convention for 7th NUD

Organisations	In-kind contributions
UNDP	Provide session for “Conflict Management of Sports”
UNDP	Provide session for “Trauma Awareness and Psychosocial Support Training”

b. Training for coaches from the State and the academy targeted by the pilot project

From September 14 to 17, 2023, a training programme was held for the coaches from 13 states/areas who participated in the State Convention and coaches from the Lologo Football Academy and Simba Volleyball Academy. Three trainers from football federations, two from athletics federations, and three

from volleyball federations gave theoretical and practical lectures and demonstrations. The trainers and the taskforce members in charge of each sport discussed the lecture content and schedules before the training.

The rules of each sport, together with the contents and methods of coaching, were explained to the trainee coaches. In addition to general technical instructions, the training also included lectures on the qualities required of the coaches, points to consider to ensure fair and equal competition for the promotion of sports for peace, the aim of NUD, and how to treat athletes and parents in ways that encourage the participation of girls.

The results of the post-training evaluations showed that the participants completed the training with a high level of understanding, implying that the lecture content was appropriate for their coaching levels. The results also confirmed the need for the further training in the future.



A lecture on football



A practical lecture on volleyball

c. Referee refresher training

A referee refresher training programme organised for the 8th NUD on January 17 and 18, 2024 contributed to the realisation of fair judgements by the referees and the maintenance of “fairness” in the event. Two trainers each from football, athletics, and volleyball federations presented lectures and oversaw field practice sessions. The taskforce members also conducted a general lecture on “Referees in NUD” before the training.

The rules of each sport and the content and methods of officiating matches were explained to the participants. In addition to general technical instructions, this training also provided lectures on the qualities required of the referees, and points to consider to ensure fair and equal competition for the promotion of sports for peace, the aim of NUD. This increased the participants' understanding of the significance of NUD and the qualities that should be required as NUD referees. Participants also acquired the refereeing skills required for NUD referees. Furthermore, the training also strengthened the bonds among fellow referees, who cooperated with each other and contributed to a smoother implementation of the competition during NUD programs.



A lecture on football



Volleyball practice

1-(5) Ensuring the fair selection and verification of athletes

Clear criteria were set for the athlete selection in the preparations for the NUDs, and related activities such as competitions were undertaken to ensure that the athlete selection was fairly accomplished. The following sections summarise the activities related to the fair selection and verification of athletes.

a. Clarification of athlete selection criteria

As mentioned above, the criteria for athlete selection were decided at the State Convention and recorded in the convention minutes. As an opportunity to learn how to follow the criteria, the State Convention set up a time during which the athletes from different states/areas could share their experiences in selecting athletes. The State Convention also developed an action plan and held discussions on the processes related to the athlete selection and the deadlines for each process to reach a consensus on the processes and ensure that all of the States/Administrative Areas attending the State Convention understood the necessary information on athlete selection.

b. Monitoring to ascertain the implementation of the athlete selection process

After MoYS finalised the selection criteria and communicated with state/area officials at the State Convention, MoYS went on field visits to monitor the selection practices in each state/area, ascertain the actual athlete selection, and obtain more detailed information. The interviews and monitoring activities were usually conducted during the dry season, two to three months before the NUD was held, when the qualifying rounds and other events were taking place.

To facilitate the fair selection of athletes, state authorities were encouraged to conduct inter-county competitions in their areas as a means of identifying athletes based on their latest performance. Some states/areas were able to do so with the help of partners, while others faced challenges such as resource constraints, long distances to travel, and poor security conditions. Nonetheless, each area discussed and adopted a procedure best aligned with their circumstances.

Eight sites were selected for the 6th NUD (Torit, Bor, Abyei, Wau, Aweil, Yambio, Rumbek, and Juba) five were selected for the 7th (Torit, Kuajok, Ruweng, Malakal, and Bentiu), and five were selected for

the 8th (Abyei, Yambio, Aweil, Rumbek, and Wau). The following table lists the good practices identified regarding the sports activities, selection process, and challenges during the monitoring visits.

Table II-12: Good practices and challenges identified from the monitoring

Theme	Good Practices	Challenges
Selection means	<ul style="list-style-type: none"> SMoCYS formed a selection committee. The newly established committee served as a consultative forum and contributed to a fair selection process. (Wau, 8th NUD) 	<ul style="list-style-type: none"> Many poor families were excluded from the selection process because they were unable to obtain the required IDs and birth certificates. (Torit, 7th NUD)
Sharing of NUD information	<ul style="list-style-type: none"> Information on NUDs was shared through orientations and telephone calls. Radio was effective, with about half of the respondents receiving NUD selection information via radio. (Abyei, 8th NUD) 	<ul style="list-style-type: none"> The DG and SMoCYS Director who attended the State Convention were replaced, and the newly appointed DG and Director were unaware of the selection criteria. (Ruweng, 7th NUD) The DGs who participated in the State Convention did not return to their States. Ultimately, little to no information on NUD was shared with the Ministers. (Bentiu, 7th NUD)
Budgets for sports implementation	<ul style="list-style-type: none"> The refugees and host communities enjoyed playing sports together with help from donations to sports activities from individuals. Their activities were an example of sports events carried out by individuals who had initiative and small amounts of money, but no external support. (Ruweng, 7th NUD) The Minister presented the 7th NUD at the State Council of Ministers and gained support from the Governor for the NUD. (Kuajok, 7th NUD) 	<ul style="list-style-type: none"> The system for sports promotion was generally weak, with limited budgets and no government-led activities to support them. (Ruweng, 7th NUD)
Co-operation between relevant institutions	<ul style="list-style-type: none"> Strong cooperation between SMoCYS and the NGOs was noted (e.g., the NGOs carried out ground maintenance). (Malakal, 7th NUD) 	<ul style="list-style-type: none"> Information on the NUD was not sufficiently or properly shared with the Local Football Association after the State Convention. This led to some discord between the association and State SMoCYS. (Torit, 7th NUD)
Socio-cultural factors		<ul style="list-style-type: none"> There were too few athletes in the athletics competitions, partly because the parents of female athletes did not permit their daughters from playing. (Rumbek, 8th NUD)
Security		<ul style="list-style-type: none"> Rising inter-ethnic tension between Abyei and Twic interrupted the sports activities, including the athlete selection (Abyei, 8th NUD)



Monitoring in Ruweng



Monitoring in Malakal

c. Determination of athletes

After selecting the athletes to represent each state/area, each SMOcYS submitted the nomination forms and necessary documents to MoYS. Each taskforce member was responsible for checking those nomination forms, and the coordinated with the states/areas to finalise the representative athletes. Once the documents were received, the task force members reviewed the ID/birth certificates, photographs and nomination forms submitted by the state/area. The first round of checks took a significant amount of time: many states/areas failed to meet the submission deadlines agreed at the State Convention, and some failed to send their documents properly or required resubmission because MoYS received false IDs. After the taskforce members finished checking, the Technical Committees for the respective sports consist of three judges/referees from the national sports federation, two senior judges/referees from the local sports association and a MoYS task force member reviewed the documents and finalised the qualified athletes. Once the athletes were finalised, IDs with the athletes' photographs were prepared to prevent any replacement of athletes during the NUD. The tables below list the numbers of athletes by discipline for the 6th, 7th, and 8th NUDs.

Table II-13: Athletes in the 6th NUD

Sports	Football	Athletics		Volleyball
	Boys	Boys	Girls	Girls
Number of participants (Team, Number per discipline)	10 Teams	7 Teams	7 Teams	6 Teams
	200 people	56 people	56 people	60 people
Total 372 people				

MoYS held the 6th NUD in Juba from March 19-27, 2022, bringing together 372 athletes, 24 state officials and 44 coaches representing 13 states/administrative areas. Abyei was unable to send a team, due to security concerns. In order to foster sponsorship from the states, each state was required to cover the travel costs of all participating footballers and one coach from each state/area to Juba. Yambio and Aweil were unable to secure transport costs, due to financial constraints.

Table II-14: Athletes in the 7th NUD

Sports	Football	Athletics		Volleyball
	Girls	Boys	Girls	Girls
Number of participants (Team, Number per discipline)	13 Teams	6 Teams	6 Teams	7 Teams
	156 people	48 people	48 people	84 people
	Total 336 people			

MoYS held the 7th NUD in Juba from March 26 to April 1, 2023, bringing together 336 athletes, 26 state officials, and 52 coaches representing 13 states/areas. While the previous NUDs had targeted youth under 20 years of age, this time the age group was set as 17 years and below, targeting a younger age group to ensure more opportunities for talented younger athletes. In addition, women's football was adopted as a sport event for the first time, replacing men's football, in alignment with the promotion of female participation in sport as a sub-theme of the 7th NUD. As a result, 288 of the 336 participating athletes (approximately 86%) were women. All the states/areas satisfied the expectation that they bore the travel expenses of boy athletes and assistant coaches in this event. Through these self-efforts, all states/areas were able to participate in the 7th NUD, making it the first NUD to draw universal participation since the event began.

Table II-15: Athletes in the 8th NUD

Sports	Football	Athletics		Volleyball
	Girls	Boys	Girls	Girls
Number of participants (Team, Number per discipline)	12 Teams*	6 Teams	7 Teams	5 Teams
	120 people	42 people	52 people	50 people
	Total 264 people			

*Pibor teams registered as football athletes but were unable to compete in football competitions because they had not received sufficient technical coaching in the sport. As a result, they competed in athletics instead. As they were signed up as football athletes for registration purposes, the registered number of football teams includes the Pibor teams that did not actually compete in football.

MoYS hosted the 8th NUD in Juba from January 28 to February 3, 2024, bringing together a total of 264 athletes, 13 officials, and 48 coaches representing 13 states/areas. As in the previous (7th) NUD, the event was aimed at athletes of 17 years of age or under and adopted women's football in place of men's football. Abyei was unable to send a team, because of security concerns.

d. Visual inspection during the competition

In all of the NUDs implemented under the Project, the Technical Committee visually checked the photographs on the athletes' IDs against the actual faces of the athletes to ensure that they were not different from those approved in the preliminary document reviews when the athletes arrived in Juba from their respective States and registered themselves at the accommodation. Through this visual check, Committee members ensured that the arriving athletes matched the pre-approved athletes and handed over ID cards to those who had been verified. Before each match, the referees repeated the process, visually checking the IDs and actual faces to strictly confirm that no athletes had been replaced.



Technical committee distributing ID cards



Referees check ID before the matches

1-(6) Procurement of service and goods for the NUDs

The implementation of the NUDs involved a number of processes for procuring services and goods. While some of the supplies were procured by the partners themselves, everything else was procured with the Project's budget.

First, the Project and JICA South Sudan Office made a list of all services and goods related to the operation of the NUD and discussed how they would be procured. Then, based on the procurement procedures and content, the following categories were identified: a) goods and services to be procured by the event management consultant contracted by the JICA South Sudan Office; b) goods and services to be procured by the JICA South Sudan Office; c) goods and services to be procured by MoYS based on the MOU between MoYS and JICA for the implementation of the NUD; d) goods and services to be procured by the Project budget and MoYS; and e) goods and services to be procured by local sub-contractors based on local sub-contract agreements signed by the Project. Basically, JICA South Sudan Office is the procuring entity for contracts involving large amounts of money and contracts related to the safety of the athletes.

a. Procurement carried out by event management consultants

Procurement carried out by event management consultants included the procurement of goods and services for setting up the venues and grounds for the opening and closing ceremonies, setting up the accommodations and providing the meals for the athletes, and arranging transport for the athletes. The amount was significant and was dictated by JICA South Sudan Office under a commissioning contract. For this form of procurement, MoYS prepared a list of goods and services, confirmed the event consultant TOR, evaluated proposals, and confirmed delivery of the procured goods and quality of the services. When deficiencies were detected in the implementation of the procurement by the event management consultants, MoYS provided guidance to the consultancy firms in coordination with JICA South Sudan Office. Conflicts often arose between MoYS and the consultants during the NUDs due to concerns about the inadequate quality of services delivered by the event consultants. In some instances, the disagreements concerned the quantity and quality of the food and the management of the accommodations. This prompted the Project to directly contract with a catering company in the 8th NUD to control the quality and quantities more closely. Under this arrangement, the provision of quality food

in sufficient amounts was realised through close monitoring, coordination and consultation.

b. Procurement conducted by the JICA South Sudan Office

The air fares from the athletes' states to Juba and security costs (i.e., National Security Service (NSS) and Police) were covered for this form of procurement. For the flights, MoYS coordinated with the states/areas and agencies on the departure and arrival times. For the security, it coordinated and liaised with NSS and the Police on the number of people to be deployed and unit costs entailed.

c. Procurement by MoYS based on the MOU between MoYS and JICA South Sudan Office for the implementation of the NUD

This procurement was carried out by MoYS under the MOU between MoYS and JICA South Sudan Office for the 6th NUD. The procurement operations included the preparation of IDs for athletes and invitations for guests and the payment of some of the expenses for the opening and closing ceremonies and Peace and Culture Day, sports goods, services for security, and medical services. The JICA Experts supported MoYS in implementing the procurement procedures for these MoYS procured goods and services. A monitoring table prepared for the produces indicated the status of the quotations received, the method of payment (bank transfer or cash payment), and the documents required for future payment (invoices and delivery notes).

d. Procurement to be carried out by MoYS with the Project budget

From the 7th NUD, the Project started to purchase all procured goods and services with its own budget, with the exception of services for security. This change provided much flexibility for the procurement process, as the disbursement of the Project budget involved fewer approval steps than the process employed by the JICA South Sudan Office. Sudden changes could be handled more smoothly when the purchase of additional goods and services was needed. Furthermore, specifications for sports equipment were confirmed with taskforce members, who visually checked the items together with the experts to ensure that appropriate sports equipment could be procured. MoYS was deeply involved in the procurement process from the beginning, which enabled it to manage the suppliers responsibly and to work on good terms with them.

e. Work performed by local subcontractors

The measurement of the impacts of the 7th and 8th NUDs and the catering work for the 8th NUD were included among the tasks carried out by the companies locally sub-contracted by the Project. The former task was an impact survey to assess the impacts of the NUDs. The latter was work performed under a sub-contract to provide quality meals to athletes and coaches at the accommodations. The catering task was encompassed in the event consultant contract until the 7th NUD, but the poor quality of service was often a problem. Ultimately, JICA South Sudan Office accepted a proposed plan under which the Project was to take direct control of the contractor. Before selecting the contractor, the Project prepared the terms of references together with MoYS, drafted menu plans, and conducted tastings during the selection

process to confirm the quality of the service and check methods for material procurement. This enabled the Project to provide a fuller service, with higher-quality meals in more sufficient amounts, compared to the previous years. MoYS gained a great deal of capacity in contractor management through this process.



Assessing a school as an accommodation



Confirming the condition of mattresses



Confirming the condition of kitchen utilities



Checking a catering sample

1-(7) Sports Competitions

The competitive sports matches for the 6th NUD were held on seven days out of an event period running for nine days in total. For the 7th and 8th NUD, the competitions were held on four days out of event periods running for seven days in total. The matches for the NUDs were held at four or five sports venues in Juba. MoYS, working in cooperation with the Technical Committee and sports associations, supervised the overall implementation of the sports competitions by preparing the match schedules and fixtures, coordinating the maintenance and use of grounds and playing fields, and providing the necessary guidance to referees and medical personnel. The relationships with the Technical Committee and various sports federations were further deepened with each successive NUD, and the competitions were run smoothly.

a. Orientation session focused on fairness

MoYS emphasised fairness in the sports competitions. To give an overview of the competition with the principle of fairness in mind, the international football referee explained fair play to the coaches, athletes, and DGs from SMOcYS in an orientation session organised by MoYS on the first day of each NUD. Until the 6th NUD, MoYS held a raffle draw with representatives and coaches from each state/area

before the determining the groupings for the qualifying round-robins for the football and volleyball competitions. In the 7th and 8th NUDs, the raffle draw for the groupings was conducted openly during orientation sessions attended by all athletes, including the athletes, to raise the athletes' awareness of the fairness of the competitions.

b. Fair dispute resolution

Two committees, an Organising Committee and Technical Committee, were formed for each sports competition to resolve technical and ordinary disputes in the competitions. The roles and responsibilities of these committees and the processes used for dispute resolution were explained during the State Convention, and the participants at the convention reached a consensus on the same. This arrangement has functioned very well and needs to be maintained.

c. Awards for fairness

To emphasise fair play in the conduct of the competition, the Technical Committee selected fair play awards for the teams that played fairly throughout the competition. The awards were presented to these teams during the closing ceremony.



Bulk Ground grading (8th NUD)



Athletic referee meeting before competitions (8th NUD)



Men's football (6th NUD)



Women's football (7th NUD)



Accommodation (7th NUD)



Treatment for injured athlete (8th NUD)

1-(8) Peace Promotion Workshop

Peace Promotion Workshops lasting approximately two hours were conducted on some of the event days to reach out to the athletes and raise their awareness on specific topics related to the promotion of peace. Through these workshops, young participating athletes were afforded good opportunities to think about the NUD objectives, the importance of fair play, their situations in their country, measures to promote peace within their capacities, gender issues, etc. Many partners were also able to collaborate with the Project to give lectures and organise activities through the workshop activities. The organisations in charge of the workshops and their content are listed in the table below.

Table II-16: Outline of the Peace Promotion Workshops for the 6th NUD

Date	Session	Organisations
19 March (Sat), 2022	<ul style="list-style-type: none"> • The NUD concept • Conflict Management 	<ul style="list-style-type: none"> • MoYS • UNMISS
21 March (Mon)	<ul style="list-style-type: none"> • Mitigating sexual violence in conflict as a crucial step in attaining peace and stable security • Trauma Healing and Psychosocial Support 	<ul style="list-style-type: none"> • UNMISS • UNDP
26 March (Sat)	<ul style="list-style-type: none"> • GBV and Bodily Autonomy • Menstrual Health and Demonstration of MHM Lab • Early and Unintended Pregnancy (EUP)/ Comprehensive Sexuality Education (CSE) • Cervix Cancer Awareness 	<ul style="list-style-type: none"> • Young Positives South Sudan • AfriYAN South Sudan Chapter • Shab le Shahab Youth Alliance • Nurses and Midwives Association (SSNAMA)

Table II-17: Outline of the Peace Promotion Workshops for the 7th NUD

Date	Session	Organisations
26 March (Sun), 2023	<ul style="list-style-type: none"> • NUD concept • Fair play • Mandate of UNMISS 	<ul style="list-style-type: none"> • MoYS • South Sudan Football Association • UNMISS
30 March (Thurs)	<ul style="list-style-type: none"> • Peacebuilding, Gender and Trauma Workshop 	<ul style="list-style-type: none"> • UNDP

Table II-18: Outline of the Peace Promotion Workshops for the 8th NUD

Date	Session	Organisations
28 Jan. (Sun), 2024	<ul style="list-style-type: none"> • NUD concept • Fair play • Peace Workshop <ul style="list-style-type: none"> - Peacebuilding, Gender and Trauma Workshop 	<ul style="list-style-type: none"> • MoYS • South Sudan Football Association • UNDP
1 Feb. (Thu)	<ul style="list-style-type: none"> • Peace Workshop <ul style="list-style-type: none"> - UNMISS Mandate - Gender Equality - Conflict Management and Social cohesion - Constitution-making process - Electoral process 	<ul style="list-style-type: none"> • UNMISS
1 Feb. (Thu)	<ul style="list-style-type: none"> • Peace Promotion Workshop with Physical Exercises 	<ul style="list-style-type: none"> • GIZ
3 Feb. (Sat)	<ul style="list-style-type: none"> • Peacebuilders Workshop: Peace and Social Cohesion through Young Leaders- Empowering Women and Girls 	<ul style="list-style-type: none"> • NewGen Peacebuilders



UNDP Peace Promotion Workshop (8th NUD)



NewGen Peacebuilders Workshop (8th NUD)

1-(9) Peace and Culture Day

The main objective of NUD is to bring people together as one people and stimulate friendly interactions among them by leveraging the natural attractions of sports. MoYS held a recreational event called Peace and Culture Day midway through each of the NUDs. In keeping with the aim of promoting social interaction and friendship between the athletes, the event was conducted in mixed states/areas and with mixed gender teams. As activities to promote interaction between the athletes, the Project organised a jumping rope activity, a group run, an obstacle race, a tug of peace (war) game, and Boruboru, a ball game for girls originating from South Sudan. The jumping rope and group run were recreational activities in which cooperation with teammates was required to increase the number of jumps and running speed. The athletes needed to discuss strategy and to practice with their teammates through trial and error to achieve better results. By repeatedly practicing and discussing strategies for winning, the athletes had more opportunities to interact with each other, to experience the joy of being together, and to allay their own fears regarding athletes from other areas whom they had never met before.

Cultural dances, peace songs, poetry readings and cultural plays were also presented. In the cultural

dances, professional dance teams performed the dances of various ethnic groups for the athletes. South Sudan is made up of many ethnic groups, each of which has its own traditional dances. The athletes had the opportunity to learn about the cultures of other ethnic groups from the dances. The players sometimes joined the professional dancers when they saw their own ethnic dances being performed, creating a very peaceful and enjoyable atmosphere with singing and dancing.



Boruboru (7th NUD)



Tug of peace (6th NUD)

1-(10) PR Activities

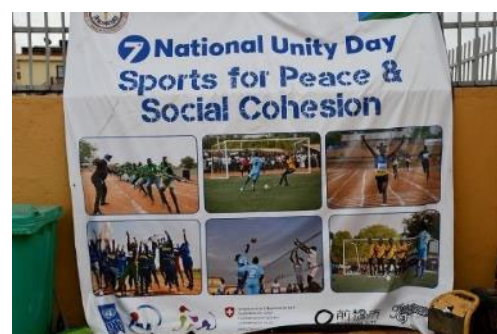
Various PR activities were employed during the NUDs. The following table summarises all of the PR activities that took place during the events.

Table II-19: NUD PR activities

Event	Means	Activity and achievement
6th NUD	Poster	Put up 2,000 posters in Juba
	Banner	Put up 13 banners in Juba
	Radio	Appeared on radio talk shows (3 times)
	Event	Held 3 community events
7th NUD	Poster	Put up 2,000 posters in Juba
	Banner	Put up 30 banners in Juba
	Radio	Appeared on radio talk shows for Miraya and Eye Radio (2 times)
	TV	Appeared on a talk show (1 time) and gave interviews (2 times)
8th NUD	Poster	Put up 1,000 posters in Juba
	Banner	Put up 30 banners in Juba
	Radio	Appeared on radio talk shows for Miraya, Advance Youth Radio and City FM
	TV	Aired programs on Opening Day, the Peace Workshop, the Peace and Culture Day, and Closing Day.
	Facebook	Posted 12 articles to the National Unity Day Facebook account



Radio talk show



Poster

1-(11) Resource Mobilisation (from GRSS and partners)

a. From GRSS

From the start of the Project, MoYS recognised the importance of ensuring the sustainability of the Project outcomes and its own responsibility in securing funds to carry out follow-on actions as an organisation that was keen to continue hosting the NUD annually. During the Project implementation, the Project suggested to the Undersecretary of MoYS that MoYS (i.e., GRSS) should contribute to the NUD events. Ultimately, the events were hosted three times by MoYS during the Project period. MoYS faced financial difficulty in sustaining basic minimum operations (incl. staff salary) throughout this period, however, as GRSS finances remained tight. Therefore, no GRSS funding towards the NUD materialised during the Project period.

In December 2023, the Minister of MoYS requested, via the Undersecretary/DG, that the Project support the drafting of a concept note on the development of a strategy for MoYS. The Minister's aim was to mobilise support from UN technical agencies to develop the strategy. Owning such a strategy can be useful for MoYS in its future efforts to mobilise resources to fund the implementation of its sport policies and plans. The Project therefore provided assistance in the drafting of a concept note. Eventually, however, the plan to develop a strategy was cancelled.

b. From partners: NUD partnership forum

MoYS hosted multiple NUD Partnership Forum sessions during the Project period in an effort to mobilise resources for the NUDs. The Forum met twice prior to each NUD. The invitations to the sessions were addressed to European and American embassies / bilateral aid agencies, UN organisations, and international businesses present in Juba. In each session, the host briefed attendants about the concept and achievements of the past NUDs, announced the plan for the forthcoming NUD along with the required goods and services, and invited them to join the events as sponsors/partners.

A few ways for the development partners to support the NUDs were proposed. They could either make in-kind donations of goods/services, host side events aligned with the spirit of the NUDs, or disseminate the values that the NUDs entailed through various media and networks. No cash contributions were sought, as neither MoYS nor the Project had facilities or means to receive or manage such funds. This meant that the sponsors were expected, in principle, to procure and supply certain goods and services according to MoYS's requirements and to bear the cost for necessary coordination and procurement, which could be substantial in terms of the staff time demanded. The Project prepared a list of goods and services required for each NUD and then made a short list of goods and services that the organiser should seek to secure from the partners. The short list was then shared with potential sponsors for their perusal. The items in the short list comprised a) goods and services that could not be supported with the confirmed funding (e.g., T-shirts, tracksuits, prizes), b) goods and services that were relatively easy to procure (e.g., sport equipment, trophies, medals, workshops).

The following paragraphs detail specific resource mobilisation activities carried out by the Project for each NUD and the results.



Remarks on the 7th NUD Partnership Forum from the DG



6th NUD Partnership Forum

The following are the activities and achievements related to fund raising and resource mobilisation for each NUD.

6th NUD

The Partnership Forum for the 6th NUD met on November 3, 2021 and February 2, 2022. The first session was attended by two organisations (UNDP and ZAIN), and the second, by seven (GIZ, Swedish Embassy, U.S. Agency for International Development (USAID), UNDP, UNFPA, United Nations High Commissioner for Refugees (UNHCR), UNMISS). Separately, the Project met with UNESCO, a specialised agency focusing on youth, sports and culture that had supported the NUD in the past, and UNHCR, an organisation that had expressed interest in collaborating with the Project. These efforts resulted in the mobilisation of resources from seven organisations, namely, UNDP, UNESCO, UNFPA, UNHCR, UNMISS, ZAIN and JIN. In addition, a South Sudanese company turned up and presented prizes to winners during the closing ceremony, albeit not through any coordinated plans with the host. Mindful that unexpected showings of this type could undermine the resource mobilisation efforts of MoYS in relation with the other official sponsors, MoYS invited this company to subsequent Partnership Forum meetings after the event to allow for coordination. The table below summarises the resources mobilised for the 6th NUD.

Table II-20: Resources mobilised for the 6th NUD

Organizations	In-kind contributions
UNDP	Tracksuits, T-shirts for the Peace and Culture Day, posters, peace workshop (Trauma Healing and Psychosocial Support), wrestling exhibition matches during the opening ceremony and the Peace and Culture Day
UNMISS	Peace workshop (Conflict Management, Mitigating Sexual Violence in Conflict as a Crucial Step in Peace and Security Stability), grading of the Bulk playground, remarks at the opening ceremony, a performance at the closing ceremony, Radio Miraya shows
UNFPA	Volleyball jerseys, boruboru jerseys, peace workshop (Gender Based Violence and Bodily Autonomy, Menstrual Health and Demonstration of MHM Lab, Early and Unintended Pregnancy (EUP) / Comprehensive Sexuality Education (CSE), Cervix Cancer Awareness), side events at venues (Peace and Culture Day, accommodation, sport grounds)
UNESCO	T-shirts for the Peace and Culture Day, a performance at the closing ceremony
Zain	Banners, radio talk show
Just Donald	Prize money and gifts for top-performing athletes, panels during the ceremonial march

Organizations	In-kind contributions
Smart Company	
JIN	Sports competitions and workshops, equipment for the ceremony, masks, T-shirts, chairs for the Mazzoldi school

In some cases, supporters who pledged to contribute goods did not deliver them as promised. The deliveries of tracksuits, posters and footballs were significantly delayed, causing shortages in these articles for the intended events. As the Project was notified in advance of the delay in the delivery of footballs, the Project was able to procure the footballs needed for the events in time. The banners were not supplied in the quantities needed, and the quality of the images printed on them was poor. As the banners were meant to be put up at public spaces well in advance to announce the opening of the NUD, their late arrival compromised their effectiveness. The group of entertainers who were meant to perform during the Peace and Culture Day failed to show up. With these incidents, it became clear that close coordination and follow-up with supporters would be necessary to reduce the risk of delayed or missed delivery and to allow the host to take actions to mitigate any negative impact caused by unwanted delays. It was also clear, however, that the taskforce members were unable to take on any additional workloads, as they already had numerous tasks to handle before and during the events. To mitigate the risk of delayed or missed delivery of necessary items, the Project proposed the following: a) to forward the pledge deadline earlier to ensure a sufficient lead time for procurement, b) to advise partners of the time required to procure certain items, and c) to emphasise the importance of timely delivery when negotiating for donations. These lessons were taken into account in the planning and implementation of the subsequent NUDs.

7th NUD

The Partnership Forum for the 7th NUD met on December 8, 2022 and March 7, 2023. Each session was attended by three organisations: UNDP, UNMISS and UNICEF for the first session, and UNMISS, the Swiss Agency for Development and Cooperation (SDC) and GIZ for the second session.

Following the Partnership Forum, the Project followed up with the organisations that expressed interest. These efforts resulted in the mobilisation of resources from five organisations. While the number of supporters declined from the previous NUD, the amount contributed by each supporter increased somewhat. Learning from the lessons from the 6th NUD, the Project advised the collaborators in advance of the time required to procure certain items and requested them to meet the delivery deadlines. The tracksuits, uniforms, and posters were still delivered late, however, and thus were unavailable for the opening of the NUD. To utilise the SDC's grant of Swiss Franc (CHF) 30,000, the Project identified suitable goods and services among the list of items to be procured for the NUD and managed their procurement. The Project also drafted a grant utilisation report for the SDC. The table below shows the details of the resources mobilised.

Table II-21: Resources mobilised for the 7th NUD

Organisations	In-kind contributions
UNDP	Tracksuits, uniforms, posters, peace workshop, wrestling exhibition matches
SDC	Sport equipment, awards, medical support, banners, transportation of officials in Juba
UNMISS	Peace workshop, Radio Miraya show
Maebashi-city	Footballs, uniforms
JIN	T-shirts, sport equipment

8th NUD

The Partnership Forum for the 8th NUD met on November 8 and 28, 2023. The first session was attended by five organisations (GIZ, NewGen Peacebuilders, UNDP, UNMISS, USAID), and the second, by two (GIZ, UNMISS). UNDP stated that it would be difficult to provide in-kind donations of goods to the 8th NUD, as UNDP finalised its annual budget in the month of January and no funds could be released before the completion of that exercise. UNMISS, GIZ and NewGen Peacebuilders indicated their interest in providing support. Through separate negotiations, SDC agreed to provide a grant to support the airfares of the NUD athletes and allowances for the Police and NSS. The Project carried out necessary coordination with the state ministries, Police and NSS accordingly. The table below shows the details of the resources mobilised.

Table II-22: Resources mobilised for the 8th NUD

Organisations	In-kind contributions
UNMISS	Banners, T-shirts, equipment for athletics, Radio Miraya, peace workshop, social media
SDC	Air tickets and bus tickets for athletes from the State to Juba, security services
NewGen Peacebuilders	Peace workshop, radio talk show, SSBC TV coverage, banners
GIZ	Peace workshop, sanitary pads
UNDP	Peace workshop
South Sudan Football Association	Sanitary pads
AfriYAN	Sanitary pads
JIN	Sanitary pads, chairs for Mazzoldi school, T-shirts for Mazzoldi school teachers



An awareness event by UNFPA (6th NUD)



Sanitary pad donation (8th NUD)

1-(12) Impact Survey for the 7th NUD

The Project conducted an impact survey for the 7th NUD. Two topic areas were surveyed for different purposes: first, to confirm the level of fairness and inclusiveness of the NUD; second, to assess the

impact of the NUD. Data collection in the field was carried out by a local consultant, Skillmax consulting Inc. (hereinafter Skillmax). The field survey was conducted by a team from Skillmax with extensive experience in qualitative and quantitative research, together with a team of survey assistants individually assigned to provide the number of people required for the survey. The data entry and analysis were carried out by Skillmax, while the further analysis and compilation of the final report was handled by a team of Experts.

The purpose was to perform an analysis of the programme impacts in line with the NUD objective of promoting interactions and cohesion among the women participating in sports activities.

Table II-23: Purposes, targets and methods of the survey

Targets	Methods
State officials	Interview using semi-structured questionnaires (21)
Athletes	Questionnaire survey (67)
Coaches	Interview using semi-structured questionnaires (26)

Out of 114 survey participants, 56 (49.1%) were female and 58 (50.9%) were male. Overall, the results of the survey and its analysis allow for the conclusion that the 7th NUD was successful in achieving its objective of promoting peace and unity among young athletes.

Followings are key findings from the survey:

a. Fairness and inclusiveness of the NUD

The survey results indicate that the majority of states/areas have organised one or more competitions to select the delegation players for the NUD to secure the fairness. This means that many players have been selected on a merit basis rather than subjective decision by coaches or state officials. For inclusiveness, coaches and state officials face challenges in selecting athletes from all counties within their states/areas due to financial constraints, poor road conditions, and security concerns. However, the relatively high level of satisfaction with inclusiveness suggests that the selection process has been conducted in an inclusive manner despite the limited capacity of states/areas.

On the other hand, ensuring fairness and inclusiveness was faced with various challenges. The majority of state officials (76.2%) answered that they had one or more issues regarding the selection process that include lack of playing ground, limited access to sports equipment such as balls, long distance to competition venue, and lack of uniforms.

b. Impact of the 7th NUD

The results clearly indicate that almost all athletes (98.5%) answered that they interacted with athletes from other states. Moreover, they did not only interact with other athletes, but also they “enjoyed” such interaction as evidenced by the athletes’ answer. It shows that the participants learnt about peace and unity through the interaction.

To the question about what the athletes have learned during the 7th NUD, a great majority (87%) answered that “sports create togetherness.” Also, 66% of the athletes answered that they learned that “sports can unite them.” Moreover, more than a half of the athletes answered that they learned the importance of unity (77%) and social cohesion as well as how to cooperate with other people (55%). Overall, with these results, it can be stated that the 7th NUD has been successful in encouraging interactions with people from different states and thus given a positive impact to promote peace and unity among the young athletes.

c. Women’s participation to 7th NUD

It is particularly noteworthy that the change in the sports events from men’s football to women’s football was favourably received and contributed to the promotion of women's sports participation, and further, that most of respondents wanted the same arrangement to continue at the 8th NUD. In a sport environment where women are often neglected, the acceptance of this change alone seems to be a major step towards making the NUD more inclusive. Based on the results of the survey, the Project adopted women’s football as one of sports events for the 8th NUD.

On the other hand, respondents listed various barriers for women to participate in sports, and a large proportion of the answers referred to gender role in South Sudan as a challenge for female athletes to participate in sports. For instance, opposition of parents and a need to do housework as reasons that hinder women from participating in NUD reflect a “traditional” division of labor based on gender. Namely, social expectations that women need to stay home and engage mainly in family and/or household matters seem to be challenging female athletes to participate in sports.

1-(13) Evaluation of the NUDs

In September 2018, JICA supported to developed a NUD manual to enable MoYS to plan and implement NUDs. The NUD manual consists of 25 chapters that summarise the preparatory work involved in the NUD implementation and the operational know-how of the NUD.

In accordance with the content of the review items in the chapter of evaluation in NUD Manual, MoYS, JICA South Sudan Office and the JICA Experts held a review meeting after each of the NUDs. The table below lists the achievements and issues/challenges from the three NUDs.

Issues with medical services, accommodation services, etc. were identified and measures to address them were discussed. Through this process some improvements were realised in the succeeding NUDs. SMOcYS also shared the points reviewed from the previous NUDs with the DGs and coaches from each State at the State Conventions, which led to further changes in the responses of the athletes from the States. From this point of view, the sharing of information and review meetings with all of the organisers were found to be important initiatives for the implementation of mega-sport events involving the participation of many people.

Table II-24: The evaluation for implementing the NUD

Item	Findings
[Achievements]	
<ul style="list-style-type: none"> • Overall management • COVID-19 preventive measures • Rules and regulations • Accommodation • Security • Women’s football • Participation of all teams • Reaching the younger generation • Referees • Medical • PR • Partnership 	<ul style="list-style-type: none"> • MoYS managed the NUD well in collaboration with various stakeholders (e.g., state officials, coaches, Police, National Security Service, event consultants, and partners, including JICA). (6th, 7th and 8th NUDs) • COVID-19 tests were conducted before and after the NUD. Only a few infected athletes were found after the event. Positive-testing individuals were treated in isolated locations (e.g., their houses and a hotel prepared by JICA). (6th NUD) • The rules and regulations for the sports events agreed upon at the State Convention were effectively shared among the athletes and functioned well. No one complained about them. (6th NUD) • The location and environment of Mazzoldi school, the new accommodation, were good (e.g., center of Juba, fenced, one exit/entry). MoYS appropriately coordinated with the school. (6th NUD) • MoYS asked the Police to increase the number of police officers on hand at the closing ceremony. The Police voluntarily increased the number of police officers from 40 to 100. MoYS coordinated effectively with national security personnel. (6th NUD) • The implementation of women's football instead of men's football increased female participation in the sports. (7th NUD) • For the first time, all teams participated in the NUD. All teams raised the funds to cover travel for men’s athletics and coaches, funds that were supposed to be shouldered by the states/areas. (7th NUD) • The participating athletes were younger than in the previous NUDs. The messages of NUD were conveyed to younger athletes. (7th NUD) • The referees worked in a more organised manner. The training worked very well. (NUD8) • The Red Cross and Morobo hospital provided good service for a fair price. (7th and 8th NUDs) • Talk shows at SSTV, Eye Radio, and Miraya FM disseminated the message of Sports for Peace and Social Cohesion to the public. (7th NUD) • Seven partners supported the 6th NUD, five supported the 7th NUD, and eight supported the 8th NUD. • UNMISS supported athletics gear for the first time. (8th NUD)
[Challenges/Issues]	
<ul style="list-style-type: none"> • State Convention • Selection process • Disqualification: • Late arrival • Local transportation • Awards for sports 	<ul style="list-style-type: none"> • Some coaches and state officials who attended the State Convention did not attend the NUDs. The state SMOcYS should be asked to send the coaches and officials participating in the NUD to the State Convention. (7th NUD) • The state DGs demanded incentives, which led to a long discussion. For their part, the coaches expressed no demand for incentives. (8th NUD) • Some states failed to observe the designated selection criteria for the athletes. Some states manipulated the documents (e.g., birth certificate or assessment of age). It will be essential to monitor for any suspicious selection processes employed by the states. (6th and 7th NUDs) • A lack of communication between the DGs and coaches delayed the process. It will be essential to copy the DGs even when taskforce members communicate more directly with coaches. (6th NUD) • The sub-committee members found that some of the athletes were ineligible and disqualified them when they came to Juba. (6th NUD) • The sub-committee members found that some of the athletes were ineligible and disqualified them during the nomination form assessments or when the athletes arrived. The Taskforce needs to compile all of the cases of late arrival and explain the cases and possible penalties during the State Convention. (7th NUD) • Two football teams arrived in Juba after the opening of the NUD. This greatly affected the preparation of fixtures. (6th NUD) • As the four cars hired by Sawa were insufficient, another two cars were hired by the Project. Last year there were 8 buses. The number of vehicles required needs to be carefully calculated. (8th NUD) • The number of awards presented needs to be balanced among the different sports. (8th NUD)

Item	Findings
<ul style="list-style-type: none"> Peace Promotion Workshop Peace and culture day Medication PR Partnership Parents rejection Catering Event consultant 	<ul style="list-style-type: none"> Some workshops were held in more of a lecture style. The attention of many of the athletes strayed. The workshops need to be more interactive. (6th and 8th NUDs) The dramatic skits and comedic routines were skipped. MC needs to know the program properly. No ambulances were standing by at the playing grounds until requested. In addition, the ambulances that did come lacked the necessary medicines. The service was very poor. (6th NUD) The PR benefits of holding community events will be re-examined, and budget transfers to other activities need to be considered. (6th NUD) The posters and banners procured by UNDP were delivered late. (6th NUD) The items procured by partners were delivered late. The Partnership Forums and procurement processes should be scheduled earlier than in the present round. (6th and 7th NUDs) Some parents refused to send their children to the NUD because of school obligations. In Rumbek, a father refused to bring his daughter to NUD in the belief that doing so would be tantamount to kidnapping. (7th NUD) Food was lacking in both quantity and quality. (7th NUD) The event consultant didn't provide appropriate service. Whenever the consultant was asked about this point, it responded that the service in question was not in the contract. (8th NUD) Water wasn't sufficiently provided. Water within accommodation needs to be included in the contract with the catering company. (8th NUD)

1-(14) Experience-sharing at the “Ladies First” in Tanzania and TICAD CUP in Uganda

JICA has also implemented initiatives in the field of ‘Sport and Development’ in Tanzania and Uganda. The NUD efforts and lessons learned from the Project in South Sudan could be a very important resource in the East African region. At the same time, the Project gleaned lessons from the examples of other countries. The counterparts (C/Ps), for example, visited and observed the activities in Tanzania and Uganda and exchanged views.

a. Observation of “Ladies First”

In a visit to Dar es Salaam, Tanzania to observe a national athletic event called “Ladies First” from January 19 to 22, 2023, the Undersecretary and DG of MoYS learned how a neighbouring country was promoting girl’s empowerment through sports, one of the core themes of the 7th NUD. During the visit, the Undersecretary and DG exchanged opinions with the Executive Secretary of the National Sports Council of Tanzania to strengthen future bilateral cooperation in sports.



Opening Ceremony



Meeting with the Executive Secretary of the NSC

Ladies First 5th, an athletics event for ladies, was held in Tanzania from November 24 to 26, 2023. Four taskforce members travelled to Tanzania to observe this event and learn how a neighbouring country

was promoting the empowerment of girls through sports. The taskforce members met with a staff member from the National Sports Council of Tanzania and a JICA Expert working at the council to exchange opinions on the types of accomplishments and challenges linked to the respective events in Tanzania and South Sudan. The South Sudan side explained the history and achievements of the NUDs, the objectives and contents of the 8th NUD, the importance of understanding the selection process and rules before implementation, measurements of the effectiveness after implementation, and coordination with non-JICA donors. The Tanzania side shared details on the functions of the National Sports Council and the workings of its communication channels with the various athletic federations in the country.



Meeting with the NSC



Ladies First closing ceremony

b. Information-sharing on NUD with relevant authorities in Uganda

JICA Uganda Office, the Federation of Uganda Football Associations, SOLTILO UGANDA Ltd., and the NGO Terra Renaissance held the TICAD CUP 2022 in August 2022 in Jinja, Uganda. The Undersecretary, DG and National Project Coordinator, and Administrators from MoYS visited Uganda at the invitation of the JICA Uganda Office. The delegates participated in TICAD CUP 2022 and offered encouragements to one of the participating teams, a 21-member mixed team of South Sudanese refugees and members from the host communities. The delegates explained the NUD initiative in South Sudan and shared the story of an athlete who was encouraged by his own participation in NUD to leave the Protection of Civilians sites. They also shared the story of an athlete named Abraham who competed in the Tokyo Olympics. After the TICAD CUP 2022, the delegation shared their knowledge on peace promotion through sports in South Sudan with the representatives from the Ministry of Education and Sports and the Office of the Prime Minister in Uganda.



Attending the TICAD CUP



Information-sharing with OPM

1-(15) Revision of the NUD Manual

JICA developed a NUD manual September 2018 after the 3rd NUD. Various lessons have been accumulated from the several NUDs held since. Through the processes of implementation, MoYS came to more fully recognise the role of the NUDs in promoting peace. MoYS therefore decided to distribute this manual to sports organisations in states/area as a reference material for organising sports competitions similar to small-scale NUDs in their areas.

As an instruction manual for the management of sports events, the NUD manual describes the procedures and tasks necessary for organising NUDs. It also contains tips on successes achieved through the preparation and implementation of the previous NUDs, modifications learned from failures, and innovations and points to consider regarding the activities. Although the manual is mainly an instruction manual for the management of NUD competitions, these tips could be used for small-scale sports competitions in states/areas. It is hoped that these tips in the NUD manual will be utilised in the management of competitions in the state/administrative areas.

MoYS made additions and revised the manual in the hope that it could be used not only by MoYS, but also by local sports federations/associations in states/areas. MoYS distributed a draft of the revised manual to the training participants in Torit in 2024, partly to identify the types of information that needed to be added to the manual from the athletes' perspective. MoYS therefore asked the DGs and coaches who had participated in previous NUDs as athletes to offer feedback and comments. Another purpose was to encourage SMOcYS and local sports federations/associations to use the manual to conduct sports competitions, and to offer feedback and suggested improvement for the content of the manual when put into practice.

1-3-2 Details of Activities for Output 2

2-(1) Situational Assessment of Physical Education, Sports Education, the Activities of Sports Clubs/Academies, the Availability of Designated Teachers and Coaches, and their Training Opportunities in Juba

a. Preparation and administration of a qualitative survey on schools and sports academies in Juba

The Project decided to conduct an additional qualitative survey to further examine the findings of the 2021 survey on physical education (P.E.) and sports at primary and secondary schools in Juba. The 2021 survey collected quantitative data on situations such as the a) implementation status of P.E. and sports in schools, b) situations of P.E. teachers and sports masters⁸, c) conditions of facilities and equipment for P.E. and sports, d) implementation status of school events and school clubs, e) supportive structures of PTA to strengthen P.E. and sport-related activities, and f) what the relevant personnel expect from the Project for YES for Peace. Based on the results of this former survey, the JICA Experts planned out the

⁸ There are some cases where sports enthusiasts with experience in specific competitive sports serve as P.E. instructors in place of school teachers. These instructors are referred to as "sports masters."

additional qualitative survey targeting schools and new sports academies to collect more detailed data. Once the survey plan was approved by the taskforce members, the JICA Experts prepared a draft guideline for interviews, discussions, and observational visits to the schools and sport academies.

After a series of preparatory observational visits to some of the schools and sports academies and internal meetings among the taskforce members and JICA Experts, the qualitative survey was conducted in June and July of 2022. Five primary schools and five secondary schools were surveyed. In addition, the JICA Experts briefly interviewed a deputy principal of National Teachers Training Institute (NTTI) in August 2022 to clarify the current conditions of pre-service training on P.E. by NTTI.

A sports academy survey targeting seven football academies, one volleyball academy, and one handball association was also implemented. Since Output 2 focuses on peace promotion among youths at the grassroots level, sports clubs were considered inappropriate as they were more professional-oriented organisations for older youths (18 years old and above). In other words, sports clubs were not selected as the survey targets because they seemed to have weaker ties to local communities. For this reason, “sports clubs” was dropped from the narrative summary of Output 2 (see the section 3 of this chapter).

Table II-25: Selection criteria and the survey targets

[School]			
Selection criteria	Target schools for the survey were selected to: 1) cover both government and private schools 2) cover both primary and secondary schools 3) cover schools that have P.E. classes		
Target schools	<table border="0"> <tr> <td style="vertical-align: top;"> <u>Primary</u> • Juba One Girls Primary School (government) • Juba One Boys Primary School (government) • Malakia Primary School (government) • Ustratuna Primary School (private) • JCC Primary School Buluk (private) </td> <td style="vertical-align: top;"> <u>Secondary</u> • Juba Girls Secondary School (government) • Supiri Secondary School (government) • Chinese Friendship Secondary School (government) • Comboni Secondary School (private) • Juba Diocesan Model Secondary School (private) </td> </tr> </table>	<u>Primary</u> • Juba One Girls Primary School (government) • Juba One Boys Primary School (government) • Malakia Primary School (government) • Ustratuna Primary School (private) • JCC Primary School Buluk (private)	<u>Secondary</u> • Juba Girls Secondary School (government) • Supiri Secondary School (government) • Chinese Friendship Secondary School (government) • Comboni Secondary School (private) • Juba Diocesan Model Secondary School (private)
<u>Primary</u> • Juba One Girls Primary School (government) • Juba One Boys Primary School (government) • Malakia Primary School (government) • Ustratuna Primary School (private) • JCC Primary School Buluk (private)	<u>Secondary</u> • Juba Girls Secondary School (government) • Supiri Secondary School (government) • Chinese Friendship Secondary School (government) • Comboni Secondary School (private) • Juba Diocesan Model Secondary School (private)		
[Sports Academy]			
Selection criteria	Target sports academies for the survey were selected to: 1) Get data from different places of Juba (assuming that each community has different/unique characteristics) 2) Cover different sports 3) Consider gender-related aspects (i.e., academies who have female members) 4) Focus on community youths		
Target sports academies	<table border="0"> <tr> <td style="vertical-align: top;"> <u>Football</u> • Lologo Football Academy • Future Bright Stars Football Academy • Rock City Football Academy • South Sudan Youth Football Academy • Al Mal Football Academy • Kator Football Academy • Young Legends Football Academy </td> <td style="vertical-align: top;"> <u>Volleyball</u> • Simba Volleyball Academy <u>Handball</u> • Handball Association </td> </tr> </table>	<u>Football</u> • Lologo Football Academy • Future Bright Stars Football Academy • Rock City Football Academy • South Sudan Youth Football Academy • Al Mal Football Academy • Kator Football Academy • Young Legends Football Academy	<u>Volleyball</u> • Simba Volleyball Academy <u>Handball</u> • Handball Association
<u>Football</u> • Lologo Football Academy • Future Bright Stars Football Academy • Rock City Football Academy • South Sudan Youth Football Academy • Al Mal Football Academy • Kator Football Academy • Young Legends Football Academy	<u>Volleyball</u> • Simba Volleyball Academy <u>Handball</u> • Handball Association		



Interview with a P.E. teacher



Interview with sports academy members

b. Results of the survey

The main findings on the challenges faced by the schools and sports academies are summarised below:

- The P.E. teachers and academy coaches need to make efforts to improve the quality of the classes held in school and the practice activities held in the academies.
- There are too few P.E. teachers and academy coaches relative to the large numbers of students and academy members.
- Most P.E. teachers and academy coaches have not received sufficient training in the past.
- While P.E. and sports topics are covered in the curriculum of NTTI, the school uses very old texts from neighbouring countries and the content of the text is inappropriate for the South Sudanese context.
- Late payrolls are common in public schools and demotivate the teachers. Although they are highly motivated to coach their students, the academy coaches often need to prioritise activities that will support their livelihoods in view of their insufficient pay.
- More sports equipment is necessary, such as balls, goalpost, nets, uniforms, shoes, first-aid kits, etc.
- Most of the sports grounds for the schools and sports academies need to be better prepared and more securely protected.
- More inter-school/class competitions should be organised and held.
- The awareness of parents on sports, especially girls' participation in sports, should be improved.
- Coordination with external organisations such as national sports federations, private companies, ministries, etc. needs to be facilitated.

2-(2) Analysis of Possible Community-level (Grassroots) Activities

a. Selecting target schools and sports academies for pilot projects

To fully utilise the information collected through the survey, the Project decided to select all the ten schools as target schools for pilot activities. In addition, the fact that the target schools represented different characteristics of schools in Juba (primary-secondary and government-private) lent credence

to the decision.

The same rationales were put forward to select target sports academies. Namely, the Project tried to select academies with different characteristics. Also, the Project considered if academies' aims and scopes would match the Project's objective. To summarise, Lologo Football Academy and Simba Volleyball Academy were selected based on the following criteria:

- 1) Gender balance: Many football academies were male-dominant. In some academies, there was no female members. On the other hand, female players accounted for more than one-third of the total membership. To get different perspectives from both genders and to plan and implement pilot project that benefits both genders, the project decided to select Lologo Football Academy.
- 2) Gender imbalance: Generally speaking, volleyball is more popular among girls than football. Therefore, volleyball academy attracts girls more than boys. In fact, the vast majority of the members of Simba Volleyball Academy are girls. Given the context that girls and women are socially marginalised in South Sudan (see 2-(6)), the project believed that it was important to target girls exclusively in order to empower them through pilot activities.
- 3) Aim and scope: As described later in this section, both Lologo Football Academy and Simba Volleyball Academy have been established based on aims to promote community security and/or empower girls. These aims matched well with the Project's goal to promote peace through sports, and thus the Project thought implementing pilot activities in these two academies might generate synergy and produce fruitful outcome.

It does not mean that other sports academies do not have the above qualities. However, due to limitation of various resources (e.g., time, budget, and experts' input), selecting two academies, one from popular and widely played sports (football) and one from relatively "minor" sports (volleyball) seemed reasonable.

b. Planning of pilot activities

Based on the challenges found in Juba, the Project formulated rough designs for the pilot activities to be implemented in the target schools and sports academies in Juba. The activity designs were approved by the 4th Joint Coordination Committee (JCC) in July 2022. After the 4th JCC, the Project visited the ten schools and two sports academies expected to be targeted to explain and discuss the rough designs for the pilot activities. The head teachers, P.E. and sports teachers, managers, and coaches from the sports academies agreed with the pilot activity designs and expressed their appreciation for the Project.

In September 2022, a kick-off workshop for pilot activities was held. The taskforce members, JICA Experts, and representatives from ten schools and two sports academies gathered and discussed the activity designs and schedules in more detail. The following table summarises the activity designs agreed upon in this workshop:

Table II-26: Initial plan for the pilot activities in the target schools and sports academies

[Key viewpoints for the pilot activities]
The Project proposed three key viewpoints/values to be promoted through the pilot activities: 1) Respectful relationships and collaboration, 2) Inclusion, and 3) Self-esteem/ confidence
[Key challenges to consider in fostering the above three viewpoints/values]
[Schools] (1) The P.E. teachers and sports masters lacked sufficient training experience to plan and conduct P.E. and other sports activities for large numbers of students by themselves. (2) Outside of physical development and skill development for specific sports such as football, basketball, and volleyball, the P.E. teachers and sports masters lacked the knowhow to effectively develop student competencies* such as 1) Critical and creative thinking, 2) Communication skill, 3) Cooperation, and 4) Culture & identity through the P.E. and sports activities. * From “Guidance for Physical Education in South Sudan”
[Sports academies] (1) The academy coaches and managers need to plan and conduct practice activities, games, and academy management activities with less support from outside. (2) The academies need to accept players from various backgrounds such as: 1) experienced players, intermediate players, or beginners; 2) both males and females; 3) players playing competitively or for health promotion or fun. (3) Several parents had relatively low awareness of sports, especially sports for girls. (4) There are potential juvenile delinquents who laze around doing nothing in the community
[Prospective design for the pilot activities in schools]
Target: 5 primary schools and 5 secondary schools assessed by a qualitative survey [Routine-base: P.E. or other sports activities] (1) Collaborative work among the target P.E. teachers and sports masters facilitated by other stakeholders for • The making of a collaborative action plan and lesson plan • Collaborative sharing of experiences (including open classes) (2) Improvement of actual P.E. instruction and sports activities focused on three values • Facilitation of cooperative interaction among students • Improvement of gymnastics and physical exercise activities
[Event-based: School programme inter-class competition] (3) Value addition to current inter-class competitions focused on three values • The introduction of other styles of competition (e.g., co-gender competition, mixed class competition, mixed grade competition, etc.) apart from the standard sports competitions • Physical exercise and games that everyone can join (e.g., tug-of-war, sack race, jumping rope, etc.) • Inclusion of a ceremony and presentation for peace, dances, music clubs, etc.
[Prospective design for the pilot activities in sports academies (pattern 1)]
Target: one football academy in Lologo (Lologo Football Academy) (1) Collaborative work between the managers & coaches and other stakeholders such as other sports lovers in the community, football clubs, the football federation, and NGOs in Lologo area • The making of collaborative action plans, coaching plans, and community awareness/involvement plans (2) Improvement of actual coaching/practice activities focused on three values while closely considering issues to do with girls, people in poverty, and potential delinquent juveniles • Proper training menu for each category of player (e.g., 1. experienced players, intermediate players, or beginners, 2. Both boys and girls, 3. players playing competitively or for health promotion or fun) • The active involvement of players in supporting practice activities (e.g., seniors supporting juniors) (3) Awareness-raising and collaborative activities for and with parents and other community institutions in the area (e.g. mini-games or mini-events involving parents, community clean-up activities, etc.)
[Prospective design for the pilot activities in sports academies (pattern 2)]
Target: 1 volleyball academy for girls’ players (Simba Girls Volleyball Academy) (1) Collaborative work between the managers & coaches and other stakeholders such as sports lovers in the community, female volleyball clubs, volleyball federations, etc. • The making of collaborative action plans, coaching plans, and community awareness/involvement plans (2) Improvement of actual coaching/practice activities focused on three values while closely considering issues to do with females • Proper training menu for each category of player (e.g., 1. experienced players, intermediate players, or beginners, 2. players playing competitively or for health promotion or fun) • The active involvement of players in supporting practice activities (e.g., seniors supporting juniors) (3) Awareness-raising for and collaborative activities with parents (4) Awareness-raising activities for persons who are interested in starting a new volleyball academy for female players
[Activity plan]
[Schools] (1) Kick-off workshop (Sep, 2022)

-
- (2) Workshop for the formulation of action plans and lesson plans (Nov. 2022)
 - (3) Review meeting (from Feb. 2023, periodically)
 - (4) Technical workshop (from Feb. 2023, periodically)
 - (5) Open class among schools (once a year)
 - (6) Inter-class competition, including the planning and preparation stage (once a year)
 - (7) Experience-sharing workshop (end of the Project)

[Sports academies]

- (1) Kick-off workshop (Sep. 2022)
- (2) Workshop for the formulation of action plans and coaching plans (Nov. 2022)
- (3) Review meeting (From Feb. 2023, periodically)
- (4) Technical workshop held in collaboration with sports clubs/federations (coaching methods currently used in the federations) (from Feb. 2023, periodically)
- (5) Awareness-raising activity (once a year)
- (6) Experience-sharing workshop (end of the Project)

[Support and contribution from the JICA project]

- (1) To give technical guidance and advice on the making of action plans, lesson plans, coaching plans, etc.
 - (2) To arrange and coordinate potential supportive stakeholders
 - (3) To hold the relevant meetings and workshops
 - (4) To arrange transportation for the participants in various meetings and workshops
 - (5) To provide some sports equipment
-



Kick-off workshop

c. Reconsideration of the future activity plan

Several related activities took place after the kick-off meeting, but time was required to prepare and coordinate for their implementation. At the same time, as will be described later, the Project started recognising the value of adopting participatory approach to put sports academies at the centre of decision-making process as the Project proceeded with pilot activities. In other words, the implementing environment of pilot activities were changing dynamically from time to time. This required the Project to reconsider and restructure the activity plan flexibly to match the needs of the constantly fluctuating situation. As a result, the Project extracted essence of originally planned activities and modified them into four main activities. In brief, the JICA Experts proposed the implementation of: a) making and implementing lesson plans for only one or two representative primary school(s); b) organising school events for only one or two representative secondary school(s); c) organising continuous community events for Lologo Football Academy; and d) making a sensitisation tool for Simba Volleyball Academy. For 1) and 2), other target schools will be participating in each step of the activities. The JICA Experts proposed the above ideas to the C/Ps and target schools/academies and received approval from them in

July 2023.

2-(3) Activities with Schools

a. Development of P.E. for peace promotion

Preparatory workshop for the formulation of collaborative action plans and lesson plans for the target schools

In November to December 2022, a two-day workshop was held for sports-related teachers at 10 target schools. The objectives were to facilitate communication among the target teachers to foster their mutual support and to improve the content of the current P.E. classes and sports activities in consideration of the three values: “Respectful relationships and collaboration”, “Inclusion”, and “Self-esteem and confidence”.

First, the participants shared their current situations and the challenges they were experiencing in the P.E. classes and other sports activities in their schools. Their descriptions of the following situations were noteworthy.

- The participants plan and implement the content of the P.E. classes and other sports activities based solely on their own sports experiences and lack the teaching knowledge that ordinarily would be required for this subject.
- A limited number of teachers must teach the P.E. classes and other sports activities to large numbers of students.
- Too busy to manage all of the activities by themselves, the teachers get the students to carry out some of the activities for them. Thus, the teachers are unable to provide careful instructions and physical demonstrations that facilitate the educational value for the students.
- The number of P.E. classes and other sports activities per week is limited.
- There is a shortage of sports grounds and sports equipment.
- The participants have no opportunities to learn how to teach and improve the P.E. classes and other sports activities. They also have a fairly low awareness on the need for psychosocial care for some of the students in their schools.

Second, the JICA Experts explained the concept of the three values in detail and introduced examples and tools in other countries for exercise and games by showing the relevant guidebooks and movies online. After the ice-breaking exercises and games among the participants, each school tried to make a lesson plan for P.E. and other sports activities with a view to introducing those exercises and games in their respective institutions. The participants filled in the following information in their lesson plan sheets: a) Basic information, b) Lesson objectives and expected outcomes, c) Suggested activities, d) Teaching materials and aids, e) Commitments that the learners should observe, f) Objectives of the lessons in the Physical, Psychological, Social, and Cognitive domains, and g) Lesson processes.

In collaboration with other participants and the JICA Experts, each school finished making a lesson plan

and gave a presentation on the plan produced. The experts then explained how the lesson plans could be implemented in their schools. Through these activities, the participants could glean a basic picture of a lesson plan for conducting P.E. classes more effectively and efficiently⁹. The participants also agreed on the importance of having the process monitored by stakeholders such as the state and national MoGEL, taskforce members, national and state sports federations, PTAs, and JICA experts. At the end of the workshop, the participants confirmed the schedules of the planned activities.

Consultation session after P.E. classroom observation in some of the target schools

The JICA Experts selected four of the target schools that were operating the P.E. classes in April 2023, a period when the JICA Experts were available. The JICA Experts observed P.E. classes and later analysed video recordings of the observation sessions to devise ways to improve the lesson quality. The experts checked, for example, how much of the P.E. class time was allocated to management, instruction, cognitive learning, and physical activity. The definitions of the analytical viewpoints are shown in the table below.

Table II-27: Definitions of the analytical viewpoints on the quality of P.E.

Analytical viewpoints on the quality of P.E.	Definition	Preferred time allocation for activity on each viewpoint during P.E. class
Management	Time allocated to activity not related to academic achievement (i.e., moving to a different place to conduct the activity, waiting, making teams, preparing tools, taking water breaks, and so on)	Under 10%
Instruction	Time allocated to the teacher’s explanation of the activity, demonstration or instruction to the whole class (i.e., explanation, demonstration, and Q&A. The students watch or listen to what the teacher is showing or telling during this time)	Under 20%
Cognitive learning	Time allocated to cognitive activity in which the students have group discussion, fill in task sheets, and so on	Under 10%
Physical activity	Time allocated to motor learning in which the students engage in physical activity such as warm-up, practice and games.	Between 50-60%

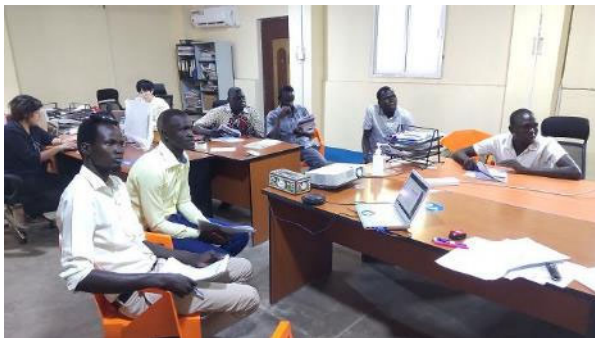
The results of the analyses were as follows:

- Most P.E. classes spent a large amount of time on management activities such as preparing for an exercise or activity or transitioning to the next exercise or activity. The heavy time burden for management was explained by the small numbers of teachers tasked with organising the P.E. classrooms relative to the large numbers of students.
- A limited amount of time was spent on instruction activities such as demonstrations before the exercises and activities, explanations of the significance and purpose of the exercises and activities, and the teacher’s questions for the students.

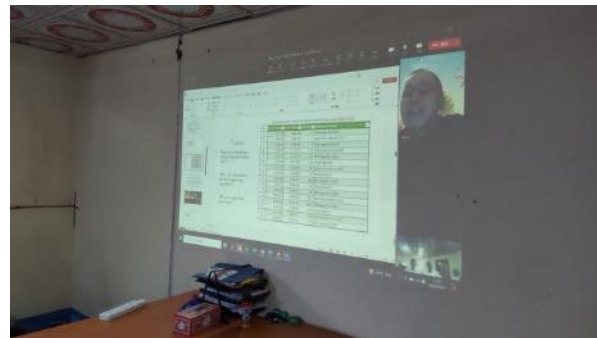
⁹ On the other hand, because the quality of lesson plans varied across schools, the workshop alone was not sufficient to enable each school to conduct P.E. lessons using them. Therefore, at a later period, a more targeted approach was taken within the selected schools, providing support for the development of more detailed lesson plans and the implementation of model lessons.

- Little time was spent on cognitive learning activities such as interaction and discussion among the students, or having students take on assigned roles during exercises and activities.

The results of these analyses and the steps that could be taken to improve future P.E. classes were shared with the teachers of the four target schools in May 2023. The steps to be taken for improvement included (but were not limited to) the following: a) divide the students into an appropriate number of groups and promote their active involvement in the class on behalf of the teachers, b) explain the purpose and results of the exercises and activities at the beginning and end of each class to augment the educational instruction, and conduct warm-up and cool-down exercises to avoid student injuries.



Consultation session (1)



Consultation session (2)

Practical skills workshop for the target teachers

In April 2023, a practical skills workshop was held at the Equatoria Sports Centre in Juba City, for P.E. and sports teachers from the pilot schools. Twelve teachers from seven schools participated; teachers from the other target schools (Juba One Boys, Juba Girls, and Supiri) could not attend the workshop because they had other school duties.

In the workshop, teachers from different schools formed teams and competed against each other in jumping rope and achieving the highest jump count. The important tasks taught in the workshop were as follows: a) assign roles within the teams, such as team leader, jumpers, record keepers, cheerers, etc. and encourage the team members assigned to the respective roles to work for the teams, b) set a jump count higher than the initial jump count for each team as a team goal, based on the jumping ability of each team member, c) nurture a sense of accomplishment and unity among the team members when they were able to achieve a jump count higher than the initial count, while encouraging the team members themselves to lend their support. After the workshop, the Project shared a lesson plan sheet created for the workshop and explained the purpose of organising the workshop.

Through the above experience, the participants came to realise the importance of clarifying the purposes behind each activity and creating system that promotes interaction within the group and encourages the active participation of the class members. This understanding was clearly reflected later in the model P.E. lessons conducted at the two schools, particularly in aspects such as the assignment of roles within the teams.



Practical skills workshop (1)



Practical skills workshop (2)

Workshop for the making of a model P.E. lesson plan

Because Ustratuna Primary School and Juba City Council Model Primary School were found to operate P.E. classes more regularly than other target schools, the Project selected the two schools as “model school” and had them prepare a P.E. class that incorporates a message on peace promotion. To prepare the model lessons step by step, the Project organised a four-day workshop in September 2023 and had the teachers practice developing the plans.

On the first day, the JICA Experts delivered a series of lectures to explain both theories and actual cases of how P.E. class can promote not only physical fitness but also certain values (i.e., quality physical education (QPE¹⁰), social and emotional learning (SEL¹¹), social skills, cooperative learning (CL¹²), the typical lesson process, necessary information to check before lesson planning). The second half of the first day was dedicated to the making of a lesson plan. The participants were divided into three groups respectively assigned the categories of "Fitness", "Athletics", and "Game". Each group drafted a lesson plan by considering the typical lesson process, including appropriate time allocation and necessary information to check before lesson planning. On the second day, each group was asked to lead a mock P.E. class and then to review and reflect on the lesson. On the third day, they were asked to revise their lesson plans based on the lesson reviews of the second day. Lastly, on the fourth day, the teachers lead a mock P.E. class again based on the revised lesson plan developed on the third day. The table below summarises the structure of the lesson plan sheet.

¹⁰ Quality Physical Education (QPE) is the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. Definition of QPE by UNESCO(2015)

¹¹ Social and emotional learning (SEL) is vision to promote the healthy development and success of students for them to grow to their fullest potential socially, emotionally, academically, and eventually professionally. The process of acquiring core competencies occurs through explicit instruction and through student-centered learning approaches that help engage students in the learning process and develop analytical, communication, and collaborative skills. See Mitchell, Stephen A.; Oslin, Judith L.; Griffin, Linda L.. *“Teaching Sport Concepts and Skills: A Tactical Games Approach (English Edition)”* . Human Kinetics. Kindle, 2021

¹² Cooperative learning (CL) is a process of learning that occurs whenever one's cognition (ideas, concepts, values) is changed by an experience. It can be contrasted with behavior learning that emphasizes behavioral change. See Dyson,B., Howley,D. and Shen,Y (2021) *‘Being a team, working together, and being kind’:Primary students’ perspectives of cooperative learning’s contribution to their social and emotional learning”*. Physical Education and Sport Pedagogy

Table II-28: Structure of the lesson plan sheet

General information	Date, Grade/Class, No. of students, Subject, Duration, Implementer
Contents	<ul style="list-style-type: none"> • Lesson objectives and expected outcomes (in general), suggested activities (summary), teaching materials and aids, commitment (for the students and for the implementer) • Lesson process (Stage: (1) introduction & preparation, (2) warmup, (3) 1st exercise, (4) 2nd exercise, (5) assessment & closing, time, activities in detail, and teacher's behaviour/action) • Setting of 1st exercise • Setting of 2nd exercise • Self-assessment

Through this series of training sessions, the target teachers came to understand the importance of the lesson plans for quality P.E., and how to develop the plans. The sessions also strengthened amicable relationships among the target teachers and between the target teachers and the taskforce members of national and state MoGEL.



Lecture on the making of P.E. lesson plans



Mock P.E. class

Implementation and observation of the first model P.E. class

The Project asked the two model schools to conduct P.E. classes based on the lesson plans that had been partly developed during the workshop in September 2023. To prepare and finalise the lesson plans, the Project organised a meeting and asked teachers from the two schools to prepare for lesson implementation.

LESSON PLAN		
School: JCC MODEL PRIMARY SCHOOL		
Name: JAMES & RICHARD		
Subject: PHYSICAL EDUCATION (P.E)		
Date: 13 th MARCH 2024		
DATE	CLASS	NUMBER OF PUPILS
13 th March 2024	P.P	Boys = 27 Girls = 33 Total = 60
SUBJECT	DURATION	IMPLEMENTERS
Physical Education (P.E)	140 Minutes	1-JAMES MARINET 2-ABOXIGA RICHARD
<p><u>LESSON OBJECTIVES AND EXPECTED OUTCOMES:</u></p> <ol style="list-style-type: none"> 1- To Facilitate communication and friendly relationship among the pupils. 2- To develop pupils' physical competence and knowledge of Movement. 3- To improve peer- relationship 4- To develop some physical abilities of pupils as much as possible. 		
<p><u>SUGGESTED ACTIVITIES (SUMMARY)</u></p> <p>Introduction and preparation (5Minutes)</p> <ul style="list-style-type: none"> * The teacher prepare the ground for the learners * The teacher introduce the activity including the aims and commitments. 		

Example of a lesson plan created (1)

<p><u>Warm-up (5Minutes)</u></p> <ul style="list-style-type: none"> * The teacher lead the pupils in some warm-up exercise to prepare their Muscles for the game/ activity.
<p><u>FIRST EXERCISE (12 Minutes)</u></p> <ul style="list-style-type: none"> * Frog across the pond.
<p><u>SECOND EXERCISE (12 Minutes)</u></p> <ul style="list-style-type: none"> * Filling of containers with water.
<p><u>ASSESSMENT AND CLOSING (6 Minutes)</u></p> <ul style="list-style-type: none"> * Teacher give feedback of the activity conducted * pupils gives their opinion about the activity.
<p><u>TEACHING MATERIALS AND AIDS</u></p> <ol style="list-style-type: none"> 1- Introduction and preparation - Here there is no materials needed. 2- Warm-up - No material needed here. 3- First exercise/ activity - Cards (30 pieces) 4- Second exercise/ activity. - Empty water bottles (30 pieces cut in half) - Buckets of water (2 pieces) - Water (20 liters)
<p><u>COMMITMENT (for the pupils)</u></p> <ul style="list-style-type: none"> * let them talk about team members and collaborate with each other. * To communicate well and cheer others up in positive ways.

Example of a lesson plan created (2)

In October and November 2023, the teachers at Ustratuna Primary School and Juba City Council Model Primary School organised the first pilot model P.E. classes. Two teachers at Ustratuna taught a class of 71 fourth graders (37 girls and 34 boys) and two teachers at Juba City Council Model taught a class of 62 sixth graders (41 girls and 21 boys). In introductory sessions at the beginning of the classes, the teachers emphasised the importance of peace and of peace promotion through P.E. The JICA Experts, a C/P, and a number of other pilot teachers visited and observed the class and filled out an “Observer’s Checklist”¹³ to assess it. In parallel, a number of selected students filled out a “Student’s Checklist”¹⁴. The second model P.E. class for Ustratuna Primary School was planned in the same month but cancelled due to a spell of unduly high temperatures that suddenly forced all schools to temporarily close. The timing for holding the second model P.E. lessons was limited by the overall project schedule and the school's own schedule (e.g. exam periods and holidays). For this reason, the second model P.E. lesson of Ustratuna Primary school was not held.

¹³ Source: Hino et al. (1996), "A Study on the Effectiveness of the Physical Education Class Observation Checklist – Through Correlation Analysis with Students' Formative Class Evaluation", *Japanese Journal of Sports Education Studies*, 16(2) (pp. 113-124), with modifications made for this Project.

¹⁴ If the assessments of the observers and students align, it increases the reliability of the evaluation results.



Activity in the P.E. Class at Ustratuna



Activity in the P.E. Class at Juba City Council

Lesson review meeting for the first round of model P.E. classes

In November 2023, the Project held a one-day meeting to review the first model P.E. classes conducted by Ustratuna and Juba City Council primary schools. The first and second halves of the meeting were allocated to reviews of the model classes conducted at Ustratuna and Juba City Council Model, respectively. In each review session, the Project introduced the results of the Checklists answered by both the students and by the other teachers who observed. Next, the Project showed a video recording of the P.E. lesson and commented on what could be improved the next time. During the discussion session, the teachers at the pilot schools exchanged their impressions about the two P.E. classes and their opinions on how each activity in the P.E. class could be more interactive. At the end of the review meeting, the Project shared a plan for the next year.

The teachers' self-evaluations were high at both schools, and the students clearly enjoyed the classes. More specific evaluations were made by the observers who were not involved in the classes but had educational viewpoints. The table below summarises the content of the Observer's Checklists and the main results and findings based on the Checklists.

Table II-29: Content of the Observer's Checklists¹⁵ and main results and findings on the Checklists

Topic	Observation points*
Teacher Interaction	<ol style="list-style-type: none"> 1. The teachers praised and encouraged the students in a positive manner. 2. The teachers engaged with the children wholeheartedly. 3. The teachers were proactive in giving appropriate advice.
Learning Environment	<ol style="list-style-type: none"> 4. The preparations and materials for the exercises and games (e.g., teaching materials, setup of the activity site, grouping, learning tasks) to produce the expected outcomes were prepared. 5. Teaching materials and aids were used effectively. 6. The preparations and materials for the exercises and games (e.g., teaching materials, setup of the activity site, grouping, learning tasks) were provided to make learning fun.
Motivational Learning	<ol style="list-style-type: none"> 7. The children were motivated to learn. 8. The children smiled, applauded, cheered, etc. 9. The children learned on their own initiative.
Classroom Momentum	<ol style="list-style-type: none"> 10. The classroom situations were smoothly developed. 11. Little time was spent on moving from place to place, waiting, etc. 12. Classroom commitments were kept.
Effective Learning	<ol style="list-style-type: none"> 13. What the children were learning and what they were trying to acquire in the class were very clear. 14. The children actively taught each other. 15. I could see the students improving.

¹⁵ Source: Hino et al. (1996) "A Study on the Effectiveness of an Observation Checklist in Physical Education Class." *Japanese Journal of Sport Education Studies*, 16(2): 113-124. Modified by the Project.

Comprehensive Evaluation	16. Today's class was a good P.E. class.
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Main Findings

- 1) The children clearly enjoyed the classes and 2) the teachers were clearly well prepared and motivated to deliver the educational instruction/message (evaluation points related to **Teacher Interaction** and **Learning Environment** tended to receive higher scores)
- Room for improvement was found, however, in 1) smooth implementation of the class, 2) active participation of all students in activities, and 3) balancing of the following objectives for the students: having fun, gaining a new skill and sense of accomplishment, and interacting more actively with each other (The scores for some of the points related to **Motivational Learning**, as well as **Classroom Momentum** and **Effective Learning**, tended to be slightly lower.)

Conclusion

In order to achieve the expected educational outcome, especially the use of P.E. for peace promotion, the following topics should be improved: 1) teachers should be able to facilitate the P.E. class itself smoothly (e.g., preparing teaching materials, etc. before class, considering the students' health and safety before and during class, managing time, grouping, etc.); 2) as many students as possible should be able to participate in the activities; 3) the students themselves should be able to improve their skills and methods during the P.E. class and feel a greater sense of accomplishment; 4) there should be more opportunities for students to interact and cooperate with each other; and 5) there should be more emphasis on discussion at the beginning and end of P.E. class so that the teachers and students understand the purpose of the P.E. class and the roles they are expected to play during the class.

*Observers were asked to rate the status of the following topics on a 5-point scale from Excellent to Very Poor

Implementation and observation of the second model P.E. class

After the review of the first model P.E. classes, the teachers from the two primary schools were asked to draft and finalise their lesson plans. In March 2024, the teachers from Juba City Council Model Primary School organised a second model P.E. class based on the revised lesson plan. Two teachers at Juba City Council Model Primary School taught a class of 61 sixth graders (35 girls and 26 boys). Guided by their previous experience, the teachers a) prepared the teaching materials with help from some of their students, b) prepared a place where the class exercises could be properly performed, c) checked the physical condition of the students, d) conducted the class efficiently within the allotted time frame, and d) duly considered the number of students participating in the exercise. The JICA Experts, a C/P, and a number of other pilot teachers visited and observed the class and filled out an “Observer’s Checklist” to assess it. In parallel, a number of selected students filled out a “Student’s Checklist”. The second model P.E. class for Ustratuna Primary School was planned in the same month but cancelled due to a spell of unduly high temperatures that forced all schools to temporarily close.



Model P.E. lesson at JCC Model



Observers at the Model P.E. lesson at JCC Model

Lesson review workshop for the second model P.E. classes

In March 2024, the Project held a three-day workshop to review the P.E. lessons conducted by JCC

Model Primary School (including the lesson plan prepared by Ustratuna Primary School), revise the P.E. lesson plans again, and conduct a mock lesson based on the revised plans. The first half of the first day of the workshop was allocated to review of the P.E. lesson conducted by Juba City Council Model Primary School. During the review sessions, the Project showed video recording of the P.E. lesson and shared the results of the Checklists filled out by the selected students and by the other teachers who observed the model class. Next, the Project facilitated a discussion on how to improve various stages and aspects of the class in detail, focusing closely on creating an appropriate classroom environment, grouping and assigning roles to students, and involving everyone in activities. Based on the above analysis and discussion, the revision of Juba City Council Model Primary School’s lesson plan was discussed. On the second day of the workshop, the teachers conducted a mock lesson based on JCC Model’s revised lesson plan. After the mock lesson, the teachers reflected back and discussed several points for additional improvement. The lesson plan prepared by the teachers from Ustratuna was similarly analysed and revised to plan out a mock lesson, which was thereupon carried out on the third day. After the mock lesson, the lesson plans of the two schools were revised again based on the experience of the mock lessons and discussions during the workshop.

The self-evaluations by the teachers from Juba City Council Model Primary School were still high. Time management was one of the points they were able to improve. Students also enjoyed the model class and tried their best in it. The following table summarises the evaluation points that showed improvement and those that did not, compared to the results of the Observer's Checklist of the first model P.E. lesson.

Table II-30: Evaluation points that showed improvement and those that did not, in the second model P.E. class at Juba City Council Model

Improved points ¹⁶	Points not improved
<ul style="list-style-type: none"> • 3. The teachers were proactive in giving appropriate advice. • 4. Exercises and games to produce the expected outcomes were prepared • 8. The children smiled, applauded, cheered, etc. 	<ul style="list-style-type: none"> • 1. The teachers praised and encouraged the students in a positive manner. • 2. The teachers engaged the children wholeheartedly. • 5. Teaching materials and aids were used effectively. • 12. Classroom commitments were kept.

Conclusion
 Compared to the result of the first model P.E. class, the following evaluation points showed notable improvement: “the class was enjoyable for the students”, “the teachers prepared well for class”, and the “teachers were proactive”. The class felt rushed, however, in order to keep the class time within that scheduled (40 minutes) –an issue noted in the first model P.E. class. As such, the teachers were apparently unable to convey the targeted educational messages to a sufficient degree or to use the teaching materials sufficiently (some evaluation points related to **Teacher Interaction** and the **Learning Environment** were rated lower than in the previous evaluation).
 There is also still a need to clarify the commitment, to consider a mechanism to facilitate the same, and to offer further opportunities for the students to think and to improve their skills and achievements during the class and in their interactions with each other (the evaluation points related to **Classroom Momentum** and **Effective Learning** still had lower scores).

Workshop for making unit plans and action plans for P.E.

Having implemented the abovementioned activities to make the lesson plans, the Project identified a further need to strengthen the teachers’ capacity for developing and implementing unit plans¹⁷ for P.E.

¹⁶ The numbers in the table correspond to the numbers of the evaluation points in Table II-29.
¹⁷ A unit plan is a plan that aggregates multiple lessons plans on a specific topic or theme.

It was determined that it would be difficult to achieve all of the targeted educational objectives and effects (including peace promotion) in a single class, given the current poor capacity of the P.E. teachers to conduct quality classes coupled with the large numbers of students. Therefore, the Project organised a workshop where the target teachers could learn about the importance of unit plans and how to create them. Another aim of the workshop was to provide the teachers with an opportunity to discuss action plans for continuing their P.E. activities, especially after the Project. The workshop was held in September 2024.

First, the participants looked back on the Project activities they had carried out up to the workshop. In doing so, they reviewed the joint work done by the pilot schools to create and implement teaching tools for P.E. and sports, such as lesson plans, based on the current situation of P.E. and sports in their schools. Next, the JICA Experts presented a lecture on the importance of creating a unit plan as an extension of their lesson plans. Next, each group created, presented, and improved unit plans in four fields, tailoring them to first and sixth graders: Traditional Games (e.g., water-filling bottles, tag and hide-and-seek), Dance, Games (e.g., football, volleyball, and tug-of-war) and Athletics (e.g., running and jumping). The unit plan was broken down into multiple lessons, each focused on a different type of content, based on the three perspectives of “knowledge and understanding”, “skills”, and “attitudes”, as well as the students' level of physical and mental development. The aim was to achieve educational effects that could not be achieved in a single lesson, by gradually conducting the lessons in a series. Instead of conducting a mock lesson, as had been done previously, the participants revised the lesson plans based on presentations of the draft unit plan created by each group. Following is an example of a unit plan created during the workshop.

Name of school: Juba one primary school Name of teacher: XX	Category: Traditional game Title: Lemon spoon picking	Number of session: 4 Target grade: P6	Number of pupils: 40 Grouping: 4 groups
3 Unit objectives (1) Knowledge and understanding • Think critically • Understand instruction of the game (2) Skills • To control lemon • Speed in moving (3) Attitude • Appreciate the game • Appreciate the teamwork		Teaching materials: Lemons, spoons, buckets, water	Commitment for pupils: • Cheering • Participate Commitment for teachers: • Instruct • Assess • Evaluate
Process of the unit plan & suggested activities(process and activities and time allocation)			
Lesson 1 (60 min)	Lesson 2 (75 min)	Lesson 3 (75 min)	Lesson 4 (75 min)
Instruction and explanation (5 min)	Explanation (5 min)	Explanation (5 min)	Explanation (5 min)
Demonstration (5 min)	Warm up (5 min)	Warm up (5 min)	Warm up (5 min)
Deciding roles (5 min)	Game setting (5 min)	Game setting (5 min)	Game setting (5 min)
Explain rules (5 min)		Discussion (5 min)	Discussion (5 min)
Game 1 (30 min)	Game 2 (40 min)	Game 3 (40 min)	Game 4 (40 min)
Cooling down (2 min)	Cooling down (5 min)	Cooling down (5 min)	Cooling down (5 min)
Review (8min)	Review (10 min)	Review (10 min)	Review (10 min)

Figure II-1: Example of a unit plan created during the workshop

The participants seemed to glean a clearer picture of the unit plan structure through the workshop. The lessons in the first half of the unit focused on the students' understanding of the techniques and rules, and the activities by the teacher to practice proper management and coordination of the class. The lessons in the second half focused on enabling the students and teachers to achieve their educational goals more effectively and efficiently. Time for several important activities was allotted, including time when the students and teachers could share their intentions and set commitments to follow during the classes, and time for preparations to ensure the safety of the class, such as for ground maintenance and warm-up and cool-down exercises.

However, the following situations were also observed: a) Many of the unit plans were set up for situations involving only 40 or fewer students, a number far lower than what the teachers currently had to cope with, and too little thought was focused on making the lessons inclusive for all students; b) although many teachers recognised the importance of performing lessons with sufficient equipment, there was a clear lack of teaching reference materials, and they themselves had very limited knowledge and experience. As a result, when creating unit plans that spanned multiple lessons, the teachers sometimes had unrealistic ideas on how to carry out the main activities, particularly the activities for the Dance and Athletics education.

After this workshop, the targets teachers are expected to prepare lesson plans for each lesson based on

these unit plans, and then to try to teach the classes based on those plans. If they can create a variety of high-quality unit plans, it will be easier to create an annual plan by combining them. If the schools can accumulate examples of annual plans, unit plans, lesson plans, and various exercise examples that take into account the levels of the student's physical and mental development, the quality of P.E. and sports in schools will be improved, which in turn can be expected to facilitate "peace promotion."

The participants also created action plans targeting a) personnel within the school (the principal, other administrators, other teachers), b) the PTA and School Management Committee (SMC), and c) other neighbouring schools. Regarding a), although P.E. and sports are included in the initial timetables, in practice they are often subordinated to other subjects and cancelled. And given the relatively small number of lessons taught per day, the teachers are forced to teach large numbers of students at once. For this reason, many participants proposed that their schools secure and increase the number of P.E. and sports classes. Regarding b), many participants recognised that the PTA and SMC were more important than the school itself as sources of funding support. For this reason, ideas were proposed to raise awareness within the PTA and SMC on the importance of supporting P.E. and sports. Regarding point c), activities such as classroom observations, inter-school sports competitions, and the lending and borrowing of playground and sports equipment were proposed. Support and coordination to realise these proposed activities will be required, especially from the state government. In addition, it was proposed that schools collaborate with the School Sports Association was established with the government's initiative in October 2023.

b. Development of sports events for peace promotion in schools

Support for the implementation of sports competitions that adopt new approaches at a target secondary school

In March 2024, the Project held a meeting with secondary school teachers focused on what programs and contents they could add to their existing school event programs in order to promote peace-related values and awareness. The meeting participants proposed and discussed the following ideas, among others: a) inviting the school choir group to present a song about peace, b) asking students to write a poem about peace, c) guiding student MCs to comment on fair play during the football/volleyball games, and d) making tools for spectators (students not playing the games) to cheer for their teams/players.

After the discussion above, the teachers and the JICA Experts also discussed which schools could incorporate those ideas into their school events. Since Juba Diocesan Model Secondary School had a history of holding sports events regularly in every school year (i.e., other schools did not have tangible plans for sports event at the time of the meeting), Juba Diocesan Model Secondary School was selected as a model school to implement a sports event with the Project's support.

Based on the above meeting, the Juba Diocesan Model Secondary School held an inter-house¹⁸ sports competition that adopted new approaches to promoting peace-related values and awareness. As examples of the approaches taken, the school organised a) the creation of cheerleading flags for each team and b) a ceremony to present poems and songs related to peace and sports. Through the process of creating and utilising these items during the competitions, the students were expected to gain a greater awareness of the value of sports, the importance of team work, and the contribution of sports to peace.

In April 2024, after a meeting with selected students and teachers, the members of each house created cheerleading flags and some of the students wrote poems and songs on the theme. The teachers and students were able to create their flags, poems, and songs in six days, working two hours per day during the sports events¹⁹. The actual cheerleading and performances using with these items took place in the last two of a total of 12 matches played. Compared to the routines performed without any of these items, the students were clearly able to cheer on and inspire their teams with greater enthusiasm.

After the hand-made cheerleading flags were used for the school's football event, the Project found a high demand for making printed flags based on original designs. The printed flags were found to be superior, as the hand-made flags were fragile and susceptible to water and humidity. The Project printed the flags after the discussion among students and teachers on how to unite and cheer on their teams, while respecting the other teams with a mindset that contributes to peace. The slogan was updated to fit the symbol representing each house. The flags were used to cheer on the athletes in a school athletic event held on in June 2024.

The athletics competition consisted of an opening ceremony, a series of throwing events, and 100m, 200m, 400m, 800m, 1,000m and 3,000m runs. The students and teachers arranged for drinking water and worked with the athletic federation as judges, and other systems were put in place to manage and implement the event. The Project plans to interview the teachers and students about the significance of the athletic event, their impressions of the House Flags they created, and the connection between sports and peace promotion.

¹⁸ The school groups all of its students into four "house" groups and has them engage in various co-curricular events and activities.

¹⁹ The competition was held over 13 days, including an opening ceremony and a match between a student team and a teacher team. Each day, one football match and one volleyball match were scheduled during a two-hour period after school. Each sport was further divided into matches for the boys' teams and the girls' teams.



Making cheerleading flags (1)



Making cheerleading flags (2)



Cheerleading flag



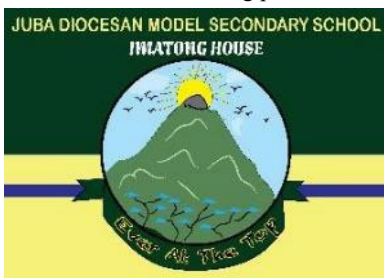
Poem performance



Song performance



Cheerleading during the competition

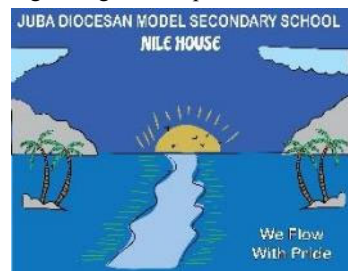


Imatong House
(Ever At The Top)

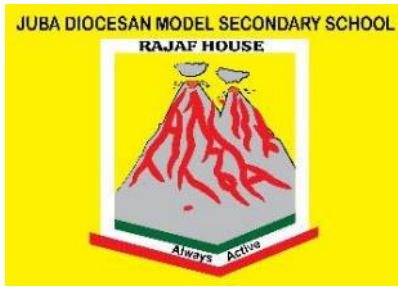
JUBA DIOCESAN MODEL SECONDARY SCHOOL



Fulla House
(Unity Is Our Strength)



Nile House
(We Flow With Pride)



Rajaf House
(Always Active)



Students holding flags at the athletics event



Students cheering on their friends with the flags

Measuring the effectiveness of the new arrangements for sports events at Juba Diocesan Model Secondary School

After supporting the sports events of Juba Diocesan Model Secondary School by arranging new activities such as the creation and use of cheerleading flags and poetry and song performances related to peace and sports, the Project interviewed two P.E. teachers and surveyed some of the students by questionnaire to clarify the effectiveness of the new arrangements. The Project team prepared interview guidelines and questionnaires for this purpose.

In their interviews, the two teachers stated that they recognised a difference in the student's involvement and attitude while they cheered for their teams, compared to their involvement and attitude in previous sports events. They also believed that the cheerleading flags and pre- and post-game poem and song performances were effective in spurring the students to think about the significance of sports for peace promotion, the importance of teamwork, and other values. They mentioned that they would like to incorporate similar activities, such as comedy or dance performances, to promote peace through sports, unity, and student teamwork at future events.

Forty-five students (25 females and 20 males) responded to the questionnaire survey. All responded that they could participate in the event actively, to some degree, under the new arrangement (very actively (76%), fairly actively (9%), or actively (15%)). When asked whether they had the chance to talk to other students with whom they usually did not talk, 43 (96%) answered "Yes". To back up that response, most of the students indicated that the new arrangement promoted communication and interactions among students to a significant degree ("very much" (78%) or "quite a lot" (20%)). These results show that the new arrangements encouraged the students to actively participate and interact with each other.

To confirm whether the new arrangements worked to deliver peace-related messages to the students, the questionnaire asked the students what messages they received from the flags they made, from the poems and songs presented during the event, and from the comments made by the commentators during the football game. As the word cloud images²⁰ below indicate, the main messages they received were "unity", "peace", and "encouragement". This result shows that the peace-related messages were effectively presented to the

²⁰ A word cloud image is a visual representation of text data, where words appear in different sizes based on their frequency or importance. More frequently used words are displayed in larger fonts, making it an effective tool for highlighting key themes in a text.

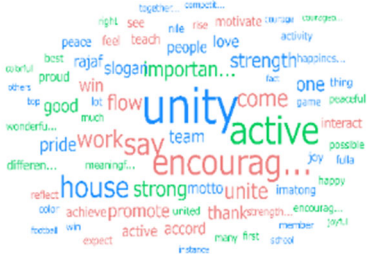
students. As all the students responded that they wanted to keep the same arrangements for future sports events at their schools, it may be possible to continue this kind of event with active student support. If organised successfully, such events can promote a sense of togetherness to build social cohesion within the schools.

The experience of holding the event with the Juba Diocesan Model Secondary School indicates that schools may need to satisfy some or all of the following conditions to organise similar events:

- The P.E./Sports teachers are present and active, and the school principal, other school administrators, and PTA are supportive.
- The P.E./Sports teachers are able to communicate well with students who are interested in cultural/art activities. They should also be aware of the importance of actively involving the other students, such as the spectators, in cheering activities and the like.
 - Mobilise students, explain the aims of the event, give appropriate instructions, facilitate student discussions, have students work together to create tools that will build a sense of unity in everyone.
- The school has a sports ground to carry out the sports event.
- The school has an existing sports event.
 - Adding a new event as a school activity may pose a challenge, as it affects school’s budget/activity plan.
- The school/parents are able to collect and pay school fees to secure a budget for sports activities.
 - The ability may vary based on urban vs. rural and private vs. public.
 - The Juba Diocesan Model Secondary School managed to procure the minimum necessary items/equipment from its budget.



Administering the questionnaire survey



Messages from flags (word cloud image)



Messages from poems (word cloud image)

c. Dilemma in peace promotion through sports at schools

As schools are deeply rooted in the communities, the Project attempted to improve P.E. and sports events as tools for peace promotion at the grassroots level. To summarise, the Project conducted the following research and preparatory activities from July 2022 to September 2024, developed lesson plans, developed unit plans, and promoted innovations in sports events.

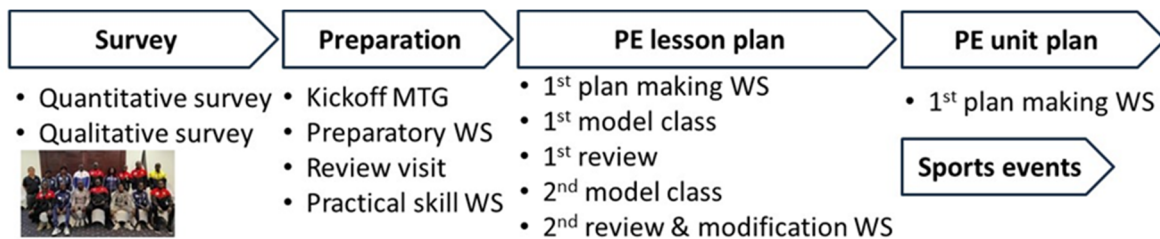


Figure II-2: Project activities for the schools

The table below summarises the results of the Project based on these activities. As the table indicates, the Project accomplished activities covering some of the key aspects of peace promotion through sports at schools. At the same time, however, many challenges remained in the school context, especially for P.E. The results indicate that a firm foundation for implementing P.E. itself needs to be built before considering and utilising P.E. as a medium to transfer peace-related values. Schools can be a useful arena where peace is promoted at the grassroots level, but the dilemma remains that utilising schools as a medium of peace first requires the structural and capacity development of schools (e.g., school systems and teachers), processes that may not directly contribute to peace promotion.

Table II-31: Summary of main achievements and ongoing challenges for sports in school for peace promotion

Main achievement
<ul style="list-style-type: none"> • Improvement of knowledge and experience of the target teachers on quality P.E. • Cooperation between target schools and ministries • Introduction of tools for facilitating quality P.E. (e.g., lesson plans including teacher self-evaluations, unit plans, exercise examples, Student Checklists, Observer Checklists) • Verification of the effectiveness of introducing peace element to sports events
Ongoing challenges
<ul style="list-style-type: none"> • Ongoing need for an improved environment for P.E. and sports in schools (e.g., improvement of their position in the curriculum, more specific and practical guidelines for P.E., appropriate numbers of P.E. teachers and students, pre-/in-service training system for teachers with sufficient P.E. knowledge, improvement of equipment and playing grounds, collaboration with PTA)

2-(4) Needs assessments in a pilot state (Torit)

a. Needs assessment in Torit (Pilot State)

As will be explained briefly later in 2-(7), Torit in Eastern Equatoria State has been chosen as a pilot site outside Juba. Although the pilot activity in Torit was mainly targeted at sports academies, the Project and JICA South Sudan Office concurred that the visit to Torit would be a valuable opportunity to collect basic information about the schools. Therefore, MoGEI taskforce members conducted a needs assessment in June 2024 in Torit to collect basic information about the schools in Torit and the information needed to consider the possibility of carrying out similar activities in Juba. Information was collected on 6 primary schools, 5 secondary schools, and the Torit Teachers' Training Institute. The following table shows the findings from the interviews and needs assessment observations.

Table II-32: Findings from the needs assessment of the schools in Torit

Target	Main findings
Primary School P.E.	<ul style="list-style-type: none"> • 80% of the primary schools in Torit County have sports grounds that allow them to conduct P.E. activities on-site. • However, 49% of primary schools reported having no formal preparation or planning for their P.E. classes. • Only 17% of primary schools claimed that they prepared lesson plans based on textbooks or curriculum. <u>Details on the quality and effectiveness of these plans were not provided.</u>
Secondary School Extra-Curricular Sports	<ul style="list-style-type: none"> • The majority of the secondary schools (75%) offer a range of extra-curricular sports activities, including popular team sports like football, basketball, and volleyball. • The availability and accessibility of these sports programs vary, however, with 80% of schools reporting insufficient sports equipment and facilities. • Student participation in extra-curricular sports activities is relatively low. An average of only 35% of secondary school students were actively engaged, due to lack of equipment in the schools.
Teachers Training Institute Torit P.E. and Sports	<ul style="list-style-type: none"> • The institute offers mathematics and P.E. as core subjects. • P.E. and sports are considered very important for the development of trainee teachers. • P.E. and sports activities are integrated into the curriculum occasionally. • Primary challenges in implementing PE and sports include a lack of facilities/equipment, insufficient curriculum time, a lack of instructor training/expertise, limited budget, and low student engagement. • Areas for improvement include more variety in activities, better facilities/equipment, and more focus on fitness/health education. • Sixty-minute P.E. classes are conducted twice a week and are compulsory for student teachers. • Activities include team sports, fitness training, and the use of a gym. • Instructors prepare lessons based on textbooks/curriculum, and the institute has dedicated PE instructors who need capacity building. • P.E. and sports are valued as means for promoting unity and peaceful living among diverse student communities through teamwork, cooperation, problem-solving, social cohesion, and positive thinking. • Effective sports for fostering unity include soccer, volleyball, netball, athletics, and handball. • Key suggestions to improve P.E. implementation include providing teaching materials, sports equipment, improved facilities, capacity building for instructors, and dedicated budget allocation. • The main challenges include a lack of training materials, reference books, equipment, and capacity building for P.E. teachers.

b. Additional needs assessment in Torit

In August 2024, MoGEI taskforce members conducted an in-depth survey to follow up on the previous assessment in Torit in June 2024. The main purpose of this in-depth survey was to analyse the kinds of P.E. and sports that were actually being practiced in schools in the rural area, as the taskforce members had only conducted relatively brief interviews with relevant school personnel during the previous survey. Therefore, the following topics were checked: a) whether the teachers were conducting P.E. and sports in schools with the proper planning (e.g., with specific lesson plans) and intentions, b) the actual situations of the PE and sports activities conducted (e.g., content, implementation environment, teacher’s and student’s movements, attitudes, etc.), and c) the kinds of classes for teacher training on P.E. and sports that were actually conducted in the local teacher training institute.

The survey team visited the Teachers Training Centre and six of the targeted schools with video cameras to record and verify the actual implementation of P.E. and sports-related activities in the field (one of the schools could not be observed because of heavy rains). Before and after the visits, the team had additional discussions

with the teachers to collect supplemental information on P.E. and sports in the schools. The following table presents basic information and the main findings of the additional needs assessment.

Table II-33: Basic information and main findings of the additional needs assessment in Torit

Target	Main findings
1) Airport View Primary School (community-based), 2) Airport View Secondary School (community-based) 3) Torit West Primary School (public) 4) Torit East Primary School (public) 5) AIC Primary School (church-based) 6) Torit Day Secondary School (public)	<ul style="list-style-type: none"> • The school's P.E. program focuses on not only physical fitness and skill development, but also mental development (teamwork, collaboration, communication among students, problem-solving abilities, etc.). There are examples of activities that incorporate pair work and collaborative work. The teachers and students are generally highly motivated. • P.E. is regularly included in the time schedule in most of the schools (1-2 times a week). The P.E. classes can often be cancelled or changed to other subjects, however, due to a lack of firmly established P.E. curriculum. • There are no lesson plans, monthly plans, or annual plans in most of the schools. There is also a lack of curriculum, textbooks, and other reference materials. Most of the lessons are implemented ad-hoc according to the teachers' past experiences and awareness. Most of the teachers involved in P.E. and sports have received no proper training in P.E. or sports. • One teacher in Torit West Primary School has been utilising lesson plan templates from 2019. She also uses a monthly plan. She has received P.E.-related training through a program supported by an external organisation (the Stromme Foundation). She prioritises cognitive and socio-emotional skills such as communication, creative thinking, team spirit, etc. • In many cases, two to three teachers are needed to teach a P.E. class with as many as 100-200 students all at once (*Two to three teachers are put in charge of P.E., but these teachers also have to teach other subjects). Therefore, not all students are able to participate or receive detailed guidance and feedback from teachers (only 50 to 100 of the students are actually involved). At the secondary school level, however, there are examples of student-led P.E. programs that do not rely too much on teachers. • In most of the schools, P.E. and sports-related equipment (e.g., balls, goal nets, and cones) is lacking or in ill repair. There are examples, however, of schools borrowing equipment from other schools or sports organisations. • The sports grounds are generally spacious but easily influenced by rain. Many of the grounds are poorly maintained, with stones, rocks, or trash scattered around. No people are assigned to maintain them on a daily basis. • Some schools have no sports grounds of their own. • Other school subjects generally take priority over P.E. There is no awareness of the need to monitor, evaluate, or audit P.E. and sports-related classes in the schools. Without this awareness, no steps are taken for quality improvement or problem-solving for P.E. and sports. • Sports events (mostly football and athletics) are held every semester. Most of them, however, are planned and decided by the school administrations, not mainly by the P.E. and sports teachers or students.
Teacher's Training Centre	<ul style="list-style-type: none"> • The University of Juba and other educational institutions in Uganda have developed a P.E. teacher training program and curriculum. The centre utilises some of the relevant textbooks and references. • One of the instructors graduated from Kyambogo University in Uganda with a degree in mathematics and P.E. There are lesson plans and work plans prepared by the instructors for teacher training for P.E. and sports.

Based on the findings above, the Project could clarify the following:

- The rural areas face the same challenges faced by Juba for conducting P.E. and sports in schools. Following are some of the issues identified: a) no systematic implementation plan for P.E. or sports classes such as lesson plans, monthly plans, annual plans; b) the teachers' lack of knowledge and experience in conducting quality P.E. and sports-related activities in schools; c) lack of curriculum, textbooks, and manuals on P.E. and sports activities as references; d) inappropriate teacher-student ratios; e) inadequate equipment and playing grounds; f) low awareness on the importance of P.E. and sports compared to other subjects. Without firm

foundations to conduct quality P.E. and sports in the schools, it remains a challenge to conduct P.E. and sports-related activities with a focus on “Peace Promotion”. The schools will need to solve the abovementioned issues as a first step toward gaining the capacity to properly organise P.E. classes and sports activities.

- It is noteworthy that, in the absence of a curriculum or textbook useful for implementing P.E. and sports-related activities in the field, one teacher took the initiative to create lesson plans and monthly schedules to conduct more systematic P.E. and sports. The implementation of P.E. was unstable, however, and the lesson plans were not fully utilised.
- The points raised in the assessment, such as the a) need for curriculum and reference materials and the b) importance of effective monitoring and evaluation of P.E. and sports implementation, have received special attention during the school activities in Juba. The needs observed in the rural areas largely paralleled those identified by the Project in Juba.

2-(5) Activities with Sports Academies

a. Provision of necessary sports goods to the target academies

Sports require certain goods and equipment. Preparing the necessary goods therefore becomes a prerequisite for any of the activities to be conducted by the sports academies. However, the two target academies—Lologo Football Academy and Simba Volleyball Academy—lacked sufficient goods to sustain their daily activities with quality. When the JICA Experts visited the Simba Volleyball Academy for the situational assessment, for example, the academy was holding a practice in an open field with seven members sharing only one ball and a single torn net hooked to timber poles. Likewise, the Lologo Football Academy repeatedly lamented that their balls were burst and flat, that their goal nets were torn, and that many of their members had no training wear.



Timber polls



Practicing with only one ball

The JICA Experts visited the Simba Volleyball Academy in December 2022 and the Lologo Football Academy in January 2023 to sound out their opinions on what they would need to facilitate and improve their activities. Based on the information collected, the Project procured the items listed in the following table, in January and February 2023.

The Project also provided goods that was deemed to be essential to facilitate different pilot activities with the two academies, details of which will be explained in the following sections.

Table II-34: Goods Procured for the Lologo Football Academy

Item	Quantity Procured		
	For general activities (handed over in Feb. 2023)	For Parent's Day (handed over in Jun. 2023)	For Community Event (handed over in Dec. 2023)
Footballs	30 balls	-	-
Uniforms for players	180 sets	84 sets	44 sets
Uniforms for event supporters	-	-	60 sets
Training bibs (boys)	3 sets	-	-
YC support vests (girls)	45 sets	-	-
Water coolers (box type)	3 pieces	-	-
Water buckets	3 pieces	-	-
Goalpost net (large)	1 piece	-	-
Goalpost net (small)	1 piece	-	-
Tracksuits	5 sets	-	-
Trophy cup	-	-	1 cup
Whistles	-	3 pieces	-
Stopwatches	-	3 pieces	-
Referee cards	-	1 set	-

Table II-35: Equipment Procured for the Simba Volleyball Academy

Item	Quantity Procured	
	For general activities (handed over in Jan. 2023)	For Parent's Day (handed over in Apr. 2024)
Volleyballs	20 pieces	7 balls
Volleyball nets	3 sets	3 sets
Volleyball antennas	3 sets	-
Volleyball net pole	-	1 pair
Training shirts and pants	-	75 pairs
Referee stands	-	1 stand
Water coolers (box type)	-	2 coolers
Knee supports	-	75 supports



Handover Ceremony at the Lologo Football Academy



Handover Ceremony at the Simba Volleyball Academy (2023)



Handover Ceremony at the Simba Volleyball Academy (2024)

The coaches of both academies commented that the provision of equipment offered them an opportunity to accept more players. For example, although objective evidence (e.g., membership roster) was not available, coaches of both academies appreciated that the number of players grew rapidly after the arrival of sports equipment. The provision of equipment alone may not have accounted for the membership increase, but the coaches' impression implies the existence of a correlational relationship between the two. Such a relationship would corroborate the positive impact of the equipment provided.

b. Workshop on the making of coaching plans

Based on the activity plan described in 2-(2), the Project held a two-day workshop on the making of coaching plans on March 14-15, 2023. The workshop was attended by managers and coaches from the two pilot academies (Lologo Football Academy and the Simba Volleyball Academy), a representative from the South Sudan Football Association, the TF members, and a JICA representative. The objective of the workshop was to develop a coaching plan that incorporated three peace-related values—“Respectful relationships and collaboration”, “Inclusion”, and “Self-esteem and confidence”—within a sports practice session.

Two sessions were held in the first half of the first day. In the first, the participants shared the current situations and challenges of the two academies. In the second, they introduced and explained their activities connected to the three values (e.g., home visits), and discussed ways to promote the three values.

The second half of the first day was dedicated to the making of the coaching plan. Based on the discussions in the first and second sessions, the participants from each academy discussed how they would promote the three values through coaching. In the beginning of the second day, each academy presented a draft coaching plan and exchanged comments.

The second day was highlighted by a discussion regarding awareness-raising activities. To brainstorm what could be done to raise awareness among parents and the community about sports and its positive impact, the participants shared accounts of the various challenges they faced, such as misconceptions about sports, traditional (gendered) division of labour, “tribalism”, insecurity, lack of trust, and more. They further described how they normally dealt with those issues, for example, by visiting players'

houses to discuss issues with their parents, sending players home to ensure their safety, explaining the importance of unity, and sincerely listening to the players’ opinions. The discussion revealed that the target academies had already been carrying out various measures that could benefit the promotion of peace-related values (e.g., mutual care, ensuring player’s safety, and treating players equally). Based on this experience, the Project decided to adopt a participatory method for the planning and implementation the pilot activities whereby each pilot activity would fit the local contexts.



Workshop on the making of a coaching Plan (left); workshop participants (right)

c. Activities with Lologo Football Academy

Parent’s Day

When the Project and the academy discussed what kind of activities would benefit the academy’s development to foster its peace-promoting effects, the first idea raised by the academy was an event targeted at academy members’ parents. The building of strong relationships with the parents was deemed to be crucial to sustaining the academy’ s activities, as the parents held the decision-making power as to whether their children took part in the academy’s activities. Concurring with this logic, the Project decided to support the organisation of the “Parent’s Day”.

Since then, the Project and the academy had a series of meetings to discuss and clarify the objectives, programme, and available resources for the event. The core objective was set to “raise awareness among the parents about the academy’s activities and its efforts to promote peace through sports in the Lologo community”. The programme included recreational games in which the parents could take part and experience and learn about the academy activities (football). The original ideas for those games were suggested by the academy and modified through the discussion with the Project. Lastly, the Project and the academy agreed that the former would provide minimal in-kind support (e.g., chairs, tents, water) so that the academy could tangibly experience what similar events would be like without help from the Project.

The event was held on Saturday, the 24th of June. Although only a handful of parents were present at

the beginning of the event, the number grew to at least 50 as the event continued. In addition to seeing the football games, the parents also participated in three different games planned for the event. All three of the games were designed to: 1) raise the parents' awareness about their own child(ren); 2) demonstrate what their children did at the academy (football); and 3) promote their collaboration with each other. The event closed with a series of speeches delivered by parent representatives, the Chief Representative of the JICA South Sudan Office, and the Director General of MoYS.



Parent Game (Know Your Child)



Parent Game (Penalty Kick)

An interview was conducted with the Lologo Youth Development Association after the event, on July 8, to collect information on the Lologo community in general and the role and impact of the Lologo Football Academy specifically. The interview, which lasted for about 90 minutes, revealed how the Lologo community had been developed by the families of military personnel and how the association had initiated sports activities as a means for uniting people. The interviewees repeatedly highlighted the significance of sports in uniting people regardless of language and cultural barriers, as well as the function of sports in connecting community members.

The Project also interviewed the parents of the academy members. The main topics covered in the interviews were (but not limited to): 1) general matters (i.e., family circumstances); 2) opinions about the academy and sports; and 3) opinions about events such as Parent's Day held by the academy. In total, taskforce members, together with coaches from the Lologo Football Academy, conducted interviews with 15 parents (12 females and 3 males). Comments from the parents offered empirical evidence in support of the positive effects of the academy, such as the following:

- Academy members showed positive physical changes (e.g., good appetite and good sleep).
- Academy members showed positive mental changes (e.g., improved attentiveness to the things their parents say, waking up earlier in the morning, becoming active, and observing the rules and regulations of the games, etc.)
- The coaches' involvement in activities such as giving advice and paying frequent visits to the members' homes helped bring about positive changes in the members, and the parents appreciated the same.
- Many youths joined the academy, which limited their opportunities to conduct the wrong activities.
- One girl who had spent time with a group of wayward boys joined the academy and

abandoned the group.

- One academy member invited a friend who was part of a gang group to join the academy, and by doing so succeeded in leaving the group.
- The academy united youth from different residential areas and facilitated social cohesion.
- Members of the academy nurtured a sense of brother(sister)hood that helped them support each other and grow together.

These comments testify to the social impacts of the academy. The parents recognised the importance of the academy for the betterment of the community. It was this peace-promoting effect at a community level that the academy wanted to advertise in the next event (see below).

Community Event

The Parent's Day worked to convey positive messages about the academy such as those expressed in the parents' comments above. When the Project and academy discussed what to do next based on that experience of the Parent's Day, another community event was suggested. The logic was that the community's active "involvement" in the academy activities would be the next step after the awareness about the academy was formed. Namely, the Parent's Day was an event "for" specific targets, in this case, the parents of the academy members. The community event, on the other hand, was to be an event organised "with" the community members. In other words, the community event was suggested as a means of promoting a sense of togetherness within the Lologo community.

As community involvement had become a central theme, the JICA Expert Team was advised by MoYS C/Ps and the academy to explain to the community leaders about the Project as well as the main objectives of the event. On November 22, the Project met with community leaders to explain the pilot activities with the Lologo Football Academy and receive their permission to hold the community event. Also, the leaders advised that the Project would need to involve not only parents but also community leaders.

At the advice of the community leaders, the Project had another meeting with parent representatives and community leaders who had agreed to support the organisation of the community event, on November 26. The meeting participants discussed and agreed upon the roles and responsibilities of each stakeholder.



Meeting with community leaders



Meeting with parents and community leaders

From the morning of December 3, community youths, academy members, community leaders, and parents worked on setting up tents and chairs and the preparing football grounds for the community event. When the event program was about to begin, however, the grounds were completely deluged by a sudden heavy rainfall. Due to the poor weather conditions (rain) and the NUD-related works in January, the Project and the Lologo Football Academy decided to postpone the event to February 2024. Although disrupted by the weather, the event almost achieved its objective of involving the community members.



Community youths and leaders setting up tents



The event was cancelled due to heavy rains

The community event was finally held on Sunday, February 18. However, the event was hampered (i.e., preparation was delayed and less involvement of parents and community leaders) by, according to an academy coach and a woman representative of Lologo Area Youth Office, 1) increased police activity within the area and by 2) miscommunication within the Area Youth Office. While the former was unrelated to the Project or academy, the latter stemmed from a mistaken belief, on the part of an area youth officer, that the office had the authority to make decisions on the academy activities (in fact, the academy was independent from any political entity such as the area youth office). Due to the political sensitivity of this issue, the Project experts refrained from taking part in the process to resolve the misunderstanding and left it fully in the hands of the MoYS taskforce. After a long coordination with the area youth office, the problem was resolved in August 2024 when the stakeholders (e.g., academy coaches, representative from the area youth office, religious leader, etc.) agreed to establish a committee with the authority to make final decisions on important matters of the academy independently from any political entity. However, the long process of reconciliation between the academy and the area youth office hampered the Project’s efforts to start a new pilot activity. As a result, the community event finally held was the last activity co-organised with the Lologo Football Academy.



Preparing chairs and tents for the community event

Although they ended for reasons no one wished for, the two pilot activities with the Lologo Football Academy revealed the academy's invaluable peace-promotion impacts within the community, as well as its skills in thinking logically about what needs to be done for its better development. This experience has further justified the validity and effectiveness of the Project's participatory approach and later led to the consideration of the Everyday Peace concept (to be discussed in 2-(6)).

d. Activities with the Simba Volleyball Academy

Sensitisation Tool-Making

From the awareness-raising session in the workshop for the making of coaching plans, it was evident that the Simba Volleyball Academy was committed to creating a social space for community youths (especially girls) where the youths would both develop volleyball skills and acquire social capital (e.g., friends, respectful relationships with coaches, a sense of belonging, etc.). The academy, however, lacked the means to convey such messages to players and their parents. Therefore, the Project and the academy agreed on making a sensitisation tool to clearly present the aims and objectives of the academy.

To collect the basic information on the academy and clarify the content that the tool should include, the Project organised a meeting with managers, coaches, and a player from the Simba Volleyball Academy. The following points were mentioned during the discussion:

- The academy was established in 2021 as the first volleyball academy in Juba, but the constraints of the COVID-19 pandemic initially limited its activities. The activities reached their full scale soon thereafter, however, in 2022.
 - Established by the coaches to achieve their wish or raising future generations of volleyball players
- As girls started joining gradually, the added purpose of empowering girls in the community emerged.
- The academy or its members can:
 - Improve physical fitness
 - Make friends with different regional/ethnic backgrounds
 - Prevent members from getting involved in wrongdoings (by occupying their time with sports practice)
 - Nurture a sense of gender equality (e.g., enable girls to talk to male friends and coaches without hesitation)
 - Train members to attain appropriate social behaviours
 - Provide young athletes with the chance to become national-level volleyball players

In parallel, the Project and the academy discussed which format was most suitable for the tools. Banners were ultimately chosen as the format, as banners could be used for both events and daily practice, and were a common type of advertisement in South Sudan.

Based on the information collected in October 2023, the Project drafted designs for the banners and academy logo in continuous consultation with the academy. The Project finalised the banner designs and printed two types of banners: 2m×3m and roll-up banners. The banners were handed over to the Simba Volleyball Academy in January 2024.



Figure II-3: Banner for the Simba Volleyball Academy with the Logo

Parent’s Day

Similar to the Lologo Football Academy, the Simba Volleyball Academy also recognised that gaining parents’ support was crucial to enhancing the active participation of the academy members. As such, the Project and the academy decided to work together to plan and implement a “Parent’s Day”.

Like the Parent’s Day for Lologo, the Simba’s Parent’s Day also aimed to introduce the academy (its objectives and activities) in order to promote supportive feelings for the academy among the parents. In the subsequent meetings, the Project and academy discussed possible activities to be included in the event, such as:

- Volleyball practice demonstrations and trials
- Mini volleyball games
- Introduction of the idea of establishing a “Parents Council”

Coordination with stakeholders in the event was a matter of particular focus. The Project invited a coach from the academy to a Lologo community event to observe how miscommunication could lead to negative results. Through this experience and the knowledge it brought, the Simba academy began to take a much more serious stance toward coordination with stakeholders. Given that the academy is located in a military barrack, one of the most sensitive areas in Juba, the Project and academy were aware that an event open to the public at such a venue could trigger opposing reactions from military personnel. Therefore, the coach approached a military representative and explained the event at the earliest possible time in order to get approval before the event took place. As a result, the event was held

successfully without any objections from the military. Even better, the academy invited the military representative to deliver a speech during the event, which he kindly accepted. The event was carried out within this supportive environment in the community.

Through various preparatory works in coordination with the Simba Volleyball Academy, the event was carried out on April 13 for the dual purposes of sharing information with the community on the academy’s activities and encouraging parents to support the academy. Nearly 50 family members, 10 guests, and several other spectators came to observe volleyball practice demonstrations, dance and poem performances, and a mini volleyball game. Various guests made speeches on the importance of sports for girls and on their support for the academy and the establishment of the Parent’s Council.



Opening ceremony



Spectators



Practice demonstration



Speech by a parent representative

After the “Parent’s Day”, a series of interviews were conducted with the parents who participated in the event to get their feedback on the event and on other topics such as their perceptions of the academy and the importance of sports. Interviews were conducted with 11 households in total on June 2 and 15. After the interviews with the parents, coaches from the academy and MoYS taskforce members reviewed the feedback from the parents and started planning the future events. The table below shows the findings from the interviews, the comments from the parents, and the plans discussed by the coaches and MoYS taskforce members.

Table II-36: Findings of interviews with the parents of academy members

Topics	Findings
Backgrounds of the respondents (parents of players at the Simba Volleyball Academy)	<ul style="list-style-type: none"> Many of the parents were military personnel. The husbands in many of the families were soldiers, and in some of the families the husbands had died in battle, etc., leaving the mothers and children alone. Other parents worked as <i>Boda Boda</i> drivers, housekeepers, police officers, and restaurant cooks.

Topics	Findings
	<ul style="list-style-type: none"> Many of the parents seemed to have a perception that the Army Barrack Area was safe. Although there were gangs in the area, the protection of the army ensured the safety of the barracks in the event of any problem or conflict.
<p>Parents' impressions of the Sports and Sports Academy and what they liked about having their children participate</p>	<ul style="list-style-type: none"> The parents who had sports experiences wanted their children to play sports, as they themselves had enjoyed playing sports when younger. They themselves had made friends and gained confidence through sports. While many of them had no prejudice against women exercising, some believed that girls who played sports might be unable to give birth or might otherwise get injured. In the families whose parents themselves lacked sports experiences, the parents nonetheless wanted their children to enter the academy. All families mentioned that the children should complete their household chores (cooking, cleaning, etc.) before participating in Sport Academy practices. They have expectations of their children being successful as athletes, but at the same time are happy with the social aspect of their participation in the academy: being more punctual, respecting others, having no time to get involved in wrongdoings, helping their families, helping their community, and helping their country. They think it also has the effect of delaying young marriage. Some parents said, "there is no difference between school and the academy" and " I cannot send my children to schools, so I let them go to the academy." In this context, they equated academies and schools in terms of "socialisation". Many children called out "Coach!" when Mr. Awad (Coach of the Simba Volleyball Academy) walked down the street. This was an indication that he had integrated himself into the community. Mr. Awad explained why there was growth in the social aspect. "You can't play volleyball alone. You can't play without teammates or opponents. That is why we teach respect for others. There are people from many different ethnic backgrounds in Simba. If you are a member of Simba, it doesn't matter what ethnicity you are. We focus on the perspective of whether you are a person who respects others. If children attend Simba, they can create relationships of trust with each other. Respecting others leads to good relationships inside the home. It will also lead to the betterment of the community. Having more children like that will lead to the building of the next generation of our country".
<p>Comments and suggestions for "Parents Day" and future events</p>	<ul style="list-style-type: none"> It was good to see the parents' children playing volleyball at Parent's Day. The parents were relieved because they usually didn't have a chance to see their children playing sports. It was fun to see the children's cultural dance performance. The parents were happy to see the children taking sports more seriously. They were glad to see that their children were making friends with each other. It was also good to have communication between parents. The parents thought it would be good to have a drama at the next Parents Day. Some community people do not accept girls and women participating in sports. A drama can encourage people to make their children participate in sports. It would be nice if Parents Day had something for parents to participate in. Parents often do not know each other. Mini-games or volleyball events in which the parents could participate would be nice.
<p>Plans discussed by coaches and MOYS taskforce members</p>	<ul style="list-style-type: none"> Simba Academy would like to set up a system to enable the parents to participate in the management and activities of the sports academy, like a Parent Association in the academy. Simba Academy would like to procure chairs so that parents can observe the regular practices.



Interviews with the parents of players from Simba Academy

Overall, the results show that the Parent’s Day was positively received by the parents. In addition, the interviews revealed various aspects entailed in girl’s participation in sports (more specifically, in the Simba Volleyball Academy in Giada). The results provided empirical evidence that girls face social/cultural barriers to participating in sports (e.g., “some believed that girls who played sports might be unable to give birth” and “the children should complete their household chores”). At the same time, however, the parents recognise the power of sports (academy): “[parents] are happy with the social aspect of their participation in the academy: being more punctual, respecting others, having no time to get involved in wrongdoings, helping their families, helping their community, and helping their country”; “I cannot send children to schools, so I let them go to the academy”. In other words, the interviews revealed a dilemma shared among some of the parents: while they acknowledged the social value attached to participation in sports, they would prefer their daughters not to take part. This dilemma inspired the following two pilot activities.

Establishment of the Parent’s Council

The interview results revealed the academy’s belief that some of the misunderstandings about sports could be resolved if the academy had a closer connection with the parents. Moreover, the parents concurred that the social impact of the academy could be expanded if they cooperated more with the academy. Based on these ideas, the academy and representatives of the parents expressed their interest in establishing a parent’s council to develop a supportive relationship between the academy and parents.

To discuss the council's objectives, aims, and structure, the Project had a series of weekly meetings with the academy’s coach and parent representatives from August 3 to 31. Based on the discussions, the

Project team prepared a draft constitution of the parent council.

On September 7, the Project helped organise and run a workshop for parents jointly with the Simba Volleyball Academy. In total, 22 parents (13 females and 9 males) attended. The participants shared, discussed, and approved a draft constitution for the parent’s council in the first session of the workshop. The crux of this constitution was to clarify the purpose of the council as a body that was to cooperate with the academy in developing a better future for the players of the academy. After the session focused on the constitution of the council, a second session was held to explain the points to consider for “girls and sports” in order to resolve some of the misunderstandings about girls playing sports. To summarise, the second session covered the advantages of girls who were playing sports, the difficulties of girls’ participation in academies, points to consider for female members in academies, and points to consider regarding menstruation.



Discussion with the academy and parent representatives



Workshop for parents

Workshop for Gender Considerations

The academy considered approaching not only the parents, but also the players, as an important step to solving some of the problems the players faced daily. To do so, the academy planned another workshop focused on introducing gender-sensitive considerations in sports, creating an opportunity for the players to share any issues they might have been experiencing at home or in the academy, and discussing possible solutions to those issues among the members of the academy. A lecture by the Project on gender and sports, including the topic of menstruation, was also planned. The workshop was held on October 12, 2024. Around 50 girls from the 4th grade of primary school to 4th grade of secondary school took part (there were also several women over the age of 18 who were currently members of the volleyball club). The academy coaches explained what the academy expected its players to be based on the academy’s motto, visions, etc. They also explained how to avoid injuries in sports. The taskforce member from MoYS delivered a lecture on gender and sports, including the topic of menstruation. Although a discussion session was planned, it had to be postponed to the following week because the lectures took up all the time available.

On October 19, 2024, the academy held an additional workshop in which they asked the female members whether they had recently experienced any issues at home or the academy. About 25 female members

participated. A female coach facilitated the discussion by introducing how she had solved various challenges in the past. All of the participants understood the importance of listening to others, showing respect and appreciation, building trust, acting with a sense of responsibility, etc. for achieving improved relationships with parents, other members, and coaches.



Workshop for Gender Consideration

Similar to the case with the Lologo Football Academy, the experience of carrying out pilot activities with the Simba Volleyball Academy showed that the academy encompasses various social values (especially for girls) and is capable of identifying necessary activities to expand social impacts by realising the social values either consciously or unconsciously. Again, this experience has justified the approach of putting the sports academies at the centre of the decision-making process and heightened the Project’s confidence in the applicability of the Everyday Peace concept (to be discussed in 2-(5)).

e. Workshop for reviewing the pilot activities and the making of an action plan

A full-day workshop was held on February 11, 2025, to review the aforementioned pilot activities with the two sports academies. Participants of the workshop included: coaches and administrators from Lologo Football Academy and Simba Volleyball Academy; MoYS taskforce members; and JICA Experts.

The workshop started with a session to review all the pilot activities that had been implemented since 2022. The second session introduced the lesson learnt from the pilot activities. Namely, the session explained how the Project developed the concept of “Everyday Peace” (to be discussed in 2-(6)) through the experience of carrying out various pilot activities with the two academies. In the next session, the Project explained how each pilot activity could be understood in relation to different components of “Everyday Peace” (see Table II-36). The second half of this session covered how to make an action plan to follow up on the activities that have been implemented or repeat similar activities in the future.

The remaining half-day program was used for both academies to discuss and make their action plans. At the end of the workshop, both academies presented their action plans. Based on those plans, both academies are expected to take necessary actions, evaluate them, and repeat them after the Project's completion.

2-(6) Consideration and Application of the “Everyday Peace” Concept: A Synthesis of Knowledge Learnt from the Pilot Activities in Juba

a. What is “Everyday Peace”?

As stated in the 2-(4) b., the participatory method guided the pilot activities. Among all of the pilot activities described in the previous section, in no case did the JICA Experts take a dominant role in leading the planning and implementation process. The two academies identified what they themselves needed, why they needed it, and how the need could be satisfied. The Project's role was to introduce different perspectives to deepen the discussion with the two academies.

This participatory approach enabled the Project to learn how the academies perceived and reacted to their challenges. This knowledge revealed that the academies had the potential to promote so-called “everyday peace”, a concept that the Project came to embrace in the central conceptual framework leading its activities in Torit (to be explained in 2-(7)). The term, coined by Roger Mac Ginty, is defined as “the practices and norms deployed by individuals and groups [...] to avoid and minimise conflict and awkward situations at both inter- and intra-group levels”.²¹ This concept is significant less in providing a framework for considering how people live in harmony in their everyday lives than in revealing the power of local agencies to disrupt conflict. In other words, Mac Ginty argues that everyday peace—what people do every day to avoid conflict—has the power to slow down the violence amidst social turmoil or prevent the violence from accelerating before the onset of conflict. It does so by “disrupt[ing] the main dynamic, logic, or narrative of a conflict”.²² Everyday peace is not merely a way of harmonising social relationships. It is a form of power possessed by ordinary citizens that subverts momentum toward violent conflict.

b. Ethnicity and gender as two of the main dynamics, logics, and narratives of the conflicts in South Sudan

The Project's experience of carrying out pilot activities with the two academies has been an opportunity to probe into how the two academies promote everyday peace, namely, disrupt the main dynamic, logic, or narrative of a conflict through their everyday activities. To discuss this requires a brief explanation of “the main dynamic, logic, or narrative of a conflict” in South Sudan. The country experienced violent conflicts twice after its independence. Although both occasions are said to have been caused by political

²¹ Mac Ginty, Roger. 2014. “Everyday peace: Bottom-up and local agency in conflict-affected societies”. *Security Dialogue*, 45 (6): 548-564.

²² Mac Ginty, Roger. 2021. *Everyday Peace: How so-called ordinary people can disrupt violent conflict*. New York, US: Oxford University Press.

power struggles, they have become highly ethnised and gendered. Literature suggests that the political struggle solidified ethnic identities, which resulted in heightened violence along the ethnic lines²³. The Massacres in Bentiu and Mapel in 2014 were two of the most extreme versions of such violence. In addition to ethnicity, gender characterises violence in South Sudan. During the two civil wars, women and girls became targets of looting and gender-based violence. Some argue that they were reduced to “commodities to be destroyed, owned, or exchanged for political or military services”.²⁴ The marginalisation of women continues to take place: UNMISS reports that women and girls accounted for more than 90% of the victims affected by the conflict-related violence in 2020²⁵. In short, ethnicity and gender are two unavoidable factors when understanding violence in the country.

c. Sports academy as a social space where everyday peace is encouraged

The daily activities of the two academies challenge ethnic- and gender-based divisions. The coaches of the two academies abhor the presence of ethnic division within their academies. They encourage the academy members to befriend their peers regardless of ethnicity. Through continuous efforts to deny ethnic division, a coach from the Simba Volleyball Academy mentioned that the players started to “sit together after the training. They interact with each other. They talk about what’s happening at home and school. They can feel free from all of their stress”. The academy compels the players to take such an attitude not only within the academy, but outside as well. A female coach from the volleyball academy said, “[The academy] ensure[s] that they (players) have good relationship [with peers within the academy] and carry it to [sic] outside. If you go home, you should be like that”. The Lologo Football Academy’s work to extend the world of ethnicity-free friendships was effective in reducing the sizes of the local gangs. The coaches of the football academy repeatedly told their players to act friendly even outside the academy, much as was seen in Simba. This approach resulted in the active practice of inviting friends in local gangs to join the academy. As stated in 2-(5) c., the building of a new social connection for gang members helped them leave the gangs. Under the theme of “making friends”, both academies intentionally work against the dynamics of ethnic division within and outside the academies.

Women and girls are socially marginalised not only in conflict settings, but also in their daily lives. The gender-based division of labour forces them to stay at home, and the cultural practice of dowry (i.e., bride price) motivates family members to keep their daughters intact and free of injuries. These norms and practices keep girls in private spheres and make them docile and subordinate to men. The academies, however, encourage their female players to be just the opposite. A coach from the volleyball academy, for example, often asked the players (mostly girls) to give him feedback on the day’s practice. In the beginning, the girls hesitated to speak to the coach, a male. Day by day, however, in response to the

²³ See, for example: de Waal, Alex. 2015. *The Real Politics of the Horn of Africa: Money, War and the Business of Power*. Cambridge: Polity Press; Young, John. 2019. *South Sudan’s Civil War: Violence, Insurgency, and Failed Peacemaking*. London: Zed Books.

²⁴ de Waal, Alex. 2016. “A Political Marketplace Analysis of South Sudan’s Peace”. Occasional Paper on March 24. World Peace Foundation.

²⁵ Insecurity Insight. 2020. “Sexual Violence in South Sudan”. January 2022. Geneva: Insecurity Insight. bit.ly/SexualViolenceSudan

coach's obvious eagerness to listen, they emerged from their shells and started talk. One former player of the academy explained that "Women were not allowed to speak in public. In sports, I can talk in front of men. You cannot get it in the [school] class". Another former player backed up this statement by saying, "When my brothers are sitting [at home], I cannot sit with him. [In the academy,] I will be free to talk to male coaches that encourage girls to talk to men". These are testimonies to the success of the academies in breaking down the gender norms that marginalise women in society in parallel with their efforts to reduce ethnic divisions

The sports academies are not merely places where youths enjoy playing sports. They are also social spaces where the youths can find sanctuary from ethnic and gender boundaries.

d. Operationalisation of the concept: safe space and peaceful community

Realising the significance of sports academies as social spaces to promote everyday peace was indeed an important step toward developing a framework for field activities, but the application of knowledge into practices demanded the operationalisation of the concept. Namely, the Project needed to identify what aspects of the sports academies could lead to the promotion of everyday peace. Through a series of discussions among the members of the Expert team and with C/P members, the Project organised the findings and identified two aspects: "safe space" and "peaceful community". The figure below (an excerpt from slides presented at a conference²⁶) summarises the two components.

²⁶ See the section 2-(5) e.

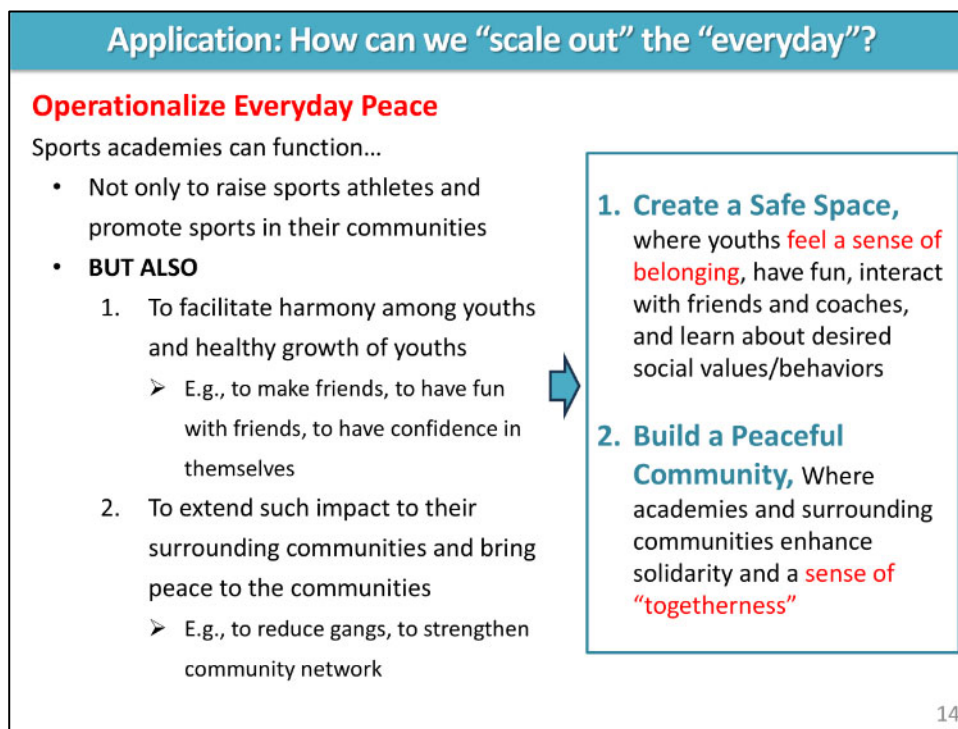


Figure II-4: Breaking down the Everyday Peace concept into two components

Safe Space

As discussed in the previous section, sports academies can serve as sanctuaries where youths feel free of ethnic- and gender-based social burdens. There, they spend enjoyable time with their friends, have respectful relationships with coaches, and consequently experience a growing sense of belonging. The Project defined this type of sanctuary, a space that makes up a part of everyday peace at the sports academies, as a “Safe Space”.

Redefining the promotion of (a part of) everyday peace at sports academies as the creation of a safe space has enabled the Project to clarify necessary actions to take. Figure II-5²⁷ summarises those actions.

Peaceful Community

The influences of sports academies do not stay within the realm of the academies. As the findings illustrate, a friendship and social bond nurtured within the academies can expand out to surrounding communities. In this sense, sports academies function to strengthen solidarity and a sense of “togetherness” among community members, or to make a “Peaceful Community”.

In line with the “Safe Space” concept, redefining a part of everyday peace as building a peaceful community has enabled the Project to clarify necessary actions to take. Figure II-6²⁸ summarises those

²⁷ An excerpt from slides presented at the 61st annual conference of the Conflict Research Society

²⁸ Ibid.

actions.

Application: How can we “scale out” the “everyday”?

“Create a Safe Space”
||
“Build a firm foundation” for sports academies

- **Sports equipment**
 - What: a **playground and necessary sports equipment** are available
 - How: Procurement, maintenance, and management of sports equipment
- **Coaching skills**
 - What: Coaches have enough **skills and knowledge to teach** community youths
 - How: Coach training
- **Friendly environment for interaction and learning**
 - What: (1) Coaches are willing to **know more about their members;**
(2) Coaches care much about **members’ safety and their healthy development;**
(3) Members can **talk to coaches without difficulty**
 - How: (1) Facilitation of communication between coaches and members;
(2) Clarify the visions and objectives of the academy

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Figure II-5: An example of activities for creating a “Safe Space”

Application: How can we “scale out” the “everyday”?

“Build a Peaceful Community”
||
“Develop” sports academies

- **Awareness/Motivation**
 - What: Coaches and administration **understand the social significance** of sports academies (=facilitating “everyday peace”) and **are motivated** to further develop their academies
 - How: Awareness-raising workshop
- **Well-management of the academy**
 - What: Coaches and administration can **identify necessary factors** for the further development or the stable operation of the academy (e.g., girls’ participation) and **plan/implement the measures** (e.g., house visits).
 - How: Action-plan-making workshop and its follow-up; fundraising workshop
- **Outreach**
 - What: Coaches and members **present what they learn** through academy activities
 - How: Community event, Banners/posters

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Figure II-6: An example of activities for building a “Peaceful Community”

Through this process, an abstract concept of everyday peace becomes tangible and operational. This operationalisation provides a clear guide as to how different actions need to be considered with a clear

goal of developing a safe space and peaceful community, and how different actions can be understood in relation to the two components. For instance, the pilot activities conducted in Juba can be categorised according to the two components in the following table.

Table II-37: Understanding the pilot activities in Juba in relation to the everyday peace concept

Component of Everyday Peace	Activities	
	Lologo Football Academy	Simba Volleyball Academy
Safe Space	<ul style="list-style-type: none"> • Provision of sports equipment • The making of coaching plans 	<ul style="list-style-type: none"> • Provision of sports equipment • The making of coaching plans • The making of sensitisation tools • Gender Consideration Workshop
Peaceful Community	<ul style="list-style-type: none"> • Parents’ Day • Community Event 	<ul style="list-style-type: none"> • Parents’ Day • Support to establish the parents council

The everyday peace concept was considered, reconsidered, and applied during the Project period. The training in Torit (to be explained in 2-(6)) was the fruit of the process.

e. Presentation at the 61st annual conference of the Conflict Research Society

Since the Project deemed that the findings and the operationalisation process contained academic and practical significance in peacebuilding in South Sudan, the Project sought an opportunity to present its activities publicly. The paper prepared by the Project was thereupon accepted by the Conflict Research Society, one of the oldest academic communities in the field of conflict studies. This allowed the Project to attend the Society’s 61st annual conference held at the University of Edinburgh on September 5, 2024 to present the paper to a wider academic and professional community.

The presentation covered the Project’s findings on how local sports academies in Juba were promoting so-called “everyday peace”. The presentation also introduced how the Project was planning to apply this knowledge in practice (in Torit). An audience of more than 20 people, enough to fill the venue (a classroom), attended. After the presentation, Roger Mac Ginty, a proponent of the Everyday Peace concept, commented on the high quality of the presentation and welcomed the Project’s effort to incorporate the concept into a development practice. This effort, according to him, was the first of its kind—a testament to the innovative and cutting-edge quality of the Project’s activities.

2-(7) Training in Torit

a. Concepts and objectives of the training

Due to the COVID-19 pandemic, it was initially deemed difficult to expand the Project’s activity outside Juba—the seventh activity for Output 2. Gradually over time, however, the pandemic lifted and the results of the pilot activities in Juba further strengthened the momentum toward carrying out the activities outside Juba. Through a series of discussions, the activities outside Juba were officially approved in the seventh JCC in April 2024. Torit in Eastern Equatoria State was selected as a pilot site by virtue of its proximity to Juba and lower security risk. In addition, due to time and budget constraints, it was also agreed that the Project would carry out a pilot activity only in one state. For this reason,

“states” in the narrative summary of Output 2 was changed to “state”.

The main objectives of the activity in Torit were to promote everyday peace by applying the knowledge and experiences gained through the activities in Juba. The Project and MoYS chose a training method to do so, as training could cover different aspects of everyday peace (see the table below).

Table II-38: Conceptual design of the training in Torit

Training Session	Topic	Objective/Purpose	Related Components of Everyday Peace
Lecture	Introduction of the everyday peace concept	To improve the understanding of the concept	Everyday Peace as a whole
	Gender consideration	To improve coach-player relationships	Safe Space
Discussion	Meaning of safe space and peaceful community	To improve the understanding of the concept	Everyday Peace as a whole
	Connection between everyday activities and peace	To raise awareness about the significance of sports academies	Peaceful Community
	The making of action plans	To improve management skills	Peaceful Community
Practice	Technical training	To improve coaching skills	Safe Space

b. Outline of the training programme

Based on the conceptual design clarified in Table II-39, the training in Torit was implemented in the following three steps. The next section will explain each step in detail.

Table II-39: Three steps of the training in Torit

Step	Activity	Time	Objective/Purpose
1	Needs assessment survey	Jun. 2024	To collect information related to sports academies in order to confirm the applicability of the everyday peace concept in Torit
2	Training implementation	Sep.-Oct. 2024	To carry out an initial intervention; to promote everyday peace through sports academies in Torit
3	Monitoring/review of the training	Jan. 2025	To review the impact of the training; to monitor the progress of the action plan developed during the training

c. Details of the needs assessment, training, and monitoring

Needs Assessment

In preparation for the training in Torit, MoYS taskforce members conducted a needs assessment to ascertain the current situation and challenges in the promotion of sports in Torit. Six MoYS members visited Torit for six days and held discussions with the SMOcYS acting DG, officers, registrars, and coaches. Following the discussion with SMOcYS, the taskforce members observed the activities of sports academies (11 football academies, 1 volleyball academy, and 1 athletics academy), interviewed their personnel, and held discussions with football, volleyball and athletics associations. In the interviews, SMOcYS officers were asked about their relationships with the associations and academies, the external supports, and the academy registration system. The associations were asked about their current activities, the number of academies registered with the associations, their relationships with SMOcYS and the academies, and their collaboration with national-level sports federations. In the interviews with the academies, the taskforce members collected information on the main details on the

academies and confirmed their mottoes, activities, activity impacts, training content needs, and the challenges they faced in disseminating their activities.

The following table lists the key points of the observations and interviews.

Table II-40: Key findings from the observations and interviews

Topics	Findings
SMoCYS	<ul style="list-style-type: none"> The Associations, SMOcYS, and Academies have established good relations. SMOcYS actively facilitates inter-county tournaments within the state jointly with the associations. SMoCYS nominates personnel from the associations and/or academies for relevant training. In these processes, the associations work as liaisons to connect SMOcYS and the respective academies. The academies can apply to register with SMOcYS with 10,000SSP. The certificate of registration is valid for four years. Registered academies can receive support, as well as positions of priority in receiving support for equipment.
Local Sports associations	<ul style="list-style-type: none"> The following Associations registered with SMOcYS: Torit football Association, Eastern Equatoria Athletic, Torit Volleyball Association, Women Football Committee, and Torit Basketball. The Associations provide the two registered academies with moral support, officer training, and support with coaches for training. The Associations are overseen by SMOcYS. The Associations participate in the monthly meetings of the partners and present progress reports in the meetings.
Academies	<ul style="list-style-type: none"> There are eleven football academies, but only two are registered with SMOcYS. There is one academy for volleyball and another for athletics, but neither is registered with SMOcYS. Some academies mentioned a lack funding for registration and others reported that they were in the process of preparing the documentation for registration. They were eager to register with the State as soon as possible. All of the administrators and coaches are unpaid. Most of the academies were established with the aim of preventing youths from becoming gang members and teaching them to live cooperatively with others through sports. The academies were established more recently than in Juba. The coaches and officials first learned about academy management in Juba, then moved to Torit to establish new academies there. Adults in Torit often play football, but the concept of academies for young kids is a recent development. No academies where children can play were established before. Some members of the security organs are gang members released from prisons. After their release, the academies try to invite them to join. The security organs themselves recommend that the former gang members join the academies. In comparison with Juba, the security organs and family members can keep track of the gangs. Torit is smaller, hence has fewer gangs to trace. Girls' participation in sport is low, as the gender norm that girls should concentrate on household chores and not play sports is more deeply rooted than in Juba. Early marriage and early pregnancy are common in Torit, which poses another challenge for the promotion of sport.

On the last day of the stay in Torit, a workshop was held for the 60 participants targeted in the observations and interviews. During the workshop, MoYS shared the above issues and discussed the current situation, challenges, and training needs with the participants. Based on this information, MoYS considered the target participants and content of the training.





Observation, interview and workshop for needs assessment

Training

Based on the results of the needs assessment in June 2024, MoYS planned out the training activities for SMOcYS, the local sport associations, and 13 academies. Specifically, members from MoYS discussed and decided upon the number of people to be trained in each sport, the training schedule, the trainer selection process, and the training content within the Project. After discussions with the trainers, it was decided to organise a five-day training program for volleyball and athletics and a seven-day training program for football. It was also agreed, at the request of SMOcYS, that 12 sports officials from the Kapoeta region would participate in the training. SMOcYS was to cover their travel and accommodation costs.

The Project team prepared presentation materials, especially for the first and fifth days of the training, which included sessions for introducing and discussing the “Everyday Peace” concept, for making action plans, and for considering issues affecting girl members.

[Schedule for training]

- Football: September 30 to October 6, 2024 (Seven days)
- Volleyball and Athletics: September 30 to October 4, 2024 (Five days)

[Venue]

- Workshop: Trust Guest House in Torit town, Eastern Equatoria State
- Memorial field, Freedom Square in Torit town, Eastern Equatoria State

[Number of participants]

In total, 83 participants attended the training course. The table below shows the number of participants from each organisation.

SMOcYS covered the costs for additional participants from Greater Kapoeta (14 participants), Magwi (1 participant), and SMOcYS (9 participants). Note that the state government covered the costs for the sports training sessions organised to encourage the participation of stakeholders in remote areas with limited training opportunities.

Table II-41: Number of participants in the training in Torit

Name of organisation	Sports management	Coach	Referee	Total
Ministry of Culture, Youth and Sports	-	3	1	4
Torit Football Local Association	1	-	-	1
Local Volleyball Association	1	-	-	1
Eastern Equatoria Athletic Federation	2	-	-	2
Gumboot Football Academy	1	2	-	3
Longute Football Academy	1	2	1	4
Imehejek Football Academy	-	4	-	4
Illangi Football Academy	-	-	1	1
Fr. Saturlino Ohure Football Academy	-	1	1	2
Eastern Equatoria United Football Academy	-	4	1	5
Torit United Football Academy	-	1	-	1
Hiyala Football Academy	1	3	1	5
Hope Football Academy	-	1	1	2
Eastern Equatoria Stars	1	-	-	1
Young stars Football Academy	-	-	-	0
Torit Supper Stars Football Academy	-	1	2	3
White Dove Football Academy	1	2	-	3
Dumak Football Academy	-	1	-	1
Illuhum Football Academy	-	-	-	0
Torit Highland Volleyball Academy		7		7
Torit Athletic Academy		9		9
Greater Kapoeta		14		14
Magwi		1		1
SMoCYS Sponsored		9		9
			Total	83

SMoCYS provided accommodations for the participants from Greater Kapoeta and Magwi.

SMoCYS provided lunch for the participants from Magwi and additional participants from SMoCYS.

[Facilitators and Trainers]

Table II-42: Facilitators and trainers in the Torit training

No.	Category	Name	Organisation
1	MoYS facilitators	Edward Settimo Yugu	MoYS
2		Lemor William Joseph	MoYS
3		Aisha Tombe Farajallah	MoYS
4		Mary Iyang Ernesto	MoYS
5		Tereza Paulino Mogga	MoYS
6		Stanslaus Lowala Obede	MoYS
7	Football	William Okot De Toby	Trainer CAF/SSFA
8		Charles Modi Vitaliano	Trainer CAF/SSFA
9		Samson Kalisto Gumesi	Trainer CAF/SSFA
10	Athletics	John Bosco	General coach, SSAF
11		Joseph Ramadan	Head of coaches, SSAF
12	Volleyball	Hanney John Bosco	SSVF
13		David Kelaba Thomas	SSVF
14	Case introduction	Taban Adelino	Lologo Football Academy

No.	Category	Name	Organisation
15	Awad Khalifa		Simba Volleyball Academy

[Programme]

The table below outlines the training programme in Torit. On the first day, facilitators explained the concept and success stories of everyday peace in Juba's sports academies in order to raise the participants' awareness on the relationship between everyday sports activities and peace. The challenges impeding girls' participation in sports in South Sudan and the approaches to promoting it were also explained.

From the second to the fourth day, the technical training was led by the sports associations/federations for football, volleyball, and athletics. The main goals of the training participants were to improve their sports management, improve their coaching and refereeing skills, and provide quality training to the athletes in their academies. The Project asked each sports association/federation to design the training content based on the results of the needs assessment in Torit. The Project also requested the instructors to incorporate the creation of "Safe Space" for youth and "Peaceful Communities" through academy activities during the technical training.

On the fifth day, an exercise to practice the making of an action plan was implemented to encourage participants to discuss specific activity plans that linked daily activities such as sports practices and games to peace promotion by securing a safe space for youths and fostering a peaceful community.

The remaining technical training for the football managers, coaches, and referees took place on the sixth and seventh days.

Table II-43: Programme for the training in Torit

Time	30-Sep Mon	1-Oct Tue	2-Oct Wed	3-Oct Thu	4-Oct Fri	5-Oct Sat	6-Oct Sun
08:30 am - 09:00 am	Registration	Registration	Registration	Registration	Registration	Registration	Registration
09:00 am - 10:00 am	Opening Remarks and self-introduction Introduction of YES for Peace project and the concept of "Everyday Peace"	Technical Training (Lecture): Football, Athletics, and Volleyball	Technical Training (Lecture): Football, Athletics, and Volleyball	Technical Training (Lecture): Football, Athletics, and Volleyball	Introduction of the NUD manual	Technical Training (Lecture): Football	Technical Training (Lecture): Football
10:00 am - 10:20 am	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break
10:20 am - 11:20 am	Case 1: Lologo Football Academy Case 2: Simba Volleyball Academy Considerations for girl members	Technical Training (Lecture): Football, Athletics, and Volleyball	Technical Training (Lecture): Football, Athletics, and Volleyball	Technical Training (Lecture): Football, Athletics, and Volleyball	Action plan making workshop 1: List up everyday activities	Technical Training (Lecture): Football	Technical Training (Lecture): Football
11:20 am - 12:20 pm	Group discussion on "safe space" and "peaceful community"	Technical Training (Lecture): Football, Athletics, and Volleyball	Technical Training (Lecture): Football, Athletics, and Volleyball	Technical Training (Lecture): Football, Athletics, and Volleyball	Action plan making workshop 2: Connect everyday activities to safe space/peaceful community	Technical Training (Lecture): Football	Technical Training (Lecture): Football
12:20 pm - 13:30 pm	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
13:30 pm - 14:30 pm	Presentation and discussion of the result of the group discussion	Field Practices: Football, Athletics, and Volleyball	Field Practices: Football, Athletics, and Volleyball	Field Practices: Football, Athletics, and Volleyball	Action plan making workshop 3: Develop a plan to reinforce everyday activities to grow peace	Field Practices: Football	Field Practices: Football
14:30 pm - 15:30 pm	Resource Mobilisation, PR, and Communication	Field Practices: Football, Athletics, and Volleyball	Field Practices: Football, Athletics, and Volleyball	Field Practices: Football, Athletics, and Volleyball	Presentation of the action plans	Field Practices: Football	Field Practices: Football
15:30 pm - 17:00 pm	Logistical Arrangements of the training	Field Practices: Football, Athletics, and Volleyball	Field Practices: Football, Athletics, and Volleyball	Field Practices: Football, Athletics, and Volleyball	Review of the training and way forward Closing remarks by State MoCYS	Field Practices: Football	Field Practices: Football

[Day 1: Group discussion on the definitions of a “Safe Space” and “Peaceful Community”]

On the first day of the training, the MoYS facilitators explained the “Everyday Peace” concept and asked the participants to discuss the definitions of “Safe Space” and “Peaceful Community” in the sports academies in Torit. The table below shows the results of the discussion. The sports coaches/managers clearly felt that sports activities effectively served the function of creating safe spaces for youth and encouraging peaceful communication among players, coaches, and people in the community.

Table II-44: Results of the discussions on the “Safe Space” and “Peaceful Community” concepts in the Torit Training

Key question ([S] Safe Space, [P] Peaceful Community)	Sample answers
[S] What is a ‘good’ player?	Responsible, respectful of others, listens to coaches, punctual
[S] What does it mean to practice in a ‘safe’ academy?	Stones removed from the training grounds; a sense of trust between players, coaches and community
[S] What kinds of relationships and feelings do people have in a ‘safe’ academy?	Friendship, a sense of belonging in the academy, mutual respect, cooperation between players, unity, a sense of creating a peaceful environment
[S] What does a ‘safe’ environment look like?	Safe, well-maintained training grounds, good managers
[P] What is the ideal relationship between parents, the community, and academy?	Coaches communicate well with parents (e.g., if a player is absent from training the coach will visit their home and ask how they are getting on).

Key question ([S] Safe Space, [P] Peaceful Community)	Sample answers
[P] How can the academy solve the problem of youth gangs in the community?	Keep the youth busy with sporting activities and don't allow them time to get involved in wrongdoings such as stealing or fighting.
[P] What can academies do for the community?	Peace and cohesion, reduction in youth gangs.
[P] What do parents expect from the academy?	Develop their children's skills, change their attitudes and prevent them from misbehaving.

[Day 5: Group discussion on Everyday Activities and their connections with the “Safe Space” and “Peaceful Community” concepts]

On the fifth day of the training, MoYS reviewed the “Everyday Peace” concept and asked each academy to discuss what the sports academies in Torit could do to create “Safe Space” and a “Peaceful Community”. The table below shows the results of the discussion.

Table II-45: Results of discussions on possible actions by the academies in the Torit Training

Safe Space		
Management, procurement of equipment	Relationship with players	Instructions to the players
<ul style="list-style-type: none"> ■Playing ground <ul style="list-style-type: none"> - Keep it clean - Clear away bushes - Remove stones →To prevent injuries ■Equipment <ul style="list-style-type: none"> - Purchase the necessary equipment - Make a list of the equipment - Store the equipment in a good place - Properly use the equipment - Wash the sports attire (uniforms) ■First aid <ul style="list-style-type: none"> - Prepare a first aid kit - Understand how to administer care when a player gets injured 	<ul style="list-style-type: none"> ■No discrimination <ul style="list-style-type: none"> - Never use racial/abusive words - Never segregate players - Treat the players fairly/equally ■Caring for the players <ul style="list-style-type: none"> - The coaches confirm whether the players have eaten before the training - The coaches confirm the players' health condition - The coaches observe the players' faces ■Good communication <ul style="list-style-type: none"> - The coaches are friendly to the players - No love affairs between coaches and players ■Team spirit <ul style="list-style-type: none"> - The players care for each other - The players feel a sense of belonging to the academy - No individualism ■Award to the best player 	<ul style="list-style-type: none"> ■Time management <ul style="list-style-type: none"> - The players and coaches come to the training earlier - The coaches plan the session well. - The coaches manage the time during the session. ■The players should listen to the coaches ■Abide by the rules and regulations <ul style="list-style-type: none"> - Follow the team rules - Follow the rules of the games ■Good manner <ul style="list-style-type: none"> - Be polite - Respect each other - Never use bad words ■Visit homes <ul style="list-style-type: none"> - The coaches and players visit players who have been absent from training ■The coaches respect the players ■The coaches and players use a common language (Arabic) ■Organise the players by age to properly manage the practice
Peaceful community		
Organisation of events	Communication with parents and the community	Reaching out to youths in the community
<ul style="list-style-type: none"> ■Event for players <ul style="list-style-type: none"> - Friendly match 	<ul style="list-style-type: none"> ■Daily communication <ul style="list-style-type: none"> - The coaches visit the parents when a player is sick - The coaches escort players home 	<ul style="list-style-type: none"> ■Advertisement to promote the academy <ul style="list-style-type: none"> - Radio talk - Newspaper

Peaceful community		
Organisation of events	Communication with parents and the community	Reaching out to youths in the community
<ul style="list-style-type: none"> ■Event for parents <ul style="list-style-type: none"> - Organise a Parent's Day - Invite the parents through the players / coaches ■Communal work <ul style="list-style-type: none"> - The coaches and players help with community activities such as farming ■Parent's committee/council <ul style="list-style-type: none"> - Administration - Finance - Mobilise resources 	<ul style="list-style-type: none"> - The coaches introduce the academy to the parents and community ■Radio <ul style="list-style-type: none"> - Forge good relationships with the MC or other staff members working for radio programs - There may be opportunities to broadcast information about the academy for free by appealing to sports programs ■School visit <ul style="list-style-type: none"> - The coaches visit the school to recruit new members. - Forging a good relationship with a school makes it easier to ask the school for help (use of the school playing grounds) ■Communication with the community chief <ul style="list-style-type: none"> - The coaches pay courtesy calls and hold meetings with community chiefs to explain the academy to them 	<ul style="list-style-type: none"> ■Friendly match with community youths ■Connection with youths <ul style="list-style-type: none"> - The coaches invite the youths to sports practice - The coaches let the youths observe the practice - If they are interested, the youths can join the academy ■Connection with youths through the players <ul style="list-style-type: none"> - The coaches ask the academy members to invite their friends to the academy

[Day 1 & Day 5: Considerations for girl members]

Some girls want to play sports but have difficulty doing so. In many families in Juba, girls are expected to do household chores and have limited time for sports. Some parents and community members believe, based on their cultural beliefs, that sports are not for girls. In many cases, girls are expected to get a “dowry” in return for marriage, so parents want to “protect” their daughters and keep them from getting injured.

In the lecture, the facilitators explained the barriers to girls' participation in sports and the benefits of playing sports for girls. The facilitators suggested ways to encourage the participation of girls in sports academies. One of the reasons parents prevent their daughters from attending sports academies, for example, is a lack of knowledge about or familiarity with the academies. In such cases, the coaches and managers from a sports academy can contact the girls' parents to explain the purpose of the academy, its activities, and the benefits of sports for girls. They can invite the parents and girls to the academy to let them see sports practice and gradually come to understand the positive impact of the academy for their daughters.

Another reason parents prevent their daughters from attending an academy is their concern about the safety of their girls when returning home from the academy. This problem could be solved by escorting female athletes back home or asking them to commute between home and the academy together with their peers.

The facilitators also explained the basic facts about menstruation, the kinds of issues female athletes may have in relation to menstruation, and how coaches/managers can help female athletes continue sports practice.

<p>Difficulties of girls' participation in academies (cont.)</p> <p>Concerns of girls' parents</p> <ul style="list-style-type: none"> Household chores by daughters (fetching water, cleaning, cooking, laundry, taking care of her brother/sister, etc.) Financial matters Security situation of surrounding the academy Security situation of way from their homes to the academy Belief that sports are for boys Belief that sports are not good for pregnancy Neighbors' criticism about girls' participation of sports 	<p>Methods to ease concerns about girls' participation in sports</p> <p>What can coaches do? (cont.)</p> <ul style="list-style-type: none"> Listen concerns of girls and their parents about participating in the academies Explain the benefits of playing sports to girls and their parents Explain how you are taking care of the girl members in your academies Ask them to reconsider the division of household chores within the family members 	<p>Special topic: Menstruation (cont.)</p> <p>What is menstruation? (cont.)</p> <p>The average period : bleed for 3 –7 days</p> <p>How to use a disposable pad:</p> <ul style="list-style-type: none"> Change it at least every 6 hours After use it, wrap and dispose it in latrine bins. <p>How to use a re-usable pad or cloth:</p> <ul style="list-style-type: none"> Change it at least every 6 hours After use it, bring it back in plastic bag, wash with water and soap, and dry it completely. <p>https://www.periodeducation.org/2018/08/08/ https://www.uns.org/one/2019/10/01/period-1000n-plan-against-menstruation-issues</p>
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Excerpts from the presentation slides



Training facilitators



Mr. William Lemor, National Project Coordinator and Administration, explains the Project and the concept of Everyday Peace



The manager of a football academy in Juba facilitates a group discussion on Everyday Peace



Technical training (Football coaching)



Technical training (Athletics)



Technical training (Volleyball)

[Review of the feedback on the training in Torit]

On the final day of the training in Torit (October 4, 2024 for athletics and volleyball and October 6 for football), the Project asked the participants to fill out a feedback form designed to measure the participants' satisfaction and the level of achievement for the training. The quantifiable findings from the feedback are summarised below (n=93).

The first section consisted of four questions to collect overall feedback on the training. The tables below show breakdowns of the answers to the questions in the form.

Table II-46: Results of the feedback form on the Torit Training (Overall feedback)

0-1. Overall, how satisfied are you with the training? (tick one)						
	Very Satisfied	Satisfied	Neither	Not satisfied	Not satisfied at all	Not Answered/Blank
No. of Answers	51	22	0	1	0	19
% of the all answers	55%	24%	0%	1%	0%	20%
% of the valid answers	69%	30%	0%	1%	0%	

0-2. Will you recommend your friends/colleagues to take this training if there is a next opportunity?				
	Yes	No	Neither	Not Answered/Blank
No. of Answers	78	0	0	15
% of the all answers	84%	0%	0%	16%
% of the valid answers	100%	0%	0%	

0-3. Was the training useful for guiding your future activities? (tick one)				
	Yes	No	Neither	Not Answered/Blank
No. of Answers	78	0	0	15
% of the all answers	84%	0%	0%	16%
% of the valid answers	100%	0%	0%	

0-4. If answered “Yes” to the previous question, which contents of the training were most useful?				
	Most Useful	Second Useful	Third Useful	
DAY 1:	34	3	2	
DAY 2:	10	12	5	
DAY 3:	5	9	7	
DAY 4:	0	6	7	
DAY 5:	6	11	9	
DAY 6:	4	3	16	
DAY 7:	0	1	0	
Not Answered/Blank	34	48	47	

In response to the question on overall satisfaction (0-1), almost all of the participants answered either “very satisfied” (69%) or “satisfied” (30%). To corroborate their satisfaction, all the participants answered that they would recommend the training to others (0-2). The training concluded with activities focused on the making of action plans. To roughly assess the participants’ perceptions of the usefulness of the activities, the third question (0-3) asked them whether the training was useful for guiding their future activities. All of the participants answered “yes” to this question. The main objective of the training was to raise awareness of “Everyday Peace” among the participants during Day 1 and Day 5. Despite the high rate of blank answers, the fact that Day 1 was most frequently chosen as the most useful day implies the success (at least partial) of the training.

These positive answers convey high satisfaction among the participants and provide evidence that the training has met its objectives of raising awareness about “Everyday Peace” and helping the participants plan future activities.

After the questions regarding the overall feedback, the Project asked for more detailed feedback on Day 1 and Day 5. The responses to the questions about Day 1 are outlined below.

Table II-47: Results of the feedback form on the Torit Training (Everyday Peace)

1-1. To what extent did you understand the concept of “Everyday Peace”? (tick one)						
	Understood very well	Understood well	Neither	Not well understood	Not understood at all	Not Answered/Blank
No. of Answers	50	26	0	0	0	17
% of the all answers	54%	28%	0%	0%	0%	18%
% of the valid answers	66%	34%	0%	0%	0%	

1-2. To what extent do you agree/disagree that everyday activities can lead to developing a “safe space” and “peaceful community”? (tick one)						
	Strongly agree	Agree	Neither	Disagree	Strongly disagree	Not Answered/Blank
No. of Answers	51	21	1	0	0	20
% of the all answers	55%	23%	1%	0%	0%	22%
% of the valid answers	70%	29%	1%	0%	0%	

1-3. Did the group discussion help you understand the meanings of “safe space” and “peaceful community”?				
	Yes	No	Neither	Not Answered/Blank
No. of Answers	77	0	0	16
% of the all answers	83%	0%	0%	17%
% of the valid answers	100%	0%	0%	

The first half of the section consisted of questions regarding “Everyday Peace”. From the responses to the first question (1-1), the majority of the participants clearly understood the concept. The Project operationalised the abstract concept of “Everyday Peace” by breaking it into two components: “Safe Space” and “Peaceful Community.” The second question (1-2) asked the participants if those concepts were aligned with their own perceptions. The responses suggests that, after the “Everyday Peace” concept was presented, the participants could also agree on the connection between everyday activities and “Safe Space” / “Peaceful Community.” This, in turn, implies that the concept and its components were not out of their contexts. Assuming that lecture-style training to explain the “Everyday Peace” concept could limit the participants’ understanding of the concept, the Project included a session for group discussion in which the participants and facilitators could unpack the meaning of the concept interactively. The third question (1-3) asked whether such a methodology helped the participants understand the concept, to which all of the participants answered “yes”.

In short, the responses indicate that the session on “Everyday Peace” was successfully designed and carried out within the local contexts to raise awareness about the concept.

The second half of the section consisted of questions regarding girl’s participation in sports, something the Project has identified as one of the main points to consider to advance the practice of promoting peace through sports.

Table II-48: Results of the feedback form on the Torit Training (Girl's participation)

1-4. To what extent did you understand the difficulties of girl's participation in sports? (tick one)						
	Understood very well	Understood well	Neither	Not well understood	Not understood at all	Not Answered/Blank
No. of Answers	43	33	0	0	0	17
% of the all answers	46%	35%	0%	0%	0%	18%
% of the valid answers	57%	43%	0%	0%	0%	

1-5. Did the presentation of "Considerations for Girl Members" motivate you to think of ways to encourage girls to participate in sports?

	Yes	No	Neither	Not Answered/Blank
No. of Answers	76	0	0	17
% of the all answers	82%	0%	0%	18%
% of the valid answers	100%	0%	0%	

1-6. Did the presentation of "Considerations for Girl Members" motivate you to think of ways to support girl members during menstruation?

	Yes	No	Neither	Not Answered/Blank
No. of Answers	76	1	0	16
% of the all answers	82%	1%	0%	17%
% of the valid answers	99%	1%	0%	

According to the responses to Question 1-4, the training effectively familiarised the trainees with some of the problems associated with girls' participation in sports. Given this knowledge, the session introduced a number of ways to support girls. Questions 1-5 and 1-6 assessed the extent to which the participants were motivated to support female members of the academies by either getting them to participate in sports or offering supports during their menstrual periods. Due to the nature of the questions, they could not measure the level of the participant's willingness to take actual action to support. However, the high percentage of "yes" responses to both questions indicates that the session on considerations for girls was effective in raising awareness about the topic.

After the three days of technical training, the participants were asked to develop action plans based on the "Everyday Peace" concept. The following table summarises the feedback on the process to make the action plans.

Table II-49: Results of the feedback form on the Torit Training (action plan development)

5-2. After having the group discussion, to what extent do you agree/disagree that the daily activities of sports academies can lead to developing a “safe space” and “peaceful community”? (tick one)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree	Not Answered/Blank
No. of Answers	54	22	0	0	0	17
% of the all answers	58%	24%	0%	0%	0%	18%
% of the valid answers	71%	29%	0%	0%	0%	

5-3. Did the group discussion help you develop an action plan? (tick one)

	Yes	No	Neither	Not Answered/Blank
No. of Answers	76	0	0	17
% of the all answers	82%	0%	0%	18%
% of the valid answers	100%	0%	0%	

5-4. To what extent do you agree/disagree that the Action Plan Making will be useful for the implementation of future activities? (tick one)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree	Not Answered/Blank
No. of Answers	47	28	0	0	0	18
% of the all answers	51%	30%	0%	0%	0%	19%
% of the valid answers	63%	37%	0%	0%	0%	

5-5. How confident are you in implementing the action plan? (tick one)

	Very much confident	Confident	Neither	Not confident	Not confident at all	Not Answered/Blank
No. of Answers	42	30	0	2	0	19
% of the all answers	45%	32%	0%	2%	0%	20%
% of the valid answers	57%	41%	0%	3%	0%	

5-7. Would you like to continue similar activities to promote everyday peace even after completing the action plan? (tick one)

	Yes	No	Neither	Not Answered/Blank
No. of Answers	75	0	0	18
% of the all answers	81%	0%	0%	19%
% of the valid answers	100%	0%	0%	

The process to make an action plan started with thinking about the everyday activities that each sports academy could conduct and how those activities were connected to “Safe Space” and a “Peaceful Community”. The responses to Question 5-2 indicate that all of the participants saw the connection. Similar to Question 1-3, Question 5-3 tried to grasp the effectiveness of the group discussion. It appears that all the participants thought the group discussion was helpful. Question 5-4 sought to measure the perception of the usefulness of developing an action plan. The participants responded that they either “agreed” (37%) or “strongly agreed” (63%) that the making of an action plan was useful for implementing future activities. Questions 5-5 and 5-6 asked about the participants’ actions after the training. Although the vast majority of participants responded that they were either “confident” (41%) or “very confident” (57%) in implementing the action plans, a couple of participants responded that they were “not confident”. In any case, the unanimous willingness expressed by the participants to continue activities to promote “Everyday Peace” suggests that it will be possible to promote peace at the grass-roots level.

[Comments from the instructors/participants]

The results above are useful in assessing the quality of the training in quantitative way. Yet, qualitative feedback can also portray how facilitators and participants perceived the training. The followings are some of the comments made during the training.

One instructor from South Sudan Football Association: *“I believe that by teaching football, we learn to*

communicate with others and follow rules, which in turn leads to peace. I wanted to convey these aspects in my technical training on football coaching. As the NUD football competitions have a fair play award, we value fair play as much as the technical level in that sport. It is important to follow the rules, have good manners, and observe sportsman-like customs such as shaking hands with opposing players at the beginning and end of the game, following the referee's instructions, and so on. We can play football with people from other ethnic groups and regions that are politically opposed to us with dignity based on the same rules”.

The comment above proves that instructors for technical trainings did not focus only on technical aspects but also valued the idea of promoting peace through sports. In other words, the consistent idea of promoting peace through sports ran through all the programme of the training.

Another participant: *“We were able to interact with people from different areas of the state, for example, from Kapoeta. We gained knowledge on how to coach young kids”.*

Another participant: *“I was glad to learn what menstruation is and how to deal with it. I did not have a chance to learn about it at school”.*

The former comment speaks to that the training contributed to reinforce social capital among participants. The latter comment implies that the contents of the training matched the needs of participants.

Overall, these comments work to strengthen the validity of the quantitative feedback results

Monitoring

The MoYS taskforce members revisited Torit in January 2024 to monitor the impact of the training and to follow up on the action plans developed by the academies. As the table below shows, the monitoring visit included two activities, field observations of sports academies and individual consultation with coaches of the academies, to meet the monitoring objectives.

For the first two days in Torit, the monitoring team was divided into several groups and visited practices of all the sports academies that participated in the training. During the field visit, the team observed the practices by considering those topics specified in the table below.

Remaining period of the monitoring visit was used for the team to discuss those topics specified in the table below with the academy coaches and other related personnel (e.g., administrators and referees). To ensure that all the academies have a chance to consult with the monitoring team, the taskforce members formed several groups, and each group covered three to four academies in each day.

Table II-50: Objectives and activities of the monitoring visit in Torit

Objectives of the monitoring visit
<ul style="list-style-type: none"> • To monitor the improvements and positive changes after the training • To check the progress of the action plans • To confirm issues and challenges to implement the action plans • To revise the action plans if necessary • To confirm the application of Everyday Peace concept into academies’ activities

Date	Activity	Topics
Jan. 18-19	Field observation	<ul style="list-style-type: none"> • Skills of the players • Whether coaches are applying the skills learned during the training • Relationship between coaches and players • Relationship among players • Relationship between coaches and administrators • Relationship between the academy and community (if possible) • Meeting with administrators/referees • Ground condition/management of equipment • Whether there are any special considerations for girls
Jan. 20-25	Consultation	<ul style="list-style-type: none"> • Impact of the training • Progress of activities stated in the action plans • Issues and challenges to implement the action plans • Any other challenges (including those that are not related to action plans) • Everyday Peace concept and women participation in sports • Activities that should be changed or prioritised in the action plans • Aspects of the Everyday Peace concept and women participation that could be used in the action plans • Revision of the action plans • Monitoring methods and timing (e.g., after 6 months through WhatsApp or telephone communication) • Suggestion to MoYS • Way forward



Courtesy call to SMOcYS



Practice at a football academy in Torit

Through observations and consultations, the monitoring team identified the positive changes and improvements in relation to Safe Space and Peaceful Community as shown in the following table.

Table II-51: Positive changes after the training in Torit in relation to the Everyday Peace concept

Safe Space	Peaceful Community
<ul style="list-style-type: none"> • Coaches apply skills and techniques acquired during the training • Academy members are grouped based on age and gender for coaches to deliver age-/gender-appropriate instructions • Players and coaches are enjoying practice together • Parents allow their daughter(s) to participate in the sports academy • Some academies established a dispute committee to solve academy-related problem(s) • Many academies developed registration forms, consent notes to parents, and rules to govern the academies • Girls talk and behave without any fear in front of boys 	<ul style="list-style-type: none"> • Parents and academy coaches work together to ensure safety during the practice (e.g., buy goods, bring water) • Academy coaches reach out to area chiefs to share the importance of sports (academy) • Academies collaborate together <ul style="list-style-type: none"> ➢ Coaches and players visit different academies ➢ For some academies, the training exchange happens between two communities that had a history of being hostile to each other ➢ The training exchange allows players with different ethnic background to interact

<ul style="list-style-type: none"> • Academies collaborate together <ul style="list-style-type: none"> ➤ Academy that has few female members practice together with other academies that have more female members 	
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As is the case for any social changes, it is hard to find a pure causal relationship between the training and these changes. However, the observation and consultation with the academy coaches convinced the monitoring team to believe that there was at least a correlational relationship between them. For example, Lemor William, who led the monitoring team, expressed that collaboration among multiple academies was possible because the training brought coaches from different academies together. Before the training, according to him, the coaches did not know each other. The training triggered the expansion of social networks among the training participants, and, for some academies, such connection provided them with an opportunity to reconcile two traditionally hostile communities. To provide a detail of this case, William shared a following narrative based on what he saw and heard during the monitoring visit:

Imehejek Football Academy and Hiyala Football Academy are active academies in communities that have a history of fighting against each other. There was not much interaction between the people of the two communities. They fear the possibility of being attacked. But the training in Torit brought coaches from the two communities together. During the training, they exchanged contact information. After the training, they contacted each other and reached out to respective area chief to explain about the importance of sports. With the support of the chief, they planned training exchange; sometime members from Imehejek join the practice of Hiyala, and vice versa. Unlike before, players do not hesitate to travel between the two communities on foot. They leave home in the morning, take a half day to get to the other community, practice, enjoy supper with peers, and stay in the community overnight. They don't fear each other anymore.

Again, the training alone may not account for this change. Personal characteristics of coaches from the two academies, supportive area chiefs, and many other factors might have played out to bear this change. However, without the training, the coaches would not have known each other. Likewise, without the training, the coaches would not have been aware of the potential power of sports academy to promote peace. The Project should remain prudent not to draw a simplistic (or worse, false) conclusion about a causal effect of the training, but it seems reasonable to claim that the training served to induce the series of changes above.

Although various positive impacts of the training have been observed, the monitoring visit has also revealed some challenges related to action plan making. The monitoring team found that the progress for almost all the action plans was minimal or none. The academies attributed this limited progress to various reasons such as: lack of financial resources; lack of human resources (both local and external); lack of equipment; absence of coaches who were trained in the training (some coaches and administrators were transferred outside Torit for work); and overcrowding of academies in some of the playgrounds. At least two claims can be made from this finding. First, it draws back our attention to enduring financial and environmental hardships for the academies to carry out their daily activities. For

instance, there was an academy that planned to raise funds for its activity, but the outcome was minimal because people did not have much to offer under the prolonged nation-wide economic crisis. In other words, even though academies planned their activities by taking those challenges into consideration, the challenges nonetheless affected the success/failure of the plans to varying degrees.

Second, while there were academies that planned doable activities with their current capacity (e.g., advise players during practice, clean playground), there were also academies whose plans were too ambitious. For instance, there were nine academies that planned to hold friendly matches or inter-county matches. When every academy suffers from the lack of sports goods and other challenges stated in the previous paragraph, holding sports event seems virtually impossible. Naturally, these actions remained merely as plans.

What is the way forward for these issues identified during the monitoring visit? The first point speaks to economic and environmental obstacles to sustain academies' daily activities. Although the Everyday Peace concept values power of people's ordinary activities, the finding suggests that, to maximise the power, or to satisfy prerequisite conditions for the power to grow, certain levels of intervention (e.g., provision of goods) may be necessary. This may be where domestic/international supporters need to step in. However, as explained in 1-1-3 3-(2), it is often hard to obtain support from external entities. Yet, whether it will bear fruits or not, it remains essential to raise awareness among potential partners about the importance of sports academies as (everyday)peacebuilders and approach them to work together to overcome the economic and environmental hardships.

To prevent academies from making ambitious action plans, revision of action plan making method is necessary. For instance, action plan can be more down-to-earth by asking the academies to 1) observe a peer academy's practice, 2) identify any actions/activities related to Safe Space/Peaceful Community, and 3) plan how to reinforce those actions/activities. In this case, plan cannot deviate from daily activities. Of course, there can be many more alternative ways to facilitate action plan making. Since the training in Torit was one-shot trial, the Project will not have any more chances to try and modify different approaches, but what needs to be considered when revising action plan making method is how to make "everyday", which is often hidden and unnoticed, realisable and noticeable so that academies become able to plan their "everyday" with clear intention. Nonetheless, incompleteness of the action plans should not be equated with the failure of the training. As Table II-51 shows, numbers of positive "everyday" changes have been observed. What is important is to make such everyday efforts appear in the action plans to visualise academies' invaluable peace-making effects.

d. Significance of the training

Methodological significance

The training in Torit was methodologically significant in two respects. First, it demonstrated the assets that were accumulated through the holding of the NUDs. As reported above, the participants included state officials and local sports associations/federations. It was possible to coordinate with them

preliminarily before the training, as the MoYS taskforce team had developed connections with them during the State Conventions and NUDs. Moreover, technical training would not have taken place if the MoYS taskforce team had not built a good network with the experts from national sports associations/federations who served as facilitators for the technical training. These inter-personal connections and networks were developed as social capital through the activities for Output 1 and have facilitated the Output 2 activities. Cross-sectional, inter-output collaboration led to the actualisation of the training.

Second, the training has shown that activity expansion may be possible outside of Juba. For security reasons, the activity operations of JICA projects are limited to within Juba. Although the setting of this limitations is inarguably reasonable, it may impede efforts to spread the positive impact of the Project nationwide. Under this condition, JICA projects will need to develop a concept and related methodological framework that allow expansion of the project impacts without the physical presence of external experts (e.g., JICA Experts) outside of Juba. The Everyday Peace concept and the training methodology have offered one example of such. The concept recognises the agency of ordinary citizens and their everyday activities, and fits well with a training methodology to encourage target groups to make down-to-earth, tangible, and viable actions without substantial interventions by external experts at local sites (although their comprehensive involvement in deepening the concept and improving the training quality with C/Ps in Juba is needed). The training is significant in that it has shown one possible path to promote peace at the grassroots level in different locations of South Sudan.

Theoretical significance

The training based on the everyday peace concept was theoretically significant in that it presented an alternative approach to peace promotion in the conflict-affected country of South Sudan. Top-down and liberal peace-based peacebuilding approaches have been criticised for ignoring local contexts and for their partiality toward western liberal ideologies. Alternatively, bottom-up and participatory approaches have gained attention from scholars and practitioners. Yet, in many cases, “bottom-up” and “participatory” have merely meant “involvement” of local actors²⁹. In those cases, locals were still passive recipients of international aid. The concept of Everyday Peace reverses such power relations. It sees local actors as powerful agencies to deliver peace at local levels; it redefines local actors as the active subjects of peacebuilding. This theoretical stance has enabled the Project to revalue the everyday activities practiced locally (2-(5)) and reframed its stance of not altering local practices with strong external interventions, but rather helping such practices improve through the initiatives of local actors. In short, the theoretical significance of the concept and its application in the Project lies in that it allows

²⁹ For criticism of liberal peace and the international trend of bottom-up peacebuilding, see, for example: de Coning, Cedric. 2013. “Understanding peacebuilding as essentially local”. *Stability*, 2(1): 1-6; de Coning, Cedric, Rui Saravia, and Ako Muto. 2023. “Introduction. Exploring alternative approaches to peacebuilding”. In Cedric de Coning, Rui Saravia, and Ako Muto (eds.) *Adaptive Peacebuilding: A New Approach to Sustaining Peace in the 21st Century*. 1-23; Autesserre, Séverine. 2017. “International Peacebuilding and Local Success: Assumptions and Effectiveness”. *International Studies Review*, 19: 114-132; Richmond, Oliver and Audra Mitchell. 2012. *Hybrid Forms of Peace: From Everyday Agency to Post-Liberalism*. UK: Palgrave and MacMillan.

the restructuring power dynamics in peacebuilding practices where local actors become protagonists. The concept of Everyday Peace shows a path to escape from the much-criticised liberal peace and provides a lens for examining an alternative peace that germinates from the grassroots.

2-(8) YES for Peace Guideline/Handbooks

The Project developed the YES for Peace Guideline/Handbooks to consolidate the activities of Output 2. The Guideline/Handbooks compile the know-how for implementing grassroots activities in sports academies and schools that contribute to peace promotion. It consists of the following three documents: a) Guideline which explains the background and significance of peace promotion through sports, as well as an overview of grassroots activities, b) Handbook for academies, which provides practical know-how for implementing Everyday Peace activities in sports academies, and c) Handbook for schools, which offers guidance on improving P.E. class contents and incorporating peace-promotion elements into school sports events.

The intended users of these materials include not only government officials but also sports academy staff, school teachers, and members of sports associations and federations. This Guideline/Handbooks serve as a reference for planning and implementing peace promotion activities through sports and P.E. classes. In particular, the two handbooks provide a detailed explanation of the concepts of peace promotion through sports, the steps for implementation, and key points to consider during execution, all of which have been organised based on experiences of the project activities.

To ensure that a wide range of practitioners can effectively use these materials, visual aids such as illustrations, diagrams, and standardised formats have been extensively incorporated to materialise more practical utilisation in the field.

The Guideline/Handbooks were distributed to MoYS and MoGEI, state-level SMoCYS and MoGEI, sports federations and associations, project-targeted schools and academies, and stakeholders of the YES for Peace Platform.

1-3-3 Details of Activities for Output 3

3-(1) Partnership with Supporters

The Project met with European and American embassies, UN organisations and international businesses based in Juba to introduce and provide updates on the Project, sound out their interest in sports for peace promotion, and explore possibilities for collaboration. The tables below list the organisations that the Project met with and those that the Project attempted to contact.

Table II-52: Organisations/businesses the Project met with

Embassy/bilateral aid agencies	UN and NGOs	Businesses based in Juba
The British Embassy, the Embassy of Canada, GIZ, the Embassy of Norway, the Swiss Development Cooperation Agency, USAID	UNESCO, UNHCR, UNFPA, UNICEF, UNMISS, Luol Deng Foundation	CGA Technologies, Universal Printers, Equity Bank, Zain, Dal Petroleum, MTN

Table II-53: The Organisations/businesses the Project attempted to contact

Businesses based in Juba	Multinational Corporation	International Non-Profit Organisation
Bollere Logistics, DHL, Equatoria Coca Cola Bottling, GCS Construction, Just Donald Smart Company, KCB Bank, M-Gurush, Pacific Petroleum, RCS, Sudd Petroleum	Apple Inc.	Sreetfootballworld

The Project approached the Swiss Agency for Development and Cooperation (SDC) individually as SDC had made contributions to earlier NUD events and shown an ongoing interest in the events. The Project recognised the Government of Switzerland’s special interest in sports for development, as evidenced by the posting of Dr. Adolf Ogi, a former president of the Swiss Confederation, as the UN Special Advisor on Sport for Development and Peace for eight years (mentioned by SDC in a meeting in November 2021). While SDC showed an ongoing interest in supporting the NUD, it maintained that it was able only to offer grants, and not to handle the procurement of goods and services. As such, a special arrangements with SDC had to be made for each NUD to enable collaboration. MoYS/JICA and SDC agreed in advance on the items that should be purchased using the SDC grants, and either JICA or the Project managed the procurement. Once the goods/services were delivered and the NUD events were completed, SDC made the payment directly to suppliers through bank transfer. The partnership with SDC also required the exchange of a written agreement between JICA and SDC.

The Project saw that there was a good potential in establishing a collaborative relationship with GIZ, an organisation that implements “Sport for Development in Africa” in several countries. In the initial meeting with GIZ, it advised the Project that it was planning to launch a new project in which sport was to be used as a tool to promote social cohesion in South Sudan. Eventually, GIZ launched an initiative entitled “Local Governance and Promotion of Peaceful Coexistence in South Sudan” and began a second initiative, “Violence Prevention Through Football”, targeting Juba, Terekeka, and Yei, among other areas. The Project maintained communication with GIZ on a regular basis throughout the project period. The concrete collaboration was materialised on the occasion of the 8th NUD, when GIZ conducted a peace awareness event for the NUD athletes.

UNHCR expressed an interest in collaborating with the Project and pledged a donation of footballs for the 6th NUD. Due to the delay in procurement, however, the footballs pledged were not delivered in time for the event. The next year, in June 2022, UNHCR organised friendly football matches to commemorate the World Refugee Day and invited the Minister of Youth and Sports. On that occasion, 84 footballs were presented to the Minister. MoYS assisted UNHCR in arranging the playing grounds and football referees.



GIZ Peace Promotion Workshop



UNHCR World Refugee Day

3-(2)Activities for YES for Peace Platform

a. Background for establishment of YES for Peace Platform

The Project expects to contribute to the fosterage of an environment whereby many children and youths in South Sudan can enjoy sports and physical exercises, in a way that promotes social cohesion and peace. To this end, the Project proposed an arrangement that allows for sport actors to mobilise necessary resources (e.g., information, skills and funds) in order to organise sport events and activities for youths. The YES for Peace Platform is the embodiment of this aspiration. The Platform is meant to be sustained beyond the project life under the responsibility of MoYS/MoGEI, and accordingly was designed to remain operational at essentially the lowest possible costs.

b. Process of establishment of YES for Peace Platform

In October 2021, the Project collected information from embassies and UN agencies about the ideal structure of the platform from the perspectives of sponsors. Through the interviewed, the Project was advised to make use of the Youth Forum, an existing forum chaired by MoYS.

In July 2022, the Project met with the Acting Director General of Youth from MoYS, who chairs the Youth Forum, to gain a better understanding of the Forum and to assess whether the Forum would indeed help achieve the Project's objectives. As a result, it was decided that the Forum's objectives were not in line with the Project's objective of resource mobilisation for sporting activities, and therefore C/P decided to establish a new forum.

In September 2022, the Project agreed with Undersecretary from MoYS to establish a Project-led forum for collaboration with sports stakeholders and sponsors.

In June 2023, Juba-based sports and youth organisations were invited to a workshop to assess their level of interest. The workshop was attended by 65 participants representing 30 organisations, including CES SMOcYS/MoGEI, sports federations and associations, youth unions, and schools and sports academies that participated in Output 2 of the Project. After confirming the will and sense of purpose of the participants at this workshop, the C/P determined its will to establish a platform with the people who participated in this workshop as members.

In September 2023, the organisations that had participated in the above-mentioned workshop held in June 2023 had a second workshop with 40 people representing 26 organisations. Workshop participants discussed in detail the objectives, structure and resources of the proposed platform. Based on this discussion, the Project drafted a ToR for the proposed platform.

In November 2023, the organisations met for a third time to finalise and adopt the ToR. 30 individuals representing 16 organisations came to the meeting to adopt the ToR. The meeting agreed to convene the first General Assembly on December 5, 2023.

c. Structure of the YES for Peace Platform

The membership comprises MoYS, MoGEI, CES SMOcYS/MoGEI, national sports federations, CES sports associations, the NOC/Paralympic Committee, youth unions, and schools and sport academies participating in Output 2 of the Project. Other stakeholders such as other ministries, donor agencies, the UN, NGOs and businesses will be consulted when the need arises. The Board, made up of eleven organisations and representatives, was to plan, mobilise resources, and manage the implementation of the plan agreed at the General Assembly.

d. Activities

Development of Action Plan

The Project hosted the first Board meeting on November 29, 2023. Ten board member organisations came to discuss the roles of the Board and the nature of the Action Plan. Some of the Board members requested additional time to discuss their plans with colleagues, prompting the Board to agree to another meeting. The Project hosted the second Board meeting on December 5. Five members attended and discussed the idea of Action Plan. On June 13, 2024, the Board met for a third time with the aim of finalising the draft Action Plan. After the Secretariat presented the latest version of the draft, the participants heard detailed explanations on the three actions proposed by MoYS/MoGEI. The Board agreed to present the latest version of the draft to the General Assembly, on 20 June.

The first General Assembly was convened on June 20, 2024, bringing together 44 individuals representing 28 organisations. In addition to the organisations that attended the previous meetings, individuals from the national/CES state peacebuilding ministries, national/CES state gender and social welfare ministries, and NewGen Peacebuilders (an international NGO that expressed interest in collaborating with the Project) were invited to attend as observers. The General Assembly agreed that both ministries should be regular members of the Platform rather than observers, and the ToR was amended accordingly. The General Assembly received updates on the progress of the Project and examined a draft Action Plan encompassing the three actions proposed by MoYS/MoGEI. Following lively discussions, the Assembly adopted the Action Plan. The table below lists the actions proposed by MoYS/MoGEI, including a plan to mobilise resources from development partners.



YES for Peace Platform 1st board meeting



YES for Peace Platform 1st general assembly

Table II-54: Actions proposed by MoYS/MoGEI in the YES for Peace Platform Action Plan

Action	Potential partners
Activities for academy coaches and referees in the State	UNDP, UNFPA, UNESCO, Whitaker Peace and Development Initiative
Activities for P.E. teacher capacity building	UNICEF, UNESCO, Whitaker, Save the Children
Activities for Peace Ambassadors	NewGen Peacebuilders

Development of concept note

The Project, aiming to encourage and reinforce MoYS/MoGEI’s resource mobilisation efforts and help them gain experience in this area, assisted with the development of concept notes for each action and carried out the following activities.

The “Activities for academy coaches and referees in the State” consisted of training carried out in Torit from the end of September to the beginning October 2024. The Project met with UNMISS, UNDP and Whitaker to sound out the possibility of collaboration. Specifically, the Project asked them if they could a) participate in the training, in particular, the sessions in which the lessons and best practices from Output 2 were to be presented and those in which the trainees were to present their action plans, and b) provide sports equipment. The first request was made with the aim of bringing the trainees and development partners into contact to give the former the opportunity to contact the latter in the future if they wished to. All three organisations agreed to participate in the training sessions but were negative about the second request. In the end, none of them were able to attend the training, either.

The “Activities for P.E. teacher capacity building” consisted of procurement of P.E. and sports equipment, training of P.E. and sports instructors of TTIs and teachers of primary and secondary schools. The Project supported MoGEI to develop a concept note with detail information to train sport instructors of four national teachers training institutes in Maper, Maridi, Rombur, Torit Equatoria and P.E. teachers 15 primary schools and 15 secondary schools across South Sudan. However, after the preparation of the concept note, MoGEI did not approach any organisations with potential as partners to take this activity forward, and therefore no activities related to this concept note proceeded.

The “Activities for Peace Ambassadors consisted of inter academy competition and peace building workshop. Former NUD participants (Peace Ambassadors) and sports academies in Juba were targeted. NewGen Peacebuilders expressed an interest in carrying out events engaging Peace Ambassadors, (i.e., the ex NUD participants). The initial idea was to hold events combining sport and peace awareness as part of the International Day of Peace celebration to be hosted by the Ministry of Peacebuilding in September. In the end, due to resource constraints, the celebration consisted of peace awareness events alone. Nonetheless, the Project coordinated with the Ministry of Peacebuilding and attended a preparatory meeting in which it had the chance to introduce its activities and aims to the audience. During the celebration on September 13, MoYS and MoGEI carried out a joint peace awareness session attended by 40 Peace Ambassadors and a group of secondary school students who joined in on discussions on sports, social cohesion and peace, and games.



Discussion with youth



String challenges

Collaboration among members of YES for Peace Platform

In the course of running the platform, achievements were identified that were not included in the Action Plan but were achieved through collaboration between General Assembly members.

The academies in Juba operate under the registration of the CES MoCYS, but in the past, the CES MoCYS charged an exorbitant amount of money for academy registration, which prevented Lologo Football Academy and Simba Volleyball Academy from registering. The YES for Peace Platform led to the DG of CES MoCYS becoming aware of the activities of Lologo Football Academy and Simba Volleyball Academy, and the DG coordinated within the Ministry to proceed with the registration of the two academies, which led to Lologo Football Academy and Simba Volleyball Academy being able to register as academies at the full price.

This is a good example of how the platform functions as an information-sharing organisation and registration was achieved as a result of information sharing among members

3-(3) Resource mobilisation for schools

As explained in 1-3-2, 2-(1), school survey identified the need for schools to work with sports federations, private companies and relevant ministries and agencies due to the need to secure the

resources for P.E. and sports activities. For this reason, the Project proposed to include the pilot project target schools in the YES for Peace Platform members and this was approved by the General Assembly.

As indicated in 3- (2), during the process of action plan making, MOGEI developed the plan to target sport instructors of national from TTIs and school teachers from outside of Juba. As Pilot Project target schools were no longer targeted for the Platform's resource mobilisation, the Project did not carry out resource mobilisation to the Pilot Project target schools.

3-(4) Resource mobilisation for sports academies

The Project conducted interviews with two target sports academies (Lologo Football Academy and Simba Volleyball Academy) and a number of football, volleyball, and athletics federations August and September 2023. The interviews were held chiefly to gather details on their current organisational structures, such as their human, material, and financial resources, their institutional strengths and challenges, their current activities, the direction of their future activities, and so on. Upon considering the various situations shared, the Project clarified how future collaboration might be possible and explained how resources could be mobilised among related organisations to facilitate the activities of the sports academies.

The Project held a three-day seminar on resource mobilisation for the sustainable organisational management of the two target sports academies and other sports organisations such as Cobra Club and Light for the World (Blind Football Association). In this context, the seminar taught methods for appealing to potential supporters, for example, by clarifying the values, visions, and missions of the academies, and organised group work activities to conduct stakeholder analyses and understand how logic models were taught.

After the seminar, the Project held consultations individually to further develop “requests for donations of goods/funds/human resources” for both the Lologo and Simba sports academies. Lastly, the Project helped the two academies finalise and utilise their request sheets. The Project could not support activities related to the actual mobilisation of funds for the academies using this sales sheet due to time constraints.



Seminar on resource mobilisation

1-3-4 Cross-sectional Activity: Partnership with Maebashi, Gunma

Maebashi-city in Gunma prefecture hosted athletes from South Sudan for the 2020 Tokyo Olympics. Since then, the city has been interested in promoting a partnership with South Sudan through sports. To strengthen the partnership and support the country's initiative to promote social cohesion among the youths through the NUDs, the city offered to host two former NUD football players in the youth academy affiliated with a professional football team in Japan, Thespakusatsu Gunma. When the city of Maebashi and MoYS began to further discuss the offer, the Project acted as a liaison for smooth communication between the two parties. And whenever necessary, the Project also helped the parties coordinate arrangements such as athlete selections and visa applications.

After the city and MoYS finalised the details of the agreement, the two parties signed an agreement on October 11, 2022, during the first round of JICA training in Japan. Based on the agreement, Thespakusatsu Gunma Academy accepted two football players from Juba from May 25 and to October 18, 2023.



Signing ceremony for the partnership agreement



Two former NUD players welcomed by the Thespakusatsu Gunma Academy

In the daytime, the two players learned the Japanese language and visited schools within the city for cultural interactions. In the evenings, they trained at the academy to improve their football skills.

Upon their return to South Sudan, the two players paid courtesy calls to the national Minister of MoYS and the South Sudan Football Association. The Project accompanied the players on both courtesy calls and debriefed the Minister and Association on the partnership with Maebashi and its relationship with the NUDs.

Overall, the partnership with Maebashi served as a symbolic representation of how success in sports brought about a positive chain reaction that led to new opportunities, expanded social networks, and promote mutual understanding, thus realising the values explicitly or implicitly embedded in the NUD.



Courtesy call to the Minister of Youth and Sports (left) and South Sudan Football Association (right)

1-3-5 Project Impact Survey

(1) Background

Past studies have been conducted to measure the effectiveness of the NUDs, including the processes to prepare for it such as the player selection, and the impact of the NUD implementation on the interaction and cohesion among the personnels involved. In PDM version 2 approved in December 2023, on the other hand, the following factors were considered as measures of the achievement of the Project Purpose: a) stakeholders awareness of the importance of sports for peace promotion; b) the need, on the part of MoYS and MoGEI, to have the stakeholders plan, implement and consult on sports for peace promotion; and c) the degree to which the stakeholders are using the experience and knowledge gained in the Project for their daily activities. Therefore, the Project decided to conduct an impact survey of the personnel involved in the Project to gauge the above indicators and the personnel’s perceptions of the various Project activities.

The Q&A Management Consultancy Firm (hereinafter “Q&A”) was selected as the research company. Tailored questionnaires were prepared for each survey target, and interviews were conducted accordingly. The time frame was mainly during and after the 8th NUD, and the survey period ran from January to October 2024. The survey data and analysis results were compiled by Q&A.

(2) Survey Framework

The following table summarises the survey targets, the main survey topics, etc. The main findings based on the survey data and analysis are described in section 2, Achievements of the Project.

Table II-55: The survey targets, main survey topics, etc.

Survey target	No. of persons interviewed (Female: Male)	Main survey topics	Applicability of the three indicators for the Project Purpose to the target
National MoYS official	6 (F:3, M:3)	1) NUD, 2) Coach training, 3) Referee refresher training, 4) Training programme in Japan, 5) Pilot activities by the Project, 6) YES for Peace Platform, 7) Recognition of the importance of youth empowerment and peace promotion through sports	No. 1 only
National MoGEI official	2 (F:0, M:2)	1) NUD , 2) Training programme in Japan, 3) Pilot activities by the Project, 4) YES for Peace Platform, 5) Recognition of the importance of youth empowerment and peace promotion through sports	No. 1 only

Survey target	No. of persons interviewed (Female: Male)	Main survey topics	Applicability of the three indicators for the Project Purpose to the target
State SMoCYS official	13 (F:0, M:13)	1) NUD, 2) Recognition of the importance of youth empowerment and peace promotion through sports	Nos. 1, 2, 3
State SMoCYS official	1 (F:0, M:1)	1) NUD , 2) Training programme in Japan, 3) Pilot activities by the Project, 4) YES for Peace Platform, 5) Recognition of the importance of youth empowerment and peace promotion through sports	No. 1, 2, 3
State coach	18 (F:4, M:14)	1) NUD, 2) Coach training, 3) Recognition of the importance of youth empowerment and peace promotion through sports	No. 1, 2, 3
Referee	10 (F:3, M:7)	1) General, 2) NUD, 3) Referee refresher training, 4) Recognition of importance of youth empowerment and peace promotion through sports	No. 1, 2, 3
Sports federation staff	6 (F4: M:2)	1) NUD, 2) Coach training, 3) Referee refresher training, 4) Training programme in Japan, 5) Organisational activities and collaborative work with others, 6) Recognition of the importance of youth empowerment and peace promotion through sports	No. 1, 2, 3
Target sports academy staff	5 (F:1, M:4)	1) General, 2) Pilot activities by the Project, 3) Coach training, 4) Organisational activities and collaborative work with others, 5) Recognition of the importance of youth empowerment and peace promotion through sports	No.1, 2, 3
Target school teacher	10 (F:1, M:9)	1) General, 2) Pilot activities by the Project, 3) Organisational activities and collaborative work with others, 4) Recognition of the importance of youth empowerment and peace promotion through sports	No. 1, 2, 3
National Security and Police officials	2 (F:0, M:2)	1) NUD, 2) Recognition of the importance of youth empowerment and peace promotion through sports	No. 1 only
NUD 8 player	30 (F:22, M:8)	1) NUD, 2) Recognition of the importance of youth empowerment and peace promotion through sports	No. 3 only
Former NUD player	26 (F:16, M:10)	1) NUD, 2) Recognition of the importance of youth empowerment and peace promotion through sports	No. 3 only

2. Achievements of the Project

2-1 Outputs and Indicators

2-1-1 Indicators and Achievements for Output 1

The table below shows the achievement status of the indicators for Output 1.

Table II-56: Achievements of the Output 1 indicators

Indicators	Achievements
Output 1: Capacity of MoYS is strengthened in terms of planning, implementation, monitoring & evaluation, financial management and coordination with relevant stakeholders for implementing NUD activities.	
1-1. Report on needs assessment for capacity development for implementing NUD is created	[Achieved] Completed.
1-2. Selection method for NUD participants is revised and improved annually with fairness and inclusiveness including gender mainstreaming.	[Achieved] <ul style="list-style-type: none"> • Selection methods have been discussed and confirmed among stakeholders annually. • Monitoring visits for NUD 6 were conducted from November 2021 to January 2022. • Monitoring visits for NUD 7 were conducted from January 2023 to

Indicators	Achievements
	February 2023. • Monitoring visits for NUD 8 were conducted in November 2023.
1-3. NUD event is held annually (with increased contributions of MOYS and other local sources if possible)	[Achieved] • NUD 6 was held in March 2022. • NUD 7 was held in March 2023. • NUD 8 was held in January 2024.
1-4. Implementation manual for NUD is revised	[Achieved] The Project gave MoYS and the JICA South Sudan Office a draft of the revised NUD manual and received their comments in return. The manual was finalised and distributed in February 2025.

2-1-2 Indicators and Achievements for Output 2

The table below shows the achievement status of the indicators for Output 2.

Table II-57: Achievements of the Output 2 Indicators

Indicators	Achievements
Output 2: System of implementation structure for YES for Peace activities at school, sports club and academy is established at Juba and pilot states	
2-1. Needs assessment for capacity development for implementing YES for Peace activities at school and sports academies is conducted.	[Achieved] A qualitative survey was conducted and the main findings related to the capacity development needs of the relevant stakeholders, including the Torit case, were clarified.
2-2. Each pilot activity for a) target football academy, b) target volleyball academy, c) target primary schools, and d) target secondary schools is implemented more than 2 times	[Achieved] [Target sports academies] a) One workshop (action plan & coaching plan workshop: March 2023), one coach training program (September 2023), two community events (June 2023 and February 2024), and the provision of necessary sports equipment (once) b) One workshop (action plan & coaching plan workshop: March 2023), one coach training program (September 2023), provision of necessary sports equipment (once), one volleyball court repair, and the making of one sensitisation tool. Additionally, one community event (April 2024) and a workshop for parents (September 2024) [Target schools] c) Three workshops (action plan & lesson plan workshop: November 2022; model lesson plan workshop: September 2023; unit plan for PE and workshop for the making of action plans: September 2024), one review visit and technical workshop (April 2023) with target secondary school teachers, and two implementations of model classes and reviews (October 2023 and March 2024) d) The implementation of sports competitions that included new ways to promote peace-related values and awareness at Juba Diocesan Model Secondary School was supported in April and June 2024.
2-3. Guideline for Promoting YES for Peace in Sports Academies and Schools is created	[Achieved] The Project finalised the "YES for Peace Guidelines", consisting of an overall guideline and two handbooks, in February 2025 and distributed them to relevant institutions.

To supplement the information regarding the quality of the achievements above, the results of the impact survey (see 1-3-5) are presented below:

Table II-58: Perceptions on the pilot activities for the target schools

<p>(1) Pilot activities related to the making and use of lesson plans for the target schools under the Project, such as 1) model lesson plan implementation & observation, 2) feedback session for model lesson plan implementation, and 3) workshops encompassing mock lessons (November 2022, April and September 2023, March 2024) [No. of respondents* who answered “Very satisfied” or “Satisfied”] *National MoGEL, State MoGEL and Target schools 12 out of 13 (92%)</p> <p>[Typical comments on why]</p> <ul style="list-style-type: none"> • Many target teachers gained and improved knowledge and skill and were able to put their knowledge and skill into the practice. • However, the duration of the training was insufficient. • However, some equipment for conducting the P.E. lessons was not provided.
<p>(2) Pilot activities related to the facilitation of sports events for youth empowerment and peace promotion under the Project, such as 1) discussion of planning for school sports events (November 2023) and 2) inter-house sports competitions (April and June 2024) [No. of respondents* who answered “Very satisfied” or “Satisfied”] *National MoGEL, State MoGEL and Target schools 8 out of 10 (80%)</p> <p>[Typical comments on why]</p> <ul style="list-style-type: none"> • Many came to learn and understand new ways of facilitating school sports events. • However, they need more practical experience.
<p>(3) What other support do you think your ministry needs to provide for the target primary schools?</p> <p>[Typical comments]</p> <ul style="list-style-type: none"> • More training for teachers on PE • Need a book of guidelines for physical exercise • Need materials for the PE lessons (balls, cones, nets, etc.) • First aid kits • Uniforms for the PE teachers/trainers • Uniforms and sports gear for the pupils • Support for the school playing grounds • Financial support for the school
<p>(4) What other support do you think your ministry needs to provide for the target secondary schools?</p> <p>[Typical comments]</p> <ul style="list-style-type: none"> • Clearing and upgrading of the school playing grounds • Equipment, sports gear, uniforms • Training in refereeing sports events (advising the students on the rules of the games) • Facilitation of inter-class & inter-school competitions • Introduction of various sports

Table II-59: Perceptions on the pilot activities of the sports academies

<p>(1) Pilot activities to support the making of sensitisation tools (e.g., banners, logos, etc.) for the target academies under the Project [No. of respondents* who answered “Very satisfied” or “Satisfied”] * MoYS and Target academies 6 out of 9 (67%)</p> <p>[Typical comments on why]</p> <ul style="list-style-type: none"> • The logos and banners were of good quality and effective in representing the teams and conveying positive themes such as teamwork and respect for humanity. • If there had been bigger banners or billboards outside, more members of the public would have seen them and learned about Simba sports academy.
<p>(2) Pilot activities on support for holding community events (e.g., Parents Day) for the target academies under the Project [No. of respondents* who answered “Very satisfied” or “Satisfied”] * MoYS and Target academies 6 out of 11 (55%)</p> <p>[Typical comments on why]</p> <ul style="list-style-type: none"> • Parents Day brought many parents together to witness the events/performances of the players, etc. These events later encouraged them to send their children to the sports academies. • However, we need to think about involving the community more.
<p>(3) Pilot activities on support for the provision of necessary equipment (e.g., balls, nets, uniforms, tracksuits, etc.) for the target academies under the Project [No. of respondents* who answered “Very satisfied” or “Satisfied”] * MoYS and Target academies 9 out of 11 (82%)</p> <p>[Typical comments and why]</p> <ul style="list-style-type: none"> • The equipment motivates players and coaches to come out to the training, as most academies are unable to

<ul style="list-style-type: none"> completely provide the sports equipment needed. The activities encourage other youth who are not part of the academy to join. This will lead to a reduction in the crime rate in the community. The amount of equipment is still insufficient, as the number of academy athletes is growing.
<p>(4) Pilot activities on maintenance support for the playing courts / sports grounds for the target academies under the Project</p> <p>[No. of respondents* who answered “Very satisfied” or “Satisfied”] * MoYS and Target academies 6 out of 9 (67%)</p> <p>[Typical comments and why]</p> <ul style="list-style-type: none"> Before the playing ground was rough and the players were more easily injured as a result. After the upgrades, the number of injuries was reduced. Before they had a rough playing ground, whereas now the quality is notably improved. This has encouraged many players to join the academy.
<p>(5) What other support do you think your ministry needs to provide for the target academies?</p> <p>[Typical comments]</p> <ul style="list-style-type: none"> More capacity building for the coaches. More sensitisation activities focused on the parents. The creation of a parents council and a means by which MoYS can talk to the parents about bad social norms More sports materials and equipment Playing ground maintenance and fencing around the grounds The construction of an indoor facility, as the long rainy season in the regions sometimes affects the activities More sports of various types that include both males and females Motivational financial assistance for the coaches Support for the parents by providing practical knowledge for income generation

Table II-60: Perceptions on the coach training

<p>(1) Coach training (24-25 November 2022)</p> <p>[No. of respondents* who answered “Very satisfied” or “Satisfied”] *State coaches, target sports academies 5 out of 5 (100%)</p> <p>[Typical comments on why]</p> <ul style="list-style-type: none"> Participants prefer the following programmes: 1) History and achievement of NUDs, 2) Results of impact of surveys on NUDs, 3) Field exercise (Japanese warm-up exercise, collection game, hoop and ball transfer, blindfold game), 4) Conflict management of sports by UNDP, 5) Trauma awareness and psychosocial support training by UNDP
<p>(2) Coach training (14-17 September 2023)</p> <p>[No. of respondents* who answered “Very satisfied” or “Satisfied”] * MoYS and Target academies 9 out of 11 (82%)</p> <p>[Typical comments on why]</p> <ul style="list-style-type: none"> Good combination of knowledge acquisition and practical training in the field
<p>(3) What topics would you like to receive at coach training in the future?</p> <p>[Typical comments]</p> <ul style="list-style-type: none"> How to handle people with disabilities in the field Need international coaches to support the training Modern rules of the games Need a more advanced level of certification

Table II-61: Perceptions on the referee training

<p>(1) Referee refresher training (17-18 January 2024)</p> <p>[No. of respondents* who answered “Very satisfied” or “Satisfied”] *Referees 8 out of 8 (100%)</p> <p>[Typical comments]</p> <ul style="list-style-type: none"> The rules and regulations keep changing over time One participant got married, causing her to miss refereeing opportunities over a long stretch of time. Training would improve her knowledge and experience. <p>[Extra information: Difficulties on refereeing at NUDs]</p> <ul style="list-style-type: none"> Referees face criticism from coaches who disagree with their decisions. Joint training sessions for coaches and referees would be helpful. Video replay technology needed.

- There seems to be a gap in knowledge about the rules between the players and coaches.
- Some players speak neither English nor Arabic, requiring the referees to use body language.
- Some participants, especially girls from some of the states, are unfamiliar with the international volleyball rules.

2-1-3 Indicators and Achievements for Output 3

The table below shows the achievement status of the indicators for Output 3.

Table II-62: Achievement of the Output 3 indicators

Indicators	Achievements
Output 3: Platform for YES for Peace is established and managed for collaborating among MOYS, MOGEI and implementing partners (school, sport club and academy), and supporting partners (sports organisations, UN agencies, NGOs, embassies and private companies)	
3-1. TOR of Platform for YES for Peace is agreed by members.	[Achieved] The ToR was modified to include national and CES Ministries of Peacebuilding as members of the Platform at the first general assembly meeting.
3-2. Plans of Platform for YES for Peace are agreed by members.	[Achieved] The Action Plans were adopted at the first general assembly meeting.
3-3. Meetings of Platform for YES for Peace Partners are held at least twice a year.	[Achieved] The third board meeting was held to finalise the draft action plan in June 2024, and the first general assembly meeting was held in the same month.
3-4. At least two relevant activities to promote peace through sports are implemented based on the agreed plan.	[Achieved] The Project implemented the following activities in the Action Plans for the Platform. (1) A general assembly meeting was conducted to share details on the action plan and have it approved. (2) Activities for academy coaches and referees in the State: Training was prepared for the State MoCYS, local federations/associations, and sports academies in Torit. The training will be conducted from the end of September to the beginning of October 2024. (3) Activities for P.E teacher capacity building: Training for the making of a unit plan was conducted in September 2024. (4) Activities for Peace Ambassadors: A workshop for the International Day of Peace was held in collaboration with NewGen Peacebuilders.

To supplement the information regarding the quality of the achievements above, the results of the impact survey (see 1-3-5) are presented below:

Table II-63: Perceptions on the YES for Peace Platform

(1) What are the most important aspects of the Platform role?
[Aspects chosen by National MoYS/MoGEI (total number 7)] “Opportunities for members of the General Assembly to discuss issues with sports organisations with which MoYS does not normally have contact” (86%); “Request the cooperation of sports organisations in the activities of YES for Peace Project” (86%); “Opportunities to understand the policies and content of the activities of the various sports organisations” (43%); “Identify the current situation and challenges regarding youth empowerment and peace promotion in South Sudan” (43%); “Inform sports organisations about YES for Peace Projects” (43%)
(2) What are the most effective features of the Platform?
[Aspects chosen by National MoYS/MoGEI (total number 7)] “Channels with various Sports organisations” (71%), “General Assembly” (57%), “Action plan” (57%), “Board meeting” (43%), Individual consultations with potential partners (29%)
(3) What agenda items would you like to discuss at the Platform General Assembly?
[Typical comments]
<ul style="list-style-type: none"> • Resource mobilisation • Training for members on how to raise funds to support the Project • Review the activities of the platform • How the platform can be sustained (including financial, operational, and community support aspects)

2-2 Project Purpose and Indicators: Results of the Project Impact Survey

The results and main findings obtained from the aforementioned impact survey on the Project Purpose are listed below.

Table II-64: Results and main findings from the impact survey related to the Project Purpose

<p>[Indicator 1 for the Project Purpose] <u>More than 80%</u> of relevant personnel (such as national and state government officials, coaches and referees, representatives of sports federations/associations, representatives of target sports academies and schools, and representatives of National Security and Police) recognize more importance of youth empowerment and peace promotion through sports compared to before starting the Project (2019).</p>
<p>[Result and main findings] Among those relevant personnel (National MoYS/MoGEI, State MoCYS/MoGEI, state coaches, referees, sports federations, target sports academies, and target schools), <u>91 % (total No.=71)</u> of interviewees recognised that youth empowerment and peace promotion through sports had grown in importance compared to before the start of the Project.</p> <ul style="list-style-type: none"> · Many people had become more aware of the following characteristics of sports for peace promotion as a result of the Project-related activities: 1) sports enhance cohesion, friendship, and good relationships among people; 2) sports can empower people, such as coaches and female players; 3) sports can prevent children from joining gangs; and 4) people can enjoy sports for long periods of time and in many different ways: for example, players can go on to become coaches and referees.
<p>[Indicator 2 for the Project Purpose] <u>More than 70%</u> of relevant personnel (e.g., state government officials, coaches and referees, representatives of sports federations/associations and representatives of target sports academies and schools) are willing to consult with MoYS or MoGEI when planning activities related to youth empowerment and peace promotion through sports.</p>
<p>[Result and main findings] Among those relevant personnel (State MoCYS/MoGEI, state coaches, referees, sports federations, target sports academies and target schools), <u>5% (Total No.=63)</u> of interviewees were willing to consult with MoYS or MoGEI when they planned activities related to youth empowerment and peace promotion through sports.</p> <ul style="list-style-type: none"> · Some respondents from State MoGEI and target sports academies chose National MoYS/MoGEI as the entities to consult with. They chose MoCYS/MoGEI more frequently than National MoYS/MoGEI. · The respondents identified schools, organisations/personnel in communities (community leaders, church leaders, youth organisations and parents organisations), and state-level sports federations as the persons/entities they would like to consult with on the promotion of sports and P.E. To facilitate peace promotion through sports at the grassroots level, it will be necessary to involve and cooperate with these key stakeholders. · When given the opportunity to consult with the National MoYS/MoGEI (in some cases, the State MoCYS/MoGEI), the respondents indicated that they would discuss the following matters: 1) policy and legislative support to facilitate sports and P.E.; 2) training service to the personnel related to sports and P.E. (e.g., coaches, referees, teachers); 3) awareness-raising and facilitation of community engagement; 4) improvement of P.E. and sports in the school environment (e.g., integration of P.E. and sports into school curriculum, provision of sports equipment, maintenance of playing grounds); 5) facilitation of school competitions; 6) facilitation for collaboration with international events and trainers; 7) support to get sports academies to register; 8) inducements to encourage sports federations to support sports academies; and 9) infrastructure development (e.g., public playing grounds, national stadiums, indoor sports facilities)
<p>[Indicator 3 for the Project Purpose] <u>More than 50%</u> of trained personnel (e.g., state government officials, coaches and referees, representatives of sports federations/associations, representatives of target sports academies and schools, and NUD participants) have utilized knowledge and skills learnt from the Project for their activities.</p>
<p>[Result and main findings] Among those relevant personnel (State MoCYS/MoGEI, state coaches, referees, sports federations, target sports academies, target schools, NUD 8 players, and former NUD players), <u>97% (Total No.=119)</u> of interviewees had utilised the knowledge and skills learnt from the Project for their activities.</p> <ul style="list-style-type: none"> · Many people were using what they learned from the Project in the following ways: 1) in conversations and discussions with colleagues, other sports personnel, and family members; 2) in conducting relevant training and lectures; 3) in actually coaching, officiating, and conducting P.E. classes, sporting events, etc.; and 4) in networking among the stakeholders.

3. History of PDM Modifications

3-1 Reason for PDM Modifications

Version 1 of the Project Design Matrix (PDM) was set up in June 2021. Modifications to the PDM’s Objectively Verifiable Indicators and Means of Verifications were later proposed and discussed, however, at the 6th JCC meeting held in November 2023. As concrete progress had become visible in each of the related Project activities about two and a half years into the second phase (after the establishment of this PDM), the Project decided that the indicators of the Project Purpose and Outputs of the PDM should be more clearly defined during the approximately 1 year period remaining in the Project.

PDM version 2 was subsequently approved in December 2023. Shortly after the Project period was extended from October 2024 to February 2025 at the 5th JCC meeting in April 2024, a PDM version 3 was produced to reflect schedule changes pursuant to the extension. The key points of the PDM modifications are summarised below.

Table II-65: Main modifications to the PDM and the reasons for them

Version	Time of modification	Main modifications	Reasons for the modifications
Ver.1	NA	NA	• NA
Ver. 2	2023/12/10	OVI, MoV	<ul style="list-style-type: none"> • The need for clear definitions and more measurable and reasonable descriptions, targets and numbers • Redundant descriptions deleted (i.e., descriptions written elsewhere)
Ver. 3	2024/6/6	Project duration	• Extension of the Project period

* OVI=Objectively Verifiable Indicator, MoV=Means of Verification

3-2 Details of the Modifications

The following table summarises the details of the revisions from PDM version 1 to PDM version 2, especially on the Narrative Summary, Objectively Verifiable Indicators, and Means of Verification for the Overall Goal, Project Purpose, and Outputs. The revisions from PDM version 2 to PDM version 3 are omitted, as they were limited to the scheduling adjustments pursuant to the extension of the Project period.

Table II-66: Detail of modifications from PDM version 1 to PDM version 2

Item	Ver.1	Ver. 2
Overall Goal-OVI	The degree of recognition on mutual respect is increased among the participants of National Unity Day (NUD), participants of school, sports club and academy-based Sports for Peace initiatives in Juba and pilot states (comparing beginning /end of the Project for members of school/club/academy in Juba and pilot states, and beginning/end of the matches for NUD).	<ol style="list-style-type: none"> 1) Trained personnel of MOYS and MOGEI conduct more than 10 training sessions/workshops including the concept of youth empowerment and peace promotion through sports and realize more than 5 coordination with supporters/stakeholders on youth empowerment and peace promotion through sports. 2) Trained personnel at state level conduct more than 13 activities on youth empowerment and peace promotion through sports by using their own resources.
Overall	For NUD: Results of survey conducted through	1) Interviews with MOYS and MOGEI trained

Item	Ver.1	Ver. 2
Goal-MoV	questionnaire and interviews with participants of NUD For school and sports club/academy: Result of survey conducted through questionnaire and interviews with participants of pilot activities in Juba City and pilot states. (baseline/end line survey)	personnel 2) Interviews with state level trained personnel
Project Purpose-OVI	<ol style="list-style-type: none"> 1) YES for Peace Taskforce team reports and informs the results and outcomes of YES for Peace activities (at least more than once a year) 2) Organize coordination and preparation meetings (including State Convention and Sate Consultation or Monitoring Visit) for NUD with relevant stakeholders at least 2 times a year. 3) Trainings for relevant personnel (such as national and state government officials, management personnel (representatives of sports club/academy, School Management Committee and PTA), coaches and referees for implementing each pilot activity) are conducted more than XX times 4) Actual results and willingness to support YES for Peace activities such as NUD and activities at sports club, academy and school from Sports organizations, UN agencies, NGOs, embassies and private companies. 	<ol style="list-style-type: none"> 1) More than 80% of relevant personnel (such as national and state government officials, coaches and referees, representatives of sports federations/associations, representatives of target sports academies and schools, and representatives of National Security and Police) recognize more importance of youth empowerment and peace promotion through sports compared to before starting the Project (2019). 2) More than 70% of relevant personnel (such as state government officials, coaches and referees, representatives of sports federations/associations and representatives of target sports academies and schools) are willing to consult with MOYS or MOGEI when they plan activities related to youth empowerment and peace promotion through sports. 3) More than 50% of trained personnel (such as state government officials, coaches and referees, representatives of sports federations/associations, representatives of target sports academies and schools, and NUD participants) have utilized knowledge and skills learnt from the Project for their activities. 4) Training sessions and workshops including the concept of youth empowerment and peace promotion through sports for relevant personnel (such as national and state government officials, coaches and referees, and representatives of target sports /academies and schools) are conducted by MOYS or MOGEI more than 8 times. 5) More than 10 organizations support YES for Peace activities.
Project Purpose-MoV	<ol style="list-style-type: none"> 1) Taskforce reports 2) Taskforce reports and interview or questionnaires to supporting partners 	<ol style="list-style-type: none"> 1) Impact survey and interviews 2) Impact survey and interviews 3) Impact survey and interviews 4) Project activity reports 5) Project activity reports
Output 1-OVI	<ol style="list-style-type: none"> 1) Report on needs assessment for capacity development for implementing NUD is created 2) Trainings for relevant personnel (such as national and state government officials, taskforce members, coaches and referees) for NUD implementation are conducted (at least XX times) 3) Selection method for NUD participants is revised and improved annually with fairness and inclusiveness including gender mainstreaming. 4) NUD event is held annually (with increased contributions of MOYS and other local sources if possible) 5) Implementation manual for NUD is revised 	<ol style="list-style-type: none"> 1) Report on needs assessment for capacity development for implementing NUD is created 2) Selection method for NUD participants is revised and improved annually with fairness and inclusiveness including gender mainstreaming. 3) NUD event is held annually (with increased contributions of MOYS and other local sources if possible) 4) Implementation manual for NUD is revised
Output 1-MoV	<ol style="list-style-type: none"> 1) Report on needs assessment for capacity development for implementing NUD 	<ol style="list-style-type: none"> 1) Report on needs assessment for capacity development for implementing NUD

Item	Ver.1	Ver. 2
	<ul style="list-style-type: none"> 2) Training records 3) Results of monitoring visits at states 4) NUD report and budget sheet record 5) NUD Implementation Manual (revised) 	<ul style="list-style-type: none"> 2) Results of monitoring visits at states 3) NUD report and budget sheet record 4) NUD Implementation Manual (revised)
Output 2-NS	System of implementation structure for YES for Peace activities at school, sports club and academy is established at Juba and pilot states	Implementation structure for YES for Peace activities at schools, sports academies is clarified in Juba and pilot states
Output 2-OVI	<ul style="list-style-type: none"> 1) Report on needs assessment for capacity development for implementing YES for Peace activities at school and sports club/academy is created 2) Trainings for relevant personnel (such as national and state government officials, management personnel (representatives of sports club/academy, School Management Committee and PTA), coaches and referees for implementing each pilot activity) are conducted more than XX times 3) Pilot activities are implemented more than XX times 4) YES for PEACE PE/Sports Teaching Guideline is created 	<ul style="list-style-type: none"> 1) Needs assessment for capacity development for implementing YES for Peace activities at school and sports academies is conducted. 2) Each pilot activity for a) target football academy, b) target volleyball academy, c) target primary schools, and d) target secondary schools, is implemented more than 2 times 3) Guideline for Promoting YES for Peace in Sports Academies and Schools is created
Output 2-MoV	<ul style="list-style-type: none"> 1) Report on needs assessment for capacity development for implementing YES for Peace activities at school and sports club/academy 2) Training records 3) Pilot activity report 4) YES for PEACE PE/Sports Teaching guideline 	<ul style="list-style-type: none"> 1) Report on needs assessment for capacity development for implementing YES for Peace activities at school and sports academy 2) Project activity reports 3) Guideline for Promoting YES for Peace in Sports Academies and Schools
Output 3-NS	Platform for YES for Peace is established and managed for collaborating among MOYS, MOGEI and implementing partners (school, sport club and academy), and supporting partners (sports organizations, UN agencies, NGOs, embassies and private companies)	Platform for YES for Peace is established and managed for collaborating among national and state MO(C)YS and MOGEI, sports academies, schools, and supporting partners (e.g., sports organizations, NGOs, UN agencies, embassies and private companies).
Output 3-OVI	<ul style="list-style-type: none"> 1) Partner coordination meeting is organized at least 2 times a year 2) Strategic plan to gain sustainable resource mobilization for NUD implementation and community-level activities is created 	<ul style="list-style-type: none"> 1) TOR of Platform for YES for Peace is agreed by members. 2) Plans of Platform for YES for Peace are agreed by members. 3) Meetings of Platform for YES for Peace Partners are held at least twice a year. 4) At least two relevant activities to promote peace through sports are implemented based on the agreed plan.
Output 3-MoV	<ul style="list-style-type: none"> 1) Partner coordination meeting minutes 2) Strategic plan on resource mobilization 	<ul style="list-style-type: none"> 1) TOR of Platform for YES for Peace 2) Plans of Platform for YES for Peace 3) Meeting minutes of Platform for YES for Peace 4) Meeting minutes of Platform for YES for Peace

4. Others: Results of Considerations on Gender/Peacebuilding

“Peace” involves a wide and diverse range of topics such as the political structure, education, economy, infrastructure, and cultural practices—perhaps all aspects—of a nation. As such, the points to consider in promoting “peace” generally have no limits. In the context of the Project, however, the points related to gender equity and local agency were of particular importance.

Gender Equity

As briefly mentioned in 2-(5), women and girls have been socially marginalised in South Sudan, due in part at least to protracted conflicts and social/cultural norms. Sports is one of those arenas where women and girls experience marginalisation. They are often deprived of opportunities to participate in sports because of social beliefs such as: “sports are for men”; “women should stay at home and take care of household chores”; and “sports turn girls into ‘men’, making it difficult for them to marry”. These were some of the statements that the coaches of the target academies and NUD delegation teams heard from the parents or guardians of female players. It was by no means rare, during the NUDs, to hear about girls who were selected to join delegation teams but later forbidden from participating by their parents. In some cases, girls even hid their sports activities from their parents to avoid condemnation. In this circumstance, where female participation in sports was disproportionately lower than male participation, equity rather than equality seemed to have a greater impact. Therefore, as the sections above have laid out, the Project has taken the following (affirmative) actions to factor in gender equity in each activity:

- Increase the number of girls participating in the 7th and 8th NUDs.
- Select two academies where there are female players as pilot targets.
- Hold a workshop on gender considerations for one of the target academies.
- Include a session for gender considerations during the training in Torit.

It is important to note that these initiatives were not driven predominantly by JICA Experts. The matter of gender equity was considered seriously and sincerely by the C/Ps and coaches of the target academies. When a heated discussion arose in the State Convention on whether or not to accept the significant shift in the NUD toward prioritising female participation, MoYS pushed for the change, realising the need to tackle the gender imbalance in sports. Through this process, it became possible to promote gender equity through local initiatives by the C/Ps (MoYS) rather than initiatives by external experts (i.e., JICA Experts) to impose the values.

Local Agency

As briefly discussed in 2-(6), top-down peacebuilding has been criticised for failing to fully consider the various contexts of the local society. This shortcoming seemed to make the top-down style of operation a poor match for the Project in practical terms, especially since Output 2 focused on peace promotion at the grassroots level, which required nuanced considerations of local contexts. Therefore, the Project chose to take a participatory approach not merely to “involve” local actors, but to place them at the centre of decision-making. Rather than pre-setting directions for different activities, the Project’s focus was placed on discussing each activity deeply with the stakeholders. Through this process, the experts had the opportunity to learn about local contexts and adjust the Project activities based on the knowledge gained. In short, the Project led its activities by recognising the agencies of local actors. To summarise some of the Project activities through the perspective of local agency, the table below shows the participatory approaches taken in the different Project activities:

Table II-67: Results of the participatory approach

Output	Activity	Results of Participatory Approach
Output 1	State convention (discussion on the NUD programme) (see 1-(3))	A big shift was made to replace men's football with women's football in the 7 th and 8 th NUDs. This change was prompted by the Project's recognition of the low female participation in sports as a problem. Although the proposed shift led to a heated argument during the state convention, the MoYS taskforce members discussed the matter deeply with the state officials and coaches and persuaded them to agree to the change.
Output 2	<p data-bbox="352 521 821 584">Community event / Parents' Day (see 2-(4) c, d)</p> <p data-bbox="352 734 821 797">Establishment of a parents' council (see 2-(4) d)</p> <p data-bbox="352 925 821 954">Workshop on considerations for girls (2-(4) d)</p>	<p data-bbox="847 521 1388 712">The planning discussions always commenced with deliberations on what the academies considered important for the better development of the academy. The Project's role in this process was to support their initiatives and provide different perspectives/ideas to make the event's objectives achievable. The academies remained the final decision makers.</p> <p data-bbox="847 734 1388 902">The academy proposed this idea, building on the momentum generated through the parent's day. While the draft of the constitution was written by the expert team, the content of the draft was developed through a month-long discussion with the academy coaches and parent representatives.</p> <p data-bbox="847 925 1388 1205">This idea was derived entirely from the academy's awareness that it would need to have an occasion to listen more closely to its players to sound out the kinds of issues and problems they faced daily. The Project's role was to sound out the academy's intention to hold a workshop and to discuss the joint preparation of a workshop programme with the academy. All the sessions in the workshop were facilitated by either female members of the MoYS taskforce or coaches from the academy.</p>

III. RESULTS OF THE JOINT REVIEW

1. Results of the Review based on the DAC Evaluation Criteria

(1) Relevance: High

This Project has been confirmed to align with the policies of GRSS as described below and to meet both societal needs and the target groups' needs. Furthermore, the Project approach is considered appropriate as a means of implementing peace promotion involving the youth. Therefore, the relevance of this Project is evaluated to be high.

a. Consistency with development policies

The "Transitional Constitution of the Republic of South Sudan, 2011" stipulates the promotion of sports and the empowerment of youths to fully develop their potential. Additionally, to empower youth through sports is set as the one of social and humanitarian sector's strategic objectives in the "Revised National Development Strategy 2021-2024". In the "South Sudan Youth Development Policy (Draft)", it is highlighted that opportunities for youth participation in sports are limited, with particularly restricted participation among women. Therefore, promoting sports participation through initiatives such as training for the youth is deemed important. Furthermore, incorporating sports activities into school curricula is recommended in the policy. Thus, the activities of the Project are considered to contribute effectively to addressing the issues identified in South Sudan's development policies. Thus, the Project is considered to have a high level of relevance with these policies.

b. Consistency with development needs

The primary beneficiaries of the Project are youths under the age of 20, with support provided for the implementation of the NUDs and grassroots activities. Additionally, capacity building efforts have been made toward sports academy coaches and school teachers who guide the targeted youths. These activities are also in line with the policies in the Transitional Constitution, which emphasise fully developing the potential of youths.

In particular, the Project has taken deliberate steps to advance female involvement in sports. During the 7th NUD, the Project made serious efforts to ensure more opportunities for female athletes to participate. In parallel, the Project deliberately focused on a girls' volleyball academy to support grassroots activities at the academies and make further headway in promoting female participation in sports. Several lectures provided by the Project addressed the challenges unique to female athletes, such as family opposition, domestic responsibilities, and menstruation. These activities aimed to encourage female participation and create a conducive environment that facilitates decision-making by women athletes themselves.

(2) Coherence: High

This Project aligns with Japan's policies as stated below and is consistent with JICA's policies in South

Sudan. Additionally, the Project has collaborated with other JICA projects currently being implemented in South Sudan and has worked to strengthen coordination with international organisations, other donors, and the private sector. Therefore, the Project is evaluated to have a high level of coherence.

a. Japanese cooperation policy toward South Sudan/ JICA's cooperation policy/SDGs Goals

The Government of Japan, in its Country Assistance Policy for South Sudan (September 2021), has set "Promotion of the Peace Process" as one of its priority areas. The promotion of reconciliation is specified as a sub-goal under the areas that the activities of the Project contribute. JICA addresses in JICA Global Agenda "Sport and Development" to create an environment where everyone can enjoy sport and the Project is in line with this strategy. Furthermore, the Project primarily contributes to the achievement of the following three SDG goals: Goal 16: "Peace, justice and strong institutions, Goal 5: "Gender equality", and Goal 4: "Quality education".

b. Collaboration with other JICA-supported projects and other organisations

During the implementation of the NUDs, the Project collaborated with a JICA-supported project entitled, "South Sudan Broadcasting Corporation Capacity Enhancement Project Phase 2". This collaboration included live broadcasts of the NUD events and talk shows related to the NUD, aired on South Sudan Broadcasting Corporation. Various supports were also received from UNMISS, UNDP, UNFPA, UNESCO, other donors, NGOs, and private companies in the form of material donations and services such as medical support and training. Through these collaborations and cooperative activities with various stakeholders in total 13 organisations, the Project realised synergies that could enhance its outputs.

(3) Effectiveness: Moderately High

The Project Purpose, "Strengthen the capacity and management skills of MoYS and MoGEI, including pilot state ministries, for promoting Youth Empowerment through Sports for Peace Promotion", is considered to have been largely achieved. Thus, the effectiveness of the Project is evaluated as moderately high.

a. Achievement of the Project Purpose

The Project Purpose included five indicators, of which four were clearly achieved. However, for Indicator 2, "More than 70% of relevant personnel (e.g., state government officials, coaches and referees, representatives of sports federations/associations, and representatives of target sports academies and schools) are willing to consult with MoYS or MoGEI when planning activities related to youth empowerment and peace promotion through sports", only 5% of respondents indicated they would consult with MoYS or MoGEI.

It was confirmed that, in conducting youth empowerment and peace promotion activities through sports in local areas, stakeholders tended to consult more closely with nearby schools, community leaders, and church representatives than with the national ministries. This revealed a sense of distance from MoYS

and MoGEI. Some stakeholders have high expectations on original mandates of MoYS and MoGEI, such as policy making, training for coaches, referees, and teachers, as well as raising awareness in communities. Hence, there is room for improvement to meet the expectations in terms of Strengthen capacity and management skills of the MoYS and MoGEI. Some stakeholders have high expectations on original mandates of MoYS and MoGEI, such as policy making, training for coaches, referees, and teachers, as well as raising awareness in communities. Hence, there is room for improvement to meet the expectations in terms of strengthening capacity and management skills of the MoYS and MoGEI.

b. Cause and effect relationship between the Project Purpose and Outputs

The Project defined three Outputs, all of which were largely achieved. The achievement of these Outputs positively influenced the achievement of the Project Purpose, which is considered to have been almost fully realised. Notably, Output 1, the implementation of NUD, and Output 2, grassroots activities, significantly contributed to the strengthening of the capacities of MoYS and MoGEI. While all four of the indicators for Output 3 were nearly achieved, the related activities have not yet been fully established. As a result, the YES for Peace Platform has not completely managed. After the completion of the Project, it will be important to closely monitor whether these activities will continue under South Sudan's own initiative. Output 3 is seen to have contributed more to the strengthening of connections among related organisations and ministries than to the direct building of the capacities of MoYS and MoGEI.

(4) Efficiency: Moderately Low

The efficiency of the Projected is evaluated as moderately low, from the following perspectives.

a. Project cost

Due to the impact of continued yen depreciation and the cost for securing activities affected by the COVID-19 and for supporting C/Ps operation in financial crisis, the Project was completed over the originally planned budget.

Despite factors that could have increased Project costs, such as the extension of the Project period and the impact of the yen depreciation, the Project was completed within the originally planned Japanese yen budget. This was achieved for the several reasons explained below.

By limiting the budgets allocated for the NUD implementation, particularly for the 8th NUD, the Project effectively implemented an exit strategy that ensured the efficient use of limited resources. This approach reduced project cost despite factors that could have increased the cost such as the extension of the project period.

b. Project period

Upon the results of planning in the first phase, the second phase of the Project, the phase planned out for implementation by the JICA Experts, was originally set to run for three years. While the PDM included activities in pilot states, security concerns prevented the JICA Experts from traveling to the

states/areas. It was therefore agreed, at the 4th Joint Coordinating Committee (JCC), that the Project was to focus on activities primarily in Juba as a practical measure.

As grassroots activities progressed, their usefulness was confirmed and know-how for activities in rural areas gradually accumulated. This prompted the Project to explore the possibility of expanding these activities to the states and areas, and a proposal was made to conduct coach training for academies in one pilot state. As a result, the 7th JCC meeting held in April 2024 adopted a plan under which the Project was to conduct coach training at one location, specifically, Torit in Eastern Equatoria State. To allot time for this activity, the Project duration was extended by four months without any increase of project cost.

c. Causal Relationship

By implementing the activities indicated in the PDM, the Project Outputs were largely achieved. Therefore, the causal relationship between the activities and the Outputs can be evaluated as appropriate. Moreover, as the activities progressed, the necessary areas of expertise became clearer. Flexible arrangements were made to effectively utilise the limited resources, e.g., by reallocating the experts and reconsidering the duration of their activities on-site. These adaptive measures ensured efficient resource utilisation while maintaining the focus on achieving the Outputs.

Initially, the Project envisioned "Psychosocial Care" as a primary area of expertise. It was later determined, however, that activities should address broader considerations, such as gender and disability, to better align with local needs. The focus was therefore shifted to the field of "Considerations for Socially Vulnerable People and Promotion of their Social Involvement". To ensure consistent on-site support, the expert in "Youth Empowerment / Public Relations" has extended his stay in South Sudan and taken on the added responsibility of establishing a system for thorough monitoring of activity progress in the field. This arrangement has allowed the relevant personnel to engage in longer-term activities in Juba, which will ensure sustained progress.

Additionally, an expert in "Procurement Management" was deployed before and after the implementation of each NUD to enhance MoYS's capacity for the procurement of goods and services. This expert worked closely with the C/Ps to improve the goods and services procurement process. A fair and transparent procurement process was successfully established through this collaboration, which strengthened MoYS's capacity to manage resources effectively.

(5) Impact: Moderate

The Overall Goal of the Project is the "Enhance trust building and unity among people, especially youths, through sports and contribute to social cohesion in South Sudan". This Overall Goal is expected to be achieved 3–5 years after the Project's completion. While both of the two indicators set for this goal are considered achievable, the financial constraints faced by South Sudan will probably make it difficult to secure the necessary funding. As a consequence, the Project's impact is anticipated to be moderate. On

the other hand, positive impacts beyond the specified indicators were observed during the Project period. If these cases are effectively leveraged and sustained, additional indirect positive impacts are likely to emerge in the future.

a. Ripple effect

A total of eight NUD events have been held so far. Among the athletes, some athletes have gone on to represent South Sudan national teams, participated in the Olympics, and competed in international tournaments. Many of these athletes not only have top-level athletic skills but also show a strong desire to promote peace in South Sudan and represent the nation's identity. By sharing their thoughts and perspectives, these athletes have the potential to generate indirect but meaningful impacts of the NUDs to contribute to peace promotion.

In addition, some NUD athletes have transitioned into significant roles after retiring as players. Some, for example, have become coaches at academies, while others hold key positions in sports federations and associations. By sharing their experiences at NUD, some of the female athletes who took part in the event have been motivating young girls who show an interest in sports. By recounting how they overcame obstacles to participating in sports, these female athletes have encouraged others based on their personal experiences.

These types of voluntary actions by ex-NUD athletes are expected to generate positive impacts that align with the Overall Goal of promoting social cohesion and youth empowerment through sports.

b. Activities for academies

Pilot grassroots activities conducted at two academies strengthened the functions of the academies and highlighted their important roles in promoting peace. Through engagement with the parents of academy members, discussions with parents and community stakeholders were found to have helped improve security and stabilise the community. Both academies are planning to independently carry out activities involving community stakeholders with a view to serving as role models for their areas. These efforts demonstrate their ability to proactively engage with communities, even in the absence of government supports.

If similar initiatives are adopted by other academies, these efforts can be expected to lead to broader positive impacts and foster greater social cohesion and stability across communities.

(6) Sustainability: Moderately Low

South Sudan, which has been established as a nation for only a little over a decade, faces significant challenges in its government policies, institutional frameworks, organisational systems, and financial resources. From this perspective, the sustainability of the initiatives is evaluated to be moderately low. However, the grassroots activities established by the Project, particularly the academy-based approach, have proved to be strongly compatible with the autonomous efforts of the academies, entities that are

already independently active. It thus appears highly likely that these activities will continue through the initiatives of the academies themselves, even in the absence of substantial external support.

a. Policies and institutional framework

The sustainability in terms of policies and institutional frameworks can be evaluated as moderately low. The South Sudan Youth Development Policy, cited under relevance, remains in draft form and is currently in the public hearings stage that comes before parliamentary adoption. Given that the policy was drafted over a decade ago, the delays in its adoption have been significant. Furthermore, the institutional frameworks have yet to be sufficiently developed, and no legislative measures or bills have been prepared to implement the policy effectively once it is adopted.

b. Organisational structure

The sustainability of the organisational structure is also evaluated as moderately low. While the organisational structure of MoYS underwent one change during the Project period, it is unlikely that a ministry responsible for youth and sports will disappear from South Sudan's national government. Similarly, no structural changes have been observed in MoGEI, though there have been delays in the payment of salaries to staff in both ministries. These delays have significantly diminished the morale of government employees, which has made it difficult to implement activities effectively in many cases. While the organisational structures may exist, their actual functionality heavily depends on the performance and motivation of the government personnel. Under current conditions, over-dependency on the government personnel's goodwill remains a significant challenge.

c. Technical aspects

The sustainability of the technical aspects can be assessed as high. The grassroots activities promoted by the Project, particularly those conducted through academies, are likely to be sustained by academies independently, even without external support. This can be credited largely to the adoption of the "Everyday Peace" framework developed during the Project. The framework emphasises the principle of acting within one's own capacity, allowing activities to be planned and carried out in ways that align with the specific circumstances of each academy. This approach ensures that academies can sustain their efforts in a manner that is both context-appropriate and sustainable, which strengthens the probability that long-term impacts will be realised.

d. Financial aspects

The sustainability of the financial aspects is evaluated as very low. As previously mentioned, delays in the payment of government employees' salaries are frequent, and budget allocations for Project-related expenses are minimal. Without external support, the budget constraints are a serious obstacle to the provision of even basic government services. To make matters worse, the impact of the Sudanese civil war has significantly reduced tax revenues from oil exports. Without any improvement to the financial constraints in the near future, the obstacles to ensuring fiscal sustainability for government services and

initiatives will only grow.

2. Key Factors Affecting Implementation and Outcomes

The worsening financial situation of the GRSS. has led to significant delays in paying salaries to government employees, with some experiencing up to 13 months of unpaid wages. Government staff are therefore forced to find alternative sources of income to meet their living expenses, which makes it challenging for them to fully commit to their official duties. This issue is similarly observed in public schools, where teachers often face the same challenges. Consequently, there were cases where public school teachers were prevented from participating in the grassroots activities involving pilot schools due to financial constraints and competing priorities.

3. Evaluation of the Risk Management Results for the Project

Risk management during the Project implementation prioritised the assurance of safety during the NUD events. Close collaboration with National Security Service and the Police ensured that special attention was focused on security to safeguard the opening and closing ceremonies, as well as the various competition venues. The NUDs strictly followed the principle of “zero tolerance for violence”, which shaped the safety measures even in sensitive situations and included measures to minimise the presence of weapons at the venues. As a primary safeguard, police officers equipped with batons were deployed inside the venues to maintain order and prevent the crowds from becoming unruly. Recognising, however, that batons alone might be insufficient in the event of mob violence, the Project also stationed armed National Security Service personnel around the perimeters of the venues to intervene if needed. This multi-layered safety approach proved to be highly effective. Moreover, through the event, the Project strengthened the relationship with National Security Service and Police in the course of the events. This collaboration not only ensured safety, but also showcased the ideal role of the National Security Service and Police as protectors of the citizenry in a visible and impactful way to the audience. This was an important indirect benefit of the safety strategy and contributed to public trust in these institutions.

The infection prevention measures taken for the NUDs were another critical component of the risk management efforts. The prevention of cluster infections was a top priority during the 6th NUD due to the remaining impacts of COVID-19. To address this issue, the Project closely coordinated with the Ministry of Health during the planning phase of the 6th NUD and later obtained the Ministry’s approval to implement the events. Antigen tests were conducted before and after the NUD for approximately 300 athletes and related personnel, and those who tested positive were promptly isolated. Additional measures, such as the distribution of masks and sanitisers to all athletes and the promotion of strict guidance on infection prevention protocols, were also conducted. To reduce close contacts, accommodations were expanded from one to two locations. Arrangements were also made with a hospital in advance to ensure a clear response plan in case infections occurred. As a result of these comprehensive measures, no cluster infections occurred. Positive cases identified during post-event

antigen tests were isolated in hotels until they tested negative. These precautions contributed to the successful and safe execution of the 6th NUD.

Lastly, comprehensive measures were implemented to address injuries and illnesses during the NUDs. Partnerships were established with hospitals, and doctors and nurses were stationed at the accommodations to ensure prompt responses to medical issues. In severe cases, the athletes could be transported to hospitals for treatment. To address injuries during the sports competitions, Red Cross personnel were stationed at all venues, in full readiness to administer immediate first aid response. A system was also established for emergency situations, allowing injured or ill athletes to be transported to hospitals by ambulance. This system was particularly effective in track and field events, where many athletes experienced sudden health issues following the competitions. The emergency transport system functioned efficiently and ensured that athletes received the necessary medical care promptly and safely. These measures contributed to the successful and secure implementation of the NUDs.

Aside from the NUD, the Project has made efforts to closely monitor the security situation at the project sites, particularly at academy locations. The SVA training ground is located within a military barrack. During the project period, a major fire broke out in an armoury within the barrack, with suspicions of arson, and as a result, the security situation was deteriorated. Additionally, the LFA training ground in the Lologo area experienced periods of deteriorating security due to active gang activity in the area. Since the Project operated in relatively high-risk areas, security conditions at project sites were constantly monitored. When concerns remained, the Project decided to postpone activities to ensure safety.

4. Lessons Learnt

(1) Effective Utilisation of Social Capital Developed by the Project

The NUDs had already been implemented prior to this Project, with a total of eight events conducted. Significant confusion occurred during the first NUD, as the athletes were unfamiliar with the event concept. At that time, the relationship between MoYS and MoCYS was underdeveloped. Similarly, collaboration with the sports associations, federations, National Security Service, and Police was rare during the event. This situation required the Project to focus on building good relationships with these stakeholders. Over the successive NUDs, these stakeholder relationships were strengthened, trust was cultivated, and both visible and invisible assets were established.

In rural areas, the youths who had participated in the previous NUDs were observed not only to excel as athletes, but also to contribute as coaches and leaders by promoting sports and peacebuilding through sports. This represents one kind of the Social Capital formed through the NUD implementation. By effectively leveraging the Social Capital, the Project was able to facilitate smooth implementation of training programs in the pilot state. These results demonstrate that the trust and networks developed through the NUD have become a critical asset for promoting sports and peace promotion initiatives.

Some stakeholders expressed concerns that the format of NUD as a large-scale event held only once a year might limit its impact on peace promotion. The abovementioned results show, however, that the impact of the NUDs was not confined to the event itself. Beyond the immediate outcomes, the NUDs generated Social Capital that could then be effectively utilised in other Project activities. The Project's use of the Social Capital highlights the long-term and broader impacts of the NUDs, and this proves that their influence extends beyond that of the annual event itself and contributes to the Project's overall objectives. These results serve as clear evidence of the medium- to long-term impact of the NUD implementation.

(2) Transparent Procurement Process through Collaboration with Counterparts

As outlined in the six-criteria evaluation, the Project established a highly transparent procurement process to prevent any form of misconduct. Specifically, MoYS staff and JICA Experts collaborated in every step of the process: obtaining quotations, comparing estimates together, visiting the shops offering the lowest prices, verifying the quality of the goods, and finalising the purchases. This collaborative procurement approach ensured accountability and transparency. Fraud and corruption are often cited as common issues in South Sudan. The Project, however, demonstrated that procurement could be carried out in a transparent and accountable manner by following a well-structured and appropriate process.

This capacity is particularly critical for the C/Ps when they conduct activities in rural areas where JICA Experts may be unable to accompany them due to security concerns. The strengthening of this capacity through the procurement processes for the NUDs proved to be highly beneficial. This ensured that the C/Ps could independently manage transparent and accountable procurement, a capacity essential for the Project's sustainability and success.

(3) Clearly Define Roles and Responsibilities

This Project has been jointly implemented by MoYS and MoGEL, but there were some areas where the roles and responsibilities of both ministries were slightly unclear. To ensure efficiency and active participation, it is essential for any joint project to clearly define the roles and responsibilities of all stakeholders. This will prevent confusion and foster a collaborative environment where stakeholders can contribute meaningfully to the project's success.

5. Performance

As the trust between South Sudanese and Japanese stakeholders was weak at the outset of the second phase of the Project, the initial focus of this phase was to rebuild their trust. Open and honest discussions were held among stakeholders to address any concerns, and JICA's basic policies for the technical cooperation project were clearly explained. While many stakeholders initially found JICA's approach to be very strict compared to other development agencies, persistent communications eventually led to their understanding and acceptance. This effort to establish mutual trust built a strong foundation for the successful implementation of the Project.

Initially, the procurement of goods and services related to the NUDs was primarily handled by the JICA South Sudan Office, as the office managed the procurement budget. The Project, however, recognised the importance of measures to strengthen the management capacity of the C/Ps and demonstrate that the government officials of South Sudan could carry out fair and transparent procurement. To achieve this, the budget was transferred to the Project team, and procurement was conducted under the Project's responsibility. The new procurement process required collaborative efforts between the South Sudanese and Japanese stakeholders. By involving the C/Ps directly in these activities, the Project successfully built mutual trust while ensuring that the procurement was handled smoothly and transparently. This approach not only reinforced trust but also provided the C/Ps with practical experience in managing accountable and effective procurement processes within government institutions.

Similarly, during the 8th NUD, the responsibility for contracting catering services, a task previously handled by the JICA South Sudan Office, was shifted to the Project. This change aimed to increase transparency in contracting, a process that had been relatively opaque before. The Project made the process more open by jointly evaluating service providers with the C/Ps. The evaluation involved sample tasting to verify the quality of meals, creating clear selection criteria, and using a scoring system to objectively select the best service provider. The C/Ps and JICA Experts maintained close communication with the service provider during service delivery to ensure daily monitoring of the quality and quantities of the meals to meet the athletes' needs. This approach resulted in the smoothest meal service in NUD's history, resolving issues that had frequently arisen in the previous NUDs. The athletes' satisfaction with the catering was notably high, marking a significant improvement of the NUD implementation.

6. Additionality

As previously mentioned, the Project developed an approach to academies under the "Everyday Peace" framework. The core reasoning underlying this framework is that the activities of the academies inherently contribute to peace promotion, and that with strengthened functions they can make an even greater contribution. This framework was developed through a process of long-term participatory observation of the academies' activities. Through close observation, the Project gained a detailed understanding of their daily operations and the perspectives of those involved. This process helped the Project understand how academies naturally contribute to peace promotion, and the Project became able to realise the importance of their roles and activities. Also, the academy stakeholders were able to gain a clear understanding of the significance of their daily activities with this framework. This newfound awareness of their contributions to peacebuilding was highly effective in reinforcing their commitment and confidence in their activities.

Within the Everyday Peace framework, the academy itself was defined as a "Safe Space" for the youth participating in sports activities. The framework clarified the actions and considerations necessary to create and maintain this Safe Space. This approach also provided administrators and coaches involved in academy operations with a clear understanding of the challenges they needed to address in order to realise a Safe Space. The concept also emphasised that creating a Safe Space is not about implementing

special or separate activities, but rather about improving the academy's overall quality and functionality. This idea empowered academy stakeholders to recognise that they were not only improving their academies, but also contributing to peace promotion. The stakeholders came to realise that by working toward the creation of better academies within their own capacities, they could also contribute to the promotion of peace.

For the communities surrounding the academies, the Project examined and clarified how the academies could help create a “Peaceful Community”. The Project emphasised the importance of engaging the parents of academy members to help them understand the benefits of the academies, and addressing community challenges such as youth involvement in gangs or early pregnancies among girls. By clearly articulating how the academies could help solve these issues, the Project tried to strengthen the academies’ connections with the community in order to realise the Peaceful Community. These ideas and initiatives were compiled and presented at an academic conference. Feedback from participants highlighted that while Everyday Peace had been discussed conceptually in the past, linking it to specific grassroots activities was a rare and innovative approach. Many attendees emphasised the importance of promoting such efforts and their potential to bridge theoretical frameworks with practical action. This validation not only reinforced the significance of the Project’s approach but also showcased its potential as a model for similar initiatives elsewhere.

IV. FOR THE ACHIEVEMENT OF THE OVERALL GOALS AFTER THE PROJECT COMPLETION

1. Prospect of Achieving the Overall Goal

The Project's overall goal is to "Enhance trust building and unity among people, especially youths, through sports and contribute to social cohesion in South Sudan".

The goal is measured by the following two indicators:

- Indicator 1: Trained personnel of MOYS and MOGEI conduct more than 10 training sessions/workshops that include the concept of youth empowerment and peace promotion through sports, and engage in more than 5 instances of coordination with supporters/stakeholders on youth empowerment and peace promotion through sports.
- Indicator 2: Trained personnel at the state level conduct more than 13 activities on youth empowerment and peace promotion through sports using their own resources.

If the necessary funding is secured, achieving Indicator 1 is considered achievable with the capacities of MoYS and MoGEI. These ministries are capable of conducting training sessions and coordinating with stakeholders such as sports federations, associations, schools, donors, and NGOs. However, given the current financial constraints faced by the government, implementing these activities using the government's own resources might be highly challenging. Based on the Project's experience, securing donor support requires significant efforts, including numerous meetings and coordination activities, resulting in high transaction costs. Since the government officials are struggling to fulfil their regular duties due to resource limitations, implementing such additional efforts for donor engagement might entail substantial challenges.

Regarding Indicator 2, there is thought to be a moderate probability that such independent activities can be carried out in each state or area, as there are some cases in which state governments have independently organised sports tournaments using the experiences gained from previous NUDs (e.g., in Western Equatoria State). Although the low financial sustainability of the national and state government might pose a significant obstacle to achieving this indicator, the pilot academies, pilot schools, and state government may still potentially be able to initiate independent activities.

2. Plan of Operation and Implementation Structure of the South Sudanese Side to Achieve the Overall Goal

(1) Establishment of a Task Force Office

The current Project office, which is supported by JICA, is planned to be closed upon the Project's termination. To ensure the continuity of activities and facilitate collaboration among the taskforce members, it will be necessary to secure a dedicated space for their operations. Ideally, this space should

be within the premises of MoYS or MoGEI. This arrangement, if realised, would both enhance coordination and strengthen the institutional ownership of the activities initiated under the Project.

(2) Development of Activity Plans

One of the indicators for the Overall Goal includes training implementation by MoYS and MoGEI staff and coordination with other stakeholders. These are areas where MoYS and MoGEI can take a leading role. To achieve this training implementation, it will be necessary to create annual plans and medium-term plans to guide implementation. The development of these plans should be led by the DGs of the two ministries, both of whom have served as managers in the Project.

(3) Regular Meetings Between MoYS and MoGEI

To ensure effective communication and coordination, it will be crucial to conduct regular meetings among stakeholders from both ministries. These meetings, which involve primarily the DGs and taskforce members, can serve as a platform for sharing updates on the progress of activity plans, discussing the related challenges, and exploring solutions collaboratively.

3. Recommendations for the South Sudanese Side

(1) Support for Taskforce Members

As mentioned above, it will be essential to provide the taskforce members with a dedicated workspace within MoYS or MoGEI to enable the taskforce members to collaborate effectively.

(2) Securing a Budget for Activities

Although the GRSS faces significant financial challenges, including delayed salary payments for staff, it will be critical to request the allocation of at least a small amount of budget to support the training activities. If even a limited budget is allocated, taskforce members capacitated to implement training sessions and related activities can be expected to utilise it effectively. The Project strongly requests such funding, as it would enable the taskforce members to continue contributing to the achievement of the Overall Goal.

(3) Supporting Activities of Sports Federations, Associations, and Schools

While GRSS faces severe budget constraints, sports federations, associations, and private schools often organise regular sports competitions and sports events independently. By encouraging these organisations to incorporate peace promotion elements into their events, MoYS and MoGEI can foster peacebuilding efforts through sports without requiring additional government funding.

(4) Supporting Academy Activities

Consistent with the approach outlined in (3), academies are already operating autonomously using their own resources without relying on external financial support. This self-sufficiency demonstrates their

potential for sustainability. It will therefore be possible, even without financial support from MoYS, to hold training and awareness activities at the academies by providing manpower such as instructors. Coordination with sports federations and associations will strengthen both the social aspects and technical skills; while also enhancing the motivation of academies, whose primary goal is to improve the technical abilities of the players. It will be important to explore activities that can be implemented without budgetary support.

4. Monitoring Plan from the End of the Project to the Ex-post Evaluation

JICA plan to consult with MoYS/MoGEI for monitoring after completion of the Project and conduct Post-Evaluation 3 years after the completion of the Project.

ANNEX

ANNEX 1: Results of the Project

ANNEX 2: List of Products Produced by the Project

ANNEX 3: PDM and PO

ANNEX 4: List of Presentation conducted

ANNEX 1: Results of the Project

1-1 List of Dispatched Experts

Table A-1: List of Dispatched Experts

	Name	Title	Affiliation
1	Shuji Tokumaru	Long term expert (Chief Advisor)	
2	Maya Utsumi	Long term expert (Project Coordinator)	
3	Yasuo Ohno	Chief Advisor / Peacebuilding 1	JIN Corporation
4	Junko Uchida	Deputy Chief Advisor / Peacebuilding 2	JIN Corporation
5	Shigenobu Handa	Sports Administration 1 / Training 1 / Considerations for Socially Vulnerable People 1 and the Promotion of their Social Involvement 1	JIN Corporation
6	Chiaki Takeshita (Okada)	Sports Administration 2 / Training 2	No party affiliation
7	Koji Sano	Youth Empowerment / Public Relations / Administrative Coordinator / Considerations for Socially Vulnerable People 2 and the Promotion of their Social Involvement 2	JIN Corporation
8	Yoshinori Okade	Leadership Development / Physical Education	No party affiliation
9	Mariko Hattori	Sports Promotion 1 / Resource Mobilisation 1	No party affiliation
10	Eigo Matsuzaki	Sports Promotion 2 / Resource Mobilisation 2	International Blind Football Foundation
11	Mako Yoshitani	Procurement Management / Youth Empowerment / Public Relations / Administrative Coordinator / Considerations for Socially Vulnerable People 2 and the Promotion of their Social Involvement 2	JIN Corporation

1-2 List of Counterparts

Table A-2: List of Counterparts

Name	Role in the Project	Position in the Ministry
A. MoYS Counterpart		
Debora Akec Kwash	Project Director	Undersecretary
Edward Settimo Yugu	Project Manager	Director General of Sports
Lemor William Joseph	National Project Coordinator and Administration	Director General of Youth Development
Aisha Tombe Farajalla	Taskforce member	
Mary Iyang Ernesto	Taskforce member	
Tereza Paullino Mogga	Taskforce member	
B. MoGEI Counterpart		
Kuyok Abol Kuyok	Member of JCC	Undersecretary
David Lowila	Project Manager	Director General
Odera Charles Opoka	Taskforce member	
Bianka Peter Baptist	Taskforce member	
Kiri James	Taskforce member	
Rina Dongo	Taskforce member	

1-3 List of Training in South Sudan

Table A-3: List of Training in South Sudan

Date	Participants	No.	Session purpose	Trainer/facilitator
November 24 and 25, 2022	<ul style="list-style-type: none"> SMoCYS officials Coaches from State 	52	<ul style="list-style-type: none"> To learn purpose and significance of the NUD To enhance coaching capacity from trauma care and peace promotion perspectives To learn conflict resolution methods and considerations for conflict in sports 	JICA Expert UNDP
April 27, 2023	<ul style="list-style-type: none"> Teachers from target primary and secondary schools 	12	<ul style="list-style-type: none"> To learn about clarifying the intention of activities in P.E. classes and the mechanisms for encouraging pupils' active participation in the class 	JICA Expert
September 14 to 17, 2023	<ul style="list-style-type: none"> Teachers from target primary and secondary schools 	15	<ul style="list-style-type: none"> To learn specific values, and typical lesson process required for making make model P.E lesson To learn specific values, and typical lesson process through P.E. mock classes 	JICA Expert
September 14 to 17, 2023	<ul style="list-style-type: none"> Coaches from State Coaches from target sport academies 	About 30	<ul style="list-style-type: none"> To learn rules of sport, the contents and methods of coaching To learn considerations for fair and equal competition in order to promote sports for peace, which is the aim of NUD, and how to treat players and parents to encourage girls' participation 	Trainer from National sports federation
January 17 and 18, 2024	<ul style="list-style-type: none"> Referees for NUD Technical committee members 	About 85	<ul style="list-style-type: none"> To learn rules of the sport, the content and methods of officiating the matches To learn general technical instructions, qualities of referees, considerations for fair and equal competition 	Trainer from National sports federation
March 26 to 28, 2024	<ul style="list-style-type: none"> Teachers from target primary and secondary schools 	13	<ul style="list-style-type: none"> To share assessment of the model P.E. class of JCC To learn the facilitation skill of peace promotion through P.E. To conduct P.E. mock classes based on modified P.E. lesson plan. 	JICA Expert
April 2 to 4, 2024	<ul style="list-style-type: none"> Staff from 2 target academies, Cobra club, and Blind Football Association 	10	<ul style="list-style-type: none"> To learn resource mobilisation for sustainable organisational management To make individual consultation to more develop "request for donations of goods/funds/human resources" 	JICA Expert
September 30 to October 6, 2024	<ul style="list-style-type: none"> Administrator, coach, referee from Sports academy in Torit Eastern Equatoria SMoCYS officials Sports officials in Greater Kapoeta Magwi 	83	<ul style="list-style-type: none"> To learn rules of sport, the contents and methods of coaching To learn concept of Everyday Peace and receive advice from peer academies based on experience To learn considerations for girl to participate in the sports To make action plan 	Trainer from National sports federation MoYS official Coaches from LFA and SVA

1-4 List of Training in Japan

Table A-4: List of Training in South Sudan

S/N	Place	Time	Number of Participants
1	Japan	7 -19 October 2022	14
2	Japan	23 July-5 August 2023	13
Main Contents			
<ul style="list-style-type: none">• Sports Administration (P.E. and sports promotion)• School P.E. in Japan (including club activities)• In-service teacher training and initial teacher training system for P.E.• Training system and qualification system for sports coaches and referees• Examples of youth empowerment through sports (e.g., sports youth teams)• Examples of sports clubs run by local residents on their own initiative in accordance with their own aspirations, with varying levels of participation by age, from children to the elderly (e.g., integrated community sports clubs)• Examples of sports for the disabled and other vulnerable groups• Volunteer systems active in sports events, etc.• Examples of the activities of sporting organisations• Preparation of an action plan and local domestic training plan based on the above visits and lectures			

1-5 List of Provision of Equipment

Please refer Table II 4: List of Equipment (Actual) in the report.

ANNEX 2: List of Products Produced by the Project

Table A-5: List of Products Produced by the Project

S/N	Name of Products	Submission Date
1	Impact Survey Report/Summary for 7 th NUD	November 2023
2	Project Impact Survey	February 2025
3	NUD Manual	February 2025
4-1	YES for Peace Guideline	February 2025
4-2	YES for Peace Handbook for Sports Academy	February 2025
4-3	YES for Peace Handbook for Schools	February 2025

ANNEX 3: PDM and PO

PDM Version 1

Project Design Matrix

Project Title: Project for Youth Empowerment through Sports for Peace Promotion (YES for PEACE)

Duration: NOV 2019 to OCT 2024 (five years)

Version: 1.0

Direct Beneficiary: Ministry of Youth and Sports (MoYS) and its pilot state ministry officials, Ministry of General Education and Instruction (MoGEI) and its pilot state officials, management of selected schools, sports clubs and academies, teachers, coaches and referees, youths who participate the project activities

Target Areas: Juba City and pilot states
(NUD participants include youths from all regions)

Dated: 18 June 2021

Indirect Beneficiary: youths, communities, audience of project activities

Narrative Summary	Objectively Verifiable Indicator	Means of Verification	Important Assumptions
<p>Overall Goal: Enhance trust building and unity among people especially youths through sports and contribute to social cohesion in South Sudan.</p>	<p>(1) The degree of recognition on mutual respect is increased among the participants of National Unity Day (NUD), participants of school, sports club and academy-based Sports for Peace initiatives in Juba and pilot states (comparing beginning /end of the project for members of school/club/academy in Juba and pilot states, and beginning/end of the matches for NUD). (2) The degree of understanding on mutual respect is increased among the participants of National Unity Day (NUD), participants of school, sports club and academy-based Sports for Peace initiatives in Juba and pilot states (comparing beginning /end of the project for members of school/club/academy in Juba and pilot states, and beginning/end of the matches for NUD).</p>	<p>For NUD: Results of survey conducted through questionnaire and interviews with participants of NUD For school and sports club/academy: Result of survey conducted through questionnaire and interviews with participants of pilot activities in Juba City and pilot states. (baseline/end line survey)</p>	<p>1) Economic and fiscal situation does not deteriorate compared to the present. 2) The Peace Agreement does not collapse. 3) Sports policy and the Sports Policy Implementation Guidelines including the operational guidelines for NUD are approved and implemented.</p>
<p>Project Purpose: Strengthen capacity and management skills of Ministry of Youth and Sports (MOYS) and Ministry of General Education and Instruction (MOGEI) including pilot state ministries for promoting Youth Empowerment through Sports for Peace Promotion</p>	<p>1) YES for Peace Taskforce team reports and informs the results and outcomes of YES for Peace activities (at least more than once a year) 2) Organize coordination and preparation meetings (including State Convention and Sate Consultation or Monitoring Visit) for NUD with relevant stakeholders at least 2 times a year. 3) Trainings for relevant personnel (such as national and state government officials, management personnel (representatives of sports club/academy, School Management Committee and PTA), coaches and referees for implementing each pilot activity) are conducted more than XX times 4) Actual results and willingness to support YES for Peace activities such as NUD and activities at sports club, academy and school from Sports organizations, UN agencies, NGOs, embassies and private companies.</p>	<p>1) Taskforce reports 2) T askforce reports and interview or questionnaires to supporting partners</p>	

Output 1	Capacity of MOYS is strengthened in terms of planning, implementation, monitoring & evaluation, financial management and coordination with relevant stakeholders for implementing NUD activities.	<ul style="list-style-type: none"> 1) Report on needs assessment for capacity development for implementing NUD is created 2) Trainings for relevant personnel (such as national and state government officials, taskforce members, coaches and referees) for NUD implementation are conducted (at least XX times) 3) Selection method for NUD participants is revised and improved annually with fairness and inclusiveness including gender mainstreaming. 4) NUD event is held annually (with increased contributions of MOYS and other local sources if possible) 5) Implementation manual for NUD is revised 	<ul style="list-style-type: none"> 1) Report on needs assessment for capacity development for implementing NUD 2) Training records 3) Results of monitoring visits at states 4) NUD report and budget sheet record 5) NUD Implementation Manual (revised) 	Counterpart personnel of the Project work in the same or related positions continuously.
Output 2	System of implementation structure for YES for Peace activities at school, sports club and academy is established at Juba and pilot states	<ul style="list-style-type: none"> 1) Report on needs assessment for capacity development for implementing YES for Peace activities at school and sports club/academy is created 2) Trainings for relevant personnel (such as national and state government officials, management personnel (representatives of sports club/academy, School Management Committee and PTA), coaches and referees for implementing each pilot activity) are conducted more than XX times 3) Pilot activities are implemented more than XX times 4) YES for PEACE PE/Sports Teaching Guideline is created 	<ul style="list-style-type: none"> 1) Report on needs assessment for capacity development for implementing YES for Peace activities at school and sports club/academy 2) Training records 3) Pilot activity report 4) YES for PEACE PE/Sports Teaching guideline 	
Output 3	Platform for YES for Peace is established and managed for collaborating among MOYS, MOGEI and implementing partners (school, sport club and academy), and supporting partners (sports organizations, UN agencies, NGOs, embassies and private companies)	<ul style="list-style-type: none"> 1) Partner coordination meeting is organized at least 2 times a year 2) Strategic plan to gain sustainable resource mobilization for NUD implementation and community-level activities is created 	<ul style="list-style-type: none"> 1) Partner coordination meeting minutes 2) Strategic plan on resource mobilization 	
Activity 1-1:	Analyze capacities to be improved and challenges to organize NUD sustainably, through needs assessment on NUD stakeholders and visits to other countries' national and regional sports event.		Input: 1. South Sudanese Side (1) Counterpart Personnel (2) Facility and Equipment (3) Local Cost	Pre-condition: Security does not deteriorate significantly.
Activity 1-2:	Plan and implement trainings for relevant personnel (such as national and state government officials, taskforce members, coaches and referees) for NUD implementation			

Activity 1-3:	Organize coordination and preparation meetings (including State Convention and State Consultation or Monitoring Visit) for NUD with relevant stakeholders at least 2 times a year, and decide NUD rules and regulations and selection methods according to existing NUD manual		2. Japanese side: (a) Dispatch of Experts: Chief advisor, Deputy Chief advisor, Coordinator and other experts in the areas necessary for the project activities: e.g. Peacebuilding, Physical Education, Administrative and Financial Management & Monitoring, Donor coordination, Monitoring & Evaluation, Peace education,	
Activity 1-4:	Monitor selection process of NUD participants at states and revise the selection methods annually. (Analyze factors reducing inclusiveness of the selection and prohibiting women and girls participation on the selection)		(b) Trainings in Japan and in third countries, when deemed appropriate and necessary (c) Machinery and Equipment, when deemed appropriate and necessary for the project activities	
Activity 1-5:	Organize NUD annually			
Activity 1-6:	To increase the budget of NUD in MoYS, enhance understanding of NUD in MoYS through sensitization and propose to Minister and undersecretary of MoYS for securing the budget			
Activity 1-7:	Review preparation and implementation process of NUD, and revise existing implementation manual for NUD			
Activity 2-1:	Assess situation of Physical Education/Sports Education; activities of sports club/academy; and availability of designated teachers and coaches, and their training opportunities at Juba and pilot states			
Activity 2-2:	Analyze possible community-level activities based at school, sports club/academy and capacities to be improved for implementing partners (school, sports club/academy), through needs and interest assessment on Peace Ambassadors, and visits to other countries for learning Physical Education and training system for coaches.			
Activity 2-3:	Examine and plan community-level YES for Peace pilot activities with selected school, sports club/academy (Consider to use Peace Ambassador for the pilot activities).			

Activity 2-4:	Plan and implement trainings for national and state government officials, management personnel (representatives of sports club/academy, School Management Committee and PTA), coaches and referees for implementing each pilot activity			
Activity 2-5:	Implement pilot activities with school, sports club/academy			
Activity 2-6:	Monitor and review the results of trainings and pilot activities, and create YES for PEACE PE/Sports Teaching Guideline. (Include the elements of youth empowerment expected by school, sports club/academy, such as development of Life Skills with psychosocial care standpoint)			
Activity 2-7:	Examine additional activities to expand YES for Peace activities (for increasing beneficiaries and coming up with new ideas of community-level activities)			
Activity 3-1:	Organize partners coordination meeting periodically with implementing partners (school, sports club/academy) and supporting partners (sports organizations, UN agencies, NGOs, embassies and private companies)			
Activity 3-2:	Lobbying supports for YES for Peace activities from supporting partners in terms of funding and technical support			
Activity 3-3:	Analyze needs of capacity development and activities of implementing partners (school, sports club/academy) for gaining technical and funding supports			
Activity 3-4:	Create a strategic plan to gain sustainable resource mobilization for NUD implementation and community-level activities			

Project Design Matrix

Project Title: Project for Youth Empowerment through Sports for Peace Promotion (YES for PEACE)

Duration: NOV 2019 to OCT 2024 (five years)

Version: 2.0

Direct Beneficiary: Ministry of Youth and Sports (MoYS) and its pilot state ministry officials, Ministry of General Education and Instruction (MoGEI) and its pilot state officials, management of selected schools, sports clubs and academies, teachers, coaches and referees, youths who participate the project activities

Target Areas: Juba City and pilot states (NUD participants include youths from all regions)

Dated: 10 December 2023

Indirect Beneficiary: youths, communities, audience of project activities

Narrative Summary	Objectively Verifiable Indicator	Means of Verification	Important Assumptions
<p>Overall Goal: Enhance trust building and unity among people especially youths through sports and contribute to social cohesion in South Sudan.</p>	<p>1) Trained personnel of MOYS and MOGEI conduct more than 10 training sessions/workshops including the concept of youth empowerment and peace promotion through sports and realize more than 5 coordination with supporters/stakeholders on youth empowerment and peace promotion through sports.</p> <p>2) Trained personnel at state level conduct more than 13 activities on youth empowerment and peace promotion through sports by using their own resources.</p>	<p>1) Interviews with MOYS and MOGEI trained personnel 2) Interviews with state level trained personnel</p>	
<p>Project Purpose: Strengthen capacity and management skills of Ministry of Youth and Sports (MOYS) and Ministry of General Education and Instruction (MOGEI) including pilot state ministries for promoting Youth Empowerment through Sports for Peace Promotion</p>	<p>1) More than 80% of relevant personnel (such as national and state government officials, coaches and referees, representatives of sports federations/associations, representatives of target sports academies and schools, and representatives of National Security and Police) recognize more importance of youth empowerment and peace promotion through sports compared to before starting the Project (2019).</p> <p>2) More than 70% of relevant personnel (such as state government officials, coaches and referees, representatives of sports federations/associations and representatives of target sports academies and schools) are willing to consult with MOYS or MOGEI when they plan activities related to youth empowerment and peace promotion through sports.</p> <p>3) More than 50% of trained personnel (such as state government officials, coaches and referees, representatives of sports federations/associations, representatives of target sports academies and schools, and NUD participants) have utilized knowledge and skills learnt from the Project for their activities.</p> <p>4) Training sessions and workshops including the concept of youth empowerment and peace promotion through sports for relevant personnel (such as national and state government officials, coaches and referees, and representatives of target sports /academies and schools are conducted by MOYS or MOGEI more than 8 times.</p> <p>5) More than 10 organizations support YES for Peace activities.</p>	<p>1) Impact survey and interviews 2) Impact survey and interviews 3) Impact survey and interviews 4) Project activity reports 5) Project activity reports</p>	<p>1) Economic and fiscal situation does not deteriorate compared to the present. 2) The Peace Agreement does not collapse. 3) Sports policy and the Sports Policy Implementation Guidelines including the operational guidelines for NUD are approved and implemented.</p>

Output 1:	Capacity of MOYS is strengthened in terms of planning, implementation, monitoring & evaluation, financial management and coordination with relevant stakeholders for implementing NUD activities.	<ul style="list-style-type: none"> 1) Report on needs assessment for capacity development for implementing NUD is created 2) Selection method for NUD participants is revised and improved annually with fairness and inclusiveness including gender mainstreaming. 3) NUD event is held annually (with increased contributions of MOYS and other local sources if possible) 4) Implementation manual for NUD is revised 	<ul style="list-style-type: none"> 1) Report on needs assessment for capacity development for implementing NUD 2) Results of monitoring visits at states 3) NUD report and budget sheet record 4) NUD Implementation Manual (revised) 	Counterpart personnel of the Project work in the same or related positions continuously.
Output 2:	Implementation structure for YES for Peace activities at schools, sports academies is clarified in Juba and pilot states	<ul style="list-style-type: none"> 1) Needs assessment for capacity development for implementing YES for Peace activities at school and sports academies is conducted. 2) Each pilot activity for a) target football academy, b) target volleyball academy, c) target primary schools, and d) target secondary schools, is implemented more than 2 times 3) Guideline for Promoting YES for Peace in Sports Academies and Schools is created 	<ul style="list-style-type: none"> 1) Report on needs assessment for capacity development for implementing YES for Peace activities at school and sports academy 2) Project activity reports 3) Guideline for Promoting YES for Peace in Sports Academies and Schools 	
Output 3:	Platform for YES for Peace is established and managed for collaborating among national and state MO(C)YS and MOGEI, sports academies, schools, and supporting partners (e.g., sports organizations, NGOs, UN agencies, embassies and private companies).	<ul style="list-style-type: none"> 1) TOR of Platform for YES for Peace is agreed by members. 2) Plans of Platform for YES for Peace are agreed by members. 3) Meetings of Platform for YES for Peace Partners are held at least twice a year. 4) At least two relevant activities to promote peace through sports are implemented based on the agreed plan. 	<ul style="list-style-type: none"> 1) TOR of Platform for YES for Peace 2) Plans of Platform for YES for Peace 3) Meeting minutes of Platform for YES for Peace 4) Meeting minutes of Platform for YES for Peace 	
Activity 1-1:	Analyze capacities to be improved and challenges to organize NUD sustainably, through needs assessment on NUD stakeholders and visits to other countries' national and regional sports event.		Input: 1. South Sudanese Side (1) Counterpart Personnel (2) Facility and Equipment (3) Local Cost	Pre-condition: Security does not deteriorate significantly.
Activity 1-2:	Plan and implement trainings for relevant personnel (such as national and state government officials, taskforce members, coaches and referees) for NUD implementation			

Activity 1-3:	Organize coordination and preparation meetings (including State Convention and Monitoring Visit) for NUD with relevant stakeholders at least 2 times a year, and decide NUD rules and regulations and selection methods according to existing NUD manual		2. Japanese side: (a) Dispatch of Experts: Chief advisor, Deputy Chief advisor, Coordinator and other experts in the areas necessary for the project activities: e.g. Peacebuilding, Physical Education, Administrative and Financial Management & Monitoring, Donor coordination, Monitoring & Evaluation, Peace education, (b) Trainings in Japan and in third countries, when deemed appropriate and necessary (c) Machinery and Equipment, when deemed appropriate and necessary for the project activities	
Activity 1-4:	Monitor selection process of NUD participants at states and revise the selection methods annually. (Analyze factors reducing inclusiveness of the selection and prohibiting women and girls participation on the selection)			
Activity 1-5:	Organize NUD annually			
Activity 1-6:	To increase the budget of NUD in MoYS, enhance understanding of NUD in MoYS through sensitization and propose to Minister and undersecretary of MoYS for securing the budget			
Activity 1-7:	Review preparation and implementation process of NUD, and revise existing implementation manual for NUD			
Activity 2-1:	Assess situation of Physical Education/Sports Education; activities of sports club/academy; and availability of designated teachers and coaches, and their training opportunities at Juba and pilot states			
Activity 2-2:	Analyze possible community-level activities based at school, sports academy and capacities to be improved for implementing partners (school, sports club), through needs and interest assessment on Peace Ambassadors, and visits to other countries for learning Physical Education and training system for coaches.			
Activity 2-3:	Examine and plan community-level YES for Peace pilot activities with selected school, sports club/academy (Consider to use Peace Ambassador for the pilot activities).			

Activity 2-4:	Plan and implement trainings for national and state government officials, management personnel (representatives of sports academies and schools), coaches and referees for implementing each pilot activity			
Activity 2-5:	Implement pilot activities with school, sports academy			
Activity 2-6:	Monitor and review the results of trainings and pilot activities, and create YES for PEACE PE/Sports Teaching Guideline. (Include the elements of youth empowerment expected by school, sports club/academy, such as development of Life Skills with psychosocial care standpoint)			
Activity 2-7:	Examine additional activities to expand YES for Peace activities (for increasing beneficiaries and coming up with new ideas of community-level activities)			
Activity 3-1:	Organize partners coordination meeting periodically with implementing partners (school, sports academy) and supporting partners (sports organizations, UN agencies, NGOs, embassies and private companies)			
Activity 3-2:	Lobbying supports for YES for Peace activities from supporting partners in terms of funding and technical support			
Activity 3-3:	Analyze needs of capacity development and activities of implementing partners (school, sports academy) for gaining technical and funding supports			
Activity 3-4:	Plans of Platform for YES for Peace are prepared to conduct activities to promote peace through sports.			

ANNEX 4: List of Presentation conducted

Table A-6: List of presentation conducted

Dates	Type	Name of Conference	Main Author	Presentation Title
Sep. 5, 2024	Presentation	Conflict Research Society (https://conflictresearchsociety.org/)	Koji Sano	“Sports for Peace: Grassroot Approach to Community Peace.”