ANNEX A

PHASE 1
FINAL REPORT

Prepared for:
World Bank & NDDRC

DECEMBER 2013
### Abbreviations / Glossary

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCSSAC</td>
<td>Bureau for Community Security and Small Arms Control</td>
</tr>
<tr>
<td>CAR</td>
<td>Central African Republic</td>
</tr>
<tr>
<td>CBO</td>
<td>Community Based Organisations</td>
</tr>
<tr>
<td>CPA</td>
<td>Comprehensive Peace Agreement</td>
</tr>
<tr>
<td>DAC</td>
<td>Development Assistance Committee</td>
</tr>
<tr>
<td>DDR</td>
<td>Disarmament, Demobilisation and Reintegration</td>
</tr>
<tr>
<td>DRC</td>
<td>Democratic Republic of Congo</td>
</tr>
<tr>
<td>DFID</td>
<td>Department for International Development</td>
</tr>
<tr>
<td>FARM</td>
<td>Food, Agribusiness and Rural Markets Programme</td>
</tr>
<tr>
<td>FFTIG</td>
<td>Food for Training and Income Generation Programme</td>
</tr>
<tr>
<td>GIZ</td>
<td>German International Cooperation Services</td>
</tr>
<tr>
<td>GOS</td>
<td>Government of Sudan</td>
</tr>
<tr>
<td>GoSS</td>
<td>Government of South Sudan</td>
</tr>
<tr>
<td>ICRS</td>
<td>Information, Counselling and Referral Services</td>
</tr>
<tr>
<td>IDP</td>
<td>Internally Displaced Person</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>IOM</td>
<td>International Organisation for Migration</td>
</tr>
<tr>
<td>IP</td>
<td>Implementing Partner</td>
</tr>
<tr>
<td>MASS</td>
<td>Microfinance Association of South Sudan</td>
</tr>
<tr>
<td>MoDVA</td>
<td>Ministry of Defence and Veteran Affairs</td>
</tr>
<tr>
<td>MoHE</td>
<td>Ministry of Higher Education, Science and Technology</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>NDDRC</td>
<td>National Disarmament, Demobilisation and Reintegration Committee</td>
</tr>
<tr>
<td>NDDRDP</td>
<td>National DDR Programme</td>
</tr>
<tr>
<td>NOF</td>
<td>National Organized Forces</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
</tr>
<tr>
<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
</tr>
<tr>
<td>PIP</td>
<td>Project Implementation Plan</td>
</tr>
<tr>
<td>SDG</td>
<td>Sudanese Pound</td>
</tr>
<tr>
<td>SPLA</td>
<td>Sudan People’s Liberation Army</td>
</tr>
<tr>
<td>SSADF</td>
<td>South Sudan Armed Forces</td>
</tr>
<tr>
<td>SSDDRC</td>
<td>South Sudan DDR Commission</td>
</tr>
<tr>
<td>SSDDT</td>
<td>Security Sector Development and Defence Transformation Programme</td>
</tr>
<tr>
<td>SSDF</td>
<td>South Sudan Defence Forces</td>
</tr>
<tr>
<td>SSDM</td>
<td>South Sudan Democratic Movement</td>
</tr>
<tr>
<td>SSLA</td>
<td>South Sudan Liberation Army</td>
</tr>
<tr>
<td>SSLM</td>
<td>South Sudan Liberation Movement</td>
</tr>
<tr>
<td>SSNPS</td>
<td>South Sudan National Police Service</td>
</tr>
<tr>
<td>SSPS</td>
<td>South Sudan Police Service</td>
</tr>
<tr>
<td>SSR</td>
<td>Security Sector Reform</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td>SSRDF</td>
<td>South Sudan Reconstruction and Development Fund</td>
</tr>
<tr>
<td>SSRRC</td>
<td>South Sudan Relief and Rehabilitation Commission</td>
</tr>
<tr>
<td>SSUM/A</td>
<td>South Sudan Unity Movement/Army</td>
</tr>
<tr>
<td>SSWDWO</td>
<td>South Sudan National Commission for War Disabled, Widows and Orphans</td>
</tr>
<tr>
<td>SSWVC</td>
<td>South Sudan War Veterans Commission</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Program</td>
</tr>
<tr>
<td>UNMISS</td>
<td>United Nations Mission to South Sudan</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
</tr>
<tr>
<td>WAAF</td>
<td>Women Associated with Armed Forces</td>
</tr>
<tr>
<td>WB</td>
<td>World Bank</td>
</tr>
<tr>
<td>XC</td>
<td>Ex-combatants</td>
</tr>
</tbody>
</table>
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**UNICON**

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4: SECTION I: UNICON - Livelihoods Support
3.4.4. Trainings in Western Bahr el Ghazal State

4. Livelihoods Start-Up Kits

5. Summary and Lessons Learned
Executive Summary

1.1. Trainings

Under Training Component, we have two types of trainings – (i) Entrepreneurship Training at Mapel Transition Facility; and (ii) In-State Livelihoods Trainings.

Entrepreneurship Training at Mapel Transition Facility commenced on 28 July 2013, upon arrival of our international training expert to Juba. The following activities and outputs have been achieved:

1) Selection of 10 Trainers for conducting training for ex-combatants at Mapel and follow up and state level training

2) Curriculum and Training module addressing the needs and issues of ex-combatants in their reintegration process through setting up small enterprises as individual, partnership or cooperatives

3) Development of Training of Trainer Manual as a guide for training ex-combatants in financial literacy, entrepreneurship and cooperatives for creating small enterprises based on their technical skills sets

4) Training of 10 trainers for conducting training in financial literacy, entrepreneurship and cooperatives at Mapel

5) Mentoring 10 trainers for training of further 290 ex-combatants in financial literacy, entrepreneurship and cooperatives at Mapel

6) Preparation of a note on the framework of follow up support and state level Training for ex-combatants during the process of reintegration with their community from 23 September to 13 November 2013

The above activities were completed while dealing with several constraints and unexpected events. Most activities were highly interdependent in nature. These were owing to the fact that the preparatory phase and implementation phase were tied together.

All the activities performed by the Consultant received high level of appreciation by the stakeholders. These includes TOT manual which had passed stringent standards of the World Bank, TOT was rated very high by the trainers, and ex-combatants have experienced visible benefits of training imparted by the trainers. The Consultant made a significant contribution in capacity building in technical areas (Curriculum and Training Manual) and human resources development (training of trainers) to DDR Pilot Reintegration Project in South Sudan. The
resources could be further developed with new dimensions as the ex-combatants respond positively to reintegration support services and training.

In-State Livelihood Trainings commenced on 23 September 2013 with mobilization of our State Managers and Trainers to States. Overall, we had 4 State Managers and 8 Trainers covering four States, which included 290 ex-combatants and unfixed number of community members willing to join livelihood trainings.

**In Warrap State,** 70 ex-combatants (out of 75 in total) have received trainings. In addition to ex-combatants, 34 community members have also benefited from these trainings by active participation.

**In Lakes State,** trainings covered all of 93 participating ex-combatants and 29 community members. Some of the ex-combatants participated in trainings more than once – some two times and some even three times.

**In Northern Bahr el Ghazal,** all 30 ex-combatants have been covered with trainings. In addition to ex-combatants, trainings also covered 108 community members. Some of the ex-combatants and community members visited trainings more than one time showing their deep interest in new skills.

**In Western Bahr el Ghazal State,** only 60 (out of 92 participating ex-combatants in this pilot) have been covered. The main reason for small coverage of ex-combatants is weather conditions that made some of the areas inaccessible. In addition to ex-combatants, 113 community members were also covered in trainings.

Overall, 253 XCs have been covered in In-State trainings, which is an 88% coverage of all XCs in the pilot. In addition to XCs, 284 community members have also attended In-State Trainings. In total, In-State trainings have covered 537 people in four States. Below is the summary of participation in In-State trainings by State:

<table>
<thead>
<tr>
<th>State</th>
<th>XCs</th>
<th>CMs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warrap State</td>
<td>70</td>
<td>34</td>
<td>104</td>
</tr>
<tr>
<td>Lakes State</td>
<td>93</td>
<td>29</td>
<td>122</td>
</tr>
<tr>
<td>Northern Bahr el Ghazal State</td>
<td>30</td>
<td>108</td>
<td>138</td>
</tr>
<tr>
<td>Western Bahr el Ghazal State</td>
<td>60</td>
<td>113</td>
<td>173</td>
</tr>
<tr>
<td>Total</td>
<td>253</td>
<td>284</td>
<td>537</td>
</tr>
</tbody>
</table>

Table below illustrates coverage of ex-combatants in each State in percentage to total number of participating ex-combatants in this pilot:
1.2. Start-up Toolkits

The selection of tools for the different kits followed a process that aimed at ensuring standards and prioritized relevance of tools to the specific profession. The Consultant has approached Ministry of Labour for guidance and, at the direction of the Department of Vocational Training, the project cooperated with the Ministry’s Multipurpose Training Centre (MTC) in Juba and Wau.

The MTC is a public institution that was established in 1973 and, with the exception of trainings in agriculture and animal husbandry, has been providing vocational training in all the areas that featured in the Mapel Transition Facility. MTC is responsible for setting nation training policies and standards.

The Juba MTC office provided the first draft of standard list of equipment that would be required for the various skills. The list was then referred to the Wau MTC to ensure the relevance of the kits to the region – the project area. At the same time, the list was also shared with the Juba based UNESCO DDR Vocational Training Specialist and Programme Coordinating Officer for their appraisal. Parallel to the distribution, the UNSECO vocational trainers in Mapel were requested to compile a list of essential tools for each skill.

The latter exercise was necessary so as to allow the project to identify and sequentially prioritize the tools essential for starting a trade. It was also required to prepare for eventualities where kit prices are over-priced and adjusting the list to correspond to the set budget becomes necessary without critically affecting the potential to launch the ventures.

For the agricultural and animal husbandry kits, the project approached FAO and ILO for seek advice and possible list of items. ILO already had a direct experience in the distribution of such kits in the project area. The specialized vocational trainers in Mapel were also requested to prepare their respective lists. The same process was followed when preparing the final packaging of the two kits; the UNESCO vocational trainer played an essential role when determining the specification of inputs and seeds types that suited the region.

A comprehensive portfolio of start-up kits was then presented to NDDRC Senior Management for their consideration and approval. As a result, some important adjustments were introduced, especially so to the welding and auto-mechanic kits. The list was shared and approved by the World Bank.

<table>
<thead>
<tr>
<th>State</th>
<th>XCs covered</th>
<th>XCs in pilot</th>
<th>% covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warrap State</td>
<td>70</td>
<td>75</td>
<td>93%</td>
</tr>
<tr>
<td>Lakes State</td>
<td>93</td>
<td>93</td>
<td>100%</td>
</tr>
<tr>
<td>Northern Bahr el Ghazal State</td>
<td>30</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td>Western Bahr el Ghazal State</td>
<td>60</td>
<td>92</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>253</strong></td>
<td><strong>290</strong></td>
<td><strong>88%</strong></td>
</tr>
</tbody>
</table>
The Request for Quotations (RFQ) was finalized and issued on 12 September 2013. Bids were opened and evaluated on 20 September 2013. Following long discussions and evaluations of bids, Consultant has proposed a re-adjusted list of goods per Toolkit, which was subsequently approved by NDDRC and World Bank. On 1 October 2013, contracts with suppliers were signed.

UNICON has approached 66 organizations from the region to participate in bids submission for these toolkits. Of these, 16 organizations from South Sudan, Kenya, and Uganda have submitted their bids. This covers mostly all of the potential suppliers in the region that operate in this market and we were able to provide a full picture of the market and its players. At the end, two organizations were contracted to supply goods – one from Kenya and one from South Sudan.

The toolkits were supplied by two organizations – NZOU (South Sudan) and Dryland Seed (Kenya). Toolkits supplied were of good quality and reached final beneficiaries in same good quality. Most of the toolkits originated from Europe and some of them from China. The agriculture components that were supplied by Dryland Seed are produced by Dryland itself since they are also producers of agriculture goods (seeds and some of the hardware).

Trojan Enterprises was selected to transport goods from Juba to States, delivery conditions were also agreed upon. In particular, Trojan Enterprises has agreed that each truck will spend 48 hours in each location (i.e. 4 capitals of States) free of charge. After 48 hours, it has to move to next destination.

The Consultant, World Bank, and NDDRC have agreed that distribution will last during these 48 hours in each location. Public campaign to inform ex-combatants of the arrival of trucks will be done by NDDRC. When the truck arrives to a location, representatives of (i) NDDRC; (ii) World Bank; and (iii) Consultant would jointly distribute toolkits to ex-combatants who have arrived for collection. UNMISS representatives also attended distribution in each of the four locations.

Transportation of ex-combatants from their home locations to State capitals, where Trojan trucks were stationed for distribution, was carried out by NDDRC with World Bank support. NDDRC then have assisted ex-combatants to get their toolkits back home due to their heavy weight and volume.

**Distribution in Lakes State** was carried out from 31 October (mid-day) to 2 November 2013 (mid-day). The total number of ex-combatants in Rumbek to receive toolkits was 93. However, due to major floods in Lakes State, a big portion of participating ex-combatants were not reachable for distribution within this time frame. Therefore, of 93 ex-combatants in total, only 50 toolkits were distributed to ex-combatants as of the moment of report preparation with 43 being left at NDDRC premises for later distribution once weather conditions allow.
Distribution in Western Bahr el Ghazal State was carried out during 1 and 2 November 2013. There are 92 ex-combatants in Western Bahr el Ghazal. During distribution, 88 toolkits have been distributed and only 4 were remaining with NDDRC for further distribution, as of the date of report preparation. Of these 4 uncollected toolkits, 2 beneficiaries are currently in prison and the toolkits will be awaiting for their return home.

Distribution in Warrap State was carried out from 4 to 6 November 2013. The total number of ex-combatants from Warrap is 75, of which 71 have successfully received their toolkits. Only 4 uncollected toolkits were remaining as of the moment of report preparation. The Consultant has distributed toolkits from 4 to 5 November, and then assigned toolkits to NDDRC. However, the Consultant, together with World Bank representative, have decided to stay in Kuajok during 6 November as well to assist NDDRC in their further distribution of toolkits on that day.

Distribution in Northern Bahr el Ghazal State was carried out on 5 November 2013. Total number of ex-combatants in Northern Bahr el Ghazal State is 30. Due to successful initial orientation visit, the local team of UNICON and DDR officials were able to successfully distribute all 30 toolkits within 1 day of distribution. This State had 100% coverage on Day 1.

Table below illustrates distribution of toolkits to ex-combatants in percentage to total number of participating ex-combatants in the pilot:

<table>
<thead>
<tr>
<th>State</th>
<th>XCs covered</th>
<th>XCs in pilot</th>
<th>% covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warrap State</td>
<td>71</td>
<td>75</td>
<td>95%</td>
</tr>
<tr>
<td>Lakes State*</td>
<td>50</td>
<td>93</td>
<td>54%</td>
</tr>
<tr>
<td>Northern Bahr el Ghazal State</td>
<td>30</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td>Western Bahr el Ghazal State</td>
<td>88</td>
<td>92</td>
<td>96%</td>
</tr>
<tr>
<td>Total</td>
<td>239</td>
<td>290</td>
<td>82%</td>
</tr>
</tbody>
</table>

* Major floods in Lakes State did not allow Consultant & NDDRC to approach big number of ex-combatants since roads were completely inaccessible. However, these toolkits will be distributed to the remaining number of ex-combatants once roads would become accessible.

1.3. Lessons Learned

This pilot has provided all parties (Consultant, NDDRC, World Bank) significant number of lessons learned which are described at the end of this report, in Section “Summary and Lessons Learned”. Lessons include trainings provision, toolkits composition, toolkits procurement and distribution, as well as feedback from ex-combatants. This provides valuable information to structure future activities taking these lessons into account.
2. Entrepreneurship Training at Mapel Transition Facility

2.1. Need Assessment and Challenges in Training of Ex-combatants

Since the final beneficiaries were ex-combatants who were undergoing vocational training in eight skills areas at Mapel Transition Facility, it was therefore important to identify and assess the needs and constraints in training ex-combatant for entrepreneurship and cooperatives. A series of meetings were held with the people who had interacted extensively with the ex-combatants. These people represented NDDRC in Juba, UNMISS, UNESCO and BICC Technical Adviser.

2.1.1. Training Needs

Our training needs assessment has identified the following:

1) Most ex-combatants were illiterate which posed serious challenges on the selection of learning methods
2) The ex-combatants could speak mainly two languages Dinka and /or Juba Arabic
3) Limited numerical skills – very few could count up to 100 but they may not be aware of addition, subtraction and division for different level of computation in business transaction
4) Also weak in dealing with money and currency in buying and selling transactions
5) Attitude toward saving was not favourable as most of them would spend their salaries in a day or two on the items of non-priorities of family and community life
6) They have been away from civilian life for a long time – therefore may not be aware of challenges in dealing with civilian attitudes and business transactions
7) Unaware of potentials in business and possible opportunities based on technical skills that they had acquired
8) Lack adequate motivation to seek business careers as they were not aware of the potentials in business
9) As they have been away for a long time for their military jobs, they lack exposure to business operations and traits or behavioural qualities of a business person
10) Lack confidence in dealing with trade and commercial activities for example, complex accounting computation, legal processes, dealing with consumers and sale and marketing activities
11) Unaware of their own potentials and positive qualities which can be a useful resources in entrepreneurship
12) Lack knowledge and skills in business start-up and business management
13) Experience socio-cultural barriers to entrepreneurship and commercial activities

It was considered most feasible if the ex-combatants are largely prepared for start-up of cooperatives with community participation or as business start-up as partnership in the relevant technical skills areas.
2.1.2. Possible Constraints

In addition to the above needs for ex-combatants in livelihood training, the following challenges were identified during training at Mapel Transition Facility:

1) Relative to theoretical and classroom teaching, trainees are confirmed to appreciate practical training involving small groups, game, exercise and role plays
2) It has also been confirmed that they cannot attend long hours of training and normally their concentration level and focus declines considerably after 3 to 4 hours
3) Training classroom have limited facilities in terms of teaching aids like LCD projectors, computers, white or black boards, and table and chairs
4) Meals are not served on time and this delay may disturb classes
5) As the ex-combatants reside at Mapel with barely minimum living facilities, most of them keep falling sick which may also have negative impact on training

2.2. Recruitment of Trainers

10 trainers were required to be recruited to conduct training for ex-combatants due to language barriers. All the recruited trainers were subject to a 10-day Training of Trainers in Financial Literacy, Entrepreneurship and Cooperatives. The TOT was conducted by the Training specialist with technical support from two NGOs – BRAC and CRADA.

UNICON’s Lead Training Expert has interviewed over 40 candidates for training positions, of which 15 candidates were shortlisted and these 15 candidates were included in our pool. The major criterion for short listing was the knowledge of Dinka and /or Juba Arabic. Given the time constraints, it was not possible to attract people who had experience in trainings (especially in entrepreneurship and cooperatives) or who had experience in teaching illiterate people. However, UNICON made an attempt to covert these trainers who had no prior training experience as effective trainers in entrepreneurship, financial literacy, and cooperatives for training a group of illiterate people through 10 days of trainings.

The trainers selection was therefore largely based on their abilities to learn quickly and have abilities of personal efficacy (a concept of toe effective in uncertain situation) quality. Within one week time, the following consultants were engaged by NGO CRADA upon UNICON’s Lead Training Consultant approval:

<table>
<thead>
<tr>
<th>SN</th>
<th>Name</th>
<th>Email</th>
<th>Mobile Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Biar Abraham Dhieu</td>
<td><a href="mailto:dhierbiara@yahoo.com">dhierbiara@yahoo.com</a></td>
<td>092 7310726</td>
</tr>
<tr>
<td>2</td>
<td>John Gbazamangi</td>
<td><a href="mailto:Johnsam22@yahoo.com">Johnsam22@yahoo.com</a></td>
<td>0917175095</td>
</tr>
<tr>
<td>3</td>
<td>Adire Simon Deng</td>
<td><a href="mailto:adiersdeng@yahoo.com">adiersdeng@yahoo.com</a></td>
<td>0954540794</td>
</tr>
<tr>
<td>4</td>
<td>Lodiong John Duku</td>
<td><a href="mailto:lodiongjohn@gmail.com">lodiongjohn@gmail.com</a></td>
<td>0927760038; 0977160038</td>
</tr>
<tr>
<td>5</td>
<td>Puot Jacob Kir</td>
<td><a href="mailto:jkirdg@gmail.com">jkirdg@gmail.com</a></td>
<td>0928014044</td>
</tr>
</tbody>
</table>
The Team Leader made the arrangement for these trainers to travel to Wau and to Mapel along with the Training Specialist and two staff members from NGO BRAC. Out of these 10 trainers, 8 trainers were to continue to assist the project up to mid-November and 2 of them would take the role of State Coordinators for the same duration of time.

2.3. Training Modules and Curriculum for Ex-combatants

In order to develop requisite modules and learning process, the following outcome and goals were set by the Consultant:

1) to prepare ex-combatants for reintegration and take up productive and gainful employment through micro-enterprises
2) to develop entrepreneurial capacities for business start-up as individual, partnership and/or cooperatives with their respective communities
3) to support 290 ex-combatants in selecting their business opportunities relevant to vocational training received by them at Mapel under UNESCO trainings
4) to develop Business skills and behavioural qualities among ex-combatants for start and manage their enterprises

2.4. Training Process

Learning process involves comprehensive development approach which covers aspects that involve motivational and behavioural qualities in entrepreneurship and cooperatives and also key steps critical to the start-up and management of an enterprise. The training ensures that participants take key decisions during training pertaining to the areas such as selecting a business idea, identify key resources required to be in business, locations of businesses and other partners, etc.

The training process used the following learning methods extensively:

1) Experiential learning – simulations and role plays
2) Participatory method – learning by doing
3) Visuals and illustration
4) Awareness generation – through market visit and interaction of entrepreneurs and consumers
5) Individual counselling
6) Practice sessions
### Module Distribution

<table>
<thead>
<tr>
<th>Module</th>
<th>Total number of hours</th>
<th>No of hours for Financial Literacy</th>
<th>No of hours for Entrepreneurship and Cooperatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Introduction and Micro lab: Expectation and Commitment</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Module 2: Financial Literacy</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Module 3: Business and Market</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Module 4: Key activities of a Business, Cooperatives Financial aspects of Business</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Module 5: Selecting a Business and Cooperatives Format</td>
<td>3</td>
<td>_</td>
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<tr>
<td>Module 6: Steps in Starting a Business</td>
<td>3</td>
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<tr>
<td>Module 7: Business Skills Development in Cooperatives</td>
<td>5</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Module 8: Behavioural Skills in entrepreneurship and Cooperatives</td>
<td>3</td>
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<tr>
<td>Module 9: Team Building and Management of Cooperatives</td>
<td>4</td>
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</tr>
<tr>
<td>Module 10: Business Plan for setting up Cooperatives</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Module 11: Enterprise Management: Sales and Marketing</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Module 12: Enterprise Management: Purchasing</td>
<td>2</td>
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</tr>
<tr>
<td>Module 13: Enterprise Management: Work Place Management</td>
<td>2</td>
<td>_</td>
<td>2</td>
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<tr>
<td>Module 14: Enterprise Management: Book-keeping</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Module 15: Concluding and action Plan for setting up Cooperatives</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** 60 27 33

2.5. **Modules, Learning Goals and Methodology**

**Module 1: Introduction and Micro lab: Expectation and Commitment**

<table>
<thead>
<tr>
<th>No. of Session</th>
<th>Major Learning Goals</th>
<th>Specific learning Goals/Activities</th>
<th>Methods/Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3 (3 hours)</td>
<td>Ice breaking through introducing overall goals and learning process of Training</td>
<td>• Introduce participants and trainers&lt;br&gt;• Clarify expectation&lt;br&gt;• Explain the training process&lt;br&gt;• Set the tone for participation and unfreezing&lt;br&gt;• Create an environment of mutual respect and commitment for learning</td>
<td>• Exercise&lt;br&gt;• Presentation by participants&lt;br&gt;• Small Group work&lt;br&gt;• Reflections</td>
</tr>
</tbody>
</table>
• A set of exercises for ice breaking designed relevant to ex-combatants’ profiles. Except for a few exercises, most of the exercises were carried out in open areas. This helped to enhance the rapport of the trainers with ex-combatants and create positive environment prior to the actual trainings
• A small group has helped ex-combatants to share their expectation for the 10-days of training, as well as for trainers to clarify how the training would assist them in reintegration
• Ex-combatants has also made their commitments with regard to their own activity and level of participation to make these trainings useful to them

Module 2: Financial Literacy

<table>
<thead>
<tr>
<th>No. of Session</th>
<th>Major Learning Goals</th>
<th>Specific learning Goals</th>
<th>Methods/Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 , 5,6,7, 8, 9, 10, 11, 12, 13 (10 Hours)</td>
<td>To build basic financial literacy – Ex-combatants For dealing with key matters pertaining to money and other related transaction useful in business as well as</td>
<td>a. Numbers b. Addition, subtraction, and division c. Use of calculator d. counting cash and working out How much spent/paid and balance left e. collecting cash and paying the balance f. use of money – consumption, saving and investment g. Setting financials goals in household h. Financial planning or Budgeting i. Sources of money j. Keeping money – in hand, in Bank, in business, saving, investing k. Loans and interest and saving to pay loans l. Government regulation about money in South Sudan</td>
<td>• Visuals • Role plays • Family Simulation • Format for financial planning or budgeting • Exercise • Small group work • Sharing information</td>
</tr>
</tbody>
</table>

• Test on numbers literacy
• Exercise on numbers recognition
• Local Currency – counting, spending, and cash balance understanding
• Exercises on computation in real life scenario (with money) – buying, calculating total value, balance
• Use of money – saving, buying for consumption, buying to build assets, investments
• Learning on how to use calculator for computation
• A family simulation for planning consumptions, income and saving
• Setting financial goals and preparing financial plans (daily, weekly, monthly)
• Role play on how to keep money safely and investment for returns
• Introduce to sources of funds, loans, interest (as expenditure and as income)
• Sharing government regulations on money
### Module 3: Business and Market

<table>
<thead>
<tr>
<th>No. of Session</th>
<th>Major Learning Goals</th>
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<th>Methods/Approach</th>
</tr>
</thead>
</table>
| Sessions Nos. 14, 15, 16, 17, 18 | The visit is planned toward the end of the training sessions so that combatant can spend longer time in the market area | a. Business activities in market area: Crops, animal, poultry craft, services, buying and selling  
b. Myths and belief about Business  
c. Consumption of products and services by communities  
d. Different types of business activities in rural and urban areas  
e. How business help community and earning a respectful living  
f. Consumers and market area  
g. Visit to cooperatives too in the nearby area | • Market visit  
• Presentation by ex-combatants on their experience  
• Discussion on learning |

- Awareness generation about business and market  
- Briefing ex-combatants on what they need to observe during the visit  
- What questions they should ask business partners and consumers  
- What questions they should ask community members about these businesses in local areas  
- Find out how happy or unhappy business partners are and why  
- Find out how happy or unhappy consumers are with the products and services they get in the market  
- List economic activities in the areas  
- Find out the local resources  
- Find out how people use various resources to earn money  
- Find out businesses in the market area that help the community

### Module 4: Key activities of businesses, cooperatives, and financial aspects of business

<table>
<thead>
<tr>
<th>No. of Session</th>
<th>Major Learning Goals</th>
<th>Specific learning Goals</th>
<th>Methods/Approach</th>
</tr>
</thead>
</table>
| Session no. 19, 20, 21, 22 | Identify key element of a business and financial transaction in a business or micro-enterprise and family setting: | a. Introduce to market dynamics – economic activities involving productions of goods and services meeting the needs of consumers  
b. Introduce cooperatives as Business  
c. Nature of business activities of Cooperatives | Small group work  
Visual aid  
Use of format with pictures  
Illustration of various transaction in a role play |

<table>
<thead>
<tr>
<th>No. of Session</th>
<th>Major Learning Goals</th>
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</table>
| Session no. 19, 20, 21, 22 | Identify key element of a business and financial transaction in a business or micro-enterprise and family setting: | a. Introduce to market dynamics – economic activities involving productions of goods and services meeting the needs of consumers  
b. Introduce cooperatives as Business  
c. Nature of business activities of Cooperatives | Small group work  
Visual aid  
Use of format with pictures  
Illustration of various transaction in a role play |
d. Variable and fixed cost in business
e. What constitute a business and its different activities
f. How a business makes a profit and loss
g. Various transactions that run the business
h. Role of capital, assets and liabilities, debtors and creditor
i. Difference between needs of business and needs of family
j. How businesses get resources from the community and service the community
k. Saving and reinvestment in business

• Listing of different types of economic activities which are based on skills, local resources and problems of the community – a broader outlook on the opportunities
• Ex-combatants also list possible economic activities based on technical skills they had acquired during technical training at Mapel Transition Facility
• Use of pictures/visual aids to introduce different types of cost and capital
• Ex-combatants revisit their workshops and identify different types, costs, and investments related to different types of capital in the workshop
• They also identify various transactions in the works which can be classified as assets and liabilities
• They also identify who are debtors and creditors
• They analyse how family and business can save and reinvestment for higher income and meet any eventuality in the future

Module 5: Planning a career in cooperative business

<table>
<thead>
<tr>
<th>No. of Session</th>
<th>Major Learning Goals</th>
<th>Specific learning Goals</th>
<th>Methods/Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>23, 24, 25</td>
<td>Appreciate and identify process of enterprise creation and characteristics of successful entrepreneurs</td>
<td>a. What it takes to start and run a business b. Decision for starting a Cooperative business for a career c. Steps in starting a business and Cooperative d. Qualities in entrepreneurship and cooperatives</td>
<td>Experience by a local business people (Cooperative Society from a nearby village) Or video presentation Small group work Visuals of successful business enterprises</td>
</tr>
</tbody>
</table>
Experience sharing would help to detail how a business person makes a decision to start a particular business, what steps he takes towards it and how he works to make it a success.

Ex-combatants to infer qualities of good business person which will be also demonstrated by pictures/visual aids.

Ex-combatants would be assisted to decide why he/she should start a business, how such business would benefit him/her and/or his/her family and community and the nation in general.

What steps he/she needs to take to start his/her business.

Make self-assessment of his/her qualities to be a successful business person.

### Module 6: Selecting a cooperative business

<table>
<thead>
<tr>
<th>No. of Session</th>
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<th>Methods/Approach</th>
</tr>
</thead>
</table>
| 26, 27, 28     | Identify and select potential, opportunities in the local context | a. Demonstration what businesses – production, services and buying and selling opportunities in technical skills learnt by ex-combatants  
b. Present a wide range of potential business activities in rural areas for setting up a cooperatives  
c. Counselling in selecting and developing Cooperative business Model | Individual counselling for selecting |

- Host possible businesses (basket) if possible with pictures would be shared relevant to each skill set.
- Trainers would share how to conceptualise business based on specific technical skills, market demand and positioning with consumers.
- Individual counselling would be offered to select business and identify why such a business would succeed.
- They would decide on products and services that they would like to offer, who would be their potential consumers, how and where they would like to buy, and at what prices.
- Ex-combatants would be asked to go to market and meet their potential consumers, suppliers, and other business people running similar businesses.
- Identify their USP.
## Module 7: Business skills development in cooperatives

<table>
<thead>
<tr>
<th>No. of Session</th>
<th>Major Learning Goals</th>
<th>Specific learning Goals</th>
<th>Methods/Approach</th>
</tr>
</thead>
</table>
| 29, 30, 31, 32, 33 | Assess one’s own capabilities and motivation in entrepreneurial career and strengthen and develop business skills | a. Goal setting  
b. Assess one’s technical and production capacity  
c. Process of making products  
d. Quality assurance  
e. Stress and pressure in performing a job  
f. Improving technical skills  
g. Purchasing and selling  
h. Computing cost and determine prices  
i. Market products and services  
j. Compute profit and loss  
k. Analyse the reasons for profit and loss  
l. Setting new goals and targets  
m. Improving business performances | A complete business simulation involving production to marketing and keep records of transaction and calculating profit and loss in members of cooperatives |

- A brief of business that ex-combatants are going to conduct in class room
- Ex-combatants would be taught skills of making products
- Ex-combatants will create the name for business and also identify how they plan to succeed in this business
- Ex-combatants will run the complete business in two cycles – first and second rounds, and if time permits, round three will be introduced
- Ex-combatants will make products and sell on the market. Products may be rejected by consumers or bought
- Ex-combatants will calculate total cost (variable and fixed costs) and calculate profits and losses
- Ex-combatants would work under time pressure and they have to deliver both quality and quantity
- Ex-combatants would analyse their lessons learned in each round and improve upon it. Finally, they would learn how they can run their businesses successfully
**Module 8: Behavioural skills in entrepreneurship and cooperatives**

<table>
<thead>
<tr>
<th>No. of Session</th>
<th>Major Learning Goals</th>
<th>Specific learning Goals</th>
<th>Methods/Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>34, 35, 36</td>
<td>Dealing with civilian social behaviour and environment and goal settings</td>
<td>a. How people in society influence expectation and performance&lt;br&gt;b. Dealing with pressure and stress between success and failures&lt;br&gt;c. Self-analysis for goals setting&lt;br&gt;d. Confidence building in performing a challenging task&lt;br&gt;e. Principles of cooperatives</td>
<td>Role play Discussion of the experiences</td>
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</table>

- Ex-combatants will do a role play where one of them would play a role of an owner, another would be supervisor, and third would play a role of worker
- They would build a wooden tower under certain constraints
- They would experience the interaction during goal setting, real production, and analyse their experience
- They would realise and build self confidence that they can do new tasks without much support
- They would feel encouraged to take up challenges and work with concentration and hard work to succeed

**Module 9: Team building and cooperatives management**

<table>
<thead>
<tr>
<th>No. of Session</th>
<th>Major Learning Goals</th>
<th>Specific learning Goals</th>
<th>Methods/Approach</th>
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</thead>
<tbody>
<tr>
<td>37, 38, 39, 40</td>
<td>Building Team and introduce cooperatives as a potential business format</td>
<td>a. Setting group goal or goal setting in cooperatives&lt;br&gt;b. Sensing the needs of group members and responding&lt;br&gt;c. Performing as a group and not as an individuals&lt;br&gt;d. How other people facilitate or block the group work&lt;br&gt;e. Introduce the cooperatives as a potential business format&lt;br&gt;f. Know difference between individual and cooperatives based enterprises&lt;br&gt;g. Identify different types of cooperatives and their business operations&lt;br&gt;h. Creating business opportunities for cooperatives&lt;br&gt;i. Formation process of cooperatives and its management&lt;br&gt;j. Advantages and disadvantages of Cooperatives</td>
<td>A role play and simulation Game combined&lt;br&gt;Sharing information on different format of business&lt;br&gt;A role play for forming a cooperative&lt;br&gt;Sharing information how a business could be started using the cooperative format</td>
</tr>
</tbody>
</table>
• Working as team is critical in cooperatives where you have to recognise each other’s needs and support each other for the success of team and not for the success of individuals only
• Ex-combatants would assess themselves whether they can work under constraints of team performance as it is the most critical factor for success of cooperatives
• Ex-combatants would set team goal and sit in a group of 5 to perform a job
• The assigned work is highly interdependent and the team can fail if one of them block in the interest of his/her own success
• They would draw lessons for role play and draw implications for cooperatives
• Information will be shared on legal aspects of cooperative, what kind of business ideas one needs for a cooperatives, and also process of formation of a cooperative

Module 10: Business Plan for setting up a cooperative

<table>
<thead>
<tr>
<th>No. of Session</th>
<th>Major Learning Goals</th>
<th>Specific learning Goals</th>
<th>Methods/Approach</th>
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</thead>
</table>
| 41, 42, 43, 44 | Preparing a business plan and start up | a. Key decision in start-up: Location, types of business activities, products and services, consumers, equipment and other resources, name of the business, format of business  
b. Calculating cost of production and pricing  
c. Estimating fixed and working capital  
d. Computing break-even point to decide the sales volume and price  
e. Projection of daily/weekly cost, stock, sales and profit/loss  
f. Projection of daily cash coming in and going out | Individual and group work  
Counselling and assistance to each ex-combatants  
Format of a business plan |

• Ex-combatants would work on their business ideas that they have selected in earlier sessions
• They would be asked to take key decision with regard to the following:
  
  o Name of business  
  o Location  
  o Products and services  
  o Consumers  
  o Equipment and other resources they need  
  o Estimation of costs (variable and fixed)
• Estimation of capital (fixed and working capital)

- They would be assisted in calculating break-even points
- They would be supplied a form to make their projection of production, sales, and purchases

**Module 11: Enterprise Management: Sales and Marketing**

<table>
<thead>
<tr>
<th>No. of Session</th>
<th>Major Learning Goals</th>
<th>Specific learning Goals</th>
<th>Methods/Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>45, 46, 47, 48</td>
<td>Enterprise Management: Sales and marketing</td>
<td>a. Know consumers and where and how they want to buy</td>
<td>Small group work Visuals and format Exercise A case of a business</td>
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<tr>
<td></td>
<td></td>
<td>b. How to attract consumers-methods of advertising</td>
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<td></td>
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<td>c. Consumer relationship</td>
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<td></td>
<td></td>
<td>d. Selling methods</td>
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<td></td>
<td>e. Negotiating</td>
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<td>f. Credit sales</td>
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<td></td>
<td>g. Maintain records of daily sales</td>
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</table>

- Ex-combatant would be helped to identify their consumers and know where and why they would like to buy their products
- Determine how to reach to their consumers and decide how to advertise about their products and its importance to attract consumers
- Practice selling techniques through role play
- How to maintain consumer relationship
- Negotiating a deal
- Manage policy of credit sale
- Maintain records of daily, weekly sales

**Module 12: Enterprise management: purchasing**

<table>
<thead>
<tr>
<th>No. of Session</th>
<th>Major Learning Goals</th>
<th>Specific learning Goals</th>
<th>Methods/Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>49, 50</td>
<td>Enterprise Management: Purchasing</td>
<td>a. Determine daily needs of supplies</td>
<td>Small group work Visuals and format Exercise A case of a business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Find suppliers</td>
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<td></td>
<td></td>
<td>c. Negotiate prices</td>
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<tr>
<td></td>
<td></td>
<td>d. Maintain records of daily/weekly purchases</td>
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- Ex-combatants would be initiated to think why they need to purchase and how they need to determine their daily and weekly needs in purchases
- Purchases may involve consumption materials while other purchases may involve recurrent use of materials for a longer period
• How to find out prices and suppliers
• How to negotiate with suppliers and determine quality
• Check quality and quantity of purchases on delivery
• Maintain records of purchases and their consumption

Module 13: Enterprise management: workplace management

<table>
<thead>
<tr>
<th>No. of Session</th>
<th>Major Learning Goals</th>
<th>Specific learning Goals</th>
<th>Methods/Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>51, 52,</td>
<td>Enterprise Management: Workplace and Production management</td>
<td>1. How to organise the workplace 2. Importance of keeping it clean 3. Reduce the time and increase efficiency 4. Inventory management</td>
<td>Small group work Visuals and format Exercise A case of a business</td>
</tr>
</tbody>
</table>

- How to organise workplace for efficiency and cost reduction
- Planning production per market requirement
- Keeping inventory for error-free production
- Identify benefits of keeping workplace clean
- How to keep equipment well maintained

Module 14: Enterprise management: bookkeeping

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<tr>
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</table>

- Learning importance of record keeping
- Key issues in keeping records
- Key needs of record keeping
- Practices for use of various formats for keeping records
- Use of records for monitoring and evaluating business operations and taking corrective actions, when needed
Module 15: Concluding and Action Plan

Session 59 and 60
An Action Plan format will be distributed and ex-combatants will be assisted in filling up the format.

- Action plan may become the basis of follow up
- Concluding

2.6. Training Manual

2.6.1. Content and approach

A well-structured Training Manual with innovative learning methods for making a quick impact on the beneficiaries in a short period of time towards initiation of micro-small enterprises was considered most important output as part of this Pilot Project.

The training manual developed by UNICON presents the analysis of training needs as well as constraints which may affect implementation of training. It explains training strategies and processes for meeting the training needs as well as responding to the constraints at three stages of training: (i) pre-training, (ii) training, and (iii) post-training.

The training approach outlined in the manual clarifies that the training is not something that starts and ends in a classroom situation. All three stages are equally critical in creating desirable impact.

Training manual covered session-wise plan, training contents and learning exercises for all 15 modules. The learning process adopted is based on experiential and participation methods of learning. Each module presents learning goals, activity and list of material required for delivering each module. The manual also provides detailed instruction for trainers in introducing topics and different exercises for attaining learning goals, and managing learning process through engaging participants to share their thoughts and ideas. At the end of each module, trainers are initiated to summarize learning of each module and link them with the overall learning process. Instructions for trainers also ensure continuity and relevance of learning from one module to another (transition).

Most importantly, training manual has also guided trainers for development and production of learning materials relevant to context of each of the technical skills for business opportunity identification and start up processes. The manual also covered adequately learning pertaining to entrepreneurial and cooperative behavioral qualities, business skills, and process of enterprise initiation and management.

The comprehensiveness of this training manual makes the Manual as a complete guide for trainers for undertaking preparatory work, conducting lessons and concluding the learning of
each module. The manual also provides Notes for Trainers to help them learn technical contents conceptually well.

Training Manual also represents entire leaning materials and contents which need to be delivered to ex-combatants to establish micro-enterprises relevant to each of the technical skills for establishing their businesses as individual, partnership, or cooperative.

2.6.2. Application and Benefits of Training Manual

Ten trainers who had no previous experience in training in entrepreneurship and cooperatives have delivered training to ex-combatants in 10 different classes. The manual became very handy in building self-confidence in conducting all of the 15 modules while maintaining consistency in learning across 10 classes. It played a significant role in attaining high success rate among trainers in training ex-combatants.

The training manual was so designed as to incorporate diverse set of needs of different technical skills for creating different types of enterprise. For example, participants in agriculture learnt about setting up a farm house while participants from carpentry team learnt setting up a carpentry workshop as individual or cooperative business. The training manual could be adapted for small business development for different technical areas as it details out the adaptation of learning materials for each module.

Modules covered in training manual were based on comprehensive development process of a person as an entrepreneur as well as to empower him/her to undertake key steps leading to start up and management of enterprise. This allowed flexibility for the trainers to offer modular training to ex-combatants and community members at state level to satisfy specialized needs of trainees. For example, trainers were able to providing trainings in Business Development in Agriculture, Business Plan for Carpentry, or even offer training in Marketing and Book-keeping for different types of business activities.

The learning process detailed in the training manual draws heavily on the application of experiential and participatory learning methods and uses practical learning exercises, role plays, simulation game and small group work. Such training manual will be found very useful in development of business skills and behavioural qualities among beneficiaries even if these beneficiaries are less educated or illiterate.

The training manual works as a good instructional handbook for trainers as it details out the preparatory work for each module and also provides instructions on how to start up a session and end it with lesson on learning drawn and facilitate transition from one module to another.

2.6.3. Validation

The training manual was developed based on curriculum and training modules developed by the Consultant and approved by the World Bank. The training manual was subject to peer review
process. Based on comments received from the World Bank, adjustments were made and final version received no objection. The manual has been tested for its contents and delivery process during the training of trainers (TOT), as well as training provided to ex-combatants. Therefore, this Training Manual can be classified as a duly validated document for the use in the project in South Sudan.

2.7. Training of Trainers (TOT) in Financial Literacy, Entrepreneurship, and Cooperatives

One of the major outputs of the Consultant’s activities under TOT was spinning out 10 well prepared trainer-motivators who were confident of providing training in financial literacy, entrepreneurship and cooperatives under NDDRC’s Reintegration Project. These 10 trainers are capable of continued support to the NDDRC’s future efforts, as well as relevant Ministries of South Sudan Government in turning out micro-enterprises in different technical sectors. In addition to training for ex-combatants, these trainers are trained to deliver follow up assistance and business advisory services to ex-combatants in their reintegration process as well as to conduct relevant trainings at State level. These trainers are also equipped with entrepreneurial mind-set and have already launched Trainers’ cooperative with head office in Juba. These people would therefore be capable of creating community resources and turn their problems and needs into marketable opportunities and business model.

2.7.1. Challenges of Training of Trainers

A 10-day Training of Trainers in Financial Literacy, Entrepreneurship and Cooperatives had commenced on 21 August 2013 and was completed on 30 August 2013. The main objective of Training of Trainers (TOT) was to prepare 10 trainers who could deliver training to ex-combatants in starting up and managing their enterprises as individual, partnership and cooperatives. The training was conducted at Mapel Transition Facility where ex-combatants were undergoing vocational training under UNESCO arrangement. The TOT learning process therefore had a distinct advantage of continuous interaction with main beneficiaries and was very helpful in modifying the learning strategy, contents and process.

The TOT for turning out 10 Trainers in 10 days for delivering 15 modules to ex-combatants faced following challenges:

1) Trainers had neither previous experience in training nor experience in entrepreneurship and cooperatives. The ToT was expected to develop not only technical skills in conducting and organizing training but also in technical, behavioral and conceptual contents in entrepreneurship and cooperatives

2) The TOT was expected to attain the goal of comprehensive learning in entrepreneurship and cooperatives for developing business skills and behavioral qualities among ex-combatants who were illiterate for settling different types of businesses. These constraints posed multiple set of challenges as it had implication on the development of innovative learning methods
3) The TOT was conducted at Mapel where trainers had limited opportunity for exposure to wide range of business opportunities and business operations in different technical skill areas as individual, partnership or cooperative business models. The training could achieve very limited learning from the market visit and interaction with local entrepreneurs.

4) Since main beneficiaries were illiterate, it required development of learning materials such as posters, pictures of products and processes, visuals of business operations and other learning tools. A substantial amount of time was devoted by the trainers to preparation of their individual kits with availability of limited resources and raw materials.

5) Given the scope of the training and its objective, the duration of 10 days for training was too short. However, the Consultant could motivate trainers to work over 16 hours per day without taking a single day break for almost two weeks.

6) Mapel Transition Facility had several limitations in terms of class rooms, learning aids, and accommodation was not suitable for preparatory work at nights for each day’s session. Further, trainers, on a few occasions, were deprived of water and food and living conditions were not hygienic. As a result, a few trainers fell sick during the TOT as well as during the training session to ex-combatants.

7) There was no sufficient time for review or self-assessment by trainers to transfer their learning to classroom where they were expected to conduct the training for ex-combatants.

Despite several constraints on account of location of training and limited experience of trainers as participants, the TOT has achieved its capacity building goals very effectively. These are detailed in the following sub-sections.

2.7.2. Capacity Building of Trainers at Mapel Transition Facility

The training has fully prepared 10 trainers in a comprehensive development approach, which covers aspects involving motivational and behavioural qualities in entrepreneurship and cooperatives and key steps critical to the start-up and management of an enterprise.

The training process also ensured that trainers are able to design curricula for meeting different needs of ex-combatants in fields covering different need-based capacity building training leading to setting up individual- and partnership-based enterprises and/or cooperatives in relevant technical sector including farm houses, animal husbandry, masonry works, plumbing, carpentry, wielding, electrical, auto-mechanic workshops, and other related businesses.

Most importantly, the trainers are equipped with a complete training kit for each module which was used to conduct training at Mapel, as well as at State level for start of businesses in different technical trades. They have adequate flexibility to offer learning in small modules to focus on further strengthening of skills ranging from basic to relatively advance levels in
business development or formation of individual/partnership businesses and cooperatives among ex-combatants along with their partners or community members.

Trainers have been also trained to offer training and follow-up assistance to ex-combatants to reinforce progress towards enterprise formation. This has helped trainers to offer trainings at the State level broadly in the areas of business development, start-up of individual/partnership enterprises, formation of cooperatives, and management of enterprises.

With regard to follow up assistance, trainers were prepared to offer a wide range of assistance which included the following – selecting business opportunities (including business opportunities for adding value through cooperatives), motivating ex-combatants and community members to set up cooperatives and offer support services for preparation of business plans, setting and launching of cooperatives and managing related issues including deciding on an appropriate business location, acquiring all necessary inputs and requisites (such as establishing a Board), choosing an appropriate business name, addressing and putting in place other relevant legal and business issues, and efficient book-keeping system.

Similarly, trainers would be able to offer assistance in setting up individual and/partnership based enterprises with regard to preparation of business plans, marketing, financial records keeping, etc.

The effective delivery of the training component requires knowledge of Dinka, the popular local language, and/or Juba Arabic. Also, the 2-months State level follow-up required knowledge of and working experience in the socio-economic and cultural fabric of communities in South Sudan.

The TOT was one of the most successful activities in building the capacity of DDR in reintegration process of ex-combatants in entrepreneurship, financial literacy and cooperatives. Currently, these trainers are highly motivated to prove that they can contribute in the process of nation building.

2.7.3. Evaluation of Training of Trainers

The TOT was designed to have transformational impact on behaviour and technical skills of trainers. Participants shared impact of training on them. Some of these have been highlighted during the oral feedback in the presence of the World Bank and NDDRC representatives. The participants indicated that the learning in the TOT builds their commitment to work long hours and also help them develop as entrepreneurs leading to setting up Trainers Cooperative in South Sudan. They had enhanced their conceptual and technical skills with regard to development of training curricula and technical contents in entrepreneurship and cooperatives.

Feedback of participants was sought on continuous basis during the course of TOT. On several occasions, participants were asked to share how they felt about the training and whether
learning was relevant and useful to them (as teachers, as individual, as members of community, family and even as citizens of their country).

On last day, formal feedback on various aspects of the TOT was sought. Evaluation instrument used a 5-point rating scale and was divided into five sections as follows:

- Training Venue and Refreshment
- Training Organisation and Coordination
- Training Materials
- Training Facilitators
- Level of Understanding and confidence in delivering learning modules to ex-combatants

With regards to the dimension on Training Venue and Refreshment, participants rated this as the weakest aspect of the entire training. The training location had offered some benefits of interactions with main beneficiaries; however, accommodation, training hall and refreshments were rated poorly. These factors could also affect the academic learning and feedback. At the same time, the effort was made to ensure that weak training facilities did not affect the learning outcome of training overall.

Training organisation and coordination received above average rating with the lowest score of the length of training (78%). It can therefore be inferred that the little longer duration of training was desirable given the learning goals of TOT and other challenges. Other dimensions, such as timings of activities and coordination of training received very good ratings (84 and 86%, respectively).

<table>
<thead>
<tr>
<th>Items</th>
<th>Average Rating out of 5</th>
<th>Rating in Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Training venue and Refreshments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 a) Training location</td>
<td>3.1</td>
<td>62</td>
</tr>
<tr>
<td>2 b) Accommodation</td>
<td>2.4</td>
<td>48</td>
</tr>
<tr>
<td>3 c) Training hall</td>
<td>2.6</td>
<td>52</td>
</tr>
<tr>
<td>4 d) Food and refreshments</td>
<td>2.4</td>
<td>48</td>
</tr>
<tr>
<td>B Training organization and coordination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 a) Length of training period</td>
<td>3.9</td>
<td>78</td>
</tr>
<tr>
<td>2 b) Timing of activities</td>
<td>4.3</td>
<td>86</td>
</tr>
<tr>
<td>3 c) Coordination of programmes</td>
<td>4.2</td>
<td>84</td>
</tr>
<tr>
<td>C Training Materials (Hand-outs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 a) Clarity of content</td>
<td>4.3</td>
<td>86</td>
</tr>
<tr>
<td>2 b) Order and organization of contents</td>
<td>4.6</td>
<td>92</td>
</tr>
<tr>
<td>3 c) Usefulness of materials and information resources</td>
<td>4.8</td>
<td>96</td>
</tr>
<tr>
<td>D Training Facilitators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 a) Knowledge in the subject matter</td>
<td>4.8</td>
<td>96</td>
</tr>
</tbody>
</table>
### Level of Understanding and Confidence in Delivering Modules to Ex-combatants

<table>
<thead>
<tr>
<th>Module</th>
<th>Score</th>
<th>Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Introduction and Micro lab:</td>
<td>4.5</td>
<td>90</td>
</tr>
<tr>
<td>Module 2: Financial Literacy</td>
<td>4.4</td>
<td>88</td>
</tr>
<tr>
<td>Module 3: Business and Market</td>
<td>4.7</td>
<td>94</td>
</tr>
<tr>
<td>Module 4: Key activities of a Business, Cooperatives</td>
<td>4.7</td>
<td>94</td>
</tr>
<tr>
<td>Financial aspects of Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 5: Selecting a Business and Coop</td>
<td>4.5</td>
<td>90</td>
</tr>
<tr>
<td>Module 6: Steps in Starting a Business</td>
<td>4.6</td>
<td>91</td>
</tr>
<tr>
<td>Module 7: Business Skills Development in Coop</td>
<td>4.6</td>
<td>92</td>
</tr>
<tr>
<td>Module 8: Behavioural Skills in Entre &amp; Coop</td>
<td>4.8</td>
<td>96</td>
</tr>
<tr>
<td>Module 9: Team Building and Coop.</td>
<td>4.8</td>
<td>96</td>
</tr>
<tr>
<td>Module 10: Business Plan for setting up Coop</td>
<td>4.5</td>
<td>90</td>
</tr>
<tr>
<td>Module 11: Sales and Marketing</td>
<td>4.9</td>
<td>98</td>
</tr>
<tr>
<td>Module 12: Purchasing</td>
<td>4.6</td>
<td>92</td>
</tr>
<tr>
<td>Module 13: Work Place Management</td>
<td>4.8</td>
<td>96</td>
</tr>
<tr>
<td>Module 14: Book-keeping</td>
<td>4.5</td>
<td>90</td>
</tr>
<tr>
<td>Module 15: Concluding and Action Plan</td>
<td>4.9</td>
<td>98</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>92.9</strong></td>
<td></td>
</tr>
</tbody>
</table>

Training materials, largely consisting of training manuals, and other materials for development of training kit, received very high ratings with minimum of 86% on clarify of contents and 96% on the usefulness of training materials.

Training facilitators were rated exceptionally high. Facilitators’ preparedness was rated 96% while the method of facilitation received rating of 94%.

Participants made self-assessment with regard to each module and felt they have developed very high level of understanding of modules and confidence in delivering the knowledge to ex-combatants. The minimum score was 88% on Module 2 “Financial literacy” and 98% of the rating was given to Module 15 “Concluding and action plan”. Overall satisfaction with regard to module has scored 93%.

### 2.8. Training of Ex-combatants in Financial Literacy, Entrepreneurship, and Cooperatives

#### 2.8.1. Management and Leadership

Training does not start at classroom and does not end with it – a lot needs to be done beyond the classroom to capture impact involving tremendous capacity in exercising management and leadership processes. Training to ex-combatants at Mapel Transition Facility was completed.
successfully with good impact on participants. Training to ex-combatants was not just a matter of delivery of training contents but management of ‘institution’ over a period of 10 days in dealing with several challenges. Sharing of these experiences in dealing with certain challenges may have significant learning value.

Figure 1 below presents a framework of complex management systems and challenges which are applicable to most training situations, which essentially involve social change and behavioural capacity building. Management of training for ex-combatants was seen as complex management system as it involved managing 10 trainers and their deliverables to ex-combatants with desirable impact and learning. Ex-combatants at the Mapel Transition Facility were living in the institution systems for over 4 months. These would have certainly impacted them in formation of certain beliefs, attitude and mind-sets. Further, institutional systems would also be operating under certain administrative systems and resources which may not be adequate to support intensive training, since it was much different from technical and vocation skills training systems.

In order to make training successful and not surrender to situational factors, Consultant had exercised a lot of problem anticipation and resources mobilization skills without posing much strain on the existing system.

**Figure 1: Complex Management Systems and Challenge**
2.8.2. Training Management Systems

Mapel Transition Facility had its ongoing systems and processes for managing a set of vocational training facility and therefore resources, infrastructure, and management processes were designed to host temporary structure and learning process was relevant to technical workshop. The Consultant was to ensure adequate support systems to manage the following:

1. Full 6 hours of training per day during 10 days as per learning schedule – all the classes were to start on time and end on time
2. If participants miss a few classes, they cannot catch up as learning processes designed in each module were highly interdependent and most of the module intended to initiate behavioural changes and add new dimensions to their perceptions
3. Distraction during the training on account of other activities may not allow continuity in building cognitive learning and thought process
4. All the classes were required to be conducted in parallel and therefore required identical resources in all 10 classrooms, e.g. tables, chairs, white or black boards, LCD projectors
5. If tea and lunch is not served on time, it could result in loss of time
6. Any discontent among participants with regard to existing systems may also affect the training
7. Ensuring that ex-combatants were adequately motivated to attend the 10 days of intensive training with positive mind-set

Considering the above challenges, we have identified certain critical set of tasks for each trainer to manage infrastructure and resources and presented these requirements to the management of Mapel Transition Facility:

- **Early interactions with ex-combatants**: Trainers and Lead Training Consultant met ex-combatants on their first day of arrival at Mapel. This interaction was planned to raise a lot of curiosity about the proposed training while the TOT was going on at the campus. One of the trainers was assigned to meet ex-combatants to learn about their mind-set - what they think and feel and what they wish to do. This was helpful in adjusting training contents accordingly.

- **Logistics for meals and coordination with ex-combatants**: One of the trainers was asked to coordinate the logistics and also meet people who were serving tea and lunches. It has ensured good communication among ex-combatants and also coordinated services of tea and lunches timely.

- **Allocation of classrooms, display of list, and announcement of list to ex-combatants**: In consultation, 10 classrooms were identified with list of participants for each classroom according to their technical skills. This list was displayed at multiple locations so that ex-combatants knew where they were expected to go for their classes.
• **Logistic in classrooms**: It was decided that the furniture that was required and sitting arrangements to be finalised and sourced. Trainers took responsibility of regular classroom cleaning and provided safety of training materials before and after each class.

• **Display of all posters in classrooms**: Since this activity was an important part of learning, one of the trainers was made in charge of this activity.

In the process of interaction, it became evident that some of ex-combatants were traumatised and therefore one needed to deal with them differently.

### 2.8.3. Situational Constraints and Leadership for Change

The training for ex-combatants was designed to be very intensive under tight schedule of working 6 hours every day during the next 10 days. The training for ex-combatants commenced on 2 September 2013, as planned, but ended abruptly a day before the scheduled date (12 September 2013). During the course of the training, there were a number of unexpected events which could disrupt the training process.

These disruptions were largely due to specific dates of training chosen – the following factors could be attributed:

1) The above Training was scheduled after the end of UNESCO’s vocation training which was on 31 August 2013 and before the scheduled graduation on 16 September 2013
2) A lot of unexpected events took place during training session as some contracts for goods and services (water and cooking) were about to be completed within a few day time
3) End of the month is linked to payment of salaries to ex-combatants and this took away whole day on 4 September 2013, unexpectedly. This event had some disturbing impact on the trainees and also on the training overall, which includes the following:

• a few ex-combatants did not receive salary as they have expected – less or no salary caused deep frustration among some of the ex-combatants
• those who received salaries after long interval of time wanted to enjoy and went to market for personal pleasure
• a number of creditors crowded the gate of the Transition Facility as they wanted to recover their dues
• some of them wanted to send money to their families and the Consultant was told a few of ex-combatant left the Transition Facility
4) ICRS caseworkers also visited the Transition Facility and wanted to meet each of the ex-combatant
5) Cleaning of campus as some VIPs were visiting on account of closure of the training and graduation.
The timing and schedule of training for ex-combatants posed many challenges and could disrupt the training and classes, as well as negatively affect the involvement of training physically and psychologically. However, once the Consultant realized the fact that such eventualities were unavoidable under current circumstances, the training specialist along with trainers made certain arrangements to eliminate negative effects of such eventualities. Despite all possible eventuality expected and unexpected, the training was completed at highest level of commitment among the trainers and trainees.

Loss of time was recovered by sessions starting as early as 07:00 AM in the morning and ending up at 5:00 to 5:30 PM most of the days. During the last few days, training sessions were wrapped up at 4:00 PM, since ICRS caseworkers wanted to meet ex-combatants after 4:00 PM. There was only one hour break for lunch and tea at 9:00 AM. Trainers managed to get around 2 more hours for each day, which compensated the loss of two days.

2.8.4. Training for Ex-combatants

The training for ex-combatants was delivered through 10 trainers who were trained under the TOT at Mapel in 10 different classrooms. The participants were grouped as per their TVET classes. Training commenced on 2 September 2013 and ended on 11 September 2013. All 15 Modules were delivered to ex-combatants according to the TOT manual which guided trainers in carrying out each of the sessions and respective learning exercises.
Leaning and impact of training on ex-combatants:

1) Motivation and Commitment: The training started with motivating ex-combatants how the training would help them shape in creating income generation activities based on technical skills and sessions on Introduction and micro-lab also initiated them to make commitment to the learning processes designed during the next 10 days.

2) Respect for Money as an effective instrument for happy living and meeting future uncertainties. The sessions on Financial Literacy proved to be ‘eye opener’ for ex-combatants and they acquired useful skills:

- Participants realized that they were making mistakes in giving cash and receiving cash at the market as they did not know how to add up currency to make payment when purchasing multiple items in the market and they were not sure whether they had received cash back correctly. Participants therefore practiced a number of transactions involving exchange of local currency to master the skills in paying and receiving currency in market transactions.

- Participants also felt that they did not know the value of money and they would spend the money as soon as they receive for buying items of non-priorities. Most tend to spend their salaries in a day or two and then manage the rest of the days during the month through borrowings from shopkeepers. They were not aware of the fact that money can be used for happy living of family and community and also as instrument for meeting any eventuality in the future. In the role play, they learned how they can make their family budgets. In the first round, they found that their family members were all upset as the money was spent without catering to their needs. In second round, they had decided to make a budget that could make every member of the family happy and at the same time they could plan to save at least 200 SSP out of 460 SSP given to them. Here the participants realized the magic of effective and healthy family budgeting leading to formation of favourable attitude towards saving and effective use of money for better living.

3) Awareness and Motivation for Business career:

- Participants identified different types of business opportunities with respect to their customers and their needs and problems. They could identify at least 2 to 4 opportunities based on their technical skills and become aware of market potentials.

- Participants interacted with several business people who started their businesses with less than 10 pound a year ago and today they were earning 50 pounds per day. This inspired most of the participants as they realized that one does not need a lot of money to start a business. One of the participants made a statement that the Government gave...
money but they [participants] actually have money in their own head. They committed to depend on themselves for creating a better future.

4) Business Opportunity toward enterprise start up:

- Participants learnt how to connect business opportunities with needs of people. This actually helped some of the participants to start their business during the course of training. One of the participants started selling milk powder to ex-combatants when they were drinking black tea, another ex-combatant sold biscuits to them. The third ex-combatant started selling soda and other items to ex-combatants at the campus.

- All the participants identified and selected business activities which they want to start when they would be back home. Participants were assisted in taking key decision as to who would be their customers; why they would buy their products (needs) from them; what would be the name of their business and where their business should be located.

5) Concept of Cooperatives:

- One of the major goals of the training was to motivate participants to set up their businesses as cooperative. The concept of cooperatives was introduced very innovatively. Participants were given a stick and were asked to break it. They could break it easily. The trainers then joined 6 to 8 sticks together and tied with a small rope. Now participants were asked to break the bundle of sticks which they failed to do. Participants soon realized that when they are together they become strong and add more money, resources and skills for the benefits of each other. This motivated most of the ex-combatants to start their business as cooperative.

- The training module also helped them develop requisite skills sets critical to the success of cooperatives. Through one of the simulations exercises, they learnt how to set up team goals (cooperative goals) and how to ensure the success of members of cooperatives rather than individual success at the cost of other members. Participants learnt to apply the principles of cooperative for success of their cooperative businesses.

6) Business Skills Development: In order to build confidence among participants that can start and manage cooperative business enterprises, participants carried out a day long simulation exercises (mock Business). The exercise facilitated them to form the cooperative and run entire business transaction involving:

- Formation of cooperative: name of business, setting up board and officials and work allocation
• Production: Skills building in making products, estimating products target, skills assessment, skills improvement, carryout the production and manage the quality standards

• Purchasing: Determining purchase of raw materials, calculating the cost, and check the supply and quality of raw materials

• Marketing and selling: Product promotion, pricing, selling skills, computing the sales achieved

• Bookkeeping: Computing cost, profit and loss, keeping the records of transaction

• Business improvement: Assess business results; analyse causes of profit and losses; take steps to correct the mistake and improve business performance

7) Enterprise Management: Participants learnt how to manage the different function of a business enterprise:

• Purchase Management: The process of determining the needs of business, quantity, sources of purchases, keeping records of purchases and stock

• Production: participants drew their workplace on business that they want to start and identified how that would arrange all the equipment and raw materials for efficient production

• Marketing: Participants found out different ways to reach out to consumers and how to affect sales when consumers are in the shop. They learned about relationship management. They realized that 'customer is the king' and they should treat him/her nicely.

2.8.5. Sample of Business Plan of cooperative and Individual Business

Trainers have prepared business plans for each business that ex-combatant decided to start. These business plans are available with them for use during the follow up. They have advised to send all their business plans as soon as possible to the respective DDR offices:
EXHIBIT 1: Sample of Cooperative Business Enterprises to be set by ex-combatants

<table>
<thead>
<tr>
<th>Name of Participants</th>
<th>Members</th>
<th>Technical Skills</th>
<th>Location</th>
<th>Business</th>
<th>Total Inves. in SSP</th>
<th>Members contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albino; Uguak, Apali, Deng, Mayon</td>
<td>5</td>
<td>Carpentry</td>
<td>Bar sheriq</td>
<td>Restaurant</td>
<td>5500</td>
<td>15000</td>
</tr>
<tr>
<td>Maker, Matur, Sebit, Kom, Magkok, Makoi</td>
<td>6</td>
<td>Carpentry</td>
<td>Pancum</td>
<td>Food Stuff Selling</td>
<td>7330</td>
<td>30000</td>
</tr>
<tr>
<td>Dut Dut, Elero, Bulla, Tibang, Luai</td>
<td>6</td>
<td>Carpentry</td>
<td>Umbilli</td>
<td>Agriculture Products</td>
<td>1350</td>
<td>2500</td>
</tr>
<tr>
<td>Yai aleu marror, Maryic, Malek, Mayic, Mayen, Ring, Yak Majok</td>
<td>5</td>
<td>Carpentry</td>
<td>Akoc payam</td>
<td>Vegetable Production</td>
<td>4500</td>
<td>7500</td>
</tr>
<tr>
<td>Wol piem nyiyuo, Umeda Uchan Udom, makuel Lual Bak, Ugwak Ukel Ujuot, Madhieu Agany; Marror</td>
<td>6</td>
<td>Carpentry</td>
<td>Mapel kuajena payam</td>
<td>Sorghum and vegetable production</td>
<td>800</td>
<td>1000</td>
</tr>
<tr>
<td>John ajout Dhieu, Lual Nhial, Mangok, Yei Agany Agei, Akon Chol Aken</td>
<td>5</td>
<td>Agriculture</td>
<td>Pagol payam</td>
<td>Vegetable and sorghum production</td>
<td>800</td>
<td>950</td>
</tr>
<tr>
<td>Joseph Yai kiir, Bol Deng Ajal, Makuei Deng Ajak, Majok Ring Bol</td>
<td>6</td>
<td>Agriculture</td>
<td>Muon Boma</td>
<td>Production of tomatoes, onions and okra</td>
<td>8000</td>
<td>3475</td>
</tr>
<tr>
<td>Nhnomrom Deng, salva kiir Mayic, Salva Mayic, Alek Kur Majok</td>
<td>5</td>
<td>Agriculture</td>
<td>Turale payam</td>
<td>Vegetable and sorghum production</td>
<td>600</td>
<td>1250</td>
</tr>
<tr>
<td>Korkon, Achol, Adut, Ayoy, Ding, Bol</td>
<td>5</td>
<td>Animal Husbandary</td>
<td>Kanyibal</td>
<td>Cow dealers</td>
<td>24000</td>
<td>12800</td>
</tr>
<tr>
<td>Ajang, Lual, Kuol, Kuuy, Aliel, Akon, Ayii, Aliel</td>
<td>6</td>
<td>Animal Husbandary</td>
<td>Mayomlac</td>
<td>Cows, Ships, Poulter</td>
<td>16000</td>
<td>6365</td>
</tr>
<tr>
<td>Aken, william, Choll, Aluel, Nhial, Lual, Choll, Agor, Aleu, Aritiech</td>
<td>9</td>
<td>Animal Husbandary</td>
<td>Pagol Payam</td>
<td>Cooking Oil</td>
<td>8000</td>
<td>2950</td>
</tr>
</tbody>
</table>

1 Business plans for all the participating ex-combatants are available with the Trainers who are currently on the state level visit for follow up and training to ex-combatants and community – These information are from 4 trainers only
EXHIBIT 2: Sample of Individual Business Enterprises to be set by ex-combatants²

<table>
<thead>
<tr>
<th>N</th>
<th>NAME OF THE BUSINESS</th>
<th>CATEGORY</th>
<th>LOCATION</th>
<th>CUSTOMERS</th>
<th>INITIAL CAPITAL</th>
<th>NAME OF THE ENTREPRENEUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ADHOL ENTERPRISE</td>
<td>SOLE TRADE(RETAIL)</td>
<td>RUMALUEL AWIEL NBS</td>
<td>RESIDENTS</td>
<td>SSS 30,000</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>NYANG BUSINESS</td>
<td>INDIVIDUAL</td>
<td>YIROL EAST LAKE STATE</td>
<td>TEA SELLERS</td>
<td>SSP 5000</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>NATIONAL JUNUBI ENT</td>
<td>SOLE TRADE(RETAIL)</td>
<td>WAU WBS</td>
<td>RETAILERS</td>
<td>SSP12000</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>TOUBOLIYA</td>
<td>INDIVIDUAL</td>
<td>WAU MARIAL BAI WBS</td>
<td>SCHOOLS</td>
<td>SSP 36000</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>BOMA ENTERPRISE</td>
<td>SOLE TRADE(RETAIL)</td>
<td>TONJ EAST WS</td>
<td>RETAILERS</td>
<td>SSP 25000</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>AMATNHOM ENTREPRISE</td>
<td>INDIVIDUAL</td>
<td>WUNROK WS</td>
<td>RESIDENTS</td>
<td>SSP 20000</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>GROUP A</td>
<td>SOLE TRADE(RETAIL)</td>
<td>AGOR MAPEL WBS</td>
<td>TEA SELLERS</td>
<td>SSP 1000</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>WAU TOMBURA ENT</td>
<td>INDIVIDUAL</td>
<td>WAU WBS</td>
<td>MARKETVEN DORS</td>
<td>SSP3000</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>GATWICH SHOP</td>
<td>SOLE TRADE(RETAIL)</td>
<td>LEKAKEDU LAKE STATE</td>
<td>GOVT STAFF</td>
<td>SSP 18000</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>DDR MATAP</td>
<td>INDIVIDUAL</td>
<td>WAU SUK SALAM WBS</td>
<td>LOCAL TRADERS</td>
<td>SSP 20000</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>KEDI</td>
<td>SOLE TRADE(RETAIL)</td>
<td>PAIWENG TONJ EAST WS</td>
<td>RETAILERS</td>
<td>SSP20000</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>ARIOP</td>
<td>INDIVIDUAL</td>
<td>TONJ EAST WS</td>
<td>RESIDENTS</td>
<td>SSP 5000</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>TUIDI</td>
<td>SOLE TRADE(RETAIL)</td>
<td>AWIEL CENTRAL NBS</td>
<td>RETAILERS</td>
<td>SSS 30,000</td>
<td></td>
</tr>
</tbody>
</table>

2.8.6. Evaluation of Training

The feedback from ex-combatants was sought on a daily basis with regard to their satisfaction as well as value of learning they receive. A formal written feedback could not be taken as most of the ex-combatants could not fill up the feedback sheet independently and assistance through trainers might be seen as influencing. The feedback was sought without disclosure of the name of the participants. As a result, it was decided that oral feedback could be sought in gathering of all the participants and also in the presence of the management team of Mapel Transition Facility. The trainers were advised with just one hour notice to close the training on 11 September 2013 at 12:30 on account of preparation for the President’s visit.

UNICON’s Lead Training Consultant invited all participants to meet with trainers and management team at 3:30 PM. During the meeting, a selected number of representatives were invited to share their views and benefits of the training. This can be summarized as follows:

1) All speakers shared immense satisfaction with training and acknowledged that this 10-day training benefited more than 6 months of training in terms of overall benefits.

² The detailed Business plans are available with the trainers
2) They also told that the training has helped them remove myths about the fact that they knew how to add and subtract when dealing with currency and their knowledge was wrong. They now feel confident in dealing with financial transactions.

3) They also ensured that they are fully committed to start their business enterprises as soon as they go back home. They would start their businesses and they would be happy if trainers came to see how they were doing their businesses.

4) They learnt something about cooperative which they were never aware of. They are now committed to set up cooperatives with the help of local community.

5) They shared that they are less dependent of Government support as they now know what they need to do for their livings.

6) They expressed gratitude to all the trainers for making a difference to them in such a short time.
3. State Level Trainings

Following the Mapel-based training in Financial Literacy, Entrepreneurship and Cooperatives for ex-combatants, UNICON will conduct further trainings at State level and provide follow up support and assistance in making progress toward establishing their enterprises. Trainers trained through Training of Trainers at Mapel would visit the respective States from 23 September 2013 to 13 November 2013. UNICON’s Lead Training Consultant prepared a note on the framework of follow up assistance and suggested training and curricula for conducting training at the state level.

3.1. Objectives of State Level Reintegration Livelihoods Support

- To support the ex-combatants utilize the Vocational, Literacy and Life Skills trainings gained at the Mapel Transition Facility toward productive livelihoods in their communities of return.
- To reinforce and facilitate the operationalization of the decision made by ex-combatants during their training in Mapel to establish themselves in individual businesses or in partnerships and cooperatives.
- To assist in cooperative formation and offer subsequent training to ex-combatants along with community members who wish to join in the formation of cooperatives and management of cooperatives in different technical sectors.
- To assist the establishment of individual entrepreneurship or partnerships in business activities by offering further training to ex-combatants in business start-up and management including (i) micro-enterprise skills training as correlated to the vocational trainings received in the Mapel Transition Facility; and (ii) small farm business skills training.
- To assist ex-combatants in handling the start-up and management process such as board formation, marketing and book-keeping initially.
- To offer advice in initial troubleshooting such as lack of support of family or community members or selection of location appropriate to the opportunities.

3.2. Framework of Activities at State Level

The following framework of activities is the foundation of the State-based follow up support assistance and training curriculum.

Mobilization and Sensitization

Ex-combatants, after having completed the 10-day training in financial literacy, entrepreneurship and cooperatives, were expected to work on implementing their business ideas. However, as they arrived in their communities, they experienced a few obstacles to their plans to be in business due to socio-cultural barriers toward business. Ex-combatants would therefore need further reinforcements and support of their community in start-up for partnership and/or cooperative based enterprises. At this juncture, the trainers acted as change agents in mobilising the support of the community and family members and sensitise them towards
potential benefits of business and cooperatives such as local development, improved living standards and income, security of income for the family and education of children. Trainers carried out the following activities to create a supportive environment for ex-combatants:

- Sensitize community on the benefits of business and cooperative
- Identify value added services through cooperatives
- Motivate people volunteering to join ex-combatant in establishment of cooperatives or partnership
- Revisit ex-combatants on their decisions to individuals/partnership/cooperatives
- Conduct need assessment of services and training for establishment of their business as individuals/partnership and/or cooperatives
- Prepare work plans for services (counselling and assistance) and training

**Assistance in Establishment of Businesses relevant to each technical trade**

This was an on-going activity of the trainers which was offered as soon as ex-combatants and their communities decided for a specific business enterprise model. Trainers offered assistance before, during, and after the training to ex-combatants. The need for the assistance was largely required as ex-combatants cannot read and write and would not know how to proceed for resources mobilisation or legal processes involved.

Trainers offered assistance in the preparation of:

- Business Plans
- Location selection
- Select name of Business
- Legal procedure (Registration), where needed
- Opening bank account, where needed
- Formation of Board
- Organization of production/farm establishment
- Resource mobilization (inputs)
- Implementation of formats for record keeping
- Arrange technical inputs pertaining to their business with local experts/institutions
- Advise on packaging of farm produces for marketing

**3.3. State-Based Training and Curriculum**

As the trainers visited communities of ex-combatants, they assessed training needs of ex-combatants and their communities and offered need-based training to ex-combatants along with their community members.

The training programme proposed at the State level was conducted with respect to the different types of business in technical trades as mentioned above separately into two different business
formats, namely – individuals/partnership and cooperatives. For example, if participants are from agriculture technical trade and then the first training proposed is on Business Development, it was offered as “Training for Business Development in Agriculture or Farmhouse Establishment” (see Figure 2 below). In case of mixed groups, trainers formed different groups and used relevant training kits for each group. This facilitated business development, entrepreneurship and cooperatives in different technical trades for different business format.

Figure 2: Training Process designed to deliver as per different types of businesses in technical trades for different types of business format

<table>
<thead>
<tr>
<th>Business format:</th>
<th>Technical Trades:</th>
<th>Types of Business Enterprises:</th>
</tr>
</thead>
</table>

Training at State level included:

A. Business Start-up Training
   - Business Development
   - Cooperative formation
   - Start-up of Individual and Partnership
   - Business plan Preparation
   - Business Skills Development

B. Management of Individual and Cooperative Enterprises
   - Legal Process and requirements
   - Marketing and Sales
   - Purchase Management
   - Production and Work Place Management
   - Book-keeping Practices

Curriculum for each of the above covers the following elements
   - Overall Objectives
   - Major Learning Goals
   - Participants
   - Duration of Training
   - Specific Learning Goals
3.4. Implementation of Trainings at State level

Overall, 253 XCs have been covered in In-State trainings, which is an 88% coverage of all XCs in the pilot. In addition to XCs, 284 community members have also attended In-State Trainings. In total, In-State trainings have covered 537 people in four States. Below is the summary of participation in In-State trainings by State:

<table>
<thead>
<tr>
<th>State</th>
<th>XCs</th>
<th>CMs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warrap State</td>
<td>70</td>
<td>34</td>
<td>104</td>
</tr>
<tr>
<td>Lakes State</td>
<td>93</td>
<td>29</td>
<td>122</td>
</tr>
<tr>
<td>Northern Bahr el Ghazal State</td>
<td>30</td>
<td>108</td>
<td>138</td>
</tr>
<tr>
<td>Western Bahr el Ghazal State</td>
<td>60</td>
<td>113</td>
<td>173</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>253</td>
<td>284</td>
<td>537</td>
</tr>
</tbody>
</table>

Table below illustrates coverage of ex-combatants in each State in percentage to total number of participating ex-combatants in this pilot:

<table>
<thead>
<tr>
<th>State</th>
<th>XCs covered</th>
<th>XCs in pilot</th>
<th>% covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warrap State</td>
<td>70</td>
<td>75</td>
<td>93%</td>
</tr>
<tr>
<td>Lakes State</td>
<td>93</td>
<td>93</td>
<td>100%</td>
</tr>
<tr>
<td>Northern Bahr el Ghazal State</td>
<td>30</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td>Western Bahr el Ghazal State</td>
<td>60</td>
<td>92</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>253</td>
<td>290</td>
<td>88%</td>
</tr>
</tbody>
</table>

3.4.1. Trainings in Warrap State

Staff involved in State trainings:

State Manager: Adire Simon Deng
Trainer: Albino Kanybil
Trainer: Lodiong John Duku

Trainings in Warrap State were carried out from 23 September to 13 November 2013. The State has 75 participating ex-combatants in this pilot. Of 75 in total, 70 ex-combatants have received
trainings. In addition to ex-combatants, 34 community members have also benefited from these trainings.

**Tonj South County**

Three training centres were established in Tonj South, which included Tonj payam, Malualmok payam, and Wanhalel payam. The topics covered in these trainings included: (i) steps required in cooperative formation, (ii) simple bookkeeping, (iii) marketing and sales management, (iv) financial record keeping/accounting, (v) customer care, and (vi) financial numeracy.

The following ex-combatants’ participation and achieved results were observed in Tonj South:

<table>
<thead>
<tr>
<th>Training Centre</th>
<th>No. of XCs</th>
<th>Type and name of business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tonj payam</td>
<td>13</td>
<td>(i) 7 XCs formed Cooperative “Koc ke”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii) 3 XCs formed Cooperative “Aloi bai” (restaurant)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(iii) 3 XCs formed Partnership “Zalzal”</td>
</tr>
<tr>
<td>Malualmok payam</td>
<td>12</td>
<td>12 XCs are working on formation of one joint Cooperative</td>
</tr>
<tr>
<td>Wanhalel payam</td>
<td>2</td>
<td>2 XCs and 7 CMs formed Cooperative “Ting rot” in agriculture sector</td>
</tr>
</tbody>
</table>

**Tonj North County**

In Tonj North, the original plan was to have six training centres; however, due to flooding and inaccessibility, we had to combine two of them with the others and had a total of four training centres – Pagol payam, Mariallou payam, Manlor payam, and Alabek payam. Topics covered in these four centres included (i) financial literacy, (ii) importance of cooperatives, (iii) marketing, (iv) simple bookkeeping, and (v) cash flow management in business.

The following ex-combatants’ participation and achieved results were observed in Tonj North:

<table>
<thead>
<tr>
<th>Training Centre</th>
<th>No. of XCs</th>
<th>Type and name of business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pagol payam</td>
<td>5</td>
<td>5 XCs and 5 CMs formed Cooperative “Abukdit”, operating in farming business</td>
</tr>
<tr>
<td>Mariallou payam</td>
<td>2</td>
<td>2 XCs formed Cooperative “Akol”, operating in farming business, mainly for g/nuts and tomatoes production</td>
</tr>
<tr>
<td>Manlor payam</td>
<td>2</td>
<td>2 XCs and 10 CMs formed Cooperative shop in Warrap town</td>
</tr>
<tr>
<td>Alabek payam</td>
<td>4</td>
<td>2 XCs decided to form Cooperative, operating in tomatoes production</td>
</tr>
</tbody>
</table>
**Tonj East County**

Tonj East county is one of the counties seriously affected by floods and three centres for training were created, namely Pareng payam, Ananatak payam, and Paliang payam. The following ex-combatants’ participation and achieved results were observed in Tonj East:

<table>
<thead>
<tr>
<th>Training Centre</th>
<th>No. of XCs</th>
<th>Type and name of the business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parweng payam</td>
<td>3</td>
<td>3 XCs plan to establish Cooperative “Parweng”, named after the Payam. No business line established yet</td>
</tr>
<tr>
<td>Ananatak payam</td>
<td>3</td>
<td>3 XCs plan to establish Cooperative “Ananatak”, named after the Payam. No business line established yet</td>
</tr>
<tr>
<td>Paliang payam</td>
<td>1</td>
<td>1 XC, jointly with CMs, plans to establish Cooperative “Paliang”, named after the Payam. No business line established yet</td>
</tr>
</tbody>
</table>

**Gogrial West County**

In Gogrial West County, two training centres were created – in Kuac South payam and Alek South payam. The following ex-combatants’ participation and achieved results were observed in Gogrial West:

<table>
<thead>
<tr>
<th>Training Centre</th>
<th>No. of XCs</th>
<th>Type and name of the business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alek south payam</td>
<td>1</td>
<td>1 XC and 4 CMs formed Cooperative “Kuom” for vegetable production</td>
</tr>
<tr>
<td>Kuac south payam</td>
<td>2</td>
<td>2 XCs went out as private entrepreneurs</td>
</tr>
</tbody>
</table>

**Gogrial East County**

In Gogrial West County, two training centres were created – in Lietnum payam and Luanyaker payam. Topics that were covered here included: (i) marketing and sales management, (ii) importance of cooperatives, and (iii) how a cooperative can qualify for registration according to Laws of South Sudan.

The following ex-combatants’ participation and achieved results were observed in Gogrial East:

<table>
<thead>
<tr>
<th>Training Centre</th>
<th>No. of XCs</th>
<th>Type and name of business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lietnum Centre</td>
<td>3</td>
<td>3 XCs and 2 CMs formed Cooperative “Kong ting” for vegetable production</td>
</tr>
<tr>
<td>Luanyaker Centre</td>
<td>1</td>
<td>1 XC and 6 CMs formed Cooperative “Ded Pou” operating in farming business</td>
</tr>
</tbody>
</table>
**Abyei County**

Only one training centre was created and the topics covered (i) cooperative formation, (ii) cooperative importance as an opportunity for value addition, and (iii) marketing and sales management.

The following ex-combatants’ participation and achieved results were observed in Abyei:

<table>
<thead>
<tr>
<th>Training Centre</th>
<th>No. of XCs</th>
<th>Type and name of business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anet</td>
<td>7</td>
<td>7 XCs are establishing a Cooperative that will deal in motor vehicle spare parts sale and repair in Anet</td>
</tr>
</tbody>
</table>

**Twic County**

Five training centres were established in Twic County, although one of them was not covered due to major flooding and inaccessibility. The following training centres were used: Turale, Wunrok, Mayen abun, and Wulid dol. Topics covered included (i) cooperative entrepreneurship and (ii) financial management.

The following ex-combatants’ participation and achieved results were observed in Twic:

<table>
<thead>
<tr>
<th>Training Centre</th>
<th>No. of XCs</th>
<th>Type and name of business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turale &amp; Aweng payams</td>
<td>4</td>
<td>(i) 1 XC is planning to start vegetable production (ii) 1 XC launched restaurant Seria (iii) 1 XC operates a shop on sale of auto spare parts (iv) 1 XC formed business on vegetables production</td>
</tr>
<tr>
<td>Mayen abun</td>
<td>1</td>
<td>1 XC and 8 CMs formed Cooperative “Paleng” operating in vegetables production</td>
</tr>
<tr>
<td>Wunrok</td>
<td>1</td>
<td>1 XC and 11 CMs formed Cooperative “Wuntit Jobar” operating in vegetables production</td>
</tr>
<tr>
<td>Wulid dol</td>
<td>3</td>
<td>3 XCs (1 from Abyei and 2 from Wunrok) formed Cooperative “Wulid Dol” operating in sorghum production</td>
</tr>
</tbody>
</table>

Below are illustrations indicating training participation by (i) gender; and (ii) ex-combatants / community members covered:
Only 2 females were registered as participating ex-combatants in this pilot out of 75 XCs in total for Warrap State. Of these two, only one participated in trainings. Among community members, no female participation was observed.

After distribution of toolkits was completed, our team has made a follow-up visit to participating ex-combatants in Tonj where they assessed their progress in various business skills they acquired during training and how they use newly received toolkits in this regard. In addition to this, UNICON team has assisted XCs in the following ways:

- Assisted ex-combatants to assess land allocation and hold negotiations with the county’s commissioner on progress made
- Ascertained to which degree participating ex-combatants still remember their business skills acquired at Mapel Transition Facility
- Assisted with understanding of how to apply newly acquired skills during trainings with toolkits received (e.g. how to managed fixed capital in relations to their toolkits)
- Reminded them on the principle of daily and monthly family budgets so that their businesses are not affected negatively due to poor budgeting

### 3.4.2. Trainings in Lakes State

Staff involved in State trainings:

- **State Manager:** Biar Abraham Dhieu
- **Trainer:** Gar Malual Gar
- **Trainer:** Puot Jacob Kir

Training in Lakes State was carried out from 23 September to 13 November 2013. The State has 93 participating ex-combatants in this pilot. Distribution of these ex-combatants was as follows:
- 13 in Rumbek Centre
- 6 in Wulu
- 9 in Cueibet
- 17 in Rumbek East
- 3 in Rumbek North
- 20 in Yirol West
- 16 in Yirol East
- 9 in Aweirial

UNICON trainers and state manager have provided a wide range of assistance to ex-combatants and community members, including assistance with selection of business with focus on cooperatives, motivating ex-combatants and community members to join hands and set cooperatives together, as well as forming boards that can administer and manage newly created enterprises, run proper accounting and bookkeeping, and other assistance as needed.

Trainings overall covered all 93 participating ex-combatants and 29 community members. Some of the ex-combatants participated in trainings more than once – some two times and some even three times.

Below are illustrations indicating training participation by (i) gender; and (ii) ex-combatants / community members covered:

Females did not participate in the training program not because they were not interested, but mainly because all 93 participating ex-combatants from Lakes State are male. The community members that joined trainings were also all male. Therefore, training did not cover any single female in Lakes State.
Table below summarizes distribution of XCs and CMs that have formed various businesses:

<table>
<thead>
<tr>
<th>County</th>
<th>No. of Counties</th>
<th>No. of XCs who attended</th>
<th>No. of CMs who attended</th>
<th>Businesses Formed</th>
</tr>
</thead>
</table>
| Rumbek Centre | 3               | 25                      | 11                      | (i) 5 XCs have chosen Partnership  
(ii) 9 XCs chose Individual Entrepreneurship  
(iii) 11 XCs formed Cooperative |
| Rumbek East   | 1               | 17                      | 7                       | (i) 17 XCs (plus 7 CMs) have formed Cooperative                                    |
| Wulu          | 1               | 6                       | 2                       | (i) 6 XCs (plus 2 CMs) have established Cooperative                                |
| Yirol West    | 3               | 45                      | 9                       | (i) 43 XCs formed Cooperative  
(ii) 2 XCs have chosen Individual Entrepreneurship                                      |
| TOTAL         |                 | 93                      | 29                      |                                                                                   |

### 3.4.3. Trainings in Northern Bahr el Ghazal State

Staff involved in State trainings:

State Manager: Christine Asienzo  
Trainer: Deng James Manyok

Training in Northern Bahr el Ghazal State was carried out from 23 September to 13 November 2013. The State has 30 participating ex-combatants in this pilot. Distribution of these ex-combatants was as follows:

- 16 in Aweil East  
- 12 in Aweil South  
- 1 in Aweil North  
- 1 in Aweil West

To provide better coverage and for more efficiency, trainings were implemented in five centres – Malual Bai, Wanyjok, Kolbith, Malek-Alel, and Pantit. Each training lasted for 2 days minimum.
Trainings implemented in Northern Bahr el Ghazal successfully covered all 30 ex-combatants. In addition to ex-combatants, trainings also covered 108 community members. Some of the ex-combatants and community members visited trainings more than one time showing their deep interest in new skills.

Below are illustrations indicating training participation by (i) gender; and (ii) ex-combatants / community members covered:

Upon completion of the training component in Northern Bahr el Ghazal, five cooperatives were formed by the ex-combatants. No one chose individual or partnership form of business. The five created cooperatives operate in the field of (i) agriculture production, (ii) trading, (iii) fuel business, (iv) fisheries, and (v) restaurant business. Our State Manager and Trainer have assisted ex-combatants and community members in registration and start-up assistance.

After distribution of toolkits, UNICON local consultants designed a strategy to follow these beneficiaries to see how they were progressing and how they used toolkits in line with trainings received. Consultants have done 2-3 follow-up visits per centre after the major trainings were completed.

UNICON trainer has also observed synergy of cooperation between ex-combatants and community members in reintegration and has witnessed successful integration of the two groups in newly established cooperatives.

The following cooperatives have been created:
### Location | No. of XCs | No. of CMs | Type and name of business
---|---|---|---
Wankjok Aweil East | 12 | 10 | 12 XCs and 10 CMs formed Cooperative “Wic Kupir”, operating in Agriculture (vegetable production). As one of their side businesses, they would also trade fuel
Malual Bai Aweil East | 5 | 32 | 5 XCs and 32 CMs formed Cooperative “Dot Bai”, operating in agricultural (trading grains, sorghum, rice, and other) and vegetable production (tomatoes, cabbages, onions)
Mayeni leni Aweil North Kolibith | 1 | 33 | 1 XC and 33 CMs formed Cooperative “Loiku Yiic” which would mainly deal with crop production (sim sim, rice, maize) and vegetables (tomatoes, kale, cabbages)
Malek-Alel Aweil South | 10 | 11 | 10 XCs and 11 CMs are in the process of establishing Cooperative “Nhomlou” specialized in fishing and restaurant business
Pantit (Gumjuer payam) Aweil West | 1 | 33 | 1 XC and 33 CMs formed Cooperative “Pantiti” which would operate in the financial sector (money lending and credit savings).

#### 3.4.4. Trainings in Western Bahr el Ghazal State

Staff involved in State trainings:

- **State Manager:** Khor Gatwech Chan
- **Trainer:** Peter Kir Chol
- **Trainer:** John Gbazimangi
- **Trainer:** John Aguer

As in other States, trainings in Western Bahr el Ghazal State started on 23 September and continued until 13 November 2013. Western Bahr el Ghazal State has 92 participating ex-combatants in this pilot. UNICON team was only able to cover 60 ex-combatants during trainings implementation. In addition to ex-combatants, 113 community members were also engaged in trainings.

Trainers from Western Bahr el Ghazal have focused their trainings around the following key topics:

- **Business and market** – how to identify the type of business need by the community and how to organize market place
• **Business skills development in cooperative entrepreneurship** – how to form a cooperative society, product information (average time required for the product) and work assigned in the processing of production (division of labour)

• **Business plan for setting up cooperatives** – how to identify resources required to run business, how to name cooperative, how these businesses would be useful to the customers

• **Financial literacy** – how to identify resources required to run business, how to manage resources and how to allocate them, selection of business name, how to make business useful to its customers, how to identify the different type of skills by individuals within cooperative, etc.

• **Book-keeping management** – how to deal with day-to-day operations and how to record transactions, utilization, allocation of profits and how to control others expenses incurred in business

• **Marketing research** – how to inform potential customers, how to advertise the services/goods that are available through this business; assessment, advertisement and promotion of goods and services in the market

• **Communication skills** – how to communicate to the customers in the market and others suppliers - both external and internal suppliers - and how to communicate internally within organization

• **Planning and controlling** – how to plan their businesses, how it will be implemented, when activities shall be taken, and how to control operations to minimize expenses and maximize profits

• **Time management skills** – how to manage time and avoid inconveniences, how to do scheduling

• **Leadership management skills** – how to lead others and how to motivate them, giving them right to participate in decision making process and learn different leadership styles, especially those related to cooperatives

• **Marketing orientation** – how to sell goods and services to customers, how to organize supply of goods and how to check if the goods are still usable, how to select potential suppliers

The total number of ex-combatants and community members that have participated in trainings are provided below with breakdown to counties:
Of 173 participants (XCs & CMs) in the training program, 51 were female.

Below are illustrations indicating training participation by (i) gender; and (ii) ex-combatants / community members covered:
The following businesses were intended to be created by XCs and CMs:

<table>
<thead>
<tr>
<th>Location</th>
<th>No. of XCs</th>
<th>No. of CMs</th>
<th>Type and name of business</th>
</tr>
</thead>
</table>
| Mapel payam       | 10         | 1          | (i) 1 XC intends to establish cooperative or partnership in plumbing  
(ii) 1 XC intends to establish cooperative or partnership in auto-mechanics  
(iii) 1 XC intends to establish cooperative or partnership in animal husbandry  
(iv) 7 XCs and 1 CM plan to establish cooperative in agriculture |
| Marial Ajith      | 9          | 66         | 9 XCs and 66 CMs plan to establish a cooperative that would operate in agriculture sector                                                                                                                              |
| Roc Roc Dong      | 8          | -          | (i) 2 XCs plan to establish agriculture cooperative  
(ii) 2 XCs plan to establish electrical business cooperative  
(iii) 3 XCs plan to establish carpentry cooperative |
| Kuarjena          | 4          | -          | (i) 2 XCs plan to establish carpentry business  
(ii) 1 XC plans to establish electrical business  
(iii) 1 XC plans to establish agriculture business |
| Bazia             | 4          | 46         | (i) 1 XC and 24 CMs plan to establish auto-mechanical cooperative  
(ii) 2 XCs and 12 CMs plan to establish electrical cooperative  
(iii) 1 XC and 10 CMs plan to establish welding cooperative |
| Bagari            | 12         | -          | (i) 5 XCs plan to establish agriculture business  
(ii) 1 XC plans to establish carpentry business  
(iii) 2 XCs plan to establish welding business  
(iv) 1 XC plans to establish electrical business  
(v) 1 XC plans to establish animal husbandry business |
4. Livelihoods Start-Up Kits

Livelihood Start-Up Kits constituted a critical sub-component of the Livelihoods Support work conducted in the Pilot Reintegration project. The procurement and delivery of start-up kits was designed to enhance the efforts of ex-combatants to engage in productive and gainful employment; be it as a private venture, partnership or cooperative arrangements.

There were six key steps in the task of start-up kit distribution:

1. Preparation
   • Agreement on design of start-up kits
   • Formation of start-up kits components list

2. Procurement
   • Search for potential suppliers
   • Design of Request for Quotation (RFQ)
   • Invitation of potential bidders and bids submission
   • Evaluation of bids
   • Selection of suppliers

3. Logistics
   • Delivery of goods to Juba by suppliers
   • Warehousing in Juba
   • Confirmation and Bundling of Contents of Kits
   • Transportation from Juba to States
   • Storage in States

4. Distribution Support
   • Orientation Visits
   • Toolkits Distribution Visits
   • Communications – XCs and Media

5. Distribution of Start-Up Kits

6. Collection of Lessons Learned and Documentation

In total, 199 ex-combatants received their kits during the 2-day distribution event in each state, with 239 out of 290 ex-combatants collecting their toolkits by the end of Phase I. The remaining ex-combatants were informed that they could collect their toolkits at any time in the NDDRC state office.

This work was substantial and detailed and as such has been separated from this report into a standalone report: Livelihoods Start-Up Kits Summary & Reflection. Please refer to that report for the full detail on this topic.
5. Summary and Lessons Learned

While the Consultant would like to express immense satisfaction in what has been achieved in trainings process, we would like to make some recommendations to the World Bank and NDDRC, based on our observations on the ground, for improvement in the project implementation process as well as to share our innovative ideas for effective reintegration process of ex-combatants at next stages.

In order to ensure smooth implementation of the project, it is suggested that adequate time gap is allowed between the preparatory and implementation phases. The preparatory phase should have commenced early July and completed by 15 August with 10 trainers fully trained to conduct training for ex-combatants.

Training in financial literacy, entrepreneurship and cooperatives should be organized near the market area in semi-urban or urban areas. The trainings need to expose participants about business and management practices and market operations through continuous visits to the market and collecting data about products, customers, suppliers, and help in building perspectives in market channels. The training module also requires interaction and experience sharing sessions with local entrepreneurs and cooperatives. Such opportunities were very limited in Mapel.

Most ex-combatants are illiterate and this may pose a serious constraint at the growth phase of business when management of enterprises would become more complex, including adherences to legal and taxation issues, as well as expanding business to more sophisticated market channel. It is recommended that ex-combatants and their community members are supported with Adult literacy. In future, vocational training should include adult literacy as a major component and should cover minimum acceptable level standards in reading, writing and numerical skills.

Mapel Transition Facility had offered vocational training in eight technical skills. Most ex-combatants had to choose out of very limited options of technical skills. It is recommended that ex-combatants could be given more options and more vocational skills such as agro-food processing, cooking, garment, etc. These may have good market demand in rural areas.

One another observation, which was common to all four States, was that the ex-combatants in Auto-mechanical sector complained that the training they have received at Mapel Transition Facility was not sufficient enough for them to continue working on their own. Perhaps, a training curriculum for auto mechanics could be revised or reviewed since this observation was common only to auto mechanics and throughout four States.

Vocational skills training offered at Mapel Transition Facility should be now validated in terms of their market and employment potentials in rural areas, as well as local demands of these skills.

\[3\] Summary and lessons learned from the toolkit component are presented in a separate report.
Arrangements should be made to counsel ex-combatants while selecting a particular vocational skill set as per market potential in local areas. Some of the vocational skills such as plumbing, electrical, auto-mechanics, wielding may have limited market potentials in certain rural areas.

Entrepreneurship and cooperatives are being considered a major instrument for reintegration of ex-combatants, therefore training in entrepreneurship and cooperatives should be arranged before the selection of technical skills. Such training would help ex-combatants select marketable opportunities and help them select the vocational skills relevant to their business ideas. It is not necessary that business should be started based on the technical skills of the participants⁴. Many business enterprises could source technical skills from the market. It is also not critical for prospective entrepreneurs to acquire technical skills until he/she decide it would be helpful.

Technical trainers should also been given training in entrepreneurship and cooperatives as they could enhance technical skills and their relevance to potential business prospects. The technical trainers would involve their trainees in market research and determine cost, price, and profit or loss for each product made and sold. This ultimately would help them acquire financial, business, and technical literacy while acquiring vocational skills.

Training for ex-combatants at Mapel has been very successful in building saving attitude and participants realized the importance for their own (and family’s) welfare and better future. However, they have very limited opportunities for reinvestment in rural areas and cannot keep the money [cash] safe. As a result, they tend to spend money as they always fear that it could be stolen by someone including their family members. The Consultant therefore proposes that “Rural Bank” could be promoted and set up in rural areas to offer opportunities to ex-combatants and other local people to keep money protected at the Bank.

There is now need to extend or set up Business Advisory and Training outlets in rural areas. These services could be set up under cooperative business format. Already 10 trainers trained by the Consultant have formed Trainers Cooperative. It is suggested that such cooperatives could be created through organizing more training for trainers and business consultants in entrepreneurship and business advisory and training services. This will ensure continuous self-sustaining support services though commercially viable enterprises without dependence on government support. There are similar success stories from Uganda, Kenya, and Benin. These enterprises offer training to prospective entrepreneurs, as well as enterprise management services including modular training in bookkeeping, marketing, production management, laws and regulations, market network, IT services, and other relevant sectors.

Rural Incubation Centre (RIC) should be set up to cover cluster of 30 to 40 villages as business incubation centre or industrial parks equipped with electricity and communications facilities, where ex-combatants could start their micro and small businesses and use common equipment and facilities for carrying out business activities. For this purpose, RIC should make

⁴ Note: many ex-combatant have selected businesses which are not consistent with vocational skills
collaborative arrangement with technical training institutions, production centres and industrial development estate to create an effective infrastructure in rural areas. The proposed RIC could be linked to farm houses and farm produces could be brought for value addition by the RIC’s entrepreneurs.

To provide additional support to ex-combatants in vocational skills, entrepreneurship and cooperatives, Consultant suggest the following activities:

a. Vocational Training already acquired by ex-combatants may not be adequate and would not be adapted to meet the acceptable as per market and business practices and standards. It is proposed that ex-combatants could be offered apprenticeship in small and medium size enterprises where they could have more exposure and experience at the State level. In order to arrange the apprenticeship training in these enterprises, support of business and industry associations could be mobilized and they are oriented through a short workshop on the need and nature of apprenticeship for ex-combatants.

b. While ex-combatants are progressing in business including managing their farm houses, they may be required in more agriculture-based technical information and guidance. It is suggested that community radio would be useful instrument in offering these information about agriculture, technical skills, and business management. A few technical teachers could be trained in entrepreneurship and capability for setting up community radio on a commercially sustainable manner. The community radio could be used for dissemination of useful information and learning about business and market as well.

c. There is a need to carry out needs assessment of ex-combatants based on the progress towards reintegration achieved along with their community members who have joined them in starting partnership or cooperative based enterprises. This will help to determine the need for further follow up assistance and training at State level. Those who have already started their businesses may require more training and assistance leading to stabilization of their enterprises. This would require more advance level services and training in dealing with financial management, taxation, reinvestments, people management and leadership, microfinance and banking operations, creativity and problem solving, business performance improvement, legal and regulatory aspects of business and taxation, market linkages development, and network through business associations and enterprise management.

In addition, there could be a few ex-combatants who may like to explore other opportunities such as employment in private or government institution. These may require different set of support services through improvement of the access to these opportunities and/or tie up with technical and vocation institutions for further education.

In the future, logistics arrangements might be organized differently as well. In this pilot, we had 4 States and UNICON teams (state managers and trainers) were based in the capitals of each of the States. From there, they travelled to payams of their base-States to carry out trainings. However, and as it can be seen from picture below, some capitals of neighbouring States are
located closer to payams of neighbouring States rather than capitals of originating States. For example, our team from Warrap State, based in Kuajok, had difficulties in travel arrangements and logistics to Tonj South, Tonj East, and Tonj North. Each time they travelled to these areas, they had to bypass capital of Western Bahr el Ghazal – Wau, where our other team, responsible for Western Bahr el Ghazal, was based. Their journey from Kuajok to Tonj South was twice as long and time consuming as it would have been from Wau directly. And most southern areas of Tonj South are quicker accessible from Rumbek, Lakes State.

This lesson suggests that in the future, teams, although based in capitals of States, shall not be locked to their States only, but rather locked to payams or coverage areas that are best covered from a certain capital. This will avoid possible loss of time and resources for teams to travel to areas which can be more efficiently covered by teams from neighbouring State. Tonj South is a good example as either team from Wau or Rumbek could have done a more efficient travel to Tonj South rather than original team from Kuajok that had to travel all the way south through Wau itself.