This Trainers Guide on the Overview of Transitional Justice Mechanisms in South Sudan and the support to the Centre for Inclusive Governance, Peace and Justice (CIGPJ) are made possible with the generous support of United Nations Development Program (UNDP). The views expressed here do not necessarily reflect the views of UNDP but of the author.

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FOREWORD

The Revitalized Agreement on the Resolution of the Conflict in the Republic of South Sudan (R-ACRSS) offers yet another opportunity for the people of South Sudan to realize peace, forge for reconciliation, healing and foster justice. From its predecessor, the 2015 ARCSS which collapsed in July 2016 after four days of heavy clashes between government security forces clashed with armed opposition forces, the R-ACRSS, signed in September 2018, maintained 8 chapters including Chapter 5 on transitional justice mechanisms as fundamental for future stability of the country. Other chapters of the R-ACRSS also contain transitional justice provisions including guarantees of non-recurrence in the form of institutional reform such as reforms of the security and justice sectors.

Chapter 5 has 3 mechanisms including the Hybrid Court for South (HCSS), the Commission for Truth, Healing and Reconciliation (CTRH) and the Compensation and Reparations Authority (CRA). The agreement also calls for establishing of legislation within 3 months of the signing of the agreement by the African Union and the Revitalized Transitional Government of National Unity (R-TGoNU). The mandates for these bodies include opportunities for civic participation, public participation in the selection of their respective members and legislative drafting for each of the institutions and conduct truth telling, healing reconciliation, compensation and justice.

Progress on the establishment of these institutions has been limited. The African Union Commission (AUC) and Transitional Government of National Unity (TGONU) have developed the draft legislation for the establishment of the HCSS and the Memorandum of Understanding more than 2 years ago but they are yet to be adopted by the R-TGoNU. The Ministry of Justice established the Committee for the formation of the CTRH in December 2016 and conducted public consultations throughout the country and in collaboration with Civil Society Organizations (CSOs). CSOs conducted civic education and public consultations on the transitional justice mechanisms, soliciting citizens views towards the formation of the CTRH, the legislative drafting and selections of members to these mechanisms. These consultations were supported by UNDP.

UNDP also supports community dialogue on these mechanisms and CIGPJ, together with other CSOs, carried out the dialogues and awareness raising activities in Wau, Kwajok, Yambio, Maridi, Tambura, Yei, Bor, Malakal, Kapoeta amongst others. However, there is still a need to do more community awareness outreach for a comprehensive citizens participation throughout the country. A recent survey by the South Sudan Law Society (SSLS) in November 2018, indicates that about 33-34 percent of respondents have not heard about the transitional justice mechanism foreseen in Chapter 5 of the peace agreements. Amongst those interviewed, 76 percent of the women have not heard of the mechanisms while 57 percent of men are aware.

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CIGPJ shall continue to create awareness in the states and amongst communities through Training of Trainers on the transitional justice mechanisms drawing from regional experiences and the South Sudan context; community outreach; civic education; radio talk shows and public debates with CSOs, women leaders, traditional authorities, youth, faith-based leaders, academia and government officials at the state level. CIGPJ believes that for the ownership of the peace agreement and the legitimacy of the mechanisms requires citizens’ participation and empowerment through information sharing on the process and mechanisms.

This Trainers Guide on the Overview of Transitional Justice mechanisms is meant to empower and equip CSOs leaders, women leaders, faith based, youth, academia, traditional leaders and peace activists through trainings and reading with knowledge on how to disseminate the content of the R-ACRSS and Chapter 5 to the communities and citizens through the country. This simplified guide is designed in a way that anyone who can read and write can easily understand transitional justice broadly, and in the South Sudanese context and can easily share information with their own networks and communities. It acts both as a training aid and information booklet. This guide shall be used during CIGPJ civic education and outreach to generate citizens understanding and participation in the peace process and transitional justice mechanisms.

I would like to thank and appreciate CIGPJ National Director Ms. Jackline Nasiwa and the team for leading in the development of this Trainers Guide that shall not only be used by CIGPJ but also by CIGPJ networks, the Transitional Justice Working Group (TJWG) and peace activists at the state and national levels to facilitate massive and effective civic education and community dialogue on transitional justice mechanisms including with IDPs and refugee population.

Sincerely

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Basics Understanding of Transitional Justice

- Transitional justice refers to processes that responds and addresses past legacies of massive human rights abuses as result of conflict through judicial,\(^1\) non-judicial\(^2\) and customary or traditional mechanisms. They include accountability mechanisms, truth-telling processes, reconciliation, healing and memorialization initiatives, compensation and reparation, institutional and legislative reforms.

- Transition justice can also be defined as the transition from past violent conflict to a future of peace. It is justice exercised in time of transition within a specific period and often covers specific violations during the conflicts.

Why is transitional justice important?

- Transitional justice is important for sustainable peace and stability. E.g. Rwanda experienced the worse conflict with genocide but because of transitional justice mechanism, Rwanda is more stable today. South Sudan history is marred with violence and impunity resulting in revenge killings. Moving forward, there is need to hold perpetrators accountable, forge for reconciliation and forgiveness and compensate victims for their losses. Therefore, for a peaceful South Sudan, transitional justice is needed.

- To avoid the culture of revenge, victims of abuse may want to see justice done and perpetrators held accountable, know the truth and get remedies or compensation for their losses

- Transitional justice helps victims to understand their rights and demand for protection and promotion of these rights.

- Transitional Justice helps to resolve unaddressed bitter past and gross human rights abuses that divide society and breaks social cohesions creating hatred and mistrust towards government institutions, security organs and amongst communities.

Types of Transitional Justice

- **Truth telling:** Truth telling is sometimes referred to as truth seeking. It refers to narrating and document the account of what happened and the abuses committed for historical purpose

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\(^1\) Formal court process

\(^2\) Informal and communal court processes

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and future records. These include historical account of what happened, nature of violations, impact on communities, why and when the violations occurred. Examples of countries where truth telling or seeking are South Africa, Tunisia, Morocco amongst others

- **Reconciliation:** this includes forgiveness and restoring mutual respect, trust, and friendly relations. This can be done through churches or religious institutions, faith based and CSOs.

- **Healing:** this includes physical and psychological repair of damages caused by human rights abuse as a result of conflict. The healing includes trauma and counselling, health provisions including sexual violence victims, torture, arbitrary arrest, loss of live and property.

- **Reparations:** it is the recognition of the loss and pain of victims helping them to get redress through material support or symbolic benefits. Compensation can be for individual or community and includes money, social service delivery, development projects and micro credit scheme.

Available remedies

- **Restitution:** putting the victim to his or her original position e.g return to previous to homestead, return of property

- **Compensation:** remedy for Physical and Mental Harm, Lost Opportunities (Employment, Education, Social Benefits)

- **Rehabilitation:** these include medical care and includes SGBV torture, injuries victims. They also include legal services, psychological services and counselling

- **Satisfaction:** finding out persons who were arbitrarily detained and enforced disappearance, loss of lives. Satisfaction includes public apology by perpetrators or officials, commemorations and tributes to the victims

- **Guarantees of Non-repetition:** Promoting mechanisms for preventing and detecting early warning conflicts or tensions in the communities and find means to resolving them.

**Prosecutions:** These are investigations and judicial proceedings against alleged perpetrators of grave violations of law including human rights law and humanitarian law with the aim of holding them accountable for such crimes. There are different types of prosecutions:

1. **Domestic prosecutions** - these includes domestics courts, domestic tribunal, military courts martial

2. **International prosecutions**;

   - **International Criminal Court (ICC):** Based in the Hague with special mandate to trial gross violations of international humanitarian laws and international human rights laws

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3 The (SSPDF) SPLA Act does not allow prosecutions of crimes against civilians before military courts.
- **International tribunals or hybrid tribunals**: International Criminal Tribunal for Former Yugoslavia (ICTY), International Criminal Tribunal for Rwanda (ICTR), International Criminal Tribunal for Liberia, Hybrid Court for South Sudan (HCSS)

3. **Non-state or customary justice**: these are referred to as traditional or native justice or Alternative Justice Systems. It employs native dispute resolution and reconciliation procedures within the context of transitional justice while providing redress and recognizing harms inflicted as result of the conflict. Eg. The Gacaca Courts in Rwanda, the Liberia’s Palava Hut and “sharing of the Koala nut”, South the traditional concept of Ubuntu in post Apartheid South Africa.

**Institutional Reform**: process of reviewing and restructuring state institutions so that they respect human rights, preserve the rule of law, hold leaders accountable and responsive to citizens needs. Institutional reform can be in the form of vetting of leaders, public recruitment processes, structural reform security sector reform, oversight and reviewing legal framework. Institutional reforms can include disarmament, demobilization, and reintegration. Institutional reforms are a guarantee of non-recurrence because everyone atleast feels they are fairly recruited and involve in selection of their leaders, giving legitimacy and confidence an institution and the personals.

- **Legislative Reforms**: this includes review of laws to ensure they confirm to human rights principles, democracy and good governance

- **Memorialization**: it is documenting peoples’ memories and account of events as way of honoring those who suffered or died aiming at preventing future recurrence. Memorialization can be in form of statutes (late Dr. John Garang statute), monuments (dr. Garang Mausoleum), photo exhibits, national days of remembrances (Martyrs day, SPLA/M day) and ceremonies

- **Education**: awareness on causes of conflict, abuses of human rights, nature of violations, and effect of such abuse so as to prevent future recurrences. These can be done though curriculum development, civic education, human rights education.

**Women and Transitional Justice**

- **Women and children** are often most affected during conflict and often suffer gross violations of human rights including sexual and gender based violations and rape. It is important that transitional justice processes take into consideration women’s issues and needs in all transitional justice mechanisms. Where are fighting, women continue to care for the families. Most of the displace families are women and children and therefore considering their role in any transitional process is important.

- **Women's participation during transitional period can help establish gender equality in the permanent structure of a state, addressing serious abuses and promoting peace and stability**

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Women's participation can be addressed through constitutional provisions, gender sensitive mandates of transitional institutions such as anti corruption commission and independent commissions, legislate on affirmative action, provide oversight mechanisms in the implementation of these mechanisms and other processes such as drafting of the legislations, coordination and networking, policy formulation and advocacy on women issues.
Traditional Conflict Resolution Mechanisms-
- These are referred to as Alternative Justice Systems (AJS) or customary conflict resolution mechanisms. Traditional justice is more restorative than punishment for the perpetrators and it aims at reconciling the victims and perpetrators through traditional oath taking and ‘never again’ or non-repetition.
- Traditional conflict resolution mechanisms are community based drawing from traditions, customs, cultures and norms of each society. They are flexible and participatory processes where everyone can speak, contribute ideas in the trial process and above local language knowledge and languages are used for the benefit of the community.
- Furthermore, traditional conflict resolution can include community healing, compensation, accepting of wrongs by perpetrators promoting forgiveness and social cohesion. Sense of communal ownership and legitimization of the community concerns are important as victims get recognition for suffering inflicted on them.

Regional experiences

- Liberia: following the peace agreement signed, the Truth and Reconciliation Commission was formed and Liberia’s Palava Hut compromises of influential elders adjudicated grievous offenses (e.g marital issues, divorce, land disputes, theft and murder) and ‘sharing of the Koala nut’ were used as part of the truth telling, forgiveness and reconciliation.
- Rwanda: the community-based Gacaca courts as traditional justice process supplemented the Rwanda Court process taking over the many case backlog on genocide. Out of 12000 cases brought before, Rwanda’s Specialized Chambers, only 2500 were tried. The Gacaca court was able to try most of the cases resulting in local debate, potential for democracy and forgiveness reducing political and social tensions. However, it was criticised by some as not addressed the gross violations and did not give the accused fair trial. However, it should be noted that traditional conflict resolution mechanisms are not meant to punish but accept truth, forgive and move together as one community.
- South Africa: the traditional concept of Ubuntu was used to promote social cohesion during the reconciliation processes following the apartheid regime. It aims at reconciling South Africans and promoting reconciliation.

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Transitional Justice in the South Sudan Context and R-ACRSS

- Chapter 5 of the revitalized peace agreement sets the three transitional justice mechanisms with the aim of promoting reconciliation, accountability, compensations and national healing in South Sudan.
- These include the Commission for Truth, Reconciliation and Healing (CTRH), Hybrid Court for South Sudan (HCSS), and the Compensation and Reparation Authority (CRA).
- The R-ACRSS provides that 3 months from the signing of the agreement, the Revitalized Government of National Unity shall enact the legislation for the establishment of the all transitional justice mechanisms.
- There is no clear definitive timeframe for the establishment of the HCSS but article 5.1.2 states that the legislation will include timeframe for establishment of the transitional justice mechanism.
- The CTRH commences its work within 1 month of enacting the legislation.
- The CRA is to be established within 6 months from commencement of transitional period. 6 months after the 8 months of the pre-transitional period.

*Establishing Transitional justice Mechanisms in South Sudan*

The Agreement requires the Government to fully support and facilitate the operations of the CTRH.

- The African Union is mandated to establish the HCSS and the government is required to cooperate with the HCSS.
- The government will seek assistance from African Union Commission (AUC), African Commission on Human and Peoples Rights, United Nations to support the work of the transitional justice mechanisms.

Note: Currently the AUC and Ministry of Justice have finalized the development of draft legislation and MOU for the HCSS and this is pending the signing by the government. To date the drafts are with the Ministry of Foreign Affairs.

Women and transitional justice mechanisms

- Chapter 5 provides for 35% women’s representation on transitional justice mechanism.
- The CTRH will be composed of seven commissioners, four of whom are South Sudanese and three from other African countries. At least three of the commissioners will be women.
- The Hybrid Court for South Sudan will have jurisdiction over gender based crimes.

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and sexual violence.

- The Ministry of Justice and Constitutional Affairs of the R-TGoNU will conduct consultations to ensure that the experiences of women, men, girls, and boys are incorporated in the legislation for the Commission for Truth, Reconciliation and Healing (CTRH).
- Representatives from the Women’s bloc, as well as other civil society representatives, will serve on the executive board of the CRA.

Traditional Authorities/Chiefs and transitional justice mechanisms

- Preamble acknowledges the need to promote inclusivity and popular ownership of the agreement, including incorporating traditional leaders into the peace process.
- The CTRH will also supervise proceedings of traditional dispute resolution, reconciliation, and healing mechanisms.
- The CTRH will develop standard operating procedures for the functioning of healing mechanisms in accordance with the principles of natural justice.
- CRA Executive body will include a representative for traditional leaders.

The Role of citizens and CSOs in Transitional Justice Mechanisms

- If you are survivor or witness, you may choose to participate in any transitional justice process.
- Plan how you want to participate, talk to your leaders, CSOs on what you want and how you can participate.
- Share you concerns with your local leaders and seek for guidance if appropriate on what you need to participate.

You can document your story and share with community leader, you relative or family. Keep record of what happened e.g birth certificate, death certificate, photos etc
- You can as well keep detailed record and information of what happened

The Commission for Truth, Healing and Reconciliation (CTRH)

- CTRH is one of the transitional justice mechanism formed under chapter 5 of the R-ACRSS to address the legacy of conflict, promote peace, reconciliation and healing.
- Legislation must establish the CTRH no later than six months following the R-TGoNU’s inception. The CTRH will have one month to begin activities.

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The mandate and functions of the CTRH include:
- Establish an accurate and impartial historical record of human rights violations, breaches of rule of law, excess abuse of power by state and non-state actors, their agents and allies starting from 2005 to the date of signing of the agreement
- Receive applications from victims and determine their remedies
- Identify perpetrators and crimes under the agreement
- Recommend guidelines for determining the type and size compensations and reparations or damages for victims
- Develop detailed recommendations for legal and institutional reforms
- Lead efforts to facilitate local and national reconciliations and healing
- Make detailed remedy recommendations based on those investigations to the CRA
- Supervising traditional dispute mechanisms, when appropriate, and
- Establishing a secretariat to institute proper procedures

CTRH has the powers to summons persons, documents and materials that will be relevant for its work:
- There shall be 7 members of CTRH, 4 South Sudanese, 2 of which must be women. Members are nominated by the executive Revitalized Transitional Government of National Unity (R-TGoNU) and presented to the Revitalized Transitional National Assembly (R-TNLA) for endorsement.
- 3 members shall be from African Countries, 1 of which must be a woman.
- These members shall be nominated in consultation with the African Union Commission (AUC), UN Secretary General, and the Executive of the R-TGoNU.
- The nominated members shall be presented to R-TNLA for endorsement
- The CTRH shall be chaired by a South Sudanese and deputized by non South Sudanese

Facts about other mechanisms

1. The Committee for National Healing, Peace and Reconciliations (CNHPR). The CNHPR was established by the President of the Republic before the 2013 conflict.
   - The CNHPR shall hand over its files and documents to the CTRH within 15 days of its establishment
   - The CTRH is established by law (3 months from date of signing of agreement
2. The National Dialogue (ND) was established by the President following the 2015 Peace Agreement with a mandate to consult citizens and dialogue on issues that affect South Sudan

Making your voice heard

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More public consultations shall be held for at least a month prior to the establishment of the CTRH although there were consultations done following the 2015 agreement.

During this period, citizens can express their needs and desires on how the CTRH should operate.

The CTRH grants victims and witnesses the right to be identified and have their experiences recorded, including those of women, youth, and children.

The CTRH will implement protection measures for victims and witnesses so that they can speak freely about what happened.

The role of citizens and CSOs in implementation of CTRH

- Read and understand the mandate and functions of the CTRH
- Participate in public consultations and information sharing on CTRH by Ministry of Justice and CSOs
- Organize as victims and witness for effective engagement on CTRH processes
- Share views on CTRH with their community representatives including MPs
- Conduct public consultations and awareness raising on CTRH
- Support victims and witness in organizing
- Lobby government, IGAD, AU and the parties to the agreement for the establishment of the CTRH.
- Training and capacity building on CTRH

Interactive Session: Suggested Format: 30 minutes for small group exercise

Guiding Questions

1. What role can citizens play in the implementation of the CTRH?
2. How can the CTRH effectively implement its mandates in your community?
3. Do you think people can freely speak to the CTRH? If not, why?
4. What are some of the challenges that might affect the work of the CTRH?
5. How should reconciliation and forgiveness be done in your community?
6. Who should be involved in reconciliation processes?
7. Any other issues/concerns you would like to raise regarding the composition, formation, and functions of the CTRH?

The Hybrid Court for South Sudan (HCSS)

- The HCSS is an independent court that is separate from the South Sudan judiciary. It is comprised of both African non-South Sudanese and South Sudanese judges, lawyers and prosecutors. It has a specific mandate to investigate and where necessary prosecute individuals who committed crimes from 2013 through the end of the transitional period.
- The prosecution shall be done by non-South Sudanese
- The African Union Commission is responsible for the establishment of the court but

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requires the cooperation of the government

- The HCSS is supreme over national judiciary and its decisions are final
- The AUC shall develop guidelines for funding, location of the court, infrastructure, enforcement mechanisms, laws to be applied, number of judges and composition, immunities and other personnel
- The HCSS will have jurisdiction over genocide, crimes against humanity, war crimes, and other serious international and South Sudanese law violations.

The composition of the HCSS

- The HCSS is comprised of judges, prosecutors, investigators, defense counsel, and a registrar that will be persons of high moral character, integrity and impartiality with criminal law, international law, international humanitarian law, and human rights law expertise.
- A majority of the judges will be from African Countries – Prosecutors, Registrar and Defense Counsel will be from African states.
- All personnel and judges of the HCSS are appointed by the AUC for both African and South Sudanese personnel.
- The chairperson of the AUC shall decide the venue of the HCSS
- The prosecutors and defense counsels shall be assisted by other South Sudanese and African staff from other countries
- Rights of accused
- The defendant has the right to select his or her own defense counsel in addition to or in place of duty personnel of the HCSS
- The accused is innocent until proven guilty by the court
- The Court will develop victims and witnesses protection mechanisms and the rights of the accused in accordance with international standards.

State obligations

- The state must recognize the judgments and remedies by the HCSS and cannot impede or constrain the HCSS by state law or administrative rules.
- No one is exempt from criminal responsibility, which means that even those in power could be investigated and prosecuted by the HCSS.
- Persons who took part in a joint criminal enterprise will be individually responsible for the crime. This means that even if you plan and commit the crime as a group, each one shall be tried and charged separately as an individual. One shall not be charged as group.

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Additionally, no person can be pardoned or forgiven on grounds of immunity or the position they hold in society.

**Powers of the HCSS**
- The agreement gives the HCSS the ability to award appropriate remedies to the victims. Individuals convicted by the HCSS cannot hold a government position and must resign from any positions they may hold.
- The peace deal provides that the HCSS and the other transitional justice mechanisms will determine the applicable standards of evidence.
- While the exact standard will be determined at a later date, one can start keeping record of what happened and store them safely.
- The Court will draw on African Union Commission of Inquiry and other pre-existing reports in its investigations.
- When collecting evidence, you should record as much information as possible.

**The Role of CSOs and citizens in the HCSS**
- If you are victim, keep record of the violations that you suffered. If you can write, ask your family member, community leader, trusted friend, or CSOs working on HCSS to help you keep record of your violations.
- If you are witness, share your memory with community leaders, family or CSOs. Keep record of what you saw or witness.
- Share information about the HCSS with your community, family and leaders.
- Discuss your views on the HCSS with your representatives and leaders.
- Create awareness amongst communities on the HCSS through media, workshops, seminars and debates.
- Advocacy for accountability.
- Peace building workshop and seminars.
- Capacity building of communities on HCSS.
- Lobby and advocate for establishment of the HCSS.
- Network and collaboration with HCSS.

**Interactive session: Suggested format:** 30 minutes for small group exercise.

**Guiding questions**
1. How best do you want to share what happened in your community?
2. What are some of the challenges in telling your story?
3. Have you ever reported your case to your local authorities or justice institutions? Why and why not?

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4. How can witnesses and victims be protected in your community?
5. What role will you as citizens play to ensure justice is done or hold perpetrators accountable?
6. What challenges do you foresee in the implementation of accountability and justice?
7. What other issues do you want to raise regarding the establishment and functions of the HCSS?

**Compensation and Reparations Authority (CRA)**
- CRA is a body that is formed to provide material and financial support to victims of who lost property during the conflict with the aim to help them rebuild their lives.
- The CRA will be established by legislation upon R-TGoNU inception within six months of the Agreement.
- The CRA shall be responsible for overseeing compensation and reparations, following receipt of applications for reparations from victims.
- The R-TGONU shall within 6 months from its formation, establish the CRA.
- Within 3 months of the signing of the agreement, the government shall enact legislation on the CRA.

**The composition of the CRA**
- The CRA comprises of an executive body including the representatives of the parties to the agreement, CSOs, women groups, faith based, business leaders, youth and traditional leaders. Procedure for selection shall be by a law to be enacted.
- There shall be an executive director who shall be responsible for director the day to day work of the CRA Funding for CRA.
- The R-TGONU shall establish a Compensation and Reparations fund.
- There shall the Compensation and Reparations Authority that manages the Compensation and Reparations Fund and the TNLA shall enact legislation to guide the usage of the funds.
- CRA shall receive applications from individuals and entities and make recommendations for compensations and reparations.
- The RTONGU shall establish transparent process to control proper use of the funds for intended purposes.

*Beneficiaries of CRA*

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Compensation and reparations are available to victims based on recommendations by the CTRH and decisions by the CRA.

Suspects who are indicted and later acquitted as innocent will be compensated.

Role of CSOs in Transitional Justice Mechanisms

- Civic Participation
- Hosting town hall meetings
- Workshops and seminars
- Surveys and opinion polls
- Civil Society as Reformers
- Collective lobbying and advocacy
- Strengthening relationships and coalitions
- Civil Society as Educators
- Constitution drafting and legislative reforms
- Interactive session: Suggested Format: 30 minutes group exercise or plenary discussion

Guiding Questions

1. What type of reparations would you recommend for victims?
2. How should victims be identified for reparations?
3. What role can citizens play in ensuring victims get compensations?
4. Discuss ways of how best the CRA should operate in your community?
5. What are some of your concerns regarding compensation and reparations?
6. Discuss the relationship between community compensation and individual reparation in your community.
7. Any other issues/concerns you would like to raise?
Civic Education and Outreach

- Civic education is referred to also as outreach. It describes a broad range of education measures that target citizens focusing on creating awareness about government programs, voter education initiatives including peace and transitional justice processes.
- It aims at providing citizens with the information, knowledge, and skills required to be conscious and active participants in all political and peace processes and transitional justice mechanisms.
- Through civic education, citizens can come to understand the political system, transitional justice and the peace process in South Sudan.
- Citizens become empowered and citizens can identify and contribute to addressing shortcomings in the peace process, political and transitional justice processes which can result in overcoming these problems.
- Peace can be sustained is citizens own and give it especially on the process and pressure the parties to adhere to the Peace Agreement and push forward with its implementation.

Why is citizens’ participation in peace and transitional justice processes important?

- Citizens participation in governance and nation building is a constitutional right guaranteed in the 2011 Transitional Constitution of South Sudan.
- Citizens are represented in various mechanisms of the R-ACRSS through CSOs, women leaders and youth. This includes RJMEC, CTSSAMMV, National Constitutional Amendment Committee (NCAC) amongst others.
- Chapter 5 provides for 35% women’s representation in the CTRH- out of 7 members, 3 are women. Civil society is represented in the Executive Board of the Compensation, Reparations Authority (CRA).
- The Ministry of Justice is mandated under R-ACRS to hold public consultations in the process to establish the Commission for Truth Healing and Reconciliation (CTRH).
- Preamble acknowledges the need to promote inclusivity and popular ownership of the agreement, including incorporating traditional leaders into the peace process. CRA Executive body will include a representative for traditional leaders.
- Traditional Authorities are part of the CTRH process and shall be involved in traditional dispute resolution mechanisms.
- Victims shall submit applications for the CTRH to determine their remedies, identify perpetrators and crimes under the agreement.
- The CTRH grants victims and witnesses the right to be identified and have their experiences recorded, including those of women, youth, and children.
- The agreement provides for people driven constitutional development process and citizens shall participate in the review process.

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How can citizens participate in Peace and transitional Justice Processes?

- Educate the others about their roles and responsibilities during the peace process.
- Contribute views and opinions in transitional institutions, including the Joint Monitoring and Evaluation Commission (JMEC)
- Conduct civic education on peace and transitional justice processes and performing public consultations on the truth commission and constitution review process.
- Citizens can engage in the peace process as leaders of civic education, reformers, and educators
- Participate in legislative review process and institutional reforms by sharing their views with CSOs representatives, writing or talking to government official and your Member of parliament
- Participate in elections by being voted or voting for leaders
- Citizens can also use various mechanisms such as public debates, dialogues, seminars, meetings and peaceful matches to express collective discontent, hold government and leaders accountable while at the same time promoting transparency
- Hold community reconciliations by mediating local conflict resolutions
- Engage in letter-writing campaigns.
- Make recommendation for policy makers on key topics including land, resource management and local government and any other issue relevant to the community.

Ground rules for conducting civic education/outreach on transitional justice

- **Confidentiality:** Personal information shared in the group shall not be discussed elsewhere.
- **Respect:** Respect other people’s opinions and experiences.
- **Openness:** Be open and honest without exposing other people’s private lives; when using general situations as examples, avoid mentioning names.
- **Non-judgmental:** Do not judge or criticize others even when you do not agree with their opinion.

Conducting and Planning a community outreach on the Peace and Transitional justice processes

- There are many steps to planning and implementing a successful workshop that educates citizens on the Peace Agreement. Because of the many steps necessary to running a seamless training, it is important to start planning as soon as possible.
- The steps include:

  1. **Define Objectives and the Target Group of the Training:** The first step of conducting civic education is developing the overall concept of the training needs. It is important to define the topic, objectives, and targets of the trainings. Here, the trainings will focus on educating citizens about the Peace Agreement, but different communities may want to focus on different thematic areas. In addition, the training may need to be tailored made based on the participant’s background and knowledge level.
2. **Identify Participants and other Relevant Stakeholders:** Based on the target group for the training, you will need to identify the people who will participate in the training. You will also need to determine the size of the training. In addition, you should consider including other stakeholders that might be interested in or affected by the activity. For example, if you are hosting a training with citizens in a specific state, you may want to invite traditional authorities of that state to attend the training to increase buy-in and promote the involvement of traditional authorities in the peace process.

3. **Create a Budget for the Activity:** You may need to create a budget for the training. The funders may influence the budget, and you will need to calculate how to cover your expenses. You can be creative in keeping costs low so you can organize more trainings and reach more people.

4. **Consult Stakeholders and Cooperative Partners:** It is helpful to consult stakeholders while you are planning. It is important to include people in the community where you are training, and to get the support of local leaders. It can also be helpful to identify early on people that can assist you, such as local contact persons, mobilizers, or additional facilitators.

5. **Decide on Date and Venue:** After the above topics are decided, you can schedule and book the training. This should be done in consultation with your participants and stakeholders to ensure they are available to attend. You should find a venue that is appropriate to the size and type of participants. You should be creative about where you host your workshop. Workshops can be conducted in town halls or freedom squares, classrooms, churches, civil society resource centers, rented venues or hotel conference halls, under trees, open market places, or media houses. Some of these venues will require advance registrations and fees, but do not forget about free and public locations, which may sometimes work the best.

6. **Design the Agenda:** You will need to draft an agenda for your workshop. The agenda should include the time frame, the different sessions, and the topics to be covered in these sessions as well as the objectives of the training. Be aware that sessions that are discussion-focused will often go longer than anticipated, so you should plan additional time into the agenda.

7. **Send out Invitations:** Once you have the place, time, and agenda set, you should communicate this information to your participants. Sometimes the easiest way to spread the word will be by sending out invitations. Depending on what technology is accessible to your participants, you can email the invitation, send out an SMS, or personally call your participants. If the event is open to an entire community, you can also hand out fliers or post announcements in public areas. In other circumstances, you may need to work with a mobilizer to spread the word in communities.

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8. Define and Elaborate the Content for the Different Sessions and Decide on the Methods to be Applied: With the overall structure and objective of the training in mind, you will need to design each session’s content and decide what methodologies will be applied. Specifically, each session should cover (1) topics on which the participants should be informed; (2) how the session will be structured; (3) which methods (mix of methods) will be used; (4) who will handle the session; and (5) how much time will be allocated to each of the different methods or exercises.

9. Decide on Training Materials to be Used: You will need to determine what materials will be used and whether you need to obtain the materials in advance to take them with you. In some cases, you can see if the materials will be available on-site or you may want to develop them.

10. Plan Logistical Arrangements: You need to plan all logistical arrangements in advance, including, but not limited to venue, accommodations, transportation, and food and drink. Some of these might not be applicable to every situation, but participants should all be informed.

11. Conduct the Training: The facilitator plays multiple roles as outlined above. In addition to providing the substantive information of the training, the facilitator keeps track of organization and progression of tasks. The facilitator also needs to monitor lessons learned as well as identify challenges and best practices.

12. Reporting and Evaluation: You are responsible for reporting and evaluating the training with regard to defined objectives. Sometimes your funder may require that you report back on the impact of your workshop. You will want to begin reports and evaluations as soon as possible including receiving feedback from participants. The goal is to obtain an honest assessment of the activities conducted to determine challenges and best practices to inform future events. E.g. daily updates, events reports, and pictures are some of the reports required.

What should I bring to the workshop?

- Depending on how you are conducting your workshop, there are certain materials that you can bring with you that will be helpful, including copies of the Revitalized Agreement on the Resolution of the Conflict in the Republic of South Sudan, August 2018; trainers guide, summary of Peace Agreement developed by RJMEC or CSOs and Pictorial Guide by CIGPJ; summary of speaker notes for your presentation; and other handouts (if any).
- You also need to carry notebooks and pens; a chalkboard and chalk; a projector and screen where necessary; a flip chart; marker pens; a sound system or microphone for larger crowds, and sign-in sheets or a camera to document the crowd.

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How should I develop key conclusions from the workshop?

- Always remember to have a discussion on next steps or follow up as this will inform activities or programs with participants or citizen groups;
- Have a summary of the workshop and a success story if available;
- Develop a post workshop survey and ask participants to evaluate the workshop. However, this is only possible if participants are literate. If the participants are illiterate, you can ask them in plenary to discuss what went well, how they feel after the workshop/training, and what recommendations they have for future program or topics;
- Have a list of all participants and keep this as a database for future reference and follow-up.

Different ways to conduct community outreach on the transitional justice

- **Lecture Method:** This is an interactive learning method where the trainer or facilitator makes a presentation and pauses to ask questions and allow participants contribute by giving answers.
- The following should be taken in consideration while conducting lectures:

  Preparation:
  - Choose your topic before hand
  - Research and prepare your notes or talking points
  - Prepare power point presentation, handouts and visual or audio where possible
  - Brief summary about your organisation and what you do
  - Have your time table for the event with time for specific topics or session

  Delivery of the lecture
  - Introduce the objectives for the outreach, introduce the topics and the participants
  - Present lecture using skills or tips for communication as a facilitator
  - Conclude with a summary of main points of the lecture, provide references to audience for more information, introduce next session or lecture and issue handouts.

Advantages

- It is time saving and information is disseminated fast
- provides more information within a short period of time
- It is structured and appropriate for cross-cultural or large groups

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It allows for individual note taking, the learner does not feel invaded
It enables the use of one specialist where the presenter maintains control
there is scope for use of visual and audio-visual aids.

Disadvantages
- It is teacher-centered with little time for interaction. Participants are intimidated to submit
- It is good for mostly elites as it can be boring for communities who are less educated
- There is no individual attention given to the learner. It is sometimes difficult to know if the audience is following
- There is limited feedback to trainer from audience. The lecturer does not benefit a lot from the audience
- It can be monotonous and boring because of dependence on the oral medium only.
- It can be boring and participants have no say and control but to walk out

Workshops: The workshop method involves bringing in stakeholders to discuss and brainstorm on key issues that affect them, then to develop plans and strategies in addressing those problems. Workshops are effective in managing change and achieving improvement, as well as creating new initiatives, plans, processes and actions to achieve a particular objective. Workshops break barriers, improving communications amongst participants.

Visual Aids: Visuals refer to items that appeal to our sense of sight. They can includes visual aids such as videos, film, slides and pictorial guides. It is important that the trainer or facilitator understand the materials before making a presentation. The trainer must properly introduce the materials and the trainer should ask specific questions to stimulate discussion. The trainer or facilitator should summarize participants’ responses to the visual aids.

Steps in visual presentation
- Secure or prepare well in advance
- Choose relevant topic to use with.
- Set up in an appropriate place with enough lighting to enable participants see well and ensure you give participants time to see and understand them.
- Explain or discuss the content of the aid
- Ask participants to discuss what they have seen and explain the meaning or information they got from the visual

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Summarise key points and keep them safe for reference and advocacy

Disadvantages of visual

- It is time saving on explanations by stimulating discussion from participants
- It is good for an illiterate community and persons with hearing challenges
- It is often attractive to the audience and makes captures their interest in learning
- It enhances creativity and enhances critical thinking and analysis
- It reinforces oral communication
- It can easily be remembered since it enhances concentration, attention and comprehension

Disadvantages

- It may not be appropriate for all groups and does not carry details of information
- It can be misinterpreted
- They are expensive in terms of development and printing
- It can be time-consuming especially in
  the selection and making of materials.
- It can be time-consuming especially in the selection and making of materials.
- Audio: Audios refer to electronic equipment to transmit information through a sound e.g. recording or music or teleconference

Using audio methods

- Determine topic and the need to use audio aids
- Select, secure and prepare equipment well in advance. Test the materials in training site and layout
- Study the materials thoroughly before use
- Design objectives to be achieved and tasks for participants
- Brief participants on topic, give participants time to listen and understand them
- Explain or discuss the content of the aid and
- Summarise and store safely.

Advantages

- It arouses interest and stimulates discussion.
- It breaks monotony and appeals to more than one sense and to emotions as well.
- It reinforces theoretical learning.

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It brings the field into the classroom.

It can lead to group discussion.

It can be used with different groups e.g. literate as well as illiterate and can be easily memorialized

Disadvantages

- It is time consuming to set up
- It can distract and be mistaken for fun.
- It is difficult to use in settings where electricity or internet is not available.
- It may require special equipment not easily available in the field e.g. projectors, TVs or computers.
- It may not be effective because of language difficulties among participants
- It can be difficult to transport if bulky, sensitive or fragile
- It is costly to produce
- It may require expertise to operate and repair.

Case Study: A case is a real-life situation to illustrate certain facts, analyse problems and their consequences, examine relationships among variables, open room for debate and lead to logical conclusions. They may be designed for individual or group training. They are suitable for civic education topics such including transitional justice, human rights, and peace building, and community consultations. Case studies can be used after a lecture and discussion to compare life experiences within or outside a country.

A case can be presented in different forms namely: oral (narration, drama), written, visual (pictures, slides) and audio-visual (video, film).

Steps in Using a Case studies

- Choose a case that is relevant to the subject matter
- Design objectives of using the case e.g what lessons do you want your trainees to draw?
- Understand the case thoroughly
- Characteristics of a Good Case
- Should be relevant and applicable, short and to the point
- contain lessons i.e. is didactic and present variables
- lead to discussion, offer sufficient information.
- be easy to present in different forms, not be too technical
- be interesting to audience always.
- Advantages of case studies
- It is easy to relate to. It is illustrative of reality

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- It triggers critical thinking and contains lessons to learn.
- It is problem-solving in nature as it allows for diverse views.
- It is easy to remember
- It can be presented in different forms
- It is useful for discussing things about ourselves in a non-threatening way.
- It can easily be created/composed

Disadvantages
- It may not be representative of all the relevant variables
- It can be misinterpreted, and someone can take personal
- It is time consuming if long and complicated.
- It can lead to speculation if some information is missing.
- Getting good cases is not easy due to sensitivity with political and cultural context.

Public Rally: Rallies are public meetings that aim to build support for an initiative. Presentations during rallies are typically full of energy in order to build the enthusiasm of the attendants. Rallies often include music and fun activities.

Conference: The conference method could be used for a day or more depending on its scope and content. Different speakers can present on various topics and use plenary discussions where diverse opinions and suggestions are gathered.

Quiz: A quiz is a form of game in which an individual or group attempts to answer questions correctly. It reinforces learning, keeps learners interested, and adds variety to discussions.

Role Play: Role play refers to the use of short illustrative dramatic scenes exploring a specific element. Role play leads to the discovery of feelings, emotions, images, stereotypes, and values. Examples of creative methods are drama; song and dance; games; stories

Steps in Using a Role Play
- Choose relevant topic or theme
- Discuss the topic and develop a storyline and a short script
- Divide roles among group members, rehearse the play
- The role play should not last more than 10 minutes
- Return characters to their real identities and draw lessons.
Advantages of role play

- helps in releasing the inhibitions and barriers which make it difficult for people to discuss topics rationally and objectively.
- helps learners practice using new knowledge and skills in a simulated exercise.
- It can be improvised or scripted and followed by discussions.
- It enhances participations, memory, understanding, creativity and imaginations in finding solutions.
- It focuses on specific problems.
- breaks monotony by combining learning with fun.
- It is useful for exploring complicated, controversial and sensitive issues.
- It enhances team work.
- It can be used with any group-literate or otherwise, adults, children etc.

Disadvantages of Using the Role Play

- It is time consuming.
- It may sometimes fail to convey the message if poorly planned and executed. It may be irrelevant and diversionary.
- People are initially inhibited and unwilling to play, which can affect success.
- It may be taken for fun value only.
- Players run the risk of sticking with their play acting labels and characters unless proper de-rolling is done.
- It can be misinterpreted.

Debates: Debates refer to situations where participants are required to articulate opposing viewpoints. This can be in the form of pro-contra debates, trial scenes, value clarification etc.

Steps in using debates

- Choose a relevant motion and word it carefully.
- Divide participants into groups, give clear instructions and allow groups time to generate points.
- De-brief and summarise.

Advantages

- It is participatory and generates many ideas.
- It is lively, interesting and breaks monotony.
- Easy to memorize.
- It enhances critical abilities.

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- It can improve oral communication skills
- It enhances team building.

Disadvantages
- It can lead to conflict, misleading if not well debriefed
- It is time consuming.
- It can be superficial.
- It can lead to feelings of humiliation or may be personalized.

Discussion Forum: This is where a group of individuals come together with the objective of discussing key issues that affect them. An individual poses a topic as the rest of the participants provide answers, which encourages discussion.

Chapter three: The facilitator

Who is a facilitation?
- The facilitator is a trainer. Successful civic education requires strong facilitation skills. Facilitation means working with people with the aim of enabling and empowering them. Effective facilitation involves assisting groups with their interactions and discussions to achieve certain objectives.
- While conducting public education, facilitators are responsible for guiding participants through the content and stimulating the learning process. The training and learning process is based on active participation, group interaction, and discussion. Your goal as the facilitator is to have citizens walk away with an understanding of the peace process, as well as a desire and the ability to think critically about the Peace Agreement and its implementation.

Promoting effective learning
Effective facilitation requires adherence to certain values and principles, including:
- Impartiality: The facilitator needs to be neutral and objective. Furthermore, the facilitator should conduct the training in an impartial manner. The facilitator can collect opinions from participants, but should be careful not to impose their own. The facilitator risks alienating participants by imposing their own beliefs.
- Participation: Facilitation is most effective when participants are actively involved. Participants can create an interactive learning process. Many people learn better through an interactive process. The facilitator should not be the center of attention during the training, but instead, should engage the group by asking questions, allowing discussion, collecting feedback, and consulting the participants. Group exercises, games, and simulations are also ways to promote participation that facilitates learning.
- Inclusiveness: The training and learning process needs to be inclusive and involve all participants. The facilitator should be sensitive towards the needs of individual participants, and their roles in the...
group, to ensure that each participant is involved. The facilitator should be mindful that a small group of participants does not overtake the training and dominate the discussion.

- **Respect:** The facilitator must acknowledge and respect the participants. The facilitator should also monitor that all participants show each other mutual respect. The facilitator should be mindful about issues relating to age, culture, and tradition within the group and display respect for participants.

- **Equality:** The facilitator should display equal respect to all participants. This means that each participant has an equal right to contribute to the discussion. The facilitator should be mindful in ensuring that all participants are given a chance to engage with the group, including women participants.

- **Trust and Safety:** The facilitator is responsible for developing trust and a sense of safety within the group. Participants need to feel safe and comfortable speaking freely. The facilitator should ensure confidentiality to allow the participants to be open without fear of being reported.

- **Listening:** Facilitation means actively listening. In other words, the facilitator is responsible for listening to what people are saying and discerning what they are not saying. The facilitator should be aware of both verbal and non-verbal means of communication, including body language.

- **Preparedness:** A facilitator must be prepared to conduct civic education. The facilitator must be professional and lead by example. In addition, preparation will make the facilitator feel more confident, causing the participants to be more accepting of the facilitator’s message.

- **Flexibility:** The facilitator needs to be flexible and adapt to the training needs of the participants. The facilitator must also be responsive in solving unexpected problems. In particular, the facilitator needs to critically understand the Peace Agreement so they can respond to unexpected questions.

- **Timekeeping:** The facilitator is responsible for being on time. The facilitator should also schedule the training at an appropriate time according to the needs of the community and training group. Throughout the training, the facilitator will watch the time to ensure that the full agenda is covered.

- **Authority:** A facilitator needs to be authoritative to gain respect from the participants and remain in charge of the training and learning process. However, a facilitator should be cautious and not be overly authoritative to maintain respect and ensure that participants are comfortable.

**Role of the Facilitator**

The facilitator wears several hats during the education process. Depending on the size of the project, the roles of the facilitator can include:

- The facilitator also plans the training, including the details of the content of the training or agenda, mobilize resources, set dates, venue, and reaching to participants and learning materials and aids to meet the needs and objectives.

- As a facilitator, you understand the Peace Agreement and transitional justice mechanisms at your fingertips.

- Facilitator is responsible for assessing the success of the training, particularly the effectiveness of the transfer of knowledge and if objectives of workshop are achieved.

- Clarifying the purpose of the civic education to the audience; goals and objectives, introduce the agenda and develop ground rules with participants.

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Using tools appropriately such as the fact sheets on the Revitalized Peace Agreement, summary version of Peace agreement from CSO, JMEC and credible institution for accuracy. Always ensure right and accurate information is disseminated and avoid guesswork; seek clarification whenever in doubt of the content of your references or seek expert opinion.

Avoid jargons or ambiguous words, always use simple and clear language ensuring you are audible to each of your trainees and avoids.

Identify appropriate location: Engage trainees in an atmosphere where they will be comfortable. The participants should be able feel comfortable speaking and asking questions and engaging on critical topics of transitional justice.

Respecting, acknowledging, and honoring contributions made by participants. Listen to the group and reflect their comments to ensure they are understanding;

Uphold credibility and dignity that would enable you to command the respect of your audience by respecting the culture, rights, and autonomy of the group;

Responding to the needs of the group by been sensitive to cultural values and beliefs while engaging in fair and balanced communication including maintaining flexibility of format and process;

Managing conflict with sensitivity by acknowledging efforts and good work from your audience, do not acknowledge any potential conflicts of interest;

Manage expectation and making promises or give assurances when you do not have the solution or means to address needs.

Maintaining confidentiality of information; Chatham House Rules of confidentiality must apply at discussion. Do not cite an audience experience as an example less one tells his/her story. Do not use confidential information gained as a result of professional activities for personal benefit and avoid personalise things or issues.

Encourages participation and give every trainee equal attention and space and be neutral and impartial. Do not dominate the discussion but allow interactive discussions. As a facilitator, you may need to keep eye contact with your participants to gain their confidence and maintain the interactive learning. Speak naturally, clearly, and audibly to be heard and understood.

Observe ground rules e.g. keeping your phone away during training sessions.

Continuously trying to improve facilitation skills and knowledge by practice and getting feedback from audience and colleagues.

Use group exercises or plenary sessions to gain more details or encourage contributions to specific topics. Use energizers and breaks to keep people alert and focus.

Do not dress provocatively or indecently, do not use indecent language or jokes that are offensive.

Qualities of a good facilitators

Facilitators should be patient and take the time to explain the subject carefully and allow participants time to respond at their own pace.

Facilitators should build cooperation and unity among the group. The facilitator should also support each person’s right to his or her opinion.

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Facilitators should be open to criticism, questions, and new ideas. Facilitators should be enthusiastic and energetic about the materials they are teaching. This will help participants be engaged and excited about the topic. Finally, facilitators should be non-partisan and avoid showing their personal opinions. Instead, the facilitator should take an active role in resolving disputes within the group.

Challenges affecting civic education on the Peace Agreement and transitional justice mechanisms?

Many citizens are unaware of the peace process and access to education remains difficult due to high rate of illiteracy amongst the populations, poverty, insecurity, inaccessibility of some areas, restrictive political environment for CSOs, language barrier, fear of lack of political will to implement the Peace Agreement and transitional justice mechanism, illiteracy, poor infrastructure, mistrust amongst the communities and cultural barriers.

Ways to overcome challenges
- Frequent sessions to remind citizens of the importance of civic education and to see its impact;
- Dialogue with security agencies about the important role of CSOs;
- Networking and coordinating CSO activities;
- Advocating and lobbying regional bodies such as IGAD for the implementation of the Peace Agreement;
- Use of participatory methods, such as role-plays and other techniques such as drama series, pictorial guides, and theatre productions, to give illiterate and other disadvantaged populations ways to learn as well as keep participants engaged;
- Putting pressure on politicians, including encouraging politicians to make positive statements about the implementing the Peace Agreement; and
- Identifying the underlying concern of the community and ensuring civic education campaigns address concern.

Questions to ask after the workshop by facilitator
- How do you rate the training, workshop, seminar, conference on transitional justice?
- What are 2 main things that you think are very important to you and your community?
- What are you fears and worries?
- What needs to be done to improve future discussions?
- Any key message to the government or African Union?
- What can you say to the UN and international partners?
Chapter four: Communication Skills

Communication skills are essential when conducting civic education that spreads knowledge and promotes discussion. Communication is a two-way process of sending and receiving verbal and non-verbal information. Both the sender and receiver need to be aware of and understand the method of communication or a misunderstanding can occur.

Tips for good communications

- Brief and to the point: always brief statements but focus to the point is important. Avoid lengthy discussion because they may be boring to the audience, do not beat around the bush but go straight to the point
- Choice of words: choice your words wisely to avoid offending your audience. Use appropriate words for the content and do not bring into the discussion topics which are irrelevant
- Read and understand your topic: you may need to read chapter 5 and the peace agreement so that you are conversant with the content. Do not embarrass yourself before your audience with lack of information
- Be clear with message: avoid contradicting yourself with information that is not founded or not provided for in chapter 5 so that you are safer in your efforts to make your audience understand
- Openness to learning: you do not know everything should be your rule. You may learn from others and or your audience. So be open to learn new ideas or techniques
- Respect: respect your audience as you would want them to be respectful towards you. Respect the ground rules you set and always be an exemplary
Chapter six: Advocacy, community Consultations and Networking

- Advocacy is a tool for influencing public opinion and gaining support for specific principles, policies, causes, or concepts that affect an issue.
- The active support of an idea or cause expressed through strategies and methods that influence the opinions and decisions of people and organizations.
- Advocacy can be used to influence decision-makers in the choices they make regarding the creation of new laws, institutional reforms and regulations.

Types of advocacy

- Community-Level Advocacy (“Grassroots” Advocacy): aims to influence or change public opinion about a specific policy issue.
- Political-Level Advocacy: aims to persuade decision- and policy-makers to adopt policies. It may also be referred to as policy advocacy generally is directed toward policy-makers, including politicians, government officials, public servants, private actors whose decisions directly impact the community through their opinions and actions.

Main Elements of Advocacy

1. **Target:** Although community advocacy aims to change public opinion as a whole, activities in an advocacy campaign usually aim at specific sectors of society, individuals.
2. **Policies**—choose the policy for the campaign that are most likely to be successful.
3. **Risk assessment:** identify possible negative effects of the advocacy or to identify policy issues not to include in the advocacy campaign.
4. **Credibility:** the advocacy team should establish trust and respect of the public.
5. **Clear goal:** Advocacy is most likely to be successful when it is focused on specific policy goals and resonate with the audience.
6. **Issues base:** – an effective advocacy campaign will focus on targeted, specific issues.
7. **Analysis:** Analyze all elements of the policy issues to develop an effective advocacy plan.
8. **Developing Plan:** How and when to conduct advocacy, target audience, allies, opponents, influencing, budget and funding.
9. **Creating Educational Materials** – compile research and messages into an easily understandable format that can be widely disseminated.
Advocacy methods: community meetings and events; surveys & questionnaires; focus groups; media & social media – choose media outlets strategically, and consider interviews and news conferences; social media allows rapid dissemination of information to wide groups, civic education; petitions; workshops, or conferences.

Delivering the advocacy message: clear messaging; efficient delivery; reinforcing the advocacy message; staying focused & involved; monitoring and evaluating advocacy strategies; preparing for manage problems and evaluating the advocacy campaign.

Creating Networks and Alliances
- Strategic alliances networks are agreements between parties to pursue a set of agreed upon objectives. It includes loose, informal relationship, or a strict, formal relationship.
- Strategic alliances or networks are generally mutually beneficial for the parties involved with expertise, connections, resources, power, or other assets.
- How to identify members for network
- Understanding your vision and where you are going
- Identifying what each stakeholder brings in the table to get involved
- Identifying strength of each member
- Carry out partners assessment to know who is a potential opponent and may resist, who is supportive and spoiler

Why are networks successful?
- Shared vision and goals
- Gradual trust building amongst parties
- Issue based alliance than general purposes are important to creating networks
- Strong allies and connections
- Trust and goodwill between the parties

Potential allies in peace and transitional justice processes
- The government
- Parties to agreement
- The public
- Other CSOs
- Business community
- The international community and friends of South Sudan
- The media
- Youth
- Traditional authorities
- Religious leaders
- Women leaders
- Youth

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Academia

You can create your own state level alliances and networks and make it work. You need to identify your members and purpose for the network and work towards a shared vision and goal.

Advantages of networks or alliances

- Resource sharing
- Increased credibility and/or capacity
- Shared risk
- The ability to leverage differences to create value
- Blocking potential threats
- Expanding reach

Disadvantages of networks and alliances

- Likely to be spoiled by some members
- Some members likely not to benefit because of vested interests of other members
- Overstretching of resources may lead to ineffectiveness

Why alliances or networks fail?

- Lack of commitment by other members
- Poor planning for integration- weakness of members to agree on shared structure
- Hidden agenda leading to distrust amongst members especially with dishonest members
- High expectations and unrealistic hopes or dreams
- Passiveness of members in addressing issues
- Over dependence on few for decision making and action.
Chapter five: Community Consultations and National Dialogue

- Community consultation and information gathering method effectiveness is dependent on community dynamics, culture, economy, targeted group, available technology.
- The purpose of this session is to provide you with tools and skills necessary to develop and implement a community consultation and information gathering plan.

Questions to Keep in Mind:

1. What are the goals that you would like to achieve through gathering information?
2. What is the target audience of the consultations?
3. What information will you need to inform policy proposals?

Key elements of community consultations

- Formulate goals for the interactions.
- Determine existing options available for a mechanism to address those needs.
- Determine target groups, total number of people, and number of people from each group.

Tips for community consultations

- Listening: allow people you are engaging with to share their thoughts and experiences.
- Diversity: critical to collect information and viewpoints from a wide array of groups in society, all groups, all genders, etc.
- Record Keeping: important to keep detailed records of information you receive.

Methods of consultations

- Surveys & Questionnaires - written forms distributed to a large group of people to collect basic, big-picture information.
- Focus Groups/Special Meetings - gathering a small group of people together for an in-depth discussion on a particular, defined topic.
- Social media
- Flyers
- Local publications
- Newsletters
- Suggestion boxes

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What is national Dialogue?

- It is to gauge public opinion when considering comprehensive changes to legal frameworks, institutional reforms, security sector reform and governance. It aims at building consensus and national ownership of processes and informing leaders of important issues that affect the people and country.
- Three main phases of National Dialogue
  1. Public Education and Awareness
  2. Public Consultations
  3. Referendum

Making National Dialogues effective

- Broader and popular participation by all sectors and groups
- Domestic and international commitment to uphold conclusions
- A final report summarizes conclusions and shows public input
- Findings can be adopted by referendum, constitution, law, or policy
- Successful National Dialogue
  - full participation of diverse groups
  - done in safe, free and open environment
  - conducted in a neutral venue
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