

Tim Monybuny: Preparing today's youths for tomorrow's leadership of South Sudan

By

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Abstract:

This paper re-emphasises the role of Education and community collaboration in preparing today's youths for Tomorrow's leadership in the Republic of South Sudan. The study looks at the challenges undermining youth contributions, such as ethnic divisions, inequitable resource distribution, and unemployment, hampering social, economic, and political development at the post-reconstruction stage in the aftermath of successive wars. The study uses a literature review from the google, google scholar to illustrate the roles of Education, community collaboration, and relevant challenges around preparing youths for leadership. The findings indicate that investment in youth leadership preparation entails informal and formal Education that inculcates values, norms, standards, and beliefs necessary for effective leadership, which should be done in infancy. The study concluded that education and community collaborations are critical in preparing youths for future leadership as they determine youths' potentiality and partaking in the country's economic, political, and social development.

Keywords, Youth, Education, Community, and Leadership

1.0 Introduction

Youth is the state of being young, the period preceding childhood (the Oxford Advanced Learner's Dictionary,2000); while the United Nations(1985) defined youth as a young adult between the ages of 15 and 24, it is currently used in determining the statistics on the demographic, Education, employment, and health. African Union defines youth as young people aged between 15 to 35 years. African Youth Charter states that youth refers to every person between the ages of 15 and 35. Though South Sudan law is silent on the statutory definition of the youth, the constitution of the South Sudan Youth falls within the African Union and African Youth Charter definitions, which defines youth as an individual between 15-35 of age. In that sense, there is no conventional definition of youth; however, there is insignificant variation in scholarly definitions so far!

Youth age is fundamental in a country's social, economic, and political development. Thus, it is an essential phase when young individuals are socially constructed, as it becomes irredeemable when they have grown up. It is necessary to inculcate a sense of evil and good in individuals at this age because it becomes difficult to change bad habits when they have already been acquired in adulthood(Ngozi,2019); as the adage goes, “you cannot teach an old dog new tricks”; thus, society needs to develop the future leaders when at a tender age.

The early development of youth is increasingly becoming an essential phase for every individual regardless of gender, as any society looks up to their youths and the potential for leadership, knowledge, truthfulness, and fashion((Ngozi,2019).

Youth are the majority population in any country whose roles can positively influence the nation's political, social, and economic dynamics and development. The 5th Household and population census indicated that more than 72% of the South Sudan population is under 30, while 51% are under 18th years(South Sudan National Bureau of Statistics,2008).

However, the youth continued to experience abject destitution, unemployment, and limited or no contribution to policymaking on matters that could significantly influence their well-being. These hampers youth from making substantive contributions to leadership at various levels of government (Mutua,2017).

Education is a vehicle for developing a vibrant youth social network to achieve social, economic, and political impact, as it empowers individuals to contribute to economic growth through training and enlightenment(The Catalyst,2017).

1.2 Aims of the Study

This study aims to re-emphasise the role of Education and community collaboration in preparing today's youths for Tomorrow's leadership in the Republic of South Sudan and the challenges undermining youth contributions.

1.3 Objectives

- To examine the role of Education in preparing today's youths for Tomorrow's leadership in the Republic of South Sudan
- To examine community collaboration in preparing today's youths for Tomorrow's leadership in the Republic of South Sudan
- To examine the pertinent challenges undermining youth's contributions to Tomorrow's leadership in the Republic of South Sudan

1.4 Questions:

- What is the role of Education in preparing today's youths for Tomorrow's leadership in the Republic of South Sudan?
- Why is Community collaboration important in preparing today's youths for Tomorrow's leadership in the Republic of South Sudan?
- What challenges undermine youth's contributions to Tomorrow's leadership in the Republic of South Sudan?

2.0 Theoretical Framework

2.1. Social Capital Theory

Social capital is a collective asset in the form of shared values, norms, beliefs, trust, networks, relations, and institutions that facilitate cooperation and joint actions for mutual benefits. So, social capital focuses on social relationships, and its fundamental elements entail social networks, civil engagement, norms of reciprocity, and generalized trust(Bhandari & Yasunobu, 2009). In that sense, social relationships are ownerships that may lead to the development and build-up of human capital(Richard & Michael, 2015).

Putnam(1993) contends that confidence and trust increase associations, civic-mindedness, and community life since they also foster social capital, which is generally defined as one of the critical factors of economic development. The author pointed out that Social capital entails the intensity of horizontal collaboration between players, the importance of community life, and the strength of ties of social cohesion. Inglehart et al. (2004) state that the social capital of any given society could be assessed in terms of % of people claiming active membership of the cultural bonds,% of people claiming active membership of a political or union affiliation as a political party, trade union, ethnic groups to highlight a few.

i) Trust

Trust entails a set of beliefs and attitudes attributed to individuals or institutions. According to World Values Surveys (1981-2004), the level of trust is assessed in society by the % of people who trusted most people versus those who never be too cautious when dealing with them and the % of people employing ‘substantial trust’ or ‘some trust’ in the key government institutions such as the army, the police, the justice system, the Parliament, the trade unions, and the administration.

ii) Tolerance

Tolerance is a tendency to accommodate accept other people's opinions and preferences, even when they live in a way you disagree with. It helps people to live together peacefully. Education is the one focus area that helps develop empathy and tolerance in people. An education policy that cultivates compassion in children is critically needed in our society today because such a policy nurtures a strong sense of fairness and justice in children, ultimately leading to the development of a tolerant and harmonious society (World Values Surveys,1981-2004),

Therefore, tolerance should be positioned within the moral domain of our education undertaking and acknowledged as a moral virtue. Some philosophers have linked tolerance with respect, equality, and liberty.

2.2 Social accountability theory

Social accountability entails the civic engagement of ordinary citizens and civil society organisations taking part directly or indirectly in policy processes to ensure that their concerns are well-thought-out and responsive to their needs (Carmen et al.,2004).

Social accountability has three core elements(1) **Voice** refers to formal and informal mechanisms for expressing one's preferences, opinions, and views and, most importantly, demands accountability from powerholders,(2) **Enforceability** refers to a situation where the mandates are not appropriately fulfilled, which is a critical underlying factor shaping the incentives of service providers to act in a more or less responsive manner concerning the communities they serve, and (3) **Answerability** is the obligation to provide an account and the right to get a response voice triggering a response from the service provider or pertinent authority(UNDP,2010)

The compact framework for social accountability supplies four pillars of social responsibility (1) organised and capable public groups, (2) responsible government,(3) access

to information, and (4) sensitivity to culture and context (Affiliated Network for Social Accountability,2012)

The study further suggested that social human capital help in the development of human capital. In contrast, social accountability enhances good governance and increased effectiveness through better service delivery and empowerment, which are keys in preparing today's youths for Tomorrow's leadership of South Sudan.

2.3 The Oppression Theory

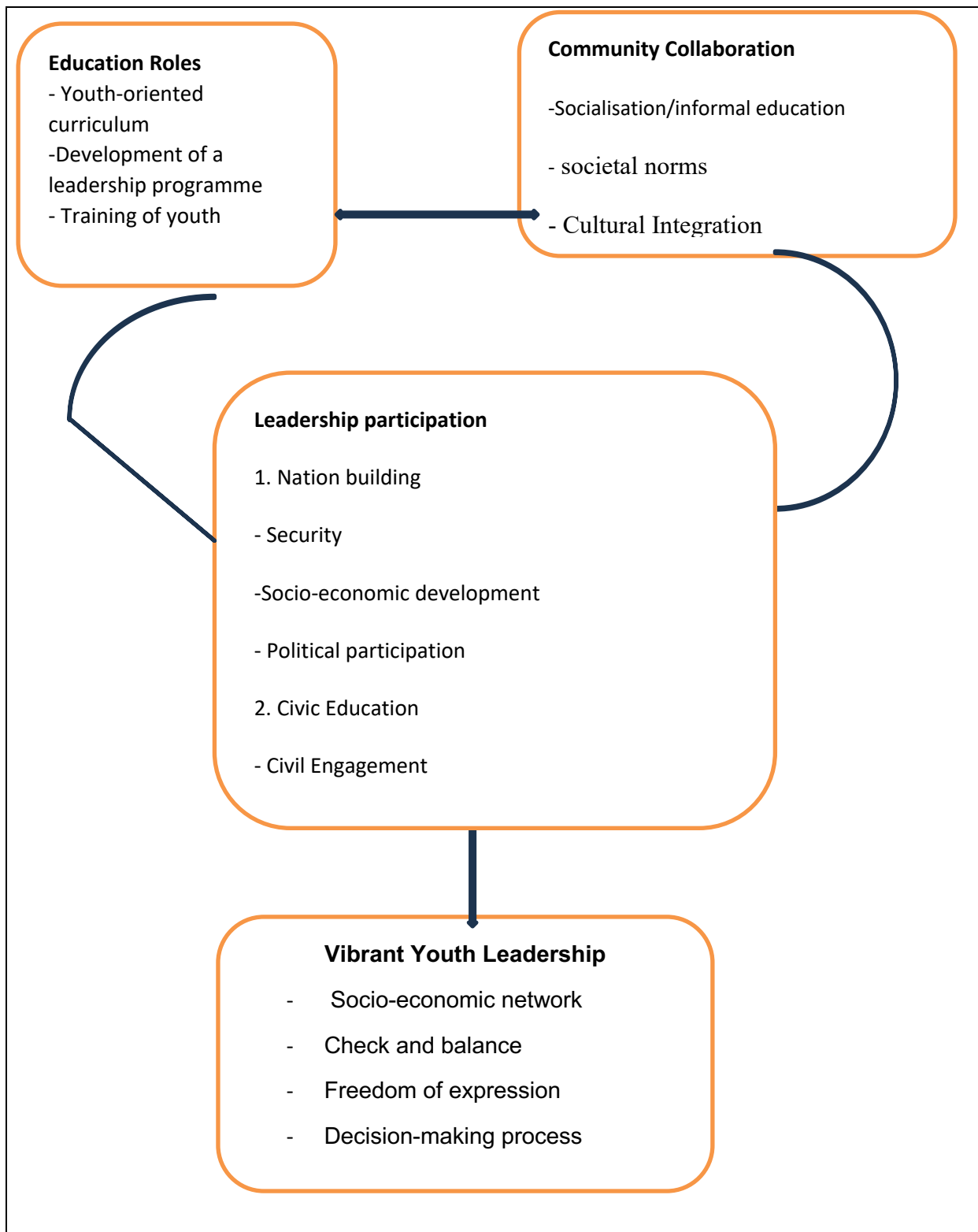
This theory is attributed to Freire (1970), who opines that members of a group who are oppressed co-opt and accept the opinion of themselves held by the oppressor and then reproduce the oppressor's actions (Kelly & Ahern, 2009; Mooney, 2007; Reuter, 2014). In this context, if the youth continue to feel oppressed by the system, then the sequence of subjugation will endure(Mooney,2007); thus, youth should be prepared and empowered through education and community collaborations to get out of social, economic, and political oppression to assume the Tomorrow's leadership of South Sudan.

Empowered youth becomes a dynamic and creative force talented to significantly transform and enhance global governance (United Nations Youth,2020). However, the sensible contributions of the youth on governance are repeatedly aggrieved with abject poverty, discernment, inexperience, and limited prospects for employment and corporate ventures (Japheth et al.,2022).

Research has shown that youth are encouraged to participate in political, social, and economic pursuits while schooling; however, they get different support once they have attained relevant academic qualifications(Hall, 2017). The author further pointed out that the societal sense of oppression makes youth feel unskilled despite acquiring formal Education, which lets them continue to face discernment, desertion, and segregation from political, social, and economic contributions.

Notwithstanding the youth constitutes 72% of the population of South Sudan, they remained in abject destitution, unemployment, and limited or no contribution to policy making on matters that could significantly enhance their well-being. These pertinent challenges hamper youth from making substantive contributions to leadership at various levels of government (Mutua,2017).

Youth Leadership Development Conceptual Framework



3. Role of Education in Preparation for Youth Tomorrow's Leadership.

This section critically looks at the role of Education in imparting reading, writing, and numerating skills which are essential means of identification, understanding, interpretation, creation, and communication in a progressively digital, text-interceded, evidence-rich, and fast-changing world(UNESCO Institute for Statistics,2023). It also examines the role of Education in youth leadership development.

3.1 Curriculum and educational competencies as pre-requisite for youth leadership development

A curriculum is a narrative of what, why, how, and how well a child should learn systematically and intentionally. The curriculum is not an end but a means to foster quality learning. (UNESCO IBE 2011). It entails that embody information of essential communication, knowledge skills, ethics, culture, philosophy, civil and history of science, entrepreneurship, communication technology education, conflict resolutions, World peace, and globalisation(Akpuaka & Eyin.,2006).

According to UNESCO Institute for Statistics(2023), Literacy entails a range of reading, writing, and numerating acquisition, job-specific skills, and life skills essential for sustainable development and social responsibility. So, Literacy is considered essential important essential essential crucial and linked to higher self-esteem, improved public health, and economic progress.

Research has indicated that the global youth literacy rate (15-24 years) was 92 % in 2019, which in low-income countries 73% and 76% in fragile and conflict-affected contexts and in sub-Saharan Africa in 2019(UNESCO Institute for Statistics (UIS) database, and United Nations,2020; OECD,2019). Youth literacy rates are generally higher than adult literacy rates, reflecting increased access to schooling for younger generations(UNESCO Institute for Statistics (UIS) database, and United Nations,2020; OECD,2019). This implies that globally about 100 million youth need basic literacy skills.

Statistically, approximately one-half of the world's illiterate adults, 47%, which is found in South and West Asia, while 27% are found in sub-Saharan Africa in which South Sudan falls (UNESCO Institute for Statistics (UIS) database, and United Nations,2020; OECD,2019).

In South Sudan, the literacy rate of young adults between 15- 24 stands at 34.52%: 28.86%(f) and 40.26%(m), indicating a considerable gap between the genders. These statistics comparatively lower South Sudan's literacy rates to other countries (UNESCO, 2018), making it third in Africa, Guinea with 30%, and Niger with a 19% literacy rate.

The limited Education subsequently creates socio-economic variations, population growth, and development patterns in South Sudan, making youth dismally contribute to the country's social, economic, and political development and abundant natural resources such as land, water, minerals, oil, forest, etc.

Education is a vehicle for developing a vibrant youth leadership to achieve social, economic, and political impact, as it empowers individuals to contribute to economic growth through training and enlightenment(The Catalyst,2017). Therefore, Literacy is a fundamental human right linked to higher self-esteem, health, and economic progress.

3.2 Youth's leadership preparation

Analysis of different curricula is vital in differentiating the terms "youth development" and "youth leadership" interchangeably. While youth development is an expansive field of youth leadership intended to prepare the youth to meet the challenges of their times(Edelman et al., 2004), Leadership development is thus often blended with positive developmental experiences for youth and limited potential of interventions for increasing leadership potential at an early age (Kress, 2006). Even if investment in leadership development for adults and youth has been wide-ranging, research on youth leadership development is still in its infancy (Murphy & Johnson, 2011).

In this study, youth leadership preparation means youth development or youth leadership preparation, which is essential for a country's tomorrow leadership because it allows the expansion of the leadership channel of potential future leaders by preparing the youth at a tender age (Van Velsor & Wright, 2012, p. 1); expands civic engagement, development of leadership skills, inter and intra-cultural awareness, personal and societal values, understanding of group dynamics, decisiveness, and confidence in expressing opinions (Zimmerman-Oster & Burkhardt, 1999; Reichard et al., 2011); increases youth's beliefs, willingness, and capacity to lead, thus increasing the pipeline of available leaders to the workplace and society and empowering youth in decision-making and authority-driven processes that could lead to a diversity of perspectives in society (Mortensen et al., 2014; MacNeil, 2006).

In South Sudan, investing in youth leadership development is imperative because it would help strengthen social cohesion, shaping the youth leadership path for the current generation and future generations through the innovative continuity of youth of today's expertise and experience in leadership. Thus, youth leadership becomes the sole responsibility of the stakeholders to respond to the challenges to achieve the goals of a democratic state (Nisa et al., 2016).

Putnam (2004) states that Education is believed to as a conduit for linking social capital to individuals. Vasiliki, K. (2011) observes Education as a vital establishment that contributes to cohesion by socializing the new members of society, providing them with knowledge and skills to facilitate their social participation. Therefore, youth should undergo the following stages of leadership preparation to become better leaders Tomorrow: self-awareness, exploration/engagement, identification, differentiation, generativity, and integration/synthesis(Komives et al., 2006).

2.3 Community Collaboration in Preparation for Youth Tomorrow's Leadership

The prospects for communities to collaborate with youth vary from community service in terms of youths' contributions to the organisation of youth in which young adult work collectively to address challenges and equity in their communities (Kirshner & Ginwright, 2012). This entails collaboration between the community and youth that may result in youth achieving healthful and productive adulthood that may contribute to the betterment of their communities (Levine, 2018; Zeldin et al., 2012).

Research has shown scrutinised civil engagement in society from the youth development perspective, which indicated that the emerging challenges of the first Century require today's youth to develop leadership initiative to exert collective effort over time to reinvent themselves, reshape the contexts, and engage in other strategic undertakings (Larsom,2000;p.171). The author identified the standard features of youth development, which will provide opportunities for growth in youth actions to address real-world challenges and complexity to develop quality and performing leaders over time. Similarly, Watts et al. (2018) underlined the imperative of leadership within an organising culture that focuses on a learning process that entails the cycles of preparation, practice, performance, and feedback from peers and sympathetic adults.

A recent study by Adelin & Okechukwu(2015) underscores that future development and prosperity depend on the productivity and innovativeness of the youth, who constitute a large portion of the population of Africa.

The authors further pointed out that youth provide human social capital in terms of the production of goods and services; hence their roles remain critical in the sense that they are the mass of the population whose activities can either develop or deconstruct the social cohesion of the society if there are not well prepared to face the future frontally with necessary knowledge, skills, and attitude.

A study by Ayuba (2012) posited that preparing youth for Tomorrow's leadership will subsequently enhance(1) the expansion, enhancement, and accomplishment of viable well-being of the community,(2) sensitizes and rallies the youth together for nation-building,(3) inspires the active participation of youth from the marginalized communities to acquire Education to enhance development in their underdeveloped areas,(4) ensures proper human and materials accountability by strengthening resources management and promote sustainable human development.

With the critical roles of youth, it is therefore incumbent to take the transition of the youth with utmost importance, being formative and development goal of the community, thus, making the preparation of youth for tomorrow leadership imperative as failure to do so could lead challenges to prepare next set of leaders for harness nation building viability and reconciliation(Adelin& Okechukwu., 2015) like for the case of South Sudan which has been in conflict for a long time.

Therefore, I concur with the authors that the role of youth in the country's tomorrow leadership and socio-economic development is critical to the holistic progress of any society because youths are the foundation of societal transformation through vibrant Tomorrow's leadership.

2.3 Pertinent challenges of preparing the todays' for Tomorrow's Leadership of South Sudan

The pertinent challenges facing the youngest nation's youth that attained independence on July 9, 2011, after brutal, bitter wars with successive regimes in Khartoum, evolve around life-threatening situations whereby youth are much involved in the conflict, hyper rate of unemployment due to weak systems, weak public-private partners, nepotism, and tribalism where available jobs opportunities are not subjected to the competitive and meritocratic process.

A study by Malish et al. (2021) pointed out that youth in South Sudan continue to endure involuntary recruitment into military activities, limited contribution to political and civic decision-making, elevated unemployment, limited business prospects, lack of skills, limited access to quality education, health service and related information on sexual and reproductive health, communal conflicts in rural settings and little involvement in the peacebuilding process notwithstanding the pivotal contribution nation building.

The liveliest portion of the country's population is youth which subsequently determines the social cohesion and stability of a nation(Ozhu-Sulaiman,2006); the author argues that the degree of anarchy and unpredictability is determined by youth, thus preparing youth very well for the future leadership is a pre-requisite for attaining development because peace is a pancreas of development as absence implies a threat to development in a given country.

One of the foremost challenges that need investment in youth prepared for Tomorrow's leadership evolves around nation-building, unemployment, political participation, access to quality education and health, and insecurity, which invariably differ among and within countries by gender, education level, ethnicity, and access to good health services(Adelin& Okechukwu., 2015)

2.4.1 Community's Misconstruction on the Role of Youth

Due to embedded oppression and subjugation of the youth, the vibrate of contribution of youth in governance is undermined by the societal mentality that youth are messy, irresponsible, and lack a cogent capacity; thus, they need constant supervision and do not participate in matters of governance(Ayele et al., 2017). The author acknowledges that this needs to be revised with most economic, social, or political problems facing society that are not making on youth and equally affect them, thus tackling the need for youth

contributions. In that sense, Ngigi & Busolo(2019) posit that you should be allowed to contribute to nation-building across the social, economic, and political spectrum.

2.4.2 Nation-building.

Nation-building, especially in countries that the conflicts have impacted, involves reconstruction and restructuring of a national identity through the state power with aims(1) of re-unification of the ethnicities with the ethnicities to ensure political stability and viability after the conflict, (2) distributing resources and development in social and physical infrastructure to foster social cohesion and equitable economic growth and development(3) inculcating normative standards, values, language, institutions and physical structures that explain and relate history and cultural fundamentals that protect the present and secure the future identity and independence of the country, and(4) invest more efforts that enhance institutions that offer economic development for the well-being and social equity(Wikipedia,2011).

In that sense, it will put the country on a path of reconciliation that may lead to durable peace and stability, which is critical for countries like South Sudan.

To achieve nation-building, the establishment of national identity should be discussed through national dialogue and constructed by constructively engaging different ethnic groups and creating inclusive policies that discourage policy of divide and rule which continuously emanate in ethnically heterogeneous populations (Harris,2012). This is a fact in the African context in which South Sudan rightly fits into the description.

Therefore, the process of nation-building is a significant project and inclusive national agenda that the country's leadership should undertake at all costs to entrench the policy and spirit of nationhood and solidarity to create and re-create a country whose citizens share a community identity, destiny, and aspirations to foster national Unity by developing a newly integrated nation where every ethnicity feels at home(Hppler, 2001; pp.1-3).

2.4.3 Hyper Unemployment.

This remains a challenge and genuine aspiration for the people of South Sudan, who attained hard-won independence on July 9, 2011, after bitter wars in the African continent.

Insignificant economies, primarily attributed to mismanagement of resources, have led to poor performance of economies resulting in high levels of unemployment; therefore, youths need regular and well-defined sources of income to meet their subsistent needs.

As a result, youth virtually succumb to societal pressure and tend to develop dependency syndrome on parents, politicians, and donor aid, failing to live according to their aspirations, as they are controlled by those who captured the systems, thus stalling their' active and expressive contribution in societal transformation(Karombo,2022).

The contribution of the youth is attributed to the lack of empowerment links to employment and job security in both the public and private sectors (Sambo,2016). The social dynamics of the power game and lack of transparency in engagement have significantly contributed to youth unemployment. As a result, they subsequently opt for any available industries and unplanned jobs which do not march their well-earned academic qualifications to bring food to the table for themselves and their dependents (Hammett,2018).

2.4.3 Political participation

The prospects for ascending into political leadership are determined by the social network, strong party affiliations, tribalism, nepotism, and patronage to the detriment of ability and individual influence. A study by Bialostocka (2019) pointed out that leadership positions in governance are typically bestowed to those close to the administration without due process, which implies that the youth that ascends to leadership positions do not necessarily have the attributes of good leaders and, therefore, cannot be trusted upon to make good decisions on behalf of the rest of the youth and society.

Therefore, the government must provide sufficient resources and civic Education to the youth to understand their rights and freedoms and their role and responsibility in society's transformation(Oosterom,2018).

2.4.4 Civil Education

Furthermost of the civil problems of the youth are attributed to a lack of civic Education envisioned to inform the youth on their rights, freedoms, and roles in governance and dependent on their leaders who are elderly and never not desire to surrender power to the youth, hence being easily misinformed or operated (Thuo, 2020).

Lack of youth contribution is attributed to a lack of empowerment which limited their contributions in civic duties and became further affianced in looking for means of survival in harsh social, economic, and political eras(Sambo,2016).

Youth enablement is contingent on the youth's free will and not on the demands and rules laid out by older generations; however, to achieve freedom, youth should choose the best course of action to tackle the prevailing social, economic, and political problems and become agents of change in society (Smith et al.,2016).

Preparing the youth for Tomorrow's leadership needs a revision of the traditional methods of preparing the youth so that older people in the community learn how to treat the youth respectfully (Grasso & Bessant,2018). This is the essence of the role of Education and community collaboration in preparing today's youth for Tomorrow's leadership of South Sud

3. Methodology for the study

This study re-emphasises the role of Education and community collaboration in preparing today's youths for Tomorrow's leadership in the Republic of South Sudan. The study looks at the challenges undermining youth contributions, such as ethnic divisions, inequitable resource distribution, and unemployment, hampering social, economic, and political development at the

post-reconstruction stage in the aftermath of successive wars. The study uses a literature review from the google, google scholar to illustrate the roles of Education, community collaboration, and relevant challenges around preparing youths for leadership.

This study employs desk review methodology to collect data to demonstrate the theoretical and practical dimensions of the role of Education and community collaboration in preparing today's youth for Tomorrow's leadership of South Sudan. The article is anchored on three theoretical frameworks: Social capital theory, Social accountability theory, and oppression theory; it explains and justifies the findings of different scholars on youth leadership's preparation and challenges that undermine the realisation of youth leadership in society.

The study desk review to collect the existing literature on the roles of youth leadership role by united nations and individuals to answer the three objectives and questions that attempt to(1) examine the role of Education in preparing today's youths for Tomorrow's leadership in the Republic of South Sudan(2) examine community collaboration in equipping today's youths for Tomorrow's leadership in the Republic of South Sudan, and(3) discuss the pertinent challenges undermining youth's contributions to Tomorrow's leadership in the Republic of South Sudan. After the literature review, a thematic analysis was conducted to examine the text and identify the significant themes that helped conclude the study.

The desk review was used for this study because it provides objective perspectives on what should be done in the future. It helps to establish an understanding of the research topic at a very low cost; the public verifies the information collected from the desk research. Henceforth, the outcome of the study is reliable. It was also cost-effective and efficient in terms of time for collecting and collating the data. This methodology, therefore, saves time and resources for fieldwork.

However, it must be underlined that desk review methodology may offer(1) outdated data as information and data are updated regularly;(2) desk review is helpful to establish an

understanding of the research topic; however, reaching conclusions only based on the desk research outcome is not worthwhile; and (3) desk review collects and analyses based on the research conducted by others, thus not easy to control the research participants and the methods used by them(Bhasin,2023).

4. Discussion of the findings/results:

4.1 Educational investing in youth leadership

This study aims to re-emphasise the role of Education and community collaboration in preparing today's youths for Tomorrow's leadership in the Republic of South Sudan and the challenges undermining youth contributions.

Makokoro (cited in Catalyst 2017) states, "Africa's young, emerging leadership is made of people with a passion and vision for the continent. Harnessed well, they will ensure each African country benefits from an array of human capital that can take the continent forward. "The author further points out that early investment in youth is cost-effective, with a higher rate of return than later remedial intervention for older children or adults.

The focus of youth preparations for Tomorrow's leadership should be done at an early age and based on the role of practical education curriculum to enlighten and skill individuals within society, to prepare them, and make individuals for leadership that will enable them to contribute to the economic development of a country.

Today Africa's youth are trapped between political and economic segregation, and the optimism of a sparkling change for a better future for government leaders is a significant task awaiting them (Lopes,2013).

" The current leaders are responsible for engaging and cultivating African youth for active leadership" (Gallo cited in Catalyst, 2017). The author articulated that Africa's human capital is its biggest asset of the youngest population which can play a vital role in shaping the continent's continued development and growth. Therefore, the current leaders are responsible

for engaging and cultivating African youth for active leadership by offering quality education, practical skilling interventions, and, most importantly, inculcating and socializing attitude, character, and commitment to Africa's shared future.

Van Velsor & Wright(2012, p. 1) contend that youth leadership preparation is essential for a country's tomorrow leadership because it allows expanding the leadership channel of potential future leaders by preparing the youth at a tender age, increases civic engagement, develops leadership skills, inter and intra-cultural awareness, personal and societal values, understanding of group dynamics, decisiveness, and confidence in expressing opinions; -

Increase youth's beliefs, willingness, and capacity to lead, thus increasing the pipeline of available leaders to the workplace and society. (Zimmerman-Oster & Burkhardt, 1999; Reichard et al., 2011) and empowers youth in decision-making and authority-driven processes that could lead to a diversity of perspectives in society (Mortensen et al., 2014; MacNeil, 2006)

The role of Education is critical for the realisation of youth leadership potential because it has become evident that the future of Africa rests on a large number of you people, as articulated by new generations of African leaders and innovators' comments on the hope amidst persistent realities(Catalyst,2017),

“ The true wealth of Africa lies not only in the rich and diverse natural resources on this continent but also in the inspiring mosaic. of an emerging generation of devoted and intelligent Africa Leaders.”(Halim, 2013, cited in Catalyst, 2017).

The author articulated that young leaders are the mastermind underlying social, economic, and political empowerment. However, the author pointed out that the African continent suffers is a lack of accountability. That leads to the infestation of corruption and cronyism. The existing policy framework only works in the interest of the political elites and subsequently encourages the entrenchment of a culture of dictatorship, which consequently undermines youth leadership(Halim, 2013).

With the critical roles of youth, it is therefore incumbent to take the transition of the youth with utmost importance, being formative and development goal of the community, thus, making the preparation of youth for tomorrow leadership imperative as failure to do so could lead challenges to prepare next set of leaders for harness nation building's viability and reconciliation (Adelin& Okechukwu., 2015) like for the case of South Sudan which has been in conflict for a long time.

4.2 Pertinent challenges of preparing the todays' for Tomorrow's Leadership of South Sudan

Youth constitutes 72% of the population of South Sudan; however, they remained in abject destitution, unemployment, and limited or no contribution to policymaking on matters that could significantly enhance their well-being.

When young people are uprooted, jobless, intolerant, alienated, and have few opportunities for positive engagement, they are a ready pool of recruits for groups seeking to mobilise violence (USAID/World Bank,.2019). In that sense, many community, government, and international actors often claim youths as potentially threatening.

Malish et al. (2021) identified several challenges facing the youth in South Sudan today: -

- lack of skills and skills in intervention action for the youth,
- limited access to quality education, health services, and related information on sexual and reproductive health,
- hyper unemployment,
- limited business prospects,
- limited political and civic decision-making.
- engaged in unproductive and life-threatening activities such as involuntary recruitment into military activities, inter and intra- communal conflicts in rural settings, and little involvement in the peacebuilding process and nation-building.

The youths have limited contributions to policymaking that could significantly enhance their well-being. This hampers their substantive contributions to leadership at various levels of government, thus deterring them from making substantive contributions to leadership at multiple levels (Mutua,2017).

The Limited role of youth in the reconstruction and restructuring of a national identity through the state power with aims (1 re-unification of the ethnicities,(2) distributing resources and development to foster social cohesion and equitable economic growth and development, (3) construction and reconstruction of national identity(4) invest more efforts that enhance institutions that offer economic development for the well-being and social equity(Wikipedia,2011).

The youth succumb to societal pressure and tend to develop dependency syndrome on parents, politicians, and donor aid, failing to live according to their aspirations of societal transformation (Karombo,2022). Therefore, political leaders ought to develop youth-centered policies and strategies, infrastructures, peacebuilding platform, and trade partnership that enables young leaders to reach their full potential as adults(Sangano, cited in Catalyst 2017)

The youth's prospects for ascending into political leadership are determined by the social network, strong party affiliations, tribalism, nepotism, and patronage to the detriment of ability and individual influence(Bialostocka,2019).

The civil problems of the youth are attributed to a lack of civic Education envisioned to inform the youth on their rights, freedoms, and roles in governance and dependent on their leaders who are elderly and never not desire to surrender power to the youth, hence being easily misinformed or operated (Thuo, 2020).

5. Conclusion.

The article's findings indicated that a lot needs to be done on the roles of Education and community set-up in preparing today's youth for Tomorrow's leadership of South Sudan. The

leadership would only make sense when youth play pivotal roles in South Sudan on the social, economic, and political spectrum. It is, therefore, the sole responsibility of the government and community to design education systems and community engagement that can prepare the youths of today for Tomorrow's leadership. Most importantly, the role of the youth needs to be taken with utmost importance by society.

In his political discourse on reform, philosopher Emmanuel Kant pointed out that human beings should not be used as a means but rather treated as an end. In contrast, Machiavelli pointed out that the end justified the means. Therefore, society has the fundamental role of treating youth as the end in themselves, not tools in the community, as the case for conflict-affected countries like South Sudan, where youth are treated as means for achieving the political end.

6. Policy recommendations

This study has clustered the policy recommendation on the two variables influencing the youth leadership preparation for Tomorrow in South Sudan.

6.1 Educational Policy Recommendations

This article builds on related educational literature recommendations relevant to South Sudan's contexts in terms of preparing the youth for Tomorrow's leadership as follows:

- Design youth's Institutional and capacity building in Secondary Education through Accelerated Learning Programme(ALP) and Technical and Vocational Education and Training(TVET) to support leadership skilling, integrating socio-emotional and psychosocial resources through youth multipurpose centers for sports, arts, drama, music, radio, and other media(BBC Media Action,2018)
- Expanding youth participation in investments and intervention priorities by tackling the realities of mistrust between youth and government (BBC Media Action and EMPOWER, 2018) through civil Education, freedom of speech, and expression.

- Set standardised systems of youth intervention actions, strategy, planning monitoring, and evaluation in youth Education policy; the innovation and risk-taking that are the quintessence of youth to work on peace and security (USAID/World Bank,2019)
- Need to train youth in high-risk unemployment: -provide knowledge, skills, and attitudes in demand in local markets to reduce their vulnerability to recruitment by elders or politicians for violent activities((Stephens &Natash, 2019; USAID & World Bank, 2019)
- Encourage innovation and social capital for youth: investing in young people's abilities, agency, and leadership through substantial funding support that encourages risk-taking and innovation, network building, and capacity strengthening(Stephens &Natash, 2019; USAID & World Bank, 2019).

6.2 Community collaboration recommendations:

Some studies have shown there are community interventions that can help in preparing youth for Tomorrow's leadership(Stephens &Natash, 2019; USAID and World Bank, 2019) articulate that:

- Society should avoid harmful mythologies and stereotypes about youths' negligent predisposition to violent behavior that endures driving some fundamentals of youth policy and programming in Education
- Redress violence's adversative effects through psychosocial support, skilling, and encouragement of meaningful engagement in livelihood activities to address the threat of political instability and conflict in South Sudan.
- Selecting collaborations and collective action, where youth are perceived as equal and essential partners for peace. Fostering teamwork and cooperation should not disempower youth or weaken the power balance between young people and those with whom they

partner but rather empower them to make a substantive contribution to the peacebuilding process.

- South Sudan should define youth in a legal framework, which will compel the government and agencies to identify youth leadership interventions. Most communities in South Sudan transition from childhood to adulthood at 12, which is the age for preparing the generation set to take full responsibility in the community. Therefore, it should be someone between 12- 35 years.

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