

**GENDER AND ENROLMENT IN VOCATIONAL INSTITUTIONS IN SOUTH SUDAN:  
A CASE STUDY OF WAU COUNTY**

**BY**

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## DECLARATION

I **MARY MICHEAL TABAN** do hereby declare that this thesis is my original work and has never been presented for an award to this University or any other institution of higher learning.

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## APPROVAL


This research was developed by Mary Micheal Taban under our guidance and the thesis is now ready for submission to the Graduate School with our approval as university supervisors.

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Dr. Okello Benson

## **DEDICATION**

This research is dedicated to my late brother John Bob and my beloved daughters Tazita Emily and Ropani Ruth.

## ACKNOWLEDGEMENT

First and foremost I would like to thank God Almighty for the strength, courage, wisdom and good health, He bestowed upon me that enabled me to complete this thesis successfully.

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## **LIST OF ACRONYMS**

CCWA	-	Catholic Church Women Association
EMIS	-	Education Management Information System
GoSS	-	Government of South Sudan
MoGEI	-	Ministry of General Education and Instruction
MoLPS	-	Ministry of Labour and Public Service
NGOs	-	Non-governmental Organizations
RoSS	-	Republic of South Sudan
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
VTC	-	Vocational Training Centers
VET	-	Vocational Education and Training
WoTP	-	Women Training and Promotion

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## **ABSTRACT**

The purpose of the study was to examine the influence of gender on the enrolment of girls and boys in Vocational Institutions in South Sudan. The research was guided by three specific objectives which were to; identify the differences in the enrolment of boys and girls in the different vocational education and training programmes, examine the factors that influence the enrolment of girls in vocational education and training, and explore strategies for increasing the enrolment of girls in vocational education and training. Random and purposive sampling techniques were used in selection of the respondents. A sample of 29 respondents was used in the study. Qualitative technique was used in the process of data collection. The data collected was analyzed by use of Statistical Package for Social Scientists (SPSS). The Findings revealed that enrolment into the vocational education and training was more favorable to boys as compared to the girls. Throughout the years reviewed, the number of boys enrolled was more compared to the girls, and boys had enrolled in all the programmes unlike the girls who were not enrolled in some particular programmes like auto mechanics and masonry. It was also noted that as the years progressed, the number of girls in the enrolment kept on reducing. On the other hand, the study findings revealed that the families and community attitude were majorly responsible for the low enrolment of girls in the vocational programmes in Wau County. Another significant factor that influenced enrolment according to the findings was poverty among parents. It was noted that the most common policy considered for enrolment is an award of Primary Eight Certificate and ability to read and write. The study therefore recommends that vocational training institutions in Wau County in conjunction with the Ministry of General Education and Instruction and Ministry of Labour and Public Service, should work closely with Non-Governmental Organizations to sensitize the families and community on the causes and effects of gender disparity in enrolment into vocational education and training, improve on the gender policies to support increased girls enrolment and build up more vocational facilities so as to encourage more girls.

## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.0 Introduction**

##### **1.1 Overview**

The main focus of this study is on the enrolment of boys and girls in vocational education and training institutions in the Republic of South Sudan. Vocational Education and Training being the backbone of any knowledge economy today, has become important internationally. The researcher therefore intended to find out the influence of gender on enrolment in vocational education and training institutions, focusing on Wau County. This first chapter consists of the personal background, motivation, background to the study, statement of the problem, purpose of the study, objective of the study, research questions, scope of the study, and significance of the study, justification of the study, limitation of the study and operational definition of the key concepts.

##### **1.2 Background**

###### **1.2.1 Personal background**

The researcher holds a Bachelors Degree in Management, from Afhad University, Khartoum, Sudan. She is an administrator, and has been in the administrative practice for the last ten years. In addition, she is also involved in Women activities in the Republic of South Sudan whereby she is currently the chairperson of the South Sudanese Women's Association in Uganda. She also works as a part-time Women Program Coordinator for the Multipurpose Education and Training Center, where she trains women groups in crafts, embroidery, Tie and dye, tailoring,

saloon, adult education, loan and manages the credit scheme, and marketing of the products. Before she joined the Masters' programme, of MVP program at Kyambogo University she had undergone a brief training from Corat Africa, Kenya, in business administration, for a period of one month, attaining a certificate of attendance. During the course of that program, she learnt new techniques in business, planning, marketeering and how to overcome the challenges in business.

### **1.2.2 Motivation**

As indicated in the preceding section (1.2), working with women to alleviate poverty and raise the level of gender sensitivity was the major motivator that led the researcher to apply for the MVP program in Kyambogo University.

The focus of the activities that she engages in has been to equip the women with skills that can enable them to be employed in the world of work. Vocational pedagogy was therefore deemed essential to further build the capacity of the researcher so as to enable her build the capacity of the women, especially in the new Republic of South Sudan.

### **1.2.3 Background to the study**

The participation of women in Vocational Education and Training (VET) is an international issue today (Sarr-Ceesay & Mariama, 2000; Omar & Ghani, 1999; Callaghan, Margaret, Siann, & Gerda, 2001). In the World Summit held in Cairo in 2002, a call for educational approaches that empower youth, especially young women and the disadvantaged was made. This would enable women to face the future with hope and optimism, and be secure in the knowledge capabilities so as to care for themselves and their families, and contribute positively to sustainable human development (NORRAG, 2002).

Gender disparities do exist in vocational education and training as documented by UNESCO, (1995) in Egau (2002). The general situation as revealed by the analysis of UNESCO, (2003) report is that the participation of girls in vocational education is generally low. This disparity between girls and boys is further intensified when only soft programme options such as tailoring, dressmaking, and secretarial studies are made available to girls. Vocational Education and Training is largely viewed as a domain for men and only in the traditional women dominated programmes such as tailoring, home economics and agriculture do we find substantial enrolment of girls. Research has shown that this could be attributed to socio-cultural norms and prejudices, feeling of incapability, lack of encouragement and role models, and ignorance (Okello, 2011). In Uganda for example, most of the programmes such as carpentry, agricultural engineering, mechanics and motor vehicle mechanics do not have any female students (Kasadha, 2010).

At the Ordinary Diploma level, the situation is the same. In 1992/1993 academic year, there were no women in programmes in electrical engineering and only one woman out of a class of 135 in Ordinary Diploma Courses was in mechanical engineering (Igde, 2007). Although purporting to offer a rigorous, balanced, curriculum foregrounding gender equity, schools have not necessarily empowered girls in their professional or vocational fields nor dismantled gender practices beyond schools. In addition, research done on retention rates for boys and girls in vocational schools shows that, despite the negligible differences in this area, the subjects chosen by females coupled with lower career aspirations, did not really challenge the patriarchal status quo (Matende, 1988). The Uganda Gender Ministry Report focusing on the productivity of the girl child cited some of the factors limiting productivity of the girl child, as insensitivity to the

education of girls by the general public as evidenced by inadequate resource allocation to the needs of girls' education at all levels (Okello, 2011).

In other parts of the world, efforts have been made to minimize gender inequality in education. Norway for example, under its Reform 94, recognized and promoted gender equality in vocational education and training. The gender subjugation, which had characterized the Vocational Education and Training thereby causing negative attitude towards this kind of education has been minimized (Mjelde, 2006) as cited in Okello (2011). Limited access to Vocational Education and Training is a major constraint for women wishing to enter the labor market, especially for those who do not qualify for admission to formal post-secondary training.

The researcher's personal experience together with her reflections as a student in the field of vocational pedagogy during the past one year compelled her to further assess and reflect on gender and enrolment in institutions in South Sudan. Having been affected by the civil war since 1955 to 2004, the vocational education and training infrastructure were destroyed. This has had a lot of impact on the girl child in the new Republic of South Sudan. Whereas many girls in South Sudan are currently integrated in the wider education system, than they were during the civil war, many more girls than boys might continue to suffer from lower success rates because of the numerous gender- related constraints and impoverished quality of general education.

In 2011, it was estimated that more than 80% of the South Sudanese population cannot read or write. The challenges are particularly severe when it comes to the girl-child (UNESCO Report, 2002). South Sudan has proportionately fewer girls going to school than any other country in the world. According to UNICEF, (2011) the general education report on the girl child education in the developing world indicates that less than one per cent of the school going girl's complete primary education. Only one schoolchild in four is a girl and female illiteracy is the highest in the world. When it comes to enrolment in vocational education, little is known about the women's proportion in general. This gap compelled the researcher to do a research in gender and enrolment in vocational education and training in South Sudan using Wau County as a case study.

### **1.3 Statement of the Problem**

In spite of the many international declarations aiming at achieving gender parity in education, gender disparities still persist throughout the education system. Most of the data the researcher has reviewed on enrolment, retention and transition show that in many developed and developing countries, including South Sudan, girls and women lag behind boys and men in general education (primary, secondary and higher education) and in specialized education such as Vocational Education and Training. In many countries of Africa, there are sex stereotyping at a very tender age by parents. This is reflected in the different exposure, hobbies, household tasks and parents' choice of toys for boys and girls. The majority of teachers, like numerous other members of society, have grown up with the idea that women and men have different roles. In education, girls' attraction towards the so-called traditionally "feminine" trades is seen in student enrolment for the different study programmes. (UNESCO 2001). This choice of purely feminine study programmes limits the occupational marketability of girls and women. This study was



therefore intended to examine the influence of gender on enrolment in vocational education and training in Wau County, South Sudan.

#### **1.4 Purpose of the Study**

The purpose of this study was to examine the influence of gender on enrollment of boys and girls in Vocational Institutions in South Sudan.

#### **1.5 Specific objectives of the Study**

- i) To establish the differences in the enrolment of boys and girls in the different vocational education and training programmes in Don Bosco VTC.
- ii) To examine factors which influence the enrolment of girls in vocational education and training.
- iii) To explore strategies for increasing the enrolment of girls in vocational education and training.

#### **1.6 Research questions**

- i) To what extent are there differences in the enrolment of boys and girls in the different study programmes at Don Bosco VTC?
- ii) What are the factors that influence the enrolment of girls in Vocational Education and Training programmes?
- iii) What strategies can be used to increase the enrolment of girls in Vocational Education and Training?



## **1.7 Scope of the study**

### **1.7.1 Content scope**

The study investigated the differences in the enrolment of boys and girls in vocational education and training, factors that influence the enrolment of students in vocational education and training and explored strategies for increasing the enrolment of girls in vocational education and training in Wau County.

### **1.7.2 Geographical scope**

This study was conducted in Wau County, Western Bahr el Ghazal State, South Sudan. The choice of Wau County was important in the study because it is the capital city of Western Bar el Gazal State and it brings learners from all the three counties in Western Bar el Gazal State, (See appendix VI for a map showing Wau). In addition, it is the place where Vocational Education and Training has been stable and operational for a long time; even during the war.

### **1.7.3 Time Scope**

The study focused on data from 2005 to 2011. This time frame was chosen because the researcher believed that the data would correspond to vocational education and training development in South Sudan after post war conflict.

### **1.7.4 Sample Scope**

The study used a sample size of 29 respondents who were interviewed and the data obtained from them helped the researcher to come up with this thesis.

### **1.8 Significance of the Study**

- i) Policy makers in the Republic of South Sudan may find the results of this study useful in the development of a National Policy on equal education opportunity for females and males in the country.
- ii) Teachers may find the results useful in fighting gender segregation in educational opportunities in the Republic of South Sudan.
- iii) Gender activists may find the results of the study useful in helping them to fight negative beliefs in societies so that boys and girls can compete at the same level in vocational education and training opportunities.

### **1.9 Definition of Key Concepts**

**Gender:** Refers to the roles and responsibilities of men and women that are created in families, societies and cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). Gender roles and expectations are learned, hence they can change over time and they vary within and between cultures. The concept of gender is vital because, when applied to social analysis; it reveals how women's subordination (or men's domination) is socially constructed.

**Enrolment:** This refers to the registration or recruitment of learners in the learning centre for a particular study programme.

**Vocational Institutions:** These are learning places where girls and boys are prepared for useful employment in recognized occupations.

### **1.10 Organization of the thesis**

**Chapter One** contains introduction to the study, background information, statement of the problem, purpose, objectives, research questions, scope of the study. It also presents the conceptual framework, definition of key terms, significance, justification, and organization of the study.

**Chapter Two** contains review of related literature according to the study objectives. It includes a summary of the chapter that indicates gaps identified in the literature.

**Chapter Three** contains the methodology used in the study and spells out the introduction, research design, target population, sample size, sample procedures, data collection procedure and research instruments. Data quality management, procedure for data collection, data processing and analysis has been explained.

**Chapter Four** contains presentation of findings and discussion of results, all these has been done in relation to the study objectives 1, 2, and 3.

**Chapter Five** contains introduction, summary, conclusions and recommendations. These have been handled based on the findings availed in chapter four. Areas for further research have also been suggested.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter literature related to the research problem has been reviewed. The sources of the literature included journals, written texts, previous studies which have been conducted and records from official publications. The literature is reviewed according to the objectives of the study; differences in the enrolment of boys and girls into Vocational Education and Training, factors that influence enrolment of girls in VET, and strategies for increasing the enrolment of girls in vocational education and training.

#### **2.2 Enrolment of girls and boys into Vocational Education and Training**

Focusing on the gender equality in education Egun, (1993) notes that there is an indication of inequality in educational chances for boys and girls. The girls are less favoured in enrolment ratio, especially in the vocational education. Egun, (1993) further acknowledged that perception, belief system, existing knowledge, life styles, life goal, needs and drive influence choice and entrance into occupation and professions, thus giving meaning to human experience and the manner in which people think, feel and act within their environment. One of such areas that have been so affected by these factors is the girl-child access to the study of science subjects, thereby creating a gap in male - female ratio in vocational education. This work of Egun was very important in this study, because it brings into light other factors that influence gender enrolment in schools. In the West African region, the West African Examination Council report, (2007) reveals the low enrolment of girls for science subjects as well as low achievement in their outputs, low enrolment and participation of female in agricultural science, biology, chemistry

and physics. These subjects in most cases are requirements for vocational courses. This low female enrolment and performance at secondary level obviously affects to a large extent the number of female candidates for vocational programmes. Whereas this report is focused on the West African region, this study has looked at South Sudan and has brought up the information that was not known on the gender influence on the enrolment of girls in vocational education. Whereas other countries of the world such as Australia have advanced in TVET education, with objectives for TVET clearly explained in the Australian Constitution, (Okello, 2011) South Sudan as a young country has not yet come out with clear policies that could allow women to gain much from vocational education. It was therefore important that this study was carried out to bridge the gap in the knowledge on South Sudan.

A study conducted by Raji, (2007) in Southern Nigeria on the gender differences showed that more boys were enrolled than girls. The study concluded that the gap between girls and boys in terms of enrolment depended on the ways households perceive male and female children. According to Raji's, (2007) study, there was a preference for boys over girls in the demand for schooling. According to this literature, boys were more favoured to attend schools than girls. The reasons for this scenario according to Rahji could be found in cultural norms and beliefs of the people. Boys are seen as the heirs of their parents and therefore on their shoulders rest the responsibility of continuity of the lineage. Whereas in most developing countries especially in Africa, the enrolment of girls is generally very low, in the developed countries the story seems to be different. For instance today, 59 % of Canadian undergraduates are women. Almost every Faculty and School has undergone a sex change - including the social sciences (68% female) and

English (83 % female). Professional programs are moving in the same direction. Medical school graduates 59% women, and in the Law school, 53 % are women.

<http://www.thecanadianencyclopedia.com/articles/macleans/female-university-enrolment-exceeds-male>

According to a UNESCO report, (2005) girls' enrollment rate in VET in Yemen is the lowest in Middle Eastern countries, and there is huge disparity between boys and girls, and between urban and rural areas. This report was important to this study because it made it possible to compare with my findings on South Sudan. The same UNESCO report, (2005) further indicated that in Ghana, only 12% of female students enrolled for Diploma programmes in VET institution in 2004. In Ghana, subjects such as masonry, mechanics and electronics traditionally believed to be boys' subjects meanwhile girls were believed to be good at catering, nursing and salon. This is a stereotype that is very dangerous in the education system. This literature was important for the comparative purpose when it came to the influence of gender on the enrolment.

In Uganda, Vocational Education system provides different opportunities for men and women. Despite 23% of girls enrolling in VET, they are heavily concentrated in a few gender stereotyped programmes such as bread making, embroidery, handicraft, hairdressing , tailoring and secretarial activities that lead to employment in low income areas (Ssekamwa, 1997). This situation in Uganda seems to be similar to what is happening in the Republic of South Sudan. According to the South Sudan Centre for Statistics and Evaluation, (2006) gender disparities in education are evident at all levels of education. From 2009 to 2010, tertiary institutions enrolled 35% of women; and Vocational training enrolled 23% of women. There was therefore a gap

when it comes to the influence of gender on the enrolment of both boys and girls in the Republic of South Sudan in particular. This motivated the researcher to find out this missing link in the education of the nation.

### **2.3 Factors that influence enrolment of girls in vocational education and training**

While women are benefiting from the expansion of educational opportunities in the developed countries like USA, Canada, Finland, Norway and France, cultural and economic barriers prevent women both in gaining access to formal education and in enjoying the same range of educational opportunities offered to the males, in most developing countries (UNESCO, 1993). This is why Ardayfio-Schandorf (1995) indicated that: “Girls are not reaching the universities and tertiary institutions in Africa which are crucial in effective participation in development at the highest levels” (AAU Newsletter, Nov 1995 p.11) cited in Onokala and Onwurah, (2001). Onkala and Onwurah, (2001) further pointed out that the demand for access to higher education is perhaps the single most difficult task faced by the tertiary sector in Africa today.

The imbalance between male and female education arose from a lot of cultural practices in society resulting from deeply fixed prejudices, attitudes, customs, behavioral decisions and procedure. These combine to discriminate against women’s rights and access to educational opportunities. Religious and cultural practices biased against women are long aged problems (Okojie, 1995). The focus of this literature is mainly in the general education, but the researcher found it applicable in this research because it brings out even those factors that affect women in vocational training.



Igbo, (2007) reports that the biblical belief that women as God's creation are a weaker vessel and have shallow brain agrees with the African society's belief that females have lower intellectual ability than males. Igbo's work points to religious belief and discrimination against women. The researcher found it relevant because of the comparative purpose as far as the social attitude of the parents and society in Wau is concerned. This belief is supported by

Hooper, (1991) in his report on a survey he conducted in China on society's feelings about females. His analysis was based on the fact that though there are more females now obtaining higher education, they however tend to select traditional female fields of study. Hooper's findings indicated that sex-stereotyped occupation is a culture which has reinforced the notion of women into believing that it is taboo to venture into an occupation that is a preserve of the males. The findings are similar to those of Natoolo, (2001) which showed that in Uganda, most women fear taking some programmes in vocational education because they are a preserve for men. On the social aspect of the gender roles assigned to women by society, Natoolo, (2001) further indicated that for women who choose the male dominated trades in vocational education, their marriages are affected. Women that have ventured into such vocations that find it difficult getting married. Whereas, the above literature focused on China and Uganda, there was need to compare them with what happens in the republic of South Sudan and in Wau in particular.

According to Nnachi, (2008) gender differential treatment in the developing countries is extending to classroom lessons. While the boys are expected to do better in mathematics and science, the girls are expected to do better in home economics and certain art subjects. Njuku,



(2000) also argued that girls are brought up to believe that science is meant for boys and the teachers (Most often males) do not encourage girls to work hard in science subjects which are requirements for vocational programmes.

Culture continues to be against women as women are still seen as people whose roles are completely different from that of men (Okello, 2005). Okello, (2011) further stated that, most societies in Uganda still look at a woman as a person who is gentle and does not have to do tough manual work like repairing a lorry engine, hammering nails into wood to make tables in a carpenter's workshop or climbing to the eleventh floor of a tall building to lay bricks. In some cultures like in Western Uganda, women don't build houses or even just ride a bicycle. Up to this day if a woman rode a bicycle in Bushenyi village of Western Uganda, she can be taken to be a public disgrace, (Okello:2011). This kind of cultural orientation has had very serious repercussions on the women's participation and enrolment in Vocational Education and Training. This attitude has made some girls in Western Uganda not to like manual work. The study by Okello has been very important in my study in the republic of South Sudan especially in comparing the attitude of the people of Wau towards the participation of women in vocational education.

A survey done in 2001 shows that there were only eight girls enrolled in the three technical institutes in Bushenyi district of Uganda because of the following reasons; Girls had negative attitudes towards technical education due to the manual nature of work involved. It was because of cultural influence that women did not build (houses); therefore they were advised against

doing particular programmes like brick laying, concrete practice, carpentry and joinery. As a result, the majority of the girls join teacher training colleges rather than technical education. (Akiba, 2001). Women are not yet free from the impact of culture, negative attitude towards Vocational Education and Training.

Ssekamwa, (1997) stated that, over the year's technical training in Uganda has been used when referring to boys and vocational training when referring to girls. The trend has been that only boys whose parents are poor or failed to gain admission to traditional secondary schools because of poor grades get enrolled in a technical school, meanwhile a girl in a similar category gets enrolled in a "vocational" school. This stereotype holds that girls and women are passive, nurturing, and impractical, while the men are activate, and technically proficient (Weiner, 2003).

One cannot exaggerate the extent to which the gendered practice of categorizing man as rational and logical and women as intuitive, emotional and irrational have been culturally naturalized to justify the type of education offered to boys and girls. Mac and Ghail, (2006), Connell, (2002; 2003), Eveline, (2009), among others, have examined the way the social construction of gender has created antithetical notions of masculinity and femininity. Socio-cultural factors, such as family expectations, societal images and gender stereotypes, act as a substantial barrier to girls and women's access to education. These restrict access, progression and the type of education that women and men select. Girls are encouraged to take up fields of study which correspond to the traditional household roles of women as wives and mothers. These roles are promoted and reinforced by educational institutions and family expectations, and as a result, the uptake of and

attainment in sciences and agriculture and other aspects of vocational education among girls has been low while enrolment in ‘softer’ subjects is high. Mathematics, science in general, and some programmes in vocational education in particular, are perceived as masculine disciplines, where women do not possess the physical, mental and social capabilities to succeed and will not obtain as highly remunerative employment as men (Mangheni, 2010).

A study in Pakistan by Qureshi, (2012) suggests that the enrolment of girls is low in educational institutions because there is underinvestment in females education at all levels even though returns to education are much higher for females than males. One possible explanation could be that even though private rate of return to time spent in school than in labour market is higher for a female as compared to a male, the part of return that goes to parents are much lower for daughters than sons in Pakistan due to dependence of parents on their sons for old age support.

#### **2.4 Strategies for increasing the enrolment of girls in Vocational Education and Training**

In Nigeria, government has put in place a policy on increasing the number of female teachers in technical and vocational colleges. This, the government believes will phase out the impression of certain jobs being seen for a particular sex. The presence of more female teachers in schools of vocational and technical colleges will not only encourage but will also motivate girls into taking vocational/technical programmes in school and striving for higher position(Azikwe,1993). This view is in line with Indabawa’s, (1994) finding that investing in formal and non-formal education and training of females have proved to be one of the best means of achieving development and economic growth that are both sustained and sustainable. This is in line with

the World Bank report, (1996) which indicated that investment in the education of females has the highest rate of return than any possible type of investment in developing nations. Lugumba, (1973) asserts that Vocational Education is a key for social, political, economical and industrial development of any country.

In Kenya, the impression observed during the VET mapping process is that the sector is undergoing policy overhaul. This may imply that the government has realized the sector's development needs and seeks to realign it with the global socio-economic direction; the sector has been operating with very minimal policy direction. The national symposium held in November 2003 reviewed the current VET status and made key recommendations, among which was the enrolment of girls in VET and the establishment of a National Training Authority to over-see VET development and co-ordination (UNESCO, 2007). In South Sudan, the comprehensive Peace Agreement, (2005) adopted the gender Policy in education to increase enrolment of girls in vocational and other types of education. Also the National Youth Policy which is at cabinet level for debate addresses the issues of gender disparity though there is no legal frame work that will guide the process until the parliament passes the bill. Because of lack of technical and business skills, women in the informal sector face a situation of job inequality and occupational segregation. This continues to limit their recruitment and promotion opportunities. The women themselves respond to this situation by self-selecting into traditional occupations. Underemployment is higher for them and they are even over-represented in the informal sector-an indicator of discrimination and segregation in the labour market (Goldberg, 1993).

Given the large number of women now entering the labour market, the need is especially urgent to expand employment opportunities for low –income and young women and to adapt the skills levels and areas of expertise of these women to the current technical demands of the market (Goodate, 1989). Technical training projects have a key role to play in the adjustment of labour supply to meet market demand. However, to be more successful, such projects must address the limited range of occupations in which women currently receive training and the quality of this training. It must also introduce parallel activities which address the barriers to effective participation in training programs faced by women (Baez, 1991).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The research methodology that was used to investigate the problem is presented below in this chapter. The following are discussed: research design, study population, methods of data collection, and instruments/tools of data collection, data quality management, procedures in collecting data and data processing and analysis.

#### **3.2 Research Design**

The study used a descriptive design. According to Kombo and Tromp (2006), a descriptive study design is used to describe the state of affairs, as it exists. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. This research was purely qualitative. Amin, (2005) asserts that qualitative research is a method which provides an in- depth understanding of a social setting or activity as viewed from the perspective of the research participants. This design was selected due to the appropriateness in terms of flexibility.

#### **3.3 Target population**

According to Tuckman, (1994) cited in Odiya, (2009) a target population is the group that the researcher is interested in gaining information and drawing conclusions from. It is very important that the population taken is representative of the entire population of the identified area of study. For this study, according to the Sudanese census, (2008) the target population of Wau county was 333,431 which included Directors from Ministries of General Education and Instruction, Labour and Public Service, officials from the State Government of the Republic of South Sudan

(RoSS); Women Association Chairpersons and NGOs Training officers (Development partners), Principal, Deputy principal, Heads of the different programmes and students of Don Bosco Vocational Training Center. According to Amin, (2005) it is important to note the fact that qualitative research involves intensive study of individuals, therefore, a small number is usually required. In addition, the researcher does not determine the sample size in advance; and that for this reason, the qualitative researcher is interested in in- depth investigation of a person or group of persons in a given context.

South Sudan Education Management Information System (EMIS, 2010) indicates that there are 11 vocational education and training centers in Western Bar el Gazal State. Among them, Don Bosco, was chosen because it has a variety of programmes and it brings learners from all the three counties in the Western Bar el Gazal State. It also has a long history of existence. The researcher therefore believed that the data obtained from this institution would give a broader view of the whole State.

### **3.4 Sample size.**

The sample size in the study was 29 respondents whose views were corroborated with the secondary data. Table 3.1 shows the number of respondents and the methods used for selection of the target population and sample size.

**Table3.1: Number of respondents' respective selective method**

<b>Sample respondents</b>	<b>Sample size</b>	<b>Selection Method</b>
Don Bosco VTC principal	01	Purposive
MoEST	01	Purposive
MoLP	01	Purposive
NGOs (development Partners)	02	Purposive
Deputy principal	01	Purposive
Heads of programmes	07	Purposive
Continuing Students (Final year)	14	Purposive and Random
Women Associations	02	Purposive
<b>Total</b>	<b>29</b>	

Source: Researcher's projection guided by the objectives.

### **1.5 Sampling procedures**

Purposive sampling techniques were used to sample the following participants: Don Bosco's principal, Deputy Principal, Directors from the Ministry of General Education and Instruction, Ministry of Labour and public Service, chairpersons of women associations and NGO's training officers responsible for vocational education and training. The researcher selected the purposive sampling on the basis of the knowledge that these respondents have and the information the researcher required (Amin, 2005). Random sampling technique, using the lottery method was employed to select the final year continuing students in order to give all of them an equal chance to be selected to participate in the study. The researcher chose the final year students because of the experience in the field and they have more knowledge of the institution and systems in



comparison to students in the first year of study. Gender representation was considered in the selection and both males and females were involved.

### **3.6 Data Collection Method**

The documentary analysis, focus group discussions and In-depth interviews were used for data collection.

#### **3.6.1 In-depth Interview**

The In-depth interviews were held with the principal, deputy principal and 7 Heads of different programmes in Don Bosco Vocational Training Centre. Open-ended questions in semi-structured interview guides were used (See appendix II). These informants were knowledgeable of the institute management and are facilitators of learning. Two directors from the Ministries of General Education and Instruction and Labour and Public Service respectively, two chairpersons of Women Associations and two officials of NGOs were interviewed using the same method. These informants were selected due to their professional experience and they are policy implementers, monitors and evaluators.

#### **3.6.2 Focus Group Discussion**

“Focus group discussion” is a participatory method that involves a homogeneous group of respondents in the issues of common concern. This technique was used to interact with final year continuing students of Don Bosco Vocational Training Centre. The student informants were important in this study due to their current experiences of the learning and the teaching methods as related to the world of work. The advantage is that they are involved and have a daily experience in the education system (Mbabazi, 2007). Here the students were the ones undergoing experiences of daily learning in workshop situation and theory in classroom. Two focus group

discussions were held separately; one composed of girls and the other of boys. According to Mugenda, (2003) it is important to be gender sensitive in a focus group discussion if one is to get a credible sensitive data from the informants. The focus group approach encouraged the trainees to reflect on their learning practices and theory in classroom. The exercise was carried out using questions in the interview guide, (See appendix I). This technique was used to collect data on objectives two and three.

### **3.6.3 Documentary Analysis**

According to Amin, (2005) documentary Analysis is a method that involves delivering information from sources called documents. These could be textbooks, newspapers, articles, speeches, advertisements, pictures and many others. The use of documentary analysis was important for getting secondary data from the NGOs operating in the area, including Don Bosco Vocational and Training Centre. These actors have been active stakeholders in the field of vocational education and training for work skills. They have records and documents about vocational education and training Centers and labour market. The technique also cuts across objectives one, two and three. The main documents that were extensively analyzed included the enrolment documents, class registers, enrolment documents of the different programmes and examination result sheets.

## **3.7 Pilot testing of the research instruments**

The pilot testing of the research instruments were done to ensure the validity and reliability of the instruments as follow:

### **3.7.1 Validity of the Instruments**

According to Amin, (2005) validity is the most important idea to consider when preparing or selecting an instrument for use. Mbaaga, (1990) further said, a valid instrument does not only

measure what it is constructed for, but must also measure it accurately. In this case validity is the ability to produce findings that are in agreement with the objectives of the research. The researcher consulted other mentors beside the supervisor to judge the validity of the research instruments. The researcher also discussed with her fellow (cohort two) Masters' students on the use of the instruments before going to the field for pre-testing the instruments. Corrections were made after the exercise to remove the vague and ambiguous questions, and final instruments were made.

### **3.7.2 Reliability of the instruments**

According to Mbaaga, (1990) reliability of an instrument is the degree of consistency of the instrument in picking the needed information. A reliable instrument gives you the same value if it is used a number of times to measure the same variable provided the variable does not change. Samples of purposively chosen respondents with similar characteristics of the study population were interviewed as a pre-test. An interview was conducted with these few chosen respondents to check whether their responses answered the research objectives. Reliability of the research instruments was checked by asking the same interview questions to the different categories of the study population. Since the responses gathered gave relevant answers to the study objectives, then the instruments were considered reliable.

### **3.8 Data Collection Procedure**

The research started with proposal as a guide for the whole process of the study. Secondary data was collected before going for the primary data. An introductory letter (appendix VII) was obtained from Kyambogo University which was presented to the government of the Republic of South Sudan. While in Wau, official letter (appendix VIII) for permission was processed from Ministry of General Education and Instruction. A first visit to familiarize with the different

research locations was done. The researcher had a research assistant to help in translating the questions designed in the questionnaire, interview guides and during the group discussions. This was orally done by translating the questions from English to Arabic and Arabic to English during data collection. The response was stored in the voice recorder and note book. This helped to provide direction and assist the memory of what the researcher observed and participated in

### **3.9 Data processing**

The data was processed qualitatively and by description. It was further processed by sorting the information received from the respondents for interpretation objective by objective. The researcher reflected on the data critically following the research objectives set. Cohen and Manion cited in (Okello, 2009) asserted that the data collected is known to be raw information. It therefore has to be organized in various stages. In this case, the data collected from the interviews were transcribed, sorted out according to the emerging themes, coded and analyzed accordingly. Transcription involved recording down information accurately as observed and presented by the respondents. Sorting was done by arranging the data gathered with the use of interview guides according to the responses on each answers and in relation to each objective. Editing involved checking the data for accuracy in each objective. This process handled repetitions, omissions and grammatical errors. Coding involved arrangement of data according to responses generated on each objective which was aided by audio-visual instruments, observation, focus group discussion and interview guides. The researcher assigned codes to themes and sub themes using numbers; this determined the number of times each response appeared to open – ended questions. Coding was done by classifying answers given by the respondents into meaningful categories and grades for the purpose of bringing out the most important patterns. The coded data was analyzed by the use of the package for Social scientists (SPSS). This

generated frequencies, percentages, and tabular expressions in accordance with stipulated research questions of the study.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

In chapter four the researcher set out to present, analyze, interpret and discuss the findings of the research. Presentation of the findings was descriptively done. The interpretation of the results was basically done in relation to the purpose of the study which was to examine the influence of gender on enrollment of boys and girls in vocational Institutions in South Sudan. Analysis of data involved summarizing data and identifying the relationships between variables. The discussions of findings have been done according to the objective of the study as presented below.

#### 4.2 Students' enrolment in vocational education and training for the years 2005-2006 to 2010-2011

The purpose of this objective was to find out the extent to which enrolment of students in vocational education and training programmes was attributed to gender. To get the number of enrolment in the vocational centre, the researcher analyzed the admission records for the years 2005 to 2011. Accordingly the results were presented in Tables 4.1 to Table 4.7.

**Table 4.1 Girls' and Boys' Enrolment in Auto machine programme for the academic years 2005-2011**

Year	Girls Enrolment	Boys Enrolment	Total
2010-2011	0	10	10
2009-2010	1	8	9
2008-2009	0	27	27
2007-2008	5	14	19
2006-2007	0	13	13
2005-2006	12	14	26
<b>Total</b>	<b>18</b>	<b>86</b>	<b>104</b>

Source: Primary Data



Table 4.1 shows that the enrolment for both boys and girls in Auto machine programme has been declining between 2005 and 2011. The highest number of girls in this programme since 2005 was 12; while the highest number of boys in the enrolment was 27 in 2008 – 2009 academic year. In 2010-2011, 2008-2009 and 2006-2007, no female student had enrolled for this programme. For the boys there has been a decline but there was no year during the period of the study that boys were not enrolled for this programme.

**Table 4.2 Girls’ and Boys’ Enrolment in welding programme for the academic years 2005 and 2011**

<b>Year</b>	<b>Girls Enrolment</b>	<b>Boys Enrolment</b>	<b>Total</b>
2010-2011	0	6	6
2009-2010	2	5	7
2008-2009	5	16	21
2007-2008	3	10	13
2006-2007	2	8	10
2005-2006	10	11	21
<b>Total</b>	<b>22</b>	<b>56</b>	<b>78</b>

Source: Primary Data

The above Table 4.2 shows that the enrolment of girls has been on a steady decline between 2005 and 2011. Although the number of boys in the same programme has also been declining, there was no year in which the number fell below five. By 2011, there was no girl at all in the programme. Whereas the total number of girls in the enrolment between the years under consideration was only 22, the number of boys was 56, more than double that of girls.

**Table 4.3 Girls' and Boys' Enrolment in Carpentry programme for the years 2005-2011**

<b>Year</b>	<b>Girls Enrolment</b>	<b>Boys Enrolment</b>	<b>Total</b>
2010-2011	1	9	10
2009-2010	3	10	13
2008-2009	8	16	24
2007-2008	4	8	12
2006-2007	2	12	14
2005-2006	9	12	21
<b>Total</b>	<b>27</b>	<b>67</b>	<b>94</b>

Source: Primary Data

The above Table 4.3 shows that the enrolment of girls in carpentry programme has been on the decline. In the academic year 2005 and 2006, there were nine female students who joined the programme. In this number declined to one in 2011. Meanwhile the number of boys in all the academic years was more than girls. The total number of girls who enrolled in the academic years under consideration was less than a half of boys. Whereas there were only twenty seven girls who registered for carpentry between 2005 and 2011, there were sixty seven boys who enrolled for the same programme meaning that the course favoured boys more than girls.

**Table 4.4: Girls' and Boys' Enrolment in Masonry programme for the years 2005-2011**

<b>Year</b>	<b>Girls Enrolment</b>	<b>Boys Enrolment</b>	<b>Total</b>
2010-2011	1	17	18
2009-2010	2	14	16
2008-2009	2	13	15
2007-2008	2	18	20
2006-2007	1	20	21
2005-2006	8	8	16
<b>Total</b>	<b>16</b>	<b>90</b>	<b>106</b>

Source: Primary Data

Table 4.4 shows the enrolment of boys and girls in Masonry between 2005 and 2011. The data shows there has been a steady decline in the enrolment of girls compared to boys in the masonry



programme. Whereas, the total number of girls who registered for masonry was only 16, that of boys was 90. This means that this programme might not be favorable to girls as compared to boys.

**Table 4.5: Girls’ and Boys’ Enrolment in Electricity programme for the years 2005-2011**

Year	Girls Enrolment	Boys Enrolment	Total
2010-2011	0	14	14
2009-2010	4	16	20
2008-2009	8	30	38
2007-2008	6	22	28
2006-2007	6	15	21
2005-2006	16	24	40
<b>Total</b>	<b>40</b>	<b>121</b>	<b>161</b>

Source: Primary Data

Table 4.5 shows the enrolment of girls and boys in electricity programme between 2005 and 2011. This programme has also seen a decline in the enrolment of girls as compared to boys. Whereas girls who registered between 2005 and 2011 were only 40, boys were 121. This also means that girls did not fare well in electricity as compared to boys.

**Table 4.6: Girls’ and Boys’ Enrolment in Printing programme for the years 2005-2011**

Year	Girls Enrolment	Boys Enrolment	Total
2010-2011	1	3	4
2009-2010	2	6	8
2008-2009	3	6	9
2007-2008	8	12	20
2006-2007	5	10	15
2005-2006	7	9	16
<b>Total</b>	<b>26</b>	<b>46</b>	<b>72</b>

Source: Primary Data

Table 4.6 revealed that there were more boys in the printing programme than girls. The years under review, showed that only twenty six females compared to forty six males

registered for the printing programme. The data displayed above also indicated that the number of girls declined sharply from seven in 2005 to only one female in 2011.

**Table 4.7: Girls’ and Boys’ Enrolment in Computer programme for the years 2005-2011**

Year	Girls Enrolment	Boys Enrolment	Total
2010-2011	55	80	103
2009-2010	35	65	90
2008-2009	40	66	106
2007-2008	35	75	115
2006-2007	31	60	91
2005-2006	23	80	135
<b>Total</b>	<b>214</b>	<b>426</b>	<b>640</b>

Source: Primary Data

Table 4.7 shows that the number of girls enrolled for computer has been on a steady increase. Nevertheless on average, the number of boys enrolled in computer was higher than that of girls for all years by nearly fifty percent. The computer programme had the highest number of enrolled boys and girls.

#### **4.2.1 Results of Focus group discussion and In-depth interviews.**

Two focus group discussions were held with continuing students, who were in their final year, but from different programmes. The first discussion group had seven girls from Printing, Auto mechanic, electricity and Masonry and the second also had seven boys from Carpentry, Computer, Welding and Masonry. The first question they were asked was to give their ‘views about the number of girls and boys enrolled for the different vocational education and training programmes. All the interviewees showed that there were more boys and fewer girls in most vocational education and training programmes. They argued that because boys are favoured in families more than girls especially when it comes to education, girls therefore are fewer in schools because their education is not considered as a priority.

From the interviews and discussions held, the heads of the different programmes, the Principal and Deputy Principal of the institute confirmed that the enrolment for girls in the different programmes had continued to be very low.

On the other hand, the researcher was also interested to find out the gender of the heads of various programmes in the Institute since these people are role models to their students. It was found out that all the heads of various programmes in the institute were male and there was no single woman holding any key position in the Institute.

### **4.3 Factors that influence the Enrolment of Girls in Vocational Education and Training**

The second objective was to examine the factors that influence the enrolment of girls in vocational education and training. The Information on this objective was collected by means of interview guides and focus group discussions with various stake holders. These included the continuing students, NGOs and Women Associations, Ministry of General Education and Instruction, Ministry of Labour and Public service, Principal and Deputy Principal from the vocational centre and the heads of different programmes. Results of the findings were presented below.

#### **4.3.1 Findings from In-depth Interviews with the heads of the different programmes**

Interviewees were asked to talk about the criteria used for enrolment into vocational education and training. Their views were summarized in table 4.8 below

**Table 4.8: Criteria used for enrolment of both boys and girls to the various programmes**

<b>Criteria</b>	<b>Frequency</b>
Primary 8 certificate	6
Ability to read and write	4

Source Primary Data August: 2012

Results show that the most common criteria considered for enrolment is a Primary 8 Certificate. Most of the interviewees had the Certificate. This was followed by the minimum criteria of ability to read and write, with four respondents giving it as a consideration.

Interviewees were also asked whether boys and girls were free to choose any program they liked. Majority of them said yes and only one respondent objected to boys and girls having freedom to choose the programmes they like. The reasons given for his objection was that girls don't have the ability to do some programmes thus only boys enroll and most of the boys and girls have their own interests.

The respondents were further asked why there were more boys than girls in vocational education and training. Different responses explaining their different views were recorded and summarized in Table 4.9.

**Table 4.9: Views on why there are more boys than girls enrolled in Vocational Education and Training**

<b>Reasons</b>	<b>Frequency</b>
Family and community attitude towards technical education that it's for boys	3
Some girls go for early marriage	3
Boys have more interest than girls in vocational education	2
Poverty and early involvement in sex, leading to pregnancy and dropping out of school	2
Poor education background of parents hence taking no care for girls in school	1
Boys get better opportunity in job placement than girls	1
Girls think vocational programmes are not easy for them as compared to jobs such as being house girls	1
Parents pay for boys to study other than girls because they think girls would be married to other families	1
Schools are located very far	1

Source Primary Data August: 2012

The following can be deduced from the various responses recorded in the above table 4.9. First and foremost, is that there is segregation against women in most families. For instance, families believed that only boys should be educated because they remain at home while girls would marry and go to other families. Secondly, the attitude of parents is that vocational training is only meant for boys. This kind of attitude therefore favors males at the expense of the female folks. Due to this gender segregation, therefore girls do not have a positive attitude towards vocational education, but would rather be house girls than go to schools of vocational nature. Poor education of parents was one of the responses as indicated above. Most uneducated parents

especially women do not encourage girls to study. The uneducated therefore bear the scars of gender segregation passed onto them by the traditional views that barred women to take up some roles of men. Furthermore, from the study, when the respondents were asked about the challenges faced by girls, the responses were as summarized in the table 4.10 below:

**Table 4.10: Challenges faced by female students enrolled in Vocational Education and Training**

Category	Frequency
Girls are not appreciated by the community yet they are more hardworking than even boys	3
Early pregnancy leading to dropout from VET	2
Girls Lack proper education	2
Poor family background makes girls go late to school	1
Girls are considered physically weak	1
Girls are not freely accepted by male students	1
Girls find it difficult to do some works like repairing cars	1
Girls come and sit without doing any work they think it is very difficult for them	1

Source Primary Data August: 2012

The findings tabulated above reveals important issues of the influence of gender roles on the enrolment in vocational institutions in the Republic of South Sudan. Such issues as lack of appreciation by community for the efforts of girls review a gender segregation of women in the vocational education sphere, early pregnancies and dropping out of school is part and parcel of the gender issues affecting women’s enrolment in the VET institutions in the country. For instance why should a girl drop out because of pregnancy? The above findings also revealed that girls are considered physically weak, therefore, it is a challenge for them to remain in the training institution. This too is affecting the enrolment of girls.



### 4.3.2 Findings from Interviews with NGOs and Women Associations in Wau County

Two NGOs and Women Associations were contacted and their staff interviewed. Considering activities engaged in by the NGOs and Women Associations contacted, it was important that they were interviewed. Their responses are tabulated and presented in table 4.11.

**Table 4.11: Factors influencing Enrolment of girls in Vocational Education and Training**

Reasons for low enrollment of girls	Frequency
Social attitude	7
Early marriages	3
Lack of proper government Policy	2
Teachers sometimes impregnate their own female students.	1

Source: Primary Data

In the first case, informants were asked how they viewed the enrolment of boys and girls in vocational education and training generally. The two interviewees from the NGOs showed that “vocational education and training enrolment is so low in the whole of Wau County, especially that of girls”. The indication was that irrespective of the gender aspect, few students were enrolled in vocational education and training. However, girls’ enrolments were considerably low. The other two interviewees from the Women Associations also agreed with the first two and also noted that even in the general education; boys’ enrolment is higher than that of girls. Their explanations was that the country had just come out of war, therefore most families were poor, schools are very far, some girls fear to go for vocational education and training and some get married early.

According to the NGO respondents, culture still makes people to believe that the only good thing out of a girl is marriage and to get dowry from her. Analysis of the above given factors suggests

that the major reasons why there are few girls in vocational education and training are societal attitude, early marriages and cultural factors. Even though the government may also be a factor, without a change in these three reasons, enrolment may remain low. This suggests that government efforts should be directed towards changing the societal attitude and culture.

During the interview, interviewees were asked whether they had met some challenges while trying to support girls' enrolment in vocational education and training. All of them said yes and gave the following challenges;

**Funding:** One interviewee said that girls have the interest but their parents have financial problems. Many of them are extremely poor; they cannot afford to pay school fees. This forces them to marry off their daughters at an early age.

**Families:** These are also a challenge because they fail to send their children to school. Families fail to give support to girls' education by sending them to school and creating a good learning environment at home, which can enable girls to revise their books and do their home works.

**Vocational Education and Training:** This has been under looked and it is seen as a type of education suitable for dropouts and children of low income groups. On the other hand, Vocational Education and Training is used when referring to boys, since traditionally this type of education was meant for boys only. This attitude was also seen as one of the factors why communities excused themselves from sending girls to vocational education and training as one interviewee said, "the attitude of the girls towards the vocational education and training is that vocational education is for men".

According to the researcher's observation in the field, she noted that there was lack of facilities to accommodate female trainees. For example, separate hostels for girls and boys and appropriate sanitary facilities were lacking and these are facilities that hinder girls' participation



in technical training programmes, particularly those dominated by the males. Tools and materials in vocational education and training were also very few.

#### **4.3.3 Discussion of findings from focus group discussion with continuing students**

Two focus group discussions were held with continuing students, one with the girls and the second with the boys. All those who participated in the discussions were in their final year, but from different programmes. Students were asked to give their views on why there are more boys than girls in vocational education and training programmes. Data from this category showed the following; that because girls are weak naturally, they cannot manage hard work like building. One male respondent from printing said that “boys have the ability to carry heavy things that is why boys are more than girls in vocational education and training”. One girl from computer studies however said that “it is not that our bodies are weak but the tools we are using are very old”. Such views indicated that apart from the popular belief that girls are discriminated, the available tools also contribute to this gender disparity. When tools are few and old, girls might not be able to compete with boys and this made them, end up losing the morale for VET.

A student from building department said “in fact the enrolment of girls depends on our attitudes; people look at vocational education and training as a second choice, for the poor and for the failures.” However, a boy pursuing a programme in electrical said “when you have the interest, irrespective of being a girl or a boy, one can do any vocational programme although at the end of it all, boys usually get better job opportunities. This indicates a mixture of feelings on why there are fewer girls who enroll for vocational education and training programmes. For example, having interest is very important in programme selection and it would be very wrong to force girls to do programmes in which they do not have interest. However, the idea of sensitizing the

community and the girls themselves on the importance of vocational education and training may go a long way in convincing girls and changing their attitude to develop interest in vocational education and training. The respondents in this focus group discussion also gave their views on the factors that influence enrolment. The first aspect considered was “whether there were more girls who had wanted to join vocational education and training”, to which some said yes and others said no. Most of those who said yes were girls, which is believable because they know their fellows girls more than boys. One girl studying electrical said that some girls are from poor families, so paying school fees is a problem, even though they wanted to join vocational education and training. Another factor that was found to hinder girls in participating in vocational education and training was the lack of support like transport to the institutions. According to the respondents, the college used to give bicycles but since the beginning of the year 2012, it had not given out bicycles and that is why there were fewer girls. This indicates that there is another hindrance to girls’ enrolment and that is transport. Most vocational education and training schools are far from homes and it is hard for girls to walk long distances.

Other respondent added that provision of lunch and other motivations are needed if the number of girls enrolled for vocational education and training should increase. When asked to give views on what stopped girls from joining vocational education and training, a boy from mechanics said that it is all about culture and beliefs of the community, which looks at vocational education and training as “for men”. He also mentioned that “girls lack interest and so they are not interested in some of the programmes in vocational education and training because they also think they are weak”. A boy from welding programme said “our culture is one of the problems, attitude towards girls who are working as a welder or builder, few men can work with girls in such, our

attitude leads us to thinking that girls are meant to work at home and not at building sites or workshops.” During the focus group discussions, students were also asked to give the factors which they thought encouraged boys rather than girls to join vocational education and training. The following factors were given out: boys are physically strong so it is easy for them to do the hard work; boys are forced to look for jobs because they have families to look after; parents can easily encourage boys and pay school fees for them; getting a job or need to create business was another factor mentioned in the discussion. The other factor given was competition: A boy from welding said “we as South Sudanese need to work very hard to compete with the Ugandans and Kenyans who are doing our work.”

#### **4.4 Strategies for increasing Enrolment of Girls in Vocational Education and Training**

##### **4.4.1 Findings from In-depth Interviews with Heads of Programmes, the Principal and Deputy Principal.**

From the interviews and discussions with the principal and heads of programmes, the respondents came up with a number of suggestions as strategies for increasing girls’ enrollment into vocational education and training. The responses are in table 4.12.

**Table 4.12: Strategies to increase girls’ Enrolment in VET**

<b>Recommendations</b>	<b>Frequency</b>
Government should give girls sponsorship (free education)	3
Creation of awareness of VET as it is important to change attitude on TVs , radios	3
Government should put up a policy for girls	1
Balance home chores and study time	1
Equal treatment of boys and girls by institutions	1
Government should open more vocational education centers	1
Motivate girls with lunch and transport	1

Source Primary Data August: 2012

Table 4.12 shows the following; the needs to give girls scholarships if the enrolment of girls should improve. Respondents said that the government should give the girls scholarships which would be free education for the girls. Besides, respondents were of the view that awareness campaigns for vocational education training should be conducted to inform the whole masses in the country and Wau community on TVs and radios as this will be important in changing people's attitudes and beliefs. The respondents also suggested that the government should put up a policy in favour of girls such as gender mainstreaming as an affirmative action to support the girls. This would encourage the girls to participate more in vocational education and training. Such policies could include ready employment after studies, minimum salary paid to girls who got certain jobs traditionally believed to be for boys and setting up certain standards which favour girl's enrolment into vocational education training. The respondents also encouraged the parents to balance school time and home work for the girls so as to encourage them to attend school, give equal treatment to boys and girls for gender parity, and encourage the girls by motivating them with lunch and transport to school so as to discourage absenteeism and dropout rate. Finally, the government should build up more schools and vocational education and training institutions in the communities so as to encourage more enrolment.

Respondents were also asked to suggest roles that government could play to enhance the position of the girl child in the vocational education, and Table 4.13 shows the responses.

**Table 4.13: Role Government can play to encourage girl's enrolment in VET**

<b>Recommendation</b>	<b>Frequency</b>
Provide more and modern vocational institutions	3
Put up laws to ensure girls go to vocational school	3
Provide more materials and modern tools	3
Motivation policy to reduce dropout e.g. free food	3
Free and compulsory education policy	3
Create awareness about value of VET	2
Adoption of flexible time table and gender friendly curricula at all levels of education.	1

Source Primary Data August: 2012

Findings as per the views presented above show that; there is need to provide more and modern vocational institutions, put up laws to ensure girls go to vocational school, provide more materials and modern tools, motivation, policy to reduce dropout rate for example free food, free education and create awareness about the value of VET.

On the other hand, respondents were asked about what parents can do to help their daughters go to vocational institutions, and their views were summarized in Table 4.14.

**Table 4.14: Role Parent's can play to encourage girl's enrolment in VET**

<b>Recommendation</b>	<b>Frequency</b>
Value their children equally	6
Re-distribute domestic work to girls and boys	4
Make their children aware on VET	2
Abolish early marriage	2

Source Primary Data August: 2012

The most prominent in the above table indicate that parents need to value their children both boys and girls equally as far as education is concerned. This means that there is unequal treatment of children by parents as far as education is concerned.

The students were asked to suggest ways in which the government, schools and parents can help girls to join vocational education and training. The following were generated:

**Government should:**

- i) Open more vocational training institutions with good tools and materials.
- ii) Provide free education to girls especially those who cannot afford to pay by themselves.
- iii) Draft a policy on vocational education and training, considering school entry and affirmative action for the girls.
- iv) There should also be a policy on remedial teaching, which can cater for girls who might have missed classes due to one reason or another.

**Schools should:**

- i) Provide a good classroom environment for girls and boys.
- ii) They should also provide lunch and transport. However, schools may not be able to provide transport unless they are supported by the government.
- iii) Schools were also urged to take care and avoid promoting gender stereotyping in classrooms and also create gender sensitivity in classroom environments. One way to achieve this is to have more female instructors to act as catalysts for girls' enrolment. As per now, the number of instructors is dominated by males. This alone may look as if vocational education and training is only for men.

**Parents should:**



- i) Follow up their children by looking at their books to see what they cover and whether they reach the school. They should also once in a while visit the school campus and check on their children as well as talking with the instructors.
- ii) Parents should also encourage their girls to go to school and give them time to read their books while at home. This implies reducing on the home related tasks they give them.
- iii) Parents should treat all boys and girls equally, for example, in paying school fees and giving boys and girls equal opportunities. The work at home such as cooking, washing clothes and so on are predominantly done by girls, which deprive them of time to read their books and concentrate on thinking about their future in education. As a result they think more about domestic work because those are the ones in which they are most involved. Parents are therefore advised to “divide domestic work between boys and girls”.
- iv) Parents were also asked to give their children reliable information on sexual behavior. This comes as a result of the problem where many girls drop out of schools and get married at early age or before they complete their programmes.

#### **4.4.2 Results of in-depth Interview with NGOs and Women Associations.**

Interviewees were asked whether they had any programme to support students in vocational education and training, to which all the participating NGOs and Associations consented. They were also asked the kind of support and the following table summarizes the kind of support they give.

**Table 4.15: Support given to students in VET**

<b>Name of NGO</b>	<b>Kind of Support</b>
Interion Oxfam	Funding all the programmes in Don Bosco centre

Save the children	Support Vocational training centers by funding their programmes and implementation
WOTAE	Giving scholarships to female students in Wau Mayo centre. As per time of the study, WOTAE had 10 girls in VET and 5 girls doing nursing in Wau University.
CCWA	Follow up girls in their different schools, give them orientation and capacity building in hygiene, stress management and preventive medical care

Source Primary Data August: 2012

According to Table 4.15 apart from CCWA, all the NGOs and Associations contacted have programmes related to funding or financial support. A good number of the programmes are related to training.

Asked what programs they had in place to encourage the girls to enroll for vocational education and training, the following responses as summarized in table 4.16 were given;



**Table 4.16: Strategies implemented by NGOs to promote girls' enrolment in VET**

<b>Name of NGO</b>	<b>Kind of Support</b>
Interion Oxfam	Female students have been provided with bicycles and money for lunch
Save the children	Special consideration to girls by paying their school fees, free lunch and transport
WOTAE	Paying their school fees, providing them with pocket money and free transport to the schools.
CCWA	Extracurricular activities for girls, sports activities, cultural events and special support to join women clubs.

Source Primary Data August: 2012

From Table 4.16 it is clear that most NGOs and Associations have funding or financial assistance they give to the girls in vocational education and training. While provision of school fees helps to enroll more girls into vocational education, provision of bicycles and lunch helps to motivate girls and help reduce absenteeism cases due to long distances to the college. This in turn, helps to reduce girls' dropout and keep them in schools until they finish. This means that if more NGOs and Associations join this struggle, the number of girls enrolled in vocational education and training might significantly increase. The other observation was that few NGOs are involved in sensitization of community, parents and girls themselves on the importance of vocational education and training.

#### **4.4.3 Other things that can be done by community to promote girls' enrolment in Vocational Education and Training**

Interviewees from the NGOS were of the view that parents and government have something to do to promote girls' enrollment and the following were generated;

##### **Parents**

- i) Parents should distribute domestic work load between girls and boys.
- ii) Parents should invest equally in the education of their children.

- iii) Parents themselves must discourage frequent absenteeism of their children.

### **Government**

- i) Government should come up with education policy which is gender sensitive. The policy should also move towards universal, free and compulsory education.
- ii) The policy on vocational education should be reviewed, so that vocational education and training is given more practical approaches and support. For example, government should open up more vocational schools to communities and give scholarships to girls. The policy should make sure that the education environment is gender friendly by encouraging girl's enrolment through providing them with scholarships.
- iii) The government also needs to sensitize the community on the importance of vocational education and training through programmes on TVs, radios and churches.

#### **4.4.4 Interview with the Directors in the Ministry of General Education and Instruction, Ministry of Labour and Public Service**

The major concern here was whether the ministry has gender policies regarding enrollment into vocational education and training. Although the answer was not a precise yes or no, the discussion revealed that the Ministry does not have specific policy on vocational education and training but the education policy seems to have addressed the issue of vocational education and training indirectly. The education policy has a section on Technical and Vocational Education programme, which is divided into three types of vocational education programmes, namely; Technical education; Non-formal vocational education and Formal vocational education. There is a bill with gender policies regarding education in general but not specified to vocational education and training. Some of the gender policies suggested by officials from the different ministries included;

- i) Every institution of learning shall adopt a policy of affirmative action and develop strategies to ensure that enrollment; retention and successful completion of female learners should address the imbalances resulting from history, custom and traditions.
- ii) The curriculum and the teaching and learning materials should be gender sensitive.
- iii) The Ministry in collaboration with the Ministry of social Affairs should discourage cultural practices which inhibit school attendance and completion by female students.
- iv) The management of the educational institutions shall ensure gender parity and equal opportunities in governance and decision making at all levels of education.
- v) A program of affirmative action shall be introduced to encourage females to enter the education profession at all levels, to stay in the profession and succeed as teachers and in leadership positions such as head teachers, county officers and as officers within the government and state ministries.

The ministry also identified several factors hindering girls from accessing vocational education and training. Among those mentioned include:

- Negative attitude of both parents and girls towards vocational education and training;
- Society still believes that vocational education and training is for poor families;
- Other barriers for education of girls, which include cultural barriers, patriarchal culture and harmful traditional practices.

The available responses indicated that there is a lot that can be done by different bodies like the government, NGOs, women associations, parents and Institutions to fight against gender segregation and promote the enrollment of girls in Vocational Institutions.

## CHAPTER FIVE

### SUMMARY CONCLUSION AND RECOMMENDATIONS AND FURTHER RESEARCH

#### 5.1 Introduction

This chapter presents the summary, conclusions, recommendations to the findings and areas for further research.

#### 5.2 Summary of the Study

The study findings on gender and enrolment differences clearly indicated that more boys take up vocational education and training as compared to girls. This was evidenced by the significant differences in the tables showing enrolments from the year 2005 to 2011. The ratio of boys compared to girls enrolled was not proportional. The findings showed that the girls were stereotyped and as such most of them argued that some programmes were meant for boys thus could not undertake them.

Further findings from the In-depth interviews with the students revealed that social attitude, with patriarchy which recommends that only boys receive favour as compared to girls are part of the factors that influenced the difference in enrolment. Sex stereotype is important in causing gender inequality in enrolment into vocational schools. The belief perpetuates boys as superior and as such only boys study at the expense of girls since they felt that girls would marry off as wives and were meant to be housewives thus no need for them to acquire education. Poverty was also portrayed in the study as a factor leading to low enrolment into vocational education and training institutions. The findings indicated that vocational education and training institutions were viewed by society as places for the poor who could not afford university education. Vocational

schools were seen as cheaper and parents who could not afford to support their children in university or any other tertiary education usually opt to have their children enrolled in vocational schools so as to be able to acquire education.

Several measures were identified during the programmes of the study to increase the enrolment of girls into vocational schools. Sensitization of parents, students especially the girls, workers in Government and the whole nation about the importance of girl child education and enrolment into vocation schools for girls was a major proposal. The study found out that the efforts made by some NGOs such as Oxfam, WOTAE, and CCWA had impacted greatly on vocational education and training. These support vocational schools, by providing students with transport, food, school fees, scholarships and bursaries and encouraged extra co-curricular activities to encourage girl child education. The NGOs in conjunction with the government should take responsibility to sensitize the citizens about the importance of Vocational Education and training. They should also advocate for the rights of girl children such as the right to equal education among both sexes. The NGOs have also set up micro-groups and women associations in the community to fight poverty. These small groupings helped women raise little income to support the girls such as providing transport and lunch at school.

### **5.3 Conclusions**

This study was based on three objectives namely; to identify the differences in the enrolment of boys and girls in the different vocational education and training programmes, to examine the factors that influenced the enrolment of girls in vocational education and training and to explore strategies for increasing the enrolment of girls in vocational education and training.



It can be concluded that enrolment basically favored the boys since more boys were discovered to be enrolled in the visited vocational education center. The number of boys enrolled was higher than the girls all through from 2005 to 2011 and this was all through the programmes. Although the findings revealed that the number of both boys and girls kept on decreasing as the years went by, boys' numbers in enrollment were largely and by far more than that of girls. It was also noted that the number of girls enrolled in programmes like computer increased substantially.

The second objective of this study was to determine the factors which influence enrolment of both boys and girls in the institutions in the republic of South Sudan. It can be concluded that low enrolment of girls was because of stereotypes whereby girls felt inferior and could not take up certain programmes at the vocational institutes. Most of the girls too, seemed not interested in joining the vocational education and training centers. Some girls, according to the head of programmes felt that the assignments were hard and they could not manage them. Such assignments included working under vehicles in the Auto mechanics programme and climbing electric poles in the electrical engineering programme. Other factors that featured prominently were; early marriages and pregnancies leading to dropping out of school for the girls, negative attitude from the community and families towards vocational and training education. Parents encouraged marrying off their daughters at early ages because of the traditional belief that girls do not deserve education and even if educated, they would still marry off to other families. Poverty and poor educational background of parents also strongly influenced the enrolment into vocational education and training. Most families are poor yet the distance to school is far and this makes transport to school hard and in the same way the schools do not provide any lunch to the students which leaves the girls with options of getting married or doing house maid jobs. The

third objective was to explore strategies for increasing the enrolment of girls in vocational education and training. Based on the study findings, it could be concluded that there was need to sensitize the public of the advantages of enrolment into vocational education and training. This could be done through the media such as Radio, televisions, newspapers and holding campaigns. There was further need for reconstruction of vocational schools in the communities to encourage more enrolment of the girl children. Parents and communities ought to value their children equally by presenting them with equal opportunities say education for both boys and girls, division of home chores between boys and girls and to encourage the attendance of girls by strictly following up on the progress.

#### **5.4 Recommendations on Enrollment in Vocational Education and Training**

Interest was frequently shown by the respondents as a cause for the difference in enrolment in the vocational education center. Many boys seem to be interested in joining and attending Vocational and Technical education than girls. The Ministry of General Education and Instruction, Ministry of Labour and Public Service, parents and other relevant authorities from the Vocational Education centers (Principals and their deputies with head of programmes) should sensitize and encourage the girls to take up Vocational education and courses traditionally believed to be for the male child. An initiative to raise awareness among girls to change the attitude and gain interest in the Vocational and Technical education would increase the numbers of enrolment. There was need also for government to come up with a clear policy especially on the employment of the graduates of vocational institutions. For as seen in the conclusion above, the number of both boys and girls in the enrolment is deteriorating. The position of the technicians should be enhanced with better pay to attract more students in this field of vocational training.

#### **5.4.1 Recommendations on factors that influence girls' enrolment in Vocational Education and Training**

There is need to come up with clear gender policies that limits such acts as early marriages, early pregnancies, so that the girl child can study and only marry off when they are mature and educated. The Government should come up with a national policy that schools and Vocational Institutions are constructed evenly across the country to cater for all regions. There is a further need to sensitize parents on the fact that both boys and girls have a right to education. Parents should not be made to marry off their daughters at an early age. They should ensure to follow up their daughter's progress at school and provide them with incentives such as lunch and transport.

#### **5.4.2 Recommendations on Strategies to increase enrolment of Girls in Vocational Education and Training**

Government should have a gender mainstreaming policy by creating special positions and jobs specifically to be occupied by women as a bid to encourage girls' education and enrolment in schools. Award of bursaries and scholarships to excelling girls would encourage some competitiveness in the girls to encourage them to enroll in the institutions of vocational education. The minimum point requirement for the girls to enroll in any school or vocational education and training should also be adjusted to give girls higher chances of joining. In relation to employment, a policy should be enacted to cater for girl's employment. Boarding sections can be introduced in the Institutions to cater for accommodation of students who come from distant places. This will check on their security and safety and transport costs incurred while travelling.

#### **Areas for further Research**

The researcher recommends that further research be carried out in the following areas:



- 1) There is need for a tracer study to find out what happens in the field when the students leave vocational training institutions.
- 2) There is also need to find out the relevance of the vocational training programmes to the job market requirements in the Republic of South Sudan.

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**APPENDIX I: INTERVIEW GUIDE FOR FOCUS GROUP DISCUSSION WITH  
CONTINUING STUDENTS.**

**A: Profile of respondents**

- i) Class level: .....
- ii) Number of Males..... number of females.....
- iii) Programme.....
- iv) Date.....

**Section B: Enrolment.**

- v) What do you say about the number of boys and girls enrolled for the different VET programmes?
- vi) In your view, why are there more boys than girls enrolled for some of the VET programmes?

**Section C: Factors that influence enrolment.**

- vii) Do you think there are more girls who had wanted to join VET?
- viii) In your view, what stopped them from joining VET?
- ix) What are the factors that encourage boys rather than girls to join VET?

**Section D: Strategies for increasing the enrolment of girls.**

- x) What can the institution do to help girls enrolment to VET courses?
- xi) Suggest ways by which these agents would help girls to join VET.
  - i) Government.
  - ii) Schools.
  - iii) Parents.

**APPENDIX II: IN-DEPTH INTERVIEW GUIDE FOR THE PRINCIPAL & DEPUTY  
PRINCIPAL(S)**

**Section A: Profile of respondents**

- i) Position.....
- ii) Sex .....
- iii) Programmes of Don Bosco:.....
- iv) Duration of programmes.....
- v) Number of students: Males..... Females.....
- vi) Number of staff: Males:.....Females:.....
- vii) When did Don Bosco VTC Starter?.....
- viii) Date .....

**Section B: Enrolment.**

- ix) What are the criteria used for students selection for the VET training?
- x) How do the students get to know about the training programmes in Don Bosco?
- xi) Is there a special consideration for girl's recruitment in the training centre? If yes what is it, if no why?
- xii) What would you say about the distribution of girls and boys for the different VET programmes? Diploma.....certificate.....
- xiii) In which programmes do you have more boys than girls? Why?
- xiv) What about programmes with more girls than boys? Why?
- xv) Do you think it is important to encourage girls to join VET? Give explanations for your answer?



**Section C: Factors that influence enrolment.**

xvi) Generally what reasons would you give for the poor enrolment of girls in VET?

**Section D: Strategies for increasing the enrolment of girls.**

xvii) What strategies do you have in place to encourage the girls to enroll for vocational education and training?

xviii) What strategies do you think should be adopted by the following in order to encourage more girls to enroll in VET?

i) Government.

ii) Schools.

iii) Parents.

**APPENDIX III: IN-DEPTH INTERVIEW GUIDE FOR DIRECTORS IN THE  
MINISTRIES OF EDUCATION AND LABOR AND PUBLIC  
SERVICE.**

**Section A: Profile of respondents**

- i) Name of ministry .....
- ii) Position of respondent.....
- iii) Sex .....
- iv) Number of years in service .....
- v) Date .....

**Section B: Enrolment.**

- vi) Does the ministry have any gender policies regarding enrolment into VTE?  
If yes? Specify? .....
- If no, Why? .....

**Section C: Factors that influence enrolment.**

- vii) What factors has the Ministry identified as hindering girls from accessing VET?

**Section D: Strategies for increasing the enrolment of girls.**

- viii) What strategies does the Ministry have in place to encourage the girls to enroll for vocational education and training?

**APPENDIX IV: IN-DEPTH INTERVIEW GUIDE FOR HEADS OF DIFFERENT PROGRAMME.**

**Section A: Profile of respondents.**

- i) Programme .....
- ii) Subject taught .....
- iii) Number of students:.....Males..... Females.....
- iv) Duration for the training? .....
- v) Number of years in service .....
- vi) Sex .....Male .....Female
- vii) Date .....

**Section B: Enrolment.**

- viii) What are the criteria used for student enrollment for your program/ subject's?
- ix) Are both boys and girls free to choose any programme they like? If no why?
- x) It appears boys are more than girls in Don Bosco. Why do you think this is so?

**Section C: Factors that influence enrolment.**

- xi) Is there any special challenge you have got with the girls in the programme which you are heading. If yes/ No, what challenge do girls have?
- xii) In your view what other factors influence girls decision to enroll for VET?

**Section D: Strategies for increasing the enrolment of girls.**

- xiii) What strategies would you propose to encourage more girls to enroll for vocational education and training?
- xiv) What role do you think parents and government can play in encouraging girls to join VET?

**APPENDIX V: IN-DEPTH INTERVIEW GUIDE FOR NGOS AND WOMEN ASSOCIATIONS.**

**Section A: Profile of respondents.**

- i) Name of NGO:.....
- ii) Activity done by the NGO.....
- iii) Number of staff:.....Males:.....Female:.....
- iv) Sex of interviewee .....
- v) Date .....

**Section B: Enrolment**

- vi) How do you view the enrolment of boys and girls in VET generally?

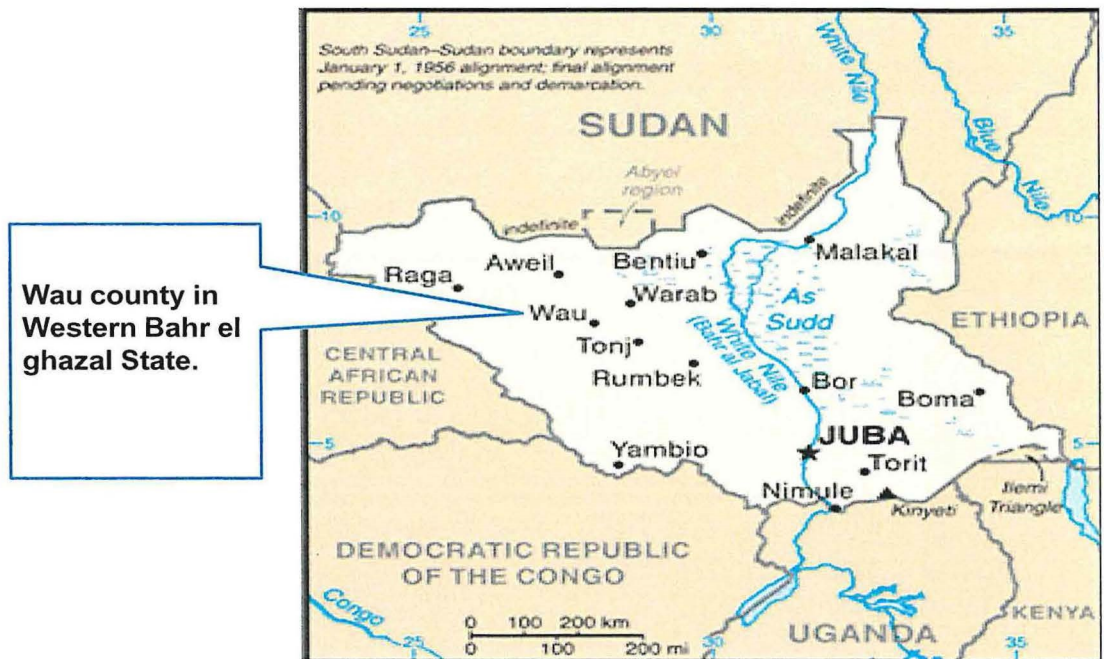
**Section C: Factors that influence enrolment.**

- vii) Why in your view are there fewer girls enrolling for VET in Wau County?
- viii) Are there any challenges you have met in trying to support girls for VET? If yes, what challenges have you met?

**Section D: Strategies for increasing the enrolment.**

- ix) Does your NGO have any programme to support students in VET?
- x) If yes what kind of support?
- xi) What strategies do you have in place to encourage the girls to enroll for vocational education and training?
- xii) What else in your view can be done and by who?

**APPENDIX VI: A MAP OF THE REPUBLIC OF SOUTH SUDAN SHOWING WAU COUNTY**



*Source: Google map of the Republic of South Sudan State*

**APPENDIX C**

**Questionnaire for systems librarians and acquisition librarians**

**Section A: Demographic profile (Tick the appropriate answers)**

1. Position/Title of respondent.....

2. Gender:

Male ( )                      Female ( )

3. Educational status:

Diploma ( ) Bachelor's degree ( ) Post-graduate Diploma ( ) Master's degree ( ) PhD ( )

**Section B: E-resources access**

4. What e-resources do you provide in your library?

.....

5. What remote access software have you installed that is appropriate for off-campus login access for your remote users?

.....

6. Does your library conduct training for users on how to remotely access e-resources?

.....

7. What are the most frequently remotely accessed resources?

.....

8. What problems do your users encounter while accessing e-resources remotely?

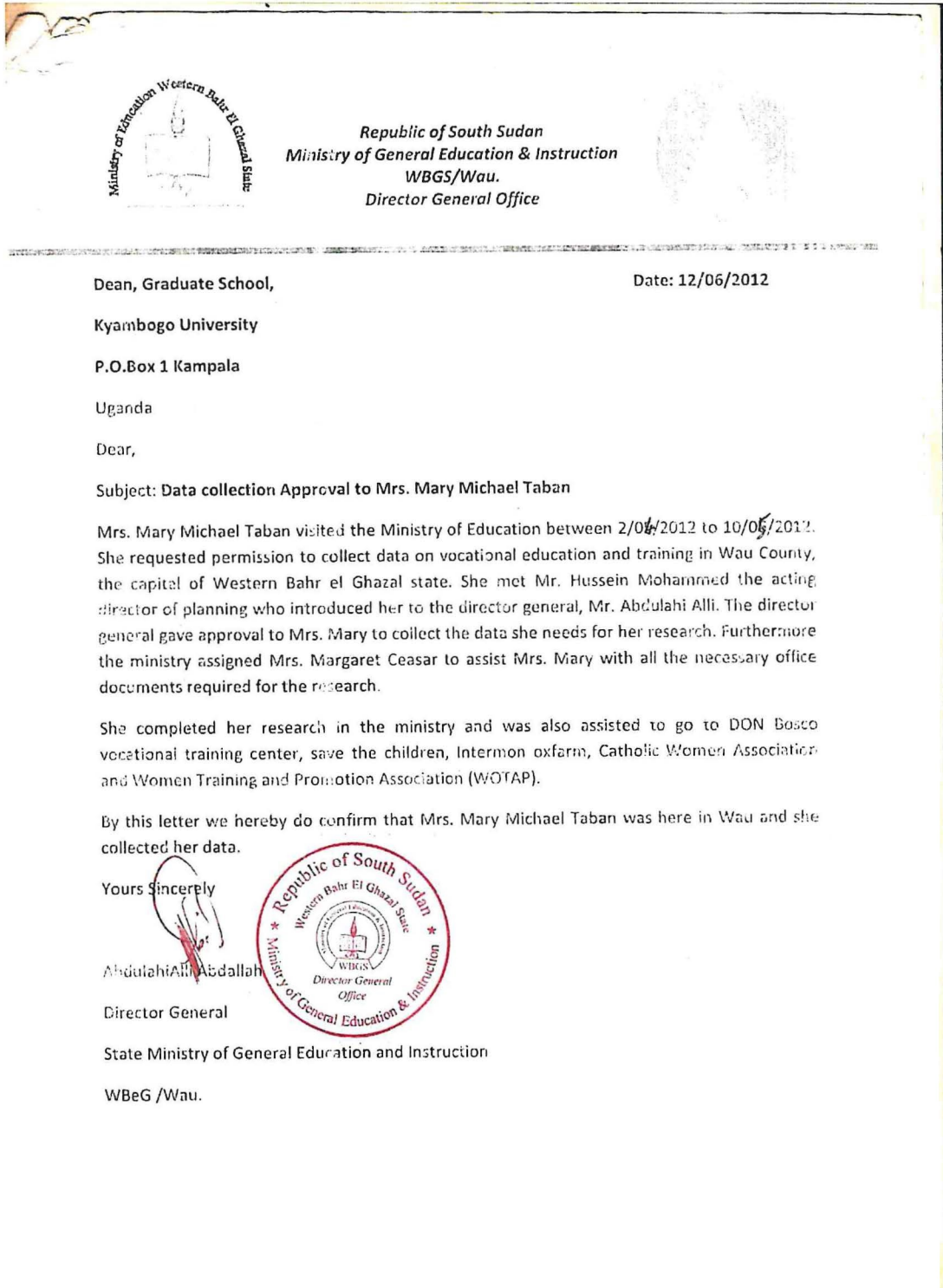
.....

9. What strategies are in place to enhance remote access to e-resources?

.....

**THANK YOU**

**APPENDIX VIII: LETTER OF INTRODUCTION FROM THE REPUBLIC OF SOUTH SUDAN, MINISTRY OF GENERAL EDUCATION & INSTRUCTION WAU COUNTY**





APPENDIX VII: LETTER OF INTRODUCTION FROM KYAMBOGO UNIVERSITY

KYAMBOGO



UNIVERSITY

P. O. BOX 1 KYAMBOGO

Phone: 041-285001/2 Fax: 041-220464, Kampala

Website: www.kyambogo.ac.ug

*Kyambogo University Graduate School*

Date: 02/04/20.....

TO ALL HOD

To: INTERVIEW

2 students from each DPMT  
BOY & GIRL

*Sumit*

RE: LETTER OF INTRODUCTION

This is to introduce *Mary Michael Taban*

Registration No. .... who is a student of Kyambogo University pursuing  
a Masters Degree in Vocational Pedagogy.

He/She intends to carry out a research on;

*Gender and Enrolment in  
Vocational Institutions  
in war Country.*

as partial fulfillment of the requirements for the award of the Degree in Masters of Vocational  
Pedagogy.

We therefore kindly request you to grant him/her permission to carry out this study in your organisation.  
Any assistance accorded to him/her shall be highly appreciated.

Thank you.

KYAMBOGO UNIVERSITY  
Trusting Faithfully,  
*M. Nakiwala*  
23 APR 2012  
Sr. Dr. F. Nakiwala  
OFFICE OF THE DEAN  
AG. DEAN, KYAMBOGO UNIVERSITY GRADUATE SCHOOL