

**TECHNICAL, VOCATIONAL EDUCATION AND TRAINING AND YOUTH UNEMPLOYMENT IN SOUTH  
SUDAN:  
A CASE STUDY OF YAMBIO COUNTY, WESTERN EQUATORIA STATE**

**BY  
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**2013**

**DECLARATION**

I, Nagomoro Bridget Philemon hereby declare that this is my original piece of work and has never been presented to any institution of higher learning for award of any degree. Any information used in this thesis has been duly acknowledged.

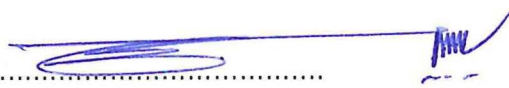
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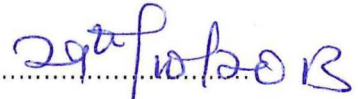
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### APPROVAL BY SUPERVISORS

This is to certify that Nagomoro Bridget Philemon carried out a research and came up with this thesis under our guidance on technical vocational education and training and youth unemployment in South Sudan; a case study of Yambio County, Western Equatorial state and is now ready for submission to the graduate school Kyambogo University.

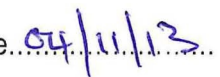
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## DEDICATION

This thesis is dedicated to my beloved parents; late Baba Philemon Ndawa and Mama Margret Maingbako

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## ABSTRACT

The purpose of the study which led to this thesis was to find out to what extent technical vocational education and training programmes can address the issue of youth's unemployment in the new Republic of south Sudan, and Yambio County in particular. The study was directed by three objectives; To find out to what extent TVET programmes can address the issue of youth unemployment in post-conflict independent South Sudan. To explore means by which gender issues such as gender stereotyping may affect TVET programmes in addressing youths' unemployment problem in South Sudan and to find the extent to which the poor public perception of TVET can affect the youth unemployment intervention programmes. The study was based on descriptive study design with the qualitative approach employed in the research. In order to come out with the population of the study size of 25 informants, comprising of 10 youths on the street, 10 students from the only vocational institution in the county and 05 TVET professionals, the following sampling methods were used; random sampling procedure (youths on the street), purposive sampling for the professionals and stratified random sampling for the 10 students. At the end of data collection in Yambio County, the raw qualitative data were then processed in the Microsoft Word, corrected the grammar, and organized in order to scrutinize unnecessary irregularities. Data was then arranged according to the research objectives by copying and pasting. It was read and re-read to identify similar themes and the possible sub-themes. The findings of the study indicated the following; TVET has a big role to play in the youth unemployment if the country is to develop. The study established that many youths are not employed because of lack of technical vocational skills. The study further discovered that the perception towards TVET is very positive. All the youths interviewed showed that they had a good attitude towards TVET. On the other hand, the women can study TVET courses. The finding indicated that society, especially those interviewed did not have a negative attitude towards this kind of education. All informants interviewed echoed the importance of TVET in the alleviation of the unemployment problem of the youth in the Yambio County. Findings of the study also brought to light some causes of unemployment among the youths in the county. Cardinal among them is lack of TVET skills. Several recommendations were made to help the youth of Yambio County and the Republic of South Sudan at large come out of the unemployment problems.

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## **ABBREVIATIONS/ACRONYMS**

BTVET	- Business, Technical and Vocational Education and Training
CTE	- Career and Technical Education
CPA	- Comprehensive Peace Agreement
ILO	- International Labour Organization
OE	- Occupational Education
MDTF	- Multi-Donor Trust Fund
MOGE&I	- Ministry of General Education and Instruction
MoLPS&HRD	- Ministry of labor, Public Services and Human Resource Development
MoCY&S	- Ministry of Culture, Youth and Sports
MoD&VA	- Ministry of Defense and Veterans Affairs
MoEST	- Ministry of Education, Science and Technology
MVP	- Master of Vocational Pedagogy
PVE	- Professional and Vocational Education
NGOs	- Non-Governmental Organizations
NOMA	- Norwegian Masters Abroad
RSS	- Republic of South Sudan
TVET	- Technical and Vocational Education and Training
TVE	- Technical-Vocational Education
WE	- Workforce Education
VTC	- Vocational Training Centre
VET	- Vocational Education and Training
UNICEF	- United Nation Children Education Fund
UNEVOC	- United Nations Centre for Vocational Education
TTVTC	- Tindoka Vocational Training Centre

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## CHAPTER ONE

### Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, research questions, review of related literature and the methodology used in the research.

### 1.1 Background to the Study

Technical vocational education and training (TVET) has become an education system that is a vanguard of technological and economic development all over the world today. Maclean and Wilson (2009) stated that without TVET the society would be in chaos. They stated thus;

It is every politician's nightmare: unemployed youths hanging out on the streets with little chance of finding a job or going to university. While the parents of those youths may digest their own dashed hopes for a better life, frustrations can reach revolt when the bleak horizon confronts the next generation (p.120).

On the other hand, Iwamoto (2005) cited in (UNESCO 2005.P.2) describing how the world would be without TVET said; "a time-bomb awaits to happen as hundreds of thousands more youth finish primary school and look for secondary education or work opportunities which do not always exist" The problem of unemployment is a rapidly increasing concern all over the world, and in developing countries like the Republic Of South Sudan in particular. There is anxiety in the governments of most developing countries arising from more youth completing schools only to be faced by a lack of jobs in the job market. These youth end up roaming the streets in lawless bands (Morse <http://www.jstor.org/pss/2147555> )

According to the Youth Employment Summit Secretariat (2002), the problem of youth unemployment is rapidly assuming dangerous proportions in many countries as their economies and educational systems are unable to accommodate their large numbers (The youth

unemployment is, therefore, an urgent global issue that has demographic, social, economic, health, and environmental repercussions. The republic of South Sudan in particular stands at the time when the unemployment issue is alarming. There is therefore a need to address unemployment with the utmost urgency it deserves.

What solution does the world envisage to this glaring problem of unemployment of the youth that has become endemic in the world today? Maclean and Wilson (2009) further prescribed the following as a solution to this problem: "for governments, rich or poor; the solution seems straight forward. Catch those individuals before they become alienated by teaching them vocational skills...to carve their niche in the labour market" Therefore, the importance of TVET can no longer be underrated in developing human capital and the development of technology (Maclean and Wilson 2009).

There is an urgent need to address the youth unemployment in the republic of South Sudan, which has gone through a lot of upheavals before it attained independence in July 2011 from the Republic of Sudan.

The independence followed a referendum which unanimously gave the people their rights of secession from the hitherto largest country in Africa, the Republic of South Sudan. The Republic of South Sudan had been home to the longest conflict on the continent with much of the fighting taking place almost exclusively there. Over the 22 years of the second civil war which began in 1983, South Sudan was ravaged in terms of human life, destruction of schools and roads, disruption of agricultural and business activities as well as massive population displacement (Badinga 2010).

An estimated 2 million people died during the war and approximately 4.5 million South Sudanese were displaced (Badinga 2010). In addition, most able-bodied men and youth, and a substantial number of women and girls, were active combatants at some point during the war years (Badinga 2010).

Although independence has been attained, the education of the South Sudan had been mutilated by the war therefore causing lack of education and training as being by far the most significant challenges to reconstruction in post-conflict independent nation (Colletta & Muggah, 2009, p. 431).

The war created a class of people that can be called "a lost generation" – those denied access to schooling during the war years due to insecurity, displacement, and/or lack of resources. This generation comprises the majority of the population today. The latest figures show that only one out of every 5 children attended school during the war, and with only 2% of these finishing the primary school cycle (MoEST & UNICEF, 2006). Any and all educational opportunities in South Sudan are still rare, although the demand for basic education and skills training is high and expected to rise (MoEST, 2007 a).

Until 2007, the MoEST offered little guidance for TVET programming although TVET has been understood to be an important part of the Demobilization, Disarmament, and Reconstruction (DDR) process in South Sudan, little formal TVET training yet exists (MoEST, 2007 a). The training that has been there after the long period of wars is mostly common training programs which involve life-skills training at the community level. For example, training pastoralist in techniques that improve animal husbandry practice or working with farming communities to increase crop yields (EFA, 2010). These types of trainings are short, with training taking place over a period of weeks or several days per month during an entire year, as opposed to the more formal training that requires daily attendance for months (EFA, 2010).

The skills training centers usually focus on skills that do not require heavy investment, such as carpentry or agriculture rather than computer training or car mechanic (MoEST, 2007 a). Serious inequities exist with regard to the participation of women in TVET. Generally, women are underrepresented in many areas of skills development such as in engineering or industrial sectors. These areas are male – dominated; being restricted to jobs identified with them such as sewing, hair dressing, cookery, etc. (African Union, 2007). This is a similar problem that exists in the new republic that with time will need to be addressed as we formulate the way forward for TVET in the country of Yambio and the country at large. Although much is not known about gender stereotyping in the new republic, this study was geared also to find out the gender issues in TVET and the youth unemployment in the South Sudan.

## **1.2 Statement of the Problem**

With peace and stability now in the republic of South Sudan, the issue of gainful employment, self- or paid, for the youth is a matter of great concern. With almost no practical knowledge and skills in modern trades, and hence unable to compete favourably in today's competitive labour market, the majority of the youth in the republic of South Sudan are at a serious socio-economic disadvantage. It was therefore pertinent that a study was carried out to find out what contribution TVET can have in the alleviation of the youths' unemployment in the new Republic of South Sudan. This is what made this research to be carried out.

## **1.3 The Purpose of the Study**

To find out how TVET can address the issue of unemployment among the youth in South Sudan, especially, in Yambio County after decades of wars, destruction and social instability.

## **1.4 The objectives of the Study**

To find out to what extent TVET programmes can address the issue of youth unemployment in post-conflict independent South Sudan.

To explore means by which gender issues such as gender stereotyping may affect TVET programmes in addressing youths' unemployment problem in South Sudan.

To find the extent to which the poor public perception of TVET can affect the youth unemployment intervention programmes.

## **1.5 Research Questions**

To what extent can TVET programmes address the issue of youth unemployment in post-conflict independent South Sudan?

In what ways can issues of gender affect TVET programmes in addressing youth unemployment in South Sudan?

To what extent can the poor public perception of TVET affect its youths' unemployment intervention programmes?



## **1.6 The Significance of the Study**

Are as follows:

Policy makers will find this thesis useful in formulating new education policy that will favour TVET especially to eradicate unemployment among the youths in South Sudan.

The result of this study will guide the youth on career choice because the study highly recommends TVET for poverty eradication in the country.

It will also lead to the improvement in domestic or household incomes and in general wellbeing of the youths in South Sudan as the youth pick up TVET as a choice of education path.

The result of this study will help other researchers to research further into the issues of TVET in the South Sudan.

Young Women will find the result of the study useful since it encourages them to take up TVET as Life-long learning.

## **1.7 Scope of the Study**

According to Amin (2005), scope of the study shows the restrictions that the researcher imposes on the study to determine its boundaries. The restrictions are in terms of content, geographical or location, and time.

### **1.7.1 Content scope**

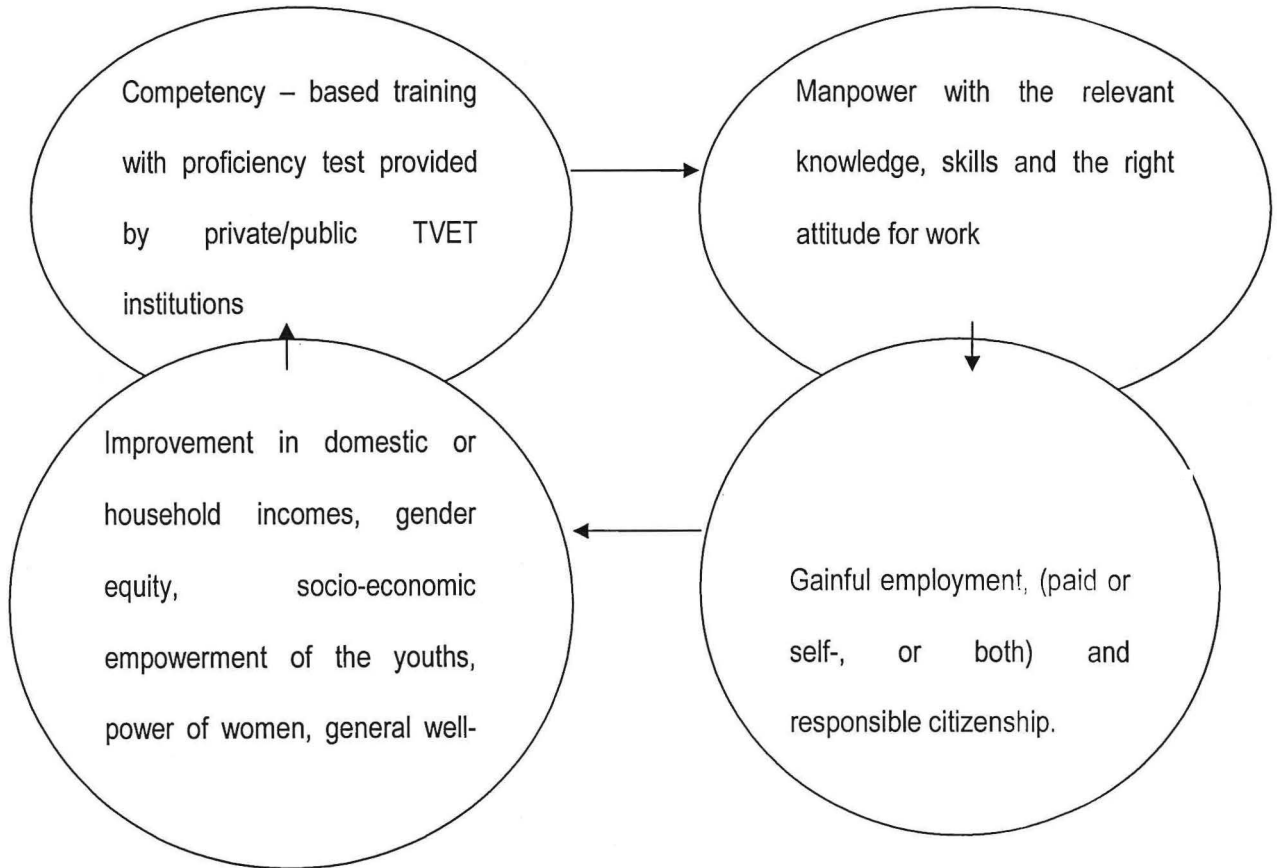
This provides the boundary of the subject matter being studied, and my content scope was based on the three research objectives of finding out the extent TVET programmes can address the issue of youth unemployment in post-conflict independent South Sudan, exploring means by which gender issues such as gender stereotyping may affect TVET programmes in addressing youths' unemployment problem in South Sudan and finding out the extent to which the poor public perception of TVET can affect the youth unemployment intervention programmes.

### **1.7.2 Geographical scope**

The study was carried out in Yambio County of the western equatorial state of the Republic of South Sudan.

### 1.8. The Conceptual Framework

Figure 1:



**Operational Definitions of terms:**

**TVET** as an overarching term used to describe all kinds of formal, non-formal and informal training and education provided by or in all different institutions, provides and learning location is defined as “any education, training and learning activity leading to the acquisition of “practical skills, know-how and understanding necessary for employment (paid or self) in a particular, occupation, trade or group of occupations or trades”

**Non-formal education and training:** This covers a whole range of structured programmes outside the regular, sequential schooling or training systems.

**Technical education:** used of school-based preparation for technicians usually in institutions associated with Education Ministries.

**Vocational Education:** used of school-based preparation of craftsmen and craftswomen, usually in institutions associated with Education Ministries.

**Empowerment:** as an important element of development is the process by which people take control and action in order to overcome obstacles. It is the collective action by the oppressed and deprived to overcome the obstacles of structural inequality which have previously put them in a disadvantaged position. It is the process by which women mobilize to understand, identify and overcome gender discrimination, so as to achieve equality of welfare, and equal access to resources.

**Equality:** means that males and females have equal rights, freedom, conditions, and opportunities for realizing their full potential and for contribution to and benefiting from economic, social, cultural, and political development (OECD, 1998).

**Gender:** refers to all the attributes acquired in the process of socialization in terms of sex roles such as power-sharing, decision – making, the division of labour, return to labour both within the household and in the society at large and in terms of the appropriate behaviours and values which the community and society ascribe to each sex. It's the sum of all the expected and acceptable interactions in relationships between women and men in a given society at a given time.

**Gender Equality:** means that there is no discrimination on grounds of a person's sex in the allocation of resources or benefits, or in the access to services. It is measured in terms of whether there is equality of opportunity or equality of results.

**Gender Equity:** is an approach directed towards ensuring that development policies and interventions leave women no worse off economically or in terms of social responsibility than before the intervention. This approach tries to make equity visible by using indicators which reveal the human cost of many activities; provision of fuel, water, etc. This approach tries to ensure that women have a fair share of the benefits, as well as the responsibilities of the society, equal treatment before the law, and equal pay for work of the same value. Gender equity, as a goal, requires that specific measurements and monitoring are employed to ensure that, at a minimum, programmes, policies and projects implemented do not leave women worse off than other sections of the population, on particular the men in their peer group and families.

**Gender Issues:** Arise where an instance of gender inequality is recognized as undesirable or unjust. There are three aspects of gender issues, namely: gender gap, discrimination, and women's oppression.

**Gender Role Stereotyping:** is the constant portrayal, such as in the media or in books of women and men occupying social roles according to the traditional gender division of labour in a particular society. Such gender role stereotyping works to support and reinforce the traditional gender division of labour by portraying as "normal" or "natural".

**Gender Sensitivity:** is the ability to recognize gender issues and especially the ability to recognize women's different perceptions and interests arising from their different social location and different gender roles. Gender sensitivity is often used to mean the same as gender awareness, although gender awareness can also mean the extra ability to recognize gender issues which remain "hidden" from those with a more conventional point of view. But here we define gender sensitivity as the beginning of gender awareness, where the latter is more analytical, more critical and more "questioning" of gender disparities.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### **2.0 Introduction**

This chapter presents literature that have been synchronized and presented according to the objectives of the study. The objectives of this study are as follows; To find out to what extent TVET programmes can address the issue of youth unemployment in post-conflict independent South Sudan, to explore means by which gender issues such as gender stereotyping may affect TVET programmes in addressing youths' unemployment problem in South Sudan and to find the extent to which the poor public perception of TVET can affect the youth unemployment intervention programmes.

#### **2.1 TVET and Employment:**

Given the tenuous nature of the South Sudan economy, innovative approaches to linking TVET to the economic context have been attempted. Many training centres incorporate business management training or entrepreneurial training into the curriculum, in order to prepare graduates to earn a living from their newly – acquired skills (ILO, 2011). Micro-credit schemes are rarer but equally important to the fledging enterprises, but the TVET graduates have few opportunities in the employment market and must themselves create a livelihood from the learned skills (UNESCO – UNEVOC, 2007). As UNESCO – UNEVOC, (2007) further observes, TVET in South Sudan, rather than being concerned with the acquisition of knowledge and skills from the world of work, is currently mainly concerned with the acquisition of skills that could lead to livelihood – the means of making a living. The term “world of work” does not currently apply to the context of South Sudan because too few opportunities for gainful employment exist to make it meaningful. The market for semi-skilled labour of the type that emerges from existing TVET programs is still too underdeveloped to absorb the few graduates (UNESCO – UNEVOC, 2007).

### **2.1.1 The Role of TVET in National Development**

TVET was regarded as a core component of the national development strategy in the international community prior to 1980s, but gradually lost funding and support as the 21<sup>st</sup> Century and modernization approached (MacLean and Wilson 2009). However, the 21<sup>st</sup> century's needs for new skills to match advances in information and technology have initiated the return of TVET to the international agenda (MacLean and Wilson 2009).

The globalization process, the knowledge economy, advances in technology and increased competition due to trade liberalization are major forces driving change in the world of work. They have important implications for the demand for skills, human resource development and training. The use of new technologies, especially ICT and the introduction of new manufacturing processes, and new modes of work organization have led to skills intensification and an increase in the demand for higher order skills and productivity (Okello 2011). TVET therefore has a great role to play in the national development as it provides the youth with the skills that are needed in the job market in the modern economies. TVET is synonymous with the industrial skills as Okello (2012.p1), asserted;

Technical and vocational skills are the key resources for economic development. A well-educated and well-trained population is crucial for the efficient acquisition, utilization, creation and dissemination of knowledge and skills that increase productivity and economic growth. In the knowledge based economy, information and technology are the driving forces of economic development. To achieve a sustainable growth in today's rapidly changing technological environment, a country needs to develop its human resources through continuous education and training (p.1)

The findings of this study agree with the assertion made by Okello above. TVET has a critical role to play in the national development of any nation of the world today.

### **2.1.2 TVET in a Changing World**

TVET is now being seen as extremely suitable for contributing to national socio-economic development and meeting the Millennium Development Goals through human resource development. Skills development provides individuals and profitable employment thereby

sustainably increasing their earning power and access to a quality life through being able to afford quality health care, food, clothing and shelter (MDG1, UN 2010).

This is particularly crucial in developing countries where the majority of people currently live in poverty. The formal sector in developing countries is small and has a low job growth, this makes it not possible to absorb all school leavers and graduates who seek employment. This scenario is so because even the TVET curricula are focused on creating “job makers” (self-employed workers) rather than “job seekers”. Unemployment can be reduced by refocusing the TVET curriculum to create job makers rather than job seekers, thereby allowing developing countries to get closer to meeting the MDGS. This is particularly true for combating unemployment among youth who graduate from secondary school, but do not proceed to tertiary level (US census Bureau, 2010).

TVET does not only support the socio-economic welfare of individuals, but it can also increase international competitiveness. Currently, technological changes are taking place at an extremely fast pace in a fast globalizing world. The gap in knowledge and ownership of advanced technologies between developing and developed countries has always been large, with developing countries often adopting technologies and solutions innovated elsewhere and lacking the capacity and resources to adapt most of the technologies to the local context (UWESO and ILO, 2002).

Transfer of technical knowledge through TVET, coupled with creative skills and career guidance, can raise the innovative capacity of developing countries, allowing them to improve on quality technological innovation for their own context and for export and to keep up with the developed world. Without such interventions, the development gap will widen even more and reduce the competitiveness of developing countries in the global economy (UWESO and ILO, 2002). This has worked with the economies that have emerged into international recognition in the economic and technological arenas such as China and India (Macklean and Wilson 2009).

### **2.1.3 Employability and Competence – Based Training- CBT in TVET programmes:**

Employability refers to an individual's capability to move self-sufficiently within the labour market through the knowledge, skills and attitudes which they possess, the way they use these assets and

present them to employers, and application of these qualities in the variable contexts within which they seek work (Hillage and Poland, 1998). Competency is the application of knowledge and skills related to an industry standard of performance and focuses on what is expected of an employee in the workplace (technically but also socially), rather than just on knowledge acquisition.

It embodies the ability to transfer and apply skills and knowledge to new situations, disciplines, and environments. The CBT approach which is increasingly being adopted by TVET institutions, therefore, facilitates the creation of an adoptable workforce (UNESCO and ILO, 2002). The CBT can also be adopted in the new republic of South Sudan for the sake of the development of TVET there.

### **2.2.1 TVET and Gender:**

In 2006, the UNESCO Institute of Statistics (UIS) commissioned a study to assess the extent of current data knowledge about global provision of TVET in thirty countries (UNESCO 2006). Only seven African countries (Botswana, Egypt, Ghana, Senegal, Seychelles, Tunisia and Zimbabwe) were involved in the global study. Findings show that TVET education is portrayed as inferior to general education and serving the purpose of solving youth unemployment. The study also shows that girls face more difficulties accessing secondary education and TVET programs compared to boys. Female participation is not increasing when TVET is relegated to a less prestigious strand of education. The proportion of girls enrolled in TVET is very low. However, this should be regarded with caution because only a small percentage of girls reach the secondary level in many countries (Atchoarena and Delluc 2002).

In addition, young women and girls are often directed towards stereotyped training and occupations (Okello 2009). Women continue to be under-represented in formal business training programmes thus limiting their employment options, economic returns and longer term career development. Poor and vulnerable women are usually more interested in skills' training that meets their immediate "practical gender needs" as opposed to longer term "strategic gender needs" that directly tackle the basic underlying causes of female subordination (Okello 2012).

Women are often concentrated in handicrafts, basic food – processing and sale which are traditionally considered to be women's domain (Kulabako 2010).



It is now widely asserted, though not so far evident in policy change, that women are not a marginal interest group, but the priority group for human capital development (World Bank 200a, b). This is not based on gender equality arguments, but in terms of pro-poor growth and economic growth in general. Klasen (2002) estimated that if Sub-Saharan Africa had given the same priority to addressing gender inequality in education as was given in East Asia, real per-capita annual growth between 1960 and 1992 would have been between 0.4% and 0.6% faster.

The vocational training programmes in rural areas that appear most successful in terms of enhancing employability and contributing to the human development of their trainees are those where teaching activities are directly targeted at specific groups (World Bank 200a, b). Vocational and skills training need to be comprehensive in nature, thereby focusing on the needs and potential of the trainees, aim for social equity in access and be sustainable in terms of technical, financial and environmental feasibility (Ayot 1984).

### **3.2.1 TVET, Public Perception and the youth unemployment:**

In many countries in Sub-Saharan Africa the public and even parents consider the vocational education track as fit for only the academically less endowed which makes it very difficult if not impossible for students entering the vocational education system to proceed to higher education. (Okello 2011, Okello 2009). Atari et al (2009) in their Assessment and Opportunities study of TVET for South Sudan observed that the common perception was that TVET was geared towards “academic losers” “drop-outs”, and lower-status blue-collar jobs. They argue that this negative stigma resulted from an education system which celebrated academic achievement over vocational trades.

TVET was also seen as a training venue for men, not women. They further observed that the negative stereotype of vocational and technical trainings stains the potential positive benefits of TVET. This result of this scenario is that, many who have technical and vocational training do not appreciate their skills because they are looked down upon, resulting in excessive low self-esteem. The poor public perception of TVET in many countries tend to portray TVET as fit for only the academically less endowed and students entering the vocational educational stream find it

extremely difficult to proceed to higher education, hence TVET is considered a dead-end (African Union, 2007).this therefore greatly affects the youths. For one important reason that those youths who could go on to TVET institutions and find jobs in the job market shun this type of education and therefore rejuvenating into a state of an unemployment (Okello 2012).

### **2.3.2 Status of TVET in Sub-Saharan Africa**

TVET systems in Sub-Saharan Africa differ from country to country and are delivered in different types of institutions, including technical and vocational schools (both public and private), polytechnics, enterprises, and apprenticeship training centres. For example in West Africa, traditional apprenticeship offers the largest opportunity for the acquisition of employable skills in the informal sector. In Ghana, the informal sector accounts for more than 90% of all skills training in the county (African Union, 2007).

Numerous criticisms of TVET programmes have been voiced over the past decade (World Bank, 1991, Moura Castro, 1999). They may be summarized as: (i) poor equality; (ii) very high cost; (iii) training not suited to actual socio-economic conditions; (iv) disregard of the informal sector's needs; and (v) disregard of the labour market and of the high unemployment rate among graduates.

In view of the changes in the labour market, the objectives of TVET have become more diverse: they are no longer simply economic but also social, including the fight against poverty and the integration of young people into the world of work (Maclean and Wilson 2009). In this context, two other major objectives are pursued: (i) to train the workforce for self-employment and (ii) to raise the productivity of the informal sector (World Bank, 1991, Moura Castro 1999).

Most countries in Sub-Saharan Africa regard TVET as vital to their economic development, as this sector is associated with acquisition of the qualifications needed to be competitive in the international arena (Atchoarena and Delluc, 2002, page 57). TVET is going through a stage of transition and re-orientation in the region, as efforts are being made to give students some basic skills and knowledge, as well as the tools they need to play an active role in the production system (Atchoarena and Delluc, 2002, page 57).

The development of partnerships should help TVET to adjust to the requirements of the labour markets in both the formal and informal sectors. The state can play an important role here by introducing incentives measures and mechanisms enabling training to adjust to demand and by developing an appropriate legal framework (Fluitman; 1999, Rena, 2002).

Many countries in Sub-Saharan Africa consider today that the infrastructure and equipment of TVET institutions are for the most part obsolete, inadequate and unable to adapt to private sector's expectations and technological change. Nevertheless, no country can forego the effort to train young people in the technical skills needed to master the occupations of modern use and maintain this training system (Rena; 2005).

### **2.3.3 TVET status in South Sudan:**

There are many TVET challenges and critical gaps identified in South Sudan which among others include: negative reputation of TVET, a low level of political will and capacity, no clear TVET policies, lack of TVET role models, competition with low-waged and experienced foreign labour, limited access to enterprise enablers (e.g. training, finance, business model innovation, and market access), consumer preferences for foreign goods, and lack of management skills and capacity.

Several ways to address the challenges and critical gaps include the important role of partnership, clear and harmonized policies, the promotion of entrepreneurs and entrepreneurship, quality teachers and training, increase access to markets, security improvement, promotion of local products, and ongoing evaluation, assessment and adjustment of TVET programmes (Afari et al, 2009). Importantly, market mapping and analysis identified needed infrastructure skills, and related apprentice trades based on development priorities in addition to existing opportunities (Afari et al, 2009).

After a comprehensive exploration of the challenges, needs, market and programming opportunities for TVET, a number of recommendations have been made which included: strengthening the directorate of TVET in the ministry of Education, Science and Technology;

developing a unified curriculum, standards and certification; securing appropriate equipment and qualified teachers.

Besides other recommendations were; creating a TVET faculty or college developing two categories of TVET, one directed at high school and college for college students and the other category for people with no formal education (Atara et al, 2009).

For TVET to contribute to development in multiple sectors, the following have been identified as the most urgent: food security and production, transportation, education, health services and housing (Atari et al, 2009). Although Entrepreneurship is an important aspect of development, but in regions with high unemployment like South Sudan with low literacy and employable skills, employment is an urgent priority (Atari et al, 2009).

#### **2.3.4 TVET and Demobilization, Disarmament and Reconstruction (DDR) in South Sudan:**

While TVET is understood to be an important part of the DDR process in South Sudan, little formal TVET training exists. The most common training programs involve livelihoods skills training at the community level. Pastoralist groups are trained in techniques that improve animal husbandry practices with farming communities also trained to increase crop yields (UNESCO – UNEVOC, 2007). These trainings undertaken by NGOs are short, with most trainings taking place over a period of weeks or several days per month during an entire year, as opposed to more formal training that requires daily attendance for months. Such livelihoods skills training programs build on local knowledge or introduce innovation in a skill that is already practiced (UNESCO – UNEVOC, 2007). The existing training centres in South Sudan usually focus on skills that do not require heavy investment, such as carpentry or agriculture rather than computer training or car mechanics (MoEST, 2007b).

Generally, there are no educational requirements for admission to vocational training programs, although there are exceptions. At the moment, in the absence of a South Sudan Vocational Curriculum, NGOs typically establish their own training curriculum. The ministry of Education, Science and Technology (MoEST) strongly opposes this practice and is firmly committed to developing a national curriculum in the near future (MoEST, 2007b).

On the other hand, factors that promote security in post-conflict situations have been studied using both macro and micro approaches. The conventional security promotion effort that arises from the micro approach include disarmament, demobilization and reintegration (DDR) and security system/sector reform (SSR) which are widely considered a core of contemporary peace support operations and state-building (Colletta & Muggah, 2009, p. 427).

Under DDR and SSR, the level of human capital i.e. vocational skills, is one of the significant potential factors promoting security. This means that TVET does not only promote individual or societal development, but also plays a significant role in stabilizing the post-conflict environment so that there is no recurrence of violence at whatever scale (Colletta & Muggah, 2009, p. 436). This is so because those who might otherwise become perpetrators or victims have the alternative of becoming engaged in work and learning relating to social and economic development rather than resorting to power-seeking through the naked use of force without recourse to the rule of law.

The impact of conflict on TVET in South Sudan is similar to that felt on the health system in Iraq, where there are both direct and indirect effects on the healthcare of the population. The direct effects arise from the consequences of combat – battle death and injuries – and from indirect consequences that continue to be felt years after the conflict ends (MedAct, 2004, p. 2). There has therefore been a gap that had to be filled by looking at the role of TVET in the post conflict in the South Sudan and this has been the subject of this study.

### **2.3.5 TVET and Traditional Apprenticeship:**

Informal sector employment and self-employment dominate in both rural and urban areas in Africa. Traditional apprenticeships and on-the-job training provide the most opportunities for skills development for the vast majority of African youth (ILO, 2007). In Ethiopia, the informal sector accounts for 90% of all labour market activities and jobs<sup>1</sup>. In Morocco, a survey conducted in the informal sector revealed that about 80% of employers or employees acquired their skills on the job (Ait Soundane, 2005).

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<sup>1</sup> Central statistical authority, Ethiopia (2003). Report on urban informal sector, sample survey, January 2003.

The strength of traditional apprenticeships lies in the fact that they provide the youth who have low levels of education with practical employable skills (Monk et al, 2008).

In South Sudan, Apprenticeship programs are very difficult to establish as so few people earn a living using a vocational skill (UNESCO – UNEVOC, 2007). Could apprenticeship be the solution to the youth unemployment in the republic of South Sudan? This has been the object of this study in the Yambio County of the western Equatorial state of the South Sudan.

#### **2.4 summary of the literature**

As noted above the literature has been reviewed, but none of them was specific about my area of study. Most of them reiterated the importance of TVET for fighting unemployment and fostering national development, but as far as the Yambio County is concerned, none of them directly address this issue. This was the subject of the study. Besides, although there has always been an outcry on the marginalization of women when it comes to TVET education due to the absence of the role models, when it comes to the Yambio County and the republic of south Sudan, no known study has been conducted to find out the gender issues on the TVET and unemployment of the female youths. This study has bridged this gap.

## CHAPTER THREE

### METHODOLOGY

#### **3.0 Introductions**

Under this chapter, the following aspects of the study have been presented; study design, population of the study, sample and sample size, instruments used in the data collection, procedure of data collection and the method of data analysis.

#### **3.1 Study design**

The study was a descriptive case study that used qualitative methods of data collection and analysis. It focused on establishing the role vocational education and training can play to avert youth unemployment in Yambio County of South Sudan. I chose the descriptive design for this study because I wanted to get people's opinions and attitudes or ideas about the role VET can play in the fight against the rampant unemployment among the youths. According to Kincheloe, (2003) a descriptive research is foregrounded in peoples' experience as it is lived, felt and undergone which implies that the social world can only be understood from the standpoint of the individuals perceiving it.

#### **3.2 Population of the Study**

Three categories of study population were involved in this study. These were 10 unemployed youth; these were not TVET professionals, 10 students, and 5 VET professionals. The 10 unemployed youths were selected under this category. These were both men and women and were the most important participants in this study. Gender was considered in their selection. Both sexes were selected for this study. All the informants above were from Yambio County.

The 9 students selected were both men and women studying in various institutions in the country and these were purposively sampled. Not all of them were from the VET programs, but at least seven were from the VET areas of study and the other three were from the academic institutions.

Most of these students were in their final year; they had been exposed to field experiences while on their industrial training. They were able to fulfill the objectives of this study because they were knowledgeable on the issues of youth unemployment in the country, therefore they were deemed to be well equipped with pertinent information regarding the training and how it relates to the demands of the workplaces.

Besides the five TVET graduates were also included in the study. These were purposively sampled to give information on the unemployment of the youth and also on the importance of TVET in fighting unemployment.

### **3.3 Sample Size and Selection**

Two main sampling methods were used to sample out the informants for this study; the random sampling and purposive sampling as indicated in the table below.



**Table 1. 2: Summary of the Sample Size and Selection methods**

Category of samples	Sample Size	Selection Method
Unemployed youth	10	Simple Random
students	09	Sampling technique
TVET graduates	05	purposive sampling technique
Total	24	

### 1.3.5 Sampling Techniques

#### 3.4 Simple Random Sampling

Simple random sampling technique was used to choose the unemployed youths from Yambio County. This gave every person on the street not employed an equal chance to be selected (Sekaran, 2003, p. 270). After gathering them with a promise of some rewards, stratified sampling was done taking into consideration the gender. To get the graduates for the study, purposive sampling was done. Two of the students were known to the researcher and through snowballing, the eight were brought on board for interview. Thereafter, the same procedure was used to get the VET professionals. This was because these people are scattered and are not in one place. Therefore the snow ball method was the most suitable method of sampling that could be done. The first respondent directed the researcher to the rest of the four informants. I got their telephone contacts from the first respondent and this made it possible to contact others and fixed the dates for interview.

### **3.5 Data Collection Methods**

Data was obtained from both primary and secondary sources. I obtained primary data directly from the population of study using the research instruments that had been developed and tested before going to the field. While secondary data was sourced from documents and other related literatures that I had reviewed before going to the field.

#### **3.5.1 In-depth, unstructured Interviews**

The in-depth interviews involved face-to-face interactions following appointments that I had made with the informants in advance. The purpose of fixing appointments, according to Mugenda & Mugenda (1999, p. 83) in kulabako (2010), was to create maximum co-operation and friendly atmosphere with the respondents prior to the administration of the research tools to collect data from the respondents. Interviews with the respondents was generally to find out the role VET can play in solving the problem of unemployment in Yambio county of the republic of South Sudan.

As Sekaran (2003, p. 232) pointed out by using face to face interviews, I was able to adapt the questions as necessary, clarified doubts to the respondents and ensured that the questions were properly understood, by repeating or rephrasing the questions. By the use of this method, I was not only able to obtain non-verbal cues about the subject under investigation from the respondents, but also gave an in-depth understanding of the situation.

#### **3.7 Data Collection Procedure**

I obtained an introductory letter from the Post Graduate office at Kyambogo University which formally introduced me to the government of South Sudan. I was quickly given permission before I proceeded to Yambio County where I collected the data for this study. I did the sampling on the street of Yambio to get the sample population of this study especially getting those youths who were not employed. Meanwhile after getting the first graduate of TVET, other names were suggested to me. I made telephone calls to them to make appointment to meet on the appropriate days for the interview. Meanwhile for the students, I had to visit their schools within Yambio to get the samples for the interview. I had to introduce myself to the school administrations to allow me collect data from their institutions. After getting the student samples I took them a good environment to allow the interview to take place without interruption. The qualitative Data which

emanated from the in-depth interviews was recorded in the field notebooks. Hand-written notes were also taken during the interview sessions.

### **3.8. Data Processing and Analysis**

As Cohen and Manion (1997) put it, "the data collected is known to be raw information and not knowledge by itself. It, therefore, has to be organized in various stages". Indeed, at the end of data collection in Yambio County, the raw qualitative data were in the possession of the researcher. The data was then processed in the Microsoft Word, corrected the grammar, and organized in order to scrutinize unnecessary irregularities. Data was then arranged according to the research objectives by copying and pasting. It was read and re-read to identify similar themes and the possible sub-themes. This helped me to get the different viewpoints of the respondents about the topic of study. These very view points were very helpful in developing a coherent discussion based on each objective in chapter four. In some instances, the respondents' views were reported in a verbatim way.

Once this was done, I presented, interpreted and discussed the data qualitatively following each objective as represented in chapter four, in light of the current literature and discourse on the subject. Here the aim was to determine the adequacy of the information, its credibility, usefulness and consistency such that I could present it with confidence. In some cases, the views of the respondents were quoted in a verbatim to bring out their opinions clearly.

## CHAPTER FOUR

### PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

#### 4.0 INTRODUCTION

In this chapter, findings of the study are presented, interpreted and discussed according to the objectives of the study. Findings from the questionnaires have been presented in tabular and graphical forms. The following were the objectives of this study; To find out to what extent TVET programmes can address the issue of youth unemployment in post-conflict independent South Sudan, to explore means by which gender issues such as gender stereotyping may affect TVET programmes in addressing youths' unemployment problem in South Sudan and to find the extent to which the poor public perception of TVET can affect the youth unemployment intervention programmes.

#### 4.1 PRESENTATION OF RESULTS

A set of questionnaires were presented to the unemployed youth on the street of Yambio town regarding various aspects of TVET and the youth unemployment in the County and the following were their responses as tabulated and presented in the following tables below according to the three objectives of the study;

The first set of questionnaires were administered to the unemployed youths on the street of Yambio town in fulfillment of the first objective of the study and the responses are analyzed and tabulated in table 4.1 below;

**Table 4.1 Responses from the unemployed.**

QUESTION		A	SA	NS	D	SD	total
Most people do not have jobs because they have no vocational education and training skills in various fields	Freq	0	9	0	1	0	10
Most of the vocational education and training graduates are unemployed	Freq	0	1	0	5	4	10
Vocational education and training graduates are better than other graduates.	Freq	0	3	0	5	2	10
There should be free vocational education and training in Yambio	Freq	9	1	0	0	0	10

Key - (A-Agree, SA-Strongly Agree, NS- not sure, D-Disagree and SD-Strongly Disagree)

Nine out of ten of the youths interviewed agreed that most people do not have jobs because they have no vocational education and training skills in various fields, meaning that the youth are aware of the importance of vocational skills in being employed in the job market. Besides, when asked whether the vocational graduates were unemployed because they were specialist in the vocational fields. Nine youth disagreed with this question. On the question of having a free vocational training in the South Sudan and Yambio in particular, all the ten informants agreed that free vocational education should be offered to the people. This implies that vocational education and training can be a good tool for fighting unemployment. It also shows a change in attitude towards vocational education. This finding agrees with Nakyobe (2010) that vocational education is a basis for employment in today's world.

The youths were further asked two important questions to determine their gender attitude towards women taking technical vocational education and training. The following were the responses as tabulated and presented in table 4.1.2

**Table 4.1.2 gender perception**

QUESTIONS		A	SA	NS	DA	SDA	TOTAL
Women can do vocational education and training courses like men	Freq	2	8	0	0	0	10
We are happy seeing a woman roofing a house	Freq	0	9	1	0	0	10

All the ten respondents involved in this research agreed that women can do professional courses in vocational education and training programmes. This finding agrees with the findings in Uganda which revealed a change in the societal attitude towards women's participation in what was once known to be male dominated (Okello 2012). In addition to that, nine of them reported that they are happy seeing a woman on the roof thatching a house. This shows that people are contented that vocational education and training are not for men only. The shift in the attitude of the population in favor of women makes it possible to intensify the training of women in the areas of TVET in the South Sudan.



School Girls in a Yambio county school

In the fulfillment of the third objective of the study, the youths were asked some questions to determine their attitude and perception on the Technical vocational education and training. Their responses were tabulated in table 4.1.3 below;

**Table 4.1.3 responses on public perception to TVET**

Questions		A	SA	NS	D	SD	Total
If given opportunity I would go to a vocational education and training	Freq	0	9	0	0	1	10
People who go through vocational education and training are very lucky	Freq	5	5	0	0	0	10
Vocational education and training are for people who are academically weak	Freq	0	2	0	0	8	10
Vocational education and training graduates are better than other graduates.	Freq	0	8	0	0	2	10

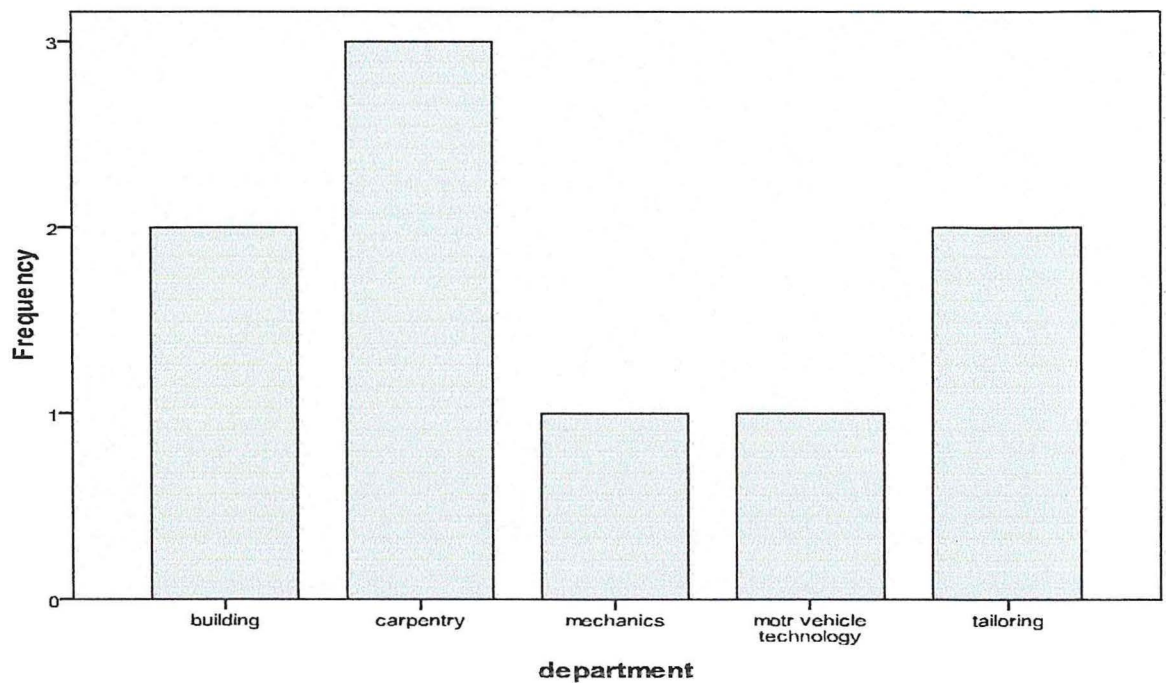
As presented in Table 4.1.3 above, all the interviewed unemployed respondents agreed that given the opportunity they would go to a technical vocational education and training institutions to gain skills to enhance their employment market, nine out of ten informants strongly agreed with this position against only one who seem to have had a negative attitude towards this kind of training. Besides, all the ten unemployed respondents that were involved in this study also agreed that people who went through vocational education and training courses are very lucky. Eight out of ten also agreed that those who go through TVET system are better than those who go through other systems of education. Thus it can be deduced that people are positive about Vocational Education and training in the Yambio County in our new Republic of South Sudan. This is an opportunity that should be tapped by government to train the human resource in the New Republic which is still lacking. This finding agrees with the findings of Kyakulumbye (2007) who discovered that there is a drastic change in the attitude of people nowadays towards vocational education in Uganda.



## 4.2 STUDENTS' RESPONSES

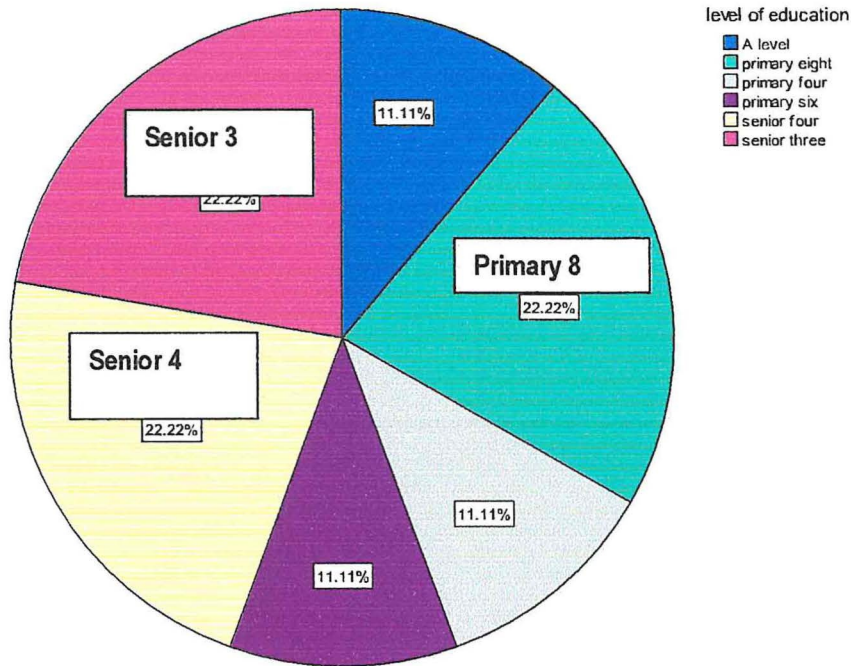
Several questions were administered to the respondents who were students from Yambio County. Their responses were tabulated and presented below:

### 4.1.4 Departments covered



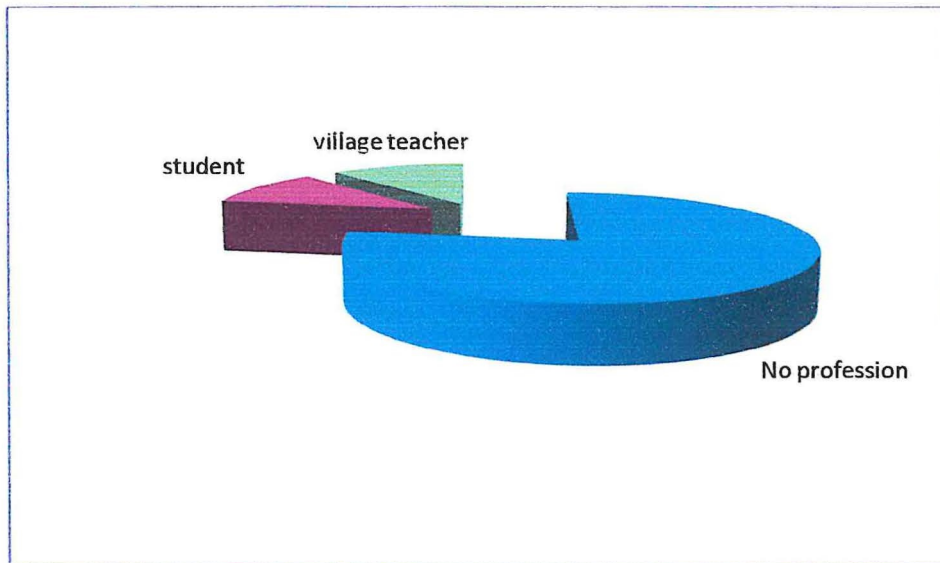
Majority of the students interviewed were in the department of carpentry followed by departments of tailoring and building, other students were from the departments of mechanics and motor vehicle technology as shown by the above graph. This category of informants was very important to me since they are the students in the schools. Some had been in the field already and therefore knowledgeable in the TVET issues.

#### 4.1.5 Level of education before joining TVET institutions



The pie chart above shows that the interviewed students in the TVET institutions had joined the course with various academic backgrounds ranging from primary six to A-level. Those in primary 8, senior 3 and senior 4 were more than those in other levels of education. This to me is an important bio-data to help me understand their responses to the questions that are administered to them to get data on my objectives of the study.

#### 4.1.6 PREVIOUS OCCUPATION



Majority of the respondents in this category had no previous occupation by interview time as reflected in the pie chart above with a few being formerly students and village untrained teachers in various institutions.

#### Table 4.2.2 Responses from the students

In order to find out data from the student category of informants, questions were administered to them according to the objectives of the study. Various responses were got from them and presented according to the objectives of the study in the following tables below;

The following questions were administered and the responses tabulated as in table 4.1.7 below;

QUESTIONS		A	SA	Undecided	D	SD	Total
Most of the vocational education and training graduates are employed	Freq	4	5	0	0		9
If given opportunity I would go on with a further study in a vocational education and training institution	Freq	8	0	1	0	0	9
People go through vocational education and training are very lucky	Freq	6	3	0	0	0	9
most people do not have jobs because they have no vocational education and training skills in various fields	Freq	3	5	0	1	0	9

From table 4.1.7 above, it can be seen that all the nine students interviewed were of the view that most of the vocational education and training graduates are employed in the job market, signifying the fact that all those who train in this field can be easily absorbed in the job market. Eight of the 9 student respondents strongly agreed that given the opportunity they would go further with their studies in a vocational education and training institution. This means that TVET can be the solution to the youth unemployment in the Yambio County if implemented since all the students interviewed in this category had such a positive attitude towards this type of education. This finding agrees with the finding of Kulabako (2010) which revealed that the Ugandan youth have seen that the TVET is a great solution to unemployment.

They also agreed that unemployment is prevalent because most people do not have vocational education and training skills in various fields. While interacting with them, they told me that if vocational education could be strengthened unemployment would not be in the young County of Yambio. This finding agrees with what Maclean and Wilson (2009) said that, "without TVET, there is no hope for many youths on the streets in the towns of the developing countries".

Besides, the informants also told me that if industries could be built and microfinance credits given to the technicians then more jobs could be created to meet the needs of the population in the

County. They said that some few technical people are having no jobs because of the above problems. All of those interviewed further agreed that those who go through TVET system are very lucky. This gives a green light for TVET to be used as an engine for employment of the youths not only in Yambio County but in the whole country of South Sudan. A sense of envy towards TVET means that the youths are aware of the benefits of education in this area. This being so, then it is important that the policy makers should note this finding and have it exploited so that the nation gets a proper education.

Some of the student respondents reported that few of the vocational education and training graduates are unemployed.

To determine the data for objective two on the gender issues, three items on the questionnaires were directed to the informants and their response were tabulated in table 4.1:8 below

**Table 4.1.8 showing responses of students on gender issues in TVET**

QUESTIONS		A	SA	Undecided	D	SD	total
women can do vocational educational and training courses like men	Freq	4	5	0	0	0	9
We are happy to see a woman roofing a house	Freq	3	3	1	1	1	9
Vocational education and training are suitable for men	Freq	2	1	1	1	4	9

On gender preference for vocational education and training, they all agreed that women can do vocational educational and training courses like men. This finding shows that the student population has a good attitude towards women taking up vocational education. This finding agrees with what Okello (2012) found out in Uganda. He discovered that the attitude of people in Uganda towards women's participation in TVET has improved overtime and now women in Uganda can take technical or vocational course without any problem. In addition to that, most of my respondents reported that they are happy to see a woman roofing a house. Furthermore, majority of the student respondents disagreed with the statement that vocational education and training are suitable for men only. This finding shows that the students are well informed about the abilities of females if given the opportunity to study. This is an attitude that should be followed up for the good of the gender balance. In my own experience as the only highly educated woman in the County, I feel that this attitude of students should be strengthened with a positive policy to enhance the girl child education not only in the Yambio County but the whole Republic of South Sudan.

A set of questionnaires were also administered to the student informants to find out the perception of the people in the Yambio County about TVET. Their responses were recorded in the table 4.1.9 below;

**Table 4.1.9 responses of students on the perception of the people towards TVET**

QUESTIONS		S A	A	Undecided	D	S D	Total
Government should build more vocational education and training institutions	Freq	6	1	1	0	1	9
People undermine vocational education and training	Freq	2	4	0	1	2	9
Vocational education and training graduates are better than other graduates	Freq	7	2	0	0	0	9
Vocational education and training are for the people who are academically weak	Freq	2	1	0	3	3	9

As presented in table 4.1.9 above, 8 out of 9 informants were of the view that more vocational institutions should be built in the county to enhance the youths' capabilities to get skills which are needed in the job market. This finding shows a positive attitude and perception that the youths have towards TVET. This finding agrees with the finding of Badinga (2010) which discovered that after the war period, the attitude of the youths towards vocational education in Juba Sudan has improved and therefore very positive about taking up vocational courses. In addition to that they all agreed with the statement that people who go through vocational education and training are very lucky. This finding shows that the students had very positive attitude towards vocational trades that they were taking. On the other hand, all the 9 students interviewed believed that those who go through TVET education are better than other people who went through theoretical education. This finding shows a positive attitude of the youths towards TVET. However six out of nine disagreed with the statement that those who go through TVET system are academically weak. Although three informants asserted that this education system carries the stigma of academic failure.

My field notes showed some fundamental change in our people when I informally interacted with some students in the institutions visited while collecting data for this thesis. For instance;

Concerning specializations in the field of mechanics, building and carpentry, all the students interviewed agreed that People admire mechanics, builders and carpenters. They indeed told me

that people who had the above occupation have a lot of respect in society. Furthermore, all of them agreed that there should be free vocational education and training in Yambio with the majority.

However, findings above also show that people undermine vocational education and training graduates. To the majority of the students vocational education is not for academic failures. This finding agrees with the finding of Okello (2012) which revealed that the attitude that used to be detrimental towards vocational education has changed and that the stigmatization towards vocational people has passed away.

This calls for the need to sensitize the community on the role of vocational education and training in fighting unemployment. On building training institutions, majority of the respondents agreed with the statement that Government should build more vocational education and training institutions.

#### **4.3 REPORT ON THE INTERVIEWS CONDUCTED WITH INSTRUCTORS OF TINDOKA VOCATIONAL TRAINING CENTRE. (TVTC)**

To fulfill the three objectives of the study, an in-depth interview was conducted with five of the VET professionals in the county, each at a time. Two of the instructors were from motor vehicle section, two from BCP and one from Carpentry section who is key personnel from the NGO's working in the region. Below is the report on the sessions. The findings of this study from the above category of respondents outlined several factors causing unemployment. These are; lack of skills among the unemployed resulting from lack of academic qualification. Lack of skills according to my respondents limited the job market accessibility by the graduates. The labour market consists of individuals who possess knowledge, skills, abilities and attitudes that are consistent with the tasks, duties and responsibilities needed in a particular job position. Therefore many youths in Yambio County languish without jobs because of lack of skills. This finding agrees with the assertion made by Maclean and Wilson (2009) that,

It is every politician's nightmare: unemployed youths hanging out on the streets with little chance of finding a job or going to university. While the parents of those youths may digest their own dashed hopes for a better life,



frustrations can reach revolt when the bleak horizon confronts the next generation<sup>2</sup>.

Furthermore many youth according to my respondents have no jobs because they are looking for white collar jobs, under looking certain types of jobs due to grades or certificates they hold. Most of these in the white collar job fields are not technical people, but they hold qualifications which are non-vocational. The white collar jobs are not there anymore, therefore there is need to build more vocational institutions to train people and prepare them for the industrial development of the new republic.

many people shun farming activities, negligence of government towards VET, outdated tools (mainly hand tools), lack of finance to facilitate training, the NGO's reported that their environment demands obedience/loyalty but some employees do not exhibit this quality were some of the reasons given by my informants on the reason for the unemployment in the Yambio County of the western equatorial state.

There also exists some form of corruption which tends to segregate some qualified personnel, rural urban migration, shunning existing jobs based on higher preference, people seeking jobs are/have bigger ambitions which entail their performance and not based on building career, many people lack experience in many required fields, and finally insecurity specially caused by "tong tong" (LRA) who were chasing people back and forth.

As means of solving unemployment, they reported that VET is a major key to solve unemployment because vocation skills makes one self-reliant/self employed. If one has vocational skills, he/she will not be idle. Giving practical skills to the trainee so that they can be self-employed e.g carpentry leads to ownership of workshop government has the mandate to open more and facilitate VOC center. According to the above findings, we can see that if government had some better policies on TVET, this could be a solution to the youth unemployment problem in the country.

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<sup>2</sup> <http://www.springer.com/education+&+language/book/978-1-4020-5280-4>)

According to their observation, the attitude of the youth towards VET is very positive. Many of them come from distant places during the recruitment times, this justifies the fact that they really need VET. However, they seem to be getting discouraged by the fees imposed and government activities which do not favor VET, poor facilities. This finding agrees with what Okinyal (2006) asserted about the status quo of TVET in Uganda which make this education to be relegated to a low status in the educational weighing scale.

some people think VET is for dull people and not bright ones, but ignoring the fact that VET solves unemployment problem, lack of motivation to join VET in forms of giving basic tools to start with, few tools which cannot handle ten (10 and above students), the existing tools are poor due to poor quality, they suggested that experts in the field should be selected to purchase the tools.

Some of the cited areas into which youth are employed included; business (petty trade), Government and NGO sector, farming activities and construction works, boda boda works, car washing, casual labor, carpentry and all sections in Tindoka Vocational Training Centres (TVTC).

They envision that since TVTC is the only known vocational institution in the state, it will be growing into a fully fledged technical school and that it should be turned into full centre with all facilities, full workshops with all sections well equipped. They also envisioned TVTC as an institution which should shine through its exemplary graduates. It has a potential of becoming a college. Other vision for TVTC is to grow with more sections added to the present ones and improve the quality of training being conducted. They also hoped that graduates at TVTC are sent for further/higher education/studies to Juba or Uganda for diploma courses.

The target population for training in a TVTC according to this included all youth (boys & girls) and demobilized soldiers, disadvantaged and Secondary School graduates who wish to attain practical skills are eligible targeted recruits and the school drop outs.



Yambio youths participating in the reconstruction of the county, TVET could give them a better work skills and equipments in the road constructions

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter provides the summary, conclusion and recommendations based on the research findings. It is noted that the summary, conclusion and recommendations are based on the objectives and the research questions of the study. Recommendations to solve youth unemployment in Yambio State, South Sudan were also given under this chapter.

#### 5.1 SUMMARY

This study has come out with major findings which are very fundamental to the fighting the unemployment of the youth not only in the Yambio County but even in the whole of the Republic of South Sudan. The following were the findings;

It was established that most people do not have jobs because they have no vocational education and training skills in various fields. The implication of this finding is that majority of the youth who are trained in vocational Education are employed. This therefore implies that vocational education and training is a good tool for fighting unemployment in Yambio County. IT CAN BE SAID THAT vocational and technical education is the only solution to the unemployment among the youths in the County of Yambio in the South Sudan.

Although my objectives did not include the establishment of the causes of unemployment in general, but during the interview in the field, some pertinent causes of the lack of employment came up and the study established several factors causing unemployment among the youth in South Sudan and Yambio in particular. The interest of the study had to bring into light important aspects that are linked to the TVET areas of interest. among them were; lack of skills among the unemployed resulting from lack of academic qualification, limited job opportunities in town, lack of investors/employers in town, looking for white collar jobs, under looking certain types of jobs due to grades or certificates they hold, many people shun farming activities, negligence of government

towards VET, lack of finance to facilitate training, There also exists some form of corruption which tends to segregate some qualified personnel, rural urban migration, shunning existing jobs based on higher preference, people seeking jobs are/have bigger ambitions which entail their performance and not based on building career, many people lack experience in many required fields. Although most of these are not directly within the study objectives, I felt that these should be brought to light for the sake of the need for the development of TVET in South Sudan which is largely viewed by this study as one of the best solutions to the unemployment question of the youths in the Yambio County of the western equatorial state of South Sudan.

## **5.2 CONCLUSION**

This study was guided by three major objectives namely; To find out to what extent TVET programmes can address the issue of youth unemployment in post-conflict independent South Sudan, to explore means by which gender issues such as gender stereotyping may affect TVET programmes in addressing youths' unemployment problem in South Sudan and to find the extent to which the poor public perception of TVET can affect the youth unemployment intervention programmes. As presented in the previous sub-heading under the summary, several findings were delved out during the research period. It is important therefore that the objectives are considered in this part of the thesis;

### **5.2.1 How TVET can address the youth unemployment in Yambio County**

The findings of the study revealed fundamental facts that I feel are important to the nation of south Sudan; most of the youths interviewed agreed that people do not have jobs because they have no vocational education and training skills in various fields, meaning that the youth are aware of the importance of vocational skills in being employed in the job market. Besides, when asked whether the vocational graduates were unemployed because they were specialist in the vocational fields, the findings indicated that all of them had been employed showing the extent to which TVET could help to alleviate the problem of unemployment of the youths in the South Sudan Republic. Because of its importance in solving the youth unemployment, the youth unanimously agreed that

government should provide free vocational education. This implies that vocational education and training can be a good tool for fighting unemployment.

Due to the knowledge of the great role TVET can play in fighting unemployment, all the interviewed unemployed respondents agreed that given the opportunity they would go to a technical vocational education and training institutions to gain skills to enhance their employment market.

From the study results also we see that all the students' respondents revealed that vocational education and training graduates are employed in the job market, signifying the fact that all those who train in this field can be easily absorbed in the job market.

I can therefore conclude that unemployment is prevalent because most people do not have vocational education and training skills in various fields.

### **5.2.2 Gender, youth unemployment and TVET**

The findings of the study on the attitude of the respondents towards women's participation in TVET has been outline and discussed above. Under this section therefore, I would wish to outline major points for the sake of making a logical conclusion over the findings on gender. The findings on the gender issues indicate that all respondents agreed that women can do professional courses in vocational education and training programmes. All of them were able to applause the participation in the work that had been seen as a preserve for men such as roofing a house. It is a further evidence that people are contented that vocational education and training are not for men only. The shift in the attitude of the population in favor of women makes it possible to intensify the training of women in the areas of TVET in the South Sudan. On gender preference for vocational education and training, they all agreed that women can do vocational educational and training courses like men. This finding shows that the student population has a good attitude towards women taking up vocational education. This finding shows that the students are well informed about the abilities of females if given the opportunity to study. This is an attitude that should be followed up for the good of the gender balance. In my own experience as the only highly educated woman in the County, I feel that this attitude of students should be strengthened with a positive policy to enhance the girl child education not only in the Yambio County but the whole Republic of South Sudan.

### **5.2.3 Public perception of TVET in Yambio County**

From the findings of the research, the perception towards TVET is rosy and this needs to be reinforced for the immediate solution to the youth's unemployment in the county. For example, all the interviewed unemployed respondents agreed that given the opportunity they would go to a technical vocational education and training institutions to gain skills to enhance their employment market. Besides, most of the unemployed youths equated going through vocational education and training courses to a great luck and further said that people who go through TVET institutions are better than their counterparts who go through the academic line. Thus it can be concluded that there is a positive perception and attitude about Vocational Education and training in the Yambio County in our new Republic of South Sudan.

According to the findings, the attitude of the youth towards VET is very positive. Many of them come from a distant at recruitment times, this justifies the fact that they really need VET which is the only immediate solution to the unemployment of the youths in the county.

### **5.3 RECOMMENDATIONS**

From the research, it has been reported that most people do not have jobs because they have no vocational education and training skills in various fields. This statement justifies the need for vocational education and training in various fields and it justifies the need for VET as part of the solution to unemployment in Yambio. The government should therefore open up more VET schools which are well facilitated to increase access for the youth.

The government should encouraged investors in Yambio state to create employment opportunity for the youth. This could be done through ensuring security in the area, improving on the "investment climate" by giving the investors some tax reliefs to enable them to first stabilize.

Youths should be sensitized on the danger of despising jobs in the search for white collar jobs which are rear to get. They should also be encouraged to engage in farming by creating markets within and outside Yambio state for their products. This will help solve the problem of rural urban migration.

Strict rules should be put in place against corruption to avoid segregation of some qualified personnel as a result of corrupt government officials. Anti corruption units are put in place by the government to oversee the implementation of these rules.

There is need to sensitize our people about the importance of TVET in combating unemployment in the society.

A proper policy should be put in place by government to come up with the stocking of the existing TVET institutions with the modern tools and equipments in the country to allow the youths have time to prepare themselves for the job market requirements.

Women should be appointed to positions of responsibilities to act as role models so that the female children are encouraged to take up TVET courses which are a prerequisite for industrial development. This is seriously needed in our young republic of South Sudan.

#### **5.4 AREAS FOR FURTHER STUDY**

Having gone through the research work amicably as seen above, I feel that there are areas that need to be further investigated. These include the following vacuum that should be filled with an academic research;

- ❖ there is need to look at the course of unemployment into details to help government come up with a policy that can favour the disadvantaged group
- ❖ there is also need to look at the curriculum in the county which is being offered to students so that the possibility of coming up with a uniformed curriculum is done
- ❖ There is also need to find out the state of science education in the prevocational schools, especially in primary and secondary schools to ascertain whether, the students being prepared to enter vocational institutions are ably prepared.



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