

**ASSESSMENT OF VOCATIONAL EDUCATION AND TRAINING IN MEETING THE
NEEDS OF THE HOSPITALITY INDUSTRY IN JUBA COUNTY, SOUTH SUDAN**

BY

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DECLARATION

I, Grace Killa Bullen, hereby declare that this research is my original work and has not been presented for any degree in any other University.

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APPROVAL

This dissertation, under the title *“Assessment of Vocational Education and Training in meeting the needs of the Hospitality Industry in Juba County, South Sudan”* was under our review and has been submitted to the Postgraduate and Research Committee of Kyambogo University for examination with our approval as University Supervisors.

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DEDICATION

I dedicate this piece of work to my family, Kyambogo University - Faculty of Vocational Studies, MVP students, and lovers of VET and Hospitality in South Sudan.

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I would like to thank the Almighty God who guided me through this research work, gave me the strength and wisdom to compile this dissertation and above all brought me this far in life.

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LIST OF ACRONYM

AU	African Union
BEST	Basic Employability Skills Training
CBT	Competence Based Training
CIDA	Canadian International Development Agency
CPA	Comprehensive Peace Agreement
CSP	Country Strategic Plan
DFID	Department for International Development
GOSS	Government of Southern Sudan
HE	Higher education
HVE	Higher Vocational Education
ILO	International Labour Organization
JTS	Juba Technical Secondary School
MVP	Masters in Vocational Pedagogy
NGO	Non-Governmental Organization
NOMA	NORAD's Program for Masters Studies
NORAD	Norwegian Agency for Development
SAVOT	Skills and Vocational Training
SLEN	Sustainable Local Enterprise Network
SSA	Sub- Saharan Africa
TVET	Technical Vocational Education and Training
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational Education and Training
VTC	Vocational Training Corporation
WBG	World Bank Group
WCS	Wildlife Conservation Society
WTO	World Tourism Organization

ABSTRACT

For over two decades or so, South Sudan has experienced civil wars which have led to the destruction of various hospitality establishments such as hotels, museums and vocational institutions; primarily creating shortage and lack of adequately trained manpower to handle the needs of the hospitality industry. Besides the infrastructural damage, vocational education and training has been neglected resulting into production of graduates with questionable service delivery abilities in the hospitality industry. This necessitated this study which was done under the title *“Assessment of Vocational Education and Training (VET) in meeting the Needs of the Hospitality Industry in Juba County, South Sudan.* The purpose of the study was to examine the extent to which Vocational Education and Training meets the needs of the Hospitality industry of South Sudan. The study objectives were: To examine the type of training in hospitality institutions, to analyze the challenges facing the VET in meeting the needs of the hospitality industry and to explore the various measures that can be put in place to boost VET in the development of the hospitality industry. The study focused on hospitality training institutions and the related work places in Juba County but limited to the study objects. This was a qualitative study employing a descriptive design. The major data collection tools were questionnaires, interview schedules, observation checklists and documentary analyses. Target population was all key players in VET training and employment; the sample included 12 VET students, 8 Instructors, 4 Administrators, 10 workers 1 government and 1 NGO representative making a sample size of 36 respondents. Purposive, snowball and simple random sampling techniques were used. Data analysis involved putting together themes according to responses from the interview notes and transcriptions, questionnaires, counts and proportions from observation checklists and documents explored. The findings revealed that hospitality training institutions lacked adequate facilities to train and equip learners with knowledge, skills, attitudes and values needed in hotels. The discrepancies identified were inadequacy in the training curricula, insufficient and inappropriate tools/equipment, inadequate qualified instructors and materials in the training institutions, weak linkages between the training institutions and the hotels, and low government involvement. Due to low competence levels, the learners did not seem to own their learning. In addition, it was established that learners undertook industrial training only at the end of their training period denying them continuous hands-on experience. Moreover the industrial training in the work places had a short period of 2-3months. Assessments and evaluation of learners in training institutions was through examinations with no consideration of learners’ progression in practical activities assigned to them at school-time and their ability to demonstrate their knowledge in the work places. Basing on the above findings, the researcher’s recommendations are that there is need to put emphasis on practical training and the necessity to retrain the instructors continuously. It is necessary to strengthen linkages between training institutions and the hospitality industry; along with regular review of hospitality curriculum to suit the changing labour market needs in the hospitality industry.

CHAPTER ONE

INTRODUCTION

This chapter presents the background to the study, highlights information about vocational education and training (VET) in South Sudan. In addition, the chapter presents the statement of the problem, the purpose of the study, objectives, research questions, scope, significance, operational terms, the theoretical/ conceptual framework and the assumptions are presented. The limitations of the study are discussed as well.

1.1 Overview

According to UNESCO (2001), Vocational Education and Training in Africa is one of the most powerful instruments for enabling all member states in the continent to face the new global challenges, particularly unemployment, technological advancement, social development, wealth creation, eradication of poverty and skills development. It is believed VET can empower citizens to be productive in their society. However, Sub-Saharan Africa (SSA) has been undergoing a deep crisis in the education mainly characterized by a rapid increase in student enrollment and inadequate corresponding financial resources (UNESCO, 1996). It further stated that as a consequence there is no VET to match the current socio-economic development trends illustrated by globalization of the economy and trade, rapid expansion of knowledge and technology as well as democratization of political regimes. In South Sudan, there exist gaps in training in relation to the world of work which include: technology in terms of ICT, tools and equipments; training curricula, assessment and industrial training. VET is a learning process that puts together theory and practice related to a trade/ profession to facilitate the development of work- related skills for the work place (Mjelde, 2006). The UNESCO- UNEVOC(1993) convention described VET as all forms and levels of the educational process involving in addition to general knowledge, the study of technologies and related sciences, the acquisition of practical skills, know- how, attitudes and understanding relating to occupations in the various sectors of economic and social life.

It is my observation that vocational education assumes that the learner directly develops practical undertaking, knowledge and expertise in particular techniques or technology¹. While conceptually it may be regarded as such, the reality on the ground is quite different. Through personal experience as a masters student of in vocational Pedagogy(MVP), I have found that this kind of education in South Sudan emphasizes theory about the technology and the trade in general and devotes much less time and effort to practice. As MVP student, basing on my learning experiences, I perceive vocational education as that aspect of education which provides the learner with the knowledge and practical skills needed for entry into the world of work either as an employee or as self-employed. This view is supported by Oranu, and Okoro (cited in Oni 2007: 32) who regard the purpose of vocational education primarily to prepare people for useful employment in recognized occupations.

1.2 Motivation

Vocational Education and Training (VET) in South Sudan, is the only hope for the improvement of community and youth livelihoods and appears to have unlimited rewards to offer to graduates. The job market has become unpredictable as regards the changing nature of employment brought about by technology. It is my conviction that VET graduates stand to lose out if the training content and vocational learning organization are not tailored to the existing job requirements in the hospitality industry. Undertaking this study therefore, sought to analyze issues in training and how they relate to the needs of the hospitality industry in South Sudan. My experiences as an apprentice in VET and from research expeditions we conducted in training institutions and workplaces during the course of one and a half year, has motivated me to carry out this study. Since I am currently an ‘apprentice’ vocational researcher and Masters Student in Vocational Pedagogy at Kyambogo University, I realized that there is a need to carry out research about the nature of vocational training institutions and the needs of the Hospitality industry. This is very crucial because it enables one to identify the existing gaps in VET and the hospitality industry and be able to provide strategic solutions/recommendations for development and sustainability of VET in the Hospitality industry in Juba South Sudan.

¹ Researchers’ experiences during the MVP study expeditions carried out.

1.3 Personal background

As a graduate of Tourism and Hotel management, my background has a link to the vocational pedagogy which is a field of study oriented toward occupation, trades and professions. I obtained my practical skills training at the university and did my industrial training at Hotel International Muyenga. I have served in the hospitality sector for a period of four (4) years. Learning at university had been both theory and practical, while at the hotel learning was mostly based on practical with limited instructions. Initially, my biggest challenge during that time was lack of competence in mastering practical skills, which I later acquired as time went by. I underwent similar experiences after my training when I acquired a voluntary job at the food production department of Hotel International. I felt that I still lacked significant competences to perform a good job. I therefore learned most of the skills through consultation with colleagues and superiors at work place.

1.4 Background to the Study

Vocational Education, as defined by Egau (2002), refers to any production manpower training to make an individual productive, innovative and self-creative in preparation for a living and gainful employment. UNESCO (1984) in Simiyu (2009), states that, the concept of VET implies the preparation of an individual for an occupation or career. This involves both the liberal and technical aspects of education. The liberal aspects include the subjects with moral and cultural elements that an individual must possess to fit into a given society. The vocational subjects are the technical aspects that include the knowledge and skills required to perform a job successfully. As mentioned earlier, VET can address societal issues, particularly unemployment, technological advancement, and social development. From this point of view, VET in South Sudan, is envisaged to be the real hope for the improvement of community and youth livelihoods, because of its rewards to VET graduates. Many scholars advocate for vocational education because the learner acquires the knowledge and practical skills needed for entry into the world of work. The job market today has also become erratic to graduate employment due to the changing nature of market forces and technology. But either way it is important that the VET graduates are well prepared in their training with quality content or vocational learning organization so that they are seen to be competent with their courses tailored to the existing job requirements in the hospitality labour market especially in South Sudan.

Various studies and reports -Plan international South Sudan (2008); Atari et al (2009) - indicate that the status of VET and the hospitality sector development in South Sudan is not so advanced in comparison to the Western world. It is also not very well harmonized. This is due to the fact that for over two decades, South Sudan has experienced civil wars which have led to the destruction of various hospitality establishments and vocational training institutions creating lack of adequate and skilled workforce to handle the demands of the hospitality industry. In a way, this sector is seemingly a virgin field to be exploited yet very few people are aware of this potential. According to Akec (2011) South Sudan is the newest state of Africa, has recently established few tourism and hospitality training centres that train learners at operational level in areas of hospitality disciplines. These establishments are mostly private and few are government owned. Akec further notes that these facilities need a well trained workforce to be able to provide a lot of attention and warmth to the clients/guests in order to realize the gains from the services offered. Several reports already show that there exist gaps in the VET training in relation to the world of work in South Sudan including but not limited to low levels of technology thus inadequate ICT application, lack of tools and equipments, sub-standard training curricular, poor mode of assessment and little time for industrial training.

World Tourism Organization (WTO) (2003), clearly alludes to the fact that the hospitality industry especially tourism development is very crucial to economic development of a country. Yet, the industry must be staffed at all levels by individuals who are well equipped with the knowledge, skills and appropriate attitudes to satisfy the demands of this dynamic and sensitive labour market. This can best be realized through a dedicated partnership between the specialized educational institutions such as VET and the hospitality sector. If well harnessed, a partnership such as this should effectively gather the requisites of the industry, thereby making it possible to provide youth with the essential empowerment to contribute effectively to the hospitality industry to become prosperous. According to Plan International Southern Sudan (2008), Vocational schools have been opened and they offer young people from marginalized communities the opportunity to learn new and vital skills. Young people from war-torn South Sudan have begun learning the skills they need so as to prosper. The groundbreaking Plan project came about as a result of two independent feasibility studies which concluded that increasing vocational training and skills for young people is essential for helping secure the country's

hospitality industry. South Sudan's development plans state one major objective: to produce properly and effectively trained, disciplined and patriotic youth that can in turn make a positive contribution to the development of the new nation. But is this the case? Are the structural and curricular initiatives impacting on the said VET graduates effectively for the world of work? Are the vocational outcomes really achieving self-fulfillment, providing/ translating to solutions, causing desired change? Therefore, basing on the above and as a vocational researcher, it was necessary to undertake this study whose aims were to critically examine and establish the state of VET in relation to the needs in the hospitality industry in South Sudan.

1.5 Statement of the problem

The role of VET as an effective means of empowering society in South Sudan to engage in productive and sustainable livelihoods cannot be over emphasized. Comparing the diversity in the provision of VET across and between countries, South Sudan has not escaped variations in terms of structures, operating conditions and decline of students outcomes (VET products in particular). The hospitality industry is experiencing a shortage of workers with the necessary skills and competence for employment. There is evidence that despite the presence of the Vocational Training institutions and the hospitality facilities in Juba County, the area of hospitality training is not performing well. This has exhibited levels of incompetence and poor service delivery in the hospitality industry. It is not clearly known what is responsible for this irregularity but this might clearly indicate that there are gaps between vocational training and the needs of the hospitality industry. Credible reports by Plan International (2008), Atari et al., (2009), local hotel and tourism associations, the media and other anecdotal sources have reported that there seems to be lack of capability and capacity by vocational education institutions to produce competent and skilled manpower to exploit the existing human resource gap for the hospitality sector. And as South Sudan recovers from war effects, one factor in the emerging economy is clear: production of skilled workers who will constitute the pivotal factor in the growth of the economy. Additionally, other than reports from international organizations, NGOs and CBOs, there is a dearth of empirical investigation about this sector in South Sudan. Basing on the above assertion, the researcher in pursuit of establishing the state of this industry, critically examined the vocational training offered to see if it is in line with the needs of the hospitality labour market.

1.6 Purpose of the study

This research was to critically examine VET in relation to the needs of the hospitality industry in Juba County, South Sudan.

1.7 Objectives of the Study

This study was guided by the following objectives:

1. To examine the nature of the hospitality training offered by the VET institutions.
2. To analyze challenges facing VET institutions in training for the hospitality sector.
3. To identify possible measures that can be put in place in VET institutions to boost trainee employability in the hospitality industry.

1.8 Research Questions

1. What kind of training is offered to hospitality trainees by the VET institutions?
2. What are the challenges facing the VET institutions in training for the hospitality sector?
3. What are the possible measures that can be adopted to boost VET graduates employability in the hospitality industry?

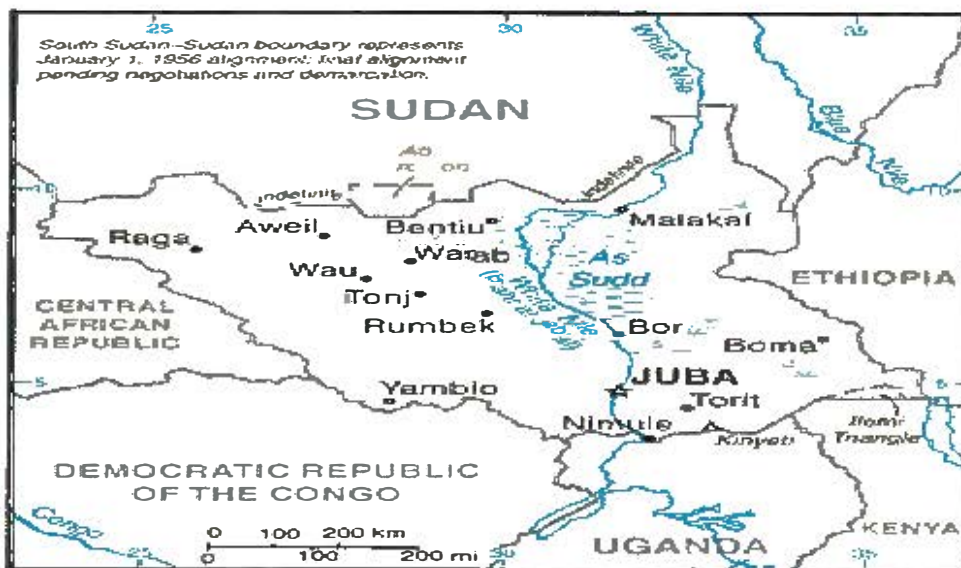
1.9 Scope of the Study

Content scope: This study focused on the objectives of the study which included: examining the type of the hospitality training offered by the VET institutions, analyzing challenges facing VET institutions in training for the hospitality sector and identifying possible measures that can be put in place in VET institutions to boost trainee employability in the hospitality industry. It looked into the key variables which included the learning organization, training curriculum, levels of training for instructors, tools and materials. It also included the political factors, socio-economic factors, multi-skill labour, efficiency, competitiveness and the technological advancement.

Geographical scope: In terms of geographical scope, this study focused on the selected hospitality training institutions and facilities in Juba County. These workplaces included 2 hotels (South Sudan Hotel and Quality Hotel) and 2 training institutions Juba Technical School (JTS)

and St.Vincent Vocational Training Institute (SVVTI). These workplaces and training institutions were selected because of their closeness to Juba being the capital city with a lot of economic activities and accessibility to the researcher.

Figure 1.1: A map of the Republic of South Sudan showing Juba County in Central Equatoria State



Source: Google map

1.10 Significance of the Study

One unique contribution of this study could definitely be provision of additional literature to the body of knowledge in this sector for academicians interested in VET - Hospitality studies.

Policy makers, social workers, practitioners, VET students and researchers may also be guided by the findings so as to come up with better policies for promoting services in the hospitality sector in Juba County, Southern Sudan.

The study could be of great importance to the existing NGOs like Plan International towards sensitizing the local people about the role of VET in the economy and the place of vocational education and training as far as the development of the hospitality industry is concerned.

Lastly, this study may give a new focus to the Directorate of VET in the Ministry of Education Science and Technology of South Sudan on issues of the curriculum, standards and certification, resources such as appropriate equipment and qualified teachers; and may use this information for a new campaign for skilling for local enterprises and labour market.

1.11 Justification of the study

In south Sudan, the status of VET in meeting the needs of the hospitality sector is not advanced. The main factor was prolonged civil unrest. Much as there are studies carried on Vocational Education and Training (VET) in South Sudan, little has been done in the area of hospitality industry. Therefore this research will contribute knowledge greatly in streamlining vocational education and training to meet the needs of the Hospitality industry in Juba County, South Sudan.

1.12 Limitations of the study

A number of handicaps were certainly experienced in the course of this study. The biggest setback was securing sufficient funds to cover expenses such as allowances and travel for researcher in the field during interview days. This factor necessitated cutting down the number of research assistants and increasing on data collection time.

Secondly, it is fair to state that the findings and analysis of the study were limited to the responses received from the study only. Thirdly, respondents from the hotel service sections were very difficult to access for interviews and filling in and returning questionnaires due to their tight schedules and time lines. The researcher in this case had no option but to schedule and reschedule in order to access some of them.

Much as confidentiality was assured, a number of respondents were apprehensive and failed to cooperate in providing in-depth information. As of private investments, some participants developed fear for job security since many administrators never expressly allow releasing of important information about their institutions. However this was managed through more probing.

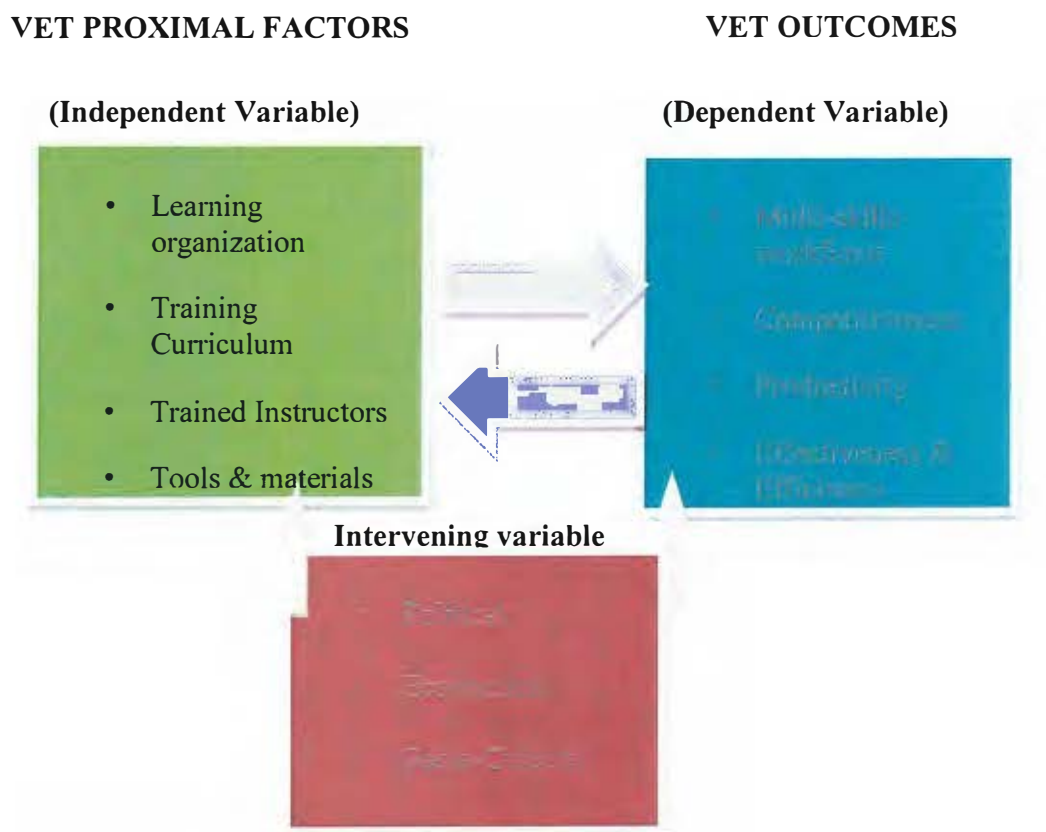
Lastly, there was a language barrier snag; since people of South Sudan are heterogeneous in nature with different ethnic groupings and some of them being semi-illiterate, it required the

services of interpreters, and these were hired, briefed accordingly. This again infringed on the time constraint.

1.13 Conceptual Framework

The Conceptual framework adapted here is based on the *Social Impact Theory* derived from the *organization theory*. Created by Bibb Latané in 1981, the Social **Impact theory** postulates that social impact is the result of social forces including the strength of the source of impact, the immediacy of the event, and the number of sources exerting the impact. Secondly, psychologically, the amount of impact tends to increase as the number of resources increases and lastly, this theory also stipulates that the number of targets also affects social impact thus the more targets of impact that exist, the less impact each individual target feels.

Figure 1.2: The conceptual framework for the study



Adapted from Feinstein et al., 2006

As seen by Feinstein et al. (2006) this framework is often used to analyze any implementing agency such as an educational institution or otherwise. In it, it is clear that the nation and its policies in the politics, economy, education, to mention a few, influences the conditions during the training process and for utilization of trained experiences and knowledge attained in vocational training. According to this model, organization, personnel and technology are at the in-put stage and if well harnessed through rational structures for the achievement of specific goals, VET outcomes will be of the highest quality possible. VET Schools and their staff, particularly instructors, have to recognize these different demands and the need for legitimate resources used for training.

In addition to the above, it is important to note that the development of hospitality industry totally depends on VET, consequently VET is the independent variable and the hospitality industry is the dependent variable. The political, economic, natural calamities and socio-cultural are considered as the intervening variables because they have influence on both the independent and dependent variables. This implies that VET institutions need to provide training that is in line with the hospitality industry labour market needs in order to produce competent vocational graduates who are able to compete favorably in the labour market and can offer better services to develop the hospitality industry in South Sudan. In order to achieve the development of the hospitality industry, VET institutions have to execute a curriculum that is in line with the needs of the hospitality industry. This requires for employment of well-trained personnel to handle and manage the hospitality industry and the learners need to develop positive attitudes towards VET to enable them acquire the necessary skills for service delivery in hospitality. On the other hand the hospitality sector is a labour intensive industry which requires a multi-skill work force and adherence to technological trends and positive attitudes towards work.

1.14 Operational definition of the terms

The following terms have been contextually used in this study as follows:

Vocational Education: (known as vocational education and training or VET) used to refer to formal training programme that prepares people for specific trades, crafts and careers at various levels from a trade to a craft. Craft vocations are usually based on manual or practical activities.

In this study it has been used interchangeably with *technical education* where the trainee directly develops expertise in a particular group of techniques.

Hospitality industry: It refers to a broader sector that covers all products and services offered to the consumer away from home including travel, lodging, eating, entertainment, recreation and gaming.

Tourism sector: Is the sector involving people who travel to and stay in places outside their usual environment for recreational, leisure or business purposes.

VET Curricula: These are courses that designed to enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain qualifications and accreditation with industry and the workplace.

Multi-skilling: Multi-skilling refers the process of training maintenance employees in specific skills that cross the traditional trade or craft lines, and then ensuring that the work is performed. Thus particular jobs which historically require more than one craft are now performed by just one person.

Employability Skills: Employability skills are the non-technical skills and knowledge necessary for effective participation in the workforce, and can include skills such as communication, self-management, problem solving and teamwork. In this study they are also referred to as key competencies

Industrial training: Work experience often called hands-on that is relevant to a student's personal career interests and academic courses of study. It is pre-professional with specific assignments and responsibilities.

Soft Vocational Skills: in this study, are those which allow a person to master a particular subject or procedure that is applicable to a career. Soft Vocational skills are also known as content skills. These skills include catering, tailoring and salon among others.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews related literature to VET; begins with presentation of what VET entails; then describes its value/role from different academic and other points of view, the possible challenges there-in and ends up with a couple of related studies to show the existing gap between VET particularly the hospitality sector and employment.

2.2 The nature of Hospitality Training in VET institutions.

The trend in development of vocational education in Africa as a whole and South Sudan in particular not has been on forefront and much has not been realized as far as vocational education and training is concerned. For instance, the number of technical/vocational institutions has remained few despite the need for vocational education to spearhead socio-economic development in the country. Today, as it emerges from a long spell of back-to-back civil wars, South Sudan faces many challenges in its efforts to reconstruct its infrastructure and basic services. The long instability in the Sudan devastated most infrastructure and educational opportunities derailing growth and development for a period of about 40 years (Abbink, 2004).

Sudan got its independence in 1956 from the Anglo-Egyptian Condominium, but South Sudan was already in civil unrest marked by an uprising that occurred in 1955 (Encarta M. , 2008). This uprising sparked civil discontent and fanned into civil war, what came to be called the *Anyanya I* rebellion – the first civil war in South Sudan, from 1956 to 1972 (Biong, 2006). Soon afterwards, the Sudan Peoples' Liberation Army/Movement (*SPLA/M*) uprising arose beginning in 1983 and lasted until 2005. In Sudan Vocational Education and training emerged informally in the outset of the micro industrial areas and small mechanical workshops scattered in the towns after the appearance of locomotive and modern equipments in Sudan. The most regular and organized vocational and technical schools came into being in 1956 with independence. Khartoum vocational training centre was the first to be established to upgrade standards of labourers and equip them with skills. Training activities of the centre expanded to include vocational trade

testing, setting and testing occupational standards and capacities acquired on job by traditional and informal vocational training. In 1964, apprentice training was adopted due to increase in the number of intermediate school dropouts. The Germany government provided the technical aid, and training curricula tailored in the Germany training system. Enrolment to the vocational school was after the completion of basic education, both sexes were enrolled. Amongst the vocational training schools in Sudan are: Saint Joseph's vocational training centre (VTC) Khartoum. This vocational training centre was established in the 1940s and was taken over by the Don Bosco society in 1985 it offers eight different trades: (Masonry, Auto mechanics, Carpentry, General mechanics, Electricity, Electronics, Printing, Welding and Plumbing) (Abbink, 2004).

The Multi Service Training Centre (MTC) was the first VET institution established in South Sudan and derives its name from the many trades it offers. It was established a year after the Addis Ababa Peace Agreement in 1973. The major aim of establishing MTC was to make it a core institution for rehabilitating government's cadres in technical, clerical and secretarial skills. MTC's main aim was the reconstruction and development of Southern Sudan through capacity building of the Regional Government. This government was *de jure* granted by the Addis Ababa agreement to govern the South Sudan Autonomous Region (Johnson, 2007). This government incorporated MTC as an institution to build its human resource capacity. The Regional Government partnered with several NGOs to aid in meeting the training costs while on its part it paid the staff salaries and other minor costs². Training cost included providing tools/machinery, equipment and materials to the institution and building staff capacity, supporting and developing the curriculum, and building capacity of the instructors by providing scholarships.

There are various requirements of hospitality training in VET and how it should relate to the needs of the labour market. The elements that should be put into consideration in hospitality training must include the learning organization, technology in use thus ICT, tools and materials, training curricula, instructors and learners' competences. VET should be promoted and provided according to the needs of the industry. Basically, training refers to imparting specific skills or knowledge to enable a learner gain expertise in a particular trade (Lutalo-Bosa, 2007). The characteristic features of vocational education in schools are three components or vocational

² Such as graduation ceremony costs.

didactics. These include vocational practice, vocational theory and general knowledge. The practical component comprises teaching the techniques of practical work, vocational or crafts theory on the other hand teaches about how tools and machinery function, while the general knowledge deals with general academics such as languages, and economic aspects, history and culture, physics, chemistry and biology (Nilsson, 1998 cited in Mjelde, 2006).

However, a few institutions in developing countries still have a lot of theory within the practice compared to the praxis demands of particular vocational courses (Lave and Wenger, 1991). Yet both vocational practice and theory are fundamental aspects in vocational training. The major aim of such training in Africa as a whole is to provide competent work force for national development and poverty alleviation. According to Lave and Wenger (1991), in their learning experiences, learners often get assigned theory and practical tasks, group discussions; presentations, industrial training, attachments and project work dominate most of the institutions' time tables. By so doing, the learners acquire various skills from their tutors, through research and from the experienced people especially when they go for attachments, they also learned a lot from their fellow students; the old timers (Lave and Wenger, 1991).

2.2.1 Training curricula

UNESCO (1993) opines that there are variations of VET curricular per country. For some, the vocational education programmes have the capacity to transform into workforce education programmes at the community level. In other instances, students learning priorities shift from focusing upon the individual development career and educational preparation to skills development and workforce training. In such a case, governments often attempt to respond to the local businesses and industries to develop workforce education programmes to meet the local workforce demands. Such programmes are offered either as a short-term to one-year certificates or as two-year certificate. The objective is for the student to receive the basic skills and training to a specific occupation and be employed immediately after the completion of the curriculum requirements. UNESCO asserts further that in the history of technical and vocational education, a systematic approach to curriculum development is relatively recent. In its report, it was found that due to lack of resources, experience and a break with earlier traditions, there have been certain tendencies in many developing countries simply to copy existing curriculum materials

from industrialized nations without proper adaptation to the local situation and needs. This practice has often proved to be inappropriate and expensive.

Uganda among other developing countries had most of its curriculum projects established as a result of recommendations from the various Eurocentric commissions such as the Phelps-Stoke Commission of 1925 and the De Bunsen Committee of 1953 (Ssekamwa, 1997). Such contributions on curricular issues by foreigners and colonial administrations have been inadequate to serve African needs. In a study by Nakyobe (2009), on learning and teaching in hospitality institutions in Uganda, she emphasizes that the curriculum must have elements of organization, time tabling, task scheduling to have an impact on trainees and that time consciousness must be highly stressed. The study includes facets like good communication skills and basic food hygiene as a big requirement. Recommendations include more time 'hands on' job areas such as catering assisting, bar service and waiting. The study concludes that skills such as team work, management and leadership, customer service skills are not emphasized during training yet they must be basic in the curriculum.

UNESCO (1993) emphasizes that a well developed curriculum, must be measured by the extent to which it is able to attract the young generation into the occupations of the future and to take up the skills that employers are asking for. This means that VET should be able to deliver not only technical content (technical skills) but also help students to learn how to cope with new challenges (coping skills) and prepare them for flexible responses to changing work situations and for engaging in life-long learning. As mentioned earlier, VET must have a provision to provide young adults from economically weak backgrounds an opportunity to assimilate into the competitive job market. In some countries like India and now China their curricula emphasis are on The Basic Employability Skills Training (BEST) model, (Reddy's Foundation, 2009). The model has programmes geared towards helping youth and the most vulnerable community members obtain the required livelihood and social skills in an environment of learning and mentoring that is responsive to the individual's emotional and development needs. In so doing, BEST attempts to bridge the ever-widening divide between those who have access to opportunities and those who are increasingly marginalized from the new jobs and the economy. In a very simple and systematic way, BEST attempts to match market and industry demands with the potential of trainees. Hence, it provides job-oriented training courses to youth who have

barely reached high school levels of formal education and prepares them for entry-level jobs or small business creation in various industrial sectors.

In South Sudan, Plan international and other partners have tried to introduce the BEST curriculum. BEST programmes normally consist of three months of in-class training followed by three months of on the-job apprenticeship training. The success of BEST is based on its approach, focusing on offering livelihood skills to underprivileged youth of vulnerable age with the objective of 'mainstreaming' them so they can access and enjoy the benefits of the new economy. However, it is much more than a simple transfer of skills. BEST is grounded in a deep belief in human potential and the importance of engaging the whole person to realize their potential to flower and flourish. The model does not simply impart vocational training, although imparting such skills is a critical component of the process. BEST is also a positive socializing process that rescues individuals from negative life styles choices and work practices. The model seeks to ensure that families are involved and parents are trained and communities are included in this process. The students become role models and mentors for others in the community.

Such curriculum can play a pivotal role in improving local economic and community development. However, hospitality training curriculum should include the pedagogical didactics for a proper imparting of competence. According to Su (1996) in a survey of general managers Kansas State University, suggests that the four important subjects to be taught in hospitality management should include marketing, management, human resource, finance and accounting. At other levels indeed, Su further reports that too much emphasis on theory leaves students confused on the relevance of their studies whereas too much focus on the practical side also leaves them without the necessary skills to understand the industry. Because of external factors such as globalization or technological development which impact on the hospitality industry by giving it an international dimension, students require the development of special skills such as problem solving and critical thinking. Indeed, in such circumstances, a successful hotel worker should not only know the competency but also be able to evaluate and integrate the broader issues involved in the decision-making process and show cognitive capacity to apply knowledge in the operational settings.

2.1.2 Learning organization

Vocational education in the world is organized in the same format consisting of vocational theory, practice and general knowledge. The practical part comprises teaching the techniques of practical work. The theory component has to do with teaching the science of the materials used and how tools and machines function. The general knowledge comprises teaching of subjects such as management, administration, languages and arithmetic (Mjelde, 2006). In relation to the above according to related sources, tourism and hospitality work force needs to be equipped with adequate necessary skills.

A Model referred to as International Colleges – U.S. Community College Model Variation, in which according to Raby (1995) in Rasikchandra (2009) the courses implemented are:

- a) Multipurpose orientated, combine academic, occupational training, remedial, continuing education and other forms of educational instruction.
- b) or are ‘specialized’ orientated and offered two-three years of technical, vocational, occupational programmes
- c) or a ‘binary’ orientation bridges post-secondary, college and university education;
- d) And another emphasizes lifelong learning for literacy attainment or for culture/social studies.

As a closing remark, it is important to note that some agencies like Plan International are already implementing hybrid of some of the VET models in institutions and other opportunities to South Sudan that would be useful in accelerating this process. In fact because of the crucial features discussed above, Plan International has embarked on piloting the BEST model in South Sudan. This could contribute greatly in shaping the organization of learning in the VET institutions.

The African Union envisages that the VET skills can be transferred through formal or informal training or apprenticeships. Generally, since VET emphasizes job creation in regions where the gap between market needs and available skilled labour is high, this strategy will go along way for South Sudan. In such regions, VET can contribute to a renewed sense of contribution and invigorate economic activity to address the economic dimensions of poverty. The African Union suggests that in post-war areas such as South Sudan, with low VET capacity, vocational and entrepreneurial training should include a combination of enhanced basic education, literacy and

livelihood skills training (AU, 2007). It can also be extended to creating opportunities in agriculture and small industry and also provide a platform for business and finance skills training as well as traditional and non-traditional crafts, trades and services (Ashkenazi et al., 2008; Gaidzanwa, 2008).

Along with technical and vocational education, secondary education is of paramount importance for Southern Sudan. In addition to creating opportunities for girls and boys through education, secondary education can discourage early marriage, keep youth engaged in socially productive activities, prepare students for higher education and introduce skills into the local economy.

It should be emphasized that the VET definition cuts across educational levels (intermediate, secondary, and even tertiary) and sectors (formal or school-based, non-formal or enterprise-based and informal or traditional apprenticeship). This trans -sectoral nature of VET could be the best cocktail for South Sudan and should not create any confusion and conflict in planning for the learners. The hospitality industry has certain characteristics that influence the quality needed by managers and employees at all levels reflecting the curriculum for hospitality graduates. For this study these are limited to hotel management and services training. As reported by (Soita, 2010) some of these features are:

- Production and delivery being inseparable, which implies high pressure service
- Customers are seen as guests, which involves a particular relationship
- It involves ethnic, cultural and religious diversity of both guests and staff, which require high communication and interpersonal skills
- Occupational and public health and safety issues exist which require specific skills
- It involves discretionary expenditure, which implies fluctuations in demand

However, in the training for hospitality several studies have been undertaken to determine the importance of hotel management and work competencies. Ineson and Kempa (1996) identified four main skills, namely: oral and written communication skills, supervising skills (staff motivation and training); ability to engender customer satisfaction and service skills. In addition to these skills, other studies Kay and Russette (2000); Christou and Sigala (2001) have identified other skills such as problem solving, maintaining professional and ethical standards, and professionalism and leadership qualities to achieve operational objectives. Because hospitality is deeply rooted in action management, the industry does require maintaining certain requisite

skills in the curriculum. The traditional technical, operating and craft skills will always be of prime importance, but both the industry and the educators agree on the fact that more emphasis should be given to critical thinking, problem solving, strategic planning and visionary leadership skills as part of the training programme.

2.1.3 Instructors competences

The delivery of quality VET is dependent on the competence of the teacher; which can be measured in terms of theoretical knowledge, technical and pedagogical skills as well as being abreast with new technologies in the work place (Afeti, 2004). Instructors' competence is important because VET institutions need well trained and competent instructors to be able to impart necessary knowledge and skills to the learners. Competence is a cluster of related abilities, commitments, knowledge and skills that enable a person to act efficiently in a task. Vocational education instructors should then focus on providing students the competencies and skills that will give them added value. Many studies show that most instructors/trainers in the training institutions are mainly academic oriented not by choice but dictated by the nature of curriculum and job requirements. Many skilled people tend to have weak academic papers because of the wrong perception and attitudes of the general masses towards VET as earlier on mentioned. This has been the basis of the too much talking about the practice rather than practice. It is a contradiction in a way that an employer may seek to get an instructor for a practical subject but selects and employs someone who is not practical based. African ministers conference in Addis Ababa May, 2007 noted that competence based training (CBT) can also enhance quality of the instructors as it actually emphasizes learning by doing and by coaching. It is therefore necessary to incorporate the principles and methodology of CBT into the formal technical and vocational education system to deliver quality VET and also to link it to the world of work. Therefore, vocational students need to be exposed to the relevant tools and materials in order to acquire skills relevant to their education in preparation for the world of work. However, it was further noted in the same conference by African ministers that the quality of training in most African vocational training institutions is low, with undue emphasis on theory and certification rather than on skills acquisition, self-assessment of performance and proficiency testing.

2.1.4 Technology in use: ICT, tools and materials

To reflect the need of the industry, it is important to define the skills and competencies expected from any hospitality graduate. There is indeed a clear shift in hospitality education where general management skills are introduced to complement the practical components. (Whitelaw et al, 2009). Training for high-quality skills requires appropriate training equipment and tools, adequate supply of training materials, and practice. Other requirements include relevant textbooks and training manuals and qualified instructors with experience in enterprises. Studies indicate that technology can accelerate, enrich, and deepen basic skills; motivate and engage student learning; helps relate academics to the practices of today's workforce; strengthens teaching; increase the economic viability of tomorrow's workers; contributes to change in schooling; and connects education to the real world. The society in which we live is constantly changing. As we move through the information age, technological advances are changing the way that many organizations operate; education is not immune to these changes (Griffin, 2003).

In the area of VET, the integration of Information Communication and Technology (ICT) is not only an option but a necessity for making the education process more attractive (Paryono and Quito, 2010). Changes that have occurred in technology are helping teachers/instructors to deliver their teaching to students much more easily. These changes have been especially important to VET programmes in supporting workforce development. According to Paryono and Omar (2008) ICT in education has also been identified as the top trend and issue in VET. Currently, the use of ICT is mainly needed particularly at VET because it has become a powerful technology tool in delivering VET programmes around the globe. In particular computer technology has a great effect on teaching and learning vocational programmes. ICT technologies are developing at a rapid pace, carrying the potential to deliver VET to more learners in more satisfactory ways.

Integration of ICT into vocational instruction can provide schools with potential access to the world of work outside of the school (Jawarneh, El-Hersh and Khazaleh, 2007; Moreno, Helenius and Jarmo, 2001) and allows teachers to design useful learning environments that emphasize learning in the context of real world activities for vocational students. Moreno et al noted that ICT would be used broadly to deliver the VET programmes in the future in response to

technology changes. Instructors' perceptions are very important to the success or failure of integrating ICT into instruction, and they play a significant role in this process. Instructors have been the change agents and play a critical role in the success of teaching and learning in VET programmes.

Vocational teachers should model the appropriate use of ICT resources in the workshop and classroom to help equipping their students with the necessary knowledge and skills to use these tools effectively in their working life (Jawarneh et al. 2007). According to Buntat et al, (2010) to ensure technical and vocational programmes are relevant to the society, VET teachers must be able to use these new technologies that are continually changing the ways how people live, work, and learn. Therefore, VET teachers should keep pace with changing technology in order to assure their roles still relevant to produce tomorrows' labour.

2.2. Challenges facing VET institutions in training for the hospitality industry

VET institutions are faced with various challenges. The major challenging issues included economical factors, in terms of funds allocated for VET institutions, limited skills in terms of inadequately trained instructors, socio- cultural issues in terms of negative perception towards VET, lack of unified VET curriculum, political issues, inadequate tools and materials and technological factors among others.

2.2.1 Political factor

The political aspect here can be seen at the angle of poor government policies, political instability and unrest. These have been the biggest political challenges that hindered the hospitality training in the globe and many African countries including South Sudan. According to the Global Security (2005) and the US Department of State (2006) in the last two decades alone, more than 2 million South Sudanese died due to civil war and famine. It is estimated that more than 4 million were displaced to neighboring countries including Uganda, Kenya and Ethiopia. Some went overseas to resettle in North America, Australia and Europe. So it is noteworthy that challenges for returnees and trainees are many, including massive destruction by war and slow reconstruction of hospitality sector.

AU conference of ministers (2007), pointed out that, war and conflict situations have destroyed the TVET delivery system in countries like Liberia, Sierra Leone and the Democratic Republic of Congo (DRC). According to the African Union, approximately 300,000 Liberians are internally displaced, and about 320,000 are refugees in neighboring countries. There are approximately 300,000 child soldiers under 18 years in the world, half of whom are in Africa .In war-affected zones, capacity for skills development is limited and the school system suffers from low enrolment and completion rates. The VET system in these countries is characterized by damaged infrastructure and inadequate human resources due to the death or displacement of instructors and other workers. Also, many households are headed by women. Vocational training can therefore help reintegrate the victims of war and violence into mainstream society. In order to implement such, the first requirement is the development of a national VET policy that sets out the government's vision for skills development. The national policy should make provision for the establishment of an apex body to oversee the implementation of the policy.

As the numbers of returnees and demobilized ex-combatants continue to grow, technical, vocational and entrepreneurial capacity is therefore needed for development and reconstruction in Southern Sudan. Skills acquisition is vital for an economy to compete and grow, particularly in an era of economic integration and technological change. Vocational education and training is a direct means of building capacity and providing workers with skills more relevant to the evolving market needs and demands in South Sudan (Plan International, 2008). The difficult conditions in war-torn and post-conflict areas, which include damaged or destroyed educational infrastructure at all levels and the shortage of teachers and skilled instructors, demand a training approach that takes into account these special circumstances. Since a good basic education enhances effective vocational training, combining literacy programmes with livelihood skills training presents the best approach to skills development in post-conflict areas. Vocational training in these areas should therefore be delivered concurrently with the teaching of basic skills such as: functional literacy and numeracy; family life skills (parental care and domestic skills); human relations and inter-personal skills (interaction with others from different ethnic backgrounds); communication and language skills (learning of a second language in multi-lingual societies); human rights and good governance practices; politics, culture, and history.

2.2.2 Limited skills

According to the labour market executive summary, WTB's strategy (2000) notes the need to 'develop a well-trained and motivated workforce. The hospitality sector requires a highly trained and skilled workforce both at managerial and operational levels. At the international perspective, the UK hotel sub-sector is becoming increasingly dependent on information technology. Specifically, ICT skills are required in the use of the internet, e-mail, word-processing, spreadsheets and databases, and to facilitate internal business systems. Given the rate of change within the industry there is a growing demand for vocational expertise (Rowley, 2000). This implies that training institutions need to train and equip learners with practical skills that can be applied at workplaces.

Currently both residents and South Sudan returnees are ill-equipped to participate in full throttle of their economy (Kun, 2008). According to Kun, this is because there was limitation in developing skills and practicing livelihood options in IDP camps, large numbers of South Sudanese are unable to participate in current reconstruction activities and supporting enterprise. It is reported that in urban centers, expatriates from neighboring countries and beyond are filling the skills void and employment opportunities. This foreign domination of jobs and opportunities may cause severe resentment among residents of South Sudan, and threatens to overflow into political and civil strife unless economic opportunity for local and returning residents can be stimulated (Kun, 2008). The need to create opportunities for local economic participation is great, and will offer the community a chance to participate in co-creating economic and social value, including motivation for local peace and security.

2.2.3 Recruitment of unqualified staff

The professional and pedagogical competence of the technical teacher is crucial to the successful implementation of any VET strategy. There is a general lack of professional VET managers and policy makers with adequate expertise and insight in the formulation and implementation of vocational education and training programmes. According to Au (2007), VET staff in many countries lack the technical capacity to develop national qualifications, courses, competency-based curricula and training packages as well as quality assurance and accreditation standards in

VET. Whitelaw et al., (2009), argued that recruitment for most of the positions, managerial or operational, was difficult; especially the recruitment of quality staff in general. Governments are expected to make conscious efforts, not only to train but also to retain technical teachers in the system.

2.2.4 Preference of other Industries by hospitality employees

The public and even parents consider the vocational education track as fit for only the academically less endowed. In many countries, students entering the vocational education stream find it difficult, if not impossible, to proceed to higher education. There is the need to make VET less dead-end (AU, 2007). Another issue is that people tend to be more attracted by other industries with higher wages and more family friendly work hours. This industry also suffers from a poor image and a perception of little prestige where career progression is also sometimes slow. These conflicts with the ambition of the new generation of hospitality and VET graduates who want to achieve higher positions faster. Hours, commitment and shift work are also constraints for these young graduates who want to enjoy their time outside work. In fact, people are becoming more aware about having a certain work/life balance, which is hard to achieve in this particular industry. Finally, although the industry recognizes that some educational institutions are doing well especially in developing countries, there are several concerns. There are apparently too many providers who offer poor and inconsistent training and who train the wrong people just to get a training subsidy. In conclusion, even if industry training could improve the quality of the employees, and in turn professionalize the industry, it would still not resolve the problem of recruitment and skills shortages. Training needs to be coupled with additional retention strategies.

2.3. Measures put in place to boost trainee's employability in the hospitality industry

In every situation where challenges are encountered, there should be means or solutions to overcome such problems. Hospitality training is a very vital aspect in a new nation like South Sudan since the civil unrest disadvantaged the industry. This calls for seeking strategies on what should be done to boost the training in the hospitality industry. Below are the suggested

measures from various scholars around the world that may mitigate the problem hindering progress towards VET in South Sudan.

2.3.1 Curriculum Development and Review

The learning content in hospitality training should follow a well designed curriculum that should be formulated and developed by VET institutions. According to a UNESCO Report (1993), the word curriculum refers to an educational path and describes the learning process in a much more comprehensive and complex fashion than is possible with plans of learning materials. It addresses issues about whom the educational processes aims at, the goals and qualifications that are to be achieved, the content to be learned, the teaching methods and aids that are to be used and how the result is tested. Curriculum development also includes the processes of modifying, upgrading, and improving curriculum of a particular education programme. Furthermore, reflecting on the models mentioned earlier, it may be a good proposal in developing a curriculum that would have as its main objective on employability skills and would include philosophical and sociological foundation to support decision-making strategies. The argument is that students need to understand their industry, society and themselves to work successfully and independently in complex and changing environments. In such a curriculum, additional skills such as accounting and numeracy are found to be necessary, as is information technology, especially the use of computers as a means for effectiveness (Kandampully and Duddy, 2000). In fact computer literacy has actually become a key employment skill for food service workers and could be critically included in the teaching so as to support decision-making even in small business management – like food kiosks, marketing and entrepreneurship. These are also becoming part of some curricula topics in which students that plan to become self-employed show strong interest.

In their study, Mayaka and Akama (2007) suggested that curricula should adopt horizontal integration and vertical articulation. Horizontal integration includes all the factors in learning including the family, society and school environments. These elements influence learning attitudes, performance and competence of students. Integrating these elements leads to more effective development of the students' knowledge and professional skills. The vertical articulation links to and integrates with different educational levels, making each stage of

learning in relation to others into a well-formed framework. Higher standards are thus achieved and students are armed with a competitive edge for tourism and hospitality.

2.3.2 Providing job entry into broad occupational areas

Kyle, Shymansky and Alport (2004) reported that one approach to making vocational education more desirable is to increase its efficiency in terms of providing job entry into broad occupational areas. The several approaches to providing vocational education (that is traditional via comprehensive high schools and area vocational schools, two year colleges, apprenticeships, and cooperative work programmes) should be studied through scientifically designed, conducted, and evaluated research. The internal studies should examine the effect (that is impact) of different teaching approaches (such as the didactic, coaching, and Socratic) upon various kinds of students (in terms of intelligence, experiences, emotional factors) in the vocational school milieu.

Hospitality training institutions should be aware of the changing labour market needs and the globalization factors; are expected to act accordingly. The increased mobility of human capital across borders and the threats of outsourcing production³ are used by employers to erode local and traditional standards of work and to implement the same forms of flexible employment and work organization around the world (Aarkrog and Helms , 2008). The sector also requires a well developed attitude among the graduates in order to execute the assigned tasks well. The attitude towards work needs to be built right from training institutions.

2.3.3 Employment of skilled personnel

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 (Tesone, 2004).The hospitality sector requires a highly trained and skilled workforce both at managerial and operational levels. At the international perspective, Tesone reports that the UK

³ Due to a lack of qualifications, South Sudanese are often passed over for managerial positions in the hotels in favour of more qualified foreigners. Outsourcing normally involves using contract workers instead of full time employees.

hotel sub-sector is becoming increasingly dependent on information technology. Specifically, ICT skills are required in the use of the internet, e-mail, word-processing, spreadsheets and databases, and to facilitate internal business systems. Given the rate of change within the industry there is a growing demand for vocational expertise (Rowley, 2000). This implies that training institutions need to train and equip learners with practical skills that can be applied at workplaces.

2.3.4 Adoption of new technology

Importantly to the above, UNESCO, (1993) further explains that, modern technologies of the workplace require a skilled workforce with good higher order skills - contextual knowledge, reasoning, analytical and critical thinking skills. In most cases, technical know-how alone is no longer sufficient. Proficiency and ability to cooperate and communicate with co-workers, to process new information and apply it to make decisions and take action on one's own initiative are becoming ever more important. Staff members must be more open for new developments, cope with new challenges, and be able to assume responsibility for what they do in their respective areas of work. These essential skills also include the ability to cope with changing challenges by learning new additional skills and becoming a lifelong learner including; communication and cooperation skills, application of learning techniques and cognitive work-related skills, independent judgment and sense of responsibility and ability to cope with stress.

2.6 Related studies

In a study by Bloom, Canning, & Chan, (2006), states that one of the most important features of VET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. Authors suggest that, VET delivery systems should be well placed to train the skilled and entrepreneurial workforce that Africa needs; to create wealth and emerge out of poverty. It is pointed out that VET can be delivered at different levels of sophistication, thus VET institutions can respond to the different training needs of learners from different socio-economic and academic backgrounds, and prepare them for gainful employment and sustainable livelihoods. The youth, the poor and the vulnerable of society can therefore

benefit from VET. The study proposes the need to integrate or include the indigenous ways of apprenticeship approach in today's VET systems.

Secondly, a study by Simiyu, J.W. (2009) investigated the factors that influenced the attractiveness of a technical and vocational education and training (TVET) in Kenya. Using questionnaires, interviews and observation schedules, data collected revealed several salient features including a variety of programmes offered that attracted prospective students from across the country, the programmes were widely advertised, courses were taught by qualified and committed instructors and supporting services were efficiently provided by appropriate staff. The Board of Governors played an important role in 'humanizing' the institution, by putting in place various activities relevant to its proper functioning. Additionally machines and equipment were serviceable and materials were readily available for the conduct of effective training; various managerial practices were applied and proved successful. Despite these insights, this study was not holistic since it focused on limited variables; much as it was conducted in an East African nation.

Lastly, a similar study by Akoojee, S, in 2011 entitled *Private Further Education in South Africa: Insight (from) the 'Black Box'*, opines that since the beginning of the 1990s, there has been a growing sense from both national policymakers and international agencies of the importance of private skills provision in all regions; and that in Africa, this has resulted in greater official acceptance of the important role of provision of skills via private Technical and Vocational Education and Training , both through traditional apprenticeship forms and more formal sector oriented approaches. The revised study recommends technical and vocational education as: an integral part of general education; a means of preparing for occupational fields and for effective participation in the world of work; an aspect of lifelong learning and a preparation for responsible citizenship; an instrument for promoting environmentally-sound sustainable development; a method of facilitating poverty alleviation. The study concludes that aspects of education that are technical and vocational in nature, provided either in educational institutions or under their authority, by public authorities, the private sector or through other forms of organized education, formal or non-formal, aim to ensure that all members of the community have access to the pathways of lifelong learning. This study, though conducted in Africa, falls short of specificity and focus.

In conclusion to the above, all the authors perceive the concept of VET as preparation of an individual for an occupation or career. This involves both the liberal and technical aspects of education in a given society. All the authors have looked at how important VET is to the African countries and emphasize that if factors such as curriculum, equipments/tools, materials and well trained instructors could be addressed, VET would go a long way to fix work-related problems. They also mentioned the involvement of government at all levels and partnership with industries and training institutions as an important aspect in promoting VET. The above seems to have a close relation to this study however there still exists a gap as many challenges that affect VET in various levels were not pointed out; for instance the political environment, access to funds and financing, cultural and perceptions issues which this study now addresses..

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter covers the research design, study area and target population, sampling techniques, data collection tools and methods, documentary analysis, validity and reliability of the tools, procedures in data collection and data analysis.

3.1 Research Design

The study was qualitative and it employed a descriptive design. It focused on the training institutions in relation to the skills required in the workplaces. This design was chosen because it allows a dynamic approach to the problem in question and examines the general problem from different perspectives using different techniques and mixed methods of data collection (Miller and Salkind, 2002).

3.2 Study Area and target Population

The study was carried out in Central Equatorial State, Juba County South Sudan. The target population was men and women who were studying Vocational Education and Training only with a component in hospitality training. Specifically, it included administrators, instructors, government representative, NGO representative, workers and the learners (student) in VET training institutions and workplaces (hotels) visited.

3.3 Sampling Techniques

To come up with the sample and achieve quality and independent representation in the study, the researcher applied purposive, simple random and snowball sampling respectively. Purposive sampling was used because the researcher deliberately interacted with respondents with information-rich cases that manifested the study intensely. Simple random sampling was used as this is a fair way to select subjects, each entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process (Wangusa ,2007). Snowball sampling was used due to the fact that it enabled the researcher locate respondents who were hotel employees but previously trained by the said targeted training institutions. By means

of these sampling strategies the researcher was also able to focus on only those respondents who could provide useful information. These sampling procedures reduce the fieldwork costs as pointed out by Miller & Salkind (2002).

3.3.1 Sample Size

In the training institutions, the researcher interacted with 12 students pursuing Certificate programmes in Catering and Hotel Management, 8 instructors and 2 administrators. In hotels, 10 workers/employees and 2 hotel supervisors/ managers were interviewed. Others included 1NGO and 1Government representative. This brought a total number of the sample to 36 respondents. This being a qualitative study, it was presumed that the number was adequate. The gender variable was considered as both males and females were interviewed.

Table 3.1: Showing Sample Size of the Respondent

Category of the Respondents	Sample Size	Sampling Method
Administrators	4	Purposive
Instructors	8	Purposive
Workers	10	Snowball Sampling
Students	12	Simple Random
NGO Representative	1	Purposive
Government Representative	1	Purposive
Total	36	

3.4 Data Collection Methods and Tools

Being a qualitative study, data was collected through use of document analysis, face to face interviews, and observation. A self – administered questionnaire was as well administered to the hotel employees and interview schedules were administered instructors, government representative, NGO representative and learners (students) administrators. Documents for analysis included hotel registers and their reports for the past four years. A list of administrators

was provided for the sampling frame from which a list of the key informants was developed to provide supplementary data. The methods and tools selected for this study were based on their known reliability, validity and parsimony; which were extensively vetted by experts and the supervisors.

3.4.1 Observation

A facility evaluation checklist was used to help the researcher assess what there was in training workshops, the nature of building structures and other facilities used in training (see appendix V). Overall, observation included observing the relationships between learners, workers and supervisors. Similarly an observation schedule gave the researcher on-task insights and impressions at the facilities. Since no variable manipulation was necessary, a single observation was deemed to be sufficient. The facility evaluation checklists and observation schedules were adopted for corroboration purposes; thus to relate what is said, seen and done in practice (Amin, 2005). The researcher also managed to observe other aspects related to the study that were of importance as pointed out by Sekaran (2003). A direct observation system was adopted which Mikkelsen (2005) defines as watching carefully, attentively and systematically objects, events, processes, relationships or people's behaviour and recording these observations. Evidence in this process was stored using a camera taking still photographs.

3.4.2 In-depth-Interviews

This method involved face to face interactive oral communication and discussions with the respondents using a prepared interview guide (see appendix II and III). This guide was used when interacting with principals, NGOs, government representatives and learners. Interviews fitted the purpose of the research objectives because they enabled the respondents to express their views generously (Kvale & Brinkmann 2009). The oral element was also helpful in obtaining in-depth information due to the fact that respondents were encouraged to give detailed information based on their experience. Sidhu (2007) points out that interview stimulate the respondent to give an increasingly complete and valid set of responses that gives a broader foundation for the discussion. All the same care was taken to avoid replication with interviewees who responded to the questionnaire. The researcher basically used English to communicate during the interviews. But other dialects, which the researcher is not familiar with, the services of

an interpreter, were acquired. The responses of the respondents were also recorded using voice recorders and written in note book for transcription later.

3.4.3 Questionnaires

The other important data collection tool was a self-administered questionnaire which was given out to hotel managers/supervisor or administrators (see appendix IV). Another set was given out to employees at the hotels. This was because of the nature of their busy schedules that could not allow for face-to-face interactions. The questionnaires contained both open and closed ended questions. Close-ended questions save time of respondents and increase the response rate (Mbabazi, 2008). The researcher adopted these to get respondents to document what there was in the VET training as well as the hospitality sector which information was to be used in data analysis.

3.4.4 Document Analysis

This method involves gathering information from different scholars, libraries and electronic sources such as the internet. This was relevant because various categories and artifacts such as information on age of buildings and cost of machines were dug up. Through this method, the researcher was able to examine all written data (published or unpublished) that was most relevant such as student registers, hotel registers and reports. As Creswell (1994) explains documents are any written information or physical objects that are analyzed for study to obtain data such as manuals, books, journals, registers, newspapers, letters and minutes of the VET Institutions.

3.4.5 Validity and Reliability of Tools

In order to ensure the highest data quality for this research, validity and reliability of the tools was ensured. Validity refers to the extent to which an instrument measures the variables (Ary et al., 2002). The research instruments were validated beforehand by the Vocational Education and Training in Hospitality Post-graduate student's experts at Kyambogo University. They reviewed and analyzed the contents of the questionnaires, interview guides and observation schedules in order to ascertain that the instruments were suitable for the purpose for which they were designed. They offered suggestions which the researcher used in providing the necessary corrections and improvements to the instruments. Reliability ensures that the instrument gives

consistent responses across all variables. Measurement of reliability here involves an analysis of the degree to which it is free of random errors and thus provides consistent results. This being qualitative research and as supported by Bogumil and Immerfall (1985) in Babir (2012) *coherence, openness* and *discourse* of the study were considered for reliability. Coherence refers to the extent to which the methods met the study objectives; openness the degree to which otherwise suitable methods are allowed to be used; and discourse, the extent to which the researcher and readers are allowed to discuss the research data and interpret them. In this study there was thorough scrutiny on how and to what extent consistent methods and procedures were used.

3.5 Procedure in Collecting Data

The researcher sought an introductory letter from the School of Post Graduate Kyambogo University. The next step was to seek permission from authorities in Juba, South Sudan for the same purpose. The researcher visited the specified institutions like Juba Technical Institute and Quality hotel of Juba for data collection after introduction to authorities of the organizations. There were interactions with the respondents and agreements were made on the interview schedules and dates to administer the research tools. Finally data collection ensured in Juba County, South Sudan from June to September 2012.

3.6 Data analysis

According to Guttman (2000), data analysis is conducted to explain events; it involves examination of all information collected. In this study data was edited and categorized according to the research themes and questions. Information from interviews was transcribed and broken down sorted, coded and fitted into specific themes. Frequency counts and proportions were generated from information from questionnaires and checklists to facilitate comparisons and describe the trends in the VET and hospitality sector; which did not require any rigorous statistical tests or calculations. Some reports are presented in verbatim

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents results and discussion of the research findings. The study sought to assess Vocational Education and Training in meeting the needs of the Hospitality Industry. The study was carried under the following objectives;

1. To examine the nature of hospitality training offered by VET institutions
2. To analyze challenges facing VET institutions in training for the hospitality industry
3. To identify possible measures that can be put in place to boost trainee's employability in the hospitality industry

The presentation of the results below attempts to address these objectives. Presentation is in the following sections: 4.1) which presents demographic information; 4.2) Addresses the nature of hospitality training in VET institutions; 4.3) analyses challenges faced in VET; and 4.4) identifies possible measures in boosting the trainees' employability in Hospitality Industry.

Data was collected from two VET institutions namely; learning institution coded as A (LIA) which refers to Juba Technical Secondary and learning institution B (LIB) that is St. Vincent Vocational Institute. Data was also collected from two workplaces assigned letters as hotel X (HX) the South Sudan hotel and hotel Y (HY) the Quality hotel. In the training institutions students, instructors, administrators/ principals were interviewed putting into consideration the gender factor. In the Hotels, employees were selected from different Hotel departments and interviewed using the interview guide and the questionnaires. Other information was collected by the use of observation checklist. Both institutions are located in Juba town. The tables below show the demographic profiles of respondents.

4.2 Respondents' demographic information

4.2.1 Table 4.1: Summary of survey statistic by category

Respondent's Category	Questionnaires		Interviews		Frequency
	Female	Male	Female	Male	
Students/ Trainees	Nil	Nil	6	6	12
Instructors	Nil	Nil	4	4	8
Administrators	Nil	Nil	Nil	4	4
Workers	4	6			10
NGO Representative	Nil	Nil	Nil	1	1
Government Representative	Nil	Nil	Nil	1	1
Total	4	6	10	16	36

From table 4.1 above 36 respondents participated in the study included twenty two (22) males and fourteen (14) female. Twelve (12) students were interviewed both female and male by the use of interview guide in addition eight (8) instructors, four (4) administrators, one (1) NGO and one (1) government representative respectively. The questionnaire was used to collect information from ten (10) employees in the two hotels.

4.2.2 Table 4.2: Trainees/ students' age distribution

Age group	Frequency
18 - 23	4
24 - 28	5
29 - 36	3
Over 36	0
Total	12

From the table 4.2 above, 12 students interviewed were in the age range of 18-35 years and their average age was 26 years. The researcher interacted with both male and female students though females dominated most programmes offered by the training institutions. Therefore, researcher interacted with three male and three female students during a face to face discussion with students taking a Certificate course at training institution A and B respectively.

4.2.3 Table 4.3: instructors' age distribution

Age group	Frequency
25-30	1
31-35	3
36-40	1
40-above	3
Total	8

From table 4.3 above, eight (8) instructors included two (2) male and two (2) female instructors were interviewed in each institution; their age range was 25-46 years but the average age was 35 years. The instructors were drawn from the following specializations; one from food production, one from front office management, one from housekeeping and one from hospitality marketing. Their level of experience as instructors ranged from two to fifteen years.

4.2.4 Table 4.4: Employees' age distribution

Age group	Frequency
20 - 25	3
26 - 30	5
31 - 40	2
Over 40	0
Total	10

From table 4.4 above, the researcher interviewed hotel employees, supervisors/ managers. Employees interviewed were aged between 20- 40 years; giving the average age as 30 years. Both male and female employees were interviewed; three male and 2 female in each Hotel and in the departments of F&B service, front office and housekeeping. Employees had a working experience ranging from one to ten years in the hospitality industry. The researcher also interviewed one manager and one supervisor in each hotel.

4.2.5 Table 4.5: Professional Qualification for respondents.

Categories	Degree	Diploma	Certificate	Frequency
Administrators	4	Nil	Nil	4
Instructors	3	5	Nil	8
Workers	2	6	2	10
Total	9	11	2	22

From table 4.5 above, 4 administrators, 3 instructors and 2 workers interviewed were degree holders. Diploma level included 5 instructors and 6 workers and 2 workers with certificate. This implies that majority of the respondents interviewed in these categories were Diploma holders especially workers in the hotels. This shows that the education level of the working people is at average in other words the workforce had a level of education that equips maximum skills and knowledge however, the technical competence and skills is still lagging behind.

4.2.6 Table 4.6: Duration of experience of instructors.

Number of years	frequency
1-5	1
6-10	4
11-15	1
Over 15	2
Total	8

From table 4.6 above, 8 instructors were interviewed 4 from each institution and the level of experience range from at least two years and above. 1 respondent worked for more than one year, 4 worked for almost ten years and 1 worked for fifteen years. Those who had worked for more than fifteen years were presented by 2 responses. According to the table majority of the instructors have worked for a long period of time but as observed from the field by the researcher, the training delivered was not hands-on. Therefore this means that they lack competence and practical skills.

4.2.7 Table 4.7: Hotel employees' experiences

Number of years	Frequency
1-5	2
6-10	5
11-15	1
Over 15	2
Total	10

From table 4.7 above, 10 hotel workers were interviewed 5 from each hotel and the level of experience range from one year and above. The results indicated that 2 respondent worked for more than one year, 5 worked for at least ten years and 1 worked for fifteen years. Those who had worked for more than fifteen years were 2 responses. According to the table majority of the hotel employees have worked for a period of ten years, however as observed by the researcher, the services delivered were not quality here it refers to efficiency and effectiveness of the service staff for instance service skills such as customer care, communication and interpersonal skills. Therefore this means that they lack competence and multi-practical skills.

4.3 The nature of Hospitality Training in VET institutions. -

This objective one of the study addresses how Hospitality training is conducted in VET institutions in South Sudan in terms of learning organization, technology in use, tools and materials, training curricula, instructors' competences as the major factors in meeting the needs of the Hospitality industry. Data was gathered from students, instructors, and principals/Heads of departments of the two institutions visited. This is presented, and discussed below.

4.3.1: Findings on organization of learning and training in VET institutions

Table 4.8: Responses on the organization of learning (Sec B: Interview guide for Instructors, students & principals)

Responses	Frequency
Training and learning is more practical	4
Training and learning is more of theory	10
General knowledge is included in the training curriculum	8
TOTAL	22

Table 4.8 indicates the responses from the respondents when asked on how learning is organized in the training institute and this interpreted that most of the training was done theoretically with 10 out of 22 respondents and these were the students. Secondly 8 respondents noted that general knowledge was conducted and practical had 4 respondents. This implies that the learning is more theoretical than practical. Learning organization should involve examining ways learners are trained, the kind of tasks learners are exposed to in relation to vocational didactics. This implies that learning is organized both in class rooms and workshops; however workshop learning is not up to date standard due to the fact that workshops were not equipped with enough tools and materials for practice. From the above findings learners perform all the three components of vocational didactics that is; practice, theory and general knowledge components. However, it was indicated that most programmes are only theory without any practical conducted

and with little of general knowledge. This was indicated by respondents in addition to responses obtained from interaction held with catering class in training institution A. The learners reported that;

“We only study vocational theory yet our course is majorly practical based. We learn how to prepare various dishes; both local and international dishes but only theoretically”.

This has an impact on skills acquisition in institutions as there is a need for training in all the three aspect of the Vocational didactic where learners are able to acquire skills in all the three aspects in order to work effectively to meet the needs of the industry. In terms of specific teaching organization, the vocational instructors interviewed were asked to explain how they graded and what their concern were about vocational education in their institution. When asked to rate the following areas relevant to students’ grade, the instructors weighed students’ performance or projects the heaviest, followed by teacher-developed tests, student class work, student home work, class participation and performance in workshop. They stated that the following competencies greatly influenced the students’ grade in class: completion of work on time; teamwork skills; ability to use technology; basic skills; basic reading skills; oral communication; general employability; and ability to apply academic concepts to occupational tasks.

In the light of the above findings, learning tasks in training institutions were categorized into group tasks and tasks performed on individual basis. This should be based on the fact that, Vocational education both in Africa and the rest of the world still is organized in the same format consisting of vocational theory, practice and general knowledge. The practical part comprises teaching the techniques of practical work. The theory component has to do with teaching the science of the materials used and how tools and machines function. The general knowledge comprises teaching of subjects such as management, administration, languages and arithmetic Mjelde (2006). In relation to the above according to related sources, Tourism and Hospitality workforce needs to be equipped with adequate necessary skills. Skills needed for working in the tourism and hospitality sector vary greatly. For instance, good communication skills and basic food hygiene are required for some of the more ‘hands on’ jobs such as catering assistants, bar staff and waiting staff. Employers in the industry look for skills such as: Team working,

Management and leadership skills, Customer service skills, Good knowledge and awareness of hygiene, Commercial awareness and Organizational skills⁴.

Trainees during interactions were asked whether learning tasks were performed in groups or individual basis; and responses were presented below:

Table 4.9: learning tasks in institutions (Sec B: Interview guide for Learners)

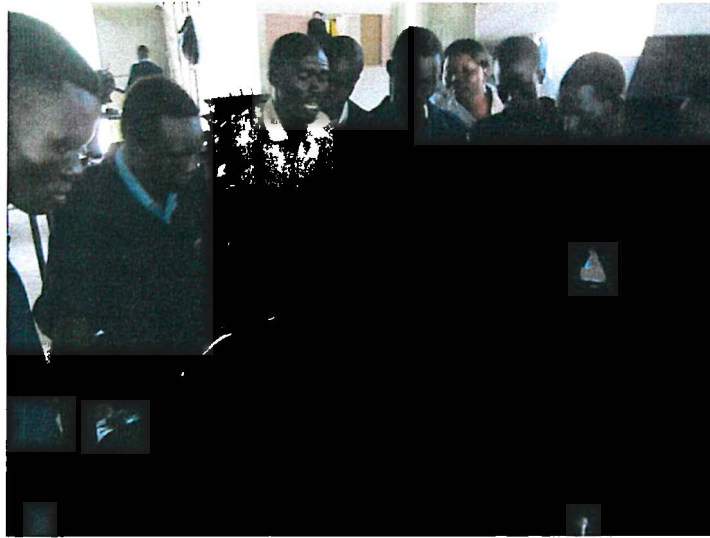
Responses	Frequency
Group learning is conducted mostly	9
Individual learning is conducted mostly	3
Total	12

Table 4.9 above, shows that group learning was indicated by 9 out of 12 responses. Individual learning was indicated by 3 out of 12 responses. This implies that, learning activities in hospitality training institutions were performed both in groups and at individual level, where group tasks were mostly conducted. These tasks include; practical assignments, course works and discussions. While individual tasks included examinations and tests.

This implies that vocational practice is mostly undertaken in groups compared to other learning tasks. However, from observations made during practical sessions, it was discovered that group learning did not contribute much towards learners' progress and was emphasized to enable learners share the available tools and materials. Some learners were therefore left out and so did not participate in group tasks. Again some learners were reluctant as tasks were performed by few who were active and committed. This therefore implies that teamwork and cooperation were less considered in training institutions. Though, group learning facilitates teamwork and cooperation among learners; they are able to share ideas, views and experiences and enhance communication between instructors and learners and among learners. It enables learners debate, analyze and discuss issues as noted by Jean Lave & Etienne Wenger, (1991). Group learning also enables learners with difficulties to progress academically as they can discuss with their fellow learners.

⁴ <http://www.realhelpnortheast.co.uk>

Figure 4.1: Group learning on progress in hotel A at the maintenance department



The photo above shows the group learning as observed by the researcher during one of the practical tasks performed by learners offering Certificate in housekeeping. Group work improves teamwork spirit among learner.

4.3.2 Findings on the curriculum

4.3.3 Table 4.10: Programmes offered in the two training institutions

Programmes	No. of Students in the institutions		Entry requirements	Exams Authority	Duration	Level of training	Frequency On total No. of students
	A	B					
Food and Beverages	2	1	Primary and Secondary levels	Public services and training institutions	1 Year	Certificate	3
House keeping	1	1	Primary and Secondary levels	Public services and training institutions	1 Year	Certificate	2
Front Office Management	1	2	Primary and Secondary levels	Public services and training institutions	1 Year	Certificate	3
Hospitality Marketing	1	1	Primary and Secondary levels	Public services and training institutions	1 Year	Certificate	2
Computers Application	1	1	Primary and Secondary levels	Public services and training institutions	1 Year	Certificate	2
TOTAL	6	6					12

Table 4.10 indicates the programmes that are offered in the two training institutions as component of the learning curriculum. The duration of programmes ranged from six months to one year. These programmes included Certificate in catering, Food and Beverages services (F&B), Housekeeping, front office, Computer Application and Hospitality Marketing. The data was obtained from instructors and students. It was concerned with; instructors' contribution to curriculum development in the respective institutions, how often hospitality training curricular

was reviewed and institutions' alterations to relevant technological changes in the hospitality sector. The trainees included in the interaction were 3 in food and beverages, 2 in housekeeping, 3 in front office, 2 in hospitality marketing and 2 in computer application. The entry requirements were primary and secondary certificates. The examining body was the institution, and the public service. The successful trainees were awarded certificates.

However, from the researcher's observations the training methodology was still the traditional method where instructors were the centre of knowledge. The pedagogical principles of learning by doing and workshop learning were limited. There was no unified VET teaching curriculum in the institutions. In other words there is no national Curriculum across the institutions. This was confirmed when one of the instructors in LIA stated during interviews that;

"We do not have unified VET curriculum. We develop syllabus by ourselves then delivered to learners".

This implies that there is no curriculum developed officially for VET institutions at the national curriculum body. It was indicated that there was one developed in Maridi in 2006, but was for the general Education. The findings indicated that learning curriculum in both institutions was theoretical instead of practical and was set from the individual point of view. Additionally, the researcher is in agreement as observed in the field. The fact remains that in any training institution, the first and foremost concern should be the training curriculum. According to the field notes and additional information from the instructors in training institutions, hospitality training curricula used in training institutions were developed by individual instructors and there was no organization responsible for development of hospitality training curricula.

There should be institutions that play a key role in development of VET curriculum. For instance in Uganda, the National Curriculum Development Centre (NCDC), Uganda National Examination Body(UNEB), and the Directorate of Industrial Training(DIT) play significant role, although at a varying degrees, in the process of curricula design, implementation, measurement and evaluation at a national level⁵. These institutions should develop/reconstruct different curricula depending on the needs of the state and other stakeholders. Curriculum development

⁵ This information is based on researchers' experiences from field expeditions in Ugandan training institutions and workplace

has long been regarded as a core-component of VET (UNEVOC 1993:3). According to UNESCO-UNEVOC report (1993) advocates that, for the training curricula to be effective, it should match with the needs of the industry. An effective curriculum in vocational education should equip the learners with the skills demanded in the labour market and should change with the changing labour market needs and technology.

According to the researcher's observation, curriculum development in hospitality training has not been effectively done and this has resulted into differences between training institutions and hotels there by affecting instructors and learners' competences; as generally discussed majority of the hotel workers stated in their questionnaires on the question whether they find any relationship between what learnt at institutions and what learnt at workplace, they indicated that there was big difference because at school practical work was limited unlike at the workplace learning was hands-on. This made it difficult for the employers as it wasted resources. But here who to blame: thus created a gap. This could have resulted as a fact that some key stakeholders in curriculum development were not involved. However, in 2006, Plan entered into a partnership with GOSS with a commitment to support the development of VET by rehabilitating and constructing of VET facilities and supporting the development of a comprehensive curriculum, policies and standards for VET which are not functional enough being a draft VET curriculum. Learning/ teaching in hospitality institutions should take place in an organized curriculum whereby institutions establish time tables where all tasks to be performed are scheduled, where rest periods are also included.

As Nakyobe (2009) noted that, in Uganda the institutions of learning and industries should be involved in the assessment that gives the learner a holistic view. In addition, in accordance to the Uganda Vocational Qualification Framework (UVQF), assessment may be done based on standards and modules already available for UVQF or new standards and modules developed depending on concrete needs of the industry. This increases relevance of the assessment. In the view of the researcher as a trainer in the hospitality field, learners should be assessed basing on their portfolios developed during the training period and their abilities to demonstrate competence.

4.3.4 Tools and materials used in institutions

Table 4.11: Students and instructors' rating of tools used in training institutions

Responses	Very Good	Average	Dilapidated	Frequency
Cookers	0	2	3	5
Refrigerators	1	0	1	2
Stoves	0	0	3	3
Food & Beverages	0	2	0	2
Cutlery	0	2	0	2
Ovens	0	1	1	2
Scales	0	0	1	1
Pans	0	1	2	3
Cleaning equipment	0	0	2	2
Total	1	8	13	22

Table 4.11 indicates the tools used in training institutions to perform practical tasks. Data was obtained from administrators, instructors and learners (students). Elementary tools such as cookers, pans, stove and cutlery had the greater responses of 5, 3, 3 and 2 respectively. These were followed by the equipment such as food stuff, ovens, Refrigerators and cleaning equipment. Scales had 1(one) response. According to the table very good tools were represented by 1 out of 22 responses, average tools were represented by 8 out of 22 responses and dilapidated tools were represented by 13 out of 22 responses. Dilapidated has the bigger responses which implies most tools and materials used were not in a good condition. In addition, from personal observations and interviews conducted, rudimentary tools such as paraffin and charcoal stoves were mostly used for food production; in training institution B for example, learners used Paraffin and charcoal stoves to perform practical tasks during a training session attended by the researcher. The institution had only one functional cooker that could not be used by all learners during

practical sessions and so, learners had to resort to stoves for their vocational practice. Such stoves are time consuming and ineffective in food production compared to modern equipment used in hotels such as micro waves and modern cookers. Storage equipment such as fridges and refrigerators were not sufficient. This indicated inadequacy and insufficiency of tools and equipment used in training institutions.

On the nature of materials, tools and equipment used in teaching at the institution, all the eight instructors, two principals and ten learners who responded to the questions indicated that the tools and materials needed for instruction and learning were in insufficient supply and suffered from a lack of technological advancement. The instructors indicated that for the most part the main tools and materials used in teaching were simple elementary tools and materials such as cutlery, pans, cookers and others like cleaning detergents; there were a few pieces of electronic equipment like computers available, although student access was very limited;. There were no automated machines with latest technology like the menu and pricing machines that were used in the work place. Also food stuff materials like flour, cooking oil, fresh cuts and vegetables were used though they are mainly provided by the students themselves. Other essential items were missing as they exceed the budget allowances made by the institutions. The instructors reported:

“These materials are too costly for the institution to supply to all the students and the students themselves can’t afford”.

However, basing on the interview held with learners, it was reported that there was inadequacy of basic materials such as food stuffs, beverages, fat/oil and beverages since most of them were being imported from neighboring countries such as Uganda and Kenya. It is the responsibility of training institutions to provide all the necessary materials to ensure that training is conducted well. Purchase of materials by learners makes hospitality training expensive that may lead to poor performance of learners, incompetence and ineffectiveness of training.

Similarly, the researcher observed and noted that in the training institutions there were insufficient quantities of materials, tools and equipment for use by lecturers and students during the teaching- learning process. Only a cooker and one cooking stove, in addition to local materials were observed. All this is a manifestation of how the institutions were being starved

for materials and tools so that teaching and partial learning could only be of the most theoretical kind.

There appeared to be no maintenance budget for tools and equipment. Students reported however that they were prevented by the authorities from accessing the computers. Reading materials like textbooks were insufficient in quantity and variety. The researcher observed five students sharing one book. The instructor explained that this was the only copy of the book in the whole institute. The lack of infrastructure, including tools and materials, limits the students' level of production and mastery of content. Despite this dispiriting situation, the students persist and complete their studies.

Figures 4.2- show some of the tools/equipment in institutions and hotels



Figure 4.2 above shows variety of materials used in hotel B. These materials displayed above in hotels were not all available in training schools. These materials are well organized and arranged properly which not the case in the training institutions was. Furthermore, were plenty and readily available

Figure 4.3: Showing cooker used for study



This cooker in training school looks old compared to modern facilities used by modern hotels

Figure 4.4: Showing computerized menu and price in Hotel B



A modern automated pricing machine used in hotel which was not in training school with high quality in facilitating faster services in workplaces.

These tools/equipments and materials shown from figure 4.2 to 4.4 above portrays the mismatch of technology in use of tools and materials between the training institutions and the workplaces. The tools used in training institutions to perform practical tasks were different from the ones used in workplace. Results showed that technology used in training institutions was still poor. Tools/ equipment used to perform practical tasks in training institutions did not match with those in places of work. At times practical tasks were postponed or not done at all due to inadequate materials and so learners ended up studying about some subjects without practice thus making hospitality training theoretical. This was a big challenge to hospitality training. The hotel sector is characterized by modern technology and this explains why the hotel employers are reluctant to train learners on industrial attachments since they cannot work with the modern technology employed by hotels.

Similarly Okello (2009) observed that, the general lack of working tools and materials makes the teaching of practical subjects not affordable, therefore teaching is theoretically oriented. This has a consequence on the products of the practical educational system as graduates may not be

able to meet the requirements of the labour market. Technological well-matched between the training institutions and the hotel is also important. The type and level of technology used plays a major role in the quality of training offered in hospitality institutions. During the study, this was indicated as an issue of concern because both tools and materials like computers, stationeries, beverages, detergents and food stuffs, were inadequate in both training Institutions. Some of the administrators and instructors admitted that the institutions have limited funds to purchase all the materials and tools needed for the training.

4.2.4 Instructors' Competencies

The competence of instructors is very vital because VET institutions need well trained and competent instructors to be able to impart necessary knowledge and skills to the learners. Competence is a cluster of related abilities, commitments, knowledge and skills that enable a person to act efficiently in a task. On the training offered in hospitality institutions, the study needed to find out the perception of learner towards instructors. Data was collect from the learners in both institutions and presented in table below:

Table 4.12: Perceptions of trainees about competence of the Trainers and Instructors

Responses	Frequency
Instructors are well trained and competent in delivering of learning	4
Instructors are poorly trained and lack competence enough in delivering learning.	5
Instructors are recruited through the formal procedures.	3
Total	12

Table above indicates that the trainees' perception about competence was good with 4 out of 12. This included their relationship with the trainees was good, they motivate them during training by encouraging them to pursue the course, helping them to carry out practical's especially in home management and catering while those who referred to their response as bad were 5 because

they perceived the trainers were not competent enough compared to what they had in the field. This was confirmed when one of the learners who were from the field stated;

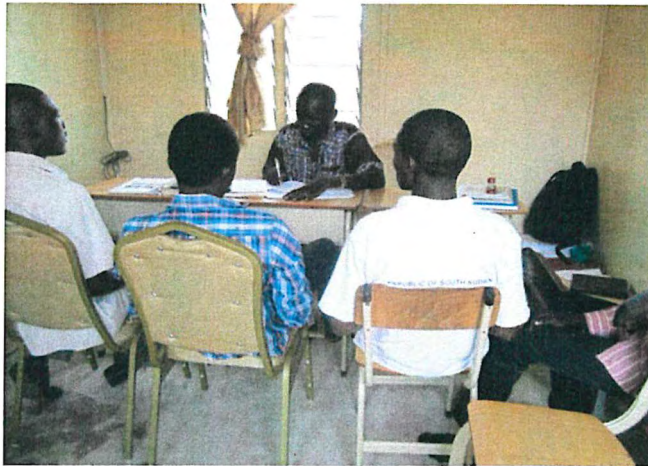
“I found challenges at the fieldwork because what I got in the field was different from the school.”

This implies that trainees were only trained best at the work place. However some noted that, the trainers’ attitudes towards the trainees in the workplace to a smaller extent were negatives because others could refer to them as their competitor. The learners indicated that, Instructors competence was found substandard due to the existing teaching staffs were from low educational background mostly diplomas and certificates holders only few with degrees.

Generally recruitment in both training institutions was done by the formal procedures where by the institution advertises, select and interview the successful applicant. For example the interested instructors will apply with relevant academic documents to the Human Resource Manager for the training position; then the applications will be sorted according to the qualifications needed by the institutions; after applying the qualify ones will be call for interview and those who pass the interview with will be recruited. Secondly students who performed well in industrial training are always retained by the institutions.

It is very awkward for training to be conducted with unskilled and inadequately trained instructors as indicated in table 4.13 .This requires that Hospitality Training institutions need to provide well trained, skilled instructors in order to produce competent vocational graduates who are able to compete favorably in the labor market and can offer better services to boost tourism and hospitality industry in Juba County South Sudan. In addition to the above, Atari (2009) noted that qualified technical teachers should be recruited and/or trained. Due to the shortage of qualified technical teachers in Southern Sudan, foreign teachers could be hired to train students or local teachers. However, from the researcher observation, it was observed that not all trainers were incompetent. There were some who showed commitment in their tasks as shown in the figure below:

FIGURE4.5: An instructor Training the learners institution B

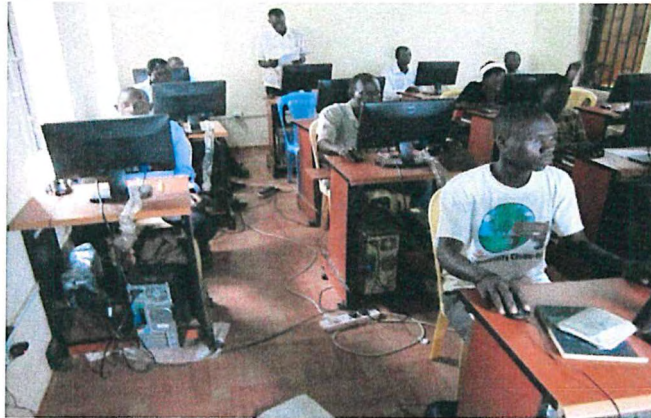


Source: Empirical data from the research: an instructor busy attending to a group during class learning. This was one of the few who were competent and showing professionalism. This again motivates learners and facilitates excellent skills acquisition to learners.

The competence of instructors was noted during interactions when a question of learners supervision by instructor was raised, only five respondents out of twenty agreed that there was supervision by the Instructors and administrator during the learning process in both theory and practical's as it's meant to be. The supervisions took various forms such as training, observing what they do, teaching in house making and how to welcome clients especially in catering. Those respondents who said no were thirteen out of twenty. This implies that the instructors are not competent to impart required skills to the learners. In addition, from the interviews conducted, it was reported that sometimes learners were not supervised and so they found it a challenge to perform certain practical tasks assigned to them unless there was adequate supervision. This implies that, the instructors were lacking sufficient competence to observe professionalism and work ethics in the training institutions. This requires for continuous training of instructors in order to acquire the necessary skills, competence and mastery of delivering instructions to learners. As AU noted in the ministers conference in Addis Ababa May, 2007, that life-long learning has a beneficial effect on the development of a high quality VET system. This is because the skills of the workforce can be continually upgraded through a life-long learning approach. This also means that learners who have had limited access to training in the

past can have a second chance to build on their skills and competencies. That could account for why graduates end up inadequately skilled in the labour market. This was also observed by the researcher during the training sessions attended in training institutions visited. This can be verified by the below photo:

FIGURE 4.6: Unsupervised IT class



Source: Researcher;

From the figure 4.6 above, Learner were left unsupervised. This indicates instructors' incompetence and may encourage learners to divert to their own activities of interest.

4.3 The challenges facing VET institutions in training for the hospitality industry

The study needed to identify challenges facing the VET institutions as well as the labour market in terms of negative perception, government policies and interventions, limited funds and inadequate infrastructures to mention a few. The researcher used the interview method as well as questionnaires and interview guides to obtain data and finding are presented and discussed below.

Table 4.13: Challenges facing VET institutions in South Sudan (Sec C: Interview guide for Administrators/ Principles learners & employees question.5)

Responses	frequency
Negative perception towards VET	3 out of 36
Inadequate trained instructors	5 out of 36
Limited funds for VET Institutions	10 out of 36
Poor and inadequate facilities, tools and materials	5 out of 36
Lack of unified TVET curriculum	4 out of 36
Limited government commitment in promoting VET	9 out of 36

VET institutions were faced with various challenges as mentioned earlier, the findings presented in the table above indicated that, the major challenging issues included funds allocated for VET institutions was inadequate indicated by 10 out 36 respondents, Limited government commitment in promoting VET and other political issues was indicated by 9 out of 36, inadequately trained instructors was indicated by 5 responses, lack of unified TVET curriculum was indicated by 4, negative perception about VET indicated by 3, and poor and inadequate tools and materials was indicated by 5response .

Discussion based on the findings in table 4.5 above and also as observed by the researcher in the field, it revealed that the political problem and inadequate funds resulted mainly from both the government and the existing NGOs like PLAN International which is beginning from the scratch and most of the stakeholders do not have enough funds for sustaining these institutions. As one of the government representative states during interview that,

“Due to inadequate funds, the government is unable to establish its own Vocational training institution for the people.”

This could have resulted from the fact that people in the community have negative perception towards VET hence the need for hospitality training is not realized as a state of urgency. As Atari states that, people of Southern Sudan have negative perceptions towards the VET institutions being anew field in the country though existed since colonial periods Atari et al (2009). This has resulted to the fact that most of the workers in the hotels are foreigners who do not understand the values and customs of the area. The communities of Southern Sudan also believe that there is

no recognition for the VET graduates because they traditionally do not take it as a course that can render someone a white collar job especially after the war. The trainers had the problem of Institutions being situated in long distance limiting their accessibility to them and even they are expensive for the local people.

Other respondents believed that there are no policies formulated by the government after independence of their country demoralized people. This indicates that the government and other stakeholders must invest a lot of resources both financial and skilled manpower to promote VET institutions, this is common in the VET institutions where hospitality is not in existence for example as witnessed in the hotel A leading to poor hospitality service delivery. Therefore, the government should sensitize the community in order to realize the importance of the hospitality training. In addition, the Ministry of Education has not yet developed curricula for VET Institutions as one of the Administrators mentioned during the interview. However, there has been the will to develop VET as Kiir the President of the Republic of South Sudan in his first 100 days speech, identified technical education as one of the solutions to the problems of rebuilding the economy and society of Southern Sudan. He specifically identified five technical and vocational training institutions, namely Torit, Juba, Lainya, Wau and Tonj, which were destroyed during the war Kiir, (2006). This means that there exists GOSS commitment for rebuilding these schools. However, to date, this goal has yet to be realized. The work of leading the rebuilding of these institutions rests with the Directorate of Technical and Vocational Training under the Ministry of Education, Science and Technology, GOSS. While the Directorate has taken this role seriously, progress is hampered by the shortage of skilled personnel, funding and equipment at both the federal and state levels. The Ministry has responded by identifying and encouraging potential partners, including non-governmental organizations (NGOs), to provide support.

Plan International was one of the early partners identified. Beginning in 2006, Plan International embarked on a program to secure resources, financing, skilled staff and materials for VET in Southern Sudan. Major accomplishments have included the rehabilitation of Juba Technical Secondary School (JTS) and Lainya Vocational Training Institute (LVTI). Plan has now completed its Country Strategic Plan (CSP) which adopts VET as one of the key strategic objectives around which all other initiatives will be built.

Again as indicated in the findings above, Instructors training was poorly conducted and was due to lack of training institutions for trainers. Qualified technical teachers should be recruited and/or trained. This is in line with what Atari noted in their study that, Due to the shortage of qualified technical teachers in Southern Sudan, foreign teachers could be hired to train students or local teachers (Atari et al, 2009). As a result, many of the learners have to go to Kenya and other neighboring countries for adequate training.

Lastly the findings revealed that short duration was given to the VET Institutions for example training for certificates was automatically six to ten months in most cases depending on whether the students have passed or not while for Diplomas was rarely conducted meaning training is at basic level. However, Government through the ministry of Education should be responsible in formulation of policies regarding VET. In South Sudan, the government sector responsible for VET is the Directorate of TVET in the Ministry of Education Science and Technology. According to Jackson, (1983); Gardner, (2006) who pointed that, Government's role is to create the policy framework that will encourage for-profit private investment, and that, in combination with regulatory frameworks, will ensure good economic returns and linkages with other sectors. To be sustainable, tourism and hospitality requires an open dialogue between the government, the private sector, civil society and local communities to ensure consensual decisions and the generation of economic benefits for a broad spectrum of the population.

4.4 Strategies that can be put in place to improve on the hospitality Training

Under this objective data was obtained through interactions with all categories of respondents. The findings indicated that measures to be undertaken should include the government and NGOs interventions by enacting of VET statute with well articulated articles which shall guide VET Institutions. Other strategies included curriculum development, trained instructors, improved facilities, tools and materials. The findings are presented and discussed as under.

Table 4.14: Strategies that can be put in place to promote VET institutions in South Sudan (Sec D: Interview guide for all categories of respondents)

Measures	frequency
Government and NGOs intervention	6 out of 36
Change of people’s attitudes	3 out of 36
Infrastructural development, tools and materials	6 out of 36
Development of TVET curriculum	9 out of 36
Increase of trained Instructors and Tutors	7 out of 36
Provision of sufficient funds	5 out of 36

In table 4.14, government and NGO intervention was indicated by 6 responses out of 36 respondents. This implies that government and the existing NGOs have to work hand in hand for the development of VET. This intervention may be through construction of more VET institutions to curb down the increasing influx of students. It may do so through seeking for more funding which was indicated 5 from the donor community so that other Institutions like Hospitality may be boosted. The government should subsidize on the VET trainees so that it becomes affordable for them to develop their career in that field. Other suggested measures included provision of adequate tools and materials, infrastructural and facility development which was indicated by 6 responses out of 36, change of people’s attitudes and perception towards VET was indicated 3, increased trained instructors and tutors was 7, development of unified VET curricula was indicated by 9 out of 36 which was the biggest response.

The researcher observed the same with the above finding in that government is the key player in formulating strong VET policies and construction of VET facilities like training Institutions. Availability and accessibility of VET Institutes in the society is very important, especially those facilities that promote the practical practices by learners could meet the needs of the hospitality industry. Increase of Instructors and Tutors in the hospitality training like the Juba technical secondary school and St.Vincent VET institutions is vital because inadequate trained instructors might lead to poor service delivery of skills to learners in hospitality industry.

The researcher view is in line with these responses as observed in the field the intervention of the NGO was obvious; almost all the VET institutions in South Sudan are established by NGOs like

Plan International, JICA, SAVOT, CCC, and many more that are responsible for hospitality training in particular. The infrastructure development and provision of most tools and materials is all done by these existing NGOs. Basing on this notion, the government, NGOs and the labour market should be in close interrelation in order to promote VET sustainably and the hospitality industry in particular. This should be done by all parties coordinating in terms of curriculum development, instructor's training, facility development, tools and materials provision as Rimmington (1999) argues for a national hospitality curriculum that will be set up for a particular constituency such as region or industry. In this curriculum, hospitality course will provide foundation, generic and transferable skills whilst the industry will provide the practice part of the studies, which is, according to him doubly important as it gives students the chance to learn in real life and a period of time to reflect upon the reality of their studies.

The greatest challenge there is to find the right balance in terms of emphasis to place on different skill sets. Indeed, too much emphasis on theory as observed by the researcher and this could leave students confused on the relevance of their studies whereas too much focus on the practical side will leave them without the necessary skills to understand the industry (Baum and Nickson 1998). Kyle, Shymansky and Alport (2004) stated that, one approach to making vocational education more desirable is to increase its efficiency in terms of providing job entry into broad occupational areas. The several approaches to providing vocational education (that is traditional via comprehensive high schools and area vocational schools, two year colleges, apprenticeships, and cooperative work programs) should be studied through scientifically designed, conducted, and evaluated research. In the light to the above notion, the hospitality industry is a dynamic sector that requires efficient service delivery and multi-skill workforce. Due to globalization, the world has become a large single village and this is reflected in nations, enterprises and in the transient and changing life of workers Richardson, (2001). Globalization has both positive and negative impacts on economies. Richardson argues that in a global economy, the hitherto accepted 'infant industry economy' will no longer be sustainable. Globalization will lead to mega-competition and have major impacts on labor markets.

Therefore to deal effectively with the impacts of globalization, developing countries must invest in training that leads to the acquisition of skills that raise labour productivity and allow widespread use of existing technology. In addition, training should allow promotion of new

technological development. Employers with large scale enterprises and the business community in general argue that training is therefore required continuously throughout working life to enhance employability of the individual and collectively the flexibility of the workforce. This means that those aware of global demands in the business and the labour market want a trained workforce that enables them to produce their goods and services effectively and compete efficiently on the market, both locally and internationally. Such training can make graduates employable and able to create their own jobs.

UNESCO (1996) noted that, vocational training is commonly said to be in crisis since it is failing to respond successfully to the needs of growing populations and rapidly changing labour market. The knowledge and skills gained by vocational graduates do not readily help them to meet the expectations of the labour market because the training is not driven to the needs of the market as noted also by the researcher.

Changing people's attitudes and proper monitoring and Evaluation of VET institutions had been indicated. This shows that people of South Sudan still have the traditional thinking of taking up courses for white collar jobs like law, mass media and accountancy as some had a belief of not finding a job after the vocational studies referring to it as useless course of study that should not be offered by anyone. As noted by Atari et al (2009) that from early VET experiences, technical and vocational training has received a negative stigma among Southern Sudanese. Rather than viewing TVET as an ideal program for early school leavers or technically-oriented individuals, some of the interviewees suggested that the common perception is that VET is geared towards "academic losers," "drop outs," and lower-status blue-collar jobs. In part, this negative stigma results from an education system which celebrates academic achievement over vocational trades. VET is also seen as a training venue for men, not women. Many of the interviewees supported this, stating that technical and vocational skill development should be targeted to men.

For the provision of tools and material according to the information obtained showed that of most these things come from Uganda, Kenya and other donor countries overseas for example Computer, Stationeries, food stuffs, equipment, beverages, all these are imported thereby making them expensive and hence increasing the cost of training especially for hospitality students. Sometimes the students are required to purchase these things using their own resources

and this affects their performance during practical even other misses the practical part if they cannot afford them.

CHAPTER FIVE

CONCLUSION, RECOMMENDATION AND WAYFORWARD

5.0 Introduction

In chapter five, the researcher has made a conclusion, recommendation and a way forward in view of the research findings which guided the study and came out with facts and information about the “*assessment of vocational education and training in meeting the needs of the hospitality industry in juba county, South Sudan*”. Conclusions and strategies to make training in meeting the needs of the hospitality industry have been explained by the researcher.

5.1 Conclusion

The conclusion in this chapter is done according to the objectives, and is as summarized. The findings indicated that learning curriculum in both institutions was theoretical instead of practical and was set from the individual point of view. Additionally, the researcher is in agreement as observed in the field. The fact remains that in any training institution, the first and foremost concern should be the training curriculum. According to the field notes and additional information from the instructors in training institutions, hospitality training curricula used in training institutions were developed by individual instructors and there was no organization responsible for development of hospitality training curricula. This implies that there is gap between the curricula offered and the content being delivered. There was no unified VET teaching curriculum in the institutions. Curriculum was developed on individual basis. In the relation to the above, Nakyobe (2009), noted on learning and teaching in hospitality institutions in Uganda, that the curriculum must have elements of organization, time tabling, task scheduling to have an impact on trainees and time consciousness must be highly emphasize. The study includes facets like good communication skills and basic food hygiene as a big requirement. The employees in the training institution narrated the general challenges such as lack of competence, inadequate equipment, tools/ material. However, employees are expected to acquire multi-skill, competences and knowledge to enable them to be competitive enough and portray effective and efficiency in the work place. The researcher found out from the instructors that there is need to review the curricular as well as improves the tools/ materials used during the training.

5.1.1 The nature of the hospitality training offered by the VET institutions.

The study addressed how Hospitality training was conducted in VET institutions like St. Vincent and Juba technical Institute in South Sudan. It was indicated that most of the training was done theoretically not practically. It was found out that; the Hospitality training provided by VET institutions in Juba County has not been effective thus resulting into the production of half-baked graduates. This therefore implies that there is no good relationship between VET and the needs of the hospitality in the labour market sector in Juba County in South Sudan. According to objective one the nature of Hospitality training in meeting the needs of the labour market is not based on the Pedagogical principles. The findings indicated that instructors and learners' competences, training curriculum, learning organization and technology in use of tools and materials, attitudes towards hospitality training/VET, funds, government and NGOs intervention were an issue of concern in the training institutions which is in line with Objective two. From the findings in LIA and LIB VET Institutions indicates that hospitality sector is totally in a crippling stage that needs a lot of efforts in order to realize the future fruits of the sector especially the workplace. Curriculum development of these Institutions should be practical oriented instead of theoretical and for the purpose of mere passing exams.

However, it must be emphasized that acquisition of relevant skills by the VET graduates to the labour market requirements is not sufficient to eliminate all the problems facing VET in South Sudan. It is a prerequisite, but a lot more needs to be executed. Political instability, poor governance, poor economic policies and unequal distribution of income are among the other ills that must be addressed to be in line with objective three if the relevance of VET is to be felt in Juba county and South Sudan as a country.

5.1.2 The challenges facing VET institutions in training for the hospitality sector.

VET institutions were faced with various challenges as mentioned earlier, but the findings revealed that, the major challenging issues included funds allocated for VET institutions was inadequate provided by both the government and the existing NGOs, inadequately trained instructors . The communities also had negative perception about TVET since they considered it as the last resort for academic failures that might not get jobs while lack of management skills emerged as a result of some of them being new entrants in the field of VET institutions that had

just emerged from war to acquire Independence. Lack of unified VET curriculum because the Ministry of Education has not yet come up with proper curriculum body which all the TVET Institutions must follow and competition with foreign workforce from the neighboring countries as mentioned above as most of the Sudanese were not aware of this virgin discipline.

5.1.3 The strategies that can be put in place in VET institutions to boost trainee employability in the hospitality industry.

The findings indicated that measures to be undertaken should include the government and NGOs intervention of VET statute with well articulated articles which shall guide VET Institutions. Almost all the VET institutions in South Sudan were established by NGOs like Plan International, JICA, SAVOT, CCC, and many more that are responsible for hospitality training in particular. The infrastructure development and provision of most tools and materials is all done by these existing NGOs. Basing on this notion, the government, NGOs and the labor market should be in close interrelation in order to promote VET sustainably and the hospitality industry in particular. Changing people's attitudes and proper monitoring and Evaluation of VET institutions had been indicated. Increase of Instructors and Tutors in the hospitality training like the Juba technical secondary school and St.Vincent VET institutions is vital

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The practical skills gained by vocational graduates remain theoretical since the methods employed in both teaching and learning do not currently put emphasis on hands-on experience or practical work which the labour market require from the hospitality graduates, and which, from the perspective of vocational pedagogy are essential for the grasping, mastering and retaining of vocational knowledge and skills. However, it must be emphasized that acquisition of relevant skills by the VET graduates to the labour market requirements is not sufficient to eliminate all the problems facing VET in South Sudan. It is a prerequisite, but a lot more needs to be executed. Political instability, poor governance, poor economic policies and unequal distribution of income are among the other ills that must be addressed to be in line with objective three if the relevance of VET is to be felt in Juba county and South Sudan as a country.

5.2 Recommendations

In order for VET training to be more effective and responsive to the needs of the hospitality industry in Juba South Sudan, the following recommendations are being made basing on the research objectives of the study;

There is need to strengthen hospitality training institutions and workplaces like hotels and tourism sectors. This can be done by providing institutions with adequate and sufficient tools/equipment and materials, well trained and competent instructors and improved infrastructures. Training institutions like Juba technical secondary school and St.Vincent VET need to identify hospitality requirements for the labor market.

VET training institutions should be equipped with the appropriate tools/equipment and materials like computers, stationeries, food stuffs, beverages, in order to train learners and produce competent skilled people who can perform better in hospitality industry. These tools/equipment and materials can be obtained through government funds, donors fund and from institutional sources of income.

The duration of industrial training to the hotels needs to be increased from two months of certificate to six months. Employers also need to be motivated to conduct hands-on training to learners. This can be done through tax reductions and exemptions where possible and facilitation during the industrial training exercise.

Curriculum planning and development for the hospitality sector must respond to both the needs of the individual, the industry, technical/vocational, technological and socio-economic changes. Hospitality training institutions therefore should have the ability to formulate their training curricula to meet the changing skill needs in the industry. Planning, implementation, research and evaluation of training curricula in hospitality education must be a continuous process undertaken by the hospitality sector monitoring and evaluation committee.

In the view of the fact that VET is very dynamic and expensive in terms of purchase of materials and tools by the students, there is need for strong institutional and government co-operation. Partnership between the training institutions and NGOs like PLAN International, stakeholders and beneficiaries of VET should be enhanced through joint strategic planning for the sub-sector by the Parliament of South Sudan. This will help to identify problems, prioritize activities and utilization of the available resources.

Development of infrastructure like roads, VET Institutions, Hotels, and tourism sector which can match with the demand of the training students and the service providers so that students are able to put in practically whatever is needed for their study. The infrastructural development will also expand on the services offered by the hospitality industry and it will allow the development of other sectors.

Collaborative staff exchanges and information sharing should be encouraged and promoted between the hotel sector and hospitality training institutions. Incentives should be provided in order to motivate and attract experienced personnel from hotels to facilitate in training institutions. This will enable learners to get practical skills that are relevant in the labour market. It will also enable the industry to reinforce and bridge skill gaps in the training institutions.

5.3 Way Forward

A comprehensive research needs to be conducted about the role of VET in the development of the hospitality industry in South Sudan. There is also a need to study the various training methodologies and techniques used in hospitality training in South Sudan. This would partly establish the reasons why hospitality is beginning from the scratch in South Sudan with a handful of graduates.

From the traditional people's perception and attitudes, the study revealed that hospitality training institutions had more male learners compared to female learners. It is therefore necessary to conduct another study about people's perception and preferences for training and employment in the hotel sector in South Sudan having attained its Independence in the last two years.

In addition a comparative study of curricular, methodologies and VET training for instant Juba technical secondary school and St.Vincent institutions in South Sudan needs to be conducted to address the challenges observed in the workforce. This could enable South Sudan hospitality training institutions and the hotel sector to learn from Uganda and other countries. Such a study would also promote learning and adapting of new ideas and approaches that would lead to further competitiveness and constructive development of the hospitality sector in South Sudan.

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APPENDICES

APPENDIX I: Interview guide for Principal/Administrators

Introduction

I am a master's student of Vocational Pedagogy Kyambogo University and I am carrying out research under the title: *Assessment of Vocational Education Training in meeting the needs of the Hospitality Industry in Juba County, South Sudan*. The data is intended to contribute to the improvement of the VET institutions in relation to Hospitality labour market in Juba County. All information will be handled confidentially, both during and after the study.

SECTION A – PARTICULARS OF THE RESPONDENT

Name of Organization/institution.....

Name of respondent..... (Optional)

Age (Optional)

Sex.....

Highest level of education.....

Profession.....

Title of Key Informant

1. How long and in what capacity have you been in this institution?

SECTION B - The nature of hospitality Training in VET institutions

1. How do you rate hospitality programmes that are offered in this institution?
2. Do you utilize a theory and practical curriculum for training learners?
3. Do trainees have hands-on-experience during the training?
4. How do you acquire tools and materials for the trainees towards practical work?
5. Does the training you conduct match with the needs of the hospitality labour market?

SECTION C - The challenges facing Hospitality training in VET institutions.

1. Mention factors that work against your programmes in this institution.
2. Is political the climate a severe issue?
3. Do citizens appreciate VET?
4. What other challenges is the institution currently facing?
5. How is the institution addressing these challenges?

SECTION D: the different measures needed in VET for the Hospitality industry.

1. Suggest ways through which VET can be improved to produce more competent and highly skilled personnel for the Hospitality industry?
2. Do you have any other comments or advice you wish to share?

Thank you so much.

APPENDIX II: Interview guide for Instructors/HODs/sections

Introduction

I am a master's student of Vocational Pedagogy Kyambogo University and I am carrying out research on: *Assessment of Vocational Education Training in meeting the needs of the Hospitality Industry in Juba County, South Sudan*. The data is intended to contribute to the improvement of the VET institutions in relation to Hospitality labour market in Juba County. All information will be handled confidentially, both during and after the study.

SECTION -general information

SECTION A – PARTICULARS OF THE RESPONDENT

Name of institution

Name respondent (Optional)

Age (Optional)

Sex.....

Highest level of education.....

Profession.....

Title of Key Informant

SECTION B: the nature of hospitality Training in VET institutions.

1. How did you join the institution?
2. How do you conduct instructions/ teaching, Theory or Practical?
3. What tools do you use when conducting instructions?
4. Are the skills imparted to the learners relevant to the labour market?
5. Do students in your department/section excel in their studies?

6. Which challenges do you face as head of department/section?

7. Do you have any comments or advice you wish to make?

Section C: the challenges facing Hospitality training in VET institutions.

1. Does the political climate favour the training in the institution?
2. What are the learners' attitudes about the hospitality courses offered?
3. Is student support a big problem during training?
4. Is funding and equipment a major negative factor in the training?

Section D: the various measures needed in VET institutions.

1. What measures do you think can be put in place to enhance the training for the hospitality industry?

Thank you so much

APPENDIX III: Interview guide for learners

Introduction

I am a master's student of Vocational Pedagogy Kyambogo University and I am carrying out research on: *Assessment of Vocational Education Training in meeting the needs of the Hospitality Industry in Juba County, South Sudan*. The data is intended to contribute to the improvement of the VET institutions in relation to Hospitality labour market in Juba County. All information will be handled confidentially, both during and after the study.

SECTION A – particulars of the respondent

Name of institution

Name respondent (Optional)

Age (Optional)

Sex.....

Highest level of education.....

SECTION B: nature of training

1. Do you study in Groups or as individuals most times?
2. Do often have in-house practical?
3. Do you get supervised during practical work?
4. How is your industrial training (IT) or attachment conducted?
5. How long is the period for IT?
6. Do you find the IT attachment useful or it bothers you?

Thank you so much

APPENDIX IV: Questionnaire for Employees in the hospitality sector

Introduction

I am a master's student of Vocational Pedagogy Kyambogo University and I am carrying out research on: *Assessment of Vocational Education Training in meeting the needs of the Hospitality Industry in Juba County, South Sudan*. The data is intended to contribute to the improvement of the VET institutions in relation to Hospitality labour market in Juba County. All information will be handled confidentially, both during and after the study.

Instructions: *Please tick the most appropriate answer and give a brief explanation where necessary.*

Section A: Demographic information:

Name.....optional

1. Age bracket (tick appropriately) 18-22 23 – 27 28 – 32
33- 37 38-42 43-47 48 and above

2. Gender (tick appropriate) Male Female

3. Department.....

Section B: the nature of training

4. Area of specialization.....

5. Working experience in the hotel sector 1-5 years 6-10 years

11-15 years over 15 years

1. Which institution did you go to for hospitality training?

2. Our hospitality training institution equips learners with the necessary skills needed at workplaces

Agree

Disagree

3. Give reasons for your answer above

-
-
-

4. Do you find any relationship between what you learnt in the institution and what you are doing at the work place?

Similarities

-
-
-

-

Differences

-
-
-
-

Section C: Way forward

Mention what you think could have been include in the training to make it more relevant and appropriate to the hospitality industry.

-
-
-
-
-

Section D: measures for improving hospitality training in VET institutions

What are your suggestions for improvement in hospitality training in the VET institutions?

-
-

Thank you so much

APPENDIX V: Observat Check list

1. The learning organization in the classroom
2. The mode of teaching used by the lecturers
3. How long the learning takes place
4. Tasks performed
5. Mode of performing tasks: Groups Individuals
6. Learners/workers attitudes towards tasks Negative Positive
7. Quality of products seen: Low Standard High
8. Quality of tools/ equipment: Good Average Dilapidated
9. Available materials: Plenty Scarce
10. Storage facilities: Available Not available
11. Operation of tools/equipment: Manual Electrical Automated
12. Student's competence in use of available tools/equipment:
 - a. Excellent Good Average Poor