

**VOCATIONAL EDUCATION AND TRAINING CURRICULUM DEVELOPMENT IN
SOUTH SUDAN: A CASE STUDY OF THE MINISTRY OF EDUCATION, SCIENCE
AND TECHNOLOGY**

BY:

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DECLARATION

This thesis is my original work and has not been presented for a degree or any award in any other university.

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APPROVAL

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DEDICATION

I dedicate this work to my daughters, Ayak, Awal, Ayen, Akwol and Nyantet

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The work of this size is not possible to accomplish alone; many people contributed in one way or another. I wish therefore to extend my gratitude to Norwegian people, government and their team that implemented the NOMA programme for their support to all of us who have gone through this NOMA programme. Special thanks go especially to Professor Lennart Nilsson, Professor Mette Hoie, Dr. Ronny Sannerud and Mr. Borge Skaland. I would like to thank my Principal supervisor Dr Benson Okello and my co-supervisor Dinavence Arinaitwe who gave me the advice and guidance that made the writing of this Research thesis possible.

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ABSTRACT

The purpose of this study was to investigate, the status of technical vocational education and training curriculum development and implementation in South Sudan. The following objectives guided this study: To find out the steps taken so far by the government to develop TVET curriculum, to find out the challenges being experienced in making the curriculum, and to recommend ways of developing TVET curriculum for South Sudan. This research was based on descriptive survey design. It was following a qualitative approach. The following were the finding: Government is taking giant steps to address the curriculum problem in South Sudan. Key challenges hindering curriculum development are lack of capacity, experts, and insufficient funds. Lack of cooperation among partners/ministries implementing TVET insufficient funding, and insufficient good reference materials, insufficient number of experts and lack of policies/guidelines have to be addressed with urgency since these are fundamental issues that continue to hinder the curriculum development. The researcher recommend need to prioritize reform of TVET. This is by developing a unified national curriculum that could offer the chances of those graduating from TVET and other educational institutions with credible certificates for employment. The Government of South Sudan needs to suggest new reforms in the education in general and TVET system in particular, changes within the curricula so as to produce graduates with knowledge and skills relevant to the changing demands of the labor market. South Sudan can evade of these problems by putting life skills as part of TVET education curriculum. The TVET curricula should have both academic and practical learning offered every day and include modules to allow for maximum flexibility and allow students to move in and out of courses and build upon their skills in a sequential or appropriate manner.

ABBREVIATIONS/ACRONYMS

BTVET	Business, Technical and Vocational Education and Training
CABIHRD	Capacity Building International and Human Resource Development
CBMT	Competency-Based Modular Training
CTE	Career and Technical Education
CPA	Comprehensive Peace Agreement
CATS	Credit Accumulation Transfer System
CRE	Christian Religious Education
ECS	Episcopal Church of the Sudan
ILO	International Labour Organization
OE	Occupational Education
MDTF	Multi-Donor Trust Fund
MOGE&I	Ministry of General Education and Instruction
MoLPS&HRD	Ministry of Labor, Public Services and Human Resource Development
MoCY&S	Ministry of Culture, Youth and Sports
MoD&VA	Ministry of Defense and Veterans Affairs

MoEST	Ministry of Education, Science and Technology
MVP	Master of Vocational Pedagogy
PVE	Professional and Vocational Education
NGOs	Non-Governmental Organizations
NPA	Norwegian People's Aid
NCDC	National Curriculum Development Centre
NOMA	Norwegian Masters Abroad
RPL	Recognition of Prior Learning
RSS	Republic of South Sudan
SSDDR	South Sudan Disarmament, Demobilization and Reintegration
SPLA	Sudan People's Liberation Army
SSEC	South Sudan Engineering Council
SSCC	South Sudan Chamber of Commerce
TVET	Technical and Vocational Education and Training
TVE	Technical-Vocational Education
WE	Workforce Education

VTC	Vocational Training Centre
VET	Vocational Education and Training
UNICEF	United Nations Children Education Fund
UNEVOC	United Nations Centre for Vocational Education

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CHAPTER ONE

INTRODUCTION

1.1 Overview

In this chapter the background about curriculum and Technical and Vocational Education and Training TVET, statement of problem, purpose, objectives of the study, research questions, significance of the study, justification of the study and conceptual framework and scope of the study are presented.

1.2 Background to the Study

According to Kirsten (2011) “The provision of technical and vocational education and training in the Republic of South Sudan (RSS) has been severely destabilized by the prolonged civil wars between the government in the North and the people in the South during the period 1955-2004”. During this war, most of the infrastructures such as schools, roads and other buildings were destroyed¹. Following the Comprehensive Peace Agreement-(CPA) reached in Kenya in 2005, the Ministry of Education, Science and Technology (MoEST) inherited, six Technical Secondary Schools and these are: Juba and Lainya which is now functioning as a vocational training centre, Malakal was converted into the Upper Nile University, Torit had its physical infrastructure heavily damaged during the war and Tonj which was later relocated to Wau. In addition to the above five Technical institutions which are directly under (Ministry of Education,

For example the Torit, Tonj and Lainya Technical Schools were closed, Tonj Technical School moved to Wau and Laninya moved to Yei. (Source, Government of Southern Sudan Ministry of Education, Science, and Technology GoSS-MoEST) Vocational-Technical Education Policy Framework Document- 2006.

Science and Technology), there are other twelve Vocational Training Centers (VTCs) being run by Non-Governmental Organizations (NGOs) and Churches in collaboration with (MoEST). These are: Maluakon, Akot (Now operating in Rumbek town), Makol-chuei and Kongor. These four VTCs are being supported by Save the Children Sweden (SC-S); Bhar-gel which is being supported by the Catholic Diocese of Rumbek. Two VTCs in Yei town supported by Norwegian People's Aid (NPA) and Episcopal Church of the Sudan (ECS-Diocese of Yei) respectively; Abyei which was constructed with the Constituency Development Fund (CDF) but extensively damaged by the war before its operation in May 2011. Magui, Chukudum; Imehejet and Yambio are under the support of Catholic Relief Services (CRS). All the above twelve TVET institutions were established during the civil war with the exception of Abyei established in 2010. All the above mentioned TVET institutions have diverse curricula.

1.2.1 Conceptual background

Kerr (1968) defines a curriculum as “a course of studies, or, the sum total of the learning that is planned or guided by the school, whether carried out in groups or individuals, inside or outside the school”. This implies that one of the functions of a curriculum is to provide a template or design which enables learning to take place. Kochhar (2000, P. 67) looked at curriculum as “planned activities and experiences which are available to students under the direction of the school”. The researcher concurs with Kochhar, because he believed that curricula usually define the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes. They should specify the main teaching, learning and assessment methods and provide an indication of the learning resources required to support the effective delivery of the course. A curriculum includes the totality of experiences that a learner receives

through the manifold activities that go on in the learning institution, in classroom, workshop, laboratory, and playground and in the numerous informal contacts between teachers and learners. These views are echoed by Lennart Nilsson², (2008) that “the curriculum is the steering “tool” for allocation of intentions, equipments, and educational space”. According to Technical and Vocational Education and Training concept paper November 2006³, Vocational education and Training as early as 1950s, has been in the mainstream of curriculum offering at secondary school level and at Vocational Training Centres (VTCs) in South Sudan.

1.2.2 Theoretical background

Vocational theory is embedded in the VET pedagogical approach that advocates for a learning which considers hands on tools.. Lennart Nielsson said that, curricula is a tool for renewal and for giving vocational education legitimacy, 2011⁴. To him a curriculum should encompass an integrated and holistic approach in VET. Lennart advocate for holistic approach in dealing with TVET training. Practical session must follow the theory immediately the same day. Whereas this is should be the ideal situation, the reality in the new Republic of South Sudan seems to be different in the area of the curriculum development in the TVET areas of education.

1.3 Statement of the problem

TVET in the Republic of South Sudan is looked at as the quickest and the best way to equip the people with skills that will enable them participate in the reconstruction and development of the

² Lennart Nilsson, Ph.D. Professor University of Goteborg, Sweden. He said this during his lecture to cohort three students of masters’ degree of vocational pedagogy of Kyambogo University in September 2011.

³ This was a draft concept paper for technical and vocational education and training developed by the ministry of education, science and technology at Maridi-South Sudan in November 2006.

⁴ Lennart Nilsson, Ph.D. Professor University of Goteborg, Sweden. He said this during his lecture to cohort three students of masters’ degree of vocational pedagogy of Kyambogo University in 2011.

new Country; contribute to regional as well as global development. However, there is no unified national curriculum that could serve as guidance for the right implementation of TVET. The leading ministries in the RSS in term of TVET curriculum development have not come together to develop a unified TVET curriculum. Therefore all the other actors in TVET such as the GOs depend on the borrowed curriculum from the neighboring countries. To me this form of varied curriculum could lead to lack of recognition to the qualification of the learners being produce by this various actors which I believed is a problem. Given this scenario, it has become important that a study is carried out to find out the status quo of TVET curriculum in the new Republic of South Sudan.

1.4 Purpose of the study

The purpose of this study was to investigate the status of technical and vocational education and training curriculum development and implementation in South Sudan and recommend possible solutions.

1.5 Objectives

- To find out the steps taken so far by the government to develop TVET curriculum
- To find out the challenges being experienced in making the curriculum
- To recommend ways of developing TVET curriculum for South Sudan

1.6 Research questions

- What are the steps taken so far by the government to develop TVET curriculum in South Sudan?

- What are the challenges being experienced in making the TVET curriculum in South Sudan?
- What are the recommended ways of developing TVET curriculum for South Sudan?

1.7 Significance of the study

The study will create awareness to the stakeholders about the status of technical vocational education and training curriculum development and implementation in South Sudan. The study will be used by the ministry of education, science and technology and other ministries concerned as a future reference for TVET curriculum and policy development and implementation.

This research will help the policy makers developed a unified curriculum as well as forming a central body that will regulate TVET programmes.

The results of this study could be used as one of the guide lines for the development of TVET curriculum in the Republic of South Sudan.

1.8 Justification of the study

Without this research, the situation will remain the same and that means the deterioration of TVET standard in the country.

1.9 Conceptual framework

The conceptual framework identifies relationship (s) between different variables. The concepts underlying the study are well represented in the framework.

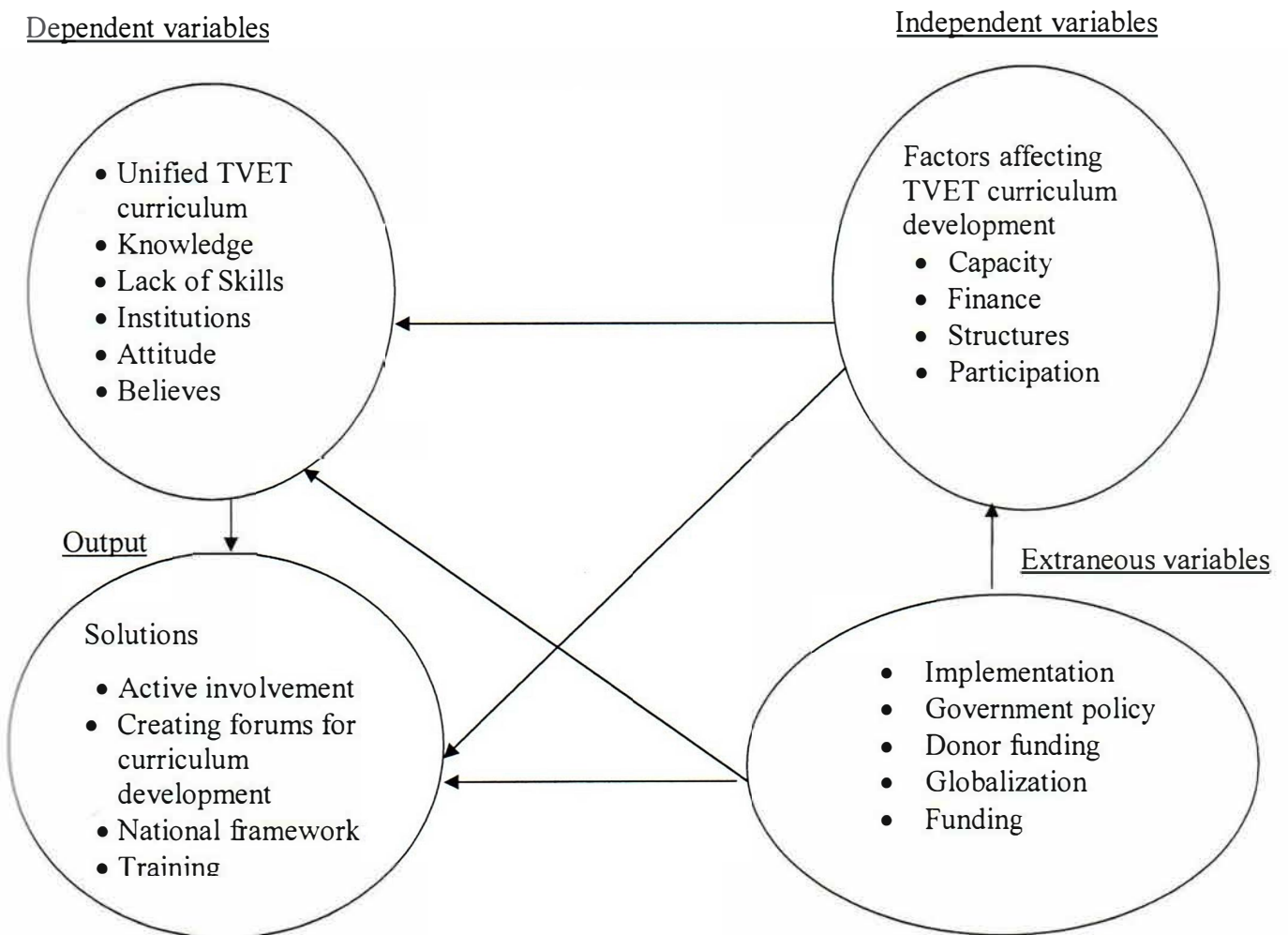


Figure 1.1 Conceptual framework

All the four variables have an inter-relationship. For instant. in the dependent variables. addressing the issue of lack of Knowledge, skills, institution and attitude requires independent variables which are capacity, finance, structure and participation of all actors concerned.

At the same time both dependent and independent variables are affected by extraneous variables, which are; strong government policy, donor funding to supplement government support and conformity with the globalization. The interaction among the various variables will lead to the active involvement and creating forums for stable outcome manifested in the study.

1.10 Scope of the Study

The scope consisted of geographical scope, Content and time scope.

1.10.1 Geographical Scope

The researcher focused his research on the Ministry of Education, Science and Technology (MoEST), Ministry of Labour, Public Service and Human Resource Development (MoLP&HRD), Ministry of Culture, Youth and Sports (MoCY&S) and the Ministry of Defense and Veterans Affairs (MoD&VA).

Some of the existing TVET institutions were also targeted. This study began in Juba focusing at the Ministry of Education, Science and Technology; Juba Technical Secondary School; Ministry of labour, Public Services and Human Resource Development MoLPS&HRD; Ministry of Culture, Youth and Sports MoCY&S and the Ministry of Defense and Veterans Affairs MoDVA. The study was also conducted in, Maluakon vocational training centre in Northern Bhar-el-Ghazal State and Wau technical secondary school in Western Bhar-el-Ghazal State.

1.10.2 Content scope

The study covered the factors affecting the development of curriculum of TVET in South Sudan and the ways of overcoming those factors.

1.10.3 Time scope

The data collection started, from January 7, 2013 to May 17, 2013. And the data collected is from the year 1974 to 2013.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains related literature of by different scholars on the curriculum of education in general and TVET in particular. This was done following objectives of the study with an intention of revealing contributions, weaknesses and gaps that exists and hence this study.

2.2 Lack of a unified developed TVET curriculum in South Sudan

Lack of a unified national curriculum for TVET is one of the reconstruction problems that face the new nation after its Independence. According to the “Vocational-Technical Education Policy Framework” Document, (2007), the students attending Juba Technical Secondary School currently follow the Government of Sudan secondary school technical education curriculum⁵.

This situation has not changed up to now more than two years since the independence of South Sudan. The Juba and Wau Technical Secondary schools still follow the curricula of Sudan while other South Sudan ministries and NGOs implementing TVET programmes follows the curriculum of the other neighboring countries such as Uganda, Kenya and Ethiopia curricula. The lack of a unified national curriculum has affected the credibility of the certificates of the graduates of these institutions and hence, their employment chances in the labor market. Similar situation was experienced by Malaysia in their system of vocational education and has brought some problems to their VET graduates.

⁵ This was developed by the government of Southern Sudan (now RSS) Ministry of Education, Science and Technology with technical assistant from Creative Associates International and Management & Training Cooperation with funding from UNICEF South Sudan Child Protection office in 2007.

2.2.1 Global and regional experiences on TVET curriculum.

In my opinion the curriculum of TVET should aim at imparting comprehensive professional competence in the occupation. However, the contradictions come in developing the curriculum content. The main challenges facing TVET systems today regionally and globally are globalization, increased human mobility from one country to another, structural change in industrial life, technological advancement and demographic change.

The challenge of curriculum development in Africa is real. For instance, in Uganda, the body responsible for the development of the curriculum, the National Curriculum Development Centre (NCDC) has not as yet developed a TVET curriculum which is acceptable and used across the country, the curriculum in use by Business Technical and Vocational Education and Training (BTNET) institutions at the moment have been adopted from the colonialists⁶.

However, it is only in recent times that different Technical curricula have been developed by BTNET department of NCDC. These include Electrical, Mechanical and Civil engineering at certificate and diploma level which are structured in modular form. These have not yet been released for use to the institutions.

The UNEVOC (1993:3) cited in Ogwang (2009:12) pointed out that, “due to lack of resources, experience and traditions, developing countries simply tend to copy existing curriculum materials from industrialized nations without proper adaptation to the local situations and needs. As a consequence of such curriculum, the content is not usually rooted in people’s culture.

⁶See the findings of the research expeditions to NCDC and BTNET by students of masters’ degree in vocational pedagogy cohort 3 in 2011 in the attached annex.

Kohn et al (2006: 17) again in their writings pointed out that “in Uganda the predominantly outdated curricula and training standards in use do not sufficiently reflect the skill requirements in employment. The researcher thinks that curriculum is the driver of the education system desired by an institution or a country.

The issue of outdated curriculum is also pointed out by Liang (2004: 40) who writes that the content taught in VET institutions in Uganda is a Uganda version of the Oxford/London syllabuses of the 1950s. According to the National Curriculum Development Center (NCDC), curriculum is supposed to be revised after every four years (Kikomeko & Chebet, 2009).

However, there seems to be very little that is being implemented by NCDC despite all the challenges posed by years of community outcry. Reddan & Harrison (2010) further argued that VET institutions need to restructure their programmes to be responsive to the needs of the job market, especially the industry.

To achieve this goal, VET curricula must focus on outcomes in terms of the skills, knowledge and attitudes required in industries. That is, VET provision should be responsive to the demands of industry. Globally, related studies carried out by Islam & Mia (2007) in Bangladesh revealed that both formal and non-formal VET lacked an effective linkage between training and the world of work, a discrepancy in the curriculum for the course taught. It further noted that because of its lack of coherent mode, practical skills training which does not produce the requisite skills for the job market made most of the VET graduates unemployed. Additionally, the trainees also lacked training experience, initiative and motivation to discharge their duties effectively.

2.2.2 Skills Qualifications at the level of South Sudan and the region

A qualification is a proven ability to perform an occupation at a particular level. It consists of a suite of occupational and key skill standards – often known as unit standards. The standards are formally assessed by an accredited assessor, usually by on-the-job observation and questioning. Qualifications represent the results of learning, regardless of whether learning has been in formal or informal contexts in the curriculum.

Qualifications are awarded following formal assessment that the required competencies have been attained, not that they have been taught⁷. In the case of South Sudan, the acquisition of relevant, knowledge, skills, and attitudes defined bellow in table 1(proposed TVET course levels requirements in South Sudan) for various levels/occupations will require development of programmes, which will instill such skills to enable the person to meet the challenges at work place. Similarly, people will be able to be self-reliant through income generating activities. The above is not possible without a well designed standardized TVET curriculum.

⁷ See Gambian Skills Qualification Framework document 2006

Table 2.1: Proposed TVET course level requirements in South Sudan by MoEST

Level	Target	Minimum Entry Requirement	Duration	Certification	Institution
Operatives/ Proficiency Skills Training	Any interested person. Out of school youth	Out of School person with basic literacy and numeracy/primary school leavers and secondary school dropouts.	(3-9) Months	Proficient Skills Certificate	MTC, Vocational Training Center Informal sector
Artisan	Primary School Leavers. Secondary School drop-out. Graduates of Proficiency Skills Training	Primary school Certificate. Holders of proficiency Certificate.	(2-4) Years.	Artisan Certificate	Technical secondary schools MTC Vocational Training centers Private training institutions
Craft	Artisan Graduates. Secondary school Leavers	Secondary school Certificate. Artisan Certificate holders.	(2-3) Years	Craft Certificate	Technical college Private Colleges*
Technician	Craft Certificates Secondary school leavers	Secondary school Certificate. Craft Certificate holders.	(2-3) Yrs	Diploma Certificate	Polytechnics Technical Colleges

Source: RSS-MoEST, Directorate of TVET

2.2.3 Regionally:

The Gambian Skills Qualification Framework is an integrated framework however in the sense that it includes formal and informal learning of skills, post-school college or centre based and on-the-job learning, full-time and part-time learning. It includes provision for illiterate learners, apprentices (both formal and informal) with weak or even no formal education, mature adults as well as new entrants to the workforce. This is a learning point for the government of south Sudan when it comes to the curriculum design. See table 2.2 the Gambian skills qualification.

Table 2.2: Gambian Qualifications

Qualifications	Level Descriptor- <i>potential for</i>
Level 4 practical	Competence to perform management and analytical skills and / or specialist skills associated with jobs that are non routine e.g. middle manager / professional worker
Level 3 practical	Competence to perform tasks associated with skilled jobs of routine and complex nature sometimes with supervisory functions eg team leader
Level 2 practical	Competence to perform routine and some non-routine tasks under minimum guidance and supervision eg skilled worker
Level 1 practical	Competence to perform a limited range of work activities whilst working under supervision eg trained worker
Foundation Level	Initial skills basic skills in English communication, life skills, numeracy and non occupational work skills with literacy in mother tongue as an option

2.3 Gaps identified

The level of TVET implementation from the existing schools and centers has continued to remain without a unified national curriculum or a central body that regulates their operation. The implication of not having a unified curriculum is that, currently the various government ministries and NGOs implementing TVET programs in South Sudan have developed their curricula independently without harmonizing it among each other.

This lack of harmonization has created numerous challenges, including the lack of key core curricula elements and recognition of program certification⁸. Focus on curricula is important in vocational pedagogy and having a unified curriculum means having a unified body that accredit TVET institutions and its benefit is having a recognized certificates in the world of work.

While having a diverse/un-unified curriculum result to lack of a recognizing body and reduces a chances of employment to those graduates since their certificates may not be recognized by some quarters of the world of work. However, this situation is not confined to South Sudan alone but some measures were taken from those countries to correct the situation.

For example, the Malaysian government has put forward some intervention strategies of introducing several training programs for fresh graduates, reviewing the VET system and incorporation of soft skills into the VET curriculum where students can participate in extracurricular activities to enhance soft skills such as personal qualities, interpersonal skills,

⁸ See TVET policy Framework developed by ministry of education, science and technology (now ministry of general education and instruction) department of TVET with the technical assistant from Creative Associates International and Management & Training Cooperation with funding from UNICEF South Sudan Child Protection Office in 2007

critical and creative thinking (Nor, 2007). This system of Malaysia could also be adapted by the government of South Sudan beside the seriousness of embarking in the development of a unified national curriculum for TVET. To reconstruct what has been destroyed by war, the Republic of South Sudan need to prioritize reform of TVET.

This is by developing a unified national curriculum that could offer the chances of those graduating from TVET and other educational institutions credible certificates for employment. In Norway changes in employment/ unemployment and population structure have influenced the political interest in education reforms. These have resulted in reconsideration of vocational and professional education; Bergli, T. Froyland, E. & Larsen L. (1997).

Taking the example of Norway into consideration, the Government of South Sudan needs to suggest new reforms in the education in general and TVET system in particular, changes should be made within the curricula so as to produce graduates with knowledge and skills relevant to the changing demands of the labor market. This can be made possible through continuous research and collaborations between training institutions and the labor market.

South Sudan can evade these problems by putting life skills as part of TVET education curriculum. The TVET curricula should have both academic and practical learning offered every day and include modules to allow for maximum flexibility and allow students to move in and out of courses and build upon their skills in a sequential/ appropriate manner.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The focus of this study was to find out factors affecting the vocational education and training curriculum development in South Sudan. The chapter covered the research design, research approaches, target population, sampling techniques, sample size, data collection methods, validity and reliability of data collected, data analysis ethical issues, and limitations.

3.2 Research Design

his research was based on descriptive survey design. The researcher has chosen the descriptive survey design for this study because he wanted an in-depth understanding of the TVET curriculum situation in South Sudan and in order to produce detailed descriptions of the vocational education and training curriculum development in South Sudan.

3.3 Research Approaches

This research was following a qualitative approach. Amin (2005, P. 42-43) argues that “qualitative research produces more holistic, discursive and detailed examination of the study situations or phenomena, mostly focusing on humans and human activity”.

3.4 Target Population

The target population for this study included: Three respondents from the Ministry of Education, Science and Technology: One respondent from the ministry of labor, public services and human resources development; two respondents from the Ministry of Defense and Veterans Affairs: two respondents from the Ministry of Culture, Youth and sport; six respondents from Juba Technical

Secondary School: six respondents from Wau technical secondary school and five respondents from Mlualkon Vocational Training Centre VTC. That made the total of respondents as 25 in number. The researcher chose these respondents because of their knowledge on the status of TVET Curriculum/requirements in the Republic of South Sudan.

3.5 Sampling Techniques

According to Odiya (2009) sampling techniques is a technique used by the researchers to draw samples from a population. In this study, a purposive sampling was used with the Ministry of Education, Science and Technology (MoEST); Ministry of Labor, public services and human resources development (MoLPS&HRD); Ministry of Defense and Veterans Affairs (MoD&VA); Ministry of Culture, Youth and sport (MoCY&S) and purposive/simple random sampling for TVET institutions. The above respondents were purposively sampled because of their knowledge on TVET curriculum in South Sudan.

3.6 Sample size

The numbers of respondents were 25 whose views were analyzed together with the secondary data. This was comprised of 8 senior managers from four Ministries, and 17 TVET Principles and Instructors from three TVET institutions (see table 3.2 below).

Table 3.1 Sample selection, size and sampling technique

/No	Sample respondents	Sample size	Selection Method
Republic of South Sudan ministries implementing TVET programmes			
1.	MoEST: undersecretary, Director of Curriculum development and the director of TVET Departments.	3	Purposive
2.	MoLPS&HRD: Director of Vocational Training.	1	Purposive
3.	MoD&VA: Undersecretary and the Director of SPLA education and sport	2	Purposive
4.	MoCY&S: Undersecretary and the Director of vocational training	2	Purposive
TVET Institutions			
5.	Juba Technical Secondary School H/teacher and teachers	6	Purposive/simple random sample
6.	Wau Technical Secondary School H/teacher and teachers	6	Purposive/simple random sample
7.	Malual-kon Vocational Training Centre H/teacher and teachers	5	Purposive/simple random sample
	Total	25	

3.7 Data Collection methods and instruments

The researcher applied interview and questionnaires designed to address the purpose of the study and examined the validity and reliability of data collected for in this study. This method was appropriate for the study because the researcher was able to engage in formal interview with the

participants and observed how the people were experiencing the phenomena in their institutions. Observation and documentary analysis were also applied.

3.7.1 Interview:

Un-structured interview was used to collect data for all the three objectives. Face to face interactions was held with respondents to gather their views on the factors hindering the development of a unified national TVET curriculum in South Sudan. This interview was done with the help of interview guide with open ended questions and recording as instruments for collecting data from the respondents. These respondents include senior managers of MoEST, MoLPS&HRD, MoCY&S, MoD&VA, TVET Principals and Instructors of Juba technical secondary school, Wau technical secondary school and Maluakon VTC. (See table 3.1 above).

3.7.2 Observation

This technique was used to collect data from the Head teachers/Principals and teachers/Instructors from TVET institutions with the help of observation checklist which contains a list of items to be observed in a particular situation. For example: Tools and materials. This cut across the entire three objectives

3.7.3 Documentary Analysis

Documentary analysis was used to collect data from MoEST, MoLPS&HRD, MoCY&S and TVET institutions. This information answered the three objectives. The instruments for collecting this data were by reviewing the documents such as notices, structures of organizational charts. Other documents were analyzed, for example various TVET curriculums on use.

3.8 Reliability of the instruments

To measure the reliability of the instruments in this case, for qualitative research, a sample of respondent with similar characteristics from South Sudan were interviewed. The reliability of the instrument was determined by carrying out the pilot test here in Uganda among cohort three students' member colleagues and mentors. The researcher consulted other mentors beside the supervisor to measure the validity of the research instruments. A reliable instrument will give you the same value if it is used a number of times to measure the same variable provided the variable does not change. According to Frank (1990), "reliability of an instrument is the degree of consistency". If the variable changes, a reliable instrument should register this change accordingly.

3.9 Validity and reliability of data collected

Validity is the ability to produce findings that are in agreement with the conceptual or theoretical value. According to Amin (2005), "validity is the most important idea to consider when preparing or selecting an instrument for use". To confirm the validity and reliability of the data collected the following steps were taken:

Cross checked information hand written with the recorded

Compared answers given with different respondents

Compared different literatures drew conclusion on validity and reliability of the data.

If not valid and reliable, went back for another data collection.

3.10 Data Analysis

Analyzing the data began with the transcription of the data collected; this is by writing down all the recorded, written and the verbal data collected. Sort them out in emerging themes and interpreted them. The researcher reflected on the data critically following the research objectives set. In this case, the data collected was analyzed in relation to literature review, discussed and report was concluded with recommendations.

3.11 Ethical Issues

During the data collection process more consideration to some related ethical issues were considered in this study. Confidentiality of the respondents was protected. Overall purpose of the study was communicated to participants in advance and they were assured that this study was for academic purposes. The researcher kept a good relationship with target institutions, relevant authorities and the respondents for the success of data collection during the field work.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND SUMMARY

4.1 Introduction

In this chapter the researcher presented the research findings. The data was presented according to the stated objectives. This approach is preferred because the researcher believes that it gave a clear picture of what actually took place during the data collection and the originality of the data.

4.2 Steps taken so far by the government to develop TVET curriculum

On the steps taken so far by the government to come up with a unified curriculum, the findings were presented in table 4.1 below:

Table 4.1: Steps taken so far by the government to develop TVET curriculum

Method used	Data Source	Attempt made
Documentary analysis	Ministry of Education, Science, and Technology	Vocational-Technical Education Policy Framework (2007) TVET concept paper (November 2006)
	Ministry of Labor Public Services & Human Resources Development Republic	October 2011 Standardized and harmonized draft vocational training programmes. Vocational Training Policy (Final Draft) December 2008

The above table is providing a summary of the steps taken so far by the government to develop TVET curriculum. The above data as presented in table 4.1 shows that Government of Republic of South Sudan Ministry of Education, Science and Technology (RSS-MoEST) came up with a TVET concept paper (November 2006) streamlining what the new curriculum to be designed should incorporate. Critical analysis of the documents presented in the above table shows that the government wants the following fundamental areas incorporated;

- Trends of education as they apply to TVET

- Psychology and sociology of education skills with an emphasis on psycho social needs for people to be incorporated to help the families and children (already adults) that have been traumatized by the war situation to cope with the situations at hand.
- Classroom, laboratory and workshop administration and management skills as they apply to complexities of changing technologies
- Skills in the choice and use of teaching techniques influenced by modern information and communication technology
- Skills in developing of teaching/learning materials using computer aided designs in addition to traditional methods
- Programs for acquisition of life skills development including supervised teaching practice.
- Skills related to guidance and counseling in the context of situations in the work place and long spell of war in South Sudan.
- Skills that will interest serving teachers to continue aspiring for higher qualifications.

Another attempt by RSS-MoEST was the design of the draft Vocational-Technical Education Policy Framework (2007). This policy framework stipulates that the Kagelu Agriculture and Forestry Training Center offers a two-year Management of Forests course following the set curriculum which was designed by the Ministry of Agriculture and Forestry Research and Training Directorate General. Experts and curricula from neighboring countries were used as additional resources. The curriculum includes both theoretical and practical courses. In the same document it is stated that the Directorate of Veterinary Services and Training implements a nine to twelve month course in animal livestock care. If students have successfully completed the

nine-month program they may advance and take an additional three-month course field. The program focuses on the following key components:

1) Basic principles of livestock care, 2) animal diseases, and 3) the environment. The written curriculum has been adapted from other East African countries and contains both theoretical and practical components.

On the other hand, the Ministry of Labour Public Services & Human Resources Development Republic of South Sudan (MoLPS&HRD) also drafted Vocational Training Policy (Final Draft) December 2008.

This document indicates that, curriculum development groups drawn from stakeholders, particularly the private sector, need to be established to re-structure programmes into a Competency-Based Modular Training CBMT format, and develop Credit Accumulation and Transfer System CATS and Recognition of Prior Learning (RPL) mechanisms.

In 2011, the MoLPS&HRD then developed a Standardized and harmonized draft vocational training programmes; by this document, all vocational training programmes should have a period of on-the-job training, whereby trainees learn skills actually in the work place, as well as gaining experience of the working environment. The same ministry in its October 2011 standardized and harmonized draft vocational training programmes developed in 2010 and 2011 developed the following courses:

Entrepreneurship; computer skills; secretarial skill;, hair dressing and beauty therapy; agriculture; food production; food processing; tailoring, tie and dye; building and construction;

electrical installation; fridge and freezer repair and maintenance and carpentry and joinery. According to the documentary analysis carried out by this researcher at the ministry, it was discovered that the ministry held a workshop in Maridi from November 20-December 20, 2006 to review and revise the Vocational Education Broad Curriculum Framework and develop a Technical Education Broad Curriculum Framework and syllabi guides for the following vocational/occupational skills areas of Carpentry, Masonry, Electrical, Auto-mechanics, Plumbing, Tailoring and dressmaking and Air Conditioning/refrigeration.

4.3 Factors hindering the development of TVET curriculum in South Sudan

Several questionnaires were put to the respondents to find out the factors hindering the development of TVET curriculum in South Sudan. Responses from the interviewees were analyzed and tabulated in table 4.2 below:

Table 4.2: Factors hindering the development of TVET curriculum

Method used	Data Source	factors hindering the development of TVET curriculum in South Sudan
		Factor
Interviews	Ministry of Culture, Youth, and Sports-2 officials	Lack of capacity, government not seriousness participation by all the stakeholders, no cooperation among partners/ministries implementing TVET, awareness from the policy makers and finance.
	MoGEI-3 officials	Lack of funding, capacity, learning spaces, lack of good reference materials, lack of participation, capacity, structures, insufficient number of experts and policy/guidelines, government policy.
	MD&VA-2 officials	Lack of capacity and finance
	MoLPS&HRD -2 officials	People do not want dirty jobs, they need white color, and they need where big money flows so that they control it for their common interest (attitude).
Focus group discussion	Juba technical secondary school.-6teachers	Lack of competent TVET curriculum developers, systematic relationship, capacity, coordinate, structures, body in charge of TVET curriculum and examination.
	Wau technical secondary school.-5 teachers	Lack of TVET Experts, structures, funds, planning, cooperation, seriousness and body in charge of TVET.
	Malualkon vocational training centre-5 teachers	Donor funding, creating forum, active involvement, globalization, capacity

The areas identified by the respondents can be grouped into the following themes:

policies/guidelines, structure, creating forums, body in charge of TVET curriculum and examinations, Participation, cooperation and coordination; capacity, experts and competencies; Seriousness and systematic relationship. Finance/funding globalization and planning, and

awareness, attitude, learning spaces and good reference material. Three senior officials from the Ministry of Education Science and Technology said that lack of funding, lack of structures from the national TVET office up to the institutions, lack of learning spaces and lack of good reference materials, insufficient number of experts, lack of participation from all stakeholders and lack of policy/guidelines are the factors hindering TVET curriculum development. When asked about the policies put in place to help salvage the country from some of the above factors hindering the development of the curriculum, the following were the responses; A broad Curriculum Framework for Vocational Education in 2003, the development of the TVET concept paper November 2006, Vocational-Technical Education Policy Framework 2007 and the formulation of the General Education Strategic Plan 2011-2017. As indicated in the table above, one official from the Ministry of Labor, Public Service & Human Resource Development explained that people do not want dirty jobs, they need white color jobs instead, and they need where big money flows so that they control it for their common interest (attitude). He mentioned that there was a curriculum developed by ministry of labor in collaboration with ILO during the past 3 years of 2010, 2011 and 2012. Six teachers from Juba technical secondary school mentioned the followings: lack of competent teachers in charge of TVET administration at the higher level in the education, lack of a systematic relationship between TVET institutions and the ministry of Education, Science and Technology at both state and national levels, structures linking TVET institutions with the national government, lack of technical teachers at the ministry level to coordinate between TVET and the ministry, lack of capacity for those in charge of TVET at the ministry level are among the important factors hindering the development of the curriculum in the new republic of South Sudan.

Meanwhile five teachers from Wau technical secondary school said that lack of TVET experts, structures linking TVET institutions with the national government, lack of planning, lack of cooperation between TVET institutions and the concerned authorities, lack of finance for the curriculum evaluation at the school level, lack of seriousness from the national government on the curriculum development, more concern for academic schools are among the factors hindering TVET curriculum development.

On the other hand, Head teacher from Malualkon singled out the following factors as being great hindrances to the development of TVET curriculum in the country: irregular donor funding, lack of forum for curriculum development, lack of active involvement by all the stakeholders, failure of the stakeholders to acquaint themselves with the effect of globalization and lack of capacity building of vocational training teachers. These views categorized under different themes are very important factors on the ground, hindering the development of TVET curriculum in the Republic of South Sudan.

4.4 Recommended ways of developing TVET curriculum in South Sudan

Several questionnaires put to the respondents to recommend ways of developing TVET curriculum in South Sudan elicited different responses which were analyzed and presented in table 4.3 below:

Table 4.3: Recommended ways of developing TVET curriculum

Method used: Interviews	Data Source	Answers of the respondents	
		To be included	Recommendations
If given the opportunity of reviewing TVET curriculum, what would you prefer to include or remove in the content in order to make TVET graduates get a recognized skilled certificate in South Sudan, regionally and internationally? What are your recommendations for the development of a unified national TVET curriculum for South Sudan?	MD&VA-2 senior officials	Carpentry, ALP and agriculture	No comments
	MoCY&S-2 officials	No comments	Stakeholders of the 10 states including NGOs come together and agreed on the ways to review and develop a unified TVET curriculum for South Sudan
	MoEST-3 officials and the	All aspects of skills	Reflect national and local needs of the country. TVET curriculum development should be politically backed up
	MoLPS&HRD-1 Director	Skins & hide and metal forging	Nothing to recommend because they have a unified curriculum in 4 VTCs
	Juba	No comment	More attention be given to practical work
	Wau	Add new or modern technology	Add additional or modern technology
	Malualkon	Tailoring, but remove metal fabrication	Make market survey first before the development

Data presented in the above table answer objective number three about the recommended ways of developing a relevant TVET curriculum for South Sudan.

As outlined in the table above, respondents gave their own opinions on the changes that they desire to see in the TVET sector. When asked about what they felt should be included and or excluded in the curriculum, the key responses were that; aspects of life skills are included in the

curriculum, and that VET curriculum development should be politically backed up. The opinion further showed that TVET curriculum should reflect national and local needs of the Country. Two officials from the MoCY&S, asserted that the curriculum should be reviewed to develop a unified TVET curriculum for South Sudan leaving out the Arabic curriculum from the government of Sudan which is still in use in some parts of the country. A Director from the Ministry of Labor Public Services & Human Resources Development had an opinion that skins and hide course should be included in the TVET curriculum to take care of the leather industry for the nation. To him, nothing should be removed from the present curriculum being implemented in the 4 vocational training centers in the country. Some respondents said that more attention should be given to practical work, literacy and numeracy. According to them, modern technology and metal fabrication should be included in the curriculum. Meanwhile there should be market survey first before developing curriculum.

4.4.1 Content of TVET curriculum and its relevance to the trade being offered

The researcher's efforts to delve deeper into the issues of the curriculum made some other questionnaires related to the content of the curriculum to be formulated to enrich the finding of the objective number three, opinion from respondents were analyzed and presented in table 4.4 below:

Table 4.4: Content of TVET curriculum and its relevance to the trade being offered

Question	Respondents	No. of respondents	Responses
What courses are offered here?	Malualkon, Juba and Wau	17	Technical drawing, Auto-mechanic, General electricity, building and construction, Tailoring, Masonry, metal work, Agriculture, carpentry and joinery, and hair dressing. In addition to English, mathematics, physics, chemistry, geography, Arabic and Christian religion
From your experience as a principal/teacher at the TVET institution, what do you think is lacking in terms of content in relation to the learners acquiring a relevant skills for jobs in South Sudan?	Juba, Wau and Malualkon	17	Entrepreneurship. Computerized motor-vehicle mechanic and a detailed practical part.
Do you think all the course contents taught here are relevant for the skills training needed for labor market in South Sudan?	Wau, Juba and Maualkon	17	Yes. However, the machinery being used in the training is not the one in the market. Tools and equipments are not enough, no relevant books, No apprenticeship

findings showed that basically most of the courses offered in most of the vocational centres are: Masonry, metal work, Agriculture, carpentry, and hair dressing, Auto-mechanic, General

electricity, building and construction, carpentry and joinery in addition to English, mathematics, physics, chemistry, geography, Arabic and Christian Religion (CRE). And on what is lacking in term of content to the learners acquiring relevant skills were; Entrepreneurship, computerize motor-vehicle mechanic. Meanwhile other courses offered in the institutions further mentioned were; Technical drawing, Auto-mechanic, electricity, carpentry, agriculture and commerce.

On whether the learners in their institutions meet the market demand, they said that their learners meet the market needs. And when asked about what is lacking in terms of content for the learners to acquire relevant skills, the general response was that the machinery being used in the training is not the one in the market due to modern technology. Tools and equipments in the training institutions are not enough and not relevant to the tools and equipments in the market. Beside, text books are not enough in most of the institutions operating in the republic of South Sudan. Apprenticeship for student to practice at work places is lacking. Based on the above responses, the researcher believed that the content is relevant but the tools and equipments being used are outdated and not related to the tools and equipments in the labor market. Another related challenge is the method of teaching being used in the institutions which is more theoretical than practical contrary to the recommended methods of teaching in TVET by most of the scholars. For instance, ILO (2004) recommends that VET institutions should strengthen practical training to provide appropriate opportunities for the development and certification of skills relevant to the labor market by linking VET and the labor market, and putting emphasis on apprenticeships. This is in line with, Gonon, (2006); who suggests that the application of different pedagogical approaches in VET teaching/ learning should develop skills in a learner as a whole taking into consideration the cognitive, affective and psychomotor domains .The above

suggestion is in agreement with Mjelde 2006 who notes that VET institutions need to make use of methods which allow the learner to develop skills and competences through the use of mind, heart and hand. But all the methodological issues stated above are guided by the curriculum making.

4.4.2 Methods of teaching/learning

Elaborating more on addressing objective number three, several questionnaires were administered to different groups of respondents and the responses elicited were tabulated and presented in the table 4.5 below

Table 4.5: Methods of teaching/learning

Question	Respondents	No. of respondents	Responses
What are the teaching methods used by the teaching staff?	Teachers from Wau, Maluakon and Juba	17	Begin with theory, then practical or teach technology then go for practical. For technical drawing, begin with the drawing in the class, then go to the workshop for practical.
Do you conduct industrial training? If yes, for how long? And if no, why not?	Teachers from Wau, Maluakon and Juba	17	there is no programme addressing its procedure in the current training curriculum in place
Do you think there should be a better way of handling the teaching process in terms of teaching methods?	Juba, Wau and Maluakon	17	Practical is at least 80% and three times a week while theory 20%. Focusing in the factories/industries apprenticeship or practical work. Theoretical and practical is followed by industrial training. Teacher centered method is given less attention while student centered method be given more attention

In line with the objective number three some leading questions were prepared to find out how the method of learning/teaching of TVET curriculum, preparing learners for skills training needed in South Sudan labor market. My respondents gave their responses on the methods of teaching as follows:

That they begin with theory and then go for practical or teach technology in the workshop and then go for practical, Draw in the class and then go to the workshop for practical, and that there is no industrial training because there is no programme addressing its procedure in the current training curriculum. For better way of handling teaching, their responses were that, theoretical and practical teaching should be followed by industrial training. On the percentage of teaching was that it should be 80% practical and 20% theory. The respondents at the three TVET institutions agreed that the 60% for practical and 40% for theory is not an appropriate time for proper training. For better ways of handling teaching, Juba technical secondary school principal responded by saying that Teacher-centered method is mostly theory and should be less in teaching while student centered method which is mostly in practical be given more attention. For better ways of teaching, the response was that time for practical should be at least 80% and three times a week while theory should be only 20%. They further asserted that they should also be focusing their training in the factories/industries apprenticeship or practical work to rise up the relevance of the TVET curriculum in the country.

4.4.3 Percentage of time in terms of theory and practice and recruitment of teachers

These themes were formulated to enrich the recommendations for the objective number three. This is by choosing a right percentage of time during teaching, and based on the recruitment of

TVET teachers on their right qualifications. This will result to the recruitment of the right teachers; those could develop a right curriculum for TVET. For this, several questionnaires were administered to different groups of respondents and the responses elicited were presented in the table 4.6 below:

Table 4.6: Recruitment of teachers

Question	Respondents	No. of respondents	Responses
How do you recruit the tutors/teachers in this training centre?	Maluakon, Juba and Wau Head teachers	03	All the posts are advertized. Is done through interviews and evaluation of relevant certificates. Through the ministry of education

To elaborate on the recruitment of teachers the following answers of the respondents as summarized in the above table are important. All the posts are advertized through the ministry of education, science and technology in case of government institution or by the NGO concerned in the case of NGO supported institution. After that candidates go through interviews and evaluation of their relevant certificates. In my opinion, it seems to be the best way of the recruitment so that biasness is avoided. However, that cannot give a full guarantee that the relevant TVET teachers will be the ones to be recruited. The outcome is entirely depending on the right selection of the panel of the interview.

4.5 Summary of the findings

Findings for objective number one indicated that government is taking giant steps to address the curriculum problem in South Sudan: for example, VET concept paper (November 2006) and Vocational-Technical Education Policy Framework (2007) and Vocational Training Policy (Final Draft) December 2008 and October 2011. Standardized and harmonized draft vocational training programmes have been formulated and implemented respectively. For objective number two the respondents stated: People do not want dirty jobs, they need white color, and they need where big money flows so that they control it for their common interest; Competence, systematic relationship, capacity, coordination, structures, body in charge of TVET curriculum and examination by H/teachers and teachers of Juba technical secondary school; Experts, structures, funds, planning, cooperation, seriousness and body in charge of TVET by H/teacher and teachers of Wau technical secondary school; Donor funding, creating forum, active involvement, globalization, capacity by the H/teacher of Malualkon VTC; Capacity by MoLPS&HRD and Malulkon VTC; Structures by MoLPS&HRD and Wau technical secondary school. While for objective three the respondent said: Reflect national and local needs of the country by MEST. Abrogate the one in Arabic and Stakeholders of the 10 states including NGOs come together by the MoCY&S. Add Skins & hide and metal forging to the current developed curriculum by the MoLPS&HRD. More attention is given to practical work by Juba technical secondary school. Add new or modern technology by Wau technical secondary school. Make market survey first by Malualkon VTC.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter the results of the study have been discussed basing on the objectives of the study. Various opinions and arguments collected using different methods were compared and analyzed following the objectives of the study. This chapter also gives conclusion(s), recommendations and areas for further research for future improvement in TVET curriculum development in the Republic of South Sudan.

5.2 Discussion on the steps taken so far by the government to develop TVET curriculum

In my findings, there were some steps taken so far by the government to develop TVET curriculum. Government of South Sudan through the Ministry of Education, Science and Technology (RSS-MoEST) has developed TVET concept paper (November 2006) on the new curriculum for the country. On the other hand also, an attempt by RSS-MoEST to come up with Vocational-Technical Education Policy Framework (2007) has also been made. By this framework, the Kagelu Agriculture and Forestry Training Center was strengthened to offer a two-year Management of Forests course; this course has a set curriculum which was designed by the Ministry of Agriculture and Forestry Research and Training Directorate General. Experts and curricula from neighboring countries were used as resources. The curriculum includes both theoretical and practical courses. In the same document of (RSS-MoEST) Vocational-Technical Education Policy Framework 2007 has a Livestock Vocational Programme. The Directorate of Vet Services and Training implements a nine to twelve month course in animal livestock care. If students have successfully completed the nine-month program they may advance and take an

additional three-month course (for a total of twelve months). The program focuses on the following key components: 1) basic principles of livestock care, 2) animal diseases, and 3) the environment. The written curriculum has been adapted from other East African countries and contains both theoretical and practical components. University graduates teach theoretical courses and experienced practitioners teach practical components. South Sudan through the MoLPS&HRD also developed:

Vocational Training Policy (Final Draft) December 2008. Which recommended the restructuring of programmes into a Competency-Based Modular Training CBMT format. And development of the Credit Accumulation and Transfer System (CATS) and Recognition of Prior Learning (RPL) mechanisms. Findings indicate that MoLPS&HRD developed in October 2011 Standardized and harmonized draft vocational training programmes. The ministry then directed that all vocational training programmes should have a period of on-the-job training. In this case, trainees learn skills actually in the work place, as well as gaining experience of the working environment. The same ministry in its October 2011, Standardized and harmonized draft vocational training programmes, introduced the following courses in 2010 and 2011: Entrepreneurship; computer skills; secretarial skill; hair dressing and beauty therapy; agriculture; food production; food processing; tailoring, tie and dye; building and construction; electrical installation; fridge and freezer repair and maintenance and carpentry and joinery.

Besides, syllabi guides for the following vocational/occupational skills areas of Carpentry, Masonry, Electrical, Auto-mechanics, Plumbing, Tailoring and dressmaking and Air Conditioning/refrigeration were also made to elevate the status of TVET in the country.

5.3 Discussion on Factors hindering the development of curriculum for TVET

My findings indicate that there were several challenges hindering the development of TVET curriculum in the Republic of South Sudan despite several attempts made by some government ministries to develop TVET curriculum. I noted that these institutions had similar challenges though some challenges were peculiar to some particular institutions. TVET is a key for national development but it is the relevant curriculum which is the direction for the key. Therefore, the occupational profile and curriculum framework should cover a list of competencies, standards and work attitudes; the trainee is an important aspect of curriculum delivery hence career and vocational guidance should be provided along with curriculum development. Competency-based training curriculum needs to be developed. TVET curriculum should be relevant and addressing the societal expectations and work life. It should be able to integrate learning and working, so that it does not lose its authenticity and relevance.

The researcher's findings in sections 4.1.1 showed that the inadequate cooperation among partners/ministries implementing TVET and lack of awareness from the policy makers; insufficient funding, inadequate learning spaces and insufficient good reference materials, lack of capacity, insufficient number of experts and inadequate policy/guidelines are among the factors hindering the development of TVET curriculum in South Sudan. Scarcity of competent teachers in charge of TVET administration at the higher level of the system; this contributes a lot in not taking a right decision toward TVET improvement as lack of competency. Lack of a systematic relationship between TVET institutions and the ministry of education, Science and Technology at both State and national levels, scarcity of technical teachers at the ministry level to coordinate between TVET and the ministry, lack of the body in charge of TVET curriculum

and examination, lack of TVET experts contributed to problems affecting progress in the process of TVET curriculum development. The researcher believed that lack of the body in charge of TVET curriculum and examination plus the lack of TVET experts posed a very big gap to TVET programmes in general and TVET curriculum development in particular. Because you cannot have a right conclusion to something you don't know or develop any kind of curriculum without an expert in that particular field. More findings showed that there were lacks of planning for TVET curriculum development, inadequate cooperation between TVET institutions and the concerned authorities, lack of seriousness from the national government as they are more concern with the academic schools more than TVET schools and lack of body in charge of TVET at the State level are the main factors affecting TVET curriculum development.

Little capacity and the need of more support for TVET programmes were supported by MoEST national TVET strategy of RSS (2013, P. 35) “It is acknowledged, however, that many of the existing TVET providers are not yet in a position to develop high quality curricula and TVET programs on their own”. This is in accordance to October 2011 Standardized and harmonized draft vocational training programmes by MoLPS&HRD. That means substantial capacity building and support for the existing TVET providers is necessary to enable them to transform the occupational standards into appropriate modular and outcome-based curricula.

The same applies to the development of new training capacity for TVET teachers and administrators at higher level, teaching and learning materials and provision of sufficient funding. To capacitate TVET providers and to ensure that TVET programs, curricula as well as training, teaching and learning materials are of high standards, respective manuals are provided

and the development of model curricula and of related teaching, training and learning materials be supported. Support is made accessible to all TVET providers in South Sudan. These institutions experienced lack of adequate local capacity in terms of trained Curriculum developers and evaluators, inadequate staff and insufficient financial resources. To me the above mentioned challenges greatly affect the operations of these institutions to develop TVET curriculum. This is in agreement with (UNVECO, 1993) which stated that “availability of resources to develop and implement appropriate and relevant curricula is essential”. However, there should be a national framework which encourages such a process. Additionally, national capacity needs to be developed by creating fora where all those involved in the process of curriculum development meet to discuss problems of common interest. But as Kinuthia (2009) said, the government reliance on donor funding means that local priorities are not necessarily dealt with. TVET activity which includes curriculum activities are less funded than administrative and recurrent costs. I also noted from experience that when funding is inadequate it also affects the process of curriculum development and evaluation. This is because the priority goes to the administration and other areas of which the policy makers are knowledgeable in.

5.3.1 Policies governing the development of TVET curriculum in the Republic of South Sudan.

My findings in section 4.1.2 show that the Ministry of Labor, Public Service and Human Resource Development has developed South Sudan Vocational Training Policy (Final Draft) December 2008. The General Education and Higher Education Bills of 2011, when combined with the Child Act of 2008 provide the broad legal framework for a system of education and

social protection.⁹ The other document that guided the education sector throughout the time of the CPA period was the Ministry of Education, Science and Technology, Policy Framework 2006-2007 (MoEST 2007), which was effectively the first strategic document that guided the education sector as a whole. There was also TVET concept paper 2006 developed by the ministry of Education, Science and Technology now ministry of general education and instruction. My observation and experiences shows that the above documents could have improved a lot the system of education in South Sudan in general and TVET in particular, if they were translated into action. However, they are still papers and not in action.

5.4 TVET curriculum developed and stakeholders

The findings revealed that the Ministry of Labor, Public Service and Human Resource Development has developed in October 2011, Standardized and harmonized draft vocational training programmes, it was Developed by vocational training curriculum working group, organized by MoLPS&HRD supported by International Labor Organization (ILO), Multi-Donor Trust Fund (MDTF), through the Capacity Building, Institutional and Human Resource Development (CABIHRD), on October 2011. And for the ministry of General Education and Instruction the development process of the curriculum is underway. A sample curriculum was developed in 2007, although it still needs a review. The stake holder was UNICEF that took part in the development of this curriculum.

⁹ The Child Act of 2008, Article 15(2).

5.5 Relevance of TVET curriculum to the skills training needed in South Sudan market

The researcher's findings were that there is no unified curriculum. Therefore, relevance of the curriculum differs from institution to institution. Because some of them were saying that their curriculum is relevant to the labor needed in the market. And the example is Juba technical secondary school, and some were saying that part of their curriculum is relevant. While some are not relevant, and the example for that is Maluakon vocational training centre, which the principal was talking of little employment of their graduates of tailoring. Any way all in all since there is no agreed unified curriculum and tools and materials are outdated, the curriculum may not be relevant.

My findings on the relevancy of the course content of TVET curriculum, is that the graduates meet the market needs. That is an indication that the course content is relevant the market needs. However, there is a demand for improvement in the mode of teaching, because most of the training is theoretical more than practical in addition to insufficient tools and equipments. Findings further revealed that there is need to include courses such as, entrepreneurship, computerize motor-vehicle mechanic in the curriculum. They also mentioned that machinery being used in the training is not the one in the market due to modern technology. Tools and equipments in the training are not enough and not relevant to the tools and equipments in the market.

Lacking in terms of content in relation to the learners acquiring a relevant skill for a job in South Sudan

The researcher discovered that most of the machinery being used in the training is not the one in the market due to modern technology that prevails in the market with the new modern tools. Tools and equipments in the training are not enough and not relevant to the tools and equipments in the market. Apprenticeship for student to practice at work places is lacking which can enrich the students with practical skills. Entrepreneurship and computerize motor-vehicle mechanic is lacking. Detail practical part of learning and industrial training is lacking. This deprived the learners from acquiring practical skills training. This view is supported by (Aarkrong, 2006, p. 33) saying that “while in practice, vocational professionals practice a lot of human interaction and if this is not facilitated right from school through communicative learning approach and guidance, then transfer of knowledge to the workplace becomes hard for an individual”.

Apart from lack of practical training there are many outdated tools and materials in Vocational Training Institutions which are not friendly with the labor market or workplaces expectations e.g. most of the machinery on use in the institutions are old models. This was observed during my data collection visit to the three TVET institutions. According to Barabasch (2006, p. 147) “vocational students are sometimes trained in the field that does not exist as a result of the technological change, and as such, those students’ training does not match the job market”. This means that there is a big gap between the tools in the TVET training institutions and those at the workplaces which need to be addressed by changing tools and materials according to the prevailing technological contexts such that what is learnt in TVET school can be effectively applied at work. To my opinion, TVET curriculum should continuously be reviewed so that it should be responding to changing technology. This opinion was echoed by some respondents in some of TVET institutions visited in 4.4.1.

5.6 Methods of Teaching/Learning

My findings were that there were some differences in the methods of teaching, in various institutions. However there were a lot of similarities. The respondents revealed that sometimes, even practical skills were theoretically explained. A case in point in this scenario, a lot of theory was emphasized during the study in technical secondary schools, students only go to the workshops in their practical work once a week of which the workshop practice is timetabled, this means that the number of times the students got to practice were limited. These points were found out from the teachers of Juba technical secondary school during the interview, observations and a group discussion.

5.6.1 Teaching methods used by the teaching staff

My respondents gave their opinions on the methods of teaching. They were by all TVET learning institutions visited as follows:

The answers of five teachers from Wau technical secondary school were practical and theory, technology-workshop and practical. Technology – workshop practical + technical drawing. Draw in the class and then go to the workshop for practical. The answer of Maluakon vocational training centre-principal was 80% practical and 20% theoretical.

Juba technical secondary school principal said that both teacher and learner centered methods are used, Teacher centered method is mostly used in theory and student centered method is mostly used in practical work. Ideally, all vocational training programmes should have a period of on-the-job training, whereby trainees learn skills actually in the work place, as well as gaining experience of the working environment. Entrepreneurship course, being one of the support

subjects within proficiency skills program integrated into the trade subjects during the teaching and training. The purpose of doing so is to develop attitudes and skills to enhance the trainee's desire of setting up his or her own business. The teaching of this course unit is practical as possible so as to equip the trainee with necessary skills of entrepreneurship that will create opportunities for self-employment. The practical activities include: field trips to business premises, class discussion, role play and invitation of successful business person to come and talk to the trainees as a resource person, coming back to the importance of combining theory with practical in the learning process of TVET as the appropriate way of imparting knowledge and skills. Okello (2011, P. 3)¹⁰ "As nations are faced with the challenge of improving the capacity of their workforce to respond to their own national development needs and demands of a rapidly changing and a more globally competitive world, everywhere in the world, the emphasis is being geared towards improving the capacity of vocational education and training(VET) in the education systems through a proper vocational pedagogy that combines theory with practice''.

¹⁰ A presentation made to students of masters of vocational pedagogy, Kyambogo university by Benson Okello 14th October 2011



Figure 5.1 The researcher at the welding and metal fabrication workshop ant Juba Technical Secondary School

5.6.2 Industrial training

The researcher's findings were that there is no industrial training, because of the new technology which does not respond with the machinery in the training institutions. No programme addressing its procedure. To me this is a big challenge that needs an urgent attention, because you cannot train the learners with the tools which are outdated in the world of work. This will create a situation where the learner will require a double training, one in the learning institution and another one at the work place. That will have an implication of a double cost in term of fund and time.

5.6.3 Recruitment of the teachers/tutors in this training centers.

The findings were that all the posts are advertized. The recruitment is done through interviews and evaluation of relevant certificates. The recruitment is done through the ministry of education in case of the institutions under the ministry of education. The researcher brought this theme up to attention after discovering that one of the factors hindering TVET curriculum development is lack of capacity and lack of qualified TVET teachers in the ministerial higher positions, in both state and national levels.

This fact was discovered during the group discussions in the TVET learning institutions at the time of data collection, when addressing objective number two of this study. Therefore, the researcher thought of linking the recruitment with the right procedures, so that the qualified candidates are the ones recruited in TVET institutions. The recruitment of the qualified TVET teachers can assist in curriculum development effectively.

5.7 Conclusions

According to Vocational Training Policy (Final Draft) December 2008, “Vocational training in the Republic of South Sudan generally comprises a patchwork of ad hoc, uncoordinated and supply-driven provision, with a plethora of organizations providing various programmes of differing duration and quality. There is often little regard for short, medium and long-term labor market needs”.

In my study, I discovered that to develop TVET curriculum and to overcome the challenges being experienced in making the TVET curriculum for South Sudan, necessary factors have to be more stressed. In terms of the challenges, factors such as lack of seriousness from the

government, lack of cooperation among partners/ministries implementing TVET and lack of awareness from the policy makers; lack of funding, lack of learning spaces and lack of good reference materials, lack of capacity, insufficient number of experts and lack of policies/guidelines.

Lack of competent teachers in charge of TVET administration at the higher level of the system, lack of a systematic relationship between TVET institutions and the ministry of General education and instruction at both State and national levels, lack of technical teachers at the ministry level to coordinate between TVET and the ministry, lack of the body in charge of TVET curriculum and examination; lack of TVET experts, lack of planning for TVET curriculum development, lack of cooperation between TVET institutions and the concerned authorities, lack of seriousness from the national government as they are more concern with the academic schools more than TVET schools and lack of body in charge of TVET at the State level.

Other factors to be stress are tools and materials, effective communication among partners/ministries implementing TVET including other policy makers, TVET institutions and the ministry or the concern authorities at both State and national levels, must be given more emphasis than it is being done now.

The learning organization has to be done in a way that facilitates both the theoretical and practical aspects of learning with consideration of gender in both training and allocation of tasks. The current VET curriculum does not reflect the training needs of the job market.

However, both MoEST and MoLP&HRD ministries are moving towards the approach of "Competency-based Technical and Vocational Education and Training" which possesses great potential to meet this requirement of the job market.

Competency-based technical and vocational education and training has been defined “as an education system emphasizing the specifications, learning and demonstration of those competencies (knowledge, skills, behavioral) which are of prime importance for a given task, activity or career”¹¹.

The delivery of this system is student-oriented and individually-paced. Problems affecting progress in the process of TVET curriculum development includes; lack of adequate local capacity in terms of trained Curriculum developers, teachers and insufficient financial resources. Teachers/Instructors are not been adequately directly involved in the process of curriculum development hence to make the curriculum more relevant to the needs of students, the participation of teachers/ instructors are essential.

There is lack of established mechanism that should ensure TVET teacher of their active involvement in the curriculum development. In my study too; I discovered that to bridge the gap between training in Vocational Training Institutions and Workplace.

Expectations, necessary factors have to be more stressed; factors as the adequacy and relevance of tools and materials; effective communication alongside from stakeholders while performing different tasks must be given more emphasis than it is being done.

¹¹ See ministry of Public Service & Human Resource Development' Vocational Training Policy (Final Draft) December 2008.

The learning organization is not being done in a way that facilitates both the theoretical and practical aspects of learning with consideration of gender in both training and allocation of tasks such as availability of female teachers among the teaching staff.

The current VET curriculum does not reflect the training needs of the job market. However, both MoEST and MoLPS&HRD are moving towards the approach of developing TVET guiding policies and relevant curricula.

5.8 Recommendations

To reconstruct what has been destroyed by war, the Republic of South Sudan need to prioritize reform of TVET. This is by developing a unified national curriculum that could offer the chances of those graduating from TVET and other educational institutions with credible certificates for employment.

In Norway changes in employment/ unemployment and population structure have influenced the political interest in education reforms. These have resulted in reconsideration of vocational and professional education. Froyland, & L. (1997).

Taking the example of Norway into consideration, the Government of South Sudan needs to suggest new reforms in the education in general and TVET system in particular changes within the curricula so as to produce graduates with knowledge and skills relevant to the changing demands of the labor market.

This can be made possible through continuous research and collaborations between training institutions and the labour market. South Sudan can evade of these problems by putting life skills as part of TVET education curriculum.

The TVET curricula should have both academic and practical learning offered every day and include modules to allow for maximum flexibility and allow students to move in and out of courses and build upon their skills in a sequential/ appropriate manner.

A unified TVET curriculum for South Sudan be developed and abrogate the one in Arabic (that was from Sudan). TVET curriculum be done according to the needs of the market e.g. carpentry, accelerated learning programme (ALP) and agriculture for the army. More attention is given to practical work. Add new or modern technology into the curriculum. The current curriculum must remain as it is but some additional modern technology is added.

Curriculum development groups drawn from stakeholders, particularly the private sector, need to be established to re-structure programmes into a Competency-Based Modular Training CBMT format, and develop Credit Accumulation and Transfer System CATS and Recognition of Prior Learning RPL mechanisms.

The designed curriculum should incorporate the following:

Trends of education as they apply to TVET

Psychology and sociology of education skills with an emphasis of psycho social needs to cope with those people families and children (already adults) that have been traumatized by the war situation.

Classroom, laboratory and workshop administration and management skills as they apply to complexities of changing technologies

Skills in the choice and use of teaching techniques influenced by modern information and communication technology

Skills in developing of teaching/learning materials using computer aided designs in addition to traditional methods

Programs for acquisition of life skills development including supervised teaching practice.

Skills related to guidance and counseling in the context of situations in the work place and long spell of war in South Sudan.

Instill skills that will interest serving teachers to continue aspiring for higher.

New outcome based curricula need to be developed by the respective regions. Each TVET provider may and should develop its own curricula based on the specific needs of its target groups and in compliance with the respective occupational standard.

Regional TVET authorities should see in to it and assist that the new curricula have been employed in both public and private TVET institutes operating in the region”. That means the expected TVET curriculum should address the local needs of the communities.

Theoretical and practical teaching is followed by industrial training. Projectors must be made available in the TVET schools. TVET schools be equip with laboratories. TVET schools must be equipped with computers.

The time for practical should be at least 60% and three time a week while theory not exceeding 40% because now most of TVET institutions are using practical once a week. The learning is to be made more focusing in the factories/industries apprenticeship or practical work.

Literacy and numeracy must be included because most of the learners do not know how to read and write. Provide students with all facilities and make the learning through group interaction.

Seriousness from the government be adapted, cooperation among partners/ministries implementing TVET be taken care of, participation from all stakeholders in addressing TVET matters be fixed, building of capacity and awareness of the policy makers.

Policies governing the development of TVET curriculum are developed. Proper funding, structures from the national TVET office up to the institutions, learning spaces and good reference materials, sufficient number of experts, participation from all stakeholders and policy/guidelines are put in place.

The attitude that people sees TVET related jobs as dirty jobs are corrected. lack of competence teachers in charge of TVET administration at the higher level of the system, lack of a systematic relationship between TVET institutions and the ministry of Education, Science and Technology at both state and national levels, structures linking TVET institutions with the national

government, lack of technical teachers at the ministry level to coordinate between TVET and the ministry, lack of capacity for those in charge of TVET at the ministry level are fixed.

lack of TVET experts, structures linking TVET institutions with the national government, lack of planning for TVET curriculum development, lack of cooperation between TVET institutions and the concern authorities, lack of finance for the curriculum evaluation at the school level, lack of seriousness from the national government as they are more concern with the academic schools more than TVET schools are addressed.

Things also to be addressed are irregular donor funding, lack of forum for curriculum development lack of active involvement by all the stakeholders, Lack of acquainting self to the effect of globalization and lack of capacity building of vocational training teachers.

Substantial capacity building and support for the existing TVET providers is necessary to enable them to transform the occupational standards into appropriate modular and outcome-based curricula.

Development of new training capacity for TVET teachers and administrators at higher level of the system, teaching and learning is essential.

Appropriate supply of TVET materials and provision of sufficient funding to capacitate TVET providers and to ensure that TVET programs, curricula as well as training, teaching and learning materials are of high standards, respective manuals are provided and the development of model curricula and of related teaching, training and learning materials be supported.

Support is made accessible to all TVET providers in South Sudan.

Availability of resources to develop and implement appropriate and relevant curricula is essential. However, there should be a national framework which encourages such a process. National capacity needs to be developed by creating forum where all those involved in the process of curriculum development meet to discuss problems of common interest

Any nation which is emerging from the war destruction and who wants to re-construct what has been destroyed by the war must prioritize TVET programme of which relevant curriculum is the key.

5.9 Areas for further research

The following areas are to be looked into for further research to acquire more knowledge that could facilitate the policy makers to put more efforts on improvement of TVET programmes in the Republic of South Sudan:

Lack of cooperation among partners/ministries implementing TVET

Lack of awareness from the policy makers on the importance of TVET

Lack of funding for TVET curriculum

Lack of capacity for TVET at the national and learning institutions

Insufficient number of TVET experts

Lack of policy/guidelines for TVET

Lack of competence teachers in charge of TVET administration at the higher level of the system

Lack of a systematic relationship between TVET institutions and the ministry of Education, Science and Technology at both State and national levels

Lack of technical teachers at the ministry level to coordinate between TVET and the ministry

Lack of the body in charge of TVET curriculum and examination

Lack of planning for TVET curriculum development

Lack of cooperation between TVET institutions and the concern authorities

Lack of seriousness from the national government as they are more concern with the academic schools more than TVET schools

Lack of body in charge of TVET at the State level

TVET providers not yet in a position to develop high quality curricula on their own

Lack of capacity building and support for the existing TVET providers

Lack of capacity for TVET teachers and administrators at higher level

Lack of adequate local capacity in terms of trained Curriculum developers and evaluators

Lack of adequate staff and insufficient financial resources for TVET

Lack of a national framework for TVET

Lack of forum where all those involved in the process of TVET curriculum development meet to discuss problems of common interest

My personal view is that though there are some attempts to developed TVET curriculum, yet still there is no unified national curriculum for South Sudan. Therefore, there still a need to put more efforts in developing TVET curriculum

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APPENDICES

APPENDIX I: TIME FRAMEWORK/WORK PLAN

TABLE A 1. 1 RESEARCH TIME TABLE

From*	To*	Task*
November 26, 2012	December 18, 2012	Write literature review; design interview schedule ; submit proposal for ethical review
December 19, 2012	January 04, 2012	Contact participants; arrange interviews; book interview rooms
January 07, 2013	May17, 2013	Conduct interviews; start transcription and analysis
May 20, 2013	May 24, 2013	Transcription and analysis
May 27, 2013	June 7, 2013	Complete analysis; begins writing up results and recommendations
June 14, 2013	June 28, 2013	Submit final report

APPENDIX II: INSTRUMENTS/TOOLS

Interview Guide for the undersecretaries, Directors General and the Directors in the MoGE&I, MoLPS&HRD, MoCY&S, MoD&VA in the Republic of South Sudan

Dear Sir/Madam,

I am a master's degree student of Vocational Pedagogy carrying out research on the factors affecting the development of TVET curriculum in the Republic of South Sudan. The data is intended to help me understand the factors affecting the development of TVET curriculum in the Republic of South Sudan. I would like to request from you to give me some of your precious time and answer a few questions I have prepared. The information you are going to give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

Section 1

Demographic Information

Sex: ☐ Male ☐ Female

2. Name of Ministry:

3. Name of directorate/ department:

4. position of respondent:

Durations of operation:

☐ 1-11 months☐ 1-3 years☐ 4-6 years☐ 6 above

Section 2

Factors hindering the development of curriculum for TVET in South Sudan

From your experience as the Undersecretary, Director General or a Director, what do you think could be the factors hindering the development of TVET curriculum in South Sudan?

.....

.....

.....

Do you have any policies governing the development of TVET curriculum in the Republic of South Sudan at your ministry?

Yes

No

If yes, what are they?

.....

.....

If no, why not?

.....

.....

.....

Section 3:

Relevance of TVET curriculum to the trade being offered in South Sudan

Do you have any TVET curriculum developed?

Yes

No

If yes, who developed it and when?

.....

.....

.....
.....

Who were the stakeholders during the development processes?

.....
.....
.....

b. If no, why not

.....
.....
.....

If given the opportunity of reviewing the TVET curriculum, what would you prefer to include or remove in the content in order to make TVET graduates get recognized skilled certificates in South Sudan, regionally and internationally?

.....
.....
.....
.....

What are your recommendations for the development of a unified national curriculum for the Republic of South Sudan?

.....
.....
.....

Thank you for your time once again

Interview Guide for TVET principals (Malualkon VTC, Juba and Wau technical secondary schools)

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the factors affecting the development of TVET curriculum in the Republic of South Sudan. The data is intended to help me understand the factors affecting the development of TVET curriculum in the Republic of South Sudan. I would like to request you to give me some of your precious time and answer a few questions I have prepared. The information you are going to give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

Section 1:

Demographic Information

Sex:

Male	Female
------	--------

Workplace

Government	Private	NGO	Others.....
------------	---------	-----	-------------

Awards

Degree	Diploma	Certificate	Others
--------	---------	-------------	--------------

Durations of the courses offered

3 - 6 months	6-9 months	1-2 year	1 – 3 years
--------------	------------	----------	-------------

Name of institution.....

Number of enrolled learners from 2005 to 2012: male.....female.....

Number of Graduates from 2005-2012: male.....female.....

Section 2

Relevance of TVET curriculum to the skills training needed in South Sudan labor market.

Content in the Curriculum

What courses are offered here?

.....
.....
.....

Do you think all the course contents taught here are relevant for the skills training needed for labor market in South Sudan? If not explain why?

.....
.....

From your experience as a principal at the TVET institution, what do you think is lacking in terms of content in relation to the learners acquiring a relevant skills for a job in South Sudan?.....

.....
.....
.....

If given the opportunity of reviewing the curriculum content of the courses offered, what would you prefer to be included or removed in order to make your graduates *compete at work places?.....

.....

.....

.....

Methods of Teaching/Learning

What are the teaching methods used by the teaching staff?

.....

.....

Yes	No
-----	----

Do you conduct industrial training?

If yes for how long?

.....

.....

If no why not?

.....

.....

Do you think there should have been a better way of handling the teaching process in terms of teaching methods? If yes, explain.....*

.....

.....

How do you recruit the teachers/tutors in this training centre?

.....

.....

Thank you for your time once again

**Interview Guide for TVET instructors/teachers in Malualkon Vocational Training Centre,
Juba and Wau technical secondary schools**

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the factors affecting the development of TVET curriculum in the Republic of South Sudan. The data is intended to help me understand the factors affecting the development of South Sudan TVET curriculum. I would like to request you to give me some of your precious time and answer a few questions I have prepared. The information you are going to give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

Section 1:

Demographic Information

Sex:

Male

Female

2. Name of institution.....

2. Subjects/trades offered.....

3. Number of enrolled learners this course from 2005 to date. Male.....female.....

4. Number of Graduates from this course from 2005-2012.male.....female.....

5. Teachers/instructors qualification.....

Section 2

Factors hindering the development of South Sudan TVET curriculum

1. With your experience as a teacher/instructor, what do you think are the factors hindering the development of the TVET curriculum in South Sudan?

What are the solutions you suggest for the development of a compatible/relevant unified TVET curriculum for South Sudan?

.....

.....

.....

Section 3

Relevance of TVET curriculum on use to the skills training needed in the world of work

a) Content of the Curriculum

Do you think the course content you teach here is relevant for the job in the market? Explain, if yes or no.....

.....

.....

.....

From your experience as a teacher at the TVET institution, what do you think is lacking in terms of content in relation to the market demand in South Sudan and regionally?

.....

.....

.....

.....

If given the opportunity of reviewing the curriculum content of the course offered, what would you prefer to include or remove in order to make your graduates get employed?

.....

.....

.....

.....

b) Methods of Teaching/Learning

1. What are the teaching methods you use?

.....

.....

.....

2. Do you think there should be a better way of handling the teaching process in terms of teaching methods? If yes, explain

.....

.....

.....

.....

3. Explain the percentage of time spent in term of theory and practice during the teaching process

.....

.....

.....

Thank you once again for your time

APPENDIX III: OBSERVATION CHECK LIST

Organizational chart of TVET institutions

The learning/task organization in classrooms & outside

The equipment, tools and materials used (modern or outdated)

The mode of teaching used by the lecturers (classroom & workshop)

How long the learning takes place

Time given for breaks

Infrastructures (old or new)

Hygiene/ Environment

APPENDIX IV: DOCUMENT ANALYSIS/CHECK LIST

Organizational constitutions

Previous curriculum development attempts

TVET Policy frameworks

Curriculum/programme documents on use

Time Table

Reports on VET enrollment & achievements of the institution(evaluation)

Departmental books

Trainees work books



Republic of South Sudan
Ministry of General Education & Instruction
Headquarters - Juba
Directorate of General Education

Date: 16.04.2013

Director General,
State Ministry of General Education and Instruction,
Northern Bahr El Gazal – Aweil.

Dear Sir,

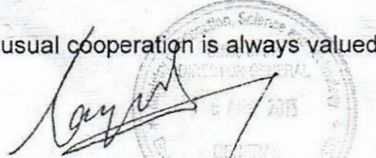
Subject: Introduction of Ustaz/Juac Agok Anyar.

Reference to the above subject matter, we are introducing Ustaz/ Juac Agok Anyar who is a Deputy Director for Technical and Vocational Education and Training (TVET) in the national Ministry of General Education and Instruction – Juba.

He is currently conducting a research in TVET curriculum Development in the Republic of South Sudan. Therefore the purpose of his going to your State is to collect data in Malual Koon Vocational Training Centre.

Any possible assistance and cooperation rendered to him while doing his research will highly valued.

Your usual cooperation is always valued.


Daffalla Deng Tiel,
Ag/DG for General Education,
MOGEI/RSS/Juba.

Cc.
Hon. Undersecretary, MOGEI/RSS/Juba,
Director for TVET, MOGEI/RSS/Juba,
File.

Ministries Complex Juba - South Sudan



Map of the Republic of South Sudan

Republic of South Sudan
Ministry of General Education & Instruction
Central Equatoria State
Juba, South Sudan

MoGEI/CES/17.A.1

Date: 23rd January, 2013

The Head teacher

Juba Technical Secondary School

Dear All

Subject: Juac Agok Anyam

The bearer of this note is a Student from Kyambogo University pursuing his Masters Degree of Vocational Education, Uganda.

One of the requirements in fulfillment of the course is research writing and presentation to the council/senate.

Hence, approval has been granted to him to carry out such activity in your schools. You are requested to cooperate with him during the period of his being in the field collecting data as per his area of specialization and in line with his questionnaire developed hopefully.

Assist him where need be.

Best Regards,

Charles Mogga Obede



Deputy Director
Department of General Education & Instruction
Ministry of General Education & Instruction
Central Equatoria State
Juba, South Sudan

Cc. Director General MoGEI-CES
Cc. Director of General Education & Instruction-CES
Cc. Deputy Director –Technical & Vocational Education-CES

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FACULTY OF VOCATIONAL STUDIES

DEPARTMENT OF ART & INDUSTRIAL DESIGN

Date: 22/01/2013

To: Director General Ministry of
General Education and Sports
Central Equatoria State

RE: LETTER OF INTRODUCTION

This is to introduce Mr/Ms/Mrs. Julius Agok Anyar
Registration No. 2011/X/HD/394/MYP who is a student of Kyambogo University pursuing
on a post graduate programme in Vocational Pedagogy.

He/She intends to carry out a research in:
Vocational Education and Training Curriculum
Development in the District of Gulu, Uganda, Study at
the Ministry of General Education and Sports,
as partial fulfillment of the requirements for the award of the Degree in Masters of Vocational
Pedagogy

We therefore kindly request you to grant him/her permission to carry out the research at your
organization.

Any assistance accorded to him/her shall be highly appreciated.

Thank you.

Yours Faithfully,

Mugisha John

Ag. Head of Department
Art and Industrial Design



D/G General Education
Approval is hereby
given for him to carry
out his research.

22/1/2013

D/G Director Gen. Edu.
p/ce act as in para I

[Signature]

21/01/2013