

**KNOWLEDGE AND SKILLS TRAINING AND THE LABOUR MARKET  
REQUIREMENTS IN SOUTH SUDAN:  
A CASE STUDY OF YEI VOCATIONAL TRAINING CENTER, YEI RIVER COUNTY**

**BY**

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## DECLARATION

I, Makuol John Akech hereby declare that this thesis entitled: “*Knowledge and Skills Training and the Labour Market Requirements in South Sudan*” is my original piece of work and has never been presented for any award in any Institution. Any other extra information used in this report by other scholars has been acknowledged.

Signature ..... Date.....

**APPROVAL BY THE SUPERVISORS**

We hereby acknowledge that this research project entitled: “*Knowledge and Skills Training and the Labour Market Requirements*” has been under our supervision and is now ready for submission to senate with our approval.

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## **DEDICATION**

To my parents, Baba Gabriel and Mama Sarah, thank you for loving and being patience with me. As for you my parent, I often had difficulties when I realized that I could not give you all the due attention and care you required from your son at old age. For lack of words adequate enough to convey my gratitude for the understanding and support you shown to me.

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My colleagues the MVP students who contributed to the success of this piece of work you have been very wonderful people throughout the two year period we have been together. Thank you all. I wish to give special thank to the administration of Yei Vocational Training Centre (YVTC) and all my respondents who availed information I needed this for this piece of work, God bless you all.

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## LISTS OF ABBREVIATION AND ACRONYMS

AUC	African Union Commission
CPA	The Comprehensive Peace Agreement
GIZ	German International Services
ILO	International Labour Organization
JICA	Japanese International Cooperation Agency
MOES	Ministry of Education and Sports
MOHERST	Ministry of Higher Education Research, Science and Technology
MOLPS	Ministry of Labour and Public Service
MVP	Masters in Vocational Pedagogy
NGO	Non Government Organization
NOMA	Norwegian Masters Abroad / Norwegian Masters Program
NPA	Norwegian People Aid
UN	United Nations
UN/RSS	United Nations/Republic of South Sudan
UNESCO	United Nations Education Scientific and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training
UNHCR	United Nation High Commission for Refugees
VET	Vocational Education and Training
YVTC	Yei Vocational Training Centre

## **ABSTRACT**

The study investigated the knowledge and skills training and the labour market requirements in Yei River County, South Sudan. The objectives of the study were; to examine the curriculum offered by YVTC and its relationship with the labour market in Yei River county; to assess the mode of delivery at Yei Vocational training Centre in Yei River county and identifying the skills gaps faced by the fresh graduates of Yei Vocational Training center in Yei River County vis-à-vis the labour market demands. I used descriptive and explorative study design in order to get scientific data. The methods of data collection used were in-depth interviews, focus group discussion, observation and documentary analysis. The data analysis process comprised of transcription of field data and coding it to form the themes following the objectives of the study. I presented and interpreted the coded data and discussed the findings based on personal reflections and interpretation backed up with scholarly work. The study findings revealed that the contents of the curriculum do equip the learners to handle some areas in the labour market. Those trained in VET skills go directly to the job market by either creating their own workshops or join the other workshops. The VET training gave the trainees opportunity to acquire the employable skills and knowledge to work in the labour market or to create their own jobs. The issue of job creation helps them to be self-reliant and eliminates the dependability rate of the graduates on the employers and the government employment. The skills they acquired were useful to them in that it makes them to sustain their life and families and help other people in the society. However, the contents gave only basic skills and the graduates would not be able to do advanced work of construction and engineering. ICT skills were lacking in the graduates; this gave challenges in the world of work as a skill gap. The pedagogical approaches used in the learning process were able to foster learners' ability to work in the labour market. But lack of exposure to modern tools gave the graduates difficulties in performing their task in the labour market. The study concluded that the content was relevant and capable of equipping the graduates with some working knowledge and skills to work in the labour market. But there were areas lacking in the contents, ICT skills in the graduates. They had basic skills only, so it was difficult for them to do advanced work in the labour market, hence a gap. Lack of exposure to modern tools was a challenge to the new graduates but with time in workplaces, they were able to improve on their areas of weakness. The study recommends government should allocate sufficient funds for VET training, establishes institutions and workplaces for VET activities. The development partners, community, VET institutions should do their part as recommends to support VET activities in south Sudan. These recommendations include the need to have unified curriculum which is reviewed, VET institution needs to procure some modern tools and materials, community should provide land for the expansion of VET activity, and there is need for VET institution to maintain direct link and connection with labour market.

## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

#### **1.0 Introduction**

The study was carried out to investigate the knowledge and skills training and the labour market requirements in Yei River County South Sudan. This chapter presents the general introductions, personal background and background to the study, statement of the problem, purpose of the study, objectives, research questions, scope of the study; geographical, content and time scope, justification, significance of the study, limitation and delimitations, theoretical/conceptual frame and definition of key terms, motivation and the organization of the report.

#### **1.1. Background to the Study**

##### **1.1.1 Personal Background**

I am a Professional teacher holding a Bachelor of Arts with Education in literature. A second cohort student on Masters Programme in Vocational Pedagogy at Kyambogo University sponsored by the Norwegian's Master Abroad programme (NOMA). I work with the Ministry of Higher Education, Research Science and Technology (MOHERST) in government of South Sudan. As a professional teacher, I love teaching and do other work. My personal experiences and reflections as a student in the field of vocational pedagogy during these two years have changed my perception and mind set on the issue skills training and teaching. Many learning approaches have inspired me specially the didactic principles used in vocational pedagogy. This has motivated me to investigate skills training in vocational institutions in South Sudan.

The major motivation of coming to this program of Education was my country needs and demand for skills, as a new and youngest nation in the world. South Sudan is faced with the challenges of skilled man power to deliver service for the new nation. Given this golden opportunity to study a vocational course, I want to gain skills in research and be able to relate these skills to my previous knowledge. Also, I was motivation to acquire skills in curriculum become curriculum expert because these skills and services are lacking in South Sudan education sectors. I am looking forward, after this program to be a researcher in the Ministry of Higher Education where I work.

### **1.1.2 Study Background**

South Sudan as a nation has just emerged from the war that lasted for over twenty years. This war seriously affected education system in the country. VET education in South Sudan has been forced to operate in the condition of extreme adversity for decades. With the signing of the Comprehensive Peace Agreement (CPA) on January 9<sup>th</sup>, 2005, came the period of peace building, with the challenges facing the war-affected populations. These include the reintegration into post conflict economic, rebuilding and re-creating economy of the nation (UNESCO-UNEVOC, 2007). For South Sudan to take full advantages of peace dividend, VET education has to be aligned with economic social aspirations of its people. This phase of development and reconstruction calls for a develop VET system to equip learners with skills and knowledge because the biggest challenge of South Sudan is the shortage of skilled manpower to undertake the tasks of reconstruction of damaged, derailed and dilapidated infrastructures.

The investment in the knowledge and skills development today in South Sudan is a result of collaboration between the government and development partners. The Ministry of Education and Sports (MOES) and Ministry of Labour and Public Service (MoLPS), supported by the UN

agencies, Norwegian People Aid (NPA), Japanese International Cooperation Association (JICA) and charitable church based organizations provides VET education in South Sudan. After the signing of CPA, (2005), many VET education centers were established at Yei, South Sudan. These centres were Yei vocational training centre, Yei agricultural training centre, Yei vocational training college, UNHCR/GIZ truck repair workshop, Yei crop training centre, Kagulo forestry training centre, Yei health training institute among others. The purposes of training centers were to equip learners with knowledge and skills to prepare the graduates for work in the labour market. Vocational education and training system today has shown improvement in learning approaches. Base on research findings from recent researchers, the recommended approach to use in VET is experiential learning or practical to develop the professional competence. Learning by doing, a calls for the adopting new pedagogical approaches and principles of group learning, interaction and apprenticeship learning Lave & Wenger (1991) and Mjelde (1993,p.81 ).This requires good curriculum contents that are suitable to produce efficient and effective graduates for the market. The success of VET products demands good Learning environments, classrooms, workshops, adequate tools, materials and good communication information linkages between the learning institutions and labour markets. Workplace is the most authentic, relevant and situated size for vocational learning Lave and Wenger (1991). There is also need for well trained instructors to guide and supervise the learners in classes and in the field work. If the learners are not well trained they face difficulties in the labour market. So the Joint Program of United Nations and the Republic of South Sudan (UN/RSS) is meant to equip Youths with Employable vocational skills, creating opportunities and delivering efficient services especially to vulnerable people (MOLD, 2011, p.1).

Although there is an initiative to provide the citizen with vocational skills in South Sudan, the existing vocational Institutions are not producing competent skilled work force with basic skills. They have a problem in equipping the trainees for the labour market to enable them to effectively contribute to post-war reconstruction (MOES, 2007). South Sudan as the youngest nation in the world as per now cannot be economically competitive in the global world with the current supply of incompetent skilled personnel. Grierson, (1997), revealed that most of the needed trades and job professions such as masons/masonry, hotels/hoteliars, (waiters/waitresses), mechanics are run by foreigners. Again the majority of work places in business and technical ventures are mainly run by imported skilled workforce according to South Sudan Education statistic (2009). More so, goods for local consumption are today imported rather than being produced within the country, including the most basic staples, textiles and building materials.

Despite the efforts put in place by both government and development partners to equip vocational trainees in South Sudan and in Yei River in particular, one wonders why the graduates cannot compete for jobs in the local labour market.

## **1.2 Statement of Problem**

The strength of the nation depends on the might of its human resource which must be competent. The knowledge and skills acquired from vocational training institutions are stepping stone towards capacity building for the nation's development. Therefore the knowledge and skills acquired from VET institutions should be directly linked to the labour market requirements of the day and the future. However, labour market demands are unpredictable due to the changes in people's tastes, needs and in particular technology that changes the nature of tasks, tools and materials. This might leave the VET graduates ill-equipped and uncompetitive if the training curricula, tools and equipment used in vocational learning are not adjusted to meet the state of the day in the workplaces. In respect to the aforementioned statements, I posed two questions which formed the basis of my research. Is the vocational training in Yei Vocational Training Centre (YVTC) equipping the trainees with the competences required in employment? This accrues from the fact that the majority of work places in business and technical ventures are mainly run by imported skilled workforce. This is an indication that there is a gap between skills/competencies possessed by the nationals and those demanded on the labour market. Do the existing curricula and the methodology used in training cater for the required skills and competences? To have answers to these questions I found it crucial to investigate the Knowledge and Skills Training at YVTC and the labour market requirement in Yei River County, South Sudan.

## **1.3 Purpose of the study**

The purpose of this study was to investigate the relationship between Knowledge and skills Training and the labour market requirements in Yei River County

#### **1.4 Objectives**

- I. To examine the curriculum offered by Yei Vocational Training Centre to trainees and its relationship with demands in the labour market in Yei River County.
- II. To assess the mode of delivery at Yei Vocational training and its relationship with demands in the labour market in Yei River County
- III. To identify the skill gaps faced by the new graduates of Yei Vocational Training Center in Yei River County vis-à-vis the labour market demands

#### **1.5 Research questions**

- I. What kind of knowledge and skills are offered by Yei vocational training Centre and how does it relates to the demands of the labour market?
- II. What is the mode of delivery by Yei VET training and how does it relates to the demands of the labour market in Yei County?
- III. What are the skills gaps faced by the new graduates of Yei Vocational Training Centre in Yei River County?

#### **1.6 Scope of the study**

The scope addressed the three major aspects as indicated below;

##### **1.6.1 Content scope**

The study focused on the knowledge and skills training and labour market requirement. I looked into the training curriculum, and how this relates to the requirements in the labour market. I also looked at approaches used in the teaching process by the instructors. And the skills gaps faced by new VET graduates in Yei County in Yei County.

### **1.6.2 Geographical Scope**

The scope of study was limited to Yei Vocational Training Centre at Yei River County Central Equatorial State, South Sudan. I targeted the VET graduates of the institution, the employed and unemployed, administrators, instructors, and trainees in final year, Development partners, Directors in VET department and the people in workshop.

### **1.6.3 Time Scope**

The study took into account the situation that existed in the period between 2006 and 2012. I was interested in the activities of VET in the post conflict period from 2006-2012 when the country was enjoying peace dividend of CPA.

## **1.7 Justification of the study**

Justification of the study shows the relevance of the study at the material time, and why it is worth of conducting it, Amin (2005, p.135). South Sudan as the youngest nation in the world has just emerged with the zeal to take VET education as the fastest means to equip people with knowledge and skills to participate in the rebuilding and the reconstruction of the new nation Legge (2007). The purpose of my study was to investigate knowledge and skills training to unveil challenges and needs for the VET training and established this as reference point for identifying solution for the skills training problem in South Sudan.

## **1.8 Significance**

I hoped that the empirical data collected from this study would provide some information about the vocational training condition and labour market activities in Yei River County. Therefore, the results and recommendations of the study would:

Help the stakeholders, instructors and administrators, at vocational Training Institutions in South Sudan evaluate their curricula and mode of delivery to effect changes in regard to skills currently relevant to the modern labour market.

Make policy makers such as Ministry of Education and Sport and development partners such as NPA use the findings to make appropriate training policies of vocational training in South Sudan.

This is going to be a stepping stone for future researchers.

Focus the attention of the VET trainees on checking the contents they learn and what is actually demanded in the labour market.

### **1.9 Limitations of the study**

In the field as I carried out the study, there arose unexpected limitations to this study. These were the limitations; some of the respondents were not available at the required time because of their busy schedule this forced me to re-schedule my appointments with them.

Financial constraints due to high transport fair, food, and accommodation costs that were involved during data collection. I used part of my savings, support from friends, and benefactors' funds.

Some of the respondents were skeptical of giving out information and attempted to dodge the interviews. I revealed my identity as a student by the use of the identity card and the introductory letter from Kyambogo University in order to instill confidence into the respondents and declared to them that the findings of the interviews were for study purpose.

Language barrier was a problem because most people in Yei Sub County use Kakwa and Arabic. I employed research assistants with a diversity of languages for interpretation, in order to avoid collection of wrong data due to mismatch in the language.

### 1.10 Conceptual Framework

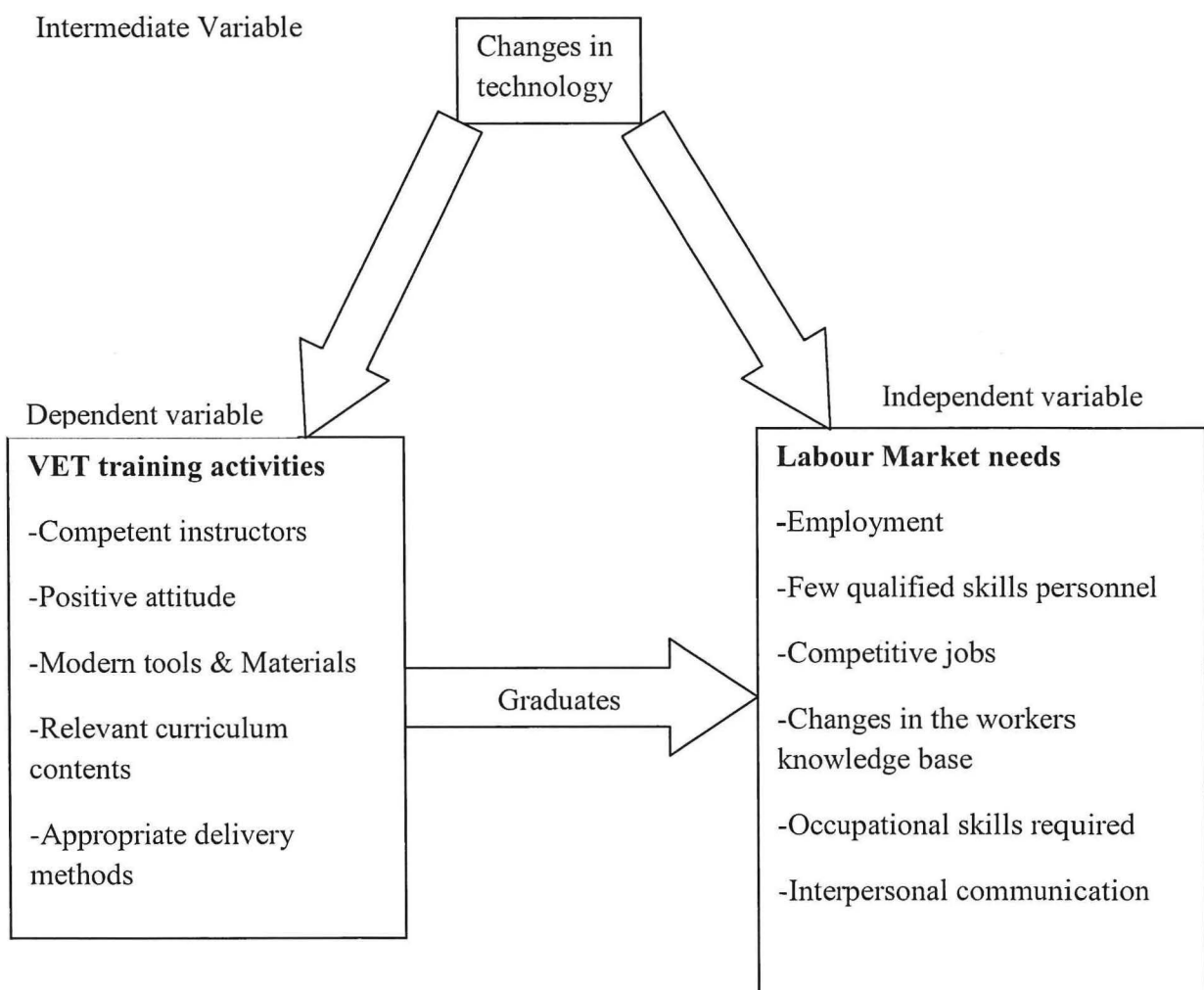


Figure 1: Conceptual framework

### **Explanation of the conceptual framework**

A conceptual frame work is a pre-requisite in showing any relationship within the variables of the study Mbabazi (2007). He defines a conceptual frame work as a diagrammatical flow that shows the relationship between variables in the study.

### **Independent Variable**

Labour market forms the independent variable. This requires the vocational training institutions to supply the job market with highly qualified graduates in order to meet current existing job requirements. Jobs are very competitive, dynamic, characterized by high level of performance and technological changes. The labour market has also become unpredictable due to technological changes which affect the tasks, workers knowledge base, material tools or equipment in the workplace. This means that if the training programme is not linked to tasks in the workplace, the VET graduates can remain irrelevant to the labour market.

### **Dependent variable**

VET training activities are dependent variable. The VET programmes are expected to offer quality training to learners so as to meet the job requirements in the workplace. The trainees enroll in the training institution in order to acquire the vocational knowledge and skills for the employment in the labour market. Requirements for the vocational training institute to produce competent graduates, in order to meet the labour market, include: the competent vocational training instructors, relevance curriculum or content, positive attitude, efficient tools & materials and appropriate delivery methods.

### **Intermediate variable**

Labour market is becoming unpredictable due to technological changes which affect the tasks, material tools or equipment in the workplace.

#### **1.11 Definition of key terms**

**Knowledge:** here is the body of facts, principles, theories and practices that is related to a field of work or study.

**Skills:** skill means the ability to apply knowledge and use know-how to complete tasks and Solve problems

**Training:** a learning process that involves the acquisition of knowledge, sharpening of skills concepts, rules, or changing of attitudes and behavior to enhance performance or competencies.

**Labour market:** the available opportunities or workplaces where the VET trainees can find employment.

**Labour market requirement:** what the labour expected in the VET graduates, in terms of skills, competences, input and output.

**Skills gaps:** The difference in knowledge and ability needed to perform assigned tasks.

#### **1.12 Motivation**

When I look back at my previous work and learning experiences in my profession and the training now that I had gained in vocational pedagogy, there is a great improvement. I had gained more scientific skills in modern technology. This was a spark for my motivation that NOMA scholarship has added value to my profession. The major motivation of coming to this program of Education was my country needs and demand for skills, as a new and the youngest nation in the world. South Sudan is faced with the challenges of skilled man power to deliver service for

the new nation. Given this golden opportunity to study a vocational course, I want to gain skills in research and be able to relate these skills to my previous knowledge. Also, I was motivated to acquire skills in curriculum to become curriculum expert because these skills and services are lacking in South Sudan education sectors. I am looking forward after this course to be a researcher in the Ministry of Higher Education where I work.

### **1.13 Organization of the report**

The report is organized in five chapters: Chapter one presents the introductions, personal background and background to the study, motivation, statement of the problem, purpose of the study, objectives, research questions, scope of the study; geographical, content and time scope, justification, significance of the study, limitation and delimitations, conceptual frame and definition of key terms.

Chapter two gives the review of literature relevant to knowledge, skills training and the labour market requirements. Literature on the training content or curriculum in the VET in relation to the labour market requirements, approaches/methods of teaching and how they influence learning and areas of skills gaps faced by graduates' vis-à-vis the labour market requirement. I have presented literature based on the objectives of the study. And lastly the summary, the overall meaning made of the literature by clearly generating the gap for the study.

Chapter three described the research methodology used in this study. The research design, study population, sampling size, category and selection, sampling techniques and data collection methods have been presented. The validity and reliability of data collection, processing and analysis procedures are also given.

Chapter four is presentation and discussion of the data based on objectives. Findings on each objective were discussed separately objective by objective.

Chapter five gives conclusions, recommendations and the way forwards drawn from the findings.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents related literature to knowledge, skills training and labour market requirements. Literature was reviewed and presented in relation to the study objectives. I have also cited some scholarly works that are supporting the study. And lastly the summary, the overall meaning made of the literature, by clearly generating the gap for the study.

#### **2.1 Theories that supported the Learning**

Different scholars hold different views over the concept of learning.

There are different learning theories in the educational systems that have been advanced to explain the nature of learning. There are many learning theories, but I have based my discussion on three (3) and these are situated learning theory, cognitive learning theory and the experiential learning theory.

##### **2.1.1 Situated Learning Theory**

Lave & Wenger, (2007), are great proponents of this theory. According to this theory, learning is situated, embedded within activity, context and culture. They argue that knowledge needs to be presented in an authentic context - setting and situations that normally involve that knowledge. They further assert that social interactions and collaboration are essential components of situated learning. Learners become involved in a community of practice which embodies certain beliefs and behavior to be acquired.

The theory refers to Communities of Practice as groups of people who share a passion for something they do and who interacts regularly to learn how to do it better. Communities of

Practice define themselves along three dimensions: what they are about, how they function and what capabilities they produce. Each community of practice has a unique domain community and practice. The community of practice shares the following characteristics: they perform peer-to-peer collaborative network, they are driven by the willing participation of their members and they focus on building capacity; they engage in sharing knowledge, developing expertise. Lave and Wenger (1991) observed that for the vocational trainees to acquire proper competence through their engagement in actual tasks, use of more materials, tools or equipment, and work with experienced people in the workshops and the world of work were essential. This indicates that practical experimentation workshop plus the use of modern tools that are efficient and effective is needed for effective and relevant transmission of VET skills. But what is not clear is whether VET in South Sudan is using practical modern tools and equipments that are relevant to jobs market.

Lave &Wenger (1998) cited in Sannerud, (2011 p.5) assumed that learning is all about the nature of knowledge, knowing and knower's and he summarized it in to four premises as follows:

- We are social beings- this fact is the central aspect of learning.
- Knowledge is a matter of competence with respect to valued enterprises- such as fixing machines, constructing building.
- Knowing is a matter of participating in the pursuit of such enterprises, that is engagement in the work or the world around you.
- Meaning is our ability to experience the world around us and our engagement with it as meaningful.

In support of Lave & Wenger (1991), Dewey (1938, cited in Kim Austine, Rosso, 2001 p.43) argues that learning is a situated activity that should be child-centered, guided by a well trained

teacher who is grounded in pedagogical and subject knowledge. To him the teacher's goal is to provide learning experiences to enable the student to uncover the curriculum. Dewey believes that the ability of a person to learn depends on the environment. Montessori (1870 – 1952), like Dewey, cited in Kim, et al (2001 p.34), believes that students learn through carefully chosen activities. The task of the teacher becomes that of preparing a series of cultural activities spread over a specially prepared environment and then refraining from obtrusive interference. In line with Lave & Wenger (1991) Dewey (1944), Brown and Collin & Duguid (1989) go a step further to argue that situated learning theory emphasizes the idea of cognitive apprenticeship which supports learning in domains by enabling students to acquire, develop and use cognitive tools in authentic domain activity where learning advances through collaborative social interaction and the social construction of knowledge. Furthermore, Dewey (1916) quoted in L. Good (2008, p.285) advocated against the idea of turning vocational learning into academic in schools. And further suggested a link of vocational training with workplaces, experiential learning both in vocational schools and workplaces.

The Russian scientist Vygotsky, cited in Kim, et al. (2001) also contends with the idea that all learning occurs in a cultural context and involves social interactions. He emphasizes both experience and thinking or reflection as a basis for learning. Like Dewey, his idea is to endeavor to establish child-centered schools for students to approach learning through their own experiences with the understanding that all learning is situated. Vygotsky believes that human beings learn from the social to the individual; the free helpful interactions of instructors and the learners in the learning processes develop understanding of learning tasks instead of the prescribed knowledge.

### **2.1.2 Cognitive Learning Theory**

Piaget (1896 – 1980) cited in Kim et al (2001 p.31) was the first to state that learning is a developmental Cognitive process, that students create knowledge. He recognized that students construct knowledge based on their experiences, and that how they do so is related to their biological, physical, and mental stage of development. More so, Piaget cited in Thomas Good (2008, p.74), described an active learner as that who constructs knowledge. Like Piaget, Vygotsky cited in Good L. (2008, p.74), described learning as critically dependent on interactions with thinkers who are more cognitively advanced than the child. To him knowledge construction depends on the teacher, parents, and peers who scaffold a child's thinking and introduce socio-cultural tools such as language, systems of literacy, procedures, and supporting technologies. Vygotsky, s view is that learning depends on the supports available.

### **2.1.3 Experiential Learning Theory**

Experiential learning theory defines learning as the process whereby knowledge is created through the transformation of experience. Knowledge result from the combination of grasping and transforming experience (Kolb, 1984, p. 41) cited in Deisinger (2004, p.24).

Experiential Learning emphasizes the central role that experience plays in the learning process, an emphasis that distinguishes it from other learning theories. Experiential learning involves the converging and accommodating learning styles and reflective observation. The Converging style's dominant learning abilities are Abstract Conceptualization (AC) and Active Experimentation (AE). People with this learning style are best at finding practical uses for ideas and theories. People with this style prefer to experiment with new ideas, simulations, laboratory assignments, and practical applications. Individuals with a Converging learning style prefer to deal with technical tasks and problems rather than with social issues and interpersonal issues.

These learning skills are important for effectiveness in specialist and technology careers (Kolb, 1984, p. 41) in Deisinger (2004). The Accommodating style's dominant learning abilities are Concrete Experience (CE) and Active Experimentation (AE). People with this learning style have the ability to learn from primarily "hands-on" experience. In solving problems, individuals with an Accommodating learning style rely more heavily on people for information than on their own technical analysis. This learning style is important for effectiveness in action-oriented careers such as marketing or sales. People with the Accommodating learning style prefer to work with others to get assignments Kolb. According to Kolb, concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. The implications can be actively tested and serve as guides in creating new experiences. Kolb talks of both experiences and reflection. However, Gleeson (2003) offers different views regarding learners' experiences in favour of reflections in learning, According to him, although a learner's previous experience must be taken into account, learning also involves being immersed in ideas that can provide the basis for reflection on that experience (Gleeson, 2003, p. 102) in Biem (2004). Like Kolb, Good (2008, p.288) stated that experiential learning is an opportunity where by students can apply what they are learning. All these theories are on the learner, ability, experiences and the activity being engaged in meaning full environment.

## **2.2 VET Curriculum and the relationship with the labour Market**

The curriculum as a steering tool is necessary for allocations of intentions, equipments and the development of vocational pedagogical competence and for recruiting learners. It should make VET graduates to be innovative and creative (Nilsson, 2008, p. 24).

VET curriculum in European countries such as Norway, demands that VET graduates take the innovativeness and creativity approach. In relation to South Sudan, are VET graduates, creative and innovative enough to create their own jobs? This formed the base of my study to find out their learning abilities.

Both Sannerud (2010; 2011, p.47) and Nilsson, (2008, p. 71), advance convincing evidence that VET curricula in Europe are developed and implemented in accordance with the national needs which does not only look at a particular sector to be developed but on the holistic approach of national development through vocational education and training. Nilsson (2008) revealed that the relevance of the training content is very significant in the vocational education and training. This implies that the continuous development and evaluation of the training curricula is necessary in order to encompass the changes in the workplaces and the employment of graduates as one of the intended results. Literature from Europe has shown that curriculum takes the holistic approach of national development through vocational education and training and is subject to reforms and evaluation in relation to changes in the work places and technology; but VET curriculum in South Sudan seem to be static which provides one of the gaps that this study is design to address. Looking at the different understandings of curriculum over time in the United States (US), Gordon (1964, p. 214) defined curriculum as the totality of experiences that are sponsored by the school, understood as all the experiences that a learner has under the guidance of the school. The implementation of curricula, including especially teaching and learning practice, is considered to

be influenced to a great extent, but not exclusively, by the written curriculum the role of values and beliefs, in an organizational context. Similarly Davis (1976) and Sannerud (2010) agreed that curriculum is a totality of the content to be taught and realized within one school or educational system that could be arranged in the area of knowledge and experience, selected learning process, and learning environment. This indicates the rationale that the curriculum should be oriented towards the practical learning, and be relevant to the knowledge and skills needed by learners in the job market. But what is not clear is whether what the literature says is what is now on the ground in South Sudan. The gap is what this study intends to address. Kulabako (2010, p.73) mentioned the importance of involving stakeholders in the curriculum review process and curriculum development. Failure to do so is bound to bring about a disconnection between the contents and the demands of the labour market as observed. Deng M. (2010, p.100) and Kulabako suggested the involvement of most of the stakeholders (instructors) and experts who had curricular experiences. If they are not involved learners interest will not be presented and this could mean that the curriculum was not developing according to realistic situation on the ground. Are learners involved in the curriculum development in South Sudan? This is the issue my study tries to find out?

Davis (1976, p. 83) clearly stated that the number of forces that have influenced curriculum development are many. But teachers perhaps are the greatest and certainly the most immediate determiners of curriculum experiences in the classroom. Are teachers' qualification and training needs given considerations in South Sudan? This is one thing my study seeks to find out. The relevance is also another issue which requires more attention; training content (curricula) needs to be updated to reflect technological development and new research Davis (1976: 83). Davis, in this literature, emphasizes two important forces that influence curriculum, teacher training and

content relevance. In relation to South Sudan, curriculum review to reflect the needs of the job market because technological changes, tutors and instructors training appear not to be seriously taken into consideration so this dilemma calls for this study to cover the gaps. South Sudan Vocational Training Policy (2008, p. 20) cited Losukwa (2010) emphasizes that all curriculum needs be 'trainee centered, focusing on effective ways for the trainee to acquire skills and knowledge. A participative approach, with an emphasis on "Learning by doing" in all curriculum components, encourages the active engagement of trainees and contributes to their motivation and self-esteem, but what is not clear is why young potential VET graduates are not seen learning in work places to practice learning by doing as the curriculum outlined. Good (2008, p.288), said that it is when school curricula coincide with learning needs and values of students that learning best happens. This gap between what is outlined in the curriculum contents and what the graduates actually do in the labour market is what my study seeks to find out.

### **2.3 The Mode of delivery in Vocational Institutions**

In cognitive science, the recent approaches to learning have placed central importance on interaction in the learning process. Goody cited in Mjelde (1993, p.211) has noted that learning is seen, not as something which happens inside a student head when she/he listens to a teacher or studies a book, but as fundamentally interactive through activities. Whether the VET teachers have interaction with learners in the learning process at YVTC in South Sudan is an issue to find out yet. According to Africa Union Commission (2007, p.10), quality VET training requires proper methods of delivery, appropriate training equipment and tools, adequate supply of training materials, and practice. Do South Sudan VET institutions embrace the need for appropriate training equipments, tools and materials and make adequate supply of training materials in the institutions? This was what the researcher intended to find out.

Many researchers in different countries have reported many investigations concerning the teaching methods in VET institutions; In the UK-Scotland according to Gray (2008, p. 21), research and evaluation highlight the diversity of practices and teaching methods. These are cooperative learning, active learning, student-centered approaches, and recognition of achievement rather than narrow attainment. Support materials for teachers and trainers are made available by the government agency. Does the Government support vocational activity in South Sudan this is the call for me study to find out.

In England, Young and Lucas stated that learning encompasses workshop learning, the use of ICT and e-learning and equipping learners for multi-skills, for cross disciplinary work tasks Young and Lucas (1999, p. 107). They further said that learning is a social process involving learners participating in communities of practice; learning is a situated not a generic process and always takes place in context. This is in harmony with Lave & Wenger et al. (1991). According to Usarrade (2007, p. 731) cited in Legge (2007). Teaching methods must encourage learners to form a global and coordinated view of the productive processes in which they will participate. He further states that teaching methods should also foster learners' ability to learn individually and work in a team.

Mjelde (1993, p.76) talked of apprenticeship training (dual system of learning) in Norway and Germany as enhancing the vocational practice and competencies in the VET graduates and also enriching them with work experiences since there is balance between classroom and workshops learning. In South Sudan, the researcher would seek to find out whether learners go for practical training in work places, since lack of this may rob the trainees of practical skills and competences practice in workplaces.

Lutalo-Bosa ( 2007) and Canning & Chan,( 2006) agrees with this point of the incompetence of teachers in VET institutions that affect the mode of delivery in learning. How are the teachers supply and training in South Sudan which influences the contents? Do they take into consideration the competences of teachers? This is what this research intends to address.

According to the Chinese Philosopher Lao-Tzu cited in Okello (2011 p.15) learning advances through practical experimentation by seeing and touching which is the best form of learning. He summarized the idea by the following words “If you tell me, I will listen. If you show me, I will see. But if you let me experience, I will learn”. Do the teachers expose learners to have practical experimentation with tools to learners acquainted them in the learning process is call for this study to address.

McMahon (2011, p.80), said that dialogue between persons involved in the learning process is important in order to share and understand experiences on matters of teaching and learning. This means that intended outcome of dialogues was to create improvement in knowledge and practice. McMahon agreed with Vygotsky cited in Good (2008, p.74) described learning as critically dependent on interactions with thinkers who are more cognitively advanced than the child. Lecture method is a common method used by tutors and teaching staff in most learning institutions. But it has problems as pointed out by Farrah, (2007) quoted in Kulaboko (2010, p.103) it has limitations as far as equipping learners with practical skills required of the graduates in the labour market is concerned. This is mainly because the theory is taught separate from the practice. Do the instructors in YVTC simply use lecture methods? Are the learners’ teacher interaction/relationship goods in the learning institutions in South Sudan? This is what my study seek to find out.

Grierson (1997, p.7) said that the eagerness of the apprentice with clear sense of a market opportunity and of the training needed to take advantage of that opportunity. In line with Wigfield 1994 cited in L. Good (2008, p.114) who mentioned that expectations for task-specific success are closely tied to students, perceptions of competence, beliefs correlate with grades, effort, and persistence. He emphasizes an intrinsic value which is an enjoyment one experiences while engaged in a task. Crawford (1980) cited in L. Good (2008, p.287) noted that to understand learning, we need to know what motivates students to learn, no teaching method works if the students are not motivated.

#### **2.4 The skills gaps faced by VET graduates Vis-à-vis the labour market demands**

The ultimate aim of vocational training is employment. VET programmes therefore have to be linked to the job market. In this way, the socio-economic relevance of TVET can be enhanced. Assuring the employability of trainees begins with effective guidance and counseling of potential trainees in the choice of training programmes in relation to their aptitude and academic background. Employability presupposes the acquisition of employable skills that are related to the demands of the labour market. Tracer studies which track the destination of graduates in the job market can provide useful feedback for the revision of training programmes so as to enhance the employability of trainees (AUC, 2007, p.10).

Sannerud (2010, p.47) stated that the most important issue the public and private employers want is what the job seeker is actually able to do in terms of work, not where, when or how the knowledge and skills were acquired. He also contends that lack of such occupational skills results in imbalances in the labour market, lack of delivery of basic services, poor quality service and workmanship resulting into low levels of productivity. Payne (2004, p.51) further stated that

large numbers of graduates cannot find employment while the formal Labour market seeks to import skills from overseas.

Does South Sudan experience a skills gap in its own graduates in the workshops? Why do they import skills manpower? So what is not clear is why South Sudan does not employ their own graduates but prefers to employ foreign workforce? Whether it is to fill the skills a gap is within the nationals is what my research wants to find out.

The competence of learners is also an issue which requires more attention. In most of the western countries Jeung (2009, p.34) says that transition to the labour market is hindered by the shortage of workplaces and by new requirements which the students were assumed not to meet adequately. Are there enough work places in South Sudan where fresh graduates can go for practices during their vocation and field attachment? This is what this study tries to address.

Sometimes, there is always a mismatch between the labour market needs and what the institution produces. There is a systemic disconnect between education institutions and training programmes, on one hand, and employer expectations or labour market needs on the other Vorwerk (2005 p.54). This view was also supported by Legge who stated that, there are sometimes no link and connections between the labour market and the education institutions that would enable the system to collect and provide information on skills needs, on changes in occupational profiles, and on the requirements of new occupations in the labour market Legge (2007, p.34). The indication of lack of occupational skills results into imbalances in the labour market, poor quality service and low levels of productivity. In relation to South Sudan, are there linkages between the workplaces the learning institutions, there is imbalance in the collection of information on the skills need and mismatch between the labour market and the learning institution. It is not yet known and this is the call for my research to investigate these gaps.

The influences of forces of globalization and technological innovation have also altered the nature of the labour market and profoundly affected who has access to professional employment of the graduates. The influence of forces of globalization could also be affecting and altering the nature of labour market in South Sudan need to be investigated and this is the calls for my research as illustrated in the conceptual frame work (figure 1).

Grierson (1997, p.7) suggested that the training be undertaken which will serve both the apprentice's needs for skills and income and the master's needs for skilled labour.

Good (2008, p.288) said that it is when school curricula coincide with learning needs and values of students/learners that learning best happens. King, July (1984) cited in Grierson (1997, p.9) like Good (2008, p.288) emphasized that the "possession of some kind of skills or technical knowledge will make self-employment easier to enter and be more productive. Are there masters who employ fresh graduates to gain skills without charging them fees but offered him/her services in exchanges for skills in South Sudan? This is what study intends to address.

## **2.5 Conclusion**

Having reviewed the literature and seen some of the features of VET as it exists in other part of the world, and that of Southern Sudan, one can see that VET development and growth have a long way to go in contributing to equipping learners' with skills to effectively work in the labour market.

Literature in Europe has shown that curriculum takes the holistic approach of national development through vocational education and training and is subject to reform and evaluation in relation to changes in the work places and technology. Are learners involved in the curriculum development in South Sudan? Whether there is a gap between what is outlined in the curriculum contents and what the graduates actually do in the labour market is what my study seeks to find

out. The dilemma of my research is whether VET curriculum in South Sudan, is subject to reforms whereby learners are involved? The gap is what this study is design to address.

VET Training is influenced by tools, equipments and materials. Do South Sudan VET institutions embrace the need for appropriate training equipments, tools and materials and make adequate supply of training materials in the institutions? And Does the Government support vocational activity in South Sudan this is the call for me study to find out.

Do the teachers expose learners to tools and have practical experimentation for learners to be acquainted them or is the classroom theories dominant than practical in VET institutions in South Sudan? What is not yet clear is whether this situation is what is happening in South Sudan. This is where my research comes in to address.

Do the instructors in YVTC use simply lecture methods? Is the learners' teacher interaction/relationship good in the learning institutions in South Sudan? And Are the learners self-motivated and optimistic about their learning that it would to be able to help them in the nearer future in South Sudan? More so literature also revealed that apprenticeship training with the use of modern tools (dual system of learning) in Norway and Germany enhances the vocational practice and competencies in the VET graduates and also enrich them with work experiences since there is balance between classroom and workshops learning. European countries like Norway, employers wanted skills workers who can perform in term of service delivery, South Sudan imported skills manpower to do services in term of work. So what is not clear is why South Sudan does not employ their own graduates but prefer to employ foreign workforce, whether it is to fill the skills gaps is in the nationals, this is the call for my research.

Furthermore, the transition to the labour market in most countries is hindered by the shortage of workplaces and by new requirements which the students were assumed not to meet adequately. Are there enough work places in South Sudan for which fresh graduates can go for practices during their vocation and field attachment? This is what this study tries to address.

In addition to that it was not clear whether there are link or connection between the labour market and the education institutions that would enable the system to collect and provide information on skills needs, on changes in occupational profiles, and on the requirements of new occupations in the labour market In relation to South Sudan, are there linkages between the workplaces the learning institutions, is imbalance in the collection of information on the skills need and mismatch between the labour market and the learning institution. It is not yet known and this is the call for my research to investigate these gaps.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The study was carried out to investigate the knowledge and skills training and the labour market requirements in Yei River County South Sudan. This chapter describes the research methodology which includes: the research design, study population, sampling size, and category and sampling techniques. Data collection methods and instruments, quality control methods and finally data collection procedures, data processing and analysis.

#### **3.1 Research Design**

The study used the descriptive and explorative case study design taking a qualitative research approach. I chose the explorative case study design because I want to have wider and deeper understanding on the issues of VET skills training and labour market. This is supported by Amin (2005, p.43) who observes that qualitative research provides a rich understanding of social setting or activity as viewed from the perspective of research participants. For the above discussions, I carried out a field research in order to get detailed understanding of the phenomenon and the way forward.

#### **3.2 Study population**

Population refers to both persons and objects under investigation, Wangusa, (2007).

Since the study was qualitative research, it involved the intensive study of individuals and group. I used eight (8) population categories for this study. The population selected under these categories involved both males and females. Those included were the following; (1) Trainees of YVTC, those in the final year, who were exposed to field experiences through field

attachment/fieldwork, at every end of the semester. They were the raw materials being equipped with information in the training institutions to join the demands of the labour market.

(2) Instructors of YVTC were people working at the institutions who were the teaching staff selected purposely to take part in the study. Since they teach the students, they had information on the nature of teaching and could easily tell their experience of the teaching, learning processes.

(3) Administrators/Principal of YVTC were selected since they were policy makers, and were well informed and experts in their field. (4) Employed VET graduates of YVTC, because they had completed their studies; they had experience of workplaces since some of them were working. The target graduates are those who completed between the periods of 2006-2012 both those on the job market and unemployed.

(5) Directors in VET department: I had chosen this department because it was responsible for VET training policies and it gave me the data I wanted from them. (6) Development partners. These included the funders and initiators of some vocational training institutions for vulnerable group like the war wounded and disable widows and orphans. (7) UNHCR/GTZ workshop. This is where most VET trainees go for attachment and most VET graduates get their employment in these workshops. But I did not interview any in these workshop because none of my respondents were in these places but in other workshop so, I followed them. (8) Unemployed VET graduates. I was interested to find out their experiences in looking for jobs and also find out whether they could use their vocational skills for self-employment.

### **3.4 Sampling technique and Procedure**

Sampling is the selection of sample size a set of individuals or units picked from a given study population (2008).

#### **3.4.1 Simple random sampling**

A simple random sampling is where a group of units is selected at random from a complete list of a given population Orotin (2008, p.87). This type of sampling was meant to give every element in the population a known and equal chance to be selected (Sekaran in Kulabako, 2009, p.49). Every item in the population was chosen on a chance basis. This was intended to remove the possible biases that may arise in the process of selection in the sample. A table of random numbers was used to ensure unbiased selection of the sample. This was the method used to choose the trainees and people in the workshops.

#### **3.4.2 Purposive/judgmental Sampling**

According to Mbabazi, (2008), purposive sampling is known as judgmental sampling because it depends entirely on the judgment or discretion of the researcher. The sample selected reflects the researcher interests and judgments. I used this sample with a small sample frame or with finite population in the study. Wangusa, (2001, p.40) refers to purposive sampling technique as a situation where the researcher selects a sample based on a specific purpose such as accessibility of the respondents. Amin, (2005, P. 242) also defines purposive sampling as a process where the researcher usually selects a sample based on his/her experience of knowledge of the group to be sampled and has in mind that those respondents have information he/she requires.

The purposive sampling was used for policy makers’ development partners administrators’ instructors, directors and heads of departments who are subject experts and policy makers. The Purpose was to examine selected cases or case study in greater depth Orotin (2008).

### 3.4.3 Snow ball or chain sampling

This is where the respondents to be included in the study are recommended by their colleagues who know they can offer good data Mbabazi (2008). The interviewed person suggested the next respondent to be interviewed. This is because I was not sure of the whereabouts of the respondents. I selected the first one to be contacted and asked this one whom I should talk to and where to find him/her. I used the snow ball sampling technique for unemployed and employed VET graduates.

### 3.4.4 Sampling size, category and selection

Table 1: Population category, sampling sizes and selection methods

No	Category of Population	Sample Size	Selection Method
1	Trainees of YVTC	10	Simple Random sampling
2	Instructors of YVTC	2	Purposive
3	Administrators /principals	2	Purposive
4	Employed former graduates of YVTC	10	Snow ball/ chain sampling
5	Directors in VET department	2	Purposive
6	Development partners	2	Purposive
7	UNHCR/GTZ workshop	5	Simple random Sampling.
8	Unemployed VET graduates	5	Snow ball/ chain sampling
	Total	<b>38</b>	

## 3.5. Data collection tools/instruments

### 3.5.1 In-depth Interview

In-depth interview was used in the research as a method to collect data from the field with open ended un-structured questions as indicated in (appendix i). This was face-to-face interactions

following appointments that I made with the respondents in advance. The purpose of fixing appointments, according to Mugenda & Mugenda (1999) cited in Kulabako (2010, p. 50), is to create maximum co-operation and friendliness with the respondents prior to the interviews. This helped give me an in-depth understanding of the situation. Odiya (2009, p.186), interview is guided by a list of questions asked during the interview. I was able to adapt the questions as necessary, clarified doubts to the respondents and ensured that the responses were properly understood, by repeating or rephrasing the questions. I interviewed instructors, administrators, development partners, employed and unemployed VET graduates, heads and directors in the VET department. Interviews allowed me to have deeper discussion of ideas, probe responses and investigate motives, feelings and examine the views of respondents. This eliminates ambiguity and provides an opportunity for correcting misunderstanding between respondents and researcher (Legge, 2007). Interviews provides more content which is not common with other forms of data collection Amin (2005, p.147). The interviews were conducted in English and the local language of the area (Arabic) to ensure that people in the community freely express themselves.

### **3.5.2 Focus Group discussion**

Focus Group is a participatory community data collection method that involves the use of small groups of (8-12) person/group of similar knowledge and background Orotin (2008). Focus group is a form of qualitative research in which a group of people are asked to give views, perceptions, opinions, a belief, and an attitude towards the concept, ideas or quality of service.

A focus group involves a homogeneous group of respondents with full knowledge of things they experience daily Mbabazi, (2007, p.66). In this study, the trainees and people in workshops were the people I handled under the focus group discussion. These people have knowledge and experiences of workshop and labour market through daily tasks in these areas. The trainees were

exposed to field experiences through field attachment/field work at every end of the semester. The people in the workshop, workplaces and the labour market were experienced since they were already employed in these workshops.

I chose this method because questions were asked in an interactive group setting where participants were free to talk with each other. The focus group approach encourages the trainees to reflect on their learning practice and sharing of ideas. This has helped the researcher to get some information provided by the group as observed by (Orotin 2008).

### **3.5.3 Documentary analysis:**

The documentary analysis was important for this study in that it was used to investigate secondary information in the work places, workshop, NGOS that were supporting most of vocational institutions. Documentary analysis refers to critical looking at written documents existing in the area of research as opposed to transcripts of interviews conducted for the research. I looked at the curriculum documents, annual reports about enrollments and achievements of the vocational institutions, time table, and impacts assessment on YVTC. These documents were relevant to the topic of study. The documentary study guide/check list is the tool that was used for documentary analysis as indicated in (appendix iii).

#### **3.5.4 Observation:**

This is a process of data collection in which a person watches and observes the actual process associate with a system for example learning environment, people and record keeping system Abbin (2004). I used observations in class rooms and outside classrooms and in the workshops and work places as indicated in (appendix ii). The learning organization in the classrooms, workshops, the equipment, tools and materials used the mode of teaching used by the instructors and the time given for breaks. The Camera was used to take pictures that were related to the study and keeping a descriptive log of observations on a daily basis.

Observation research is the systematic process of recording the behavioral patterns of people, objects and occurrences Nilsson (2008).

I also used observation to gather data to supplement the data that was got by interviewing the respondents. Observation was employed to capture other vital data using the senses of sight taking pictures, charts and pictures on the walls.

I observed teaching/learning sessions in the lecture rooms and practical using an observation checklist. This was to check on the method of delivery. I kept a descriptive log of observations on a daily basis. This was to act as a guide and assess my progress each day. It was also an aid to memory device and helped me to focus on the questions.

#### **3.6 Data quality control method**

I ensured that the data I got was reliable and valid, to achieve this, triangulation techniques were used in order to gain confirmation or further qualification of data that was obtained from one source. Data on the same topic confirmed or qualified from other sources strengthened the findings of my study. The rationale for triangulation was to crosscheck and cross-breed information gathered from different categories of respondents. This involved the use of different

methods of data collection such as in-depth interview, observation and documentary study; and collecting data from different sources. Some of the respondents were interviewed more than once for purposes of validating and elaborating the information they had given earlier. This helped me ensure (authenticity) validity and reliability of my findings.

### **3.7 Data Collection Procedures**

The research procedure began with proposal and after the approval of the proposal, visitation to have the permission from the administrations of Yei vocational training centre. This was to allow me to carry the study in the institution. There was an introductory letter that was given by Kyambogo University to me to present to the relevant authorities in Yei River County South Sudan. I prepared the research tools and pre-testing them before going to the field to collect data.

I respected, cooperated with the respondents. I did not ask stressful and sensitive personal questions during the interview. Ethics are standards of competencies and behaviors, professional integrity expected of member of profession Legge (2007). The data collected from the respondents was used strictly and utilized for the study purposes only and nothing more. The respondents were free to provide information since they were informed beforehand of the nature and goals of the study. I respected the respondent's right to privacy and confidentiality. The study acknowledged the sources of data collection to avoid plagiarism. And I assured the respondents of getting a copy of the document after publishing.

### **3.8 Data Processing and analysis**

Data were obtained using in-depth interviews with the respondents, documentary analysis, and observation.

In this study, there were two sources of data collection. Primary data in this study was collected from interviews administered to 38 respondents. These were the main source of the data for this study. Secondly, the secondary data in this study included YVTC assessment reports on Education & Training, curriculum documents and observation notes.

The data was processed in the Microsoft Word, correct the grammar, and organize it in order to scrutinize unnecessary irregularities. Data was arranged according to the research objectives. It was read again and again to identify similar themes and the possible sub-themes.

The data collected was processed and analyzed descriptively. The processed data was cross checked with the reviewed literature. Data from interviews was recorded in the field notebooks. Hand-written notes were also taken during and after documentary analysis and observation sessions.

The data collected from all institutions and labour market was interpreted to find meaning in order to discuss the findings and make recommendations and conclusions. Data analysis was descriptive and purely qualitative basing on how data were collected using the discussed methods above. The processed data was harmonized and the information gathered in the study was analyzed before it could merge to give a common meaning and understanding since it is a comprehensive document (Merriam & Simpson 2000, p. 61).The discussion of the findings was in relation to the objectives of the study. Analysis of qualitative data were involved getting the information, reducing it, organizing it in various ways to help you to see patterns and relationships, drawing conclusions that are satisfactory.

## CHAPTER FOUR

### DATA PRESENTATION AND DISCUSSION

#### 4.0 Introduction

The purpose of the study was to investigate the knowledge and skills training and the labour market requirements in Yei River County South Sudan. This chapter gives a presentation and discussion of data in connection with objectives. Objective one sought to examine the curriculum offered by Yei vocational training centre to trainees and its relationship with the labour market. Objective two sought to assess the mode of delivery at Yei Vocational training Centre. Objective three sought to identify the skills gaps faced by the new graduates of Yei Vocational Training Center in Yei River County vis-à-vis the labour market demands.

#### 4.1 The demographic information of respondents

In the table 2 below, category of selected population, proposed sample of respondents, and the actual sample interviewed have been shown, indicating their percentages.

Table 2: Population category Proposed and the actual sample sizes and percentages

No	Category of Population	Proposed Sample Size	Actual Sample interviewed	Percentages %
1	Trainees of YVTC	10	10	100%
2	Instructors of YVTC	2	2	100%
3	Administrators /principals	2	2	100%
4	Employed former graduates of YVTC	10	7	70%
5	Directors in VET department	2	2	100%
6	Development partners	2	2	100%
7	UNHCR/GTZ workshop	5	5	100%
8	Unemployed VET graduates	5	5	100%
	Total	38	35	96%

Table 2 above shows Proposed and the actual number of respondents which took part in the study and their % ages. All categories of the respondents had a hundred (100) percentage participation in the study except the employed former graduates who had seventy (70) percent participation. In total, 96% of the proposed sample took part in the study. This percentage, from my own judgment is adequate enough to guide conclusion.

The respondents who took part in the study were of difference age ranges both males and females. The table 3: below also shows the respondents age range and gender of the interviewed respondents.

Table 3: Age range of respondents by their gender

Range	Frequency	Males	Females
20 – 29	19	12	7
30 – 39	9	7	2
40 -49	5	4	1
50 -59	2	2	0
60+	0	0	0
<b>Total</b>	<b>35</b>	<b>25</b>	<b>10</b>

Table 3 above indicates that 19 of the respondents were within the age bracket of 20-29, 12 were males and 7 females. And 9 respondents were within 30-39 years of age 7 were males while 2 were females. 5 respondents within 40-49 year age, 4 males and 1 female and 2 respondent were within the age range of 50-59 and all were males. There was no respondent above 60 years of age. The age brackets as portrayed by the table above indicated that the respondents were all

adults less likely to be coaxed to take uninformed decisions as Kulabako (2010,p.56) observed.

All together a total of 10 female and 25 male respondents were interviewed.

#### 4.2 Curriculum offered by Yei vocational training centre

Documentary study of the curriculum revealed that the followings courses were offered in YVTC; Brick Lying and Concrete Practice (BCP), Carpentry and Joinery (CJ), Tailoring Tie and Dye (TTD), Adult Education and Computer Skills. The details of the courses and their indicative jobs are summarized in the table 4 below.

Table 4: Summary courses outline in YVTC curriculum and their indicative jobs

Section/Departments	Courses offered	Indicative jobs
Building/Brick laying & concrete practice(BCP)	Concrete and Mortar, Measurements reading, Building classifications ,Brick laying, blocks and finishing, painting, Walls and damp roofing, Laying Tie and floors.	Training indicative jobs for these courses are: building assessment, building maintenance, repair workers for road and bridges, A specialized building and constructions.
Carpentry and Joinery (CJ)	furniture making (timber), Wood preservative and furnishing, Windows and door frame making, form work to concrete, Single roof construction, Electoral tools and machines.	The training indicative jobs are Making windows, doors, roofs and basic furniture.
Tailoring Tie and Dye (TT & Dye)	Tools, equipments and machine maintenance, Machine operation, Materials, Construction techniques, Finishing Tie and dye making, Care and maintenance of garments.	The indicative jobs were; tailor for special garments or more garments repair, trainer for specific garments, construction designing garments.
Adult Education	Simple arithmetic (math) to let the trainees balance their books of accounts Business courses, entrepreneurships, English for basic knowledge and communication purposes.	Indicative jobs such as self employment, starting employment enterprises or running a small scale business for the trainees.
Computer skills	Introduction to information technology, Microsoft windows9x, window 2000, window xp window 7, window 2003/2007, Typing, Introduction to operation systems, Ms Office word, Ms excel, Ms Office power point, Ms Access (database), Internet technology.	Training indicative jobs: improved computer skills for government and NGO officials, secretary, provides secretarial services data clerk, internet café attendants, database administrator, system administrators, net work administrator pc technicians, professional ICT trainers.

The fact that there are indicative jobs for those who study to finish the course was an incentive to the learners. The curriculum document revealed that these courses were divided into modules. Each module was further divided into sub units, all to be completed within one year for full time and three to six months part time for short courses. The entry requirements for the enrolment to these courses were primary leaving and secondary certificates and the candidates must be above 18years old, physically fit and must pass entry test oral or written.

The adult education courses in the curriculum were divided in sections (levels) which are basic, intermediate and advanced within the training modules. It is training on vocational programme up to one year for basic education attainment and business persons. All these courses outlined in the content above have a training duration ranging from six months to one year.

#### **4.2 The relationship of the curriculum contents to the labour market**

The study findings from face to face interviews with the administrators of YVTC, the principal revealed that the content they were giving learners is shaped and guided by the labour market conditions. He further observed that their training as VET institutions is targeting the labour market demands and their adjustments are made towards these demands. The relationship between work place and curriculum is well explained by Lave & Wenger (1991) who contend that workplace is the most authentic, relevant, and situated place for vocational learning.

Interview with the deputy Principal YVTC revealed that those trained in VET skills go directly to the job market by either creating their own workshops or join the other workshops. In addition to that, they instructors further added that the content was capable of equipping the graduates with relevant knowledge and skills required of them in the workplaces and labour market.

The graduates interviewed revealed that after the training they were able to join the workshops and work and be able to earn a living. The workshops employer also revealed that they employ

YVTC graduates. This implied that those trainees who successfully complete the course find some jobs in the workplaces. This means the content given was good and capable of equipping the graduates with relevant knowledge and skills required of them in the workplaces and labour market. Nilsson (2008, p. 24) has emphasized this point in that curriculum content should be able to equip learners with skills that could make them creative and innovative as highlighted in the European curriculum. However, through my observation, the computer skills courses had very few learners. There were only five trainees in the computer class. They revealed that they were very few in the class because computer courses were very expensive in that trainees pay the fees unlike in the others courses offered at YVTC. Computer courses were commercial and a few could afford them. This made it difficult for all trainees in YVTC to get exposed to computers according to Lusokwa (2010, p.15). The instructors interviewed also expressed that the exposure of learners to computers were very important for the Centre and the individual trainee. They recommended that computer literacy should be included in the syllabi of the other units. This was so because of the challenges that were being faced by those without basic knowledge and skills in ICT in the labour market. They added that all trainees of other units or departments should be taught basic computers courses to equip them for labour market.

The findings from the documentary study of VET curriculum documents revealed that the YVTC curriculum development process was initiated by NPA. This was because in the absence of a southern Sudanese vocational curriculum, NGOs institutions such as YVTC typically established their own training curriculum. During the war period south Sudan had no real training vocational curriculum so, NPA as development partner initiated the development of YVTC training VET curriculum to help the vulnerable youth and war wounded persons with disabilities.

Deputy principal further mentioned that YVTC curriculum development and evaluation processes go through different phases, by involving most of the stakeholders such as the instructors, workshops people, administrators, development partners, and experts from the neighboring countries who had curricular experiences. The process starts by conducting the needs assessment, the situation analysis of the workplace in south Sudan. He further mentioned that the cross sectional surveys of the workplaces help the curriculum developers to find out the indicative jobs outlined in the curriculum. There was also consultative stakeholders' meeting to present the actual problem found on the ground. These stakeholders were involved in the curriculum process to ensure that there is effective curriculum that will reflect and cover the needs of the society. Experts from the neighboring countries who have curricula experiences were invited to help in the curriculum development process because South Sudan as new nation lack experts with VET curriculum experiences. This point was observed by Deng M. (2010, p.100) that South Sudan should get experts from the neighboring countries of Uganda and Kenya to develop the curriculum. This curriculum was suitable for the labour market in that there was needs assessment and cross-sectional survey of the labour market before the development of this curriculum. Also most stakeholders and experts both national and international were involved in the process. The experts borrowed experiences from their countries and used it to come up with this VET curriculum. Hence the involvement of all those stakeholders above made this curriculum suitable to a certain extent for labour market in South Sudan.

However, the trainees who were interviewed reported that they were not involved in the process of curriculum development. This implied that the interest of learners was not represented during curriculum development process. But the trainees learning experiences need to be considered when it comes to selection of curriculum contents. Learners are among the basic determinants of

curriculum. Gaden (1996, p.18) defined curriculum as arrangements of learning opportunities of learners provided by the schools to its learners, views should be considered during the curriculum development process. Some of the learners know what they want to learn, so their views are important in order to have a relevant curriculum. Some of the trainees were already in the labour market and they were aware of what they wanted to learn, so it is important to involve them. This can make the curriculum suitable for the labour market since their experiences of the labour market was needed. Failure to include learners' views can result in producing graduates who will not be effective and efficient in the labour market. Although the learners complained of not being involves in the curriculum development process, the rest of the stakeholders were of the process and this would not affected the curriculum since the majority were involved.

Further findings from instructors revealed that the curriculum was not reviewed. My own observation on this point is that since there are still some areas lacking in the contents of the curriculum it is an indication that curriculum was not reviewed.

Failure to review curriculum to reflect changes in the labour market could cause mismatch or disconnection between what the institution produced and what is demanded in the labour market. This was noted by both Nilsson (2008) and Davis et al. (1976: 83). They observe that curriculum is subject to be updated, reformed and evaluated to reflect technological development in the work places and new research. This implies that curriculum has to be updated in order to have relevant content that reflect changes in the labour market.

There was need to review the curriculum to reflect the needs of the labour market. Failure to do so will result in producing graduates with less competence to compete in the labour market.

But, since there was a cross sectional surveys of the workplaces before the development of YVTC curriculum content outlined in table 4 and in collaborations with the views of

administrators, instructors, and employers as presented in the discussion above, though trainees were not part of it, most of the stakeholders were involved. So one could say that the content given to trainees gave some working knowledge and skills for the trainees to prepare and equip them for work in the labour market. Methods of delivery had to be handled well, much as there was also need to review curriculum in order to include new skills brought about by changes in the labour market.

### **4.3 Delivery Methods Used by Instructors in Yei Vocational Training Centre**

#### **4.3.1 Theory and Practical in workshops and classroom**

The study findings from the in-depth interview with the instructors indicated that YVTC balanced theory and practical. There were separate periods for theory and practical. Theory in the classes was accompanied immediately with practical in the school workshops. This was also confirmed with the documentary study of the time table. In the time table, it was stipulated that there was theory and practical periods. The time table clearly spelled out each activity; there were periods for lessons, practice, cleaning, washing and time for games and sports. The observation and analyses from the timetable revealed that there were separate days for the learning scheduled, a day for practical and a day for classes or theory. One of the instructors interviewed emphasized that theory was introduced in the classroom to aid the practical in workshops. This was because the theory lesson introduces the practical lesson to make learners understand practical better. The instructors drew illustrations on the chalkboard in an attempt to illustrate practical and make them clear to the learners.



Figure 2: A chalkboard demonstration of a dress measurement in a tailoring class

Source: Yei Vocational Training Centre

My own observation on teaching of theory and practical was that learners were involved fully in both practical and theory lessons. This was a good idea for effective learning to take place. Both practical and theory should be well balanced and integrated together for the success of VET education system. There should be no contradictions between the work of hand and the work of mind. (Mjelde, 2009, p.58) in agreement with the above statement said that VET education was an educational system in which the contradictions between the work of the hand and the work of the mind no longer exist and in which the problems of learning motivation and meaning at school were solved. I observed lessons in the classroom where an instructor demonstrated a practical lesson on the blackboard. This was a teaching aid for easy understanding of learners.

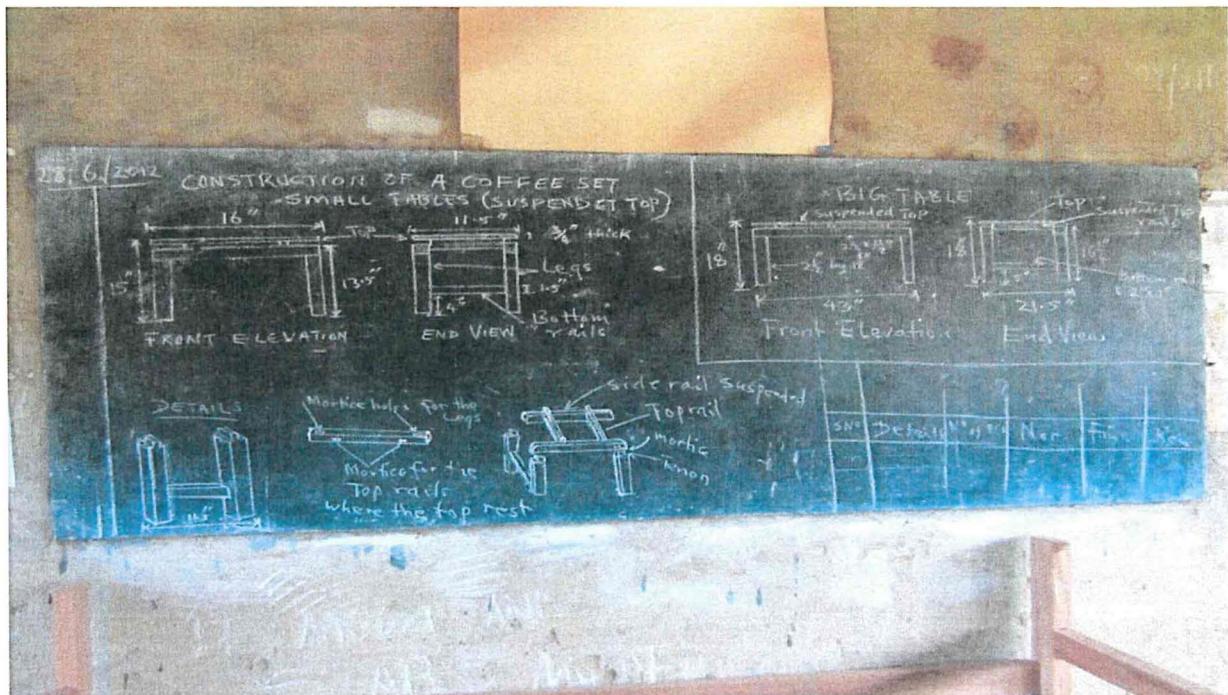


Figure 3: A chalkboard demonstration of table measurements in a carpentry class

Source: Yei vocational training centre, 2012

Findings from the instructors also revealed that practical in workshop were done with close supervision of instructors. The purpose of supervision of the learners according to the instructors interviewed was to guide them, and help them until their performance of tasks improved. This is supported by Mjelde (2005, p. 56) who contends that learners need to be given a chance to explore possible sources of information with the guidance and close supervision of the expert lecturers, instructors and mentors. This can help the learners to achieve personal and professional growth in the learning process. I have personally experienced supervision and guidance of experts. In my experience as MVP student, I had guidance of mentors in the course of learning. This is important in a situation where the learner lose track, the mentor/instructors is to restore him or her back to the right path. If the instructors guide and help the trainees well, then learners

will achieve personal and professional growth in the learning career and the institution will produce graduates who are competent to do effective work in the labour market.



Figure 4: Trainees in carpentry workshop supervised by instructors

Source: Yei vocational training centre trainees' workshop, 2012

On close observation of the tools used for practical, I saw that most of these tools were old manual hands tools. These tools were so old that they needed replacement.



Figure 5: A hands tools used by the trainees at Yei vocational training centre

Source: Yei Vocational Training Centre, 2012.



Figure 6: A hands tools used by the trainees at Yei vocational training centre

Source: Yei Vocational Training Centre, 2012

Again these were not the same with those tools and machines being used by employers in the labour market according to what I have observed in the carpentry workshops. The students from carpentry and joinery section mentioned that the tools they were using in their learning were different from the tools they found out in the labour market. Their employers were using modern tools that YVTC did not have. YVTC was using manual hands tools like the hand saw whereas the workshops use automatic power machine. The difference in the kind of tools used affects the VET graduates definitely since they have difficulties in operating the tools used by employers in the labour market. This limits their chances of competence in the labour market and as a result

some of them were outcompeted as a result of these old manual hand tools. This is one of the reasons why YVTC graduates find it difficult to compete for jobs in the labour market because they had only basic knowledge. Also their training tools do not match with what is required in the labour market. This was noted by the Africa Union Commission (2007, p.10) that quality VET training requires proper appropriate training equipment and tools, adequate supply of training materials which should be relevance for use and practice.

#### **4.3.2 Field attachments**

Through the interviews conducted with trainees of YVTC, I found out that there were field attachments. Some trainees went to different companies for field attachment training. Those who did building went to road construction companies, namely Alok companies and Apex construction companies. The carpentry students went to companies like the United wood work Doctors. The trainees revealed that they were able to go for field attachment during holidays and at the end of the course. They joined also those who were already working in the field in order to gain skills and become competent. The field attachment helps the learners because through it, they are able to gain experience and be acquainted with work conditions. This was in line with Mjelde,s (1993, p.76) views of the apprenticeship training or field attachment since it enhanced the vocational competences in the VET graduates and also enriched them with work experience since its offered balance between classroom and workshops learning. Like Mjelde, Grierson (1997, p.8) said that trainees were exposed to most aspects of microenterprise while becoming thoroughly enmeshed in local society and economy. The study findings from interviews with one workshop owner in Yei who allowed YVTC graduates and trainees for field attachment in his workshop revealed that most of them worked under the masters' apprenticeship in order to gain

skills and experience in the workshop. They did their work with close supervision of the master in the workshops. The master owner of one of the workshop in Yei said that

I recruit the trainees in this workshop but I do not charge fees. But I give skills in exchange for services rendered to me and I provide meals and transport. I am doing this because I knew the disaster of being idle since I was once idle and for this reason I had to recruit the redundant youth for skills training and let them acquire the skills they wanted. After the acquisition of the skills the people are free to either work with me or to go and open their own workshops, it is absolutely their choice.

Grierson (1997, p.7) is in agreement with the master's view as he puts it that the training to be under taken will serve both the apprentice's needs for skills and income and the master's needs for skilled labour. This means they have to work for their master to gain skills and have experiences that they can use for their own employment in future but they have to forego the current pay in exchange for skills needed. However, some employers complained that some of the trainees that come for field attachment do not take the practice seriously. Some trainees once in a while leave the practice without any proper known reasons by the people in the workshop. All these amount to lack to seriousness on their part.

Since the field attachment makes learners to be acquainted and exposed to tools in work places and to see the changes that were taking place in the actual, this has helped them to gain both skills and experience making them ready for the good work in the labour market. Upon finishing the training, they trainees who have been in the labour market for field attachment do not have many difficulties related to task and therefore are competent enough to work in the labour market.

### **4.3.3 Group learning or Group discussions**

Interviews with both instructors and trainees revealed that there was group learning in YVTC.

The trainees said that they were grouped in small groups of two by two and later individually towards the end of the course. This was because in the group, the students learned by active participations, team work and group discussions. The study groups helped those learners who failed to understand things from the instructors learn from their colleagues. In the groups, learners noted that they understood better because of the free discussion. Some learners for example were very good at computer than others. Some knew how to handle tools very well, whereas others were slow. In line with this finding, Lave & Wenger (1991) contends that through group learning and learners' interaction and peer-to-peer performance and collaborative network, learners are driven by the willing participation of members and focus on building capacity and are engaged in sharing knowledge, developing expertise and solving problem. In support of Lave & Wenger (1991), Dewey (1938, cited in Kim Austine, Rosso, 2001 p.43) argues that learning is a situated activity that should be child-centered, guided by a well trained teacher who is grounded in pedagogical and subject knowledge. To him the teacher's goal is to provide learning experiences to enable the student to uncover the curriculum. McMahon (2011, p.80) is also in support of group learning. He asserts that the cognitive capacity of individual learner is enhanced by engaging in groups, problem-solving activity. This means that activity challenging at an individual level may be managed through the support from more knowledgeable others. My own experience as a master student was that learning with colleagues gave me some insights that could not come by me. I also enjoyed group learning because the diversities of cultures background of trades enriched learning. The pedagogical approaches used

in the group learning should be able to foster learners' ability and competences to handle areas of work in the labour market.

I also observed that learning interaction during the learning process was good and free. Learners/trainees were free to interact among themselves and with their instructors. The interaction and dialogues in the learning process was intended to create improvement in knowledge and practice. McMahon (2011, p.80) said that dialogue between persons involved in the learning process was important in order to share and understand experiences on matters of teaching and learning. McMahon places central importance on interaction in the learning process. This has shown that learning is seen, not as something which happens inside a student head when she/he listens to a teacher or studies a book, but as fundamentally interactive through activities. Group was an aid to learning in YVTC in that learners were able to overcome challenges they encountered in their learning process through their interaction with one another and instructors. Group learning was able to prepared and equipped learners of YVTC for their tasks in the labour market. All in all through this pedagogical approach use in the group learning was able to foster learners' ability to do work in the labour market.

#### **4.3.4 Lecture method**

The instructors said they used lecture method in their course of teaching. From my observation, lecture method was more applied in adult literacy classes than the rest of the classes. This was because it was thought to be a convenient method of teaching by some instructors who applied it. Although it was found to be very convenient by the instructors, lecture method as pointed out by Farrah, (2007) quoted in Kulabako (2010, p.103), had its limitations as far as equipping learners with practical skills required of the graduates in the labour market was concerned. This was mainly because the theory was taught separate from the practice. The observation and analysis

from the timetable shows that there were separate days for the learning scheduled, a day for practical and a day for classes or theory. A double lecture in the theory class took one hour and thirty minutes (1hr. 30 min.) while a single lecture took 45 minutes with enough time for breaks/rest, apart from the lunch break. A lecture as Pedagogical method cannot allow the learners to master the complex tasks independently. The trainees and graduates I interviewed linked poor training system and having not been taught by qualified instructors who used poor tools that were no longer in use in the labour market as the reason responsible for the difficulties faced by VET graduates in the labour market. The ineffective lectures method used by some instructors that emphasized much theory than practical diminished the graduates' acquisition of skills and this had negatively affected their competences and chances of jobs competition in the labour market.

#### **4.4 Skills gap faced by the new graduates of YVTC in the labour market**

##### **4.4.1 Lack of enough skills to put basic knowledge to practice in the workplaces**

The study findings from the workshop owners revealed that the new graduates from Building and Construction section lack enough of construction and building skills. They further said that these graduates lack enough skills and knowledge of the building and construction; they needed more practice and training. They were not able to construct bridges, roads or build a house. They lack enough skills for work in the labour market. On the issue of lack of enough skills in some areas, employed graduates, from building section, said;

The training we received from the VET institution was only a 3-6 months training and one year at most. That was only to give us basic knowledge of building and construction but not to become engineers or builders. That is why when we came out here to look for jobs; we looked as if we had never attended any vocational

training before. The tools and materials in the workplace were unique in that we had not even seen them in our VET institution. Sometimes it is hard to determine where to start and where to end.

Some employed graduates that I interviewed said that they faced difficulties in performing some tasks in the labour market. These building graduates employed in the workshop said they were not able to carry out effective construction work. This was due to lack of experience on how to do some and assignment given in workplaces. They said this has given them hard time but as time go they gained experiences catching up with the challenges.

#### **4.4.2 Lack of exposure to modern tools limits the graduates skills for performance**

The workshop owners interviewed remarked that the trainees were not exposed to modern practical tools they use in the labour market. Modern tools and machines were not used by learners in YVTC, they were used to their hands tools in learning institutions but they found automatic tools and machines in use in the labour market. This means that the institution did not acquaint the trainees with necessary tools used in the labour market. The learners were used to their hand tools but in the workshop there were automatic and complex machines that they were not able to use. Lack of exposure to tools use in labour market limits the graduates' performance in the workplaces. This was attributed to inadequate government support that made the YVTC was unable to buy modern tools for effective learning of the institution. Trainees need to experience the use of the same tools in vocational training in order to be successful in applying what they have learnt in the labour market. Good (2008, p.288) noted that experiential learning is an opportunity where by students can apply what they are learning.



Figure 7: Filing machine in a furniture workshop

Source Yei vocational training centre

The issues experiences in the use of tools by VET graduates can limit their opportunities of being employed in the labour market.

#### **4.4.3 Lack of necessary skills to do more advanced work in the labour market**

One of the respondents in GIZ workshop mentioned that the graduates from VET institutions lack the necessary experiences needed on some work in the workshop. He said that: “Skilled work is not a trial and error business where one can claim to be a builder or engineer without having proper interaction with tools and materials.”

The study revealed that only very basic skills are offered in YVTC. However, these basic skills gave some working knowledge to the candidates who were able to finish the program. The fact that low academic candidates recruited for the training could hardly manage to complete the training for advanced work even if it was offered for example lack of skills for engineering and construction work discussed earlier. However, they clarified that lack of necessary advanced skills and knowledge was due to lack of VET advanced institutions for learning. They added that for the training they were undergoing either in workshop or in VET institutions they could only be awarded certificate after certificate with no further skills upgrading since there were no VET colleges or Universities. This is similar to the terminal-ended nature of VET in the Uganda VET history described by Okello (2009, pp.23-26) whereby VET graduates have limited opportunities to further their education. This means that graduates hold similar certificates in a given course but have different competencies. Besides, these certificates cannot be used to pursue further training in institutions of higher learning since these institutions are not there. This implies that there is no target standard identified which would assist national development of VET career.

Lack of necessary advanced skills in the new graduates sometimes forces the workshop owners to retrain them to be able to perform efficient and effective service in the workshop.

The employed graduates interviewed also confirmed that they had been involved in some re-training at the workplaces. A workshop like GIZ/UNHCR retrains the new graduates to give more skills and practice on construction and building skills. This was to make them builders and engineers to be able to construct roads and bridges and good houses.

One of the respondents in the workshop revealed that because of lack of necessary advanced skills by the nationals, South Sudan was importing skilled work force in order to bridge the skills gap in the graduates. Legge (2007, p.12) had explained why a great number technicians or skill expatriates had been imported from neighboring countries. Vorwerk ( 2005, p.54) said that lack of occupational skills results into imbalances in the labour market, poor quality service and low levels of productivity. The labour market imports skilled personnel to improve on the quality of service and production.

The findings from the interview with workshop owners further revealed that they seek graduates who are experts and have occupational skills required for performance of the task. In order to achieve this, organizations like Norwegian People Aid (NPA) and Germany International Company (GIZ) /UNHCR advertised positions to get the candidates of their choice. This means that in the process of the interview the incapable candidates were out competed and did not have the chance of being taken. This is in agreement with Sannerud (2010, p.47) who contends that the public and private employers want what the job seeker are actually able to do in terms of work, not where, when or how the knowledge and skills were acquired.

The finding in united wood doctors' workshop also revealed that they retrain fresh employees to cover the skills gap before they employ them. One of the respondents in the Workshop said that:

Most trainees/ graduates lack appropriate skills needed in the workshops this was because the kind of content is given to them in their vocational institution was that of basic skills. Only basic skills are offered in the VET institutions but lack necessary advanced skills. The learners are not able to carry out complicated advanced work that needs proper application of skills.

This was also because of the very short duration of training that is ranging from 3-6 months. The documentary study showed that most of the graduates were trained for short period of time, for instance some courses lasted only three months. Other courses ranged from six month to one year. The implication of this is that this period was very short and could not equip learners acquire a detailed knowledge and enough practical skills needed. Since the training was short, this could be could be the cause of the skills gap in the VET graduates because the training duration was very brief to acquire in depth-knowledge and skills.

#### **4.4.4 Lack of workplaces where VET graduates could do apprenticeship training is reinforcing the skill gap**

Scarcity of workplaces where trainees can do apprenticeship to perfect their skills and acquire more is reinforcing the skill gaps.

There are few workplaces available for practice of VET trainees. There are insufficient number of workshops for field attachment where trainees practice and masters skills.

The study finding from the impact assessment records of workshop indicated that there are few workplaces available and this was affecting apprenticeship skills training. One of the directors interviewed said that there are very few apprenticeships programs which have been established in south Sudan. He said that;

The work places are very few and their standards have not been established. Few people earn a living using vocational skills. Therefore, we are working with the government and private employers to establish standards of workplaces where the trainees can go for industrial training and create employment for the new VET graduates.

This was noted by Jeung (2009, p.34) who said that transition to the labour market is hindered by the shortage of workplaces and by new requirements which the students were believed to have not to meet adequately. Some few available workplaces gave conditions such as previous work experience and also want the trainees who are expert in the work they do. These working conditions were sometimes not met by the new graduates. This was also reflected earlier the conceptual frame work; figure 1. This in turn limit the practice and the skills experiences of the VET graduates and trainees which in turn affect also the employment of new VET graduates in the labour market in South Sudan.

#### **4.4.5 Technological changes bring about the skill gaps in the VET graduates**

The influence of forces of globalization and technological innovation was another factor that altered the nature of the labour market and affected the professional employment of the graduates. Changes in technology affect the nature of task and tools in the workplaces and make it difficult to work without ICT knowledge in the labour market today. This was earlier on explained in the conceptual frame work figure 1. The use computer skills in area of work in the work affects those graduates who were not exposed to computer skills. This was also noted by

Mjelde (1993, p.110) that in actual practice vast technological changes have taken place. In work life those changes happen rapidly and vocational schools are lagging behind. Despite rapid technological changes and the difficult situation faced in the labour market, most the graduates are trying their best to adjust to the skills changes and situation in the workshops and labour market.



Figure 8: An employed graduate working at carpentry workshop

Source: Taken from one of the workshop, 2012

#### **4.4.6 The skill gap of graduates is not absolute or completely incapacitating**

In some situations of the labour market, the basic skills acquired by the graduates of YVTC have proved to be relevant. Using the basic skills acquired by the graduates to work and acquire new skills at the same time shown that skill gap was not a big deal. This is because of creativity and innovativeness on the part of some graduates who are working in the labour market.

In an interview with employed graduates working in United Wood Doctors' Workshop they pointed out that the knowledge and skills they had acquired from YVTC had made them self-reliant enough to create their own small scale businesses. This could help them in case they did not join other workshops or failed to get jobs in the labour market. This is seen in the case of United Wood Doctors who started as a small workshop but now were employing 90-100 people in Yei River County. This workshop was initiated by the 15 graduates of YVTC who finished from 2006 to 2010. This implied that even if these graduates do not join other workshops they can create their own workshop. This has shown that the skills they had acquired were relevant to them and to some of the need of the society. The new graduates said that they were working in the workshops in order to gain the skills and experience that would make them self-reliant in future. A graduate of tailoring who graduated in 2007, said;

VET education is good; my tailoring job helps me a lot. It made me self-reliant. I keep on gaining skills and at the same time getting money. In a month I approximately earn 3000 South Sudanese pound through making multi-clothing for men, women and children. This is double job because I am learning and gaining skills while at the same making things for sale.

I get contracts with NGOS, sometimes with schools, police unit and churches that need uniforms. Through tailoring work, I earn a living, pay my children's school fees and do saving, unlike in the past when I was not trained my life was miserable.

Based on this fact that some graduates were able to work in job market by creating their own jobs and that also some employers were able to employ new VET graduates in the labour market, it can be concluded that the skills acquired by graduates were not incapacitating. This fact was in agreement with the views of deputy principal in the earlier discussions on the employment of graduates. He asserted that after the acquisition of the skills the VET graduates were capable of working in the workshops or becoming independent and self-reliant by creating their own jobs. This concurs with King (1984) cited in Grierson (1997, p.9). He noted that the possession of some kind of skill or technical knowledge will make self-employment easier and graduates will be more productive.

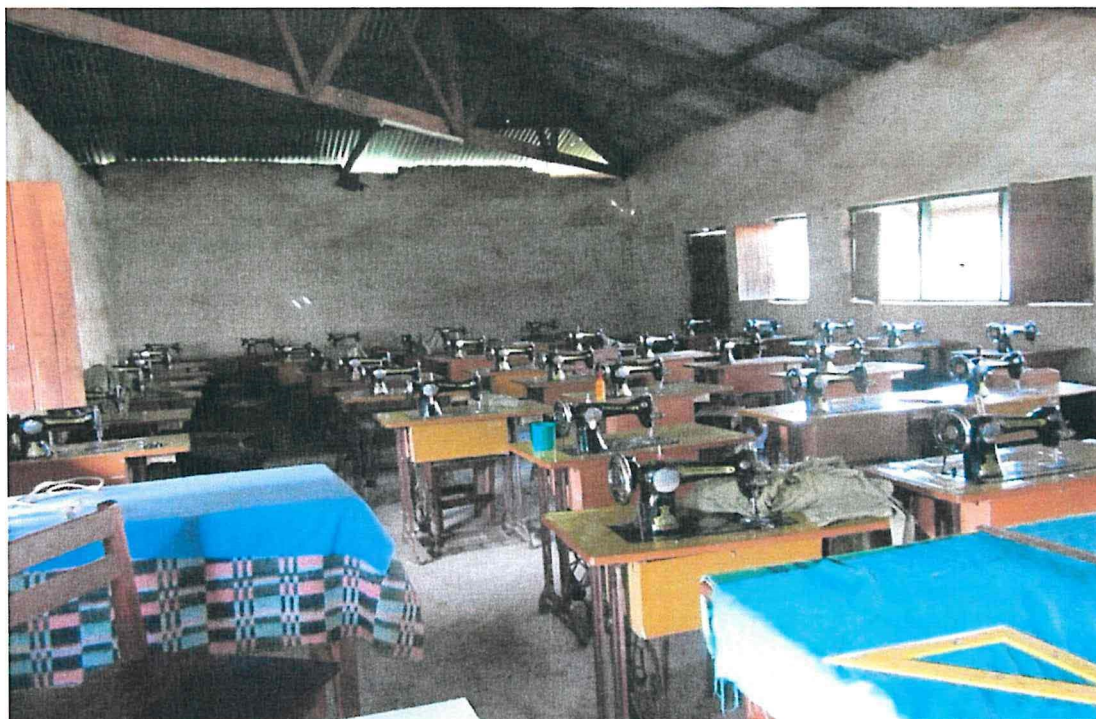


Figure 9: Tailoring workshop owned by a trainee at YVTC

Source: Yei vocational training centre tailoring workshop, 2012

In the interview a carpentry graduate of YVTC working in his own workshop, he was delighted that he got some VET skills in Yei Vocational Training Centre. To him this was the beginning of an opportunity in his life and the family. This certificated carpentry graduate who graduated in 2008, said:

I sign contracts with schools, churches, NGOs and governments to supply them with furniture for example chair, benches, and stools. I am working to improve on my skills and experience that can be more self-reliant in future.

He further said that they supply furniture for most of the states of South Sudan.

**CHAPTER FIVE**  
**SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTED AREAS**  
**FOR RESEARCH**

**5.0 Introduction**

This chapter presents summary, conclusions, recommendations and way forward. Recommendations are drawn from the findings discussions and analyses and suggest possible issues that require attention and immediate future research in the fields of Vocational Education and Training.

**5.1 Summary**

In a summary, this study was set to investigate the relationship between Knowledge and Skills Training and the labour market requirements in Yei Vocational training Centre Yei River County.

The study specifically examine the curriculum offered by Yei vocational training centre to trainees and its relationship with demands in the labour market in Yei River County. The mode of delivery at Yei Vocational training and its relationship with demands in the labour market in Yei River County, and the skills gaps faced by the new graduates of Yei Vocational Training center in Yei River County vis-à-vis the labour market demands were examined.

Basing on the findings, one could say that the content given to trainees was adequate, in some ways to prepare and equip the trainees of YVTC with knowledge and skills for work in the labour market but not in all circumstances. This was revealed by the fact that some of those trained in VET skills go directly to the job market by either creating their own workshops or join the other workshops for employment.

The mode of delivery used by YVTC were theory and practical in the workshops and classrooms, field attachments, group learning or group discussion, and lecture methods. All in all some of these pedagogical approaches used in the learning at YVTC were able foster learners' ability to do work in the labour market.

However, some graduates from YVTC faced some skill gaps in the labour market such as, lack of enough skills to put basic knowledge into practice and lack of exposure to modern tools are a big limitation to their performance when it came to doing more advanced work in the labour market. There was also the scarcity of workplaces where graduates could do apprenticeship training. They also faced the technological which were not actually handles in their training leading to acquisition of inadequate skills.

Much as the New VET graduates of YVTC were faced with skills gaps, the skills gaps of the graduates was not absolutely or completely incapacity. In some situations of the labour market, the basic skills acquired by the graduates of YVTC have proved to be relevant. Using the basic skills acquired by the graduates to work and acquire new skills at the same time shown that skill gap was not a big deal.

## **5.2 Conclusions**

The relationship between Knowledge and Skills acquired in vocational institution and the labour market requirements is an important one. Failure to have good communication and information link and connections between the two could lead to disconnection and mismatch between what the institutions produced and what is demanded in the labour market.

The training content given graduates was good and capable of equipping them with relevant knowledge and skills for them to work in the labour market. The courses in the training contents

were in line with the modern and contemporary needs in the labour market. This was because there was a cross sectional surveys and need assessment, the situation analysis of the workplaces by the curriculum developers before they come up with the indicative jobs outlined in the curriculum content. Those trained in VET skills go direct to the job market by either creating their own jobs or be employed by employers in the labour market, implies that those trainees who successfully completed the course had no problem in finding jobs in the workplaces. Knowledge and skills acquired help the trainees and graduates to be self-reliant and eliminates the dependability of VET graduates on the employers both public and privates hence solves the unemployment issue. Therefore, the skills and knowledge acquired from YVTC prepare the graduates and trainees for the tasks in the labour market.

The mode of training that was that there was a balance between practical and theory in that theory in the classes was a companied immediately with practical in the workshops. There was field attachment for trainees during holidays and at the end of the course. Some trainees went to different companies for field attachment training. This made learners acquainted and exposed tools in work places and as they saw the changes that were taking place in the actual work. When they finished the training they had by then gained both skills and experiences ready for the good work in the labour market. However, the nature tools use in the training process in the institution were different from the tools and machine use in the labour market. Lack of exposure to these tools in the labour market made it more difficult for some graduates to do practical work in the workplaces and workshops. This had negatively affected their competences and chances of job competition in the labour market. The difference in the use of tools affected the VET graduates; they were not able to operate the tools used by employers in the labour market. This limits some chances of competences in the labour market that result in to unemployment also. Despite all

these the pedagogical approaches used in the YVTC institution fostered learners' ability to do work in the labour market.

YVTC as an institution is producing graduates who left a lot to be desired in terms of knowledge and skills. The graduates of the YVTC were faced with a skills gap in the performance of newly acquired jobs in the labour market.

They faced difficulties in performing some tasks due to lack of experience in handling modern tools in workshop and from places of work. This means that the institution should procure some modern tools and equipments that are currently in use in the workshops and labour market to make trainees acquainted with such tools.

On the skills gaps faced by new graduates in the labour market, the fresh graduates employed in the workshop expressed their inability to carry out the construction work. This was due to lack of experience. This was because they lacked adequate skills to put basic knowledge in practice in the workplaces for instance; they were not able to construct bridges, roads or build a house. They had only basic skills and knowledge of the building and construction that need more practice and training. They lacked skills for engineering and building skills. The graduates employed in the workshop were not able to carry out effective construction work. This was due to lack of experience on how to do some work and assignment given in workplaces. This gave them hard time but as time went on they gained experience and were able to meet up with the challenges.

Lack of exposure to modern tools limits the graduates' performance in labour market. They lack skills necessary in handling modern tools and machines. This was because the kind of tools used in the training institution was different from the tools and machine use in the labour market.

Lack of exposure to these tools in the labour market made it more difficult for some graduates to do practical work in the workplaces and workshops.

The shortage of workplaces kills innovation and creativity of VET graduates in the labour market. There are few workplaces available for practice of VET trainees. Insufficient numbers of workshops for field attachment where trainees' practice and master skills are limited.

Shortage of workplaces for example: industries, hotels, companies, little business and workshops are affecting the apprenticeship training or field attachment of the trainees. This limits the practice and the skills experiences of the VET graduates and trainees which in turn affect the employment of new VET graduates in the labour market in South Sudan. Besides the few available workplaces for practice, there is the negative attitude of graduates and public toward VET which prevents them to master the basic skills in the training. Many people in Yei South Sudan have negative attitude towards VET education and prefer academic schools to VET schools. This could influence the interest of the trainees and graduates mastering of the skills which could also affect their employment in the labour market.

The short period of training given to graduates cannot equip them with adequate necessary skills needed to do more advanced work in the labour market. The graduates were trained for a short period of time, the duration of the course which is ranging from three to six months and one year at most, is too short to equip learners with a detailed knowledge and enough practical skills needed for advance work in workplaces.

Candidates, with low academic levels, recruited for the training could hardly manage to complete the training for advanced work even if it was being offered. For example they could not cope with engineering and construction work as discussed earlier. Moreover there were no advanced VET institutions to offer advanced skills and knowledge. VET graduates have also limited

opportunities to further their education. This is because there are no vocational colleges and Universities. There is need to have well structured VET educational system from primary to University and not only from primary to secondary. This could motivate trainees to aim higher and acquire the advanced knowledge and skills required by certain sectors of the labour market. Technological changes reinforce the skills gaps in the VET graduates which affect their performance in the labour market. The influences of forces of globalization and technological innovation have also altered the nature of the labour market and profoundly affected who has access to professional employment. Apart from the nature of training as pointed out by the findings, this could, probably be blamed for gaps faced by the graduates of YVTC as highlighted earlier in the conceptual framework in figure 1 which explains that the changes in the labour market affect the training outcomes from training institutions. The skills gaps in the graduates were not absolutely incapacitating in that, in some situations of the labour market, the basic skills acquired by the graduates of YVTC have proved to be useful. Some graduates have used the basic skills they have acquired to work and acquire new skills. This has shown that the skill gap could be bridged. This is because of creativity and innovativeness on the part of some graduates who are working in the labour market. After the acquisition of the skills the VET graduates were capable of working in the workshops or in their own created jobs. Above all, YVTC graduates were performing somehow well in that, after the training, they were able to start their own workshop. The VET graduates were capable of becoming independent and self-reliant by creating their own jobs.

### **5.3 Recommendation**

Based on the conclusion given above, the following are recommended: With respect to YVTC, Government, Development partners, Trainees and Graduates and areas for further research are suggested.

#### **5.3.1 Yei Vocational Training Centre**

- The study recommends that the principal YVTC should involve all stakeholders like instructors, employers, learners, and people in the industries and workplaces in the development of VET curriculum development process.
- The VET curriculum should be reviewed to include areas like Computer literacy in the syllabus of the other course units of YVTC, as we are aware of the challenges being faced by those without basics in ICT.
- YVTC should procure some modern tools currently in use in the labour market, to ease performance of work so as to catch up with technological trends that affect professional employment of the graduates.
- YVTC should maintain direct link and connections with the labour market, workshops, industries and companies in order to update with current issues of modern tools and technological changes.

#### **5.3.2 Government**

- The study recommended that government should carry out a serious campaign on the importance of VET in the development of the country.
- The study recommends that government should increased budget in favour of VET from the 5% allocation to 25% from the general education budget.

- The study recommends that Government with private sector should established more workplaces such as hotels, industries and constructions companies and businesses to enhance VET skills practice and employment opportunities.
- Government should establish VET colleges for further skills training of VET graduates and instructors. This would aid VET development and elevate the status of VET learners/trainees in the country.
- There is need for the government to reviews policies that are related to VET to ensure funding for VET institutions from the development partners like NPA and others NGOs in the country.

### **5.3.3 Development Partner/NPA**

- The study recommends that NPA should continue to organize and have capacity building project that supply skills for vulnerable groups in YVTC.

### **5.3.4 VET Trainees and graduates**

- The graduates and the trainees should act as role model for other learners to promote VET ideal to lazy young people who lack interest in VET.

#### **5.4 Areas Suggested for Further Research**

This study was exploratory and limited to understanding the knowledge, skills training and the labour market requirement: A case study of YVTC. However, more studies are needed to enhance further understanding how to improve vocational training in general and at YVTC in particular.

- i. Investigation of factors affecting the learning of VET trainees under apprenticeship in the labour market.
- ii. The attitude of youth towards Vocational Education and Training as a prerequisite for making greater efforts in its promotion.
- iii. Establish the causes for dropouts, and low enrolment for Vocational Education and Training.
- iv. Investigate why there is slow response on the part of government to facilitate VET activities despite their knowledge and exposure to what it can contribute.
- v. The role of VET in sustainable development of South Sudan.

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## LIST OF APPENDICES

### *Data Collection Tools*

#### **Appendix I: Interview Guides for Respondents**

##### **(a) Interview guide for the unemployed VET Graduates**

###### **Demographic Information**

Age: 18 – 25  25 – 45  above 45

Gender: Female  Male

Occupation: Public  Private  Self employed

1. What course did you do at Yei vocational institution?
2. When did you finish your course?
3. How many times have you applied for a job?
4. Why do think you were not able to get a job?
5. What are you doing now to earn living?
6. Do you think what you studied was relevant to what you see in the labour market? If no why do you think so?
7. How were you taught in the VET institution?
8. Are the employers eager to employed graduates from VET institution?
9. Do you think the contents in the curriculum are equipping trainees for work in the labour market?
10. If you were to be involved in the process of curriculum design, what would you suggest to be included in the curriculum?
11. What are the teaching methods used by the instructors and what are your views about the teaching methods used?

12. What are your suggestions towards improving the teaching / learning process in YVTC?

**(b) Interview Guide for focus group discussion with the Trainees**

**Demographic Information**

Age: 18 – 25  25 – 45  above 45

Gender: Female  Male

Occupation: Public  Private  Self employed

1. What course are you doing?
2. Why did you choose to do VET course?
3. How were you admitted in YVTC?
4. How is your learning organized?
5. What are the tasks do you perform in the practical learning in workshop?
6. Do you go for apprenticeship or internship or attachment in workplaces, and how long does it take?
7. Did you meet any difficulties? If yes, why do you think so?
8. Which tools, materials or equipment do you use to perform your tasks?
9. Explain whether the tools and materials are adequate and efficient?
10. How do you perform your activities: In group, individually or pairs?
11. Would you like to have a change in the methods of teaching/learning?
12. Explain how you receive help or assistance in the learning process, from instructors or your fellow colleagues?
13. What challenges do you encounter while working on a given task in field work?
14. What are your expectations or improvements do you want to see in learning organization and yourself?
15. What are the forms of testing/examination you undergo?

16. What do you think is lacking in terms of content in relation to what you got at the labour market?
17. If you were to be involved in the process of curriculum design, what would you suggest to be included in the curriculum?
18. What are the teaching methods used by the instructors and is your view about the teaching methods?
19. What are your suggestions towards improving the teaching / learning process?
20. How are your performances evaluated?
21. Are there any particular comments from your instructors about your abilities, performance and competences? If yes, what were they?
22. Are you motivated, rewarded in the training process?

**(c) Interview Guide for the Development partners**

**Demographic Information**

Age: 18 – 25  25 – 45  above 45

Gender: Female  Male

Occupation: Public  Private  Self employed

1. What prompts you to support VET activities/institutions in South Sudan?
2. How long do you intend to do so?
3. How does your organization facilitate Vocational Education?
4. As Vocational Education and training partner, what challenges do you see in VET system?
5. Do you think the VET graduates are meeting requirements of the labour market if yes explain your answers?
6. What can you say about the training curriculum use by YVTC as VET institution?
7. Do you think the mode of delivery in this vocational institution is satisfactory if yes explain your answers?
8. Do the community and individual appreciates VET service & the initiative you have taken to support VET?
9. Are you involved in the process of curriculum design and what would you suggest being included in the curriculum?
10. What are your suggestions towards improving the teaching / learning process?

**(d) Interview Guide for the administrators YVTC**

**Demographic Information**

Age: 18 – 25  25 – 45  above 45

Gender: Female  Male

Occupation: Public  Private  Self employed

1. What is included in the VET curriculum and who are involved making it?
2. What is the attitude of the community, Government, learners and people on VET services?
3. How do you recruit learners?
4. What do you do to adjust to changes in the labour market?
5. What is your view about the teaching/learning process with regard to tools, materials tasks and learning outcomes in terms of knowledge, skills and attitudes required by the world of work
6. What is your view about the content given to the students in relation to what they get at the work at the labour market?
7. Is the curriculum review and who are involved in this process?
8. What are your suggestions towards improving the teaching / learning process in YVTC?

**(e) Interview for the employed VET Graduates of YVTC**

**Demographic Information**

Age: 18 – 25  25 – 45  above 45

Gender: Female  Male

Occupation: Public  Private  Self employed

1. Which organizations/ institutions, government have you worked with & for how long?
2. What are the processes through which you were admitted?
3. What were your labour market experiences before getting employment?
4. How long did it take to get a job after the graduation?
5. What kinds of knowledge and skills did you acquire from the vocational institution?
6. Do you find the skills course contents you acquired relevant to what you are doing now?  
If not, what was lacking?
7. Can you compare the learning in the VET training Institutions to the learning in workplace /labour market?
8. Is there any one from the graduates or your colleagues, that you know who has not been employed or has left the job?
9. Looking back to your training and the work you are doing now, is there improvement, reasons?
10. What are your future plans for VET career development?
11. What practical things were you not able to do when you were newly recruited at work and how have you been able to cope with this?
12. Did you learn under the supervision of any staff in the labour market? If Yes why or if no why not?

13. How are your performances evaluated at work place?
14. Were there any particular comments from your employers about your abilities, performance and competences? If yes, what were they?
15. Are you motivated, rewarded for the job well-done?
16. What is the attitude of the people you are working with towards your performances at labour market?
17. Did you ever receive any form of training at the organization or workplace?
18. If yes, what competences were targeted?
19. What do you think is lacking in terms of content in relation to what you got at the work place?
20. If you were to be involved in the process of curriculum design, what would you suggest to be included in the curriculum?
21. What are your views about the teaching methods used in VET institutions?
22. What are your suggestions towards improving the teaching / learning process?

**(f) Interview Guide for focus group discussions with the People in the Workshops**

**GTZ/UNHCR and United wood doctors workshop**

**Demographic Information**

Age: 18 – 25  25 – 45  above 45

Gender: Female  Male

Occupation: Public  Private  Self employed

1. Do you think graduates from VET Institutions meet occupational skills requirement in the labour market here?
2. What job competences/skills abilities do you expect in a VET graduates?
3. What if they fall to meet the expectations, what do you do to improve on their VET skills?
4. If you were to be in the VET institution, what would you suggest to be included in the VET curriculum and why?
5. Do you give any form of training at the labour market here? If yes, what competences are you (targeting?) or imparting?
6. How do you evaluate the performances of VET graduates?
7. Are there motivation /rewards for the job well-done you give to your workers?
8. What positive and negative points do you notice in the practicing VET students?

**(g) Interview Guide for the Directors in VET department in Yei River**

**Demographic Information**

Age: 18 – 25  25 – 45  above 45

Gender: Female  Male

Occupation: Public  Private  Self employed

1. As a Technical and Vocational education expert, what do you think should be done to improve VET education?
2. What is the attitude of the community, Government, learners and people on VET services?
3. What do you do to adjust to changes in the labour market?
4. Do you think graduates from your VET institutions meet occupational skills requirement in the labour market?
5. From your experience as a director in VET department, what do you think are the likely challenges the students may face while at work?
6. How is the assessment of learning done at the department?
7. What is your view about the teaching/learning process with regard to methodology, learning facilities, learning outcomes in terms of knowledge, skills and attitudes required by the world of work?
8. What is your view about the content given to the students?
9. What other suggestions would you give about the programme besides the curriculum, and why?
10. What do you think is lacking in terms of content in relation to what you got at the work place?

11. Who are involved in the process of curriculum design and reviews what would you suggest being included in the curriculum?
12. What are your suggestions towards improving the teaching / learning process?

**(h) Interview Guide for the Instructors o YVTC**

**Demographic Information**

Age: 18 – 25  25 – 45  above 45

Gender: Female  Male

Occupation: Public  Private  Self employed

1. What VET courses are you teaching?
2. How long have you taught the courses mentioned above?
3. How do you recruit learners in YVTC?
4. Do you take part in curriculum design/review process at your institution give reasons?
5. What are the considerations during the curriculum review process are you involve?
6. Do you think the graduates from your Institution meet occupational skills requirement in the workplaces labour market demand? If yes how do you know this?
7. Describe how the VET graduates performances of tasks conform to requirements of the labour market?
8. How are the students exposed to both the theory and practical aspects?
9. How do you organize students learning process? (Individually, group work)
10. What methods of teaching do you use?
11. Do you supervise your students during the learning process? If yes, under what circumstances?
12. How do you do the evaluation of learners at your institution?
13. What kind of tools or equipment do the learners use when performing their tasks:  
Automated, manual, electrical, or electronic?
14. Are the tools or equipment adequate and efficient?

15. Which materials do they use to accomplish their learning tasks?

16. Would you like to have a change in the methods of teaching/learning, if yes, why `or if no why not?

## **Appendix II: Observation Check list**

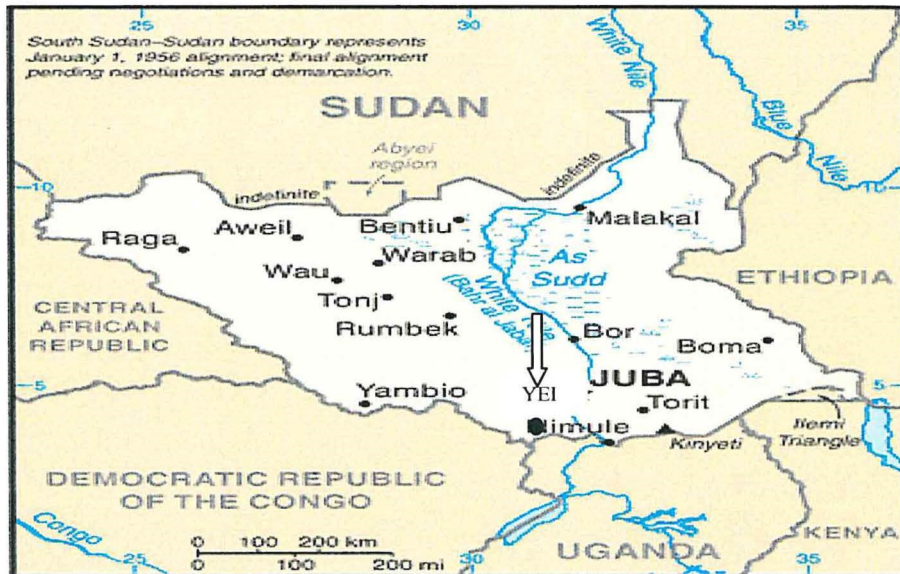
1. The learning/task organization in classrooms & outside
2. The equipment, tools and materials used (modern or outdated)
3. The mode of teaching used by the lecturers (classroom & workshop)
4. How long the learning takes place
5. Time given for breaks
6. Infrastructures (old or new)
7. Hygiene/ Environment

### **Appendix III: Document Analysis/Check list**

1. Curriculum/programme documents
2. Time Table
3. Reports on VET enrollment & achievements of the institution(Assessment &evaluation)
4. Departmental books
5. Trainees work books

#### Appendix IV: A map

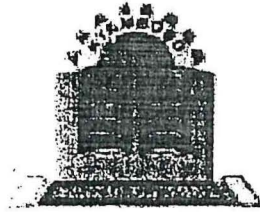
A map of the Republic of South Sudan Showing Yei River County in Central Equatorial



Source: Google map of the Republic of South Sudan State

## **Appendix V: Letters of introductions**

KYAMBOGO



UNIVERSITY

P. O. BOX 1 KYAMBOGO

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

Website: www.kyambogo.ac.ug

*Kyambogo University Graduate School*

Date: 07/06<sup>th</sup> JUNE 2012

To:

Principal Yei Vocational Training Centre  
Yei River County, South Sudan:

RE: LETTER OF INTRODUCTION

This is to introduce MAKUOL JOHN AKECH

Registration No. 2010/K/HD/217/MVP.. who is a student of Kyambogo University pursuing a Masters Degree in Vocational Pedagogy.

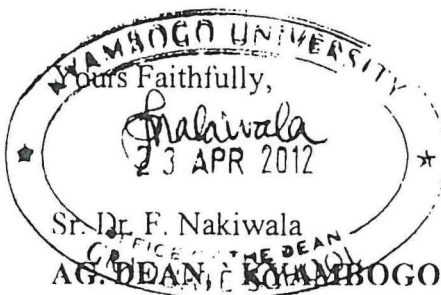
He/She intends to carry out a research on:

KNOWLEDGE AND SKILL TRAINING AND THE LABOUR  
MARKET REQUIREMENTS IN SOUTH SUDAN: A CASE  
STUDY OF YEI VOCATIONAL TRAINING CENTRE

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

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

Thank you.



Sr. Dr. F. Nakiwala  
OFFICE OF THE DEAN  
AG. DEAN, KYAMBOGO UNIVERSITY GRADUATE SCHOOL



**Norwegian People's Aid  
Sudan Programme**

Yei Vocational training Centre  
Yei

11<sup>th</sup> July 2012

Dean  
Kyambogo University Graduate School  
Kampala, Uganda

Dear Sir/Madam

Ref: Makuol John Akech

We would like to acknowledge that the above reference who is pursuing a Masters Degree in Vocational Pedagogy reported to us and has completed his research which he conducted from 18<sup>th</sup> June 2012 – 11<sup>th</sup> July 2012.

He was a very interesting person to interact with and we wish him success.

Yours

Fraser Joseph Lokule  
Deputy Principal

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Along Airport Road  
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