

**VOCATIONAL EDUCATION AND TRAINING (VET)
DEVELOPMENT IN PRESENT DAY SOUTHERN SUDAN AGAINST THE
BACKGROUND OF THE 1983-2005 CIVIL WAR:**

A Case of Juba County

By

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Declaration

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Dedication

To my son and the children of my sisters and brothers

Acknowledgements

Firstly, I am grateful to God without whom anything else is impossible.

I thank everyone by whose direct or indirect contribution(s) has made this work possible, I shall mention a few names at the risk of omitting others.

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Abstract

The study looked into how the war affected Vocational Education and Training (VET) and its development at the Multi-Service Training Centre in Juba County since its formation in 1973. This was undertaken with an objective of assessing its needs today, in 2010.

The purpose of the study was to examine how vocational education was affected by the civil war of 1983-2005. I carried out a literature search to identify gaps and similarities in the post conflict environment, and examining war situations that were comparable to that of Southern Sudan.

Data were collected using both questionnaires and interview guides from a range of respondents including MTC staff, students and partners to vocational education in the region. The data were qualitatively analyzed.

It has been discovered that besides the infrastructural damage caused to this Vocational Education and Training institution in Juba County by the civil war, the aftermath of the war has led to vocational education being neglected. There has been a lack of will from the government despite their knowledge of the value of such education, not denying the fact that, huge sums of money are needed to restart VET. The study found out that there are a lot of gaps in VET progress such as lack of policy, lack of a national curriculum and an existing central VET system with poorly motivated instructors. VET is run by NGOs while the major role of the government at the moment is to coordinate rather than manage activities in this field of education.

It is recommended that government invests more into VET, promulgates VET policy and inaugurates a national curriculum and seeks ways to motivate the instructors so as to improve the status and esteem of VET in Southern Sudan.

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Abbreviations

ACCORD	Agency for Corporation
AIE	African Indigenous Education
BMZ	German Ministry of Development Cooperation
CPA	Comprehensive Peace Agreement
DDR	Disarmament, Demobilization and Reintegration
DSA	Daily Sustenance Allowance
EFA	Education For All
GOSS	Government of Southern Sudan
GTZ	German Technical Corporation
ILO	International Labor Organization
JICA	Japan International Cooperation Agency
MDG	Millennium Development Goal
MLP&HRD	Ministry of Labor, Public Service and Human Resources Development
MoEST	Ministry of Education Science and Technology
MTC	Multi-Service Training Centre
MVP	Masters in Vocational Pedagogy
NOMA	Norwegian Ministry of Foreign Affairs' Programme for Master Studies
NSCSE	New Sudan Center for Statistic Evaluation
NVTI	Nakawa Vocational Training Institute
SSCCSE	South Sudan Centre for Census, Statistics and Evaluation
SSR	Security System/Sector Reform

TOT	Training of Trainers
TVET	Technical and Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Science and Cultural Organization
UNEVOC	International Centre for Technical Vocational Education and Training
UNICEF	United Nations International Children's Emergency Fund
VET	Vocational Education and Training

CHAPTER ONE

INTRODUCTION, LITERATURE REVIEW AND METHODOLOGY

1.1 Introduction to the Study

This chapter addresses the background context to the study, and presents how vocational education and training have been or continue to be affected by the recently concluded civil conflict; it also states the intention of the study related to influences of the 1983-2005 civil conflict on Multi-Service Training Centre (MTC) in Juba County, Southern Sudan. Furthermore, the questions which guided the conduct of the study, how useful this study will be and its scope have been postulated. Literature describing VET in a pre- and post conflict environment were reviewed in order to put Southern Sudanese VET in perspective. Finally, I have described the methods planned and applied to gather data from the field in detail.

1.1.1 Background of the Study

Today, as it emerges from a long spell of back-to-back civil wars, Southern Sudan faces many challenges in its efforts to reconstruct its infrastructure and basic services. The long instability in the Sudan devastated most infrastructure and educational opportunities derailing growth and development for a period of about 40 years. (Abbink, 2004, p. 2). This study looked at the war and Vocational Education and Training (VET) development in Juba County specifically in Multi-Service Training Centre (MTC).

Sudan got its independence in 1956 from the Anglo-Egyptian Condominium, but South Sudan was already in civil unrest marked by an uprising that occurred in 1955 (Encarta M. , 2008). This

uprising sparked civil discontent and fanned into civil war, what came to be called the *Anyanya I* rebellion – the first civil war in South Sudan, from 1956 to 1972 (Biong, 2006, p. 3). Soon afterwards, the Sudan Peoples' Liberation Army/Movement (*SPLA/M*) uprising arose beginning in 1983 and lasted until 2005. These civil wars devastated infrastructure as well as the skilled workforce – 'human resources' needed for reconstruction. During this period, basic skills training and infrastructure were either destroyed, damaged or not developed at all. Millions of people were internally displaced and others fled their country as refugees to other countries (EFA, 2002, p. 128). This of course affected VET in Southern Sudan.

Juba, the capital of Southern Sudan and at the same time the seat of Central Equatoria State (CES) remained in government hands for most of the civil war period. At some points however, it would come under severe attack or siege by the forces then called 'rebels' by the government. This state of war and siege seriously affected activities in the city – including, of course, VET. The areas in and around Juba were generally considered as areas of war and therefore inhospitable and dangerous (EFA, 2002, p. 128). Therefore, the activities of, and response to, VET in the post conflict MTC is the subject of this study.

With the ushering in of relative peace under the terms of the Comprehensive Peace Agreement (CPA) in January 2005, most of the refugees and displaced Sudanese people returned to their homes. Their return poses a great challenge to attempts to rebuild the 'country'¹ (Abbink, 2004, p. 3) during the current period of relative peace.

¹ I have referred to Southern Sudan as a country because of the autonomy in administration and education systems it is currently enjoying under the terms of CPA.

This period of peace building requires competent technicians and knowledge as the people of the region are undertaking the tasks of reconstruction of their country. There is a severe and extreme shortage of well trained people who have knowledge and skills needed to implement the reconstruction in different fields, such as engineering, agriculture and other vocational fields. Reconstruction is required for the stability and growth of what is still largely a volatile country. Given these conditions, the question that was posed in this study is ‘what is the post conflict environment for VET development and its activities?’

The tasks of re-construction of damaged and derailed infrastructure require a sufficiently skilled labor force, but most of the needed trades and professions such as masons, hoteliers (waiters/waitresses), mechanics, business-people and other basic service providers are currently filled by foreign technicians and expatriates (SSC , 2010, p. 1). More goods for local consumption are today imported rather than produced within the region, including the most basic staples such as food items (fruits, beans, rice, etc), textiles and building materials. What influence has the war played or continues to play in this state of affairs? The vocational schools should be able to produce laborers with basic skills equipping them for the labor market such that they can produce and distribute the goods and services required by the regional market system and so that they can contribute to post-war reconstruction. Therefore, this study has examined what the CERG researchers (Conflict and Education Research Group)² called “*the best of times and the worst of times*” for VET in post conflict environment (UNESCO-UNEVOC, 2007, p. 5).

² These were post-graduate students from Oxford University led by Lyle Kane. The work they did was related to their ongoing areas of inquiry. The area of focus included Liberia, Southern Sudan and Uganda.

1.1.2 Statement of the Problem

As already expressed, Sudan has experienced a long spell of civil wars since its independence in 1956. These wars have affected humanity in all aspects of life at individual, community and societal levels including social services such as education. Since VET is part of education and at the same time touches life at all the mentioned levels, the 1983-2005 civil war had an impact on it. This influence has been both directly on VET development such as its physical infrastructure or indirectly on other aspects of life that influence VET such as roads, economics, education possibilities and the social conditions for building and rebuilding. Therefore, I would like to examine how the 1983-2005 civil war affected and continues to affect the development of vocational education and training in Southern Sudan specifically in Juba County and particularly looking at MTC as a VET institution.

1.1.3 Purpose of the Study

- The purpose of the study was to examine how vocational education and training was/is affected by the civil war of 1983-2005 in MTC – Juba County.

1.1.4 Specific Objectives

- To examine the historical background of vocational education system in MTC before, during and after the war.
- To assess the needs of VET in post war MTC in relation to its development and the job market.

1.1.5 Research Questions

The research questions of this study sought to ask:

- What was the historical background of the vocational education system in Juba County particularly in MTC before, during and after the war?
- What were the needs of VET in post-war Juba County specifically in MTC in relation to its development and the job market?
- How did MTC function before, during and after (today) the 1983-2005 civil war?

1.1.6 Scope of the Study

In order to examine the influence of the 1983-2005 Civil War on VET in Juba County, this study focused its investigation on MTC, a VET institution in Juba County as a case study. The available documentation and records that indicate the purpose and nature of VET before, during and after the war were intended to be examined. But due to loss of documents during the years of unrest, the study relied much on oral history of the institution as the result of interviewing long-serving staff members of the institution.

1.1.6.1 Content Scope

The trends VET has gone through in MTC before 1983, through the war period to the present were examined. The enrolment, infrastructure, funding and facilitation, staffing and curriculum were the major factors examined.

Further, the factors affecting VET development today such as funding, curriculum, staffing, policies, recruitment, tools and materials plus the general global and market trends were factors considered.

1.1.6.2 Geographic Scope

The study focused its investigation on MTC, a VET institution in Juba County as a case study.

1.1.7 Significance

This study has helped to:

- Explain the state of VET in Southern Sudan by attempting to provide valid and reliable information on the development process of VET. This information can be used to predict or direct the future of VET in Southern Sudan.
- Provide a basis for further studies by researchers and other stakeholders in the region.
- Document the history of VET in Southern Sudan, specifically that of MTC in Juba County.
- Furnish stakeholders with significant factors influencing the operation of VET in Juba County which can be used to enhance VET strategies.

In conclusion therefore, the major significance of this study has been to show the value of VET to today's society and specifically a post conflict one such as that of Southern Sudan.

1.1.8 Definition of Key Terms

Development

Development has several meanings amongst which it is taken to mean:

An event causing change; an incident that causes a situation to change or progress (often used in the plural) on the one hand and on the other;

a process of change; the process of changing and becoming larger, stronger, or more impressive, successful, or advanced, or of causing somebody or something to change in this way. This study took development to mean both change and progress.

Influence

Influence was an underlying theme in this study and it was taken to mean the following:

According to Longman's Dictionary of Contemporary English (2006), *influence* is a verb meaning: *to affect the way someone or something develops, behaves, thinks without otherwise directly forcing or ordering them*. According to Encarta English Dictionary (2008), one of the meanings is *'the effect of something on a person, thing, or event'*.

In this research, the project adopted both meanings of the word to denote both the power to **affect** as well as make an **effect** on something, someone or event. My reasoning was that the war had direct effects on vocational education and training whereas after five years of signing the peace agreement, VET activities continued to grow in the shadows of post-conflict conditions.

Civil War

The Encyclopaedia Britannica (1985) defines war as *"a state of usually open and declared armed hostile conflict between political units, such as states or nations or between rival political factions of the same state or nation"*. Douma (2005, p. 18) refers to civil wars as *internal wars*, it is considered by many as limited to the domestic settings but the external implications of internal war cannot be neglected. The armed conflict therefore which is between or amongst distinct sovereign states is known as international war, whereas war between states or rival political factions within the same nation/state is known as a civil war.

Vocational Education and Training (VET)

There are many terms that are and have been used to describe vocational education and its properties, some of which are here given below.

Apprenticeship Training, Vocational Education, Technical Education, Technical-Vocational Education (TVE), Occupational Education (OE), Vocational Education and Training (VET), Professional and Vocational Education (PVE), Career and Technical Education (CTE), Workforce Education (WE), Workplace Education (WE), etc. Several of these terms are commonly used in specific geographic areas (UNESCO, www.unevoc.unesco.org, 2007).

The Southern Sudan Vocational - Technical Education Policy Framework Document defines vocational education as basic occupational skills (GoSS, 2007, p. 2). This denotes the skills alone that are necessary to do something without knowledge of the science behind such skills.

Vocational Education, according to Brickman (2008) is the instruction in skills necessary for persons who are preparing to enter the labor force or who need training or retraining in the technology of their occupation. Like the GoSS definition, this one appears to focus only on the skills.

UNESCO defines TVET somewhat more broadly, as “education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or a group of occupations or trades” in (UNESCO-UNEVOC, 2007, p. 2)

Therefore, this study incorporated all terms related to TVET into VET and defined it as the study which is concerned with the acquisition of knowledge, skills and attitudes for the world of work

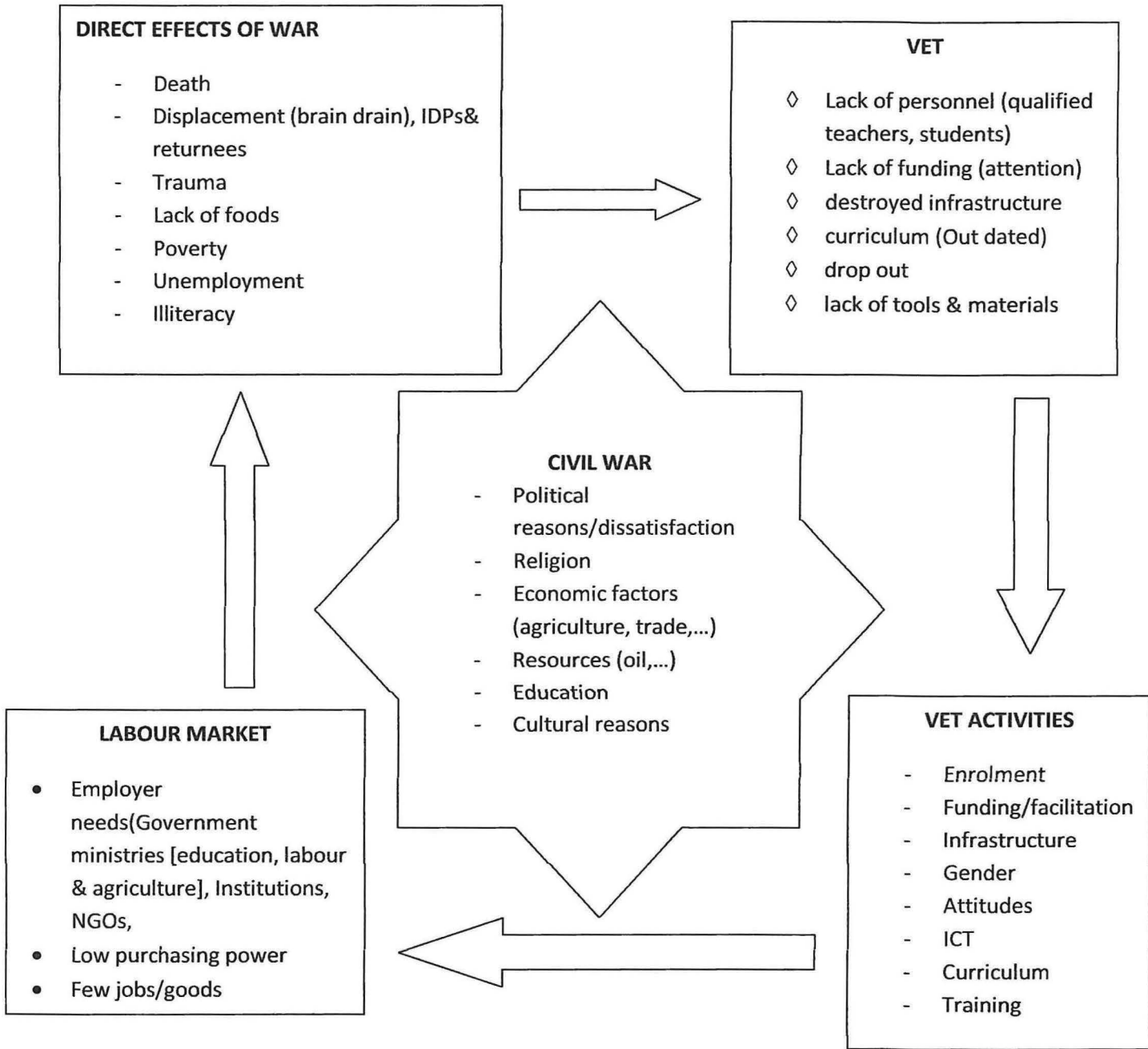
through the relationships between vocational theory, practice and general knowledge (Mjelde, 2006, p. 21).

1.1.9 Conceptual Framework

This is the 'roadmap' of the research investigation which this study took to determine the effect of 1983-2005 war on development process of VET in MTC Juba County (see Miles and Huberman 1984:33) cited in Sotirios (1996, p. 100).

The 1983-2005 civil war was taken as the independent variable in this study, all other factors related to VET development in Juba (MTC) were looked at in light of the war at the centre. The extent of VET activities were examined *vis a vis* the war effects. How this war affected VET was seen by how VET activities were influenced. Finally, it was assumed that the way VET was affected in the institution had effects on the quality of trainees, and in turn, had a direct impact in the labor market demands. The way the market demands are addressed in the aftermath of war is significant in contributing to the factors leading to whether or not there will be a recurrence of war. This relationship is presented in Figure 1.1 below.

Figure 1.1 Showing the conceptual framework which this study followed



Source: Author

1.2 LITERATURE REVIEW

1.2.1 Introduction

The long spell of war has radically affected generations of Sudanese in such a way that its enduring effects cannot just be erased within five years of relative peace; in effect, I believe therefore, that up to the present moment a level of civil war continues to influence the civil society in which VET development occurs. This study endeavored to identify the extent to which civil war affected specifically vocational education in MTC.

As is the case with women's experiences during the armed conflict in Southern Sudan, situation analysis of the development of post conflict responses tended to produce no in-depth analysis of the conflict or outline in depth the post conflict challenges (Isis-WICCE, 2007, p. 3) and specifically, no post conflict assessment of VET has been made.

Therefore, this chapter will pull together VET experiences from other countries to contrast and compare with and highlighted gaps in Southern Sudan's VET, especially in areas of vocational experiences, development and history.

1.2.2 The Historical Context of Vocational Education System before, during and after War.

1.2.2.1 The Relevance of History of VET

The study of the history of VET helps trace the evolution of VET in a particular context in order to create a path for its growth/development. For example, Seng (2007, p. 3) asserts on the basis of the history of VET in Singapore that there is no one "ideal" education and training system, which will suit the needs of all countries. Seng arrives at this conclusion by arguing that the same

VET at different times in Singapore's history could not satisfy the needs of the city-state of Singapore in its growth because the 'best' system is shaped by the history, social motivation and economic needs of the local community. Each VET system is unique in its history and development Ibid. (2007, p. 21).

Tracking the development path of VET helps in excavating the knowledge, needs and potentials of a country in order to define/redefine its education system so as to answer its current demands and future goals. This is facilitated by studying the changing economic landscape, in which the VET system evolves in response to the changing manpower needs (Seng, 2007, p. 6). In this way, a clear mission and vision of VET is articulated within the specific development of the national education and training system (Seng, 2007, p. 3) to guide the VET response. The record of the development trends of VET in Southern Sudan has been caught up in the history of the region and its recording has generally been neglected and marred by a long wave of violent civil conflict.

1.2.2.2 VET in a Stable Environment

In the development of a country during periods of peace, one finds economic transition from one stage to another; in other words the economic dynamics of any society are principally what determine the nature and development of its VET. For example, Singapore had three economic development phases from the 1960s to the 2000s, and in line with the changing needs of the economy, a new system of skills certification, the National Trade Certificate (NTC), was introduced to meet the different levels of skills and standards required by industry (Seng, 2007, p. 6).

The political and economic changes in society provide VET systems with the dynamic power to deal with unique challenges and opportunities. In all these various systems of VET, from the viewpoint of the nation-state and its management, the driving force on the education front, is to make it relevant and responsive to present and future market conditions (Mjelde, 2006, pp. 200-201). The specific nature of VET systems are shaped by the economic, social and cultural conditions of the local community (Seng, 2007, p. 21).

1.2.2.3 VET during War

“Are human beings inherently violent and divisive?” (Sommers, 2001, p. 163). The challenge of peace is an ancient concern, one that has preoccupied religions and nations across the world for millennia. The old empires used war to maintain influence, extend their borders and deepen their influence over weaker peoples. The Sudan conflict or conflicts has/have been among many conflicts raging across the world.

War *per se* causes disintegration and destruction of civilizations, but on the other hand, it has made major contributions toward developing and integrating the same civilizations and has led to periods of relative peace. With the progress of science and technology today, war has had an increasingly catastrophic effect on human existence whether viewed politically, economically, socially or culturally (Britannica, war, 1985). The Sudan civil conflict had catastrophic effects on the wider society but more so on VET, which in the form of the Multi-Service Training Centre has been the subject of this study.

Whatever is, has a cause, some causes are agents of the effects because *ex nihilo, nihil fit* (from nothing, nothing comes) and since causes are prior (in time at least) to effects, therefore the causes of the 1983-2005 civil conflicts are attributed to a wide range of issues from religion,

race, ethnicity, and political factors, with more recent studies placing emphasis on economic factors that have existed right from independence (Nyuol, 2008). According to Johnson in (Isis-WICCE, 2007, p. 40) what could have sparked off the civil war in 1983 is the general dissatisfaction with the terms and observation of the Addis Ababa Agreement of 1972 which ended the first round of the civil conflict added to the long standing grievances against Khartoum regimes.

The current status of education in Southern Sudan cannot be isolated from a long history of political exclusion and vulnerability (Biong, 2006, p. 2), one consequence of this regional political exclusion and economic deprivation has been a severe deprivation in terms of VET, because vocational education is a significant, even essential factor in the economic sphere due to the investment required and its impact on an economy.

Some empirical evidence shows that civil wars are concentrated in countries with little education and importantly a country with a higher percentage of its youth in schools reduces considerably its risk of conflict (Collier, 2006, p. 6). Therefore, as Martin Luther King (1929-1968) put it, "The best way to solve any problem is to remove its cause" Microsoft Encarta (2008). In this light, education and specifically VET, should be established in order to minimize the possibility of civil conflict breaking out again.

Civil conflict causes destruction and death, thus directly affecting education by dispersing both the students and teachers, due to the lack of stability and risk of death and injury as well as destroying its infrastructure. For example, according to the Education For All (EFA) Global Report 2010, around 14 million children aged 5 to 17 have been forcibly displaced by conflict around the globe, often within countries or across borders, and they are dropped into education

systems lacking the most rudimentary education facilities (EFA, 2010, p. 11). Young people in Southern Sudan have similar experiences in relation to VET in the last three decades.

1.2.2.4 Post Conflict VET

Post conflict is not a very stable and normal calm environment but is often characterized by sporadic violent acts which can significantly undermine the infant peace to the extent of weakening the public sector governance and the deepening criminalization of the formal and informal economies. Post-conflict contexts are not an empty space upon which to readily graft solutions (Colletta & Muggah, 2009, p. 431). This can be evidenced today in the security situation in Iraq and Afghanistan³. Even after the war was declared over in Iraq in 2003, there has continued a high level of insecurity.

Factors that promote security in post-conflict situations have been studied using both macro and micro approaches. The conventional security promotion effort that arises from the micro approach include disarmament, demobilization and reintegration (DDR) and security system/sector reform (SSR) which are widely considered a *sine qua non* of contemporary peace support operations and state-building (Colletta & Muggah, 2009, p. 427). Under DDR and SSR, the level of human capital i.e. vocational skills, is one of the significant potential factors promoting security. This means that VET does not only promote individual or societal development, but also plays a significant role in stabilizing the post-conflict environment so that there is no recurrence of violence at whatever scale (Colletta & Muggah, 2009, p. 436). This is so because those who might otherwise become perpetrators or victims have the alternative of

³ The war is far from over. The conflict has also great effect on the situation in Pakistan and on the economy and politics of the USA.

becoming engaged in work and learning relating to social and economic development rather than resorting to power-seeking through the naked use of force without recourse to the rule of law.

The impact of conflict on VET in Southern Sudan is similar to that felt on the health system in Iraq, where there are both direct and indirect effects on the healthcare of the population. The direct effects arise from the consequences of combat – battle death and injuries – and from indirect consequences that continue to be felt years after the conflict ends (MedAct, 2004, p. 2).

The instances of direct effects of war and invasion include deaths, injuries, illnesses and destruction; for example, in 2008 and 2009, in the Israeli military actions against the Palestinians in Gaza, 164 students and 12 teachers were killed, and 280 schools and kindergartens were severely damaged or destroyed (EFA, 2010, p. 11). The indirect effects of war include such features as the increment of diseases, poor quality of services, shortages infrastructural breakdowns and workforce problems.

The analysis of post conflict environment is usually complicated because of the abundance of perspectives on the nature of problems and their causes as well as by the lack of data (MedAct, 2004, p. 1), the lack of basic information is due to massive destruction and the lack of proper entry of data caused by the recent fighting. Moreover, those in control of territory after the peace agreement often blame shortcomings on those who formally held power rather than taking rapid action to improve the lot of the local population. All these are similar features to those experienced by VET in Southern Sudan.

1.2.3 Vet Activities in light of Socio-Economic Factors.

The socio-economic factors which affect a society positively or negatively are measured by the Gross Domestic Product (GDP), life-expectancy, literacy and level of employment. Therefore VET does have a direct influence in the socio-economic factors since it is a type of education geared towards skills for economic/material production (Kell, 2006, p. 230).

According to EFA Global Report (2002, p. 13), two of the education goals that indirectly relate to VET are:

- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills⁴.

The emphasis of equitable access to learning needs and acquisition of essential life skills as emphasized in the education goals above if achieved, will impact on the socio-economic factors mentioned earlier and will succinctly highlight what role VET can play in a country's socio-economic development especially that of a post conflict environment like that of Southern Sudan.

Although much of the literature and policy making in VET should be and or is geared towards the supply of skilled labor to the job market, Anderson (2003, p. 1), in the report of the National Centre for Vocational Education Research (NCVER) in Adelaide, Australia, attributes this to the culture of '*productivism*'. This is a situation in which people think of only what they produce for economic growth without considering its environmental impact and consequences' (Goldney &

⁴ The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, adopted by the World Education Forum (Dakar, Senegal, 26–28 April 2000), Paris, para 7.

Murphy, 2007, p. 15). VET research should also take into consideration the need for sustainability education by responding effectively to emerging social and environmental priorities that impact on its practices and on the environment. This is also the holistic view that Liv Mjelde and Lennart Nilsson promote in their writings on vocational education (Mjelde, 2006; see also Nilsson's lecture notes to MVP students, Kyambogo University, 2009 unpublished).

1.2.4 Conclusion

Having reviewed the literature and seen some of the features of VET as it exists in a stable environment, as well as in conflict and post-conflict environments, such as that of Southern Sudan, one can see that VET development and growth have a long way to go in contributing to stabilizing the region. This current study aims to fill in some of the gaps in the history of VET in Southern Sudan particularly as reflected in the operation of MTC Juba during and after the civil war and illustrate the current reality and aims of vocational education in this post-ceasefire period. It highlights the importance of a deeper understanding of vocational education and training with a holistic view on teaching and learning processes in workshops and classrooms for *building the peace processes in Southern Sudan*.

1.3 METHODOLOGY

1.3.1 Introduction

This section presents methods used in the study. It includes the research design, study population, sampling procedure, methods of data collection, procedure used in data collection, data processing and analysis which was seen fit to validate the study. This study adopted a qualitative approach, combining a literature search with semi-structured interviews, though in some occasions, a quantitative approach was applied in areas requiring figures such as enrolment in order to clearly understand the findings from the study.

1.3.2 Research Design

In a qualitative research like this study, design of research emerges as one progresses (Amin, 2005) so that variables that were not anticipated prior to the start of observation can be accommodated. It is not possible to know everything ahead of time and a rigid research protocol is not often flexible enough to accommodate new emerging topics and issues, hence an inclusive design was important.

A descriptive research design was proposed. This was to cater for data such as some historical information which was foreseen in the process of collecting data. This historical component was predicted to turn into a 'linear' comparative or diachronic study, i.e. comparing the same VET institution at different times before, during and after the civil war, rather than being comparative in spatial terms. The type of tools and techniques used for collecting this data determined the nature of data collected (Koul, 2007, p. 187) which by and large was descriptive. The use of

tools like questionnaires, and interview guides enabled me to collect data on the 1983-2005 civil war and the development of MTC, a VET institution in Southern Sudan.

The choice of this research design was based on the premise that the study was to involve a description of the characteristics, information and observations on the processes and influences that war has exerted on MTC and VET development in Juba County in general.

1.3.3 Study Population

While in the field, my focus was on MTC and stakeholders of VET in the Government ministries and NGOs. Such ministries included; the Ministry of Education, Science and Technology (MoEST), and the Ministry of Labor, Public Service and Human Resource Development (MLPS&HRD), while NGOs contacted who support VET included Japan International Cooperation Agency (JICA) and Plan International, the roles of these stakeholders are further explained in Chapter Four of this study. These formed the aggregate from which inferences for the study were drawn (Sidhu, 2007, p. 253).

To avoid ambiguity and obtain the desired units from the population (Koul, 2007, p. 112), samples were drawn from MTC which at the moment of data collection had students recruited for a program of Disarmament, Demobilization and Reintegration (DDR). These students were sponsored by the United Nations Development Programme (UNDP). I was also able to approach a number of former students and 26 MTC instructors (regular students were not recruited during the 2010 academic year). The Centre had two workshops with seven sections representing the trades offered, namely: auto-mechanic, metal works and fabrication, carpentry and joinery, the electrical trades, plumbing, brick/block laying and concrete practice. The final vocational

category was the Secretarial Section. Staff members from selected organizations which support VET were sampled for this study.

Relevant available documents of MTC, government ministries and NGO reports were looked at and analyzed as well.

1.3.4 Sample Size

In general, the sample size in the social sciences is the reasonable proportion of the whole which can give extensive representative details about the site or individuals studied (Creswell, 2007). Since this has been a qualitative study, a target sample of 6 students across the trades (putting gender into consideration) and 10 staff members of MTC in Juba County were selected for interview. Two staff members from each of the chosen government ministry and two NGOs were proposed to be interviewed, but only one staff member from each of the selected government ministries and NGOs were contacted. Three persons with in-depth life histories of VET in MTC before, during and after the civil war period were interviewed. Finally, staff of GTZ, the implementing partner of the DDR training program in MTC was as well contacted and requested to give an insight of their experiences in the training.

The sample size contacted was thought to be adequate and representative (Koul, 2007, p. 113) to obtain qualitative data that would satisfy the objectives of the study. It was expected that the sample size would represent the main characteristics of VET in MTC in the pre-war, wartime and post-war contexts. This means that the results from the research can be feasibly and effectively generalized from the samples to represent the conditions prevailing across the case study (Amin, 2005, p. 103).

1.3.5 Sampling Procedure

Sampling involves the process of picking some respondents out of a whole (Sidhu, 2007, p. 253) who will provide credible and representative information on the topic under investigation. This search for credible informants guided the researcher in identifying respondents from the sampling units, and, as Miles and Huberman (1988) put it, by taking into account the contexts, events or processes of the research problem. Sampling procedure also took into account which sites to include. This guided the parameters of the field of data collection during the fieldwork.

Purposive sampling, a procedure where the researcher selects a sample based on a specific purpose (Wangusa, 2007, p. 40) was applied in order to reach representatives from all the different units and categories of MTC. This was used especially for collecting oral history information because the identified respondents were among the longest serving staff at the institution. To reach them, I used “snowballing”, in which subsequent respondents recommended persons of reputation who had the requisite knowledge and willingness to participate in the research process (Sotirios, 1996, p. 139).

The student population at MTC was already divided into strata on the basis of different trades, out of these, a sample of two students was randomly drawn from each stratum, this is called stratified sampling (Sotirios, 1996, p. 131). Stratified sampling strategy was further used with instructor respondents in which not more than two were randomly chosen from each section.

These sampling procedures aided me to obtain the required information with little friction from the institutional bureaucracy as well as allowing a reasonable representation of respondents.

1.3.6 Data collection tools

There are many different research tools and techniques (Koul, 2007, p. 126) employed to obtain data, each tool is appropriate for eliciting, quantifying and describing data and each is particularly appropriate for certain sources and types of data (Amin, 2005, p. 147). To gather data for this research, the following tools were used:

Questionnaires: these were used as the major data collection tool in the selected institutions; the questionnaires were accompanied by other tools mentioned below.

Interview guides: these were derived from the structured questionnaire above. The interview guides were then used to collect data through interview sessions. Some people refer to interview guides as schedules (Op. Cit. Sidhu).

Narrative (descriptive) process was deemed necessary as a supplement for historical data. The tool used here was mainly the interview guide to ensure that I covered the topic as fully as possible with each informant. This double tasking allowed me to cover a reasonable number of respondents as well as eliciting enough information for the historical data especially.

In the situation of tools (questionnaire) planned for NGO respondents, the researcher found that the questionnaire did not suit the NGO context and so another tool (a schedule) was developed appropriate to obtain the requisite data. This was done because the respondents had little time to answer the planned questionnaire. They preferred to have a 10-minute interview session. This flexibility of data-collection is allowed in a research process (Koul, 2007, p. 126).

Observation checklist: The observation check list was used to guide the observation method. Observation seeks to ascertain what people think and do by entering into their lives to the extent

that data collection is part of the lives of the respondents, just as it is part of the researcher's own actual life and experience. In this sense the observation was somewhat participatory but mainly consisted of watching them in action as they expressed themselves in various situations and activities (Sidhu, 2007, p. 158). At the start, the process took the unstructured form in which MTC was observed at a broader level to get an insight into what was going on as put forward by Creswell (2007, p. 130), then the researcher began restricting himself to the planned observation checklist which included how the staff and students ran their activities, the nature of the school buildings and facilities, instructional materials and procedures of the institution were in reality so as to identify the effects of war. This was carried out as the interviews and filling of questionnaires were going on to record the 'untold' story. This helped to get insight or triangulate the information which was being given. In terms of audio-visual supplements to data gathering, a "level one machine" was used to capture still-pictures of selected features of MTC and its activities.

1.3.7 Documenting the findings

The documentation of the findings obtained from the questionnaires, interviews and observation took the form of keeping journals and the use of a camera. This was often done soon after the observation was made or after dispensing the tools while at other times, simultaneously as recommended by (Koul, 2007, p. 172) while the details would still be fresh in the mind.

Like Patton (1982) cited in Koul (2007, p. 189) suggests, the organized and classified information retrieved from the tools applied were stored in several copies for security and processing purposes.

1.3.8 Data Collection Procedure

Since the site had already been identified and a written notification of interest to carry out a research from there and response from the institution had been already received, building rapport at the scene had been done in order to have the opportunity to obtain voluntary and relaxed responses. I submitted the general introduction letter from the University to re-introduce myself, then requested the respondents to introduce themselves as well. I also used the same introductory letter to introduce myself to Government and NGO staff respondents contacted. These were done in order to develop rapport and opportunity to collect data (Creswell, 2007, p. 144).

Collection of data then proceeded by the researcher in the institutions using the planned tools and procedures of research. Utmost confidentiality would be guaranteed to the respondents in order to boost their confidence.

The archival survey which was intended to be carried out in MTC in order to enable me to examine the pre-war, war time and the post war activities, was not successful because most of the intended documents were reportedly destroyed. Historical data collected were from eye witnesses, minimally through remaining document as sources, this is known as indirect observation (Sidhu, 2007, p. 90).

1.3.9 Data Processing

The mass data collected were systematized and organized i.e. compiled, edited classified and others were tabulated as suggested by Sidhu (2007, p. 275) to obtain information from the research process pertinent to the objectives of this study.

The data were coded so as to present a historical context of VET in MTC Juba County in relation to the influence of the 1983-2005 civil war. Data was coded for analysis of the objectives of the study.

1.3.10 Data Analysis

Just as Mbabazi suggests (2008, p. 39) data analysis was carried out qualitatively based on questionnaires and interview schedules, relating findings to existing knowledge and experiences from various sources so as to bring out concrete conclusions on the set objectives of the study and subsequently bring out inherent facts and or meanings from the data collected (Sidhu, 2007, p. 276). Data was analyzed and presented according to objectives presented in chapters except the second objective which was broken into two.

The study followed an inductive line of thinking of generalizing from findings, moving from the field notes to reflection, to making analysis and drawing conclusions. Much of the data collected were manually analyzed except for a couple of tables where Microsoft Excel was applied. Historical data were organized in a topical arrangement rather than a strict chronological presentation (Sidhu, 2007, p. 104).

CHAPTER TWO

THE HISTORICAL BACKGROUND OF VOCATIONAL EDUCATION SYSTEM IN MTC BEFORE, DURING AND AFTER THE WAR

2.1 Introduction

The findings in this chapter have been gathered from *historical subject* (Sidhu, 2007, p. 94) of MTC through staff anecdotes seeking out their views of the history of MTC in relation to the war since its inception. The information was primarily (Koul, 2007, p. 423) obtained by interviewing three of the longest serving staff members of the institution on narrative history of MTC using an interview guide (Appendix p.115). The first respondent said that he joined the institution in 1984 as an instructor, and today he is a head of the carpentry section. The second respondent was one of the beneficiaries of scholarships offered by ILO in the mid to late 1970s to MTC. He joined the institution in 1980 as an instructor and has progressed through the ranks and today he is the deputy director of administration. The third is currently the director of the institution and had also joined the MTC in 1980 as an instructor in the secretarial section. Additional data was obtained from the institution's brochure. Since the aim was historical research, the data collected were to illuminate the evolution of MTC (Sidhu, 2007, p. 95) against the background of the 1983-2005 civil war through staff experiences and narrations, including the responses to historical questions of the other staff in the questionnaires supplied to them.

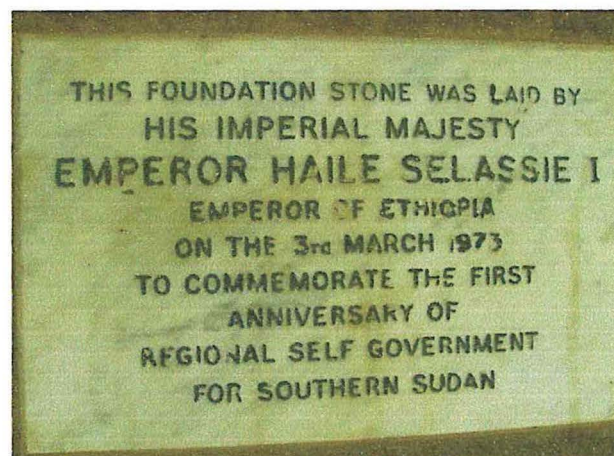
Education and vocational training should not, and cannot, be separated from a history of a country, its social development and its institutions (Deissinger, 2004, p. 39). This is because it forms a necessary part of the complex social reality and therefore contributes to the state of affairs at any given time.

2.2 The Beginning of MTC

The Multi Service Training Centre (MTC) derives its name from the many trades it offers. It was established a year after the 1972 Addis Ababa Peace Agreement in 1973 (Figure 2.1). The major aim of establishing MTC was to make it a core institution for rehabilitating government's cadres in technical, clerical and secretarial skills.

The MTC is situated in Juba County near Juba Stadium. It has staff, the detail of which is given in Section 3.2. Data on MTC's development was obtained from the senior members of the staff who were interviewed on the trends the MTC has gone through since its inception in 1973.

Figure 2.1 Showing the foundation stone of MTC on the administration block in Juba



Source: The Author

MTC's main aim was the reconstruction and development of Southern Sudan through capacity building for the Regional Government. The Southern Sudan government was *de jure* granted by the Addis Ababa agreement to govern the South Sudan Autonomous Region (Johnson, 2007, p. 40). This government incorporated MTC as an institution to build its human resource capacity.

The Regional Government partnered with several NGOs to aid in meeting the training costs while on its part it paid the staff salaries and other minor costs⁵. Training cost included providing tools/machinery, equipment and materials to the institution and building staff capacity, supporting and developing the curriculum, and building capacity of the instructors by providing scholarships. Therefore, MTC got on to a recognized development trend as early as 1973.

Rather than presenting the data in a strict chronological manner, a functional arrangement (Sidhu, 2007, p. 104) has been adopted to graphically elucidate the development trend.

2.3 MTC up to the Signing of CPA

Human beings have always made their living in relative harmony with nature⁶. Sudanese, like people elsewhere, have used vocational knowledge to live in harmony with nature, yet transforming it to serve human needs and sometimes to conquer it (Oatti, 1994, p. 57). In Africa in the pre-colonial times, besides the indigenous vocational education, the missionaries were the major providers of institutionalized vocational education to mainly address their mission needs (Atari, Abdelnour, McKague, & Wager, 2009, p. 20). It was only later that the colonial and subsequent governments began considering vocational education.

When the regional government opened MTC in 1973, its trainees in the early 1970s were mainly government employees, ex-combatants, and other students who wanted to acquire competence in some vocational trade provided then by MTC. Up to the late 1980s, the trainees used to come from the regions of Southern Sudan, namely Equatoria, Bahr El Ghazel and Upper Nile, the

⁵ Such as graduation ceremony costs.

⁶ In modern times, some people are surviving by going against nature, i.e by trying to conquer, tame and transform it. *But for millennia populations have thrived by living as part of nature.*

deputy director of administration mentioned. Today, recruitment is limited to applicants from within and around Juba due to accommodation and transport problems. Students and some staff then were accommodated within the institution.

As pointed out by the director and the head of carpentry section, the MTC offered a variety of vocational courses up to 1991. It started with mechanical engineering under which were auto-mechanics, and metal- fabrication and welding sections. Civil engineering; brick/block laying and concrete practice (BCP), wood working, plumbing and pipe fitting, electrical installation and fitting sections, clerical, and leather craft workshops⁷ were later added. Due to war, leather craft and other newer trades such as air conditioning and refrigeration have collapsed. At that time, and also today, the institution awarded certificates recognized by the Ministry of Labour, Public Service and Human Resources Development (MLPS&HRD). The award up to certificate level only implies a stagnation and not progress to higher levels of training after so many years after inauguration.

The director further mentioned that refrigeration and air conditioning⁸ was introduced in 1992 and later in 2009, it was amalgamated with the electrical installation section. Computer and IT skills training was added in 2008 under the secretarial section as a substitute for typewriter training. To date, all trainings have been conducted at a certificate level.

Trainees for secretarial courses were divided into two, those already employed and those not yet employed i.e. in-service and pre-service trainees. Technical courses lasted six months while those in the clerical section lasted three months.

⁷ The Leather Craft Workshop was under the Directorate of Cooperatives and not directly under the institution, they produced belts, shoes, bags and many other items.

⁸ This is not operational at the moment because it has no instructor; besides, it has been amalgamated with the Electrical Section.

Some instructors indicated that at the start of the MTC, the institution had no proper curriculum and the instructors would decide what to teach using whatever textbooks happened to be available. When the International Labor Organization (ILO) got involved in MTC in 1975, a loose curriculum was designed which was used up to the time of their departure in 1991. When the Japan International Corporation Agency (JICA) got involved in MTC after the Comprehensive Peace Agreement (CPA), the curriculum was re-design to suit the one-year courses introduced for the first time in the institution. The curriculum development based on ability structure (CUDBAS) was followed which is centered around the ability of the trainee and the trade requirements. The curriculum was based on theory and practice in the ratio 25% to 75%. Curriculum designing and (re)training of staff were done in collaboration with the administration of Nakawa Vocational Training Institute (NVTI)⁹ in Juba and Kampala respectively.

JICA implemented these activities under the Project for Improvement of Basic Skills and Vocational Training in Southern Sudan commonly known as SAVOT. The project was implemented in close collaboration with the Government of Southern Sudan (GoSS) under the Ministry of Labour, Public Service, and Human Resource Development (SSC , 2010, p. ix).

The deputy director of trainings of MTC noted that due to the absence of a uniform curriculum for vocational education in the whole of South Sudan the ILO in conjunction with GoSS is working to build up such a curriculum.

⁹ NVTI has collaboration with many vocational institutions in Southern Sudan where they help them in developing curriculum and training materials, training instructors on the job and workshop training and giving training of trainers (TOT).

In 1992, the Centre was occupied by internally displaced persons (IDPs) from around Juba, from July 1992 to March 1993. All offices and workshops were occupied, and tents were pitched all over the compound. As a consequence, the infrastructure (buildings and sewage systems) were damaged. These war conditions contributed to the halt of training in the centre. All the three respondents concurred on this point.

Since signing the Addis Ababa Agreement of 1972, Southern Sudan went through various political phases (Scroggins, 2004, p. 37), one of which was regionalization (Johnson, 2007). Under this political process, the director and the deputy director of administration mentioned that vocational institutions fell under their respective regional governments; that is, in 1993 MTC fell under the administration of the Equatoria Government since it is located in Equatoria. Like any other government department, the process of remuneration to MTC staff has since its formation been guided by Public Service regulations in the Department of Establishments.

In 1994, Equatoria like other regions was further decentralized into three states and the MTC fell under Bahr El Jebel State, while Wau VTC and Malakal VTC fell under their corresponding states. Bahr El Jebel State like the previous government administrations paid only salaries of staff but lacked funding for training. It should be noted that to date there are only four government-recognized VET institutions for the ten States of Southern Sudan. These serve a population of 7,536,510 and MTC alone serves 1,103,592 people in Central Equatoria State with 372,413 of them in Juba city alone (SSCCSE, 2009). This is incomparable to the number of China's vocational schools today which have reached 1,200, achieving the national goal of each prefecture-level city (an equivalent of our counties/districts) at least has one Vocational College (Wu, 2010, p. 208).

The respondents explained that after the signing of the CPA in 2005 and the formation of the Government of Southern Sudan (GoSS), all vocational training institutions (VTI) were reclaimed by the Central Administration under the Ministry of Labour, Public Service and Human Resources Development, including MTC.

This therefore as the CERG researchers indicated, is the *best of time* for the implementation of a visionary curriculum and a fertile ground for restructuring the VET systems to address the market labour needs. However, the only threat to this opportunity is the lack of resources (both material and human) to implement this opportunity.

2.4 MTC and its Partners

The deputy director mentioned that, at the inauguration of MTC, the Agency for Corporation (ACCORD) was the first partner. ACCORD facilitated training for about two years and then phased out. The International Labour Organization (ILO) replaced ACCORD and initiated massive training, building of infrastructure and offering of scholarships to many instructors, providing accommodation, and transport to and from the institution to non-resident instructors.

The deputy director mentioned that from 1986, the regional government assumed more responsibility for the Centre because NGOs withdrew due to the war situation. By 1991, support for the Centre was drastically reduced to simply paying staff salaries. In the subsequent years, many teachers and students fled the institution and there was no proper care for training programs and trainees thereafter.

The second respondent who was currently the head of carpentry section indicated that ILO had completely phased out its involvement by 1991, paving way for the World Bank to take over. The World Bank started by bringing training materials and equipment, however, some of these materials and equipment did not reach the Centre because their arrival coincided with the intensification of the civil war around Juba at that time. The intensification of war halted training in 1991 and finally led to a total closure of the institution in 1992. From then on, the premises and infrastructure of the institution became a safe haven and refuge for the neighboring communities who were fleeing the violence.

The second respondent recounted that when Juba came under direct shelling in 1992, the institution's workshops, offices and dormitories became places of refuge leading to closure of the training. In the process, staff would be paid their salaries with difficulty (one month's salary paid about every third/fourth month). However, the payment of salaries kept on improving as the war relented until it ended in 2005.

Therefore, this is an opportunity for GOSS to measure up to VET needs and demands. By so doing, will own, champion and give direction to this education to be a tool for the reconstruction and development of the country. However, the cost of supporting VET cannot be underestimated since it is generally always higher.

2.5 MTC after the Signing of the CPA Agreement

All the respondents agreed that the institution re-opened for training only in 2005 after the signing of the CPA. First, preparations had to be made. The German Agency for Technical Assistance (GTZ) was the first partner organization to come in and launch six months of training

from mid-2006. GTZ also started rehabilitation of the institution. It pulled out in mid-2007 and was replaced by the Japan International Cooperation Agency (JICA) which assumed the responsibilities of training (costs) and continues to do so.

JICA continued with some rehabilitation of the infrastructure and trainers under the Project for Improvement of Basic Skills and Vocational Training in Southern Sudan known as SAVOT. By 2008, SAVOT consolidated training programs which resulted in the successful launching of one year courses. This ran up to December 2009 when the agreement expired.

There will be no (one-year) formal training at all in the year 2010 due to the absence of a donor partner. However, JICA is renegotiating its agreement with the Government. In June 2010, the United Nations Development Programme (UNDP) started sponsoring a three-month training program for ex-combatants under the Disarmament Demobilization and Reintegration (DDR) program implemented by German Technical Cooperation – International Services (GTZ-IS) in MTC.

Seven out of eight instructor respondents mentioned that after the war the MTC has had additional support provided by other NGOs like International Rescue Committee (IRC), World Food Programme (WFP) and Multi-Donor Trust Fund (MDTF). These have assisted the Centre's recovery in different ways such as providing food for trainees and funding its reconstruction.

Amongst the assets of the MTC, is its possession of sufficient land for expansion. It has two main workshops: the Mechanical Engineering Workshop which houses sections of auto-mechanics, metal fabrication and welding, and the Civil Engineering Workshop which houses brick/block-laying and concrete practice (BCP), plumbing and pipe fitting, carpentry and joinery

and finally electrical installation, refrigeration and air-conditioning. This is crucial because it is easier to rehabilitate and upgrade the existing assets rather than beginning a new one from scratch.

The MTC currently uses one administrative block, two blocks of classrooms, two workshops and a guest house. Dormitories, staff houses and a cafeteria need rehabilitation before they are fit for use because they are in bad shape. Those that have not collapsed are occupied by squatters as shown in Figure 2.2 below. These are consequences of the long civil war period.

Fig. 2.2 Showing some family members of occupants of usable houses of MTC



Source: Author

One of the major roles of MTC today is hosting and facilitating disarmament, demobilization and reintegration (DDR) training, which is one of the major reasons why it gets aid from NGOs and UN agencies. Therefore, this section will be concluded by briefly explaining the process of DDR

and the role of MTC as explained by the Expert Teacher in Adult Literacy and Numeracy for GTZ, who was implementing the DDR Program.

Chapter VI of the CPA under the Security Arrangement Protocol signed at Naivasha, Section three, Parts (d) and (e) provided for the parties (The Government of the Republic of the Sudan and SPLM/A) to implement with assistance of the international community, the DDR programmes for the benefit of all those who will be affected by the reduction, demobilization and downsizing of the armed forces as agreed (CPA, 9 January 2005, p. 88). This is the activity which the government under SPLM in the directorate for DDR is implementing but mainly in the disarmament and demobilization processes. The UN supports the government with the re-integration part by providing skills through vocational training to the demobilized persons to help them integrate into civil life.

After a rigorous process of selection, the candidates are enrolled to be trained in the trades of their choices based on a previous session of counseling on Southern Sudan's market needs and their personal competencies based on their literacy, age levels of the demobilized persons as identified by United Nations.

To implement this program, UNDP contracted GTZ to implement the training for them in MTC with the participation of MTC in the field of the trades therein. The MTC participated in the trades they offer.

During the course, the students are given a daily sustenance allowance (DSA) every two weeks to sustain and motivate them to attend the training to completion. At the end of the course, they

are supposed to be given a package to kick-off life in the civil sector in whatever field they have received training.

In conclusion, I agree with Colletta and Muggah, (Op. Cit., 2009) who said that DDR is a necessary ingredient to pacify a post conflict environment, but it should not end at only that objective, but VET should be used to power the subsequent development as it has done in many Asian countries such as Japan, Korea, and China (Wihtol, 2008). Due to the war, the respondents indicated that MTC's activities started slowing down from late 1980s till it finally slumbered from 1992, to only reopen after the signing of the CPA in 2005. This means that VET activities in MTC during the war time were drastically reduced for most of the years in the beginning with no VET activities in the latter years.

CHAPTER THREE

THE ASSESSMENT OF THE NEEDS OF VET IN THE MTC TODAY

3.1 Introduction

In this chapter, the VET practices and experiences of the MTC will be pulled together from the sectors of administrators, instructors, and students so that the needs and challenges of the institution are highlighted for a succinct assessment. The researcher used questionnaires with the staff (administrative and instructors) as in appendix p.103 and former students (appendix p.111) to obtain their responses, while DDR responses were obtained through a focused group discussion comprising of two students in each session using an interview guide. For the interview sessions to develop the historical narrative, interview schedules were the tools used to obtain the data.

3.2 How MTC functions today

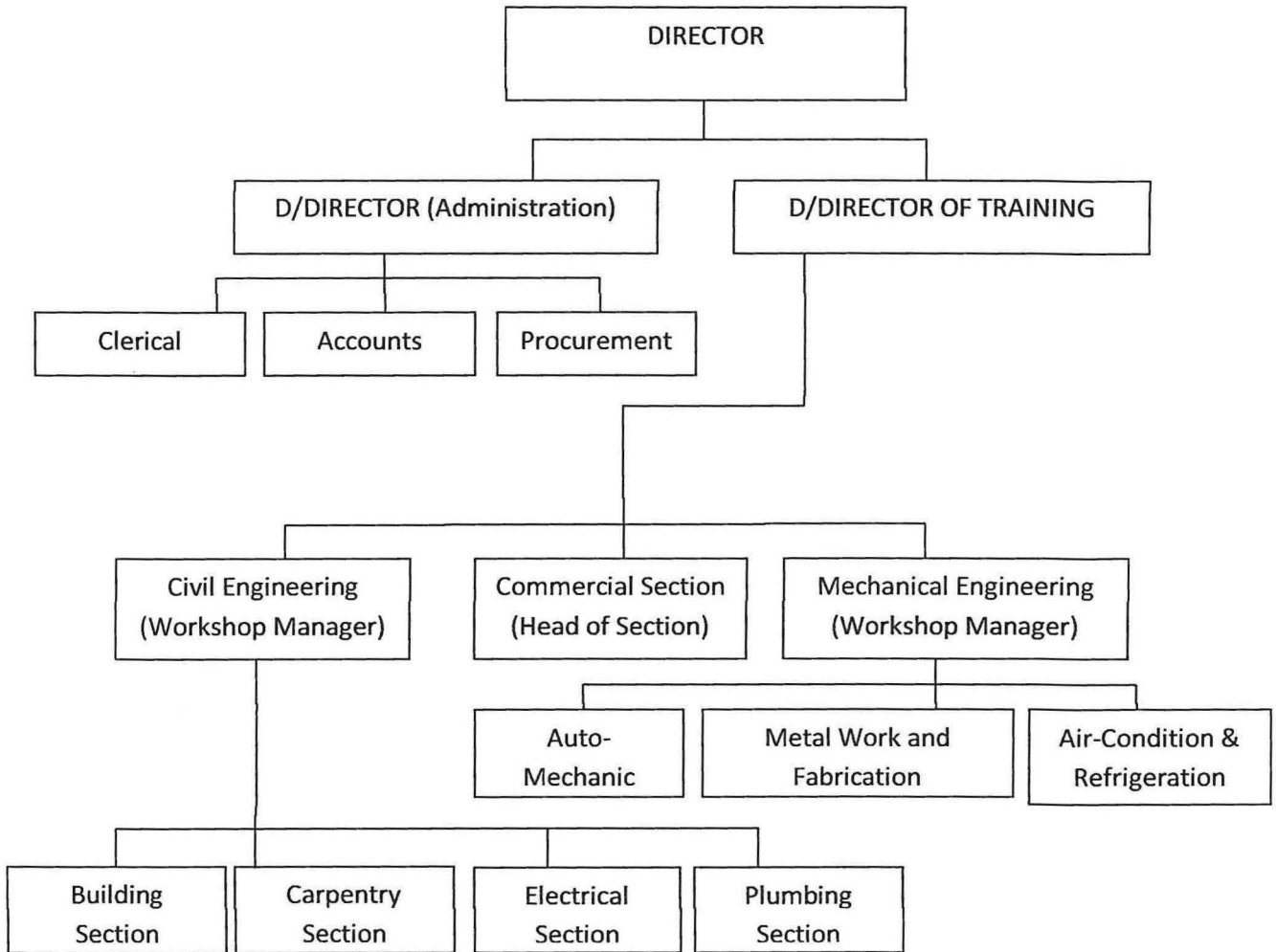
The researcher here presents findings on how the MTC functions so as to highlight the difference between the MTC of today, during the war and of the pre-war periods. At the same time the aim is to show the gaps that exist in today's VET at the MTC so as to be able to diagnose the correct path for future VET activities at the institution.

The current administrative structure of the MTC is shown Figure 3.1 below. The institution is headed by the director who is a male and deputed by two directors. One deputy director is for administration and the other for training, all are males. Under the administration, there are the clerical, accounts and procurement sections. Attached to all the sections of the institution are unclassified staff who work as messengers, cleaners and other jobs in that line. It should be noted

that there are two male staff members in the accounts section, and a male in procurement while the five members of the clerical sections are all females. The total number of unclassified staff under the administration is 25; eight males and 17 females.

As shown in Fig.3.1 below, each workshop is headed by a manager; all managers are males in this case. All instructors are males except two of the five in secretarial are females. Under each section, there would be a head of section, under whom are instructors assisted by unclassified staff known as workshop technicians. Two workshop technicians are assigned to each section except the carpentry section which has five, and electrical and plumbing which have one each. There are two instructors in each section, except electrical which has three, and the secretarial which has five as mentioned earlier. The past records of MTC staffing before the war was not available for comparison.

Figure 3.1 Showing administrative structure¹⁰



Source: Author

The sections which are directly answerable to each Deputy Director are as shown in the table above.

¹⁰ Figure 3.1 above was designed by the researcher from his observation of how the MTC was running its activities. It is not the official administrative structure of the institution.

3.3 Staffing

After the war, GTZ was the immediate partner to rebuild and re-launch training at the MTC. According to the deputy director of administration, the instructors requested to be “enlightened” about how far the world had changed during the war, and so some six trainers were sent to Uganda for refresher courses and to draw up the first curriculum to be used in the institution. The head of carpentry section indicated that prior to this, the MTC did not have a curriculum (meaning a written one).

Section I of the questionnaire for the staff provided demographic information. This information was solicited in order to provide data that would help the researcher assess the credibility of the information given and help to provide an understanding of the responses; in other words, did the respondent have personal experiential knowledge or second-hand understanding of the situation? From this section, it was found that the staff of MTC ranged from age 25 to over 50. Some have served in the institution for about 30 years while others have just been recruited during the last two years.

Prior to joining the institution, three of the eight instructors who responded were directly involved in a vocational activity, two were undergoing training (vocational education) while the rest were employed by either NGOs or other government wings. In brief, five out of eight were either directly or indirectly involved in a vocational activity. This implies that the MTC has staff with vocational background. But as was seen in the history of the institution, the practice of most of these staff members began to slumber when the institution hibernated during most of the war period.

With regard to what motivated the respondents (the staff) to join the MTC, there were almost as many answers as there were respondents. Two mentioned that they joined the institution because it was their field of specialization. The other varied answers were “to serve the nation”, “I was requested to teach during my industrial training”, “I joined to improve my skills and I had the desire to train people”, “I was transferred here (by government)”, while another respondent reasoned that MTC is the best training centre with good facilities. These responses reflect the government’s hand in the institution’s activities.

The staff were asked to reflect on their future ambitions after MTC. Three of them indicated they would open a workshop or a business if they found sufficient financing. Two mentioned they would retire straight away, while one indicated he wanted to register an engineering company, and the last said he would become a peasant farmer. This means that five of the eight respondents mentioned becoming involved in a vocational activity after retirement. These responses therefore indicate that VET is viewed as important to solving the problems of the future and not only for satisfying the immediate needs. It also implies that there is a perceived market for VET skills.

In regards to the kinds of rewards received by staff and their perception of the rewards, promotion was mentioned as one of the major social rewards, while local leaves, meetings and sharing of knowledge with fellow instructors and regular monthly salary were each mentioned. These findings seem to suggest that unlike in the war time as mentioned in section 2.3 above, the consistency in salary payment today mattered and that whatever enhances social status in the society provided encouragement and incentives to the instructors.

Under the material category, salary inevitably was the commonest form of response followed by promotions and allowances each mentioned once. These findings point out the limited number of material rewards instructors receive. These rewards are mainly salary - to which they obviously have a right.

Under the mental rewards, the skills improvement training which instructors received strengthened them emotionally and was the major source of mental reward. The next major source of mental reward was the contentment from their work as they carried it out because it kept their skills alive. Encouragement and regular salaries were again mentioned as other sources of incentive. The possibility of upgrading skills was a major incentive to instructors.

On inquiring whether or not they were satisfied with the rewards so far described as received, half of the respondents were satisfied and the other half unsatisfied with material rewards offered at MTC today. But on the whole, satisfaction took the upper hand, because the respondents for the most part answered these questions in the context of the amount of salary they received. The salary is normally paid in line with the pay grade that one is in. Hence, they were not commenting on the overall satisfaction with the forms of rewards. This indicates that the respondents have resigned themselves to the general government payment system based on grades applicable to all government employees in other sectors as well.

Thus, motivation of staff and students at MTC was overall found to be low due to limited remuneration. Staff members are virtually paid only salaries; however, some staff indicated in a form of complaint that they are given only 10% of MTC earnings for work done for outside clients; that is, for work brought to the MTC's workshop. Though instructors of non-TVET institutions have training allowances, vocational institutions specifically MTC's staff do not

receive it. Whereas the students have nothing to take home beyond the results of their tests and their new knowledge and skills (which are immaterial), their learning is supposed to be a productive learning through products they produce such as the furniture. Motivation and remuneration of MTC staff can be provided not only in monetary terms but improving the general conditions such as provision of transport to staff, refurbishing institutional accommodation to staff and students, restructuring the salary scale, paying allowances where it is due, and promotions made open and consistent with available Public Service Regulations.

On inquiring into the sources of funding and facilitation for the MTC in the past and at the present, all the respondents mentioned NGOs as continuing sources of funding and facilitation for the institution. Government was mentioned as another source of funding and facilitation by some instructors as well; this is logical because salary is also one form of funding. This indicates their awareness of government support to the institution, support that in turn is heavily reliant on NGOs. This finding suggests that the government should invest a little more into VET in order to improve VET institutions and exert proprietorship over them. This could also indicate that Government has neglected VET, and allowed it to fall under the care of NGOs since government administration has other priorities that, due to the war, burn more brightly than VET.

The staff mentioned that the primary role of MTC before the war was to serve the government as its capacity builder. In fact, the main target of MTC was to expose its trainees to the acquisition of skills and not necessarily to become proficient in producing things. Equipping the trainees with skills and knowledge for employment was the biggest response for MTC's role today, upgrading the skills of semi and unskilled people and training the manpower of the government

each followed the main response. There is not much variation between the past and today's roles by comparison. The only new concept was to orient the trainees to today's labour market needs.

The primary role mentioned above does not go beyond skills production; it does not expand to inventing or having a wider knowledge about the general environment or the impact of their activities and consequences on it (Anderson 2003, p.1) as discussed in section 1.2.3 above, or deeper technical knowledge or opening up opportunities for trainees who wish to further their training. Finally, this implies that MTC's role today is similar to what it was prior to its closure during the war.

When the respondents compared the roles of MTC before the war to that of today, the instructors on the whole saw that MTC today was better than it was in the past. This can be explained as the introduction of one-year training programs. They also remarked on how easy it was to obtain training materials today. Although the instructors indicated that MTC's roles have changed for the better today, half of the respondents still claimed it was better managed in the past than it is today. The researcher has attributed this to the accommodation and transportation that students and instructors used to receive. And besides, there are breaks in training programs today while in the past there were none at all. This I think is beyond the administration of MTC because the negotiation of partnership agreements with partner NGOs are done by the government.

The above finding indicates that there is a huge desire to upgrade the standard of the institution, and it also shows that there is more stability today than in the post-Addis Ababa Agreement because of frequent sporadic insecurity across the South in those days (Johnson, 2007, pp. 60-61; Scroggins, 2004, p. 38), and because training materials can easily be obtained today as compared to the past.

The staff saw the role of the government in MTC as mainly that of the employer, namely paying staff salaries throughout, something it has done throughout its life history, whether the administration has come from the central or regional government. The next most prevalent view was that the government was the owner and coordinator of the institution. These views are both correct but indicate the regrettably minimal level of support offered by the government to this institution and the almost total dependency of VET on generous donors from abroad.

As acknowledged in the final SSC report for 2010 on SAVOT, one of the major constraints that hinders the MTC's progress in achieving its mission of wanting to be the leading vocational training institute in Southern Sudan, was summed up as follows:

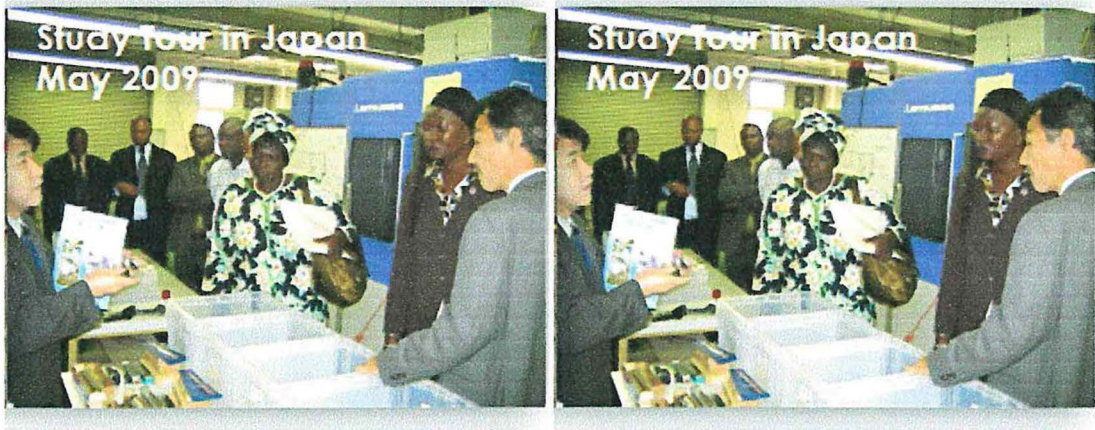
Without financial support by SAVOT, MTC still cannot operate training programmes. MTC require roughly USD 100,000/year for its operation (excl. personnel and capital costs). This is a burden for MTC and MLPSHRD. (SSC , 2010, p. xiii).

This has been manifested in the 2010/2011 academic year where there has been no formal training in the institution because there has been no funding made available from external sources.

The government is aware of the potential of VET through workshops and study tours (SSC , 2010, p. 73) and (Atari, Abdelnour, McKague, & Wager, 2009, p. 18) which enhance their VET knowledge and exposure, yet many NGOs' reports and an official from the government ministry of Education indicated that the government was not adequately investing in VET. This was evidently manifested by the attention the government paid to vocational institutions through its activities; further, VET is not a priority to government, as was also discovered by Atari et. al. (2009, p. 35). Figure 3.2 below shows staff of the Ministry of Labour Public Service and Human Resources Development (MLPS&HRD) and those of MTC on study tours. This is a part of the

knowledge and exposure they get through workshops and excursions. This is normally sponsored through NGO funding and contrasts sharply with government inability or rather the lack of will and actual interest to invest in VET.

Figure 3.2 Showing MLPS&HRD and MTC Staff for study tours in Japan and Kenya



Source: Final Report on SAVOT, SSC Inc.

To find out whether the institution is known beyond its current sponsors, the majority of the respondents affirmed that the institution receives extra help at times in the form of food for trainees and training materials and equipment. Again the main providers here were seen to be NGOs and foreign governments. Note that even the respondents who denied that such extra help was received, went ahead anyway to enlist various kinds of extra help. Since there was an overwhelming mention of extra aid, this implies that VET is thought of, or known quite widely outside the confines of Government. The civil war has attracted more NGO and foreign attention, ironically enough, so as to actual have been a tool in the post conflict intervention programs such as DDR whose post conflict contribution was discussed by Colletta and Muggah (Op. Cit. p. 249) as inevitable in the post conflict period.

Amongst the major inspirations for carrying on with the job, the instructors were motivated most by the training they receive through seminars and by short courses followed with the practice they do while conducting trainings. The other motivation mentioned was having ample time. The instructors said the time available gives them room to do extra-activities to improve their income. This positive motivation with regard to upgrading one's competence is related to the civil conflict. Teachers look at the training opportunities that were lost to the war and view the post-war reparations as a good opportunity to compensate for the training they missed during the war.

Similarly, all the eight respondents (instructors of different sections) overwhelmingly acknowledged the work schedule as being ample except one who ascribed his shortage of time due to transport problems. By observation, it was not uncommon to see many staff sit under trees during office hours or be out of the institution. This is something the researcher attributes to the lack of training activities at present. The time available to staff in 2010 was such that some of the staff had time for private contracts outside the institution. This is reflected in their responses about the kinds of rewards and the lack of investment in the institution in 2010, and thus explains the ample time acknowledged by instructors themselves. This on the whole is a long term result of the war which has not permitted development of national plans for VET activities at MTC and elsewhere. The current unnecessary breaks in service and time wasting such as I experienced during the fieldwork constituted a consequence of the long years of war and how war has damaged initiative-taking in various aspects of society, including VET.

Coupled with the above, leaves of absence were said to be available but it seemed some staff members had little knowledge on what kind and how to access the leaves at their disposal. This

is an indirect effect of war which has not permitted the staff to recognize such civil rights or privileges. This ignorance and lack of direction cripple the implementation of rebuilding and re-educating, due to inadequate resources and a clearly understood will for change. Being a government institution, MTC naturally has annual leaves which fortunately most staff knew about as indicated; however one respondent noted that it is rather difficult to obtain leave if one requested it. Such difficulties and refusals could have influenced the single respondent who denied that there were leaves to be had. Therefore, this calls for sensitization on existing holidays and policies on how they are granted so that staff do not miss or forego their rights. Knowing such basic rights opens staff members to possibilities of controlling and taking responsibility for increasing amounts of their MTC work and plans for the future.

On the perception of their positions, three respondents viewed it as improving, while two of them mentioned that they looked forward to being promoted since promotion was overdue. A respondent bluntly mentioned that he was looking for a better job but was hanging around at MTC until he found one. One of the respondents was not sure what his mandate was in office. This means he carried out activities according to his own interest or judgment, or else he copied what he saw colleagues do. These findings indicate that the staff were not satisfied with their job but since they considered the situation to be improving they “hung in there” waiting for better times. Besides, the hope of promotion at regular intervals (a government procedure) was a major indicator to them that their general situation was improving. This is a result of the war which has not permitted the formulation of job descriptions and policies for VET instructors even though there are general government public service regulations in existence. Now, once again everything has to start afresh, quite a challenge!

Upgrading the level of trainers was the most recurrent common mentioned for the future of MTC. This was followed by the desire for upgrading the institution's training level to a diploma, together with a form of continuous assistance. These were the top desires when staff members responded to what they saw as the future the MTC. Other factors cited as potentials for the future of the institution were its size and location, and the proposal to affiliate MTC so that it has formal ties to an institution of higher learning such as Juba University. All these responses are correct when we think of a bright future for MTC. These answers follow an earlier revelation that training received by staff was a major source of motivation to them. These are inherent desires and suggestions raised by respondents to fill the gap created by the civil war as earlier indicated. Therefore, if this is done, based on the findings of this study, the instructors should be more motivated and more stable in their jobs.

As a matter of triangulating the previous question, answers similar to those of the future of MTC were raised. Upgrading the level of the institution was the most frequent suggestion when they were asked what their desired changes would be at the MTC. This was followed by recruiting more young instructors to boost and widen the scope of training in the institution. The desired changes indicated by informants might be grouped into two categories, one that can be solved from within, such as improving sanitation and administrative style and other that can be solved from without, such as funding training levels of the institution.

In the very last and optional opportunity to provide more information on the questionnaire, two of the eight respondents answered but not with novel ideas. The responses reiterated the previous motivation of upgrading the institution and staff so as to match today's market demands. They

probably wanted to reemphasize that point. This means that it is a common concern for all the staff.

From the SAVOT report, staff comments, motivations and complaints of staff and students, all indicated that the staff and administration have to upgrade their skills, recruit more female staff to balance gender and improve female enrolment in mainly male mainstream trades such as auto-mechanics, carpentry, the building and electrical sections. In addition, the overall number of instructors is small and needs to be increased so as to meet the different training requirements of the institution as indicated by the Director.

In conclusion therefore, there is room to improve the seemingly constraints of the institution given a close look from within the institution as well as continuing supplying the required support from without (government and NGOs). Most of the current NGOs' support to MTC which hinges mostly around DDR can in the long run be turned to focus support on the ability of VET to reconstruct the country.

3.4 Modes of Teaching

The findings here were compiled through the questionnaire given to staff (appendix p.103) and former students (appendix. p.111) of MTC. Findings were supplemented with observational notes.

Unlike technical education which is more of a formal education, vocational education trains for the job market (Atchoarena & Esquieu, 2002, p. 122). MTC follows a time allocation divided between practical, theoretical and industrial training in the ratio of 60%:30%:10% respectively.

An instructor from the auto-mechanics section gave the detail of the modalities of industrial training at the MTC as follows:

All learners go for industrial training in both sections of the mechanical engineering workshop, auto-mechanics and metal fabrication. Auto-mechanics go to companies such as Global Link and Auto Reliance and to workshops such as Hai Malakal Workshop and Rafiki General Auto Garage for industrial training, while those in the metal fabrication and welding section go to William Private Workshop. In the civil engineering workshop, the electrical section goes to Southern Sudan Electrical Corporation and H. A. Construction Company. The plumbing section goes for industrial training to Southern Sudan Water Corporation and Prism Construction Company. The carpentry section goes to Henry Workshop and Moijita Workshop. Finally, the building section goes for its industrial training to Afex Construction Company.

Students from these sections are sent for four weeks into the field to conduct industrial training in selected workshops and companies mentioned above. While on industrial training, the students are monitored by their instructors. The period of industrial training and the practical lessons at the MTC add up the total time for practical to 70% and 30% for theory. Similarly, the learning/teaching components were explained by Lennart Nilsson in (Mjelde, 2006, pp. 52-53) as having three components: practical (work technique), vocational theory and general education. These are normally combined in the proportions of 50% practice, vocational theory 30% and general knowledge 20%. This was the optimum proportioning for competence acquisition according to Nilsson. The component of general knowledge is absent in the general ratio of learning at the MTC. On the one hand, this is a credit to the institution for giving student learners a taste of the market experience through the industrial training. However, on the other, general

knowledge is equally important and should be integrated into the general school curriculum as recommended by Professor Nilsson (Mjelde, 2006, pp.52-53).

The medium of instruction is English, but not exclusively so, given the fact that besides the many local languages, Sudan has been a bilingual country; Arabic and English have been the national and the official languages respectively. The director indicated that the students who had their basic education in Arabic are encouraged to learn English since Arabic is being phased out in Southern Sudan. This is clearly one of the effects of the civil war.

Despite the fact that the draft policy recommends that people between the age of 16 and 50 should train in vocational institutions, the director of the MTC indicated that within this age group they are targeting 16-35 year olds in order to equip the younger generation for the reconstruction of the nation.

According to the Director, the MTC adopted a curriculum designed by ILO up to the time when training was ended by warfare in 1992. This curriculum is modular as recommended by ILO to enable graduates to further their training more flexibly, if given the opportunity, to acquire specific competencies (competency based), and to encourage them to be self-reliant. The former students indicated that they had weekly tests and end of term exams both written and practical and the successful completion of this curriculum culminated in the awarding of a certificate.

Seven of eight instructors affirmed that MTC in collaboration with NVTI formulated the curriculum that was for a period under the sponsorship of JICA.

But on asking the instructors about when the curriculum was last revised, their responses gave different dates between 2007 and 2010. To shed light on the issue and sort out the confusion, the

report for the project which supported the MTC in that period – SAVOT explained the curriculum development process thus:

In November 2006... 6 months curricula in 6 trades were developed... Following the 6 months curricula development, 1 year course curricula and training programme were developed in TOT which was conducted by NVTI in October 2007... They were implemented in January 2008 for the first time. Secretarial section reformed their 6 months curriculum into 3 months curriculum in August 2008, and implemented it from September 2008 (SSC , 2010, p. 18).

Therefore, this means 2007 was the year that this curriculum was developed. The other years were named by respondents probably because at the beginning of every academic year there is a workshop for the next training program; these workshops involve curriculum review.

It should be noted that since its formation in 1973, MTC has trained only at a certificate level basically for a maximum period of six months; this is attributed to be a consequence of the just concluded civil war. Beginning only in 2008, the curriculum duration for most trades was extended from six months to one year but still at the level of certificate training. Curriculum used here is often revised before every academic year begins but the major restructuring was done in 2007 at the MTC in a training of trainers (TOT) with NVTI – Uganda (SSC , 2010). The curriculum used here is particular to the MTC. Other VET institutions have their own versions of curriculum (Atari et. al. 2009). Also, the many NGOs who undertake to train and or fund vocational education use their own curriculum. At the end of the courses they provide certificates. This is similar to the terminal-ended nature of VET in the Uganda VET history described by Okello (2009, pp. 23-26)¹¹ as to how VET graduates have limited opportunities to further their education. This means that graduates hold similar certificates in a given course but

¹¹ Unpublished material, pp. 23-26, presented by the author to MVP students at Kyambogo University during a facilitation by the author on the history of vocational education in 2009.

have different competencies since there is no uniform curriculum; besides, these certificates cannot be used to pursue further training in institutions of higher learning. Therefore, this curricular multiplicity implies that there is no target standard identified which would assist national development.

Instructors were asked what tools, materials and equipment they used. They listed these items according to the different sections they came from. They were mainly hand tools with some sections listing a few sophisticated tools. Figure 3.3 below shows some of the tools and the inside of the mechanical engineering workshop.

Figure 3.3 (a) showing a tool in Mechanical Engineering Workshop, (b) the inside of that workshop



Source: Author

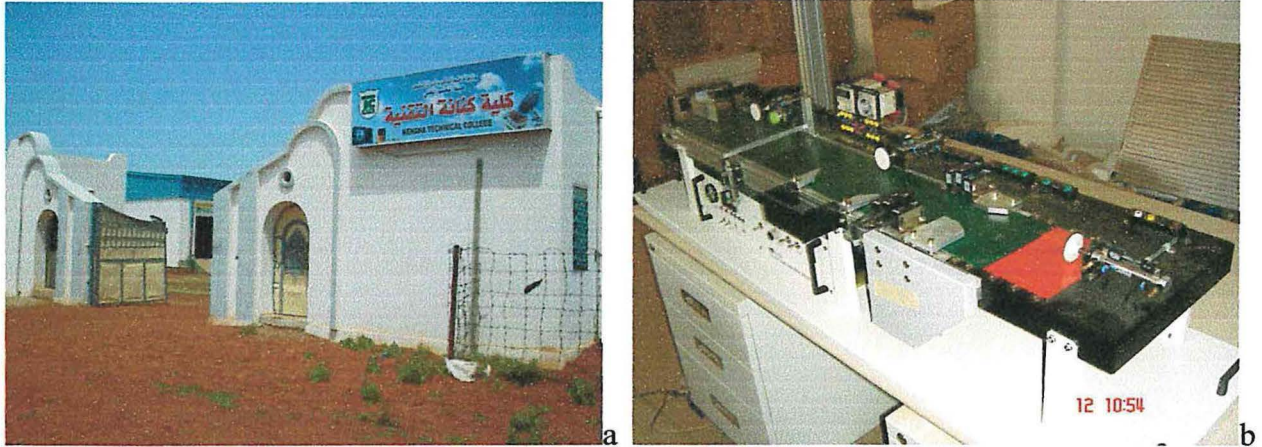
Almost all of the respondents indicated that NGOs and foreign governments were the suppliers of equipment and materials to the institutions. Only one respondent dared to mention the government. This implies that the general perception among the staff is that the government is not a relevant player in the provision of the tools for technical training and indicates the dependency of the institution on generous foreign partners.

About the suitability of the tools, the following data were provided by the respondents: almost all of the respondents agreed that the tools were suitable for operations intended. The reason for this assessment is that indeed the tools were suitable, supplied according to training requirements of the different sections, they were efficient and functional. This is natural, for if not, what would they have been using after the war? Most were hand tools which they were used to. It is important to have decent tools especially after the war in order to impart the required skills needed in the labour market to facilitate development and stability. The former students of MTC too were satisfied with the tools and materials they used for training citing that they were efficient and up to date.

Tools and materials are normally supplied by the sponsors of the MTC. They are provided in line with the training requirement advanced by the instructors and the policy which the partner follows at the time. These tools/materials are generally usable and up to date according to the director of the institution. However, according to some instructors, sometimes the arrival of the tools is delayed, while others indicated that some faulty tools are provided from the moment of purchase. This is a logistical and procurement challenge to the MTC and the partners. A few other instructors indicated that some donors donate obsolete tools as a kind of dumping old technology. Students were content with the type and modernity of tools at their *alma mater* at the time of their training, but one contradicted this, saying he had encountered a modern tool in the job market which he did not encounter at the MTC. As a matter of fact, the donors are doing their best to provide tools that are as suitable as possible. The cost of these items cannot be underestimated; it only required a partnership with the government to subsidize on the part of the donors. This ultimately is as a result of the long civil war which diverted attention and resources from TVET and the MTC in particular in the South to other sectors, this is graphically shown by

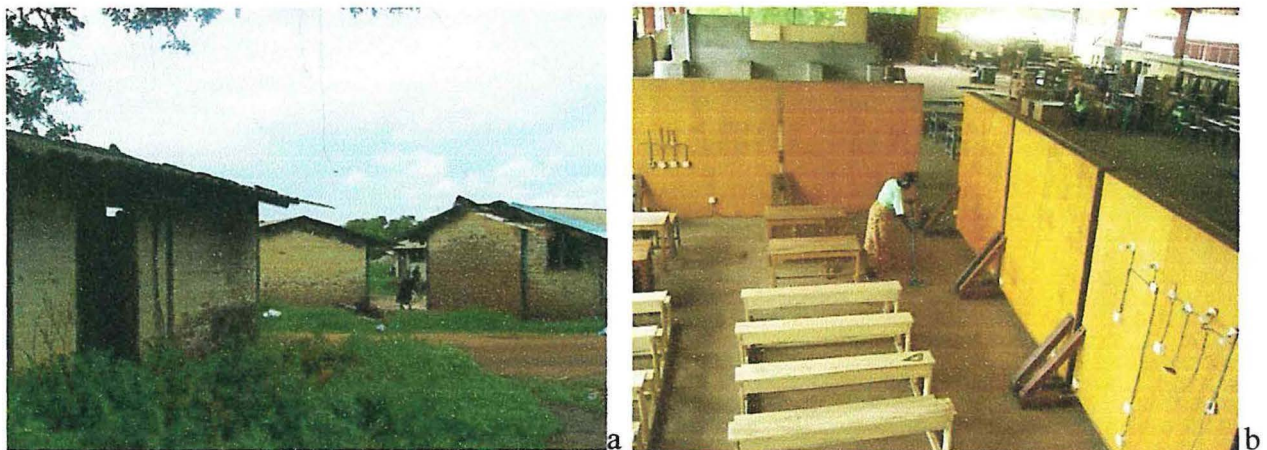
the comparative growth of TVET in a more stable and peaceful North as compared in figures 3.4(a & b) and 3.5 (a & b) below.

Figure 3.4 (a) Showing Kenana Technical College one of the many flourishing TVET institutions in Northern Sudan (b) some modern electrical equipment therein



Source: (n.n., TECHNICAL EDUCATION CORPORATION (TEC), 2008)

Figure 3.5 (a) Showing MTC's dormitories and (b) the inside of Civil Engineering Workshop



Source: *The Authorcv*

Given the fact that MTC does not have many very modern tools, the tools are probably provided directly proportional to the level of training given, the certificate level, or based on the

agreement or capacity of the donor partner. However, at the time of setting out for economic recovery as we see in this case of Southern Sudan, focus on appropriate facilities and equipment for TVET has been a key factor, as it was for the Asian Development Bank in the 1970s setting out to attain the economic standards where Asia is today (Wihtol, 2008, p. 3). And besides, the government should strive to apportion education resources equitably between TVET and general education as is done in Germany where, for instance in 2004 the German government allocated a third of education resources to basic education, a third to TVET, a tenth to tertiary and the remaining 20% to more, general sector policy and reform (BMZ, 2004: 19 cited in King;2007, p 12). By comparison, in Southern Sudan, the cost of “Go To School” a basic awareness program was over thirty million US dollars in slightly over three years (UNICEF, 2010) and yet MTC would require only \$100,000 USD per annum for its operation (Op. cit. SCC), but the government is “unable” to meet this cost. Therefore, if the few available resources are shared equitably, then facilitation to VET institutions will improve and not totally stagnate or be left in the hands of donors as is mainly the case now.

The data show that there is faith in the market situation. This finding favors VET because most staff intended to setup vocational enterprises and respond to what they see as market opportunities. If such ventures were not viable people would hardly be eager to undertake them. Besides, motor vehicles need repairs, constructions projects are underway constantly, food is needed for consumption and many other needs of daily life in modern society must be addressed collectively. This has led to an influx of expatriate technicians and skilled labour from other countries. At the same time the indigenous population needs to equip itself with the requisite skills to take charge of its own destiny. One of the solutions is vocational education just as it has been in Europe since researchers and governments discovered that previous under-investment in

vocational education and training have undermined Europeans effort to respond to changing economic conditions, thus there is a marked quantitative growth in VET in most European countries as pointed out by Tuijnman in (Calder & McCollum, 1998, p. 3). For this reason, as the Director of MTC noted, VET in general and the MTC in particular can be relevant if

Government and development partners focus their efforts on improving VET facilities, put in place equipment (tools & materials) and carries out comparative studies with developed VET institutions in other countries such as NVTI in Uganda, Jomo Kenyatta in Kenya and others, as has already been initiated by JICA. (field notes May 2010).

As found in the previous section, five of the instructors gave the impression that the availability and quality of tools were not sufficient. The few who claimed their tools to be sufficient gave varied answers as to when such conditions prevailed - pre-war, in the war or post-war, however, one thing is clear, the availability has been reported mostly for the years following the Comprehensive Peace Agreement, indicating that most of these tools have been provided by the implementing partners after the war. The different years reported tend to reflect the fact of the specific years of intervention by partner NGOs experienced by the informants, or depended on the sections from which the respondents came.

A graduate respondent indicated that tools and materials used were insufficient for the whole class to use. He also acknowledged that the training did not equip him fully to use some modern tools like computer diagnosis, technology which he encountered in the job market after completing his course at MTC. The former students interviewed also indicated that one of the things they liked during their training was that most instructors were interactive and friendly to the trainees.

To know how they coped with the tool deficit, the respondents who claimed it was there said they studied in groups to manage the deficit, rather than as a chosen method of learning. Group/collective work and sharing of tools is a socially and psychologically effective form of learning which Lev Vygotsky extensively studied in the last century. (See Mjelde 2006, pp. 90-96), A Vygotskian approach enables VET providers to design a collaborative, student-centered environment in which a community of learners is created (Lave & Wenger, 2007, p. 15), one which replicates the kind of community of practitioners where learners move towards full participation in the practice (Lave & Wenger, 2007, p. 29). But this is much more effective, of course, if organized consciously rather than simply out of necessity to share tools and materials in the learning process. In these actual cases the freedom of an individual learner to dedicate more time to learning is stifled by the limited learning resources. The general shortage of tools and materials calls for other modes of interventions such as requesting government and its partners to address the situation. It is not sufficient for educators to say nothing and remain complacent with the existing conditions as some did. The student – instructor relationship should be maintained as has been applauded by former students (see above). In both cases, lack of tools by the institution and lack of knowledge (group learning) by instructors are viewed as problems to be solved internal to MTC.

The former students and instructors' responses regarding how they got help revealed that half of the respondents acknowledged getting help during a work process through fellow instructors. The other sources of help mentioned were through the administration, NGO partners, and the government, each mentioned once. While on the part of former students, one said they obtained help during training from the instructors at the institution. This shows that there is free interaction amongst instructors and students, indicating a healthy working environment with free

communication amongst them. This is in line with Mjelde (2009, pp. 132-135) where she points out that the ability to understand and see the situation of “the other” constitutes meaningfulness in learning, something that affects its progress positively, and helps to motivate the instructors to perform better and learn while on job.

In conclusion, the government should continue to be in partnership with NGOs so as to subsidize the cost of running a VET institution since it is more costly than other forms of education. By this the government will be in a position to give a ‘national direction’ to VET.

3.5 Recruitment and Enrolment after the Peace (CPA)

After the signing of CPA in 2005, MTC opened its gates once again for training after a long inactive period. GTZ was the pioneer partner organization to sponsor training here. Due to the dilapidated infrastructure and long inactivity of indigenous instructors, the GTZ started by renovation of the infrastructure and offering refresher courses to trainers, then it took one turn of 6 month training courses up to late 2006. The JICA took over and made significant contributions until December 2009.

Since the peace agreement of 2005, there has been the possibility of finding records of recruitment and therefore addressing gender imbalances at all, but these fall into typically gendered occupations as is common elsewhere (Mjelde, 2006, p. 144; Ekirikubinza, 2010; Reinisch, 2004). The numbers of trainees who have enrolled per each section from 2006 to 2009 according to gender and the drop-out are hereby presented in Table 3.2 below:

Table 1: Showing the enrolment of trainees in the academic years after the signing of the CPA in MTC

THE ENROLMENT OF TRAINEES IN THE ACADEMIC YEARS AFTER THE SIGNING OF THE CPA IN MTC						
YEAR	SECTION	No OF STUDENTS				TOTAL
	Mechanical Engineering					
		MALES	FEMALES	DROP OUTS	COMPLETED	
2009/2010	Auto-Mechanic	26	0	8	18	26
	Metal Fabrication and Welding	18	0	2	16	18
2008/2009	Auto-Mechanic	19	1	3	17	20
	Metal Fabrication and Welding	11	0	8	3	11
2007/2008 (6month training)	Auto-Mechanic	31	0	16	15	31
	Metal Fabrication and Welding	15	0	8	7	15
	Civil Engineering					
2009/2010		MALES	FEMALES	DROP OUTS	COMPLETED	
	Brick/Block Laying and Concrete Practice (BCP)	14	1	3	12	15
	Plumbing and Pipe Fitting	12	0	0	12	12
	Electrical Installation	20	0	3	17	20
	Carpentry and Joinery (3 months training - DDR)	30	0	18	12	30
2008/2009	Brick/Block Laying and Concrete Practice (BCP)	15	1	2	14	16
	Plumbing and Pipe Fitting	12	0	3	9	12
	Electrical Installation					

	Carpentry and Joinery	17		5	12	17
2007/2008	Brick/Block Laying and Concrete Practice (BCP)	20	0	2	18	20
	Plumbing and Pipe Fitting	20	0	9	11	20
	Electrical Installation					
	Carpentry and Joinery (6 months training - GTZ)	16		2	14	16
	Commercial Section					
2009/2010		MALES	FEMALES	DROP OUTS	COMPLETED	
Aug - Nov 2009	Secretariat	6	14	0	20	20
April - Jul 2009	Secretariat	11	14	0	25	25
	TOTAL FOR 2009				45	45
2008/2009						
Sept - Dec 2008	Secretariat Section	7	13	0	20	20
Jan - April 2008	Secretariat Section	9	11	0	20	20
	TOTAL FOR 2008				40	40

Source: Author

From Table 3.2 above, it can be seen that in the mechanical workshop for the period after the CPA, female enrolment is insignificant for both mechanical and civil engineering workshops, shown by the fact there would only be one lady trainee who would enroll per year in a given section. It is also noted that more than half of those who enrolled every academic year graduated, indicating that the retention rate is generally high, which may indicate that trainees generally liked their training or had a motivation to be trained. This trend can be attributed to the fact that the region is just emerging from a long spell of civil war where most activities are thought to fall within rigid gender patterns, and since most of the mechanical and civil engineering trades are thought of as males' are shunned by females just as they are in countries not emerging from civil wars.

Still, from the above table, it is seen that each year there were two training programs of three months duration each in the secretarial section. This program came after curriculum review which adjusted the curriculum from six months down to three months of training (see SSC, 2010). It is also clear here that women made up the majority of trainees in all the training periods in this sector, and it should be noted that there seemed not to have been a single dropout. This could be explained by the fact that the training period was short and most entrants were employees of Government and NGOs who were more focused and motivated to come and acquire a particular skill to help them perform better at their workplaces, a kind of skills enhancing course.

In order to recruit trainees, the institution launches radio advertisements and places written adverts on public notice boards with the specific requirements for prospective trainees. The numerous applications are then sorted by the Recruitment Committee headed by the Deputy

Director for Training. Shortlisted candidates are invited for interviews and then successful candidates are recruited.

From Table 3.2 above, one can see that the enrolment was relatively constant over the years after the CPA, relative to the capacity of the institution in both gender and number per section. As is traditionally common to VET elsewhere and similar to that in Norway (Mjelde, 2006, p. 66), there is male mainstreaming in more physical trades whereas females mainstream in the commercial section which has secretarial and computer trainings. Some instructors were wondering how they could boost female trainees to enroll for other trades as well, but on looking at the staffing, there were only male instructors in those male dominated trades, probably if there were female instructors in those trades, it would change the enrolment pattern because teachers not only orient students to studying, they also guide them into occupational or professional life and to practical working life and act in some ways as role models (Kuusisto & Vesala, 1996, p. 131). This concurs with what Professor Tibatemwa of Makerere University suggests, namely that female instructors would act as role models and mentor female recruits into negotiating their way in predominantly male-dominated trades and further ensure gender sensitive policies and opportunities (Ekirikubinza, 2010). Overall, the dropout rate was generally minimal for all the training periods registered in the table above.

The opinions of instructors and former students about the recruitment process was that half of the respondents supported the current recruitment process as being nice and should be carried on in the same line; two of them directly criticized the current process as not targeting literate (best) candidates as trainees. Those who were critical maintained that the current recruitment procedure targets weaklings, societal residue, and losers, rather than the cream of the younger generation.

This they said was not good but the institution has become resigned to it. Considering the response about the DDR recruitment process, this would raise the number of respondents who objected to recruitment process to a total of three out of eight.

The former students acknowledged that the process of admission was very formal since they had to go through a rigorous procedure which they appreciated as being checkpoints to ensure that only competent candidates were selected on the basis of merit. “No one is a good judge in his/her own case” is one of the Roman sayings I have heard.

From the government officials’ responses, the government has neglected VET. This is evidenced by the fact that there are several campaigns such as *Go To School*, which is the *de facto* framework of provision of basic education whose goals are to encourage and motivate every ‘school aged’ learner to go to school, and keep on to the end. Other goals are to increase access and quality of education to meet the MDG and EFA targets (UNICEF, 2010), which EFA goals I quite agree with King (2007, p. 6) do not address or emphasize VET, at best they do indirectly. VET or TVET as it is both known does not have such programs nor is it ever given a moment of exposure, public explanation or public awareness to encourage and motivate the public about its contribution to employment, development and ultimately stability of a society in and around Juba. I quite agree with King, Ronald M. Mutebi of Buganda who, when calling for curriculum overhaul in Uganda, said:

World over, countries which have developed put emphasis on vocational and technical skills. Our ancestors depended on crafts to survive but we neglected them and that is why we are finding it hard to adapt to the modern technology (Semakula, 2010, p. 7).

The process of recruitment was said to be rigorous and consistent; however, the majority of the staff had no objection to that process. A few instructors felt that despite being formal, the process was somewhat indiscriminate because they had trainees who were not able to read or write with the expected facility during the training. I think this is a valid point since the existing status quo of VET cannot encourage the free flow of entrants with good qualities since such applicants can easily access regular education at equally affordable fees and save themselves from a type of stigmatized education which is “the preserve for dropouts of all kinds” and of adults who did not have opportunities, due to war, to attend regular education as children and youth. This is in contrast to the situation in Germany where for example in 1999, out of the 3.3 million scholars between the age of 16 and 20 from compulsory education, more than 50% enrolled for Germany’s dual system VET, which lasts for three years and leads to a qualification as a journeyman in a craft, blue-collar worker in industry or skilled white-collar worker for business and administration (Dietmar & Holger, 2004, p. 80) and in Norway where after education reforms in 1976, there is today 50% enrolment in vocational education and 50% in general higher education (Mjelde, 2006, p. 63). In Southern Sudan, unlike regular education which has awareness and promotional programs like *Go to School* mentioned earlier on, VET does not have such promotions or awareness. How can VET in Southern Sudan acquire such esteem and equality experienced in Germany and Norway? Unless the government prioritizes and facilitates VET with resources to attain equilibrium in opportunities and esteem in all of its kinds of education like that in Norway (Mjelde, 2006, p. 64).

The Target Trainees

In the interaction with the staff and former students of the MTC, the following were mentioned as the target trainees for the MTC. Respondents from the government ministries (MoEST and MLPS&HRD) mentioned similar categories as well, for vocational education in general.

- Secondary school leavers
- People in offices without skills, mainly government employees
- Drop outs
- Interested persons
- Other workshop owners to uplift their basic skills

The director of the institution emphasized that the curriculum targets mainly secondary school leavers although recruitment is not necessarily exclusive to them. Trainees for tailored courses are accepted without prerequisites other than their willingness to enroll; workshop owners have been trained and certificates awarded to them, a result of the civil war.

This view maintains the belief that vocational education is a supplementary education and is a form of training for academic failures and the unprivileged. This of course reinforces the low status with which VET is regarded, as is also the case in Uganda where vocational education is considered for either poor people or those who do not succeed at academic schools (Bosa, 2007). It is not much different in Southern Sudan where VET is perceived to be for lower-status blue-collar workers (Atari, Abdelnour, McKague, & Wager, 2009, p. 35). However, what is self-defeating is that the target trainees, as indicated in Chapter 3, are mainly dropouts and the underprivileged. Public opinion also holds that TVET is an option to provide underprivileged

communities of youth and ex-combatants with a livelihood through skills essential for sustainable development (n.n., 2010). Officially the target trainees are secondary school leavers, who are only with difficulty recruited into VET due to the poor image and terminal-ended nature of vocational education. This forces the institution to recruit mainly the ‘underprivileged’ or weak candidates alongside government and NGO workers who enroll to upgrade their skills mainly in the Secretarial section. The negative attitude towards VET as earlier described induces the institution to lower the standard of target trainees from within, resigning to the public *status quo* in order to obtain any recruits at all. In the period around World War I, the British education system failed because vocational training did not reflect the requirements of the economy and besides it limited instruction to classroom education. There was, according to Deissinger, a general *laissez-faire* in the evolution of the society (Deissinger, 2004). Southern Sudan can ill afford such a situation; such tendencies should not be repeated here; entrants to TVET, VET and General Education should have similar grades and have equal opportunities for furthering their learning or market opportunity at the end of their trainings, so as to contribute to post conflict reconstruction and development satisfactorily.

3.6 Students and DDR Training in MTC

In this section, the MTC trainees explain how they experienced their training. The MTC has a training program every year, except for the academic year 2010/2011 due to lack of sponsors. The immediate sponsors – SAVOT were negotiating a new deal with the government of Southern Sudan before embarking on a renewal of VET training. The only training, which began in June 2010, was a DDR program sponsored by UNDP, implemented by the GTZ-IS and the

MTC. Therefore, former students' experiences and DDR students' experiences will form the core of this section in order to highlight some of the VET needs today in MTC.

Former Students' Experiences

Through snowballing, some staff of the MTC directed me to where I could find some former students of MTC to interview. Due to the nature of the jobs of those I contacted, it was convenient for them to fill in a questionnaire I devised (appendix p.111) and return it to me at the MTC at their convenience. Therefore, in this way I obtained the following information.

There were two respondents in this category who had trained in MTC in the academic years 2008/2009 and 2009/2010 respectively. The first trained in the auto-mechanic section and the latter in electrical section. Both worked with different organized forces before enrolling for training at the MTC. The first was motivated to join the MTC because he believed the training would enable him to create a job for himself if he was unable to find employment, while the second saw it as an avenue to acquire skills for the job market.

The dream of both students was to enroll for a vocational study in order to join the job market. They appreciated their training, citing that it has improved their skills and helped them to begin earning a living once again.

Some of the challenges they faced as VET students during their training were as follows:

- Food was insufficient and it was a mono-diet
- They lacked basic school items such as exercise books, pens and books
- Sanitation in and around the institution was not up to health standards due to poor sewage system and a lack of enforced hygiene procedures.

- The classroom ceilings leaked during the rainy season.
- One indicated that after going into the field, his issued certificate did not have a national stamp and the quality of its appearance was poor, causing people outside to doubt its authenticity.

In order to cope with some of the above challenges, these respondents depended on family and personal support. Despite these shortcomings, they acknowledged that the training has given them new skills for their future survival. Of course, with regard to the authenticity of the certificates, it is only through interviews and good work performance that clients or employers may recognize the real skills they acquired: the proof of the pudding, as the English say, is the eating.

Apart from those who are already self-employed, some graduates have been employed by organizations and companies such as UNDP, United Nations Mission in Sudan (UNMIS), and South Sudan Nile Breweries Company, Global Link Auto-Workshop Company.

The changes they wanted were to be offered student accommodation on the campus. This would enable the institution to admit students from all over Southern Sudan and not restrict it to applicants who are in and around Juba. Second, they called for an improved diet for students and rehabilitation of the classrooms.

They further looked forward to graduates being given start-up kits to assist them to start up businesses after completion. The MTC should set-up a production scheme unit to employ some graduates. And finally, they suggested that the standard of living of instructors should be improved and also improve the administrative system. By suggesting the improvement of the

standard of living of instructors, they referred to the need for accommodation and transport for their instructors.

They suggested the future of the institution lay in the refurbishing of tools and equipment and employing qualified instructors, as well as upgrading the standard of the institution from certificate to diploma level.

They concluded that they lacked jobs (formal employment) after graduation; if possible, government should arrange employment for graduates as soon as they complete rather than leaving them on their own; in other words, the MTC needs to be involved in expanding its influence, reaching out to the business community and doing stakeholders work in the South Sudan Community.

The DDR Program

In a parallel interview with an expert teacher in adult literacy and numeracy for the implementing partner GTZ-IS, I learnt the following:

The GTZ-IS had begun training over 600 DDR students on 28 June 2010, in Adult Literacy and Numeracy, Life Skills and Intensive English. After these general subjects, trainees joined their different trades chosen earlier on based on pre-training counseling and assessment of their abilities.

At the time of data collection (13 Aug 10), a transition from the general education to “livelihood options” was initiated. This included vocational training and business skills.

Under vocational skills, the trainees had been divided into the following trades: carpentry, electrical, welding, plumbing, auto-mechanics, driving (vehicle operation), building and concrete

practice, tailoring, salon and hair dressing services and food processing. The MTC would train those who offered courses it already had.

Some graduates of vocational trades would be attached to employing agents like the United Nations Mission in Sudan (UNMIS), while business graduates will be given start up kits and probably some location in the marketplaces at the time of completion.

The official interviewed mentioned that after the send-off, a follow-up by GTZ will be done for two months to assess the graduates' stability in the civil society.

The expert teacher in adult literacy and numeracy from the GTZ who was one of the trainers of the students reported that trainees were expected to live at home, but that GTZ provided them with a daily sustenance allowance (DSA) of 100 Sudanese pounds (SDG) that was paid twice a month. This DSA is given only to trainees who missed fewer than three lessons in each two-week period. This incentive acted as a motivation for attendance. The DSA covers transport, feeding and accommodation.

DDR STUDENTS' EXPERIENCES

There were three groups of DDR trainees who were interviewed in a focus group discussion. Focus group discussion is a participative method that involves a homogenous group of respondents in the discussion of issues of common concern through a moderator (Mbabazi, 2008, p. 66); in this case the moderator was the researcher, who introduced specific topics for discussion and followed it up with guiding questions.

The selected groups for discussion were from different sections. Two groups came from the Business Section while the third from Plumbing Section. Each group had two students of both

sexes except one group which had two females. Other sections were in the field at the time of data collection, only two sections; plumbing and business, were on campus.

The respondents acknowledged that they had attended the general education courses in English, math and computer lessons taught in the traditional methods. Some of them expressed difficulty, mainly in English, probably because they were from Arabic-speaking backgrounds while others indicated that they were able to write well but had difficulty in reading.

The respondents indicated that they are supplied with exercise books (two each) for taking notes, but reading materials/books are not issued. One group mentioned that they were adults and therefore were slow learners, indicating the teaching could have been somewhat speedy.

The respondents acknowledged that they received allowances and encouragements to continue with the training. The second group of the respondents said that the results of the exercises they engage in have served to motivate them emotionally. They also claimed that another source of reward was the hope of harvesting the fruits of their training after completion.

Two of the groups from the commercial section cited that one cannot find an immediate interest in any aspect to studying, but they added on reflection that by beginning to write names or figures they found that now they could do things they thought they would never do, like writing names which will help them in future in recording their creditors' names, keeping records of their important affairs and thus being able to remember, to add and subtract and do many other things necessary to be effective in literate, civilian daily life.

Similarly, the data generated in July 2010 in the focus group discussion with the three participating groups concerning the challenges they go through during training were as follows:

All the groups mentioned that they walked long distances to the training institution because they resided far from the institution and were given a DSA of only 100 SDG (about 37 USD) which is a very minimal allowance in a country where so much of daily life relies on imported goods and services. One of them said “it (DSA) cannot cater for our sustenance and transport. We buy everything including water and food, which are expensive here in town”.

The second group from the commercial section said, “We are fed up from staying with people in their homes but there is nowhere else to stay here. This resulted in the death of two of our colleagues from Mangalla because of cold and rain. All this is due to the fact that we come from distant places and do not have any sanctuary in or around Juba”.

One of the members of the third group from the plumbing section said that she was worried about her residence back home. “It is just rotting away since there is no one taking care of it while I am here”.

A man from the first group of the business section talked on behalf of others. He said ‘We are people with dependents and responsibilities back home. How and who will take care of our dependents we left behind? In terms of security, maintenance of the house, school time and so forth’.

The second group which was from the business section had the concern that, the timing and duration which is a three-month course, is challenging because this is the season for cultivation. The season is being ‘wasted’.

“We would like all the learning to be in the morning rather than dividing it up into two sessions one in the morning and the other in the afternoon, because we are fasting,” worried a plumbing respondent likely to have been a Muslim.

A common worry from the groups from the business section was that at the end of the course, they ought to give them a starting up capital or find a location for those who have trained in business in the market place- which they usually do not do.

The second group intended to apply the business skills they were acquiring back home with the capital they would be given. Others hoped that after training, the authorities organizing their training (i.e. the Government and UN Agencies) would employ them, but if they will not, they will employ themselves.

A respondent from the first group of the business section held the view that training social practices like business courses were irrelevant, citing her reason, and speaking on behalf of the others, she said “We are already aware of the market situation, since the market is crucial to our survival anyway. Our knowledge of market practices is deep and detailed”. She cited practices commonly known as ‘*damn-record*’ (dem rekod) in which a buyer who buys on credit pays the higher price at the time of return than one who pays cash on the spot. For example, a bottle of beer which costs three Sudanese pounds, costs four Sudanese pounds if paid for later, just like borrowing money and paying interest. ‘This arises because we know all about credit with profit, and they do not have to teach us’ she went on. “Therefore, they should train us with practical skills like tailoring and carpentry and not social [economic] skills we already have”.

Others wondered why they were not granted permission to pitch tents/shelter for accommodation in the available space at the institution; this would motivate them to continue with education after completion of this one course.

Despite their past experiences in the vocational fields, many of the DDR students hoped this training would enhance their careers by empowering them with relevant skills.

In conclusion, recruitment of DDR students for training was exclusive to DDR organizations. SPLA disarms and demobilizes its fighters; the UN and its implementing partners like GTZ select and prepare those who are eligible to undergo training; these agencies then pay for all the costs of training.

The MTC was used as a venue and participated in the training of selected DDR students only in the trades available at the MTC. The MTC was not involved in the selection process of DDR recruits. This caused concern among some of the MTC staff that the curriculum they themselves had to prepare may not be very relevant since they do not know the exact competence of the students. If MTC were involved at one stage in the recruitment process, it could better identify the needs of the DDR trainees and take those into consideration when preparing curriculum for them.

3.7 Challenges

In sum, the responses from the instructors obtained through questionnaires, the three historical narratives obtained through interviews guide and the responses from the former students obtained through questionnaires, are presented in this sub-section.

The challenges which staff go through are, by extension, the challenges the institution is facing, and therefore, they constitute the gap that needs to be bridged in VET today, especially in the MTC.

There were many challenges cited by the respondents which they encounter in their daily job activities. The most frequent of these were the lack of training materials and poor hand tools, lack of incentives, transport related problems and unqualified instructors. Other challenges mentioned included gender imbalance, inadequate power supply and arranging for lessons.

One could rightly assume that challenges stem from a lack of staff training, poor facilitation and low levels of motivation. And these shortcomings, and attitudes toward them, are at least in part the consequences of the long years of civil war.

According to the findings, most staff members mentioned that they coped with the challenges by just bearing it (as they await their monthly salaries). The next common solution to the problems was normally addressed by writing out requests. Sharing resources and problems with fellow instructors, reducing the size of what is to be taught and circulating information between the staff were mentioned as other solutions. This indicates that the needs may not be well addressed and the staff may not know the procedures for addressing the problems which come up during the work process.

Amongst the constraints faced by the instructors outside the institution, the most frequently cited was related to transport. Lack of promotion followed and then accommodation related problems. The lack of promotion mentioned here is surely a hindrance to performance, and should be addressed.

Graduates were generally happy to have enrolled for training at MTC, they were still contented with the recruitment process and the methods of training they underwent, though one of the two commented that he found a new modern tool in the market which he did not encounter at his training – the computer diagnosis gadget mentioned in the table above. They found the job market to be challenging in the sense that they were not employed easily as individuals. Since they were not members of any association, it was difficult for them to win contracts as individuals. This was the reason why some of them were not employed. None of the graduates mentioned that they were totally unemployed; they could be self-employed but preferred to be employed by government or NGOs so as to be like other employees with a better and permanent source of income.

Looking at the above critically, one sees that challenges faced by staff can be curbed by the institution or its stakeholders if staff housing is provided, if communications are improved in the administration and incentives to the staff as discussed earlier regarding motivation.

CHAPTER FOUR

VET AND PARTNER ORGANIZATIONS

4.1 Introduction

In this chapter, the general information about the government ministries and NGOs contacted and their experiences in carrying out VET activities are presented. Their challenges are also presented to demonstrate the extent of the effects of the 1983-2005 civil war on VET. The partners contacted included two GoSS ministries, that of Education, Science and Technology (MoEST) and that of Labour, Public Service and Human Resources Development (MLPS&HRD)¹². In MoEST, the Director for Technical and Vocational Education was the respondent and in MLPS&HRD, the Controller of Accounts responded because no official in the Planning and Trainings section could be reached. There were two NGOs who responded. First, JICA which is the major partner to the MTC and implements VET outside MTC as well, and second, Plan International (herein after called Plan) which is much involved in Technical Education in and around Juba County. The officials contacted in both of these organizations were in charge of the education or VET programs in their organizations.

The data were collected using an interview guide (appendix p.108) driven from a questionnaire planned for this category. The reason was because I found in the field that this method would be more convenient to this category of respondents due to their work schedules. With the government officials, the planned questionnaire (appendix p.108) was used because the researcher saw no need to alter the planned methodology.

¹² It should be noted that MLPS&HRD has been split into two ministries after the data was collected.

4.2 General Information about Government (Ministries) and NGOs

The government ministries are the wings of government which implement government plans in their respective areas of influence, and so the Ministry of Education is implementing and overseeing activities in the fields of education in general (including technical), science and technology while MLPS&HRD implements and oversees labour issues and human resource development programs such as trainings.

All NGOs have vision and missions statements which guide their operations. The two NGOs contacted are involved in vocational education and training to achieve their visions.

The respondent from Plan International mentioned that Plan International started ground operations in 2007 in Sudan. Their major aim is to help children to realize their potential in Sudan. Since then it has worked in close collaboration with MoEST which controls technical education.

The Plan is working in the fields of “the right to education” and “livelihood interventions” – under which vocational education falls. These are geared to “the wellbeing of the child” – the primary concern of Plan International.

Therefore, some of the Government’s and NGOs’ experiences in this field of VET were documented and are presented below.

4.3 The Government Ministries' Experiences

The government official in MLPS&HRD indicated the Ministry's commitment to facilitate TVET indefinitely so as to better the lives of people and to enhance development. By comparison, the MoEST official indicated that the Ministry's major function at the moment is to invite NGOs and coordinate activities of TVET with them since the Ministry does not have the capacity to do it by itself. This, he hoped, would go on until there is enough financial provision and trainers in the Ministry.

The role of VET in the period 1973-1983 according to both officials was that it trained and educated many young people from whom Southern Sudan is benefitting today. But during the 1983-2005 period, VET went through hard times and was eventually interrupted by the war. TVET today is at its infancy, it is being promoted and is providing many citizens with good skills in various fields.

In the MLPS&HRD, the activities of VET have changed for the better since it is better equipped in terms of tools and materials today than before. VET addresses the needs of students who cannot continue with their education to a university level, and this equips them better to be employed for a better life. According to the Director of Technical Education, today's few TVET institutions train people in various trades for the reconstruction of the country in general and for self-employment in particular.

In MoEST, the official indicated that TVET's needs are huge. There is only a draft policy for TVET, and insufficient funding because the government has not prioritized TVET, yet TVET provides the technicians needed for the development of Southern Sudan states' infrastructure and

enables one to be self-employed. For his part, the official in MLPS&HRD maintained that proper attention to VET today will enable the country to have a brighter future, especially if VET is made to be attractive to all people. He concluded that support to VET should come from both the government and the public, meaning that the public should change its attitude toward VET and the government and its partners invest in it. He did not say that government should actively work to change public attitudes toward vocational education.

Therefore, given the response from the MoEST official and the report by Atari et. al. (Op. Cit.), the lack of will, or the seeming lack of will on the government part should be addressed. Both regular, TVET or VET should be held in equal esteem so as to foster a balanced growth in the realm of education in general.

4.4 NGOs' Experiences

After signing the CPA, the Government of Southern Sudan (GoSS) did not have sufficient funds to restart vocational education due to the enormous amount of money required. Hence it made a general international plea for help to restart vocational education after the war in Southern Sudan. Both JICA and Plan International responded and came to the aid of the Government of Southern Sudan.

VET and TVET are directly under the authority of the government, but due to lack of capacity and funds on the part of government, the government has entered a kind of Public-Private Partnership (PPP) with NGOs. PPP is a partnership in which public institutions enter into agreement with a private sector to form an amalgam uniting the resources of capacities and

expertise possessed by both Government and NGOs (Kasenene, 2009, p. 33). They hope this will rejuvenate VET. Unlike other PPP, the government here relies on NGOs support to meet the trainings and other maintenance costs while on its part, the government provides salary of staff or in maximum cases also meets the cost of graduation ceremonies. Since the formation of the MTC, the Government has always left the entire training cost and facilitation in the hands of NGOs who implement their own plans, policy, and curriculum because there are no national policies or curriculum procedures in place (Atari, Abdelnour, McKague, & Wager, 2009, p. 39). As Kasenene (2009) noted about PPPs in Uganda, the partnerships continue to operate below expected results, despite their initial, often short-term resource mobilization. Furthermore, all the components of the PPPs' operating environment are not supportive; as evidence, there has been an absence of training at MTC in the academic year 2010/2011 due to a lack of donor support. The other effect is that some partners are not doing enough to make good their respective contributions. For example, some tools provided by the Egyptian Government to the MTC were obsolete and could not be used. However, despite the huge challenges, government should endeavor to take full control of its VET amidst the competing development priorities.

JICA did some motivation and refresher courses for instructors and also some curriculum development. This was carried out in conjunction with JICA's Nakawa Vocational Training Institute in Kampala in order to boost morale of the instructors because they were found to be highly demoralized.

Plan International was another NGO that came in to resuscitate VET in GoSS. Despite its immaturity in the field of TVET, the Plan, through the support of the Norway National Office¹³,

¹³ One of Plan International's offices across the globe.

started with Juba Technical Institute (JTI) – a technical secondary school. Though Juba Technical Institute was operational at the time that the program started, there were no basic structures to run TVET activities there. Therefore like JICA, Plan International started by rehabilitating the JTI infrastructures. Plan International also supported in the training of TVET teachers. It took a couple of instructors to Uganda for training and brought a couple of Ugandan TVET teachers to fill in the existing gap. The official further mentioned that today, JTI has over 300 trainees with better structures.

Plan International opened up new vocational institutions outside Juba. It further supports TVET in activities such as Basic Employability Skills Training (BEST) in which learners mainly the youth and vulnerable obtain “the required livelihood and social skills in an environment of learning and mentoring that is responsive to the individual’s emotional and development needs” (Atari, Abdelnour, McKague, & Wager, 2009, p. 17). The beneficiaries went to India to gain experience in orientation, partnership, exposure and marketing. At the end of the course, the skills bridged the gap between the haves and have-nots, according to Plan International.

It must be noted that all these NGOs operating in Southern Sudan have a policy and a time frame for implementing their programs, after which they review their activities and decide the way forward. So, JICA entered into a three year term contract with GoSS to assist in ‘restarting’ vocational education. This phase expired in 2009, and they are to re-enter a second three-year phase contract in August 2010 if a mutual agreement is reached. The term(s) will depend on what will be signed by the two partners. The aim is still to re-start vocational education after the civil war. On the other hand, the Plan has an overall review of their programs after every five years; this indicates that it has a long term plan to operate in this field. The Plan intends to carry

on VET activities because it hopes this will relieve tensions amongst the people and create a more conducive environment for raising children, which is Plan International's ultimate goal.

This situation causes one to wonder about the integration of such programs with national requirements for building up the country. If these NGOs in the vocational sector have three-year or five-year plans for development, could these not be better articulated with long term national development plans of Government?

Plan International has never worked in the field of TVET before but due to the huge need identified and a request from GoSS for support in this area, it ventured into VET when there were no role models (pioneer organizations in TVET support programs) from whom the Plan could learn/share procedures in this area. Dr S. McGrath and N. Kahihu mentioned in their foreword cited in (Atari, Abdelnour, McKague, & Wager, 2009) that the Plan was inspired by the African proverb which inquires '*how to eat an elephant*', the answer to which being '*a bite at a time*', in this case, the elephant is the need for vocational education. Both organizations saw a bright future for TVET as long as there was the political will to support it.

According to the JICA official, JICA is well aware that the VET conditions in one country cannot apply exactly to the other, and so, as a matter of policy it works with the VET policies of the countries it is helping. But in Southern Sudan's case, there exists no policy framework for VET in the region, except for the draft policy which is yet to be promulgated by Government. Thus at the moment, JICA relies on the common practice and routine that it has been applying according to its own principles and practices.

Plan International, just as is the case with JICA, where there is no TVET policy guideline, is guided by the Bill of Rights it has signed with GoSS with the aim of determining a course of action.

The challenges mentioned by all respondents fell in the scope of institutional challenges, stakeholders' challenges and the job market. The major challenges for the MTC were in the areas of staff, equipment and infrastructure; while for the stakeholders mentioned in the next section, the challenges are the lack of policy and curriculum. The experience of Uganda would have been relevant to the development of this arrangement. The lack of coherent policy of BTVET at the time of the Public Service Reform in Uganda in the late 1990s proved to be a major bottleneck hindering development (Buringuriza, 2002, p. 14). How much greater is the bottleneck likely to be in Southern Sudan where there is no national plan or policy in evidence?

Therefore, the long civil war of 1983-2005 greatly disrupted the activities of VET. This disruption affected some of the factors mentioned above. So, the stakeholders (government, NGOs and the public) should join hands in order to surmount the apparent challenges.

4.5 Stakeholders' Challenges

There are many challenges which VET and its stakeholders go through today. Due to the civil war, Technical and Vocational Education has been neglected leading to its decay and near collapse. This has opened it to a range of challenges leaving its future most vulnerable.

According to the official in MLPS&HRD some of the challenges which VET goes through today include inadequate qualified teachers, inadequate textbooks and tools, poor management and the fact that most secondary and primary graduates are reluctant to join VET institutions today despite the fact that they are idle, neither employed nor working in relation to local markets.

The above conditions render VET inefficient in alleviating the prevailing unemployment problems in Southern Sudan today.

On the other hand, the JICA official said that one of the many challenges they face is that Southern Sudan does not have a unified vocational education curriculum, and yet according to JICA's VET policy, they tend to support indigenous curriculum. In this case, JICA has to look for other options to fill the gap. Due to the absence of one unified curriculum, institutions and NGOs who venture into VET in Southern Sudan use their own curricula, implying a comparative application of curricula rather than a competitive application rooted in local conditions. This results in uneven and piecemeal development and a lack of uniformity in the curriculum.

Amongst the NGOs themselves, there is some ignorance and confusion as to which government wing is the authentic body to deal with regarding matters concerning VET. This was manifested by the Education Program Officer of Catholic Relief Service (CRS) in an informal interview when he mentioned that he was very surprised at one stakeholders' meeting to learn that other NGOs were working with MLPS&HRD when CRS was working with MoEST formally as the official government partner. This was confusing to him since TVET is one entity within VET.

The research found that in Southern Sudan as in many other countries (Buringuriza, 2002, p. 13), TVET and VET are separated. The former is the most prestigious since it recruits from

successful and willing candidates from primary education or those with national certificates; it is more theoretical and serves as one of the direct routes to higher learning. TVET is under MoEST together with all other formal education from primary to tertiary institutions. By comparison, VET, which is more practical and labor-oriented is terminally ended; it recruits virtually any willing candidate; is under MLPS&HRD. This breeds confusion and contradiction amongst stakeholders and also testified to by (Atari, Abdelnour, McKague, & Wager, 2009, p. 40). The main focus of VET is diverted in attempting to solve the market demand because of lack of a unified centre and focus. In deciding on one administrative centre (ministry) for VET and TVET (as is the cases in both Senegal and Mali) even under different directorates (Atchoarena & Esquieu, 2002, p. 120 & 173), then, other associated ministries could supplement this centralization by maintaining or establishing their special institutions to meet their specific sector needs.

Once again, challenges though may look as responsibilities of particular persons/office, on the whole, they need a collective effort for a proactive solution.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents a summary of the findings, the conclusions and recommendations based on the purpose of the study which was to examine how vocational education and training was/is affected by the civil war of 1983-2005 in MTC – Juba County. Areas for further study are also suggested.

5.2 Summary of the Findings

The effects of the 1983-2005 civil war on VET development in the MTC can be classified into direct effects and indirect effects. Direct effects are the deterioration of infrastructure, halting of training, fleeing of instructors and students. By comparison with other regions of Sudan, it can be seen that vocational education's condition in the South is not due primarily to underdevelopment, but rather to a direct effect of war and violence in recent past decades as indicated in the conceptual framework (Fig. 1.1). The indirect effects include the absence of policy, curriculum, quality instructors and the stagnation of training at certificate level, the neglect of VET by the government, resulting in poor facilitations and very poor quality and quantity of tools/materials. These are all due to the 22 years of instability, the background against which this study has been conducted.

The major motivation for both the students and staff would be upgrading the standard of the institution from a certificate to a diploma training level. The instructors too need to be retrained and upgraded to meet the current training requirement.

5.3 Conclusions

The MTC was established to heal the effects of the first civil war. Due to subsequent political upheaval and war, it has caught the same disease for which it was created to cure and eradicate. That disease is in general, the effects of civil war which has crippled activities of the MTC. Education is essential if society is to develop in an orderly and stable path, as was argued by Emile Durkheim see Baligidde (2009, p. 11). Despite the MTC and vocational institutions as argued in chapter three having the potential to contribute to the provision of the much desired/requisite skills needed to construct and or reconstruct Southern Sudan, they are derailed to a great degree by forces which ought rather to have enhanced its rebuilding. There is ample knowledge of the importance and vitality of VET for Southern Sudan through the many workshops, general exposure and interactions with partners. However, GOSS has not adequately prioritized, championed and owned up to VET and its development. Yet TVET or VET is gaining ground and its importance is being recognized in many donor agency policies globally (King, 2007, p. 16). These agencies, and the countries they stem from, view VET as important in contributing to post-primary and secondary education. GOSS needs to support and encourage VET institutions, because without its (GOSS) support, VET institutions like MTC will continue

to suffer shortcomings as the findings of this study show, such as in 2010 the institution was trying to function without any formal on-going training program in place.

There is need for the MTC to maintain and fully utilize the facilities of the institution for the purpose of enhancing the status and functions of the institution and the motivation of its staff, especially the instructors and the students. The MTC's management should be innovative for the purpose of motivating staff and furtherance of institution's functions.

This study has raised the vexing question of the general social status accorded to vocational education and training in post-civil war South Sudan, a subject that would be fit for further investigation in the future. After so many years of war, the people should be encouraged by leaders to take up VET in order to participate in the reconstruction of their lives and their country. The country's leadership should not only accord formal academic education greater care and attention at the expense of VET whose support majorly remains hidden in the pages of policy papers rather than being implemented in the country in general. The predominant national needs and values in relation to international educational development programs should be harmonized before implementation so that the one is not sacrificed for the other. Otherwise, practice-based education should be promoted to acquire the same status with all other forms of education given the case that it is undervalued.

5.4 Recommendations

Based on the findings, discussions and conclusion given above, the following are recommended:

Technical Vocational Education and Training (TVET) and Vocational Education and Training (VET) should be combined under one ministry to minimize contradictions so as to achieve a concerted effort as well as boosting its image as not being for failures.

Introduce a centralized national certification system and a curriculum development and review centre.

Help VET graduates to form associations which will help them be employed so that they can practice what they have learnt in order to improve their welfare and contribute to development for which they are trained. Motivation of instructors based on what their job requires, i.e. personal, national and training requirements, rather than the structures of the Public Service Regulations applicable to every government employee regardless of their institution.

GOSS should adopt adequate budgetary provisions to facilitate VET since it is one of the core requirements for the development of Southern Sudan.

Government could also increase its presence by activities in the field of VET in facilitating and campaigning for VET so as to improve the image of VET in light of the needs of Southern Sudan to become a country capable of standing on its own feet, develop positive attitude towards VET and skills training, by developing similar programs to the *Go to School* program which is for regular schooling.

VET should be diversified to open for all categories of trainees, those from regular education and those that have never had opportunity to attend school; there should be rigorous training and a clear distinction between the professionalism in one sphere and professionalism in the other. This

should enhance the image/esteem of VET. VET institutions should seek policies which will enable them compete with regular education in seeking/admitting first class students.

5.5 Areas of further research/study

- Establish the causes for dropouts, and low enrolment for especially girls in VET as mentioned seen in Table 3.2 above.
- Seek answers to the question “Why is there slow response on the part of government to facilitate VET despite their knowledge and exposure to what it can contribute?”

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Appendix

THE TOOLS APPLIED

QUESTIONNAIRE FOR MTC STAFF

Dear Respondent,

This questionnaire is intended to collect relevant information about the effects of 1983-2005 Civil War on Vocational Education and Training (VET) in Southern Sudan. The information given will help to understand the factors affecting VET and hence may lead to its improvement.

I kindly request you to honestly fill/answer the questions provided. The information given will be treated for academic purposes only and shall strictly be confidential.

Very grateful for your time and cooperation.

NB: To write more information, use the back of the paper!!

Bio Data

Sex: Male Female

Marital Status: Single Married Widowed/widower Divorced

Department.....

Section.....

Position held.....

From To

SECTION I OTHER PERSONAL INFORMATION

What is your qualification or specialization (both if applicable)?

.....

Prior to joining MTC, what were you doing?

What prompted you to join the institution (MTC)?

.....
 What do you intend to do after MTC?

REMUNERATION

Are you rewarded:

- Socially? Yes No

If yes, how?

- Materially (economically)? Yes No

If yes, how?

- Mentally/emotionally? Yes No

If yes, how?

Are you satisfied with the form(s) of reward(s) you are receiving?

SECTION II HISTORICAL PERSPECTIVES OF MTC

Briefly describe how VET has developed over the years in MTC.

What are/have been the sources of funding and facilitation of MTC? (before and at present)

What are some of the changes MTC has gone through since its inception according to you?

What was/were the role(s) of MTC before the war?

.....

How did MTC function during the period 1983-2005?

.....

What is/are the role(s) of MTC today?

.....

How, in your opinion, has/have this/these role(s) changed since the war?

.....

How do you compare the functioning/running of MTC today to that prior to signing the CPA

.....

What are some of the tools, materials and equipment you use to perform your job?

.....

Who supplies the tools, materials and equipment mentioned above?

.....

Are they sufficient? No: Yes:

If no, how do you cope with the deficit?

.....

If yes, how long has this been the case?

.....

What has/have been government role in MTC before, during and after the war?

.....

SECTION III THE NEEDS (Challenges And Opportunities) OF VET ACTIVITIES IN POST WAR MTC. (In Light Of Job Market And Development)

Does the institution get extra help/facilitation at times? Yes No

If yes, mention kind and source

.....

.....
What changes would you consider desirable in this institution?

.....
Any other information
.....

Thanks

QUESTIONNAIRE FOR GOVERNMENT MINISTRY AND NGO STAFF (Stakeholders)

Dear Respondent,

This questionnaire is intended to collect relevant information about the effects of 1983-2005 Civil War on Vocational Education and Training (VET) in Southern Sudan. The information given will help to understand the factors affecting VET and hence may lead to its improvement.

I kindly request you to honestly fill/answer the questions provided. The information given will be treated for academic purposes only and shall strictly be confidential.

Very grateful for your time and cooperation.

NB: - To write more information, use the back of the paper!!

- Answer where applicable

General Information

Organization.....

Department.....

Introduction of self and organization with its activities

.....

How does your organization facilitate Technical and Vocational Education (TVE)?

.....

How long do you intend to do so?

.....

What prompts your organization to support TVE activities/institutions?

.....

SECTION II **The needs (challenges and opportunities) of VET activities in post war Juba. (in view of job market and development)**

What is the future as regards TVE according to you?

.....

Are/is there policies(y) regarding TVE in your organization?

.....

As Technical and Vocational Education (TVE) training partner, what challenges do you and VET go through?

.....

Any other information

.....

Thanks

INTERVIEW GUIDE FOR DDR STUDENTS AT MTC - JUBA

- ◇ Section/Department and Sexes
- ◇ How do you carry out your learning (brief description of state, quantity and types of tools and materials, if they appreciated learning activity as an activity they acquire new knowledge)
- ◇ Are you rewarded [socially, mentally/emotionally and materially]
- ◇ What do you like about your training? [possibility of employment after training]
- ◇ What are some of the challenges you go through as VET students
- ◇ What do you intend to do after MTC
- ◇ Any other information

QUESTIONNAIRE FOR MTC STUDENTS

Dear Respondent,

This questionnaire is intended to collect relevant information about the effects of 1983-2005 Civil War on Vocational Education and Training (VET) in Southern Sudan. The information given will help to understand the factors affecting VET and hence may lead to its improvement.

I kindly request you to honestly fill/answer the questions provided. The information given will be treated for academic purposes only and shall strictly be confidential.

Very grateful for your cooperation and time taken.

NB: To write more information, use the back of the paper!!

Bio Data

Sex: Male Female

Age: 13-19 20-24 25-29 30-34 35-39 40-above

Marital Status: Single Married Widowed/widower Divorced

Section

Year of training

SECTION I Other Personal Information

Prior to joining MTC, what were you doing?

What motivated you to join MTC?

.....

What do you intend to do after MTC?

.....

Qualification requirement for joining the institution/ the procedures of joining MTC

.....

Are you interested in the course activities you are undertaking? YES..... NO.....

Give reason(s)

.....

What does MTC mean to you?

.....

The Learning Process

How do you carry out your learning/training?

.....

Are there products of your activities? Yes No.....

If yes, mention them

.....

What do you do with the products mentioned?

.....

What are the form(s) of testing/examination you undergo?

.....

Are you rewarded:

- Socially? Yes No

If yes, how?

.....

- Materially (economically)? Yes No

If yes, how?

.....

- Mentally/emotionally? Yes No

If yes, how?

.....
 Are you satisfied with the form(s) of reward(s) you are receiving?

SECTION II The needs (challenges and opportunities) of VET activities in post war MTC. (in light of job market and development)

What are some of the tools, materials and equipment you use in your learning?

Are they sufficient? YES NO

If NOT, how do you use the available tools?

Are the tools modern and suitable for your training? YES NO

Explain answer above

What are some of the challenges you go through as VET student?

How do you meet/cope with the challenges mentioned above?

What do you like about your training/course?

Mention some of the institutions into which graduate(s) from this institution are employed

What challenge(s) do you face outside the school that is/are a hindrance(s) to your training?

What is/are the process(es) through which you were admitted?

What is your opinion about the process described above?

.....

THE LEARNING

In case of a need for help in the learning-process, how do you get/obtain it?

.....

What do you see as making the institution to be relevant in the future?

.....

What changes would you consider desirable in MTC?

.....

Any other information

.....

Thanks

Interview guide for Narrative Histories

1. How has MTC/VET evolved/grown throughout the ages? (facilitation, enrolment, infrastructure, staffing, curriculum, government policies....
2. What do you see to have been the roles of VET/MTC before 1983, 1983-2005, and today?
3. What have been some of the challenges of VET prior, during and post war? (within and outside VET/MTC)
4. What do you see as making VET/MTC relevant in the future?
5. How do VET graduates fair after graduation from their training? (are readily employed, or not) give reasons for why you think it happens.