Vocational Education and Training as a Pathway for the Integration of War Veterans into South Sudan Civil Society: A Case Study of Juba County

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Declaration

I **Hillary Lukudu Dominic** declare that the content of this thesis is my original piece of work and has never been presented for any award of a degree in any University.

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Approval

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Dedication

I dedicate this piece of work to my friend Rev. Emmanuel Lomoro Eluzai and my Uncle Denis Yuggu Paul Wani for their wonderful support and contributions. They are an inspiration and blessing to me.

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Acronyms

ADB	Asian Development Bank
ADRA	Adventist Development and Relief Agency
BTVET	Business Technical Vocational Education and Training
CHF	Common Humanitarian Fund
CPA	Comprehensive Peace Agreement
CTEVT	Council for Technical and Vocational Training
DDR	Disarmament Demobilization Reintegration
EFCA	Eurasia Foundation of Central Asia
ETF	European Training Foundation
FAO	Food and Agriculture Organization
FGD	Focus Group Discussion
GDP	Gross Domestic Product
GoS	Government of Sudan
GoSS	Government of Southern Sudan
GTZ	German Agency for Technical Cooperation
ICF	International Community for Health System
ICT	Information Communication Technology
ILO	International Labour Office
IT	Information Technology
IVE	Institute of Vocational Education
JICA	Japan International Cooperation Agency
MoDVA	Ministry of Defence and Veterans Affairs

MoGE	Ministry of General Education
MoLPS	Ministry of Labour and Public Service
MoYSC	Ministry of Youth, Sports and Culture
MTDF	Mult Donor Trust Fund
NRC	Norwegians Refugees Council
NOMA	Masters Programme Abroad
NGOs	Non-Governmental Organizations
SAVOT	South Sudan Association of Vocational Training
RSS	Republic of South Sudan
SPLA	Sudan Peoples' Liberation Army
SPLM	Sudan Peoples' Liberation Movement
SSDDRP	South Sudan Disarmament Demobilization Reintegration Policy
SSAF	South Sudan Armed Forces
SSWVC	Southern Sudan War Veterans Commission
TVET	Technical Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Scientific Education and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training
UNDP	United Nation Development Programme
UNICEF	United Nations International Children's Emergency Fund
UNIDO	United Nations Industrial Development Organization
UNIMIS	United Nations Mission for South Sudan
USAID	United States of America International Aid for Development

USA	United States America
VET	Vocational Education and Training
VCT	Vocational Training Centre
WWD	World Web Dictionary

Abstract

The study sought to establish the relevance of VET as a pathway for integration of War Veterans into South Sudan civil society. The objectives of the study were to establish types of vocational trades for the training of war veterans in Juba County; to examine the most relevant trades in the world of work in Juba County; to suggest ways in which war veterans will benefit from VET in Juba County and to identify the sources of funding for training of war veterans in Juba County. The researcher used descriptive and explorative research designs in order to bring forth scientific data. In this study, the researcher employed interview guides for individuals, observation checklists, focus group discussion and documentary analysis. The data analysis process constituted transcription of field data and coding to form themes following the objectives of the study. Researcher then presented and interpreted the coded data and finally discussed the findings based on personal reflection and interpretation with backing of scholarly views. The study established that construction, agriculture, auto-mechanic, electrical installations and maintenance, metal fabrication and welding, brick and block laying and concrete practice, carpentry, plumbing and fitting are the types of vocational trades relevant for training of war veterans in Juba County. The most relevant vocational trades for capacity building of war veterans according to the demand of the world of work are construction, agriculture and auto-mechanic. Though, these two vocational trades appear to be in high demand, the other trades are relevant too as the South Sudan is in need of various vocational skills. The finding revealed that war veterans would benefit from VET by improving their economic situation, helping to eliminate the culture of dependability, restoration of the hope and dignity of the war veterans. VET will help war veterans benefit economically, socially and politically, and it will give them

the opportunity to acquire employable skills to sustain their life and families. Capacity building of war veterans demands a lot of money for the procurement of machineries, equipment, tools and training materials and construction of huge workshops and hostels for accommodation and payment of instructors. Therefore, it requires the participation of NGOs, government institutions and the community to support capacity building of war veterans financially. The researcher concluded that, integration of war veterans into the civil society will become automatic if their capacity is built through vocational education and training. The researcher recommends that government should establish Vocational Training Institutions that will carter for the war veterans. Government should allocate sufficient budget annually for capacity building of war veterans. Government should establish Construction Companies, agricultural farms and develop modern garages for war veterans.

CHAPTER ONE

1.0 Introduction

In this chapter the researcher presents background to the study. The background includes a look at Vocational Education and Training (VET), War Veterans in South Sudan and the challenges they face. The chapter then gives statement of the problem, purpose of the study, objectives of the study, research questions and the scope of the study. It also gives the significance of the study, justification of the study, limitations and delimitations of the study and finally definitions of operational terms.

1.1 Background to the Study

Vocational education is becoming increasingly important as a type of education which is able to provide survival to many people. Through vocational education people acquire knowledge and skills which they can use all the time to improve their way of life and survive. This is because of the way vocational training is conducted.

VET is a field of knowledge oriented towards trades, occupations and professions. There is interplay between learning and working and therefore, a need for integration of practice and theory during training (Mjelde, 2006, cited in, Programme for MVP, 2009:5). VET is concerned with educating the whole person by providing life-skills including values education and preparation for the world of work, self-employment and ongoing learning. VET looks at the interrelations between learning in the work places and in the learning institutions and it specifically focuses on the tasks, tools, materials and the human (Nilsson, 2011).

The importance of skills development in today's knowledge economy cannot be overemphasized. Skills development is a crucial factor and determinant of human capital accumulation and labor productivity. Everybody should therefore, be interested in this and take part in VET which provides skills which serve the purpose of preparing future workers with relevant skills and competence. The youth and the old should become beneficiaries of VET. In the context of this study VET can help prepare war veterans in South Sudan for formal employment, self employment or income generation in the informal sector.

1.1.1 Personal background

I am a trained secondary teacher who specialized in biology and education psychology (learner support). I graduated in 2006 in North West University in South Africa, (Potchefstroom Campus) with a bachelor degree in Education (B.ED). I was employed as a secondary teacher in Valencia College in Johannesburg South Africa. I taught biology and life orientation for grade 10, 11 and 12 classes. I was also counseling students who had problems with drugs, abuses and family issues. Currently am working with the Ministry of Defense and Veterans Affairs (Directorate of Veteran Affairs) in the government of South Sudan. The integration of war veterans into the South Sudan civil society is a task within our jurisdiction as mandated by the government. The Directorate of Veteran Affairs is tasked with the organization of War Veterans into effective Associations, formulate policy and lobby for the welfare of War Veterans in South Sudan. Therefore, this MVP programme is extremely relevant to Directorate of Veteran Affairs so the war veterans can be given vocational skills.

1.1.2 Motivation

This programme for Masters Degree in vocational Pedagogy is extremely relevant for the development of the labour force and the South Sudan's economy. The programme will empower South Sudanese with vital vocational skills urgently needed for its recovery and development (programme for Masters Degree in Vocational Pedagogy, 2009, P.6). According to the programme for MVP (2009, P.6), one aim is to target the demobilized soldiers in South Sudan. Peaceful re-integration of soldiers into civilian life is critical in establishing social stability and this is possible when they are given skills, knowledge and attitude. In response to high unemployment and social exclusion, there is temptation to take up arms as means of survival. Threats of military action also stem from allegations that governments have failed to comply with demobilization accords. This adds to a sense of frustration and exclusion which in some cases, finds an outlet in destructive behavior and organized violence, which unfortunately feed images of veterans as resource-consuming and violent outcasts (UNESCO, 1996). Based on these crucial issues of our veterans, I felt highly motivated that it is imperative to embark on this relevant programme in order to train and equip our veterans especially those who are still young in South Sudan with skills, knowledge and competencies for peaceful re-integration into civilian life.

1.1.3 The Rise of War Veterans in South Sudan

South Sudan was part of Sudan. Sudan got independence in 1956 but since then up to 2005, it underwent an uneasy period of independence. Sudan was involved in two civil wars. The first civil war began in 1955 before independence. This developed into what become known as

Anyanya One[1] civil war. This war took nearly seventeen years and it came to an end in 1972 when a peace agreement was signed in Addis Ababa Ethiopia.

The peace which resulted from the Addis Ababa agreement lasted a little more than a decade (Collier et al, 2005). In 1983 another civil war broke out as a result of unresolved grievances which included disputes over resources, power sharing, and the role of religion in the country. Everybody was affected as there was no development in the South of the country. Thus, everybody resisted the domination and many people joined the war which was led by Sudan Peoples' Liberation Movement/Army (SPLM/SPLA). The civil war lasted for almost twenty – years leaving South Sudan in a state of disarray.

In January 2005 a peace agreement known as the Comprehensive Peace Agreement (CPA) was signed between the Government of Sudan (GoS) and SPLM/SPLA (SSDDRP, 2011)[2]. The CPA gave Southern Sudanese the right to vote through a referendum. The referendum was held in January 2011 and the result was that South Sudan voted in favour of independence. South Sudan thus, got independence on 11th July 2011. Figure 1.1 below indicates the newly established nation after the referendum and declaration on the 09th July 2011. It shows the ten states and in particular Juba County in Central Equatoria State of South Sudan[3].

[1] *The Anyanya (also Anya-Nya) were a Southern Sudanese Separatist southern rebel army formed during the First Sudanese Civil War (1955-1972). Anyanya means "snake venom" in the Madi Language. Retrieved on 27th February 2012 from http://en.wikipedia.org/wiki/Anyanya*

[2] *South Sudan DDR Policy (Friday, 23rd September 2011: p. 6) Final Copy.*

[3] http://en.wikipedia.org/wiki/South_Sudan

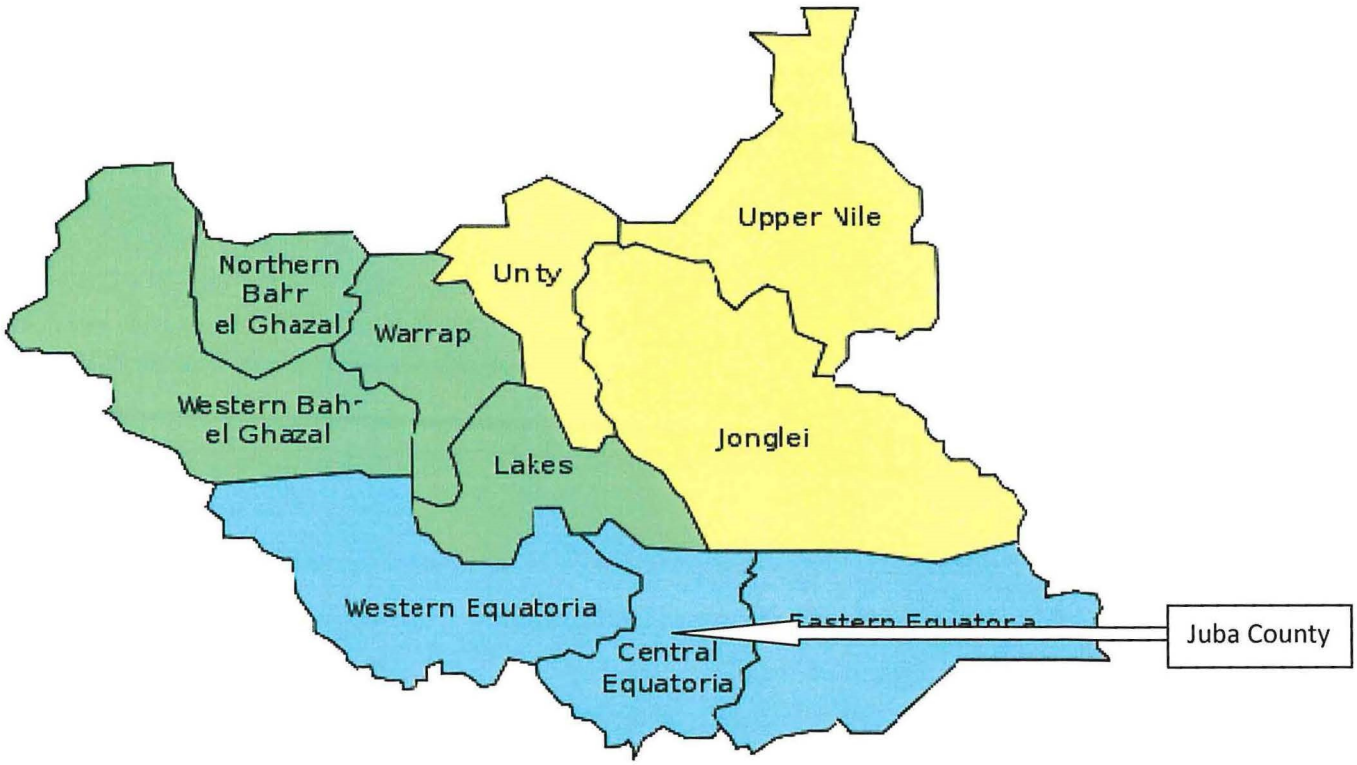


Figure 1.1 South Sudan the Newly Established Country

Source: http://en.wikipedia.org/wiki/South_Sudan

The consequences of the civil wars which were fought were many. It caused untold suffering and destruction of human life and property. People were displaced internally while many went to exile. Half a million Sudanese fled as refugees to neighboring countries, and roughly four million people were internally displaced (Collier et al, 2005, p. 1). The wars caused destruction of infrastructure, distortion of the education system, collapse of industrial and agricultural sectors as well as the business sector. However, one of the most noticeable results of the wars was the number of war veterans the wars produced. Many people had joined the wars especially the last one. Children, adults of all types (civil servants, students, teachers etc) were recruited or

voluntarily joined the army. At the end of the wars these formed a formidable force which the Government of Sudan then later the Government of South Sudan could not ignore.

1.1.4 Demobilization and re-integration of war veterans into the civil society

After the signing of the CPA between the Government of Sudan (GoS) and SPLA/M, there emerged a provision of integrating all the then existing militia groups in the south into the SPLA. This move saw a number of armed groups integrating into the SPLA including women and children associated with the armed forces. The majority of the war veterans had limited military skills, and could not be retained within the SPLA following the integration (SSDDRP, 2011, p. 4).

The interim constitution of Southern Sudan (GoSS, 2005) and Southern Sudan Disarmament, Demobilization and Reintegration Commission Act (SSDDRC, 2011) provide the legal basis for the Disarmament, Demobilization and Reintegration (DDR) process. The legal framework for DDR is further elaborated and enhanced by the Sudan People's Liberation Army (SPLA) Act of 2009 and the SPLA White Paper on Defence of 2008 (SSDDR Policy, 2011, p. 6)[4]. In 2008, the SSDDRC conducted demobilization exercise across the ten states in the South Sudan and two states in the Northern Sudan (Southern Kordofan and Blue Nile). There were approximately 43,000 war veterans registered in the process.

[4] *Republic of South Sudan Policy Paper on Demobilisation, Disarmament and Reintegration. Friday, 23rd September 2011*

According to SSNDDR Strategic Plan (2012), the commission intends to reduce the size of the SPLA/SSAF and other organized Forces by 150,000 individuals and assist veterans to socially re-integrate into the host communities[5].

There are four categories of war veterans in South Sudan. The first one is the Kings African Rifles who were fighting a long side the British Forces, the second group is the Anyanya I, who fought from 1955 to 1972 and the third group the SPLA which fought from 1983 to 2005 which marked the end of the civil war. The fourth category is composed of war veterans who fought alongside the government of Sudan during the civil wars but indigenous South Sudanese.

1.1.5 Challenges War Veterans face in Juba County

Juba County is a county in Central Equatoria State which is one of the ten States in South Sudan as shown in (Figure 1.2). It has Juba as the city of the country and the bulk of war veterans is found in the county. Reflecting on the consequences of the civil wars in the country which included massive destruction of infrastructure, distortion of the education system, collapse of the industrial sector, destruction of the agricultural sector and the business sector, veterans find themselves unable to infiltrate any of the aforementioned areas. In the event of this, the war veterans have limited access to education and life skills development. This has left a generation of veterans with low literacy rates and limited skills for any kind of paid employment. The lack of education amongst majority veterans together with little or no income makes it impossible to provide education to their children. This is revealed by Ginifer (2002) who says that;

> *Some of the challenges that have confronted the reintegration process have been an acute shortage of relevant skills to support sustainable livelihoods, and the fact that many war*

[5] *Penultimate Draft Version South Sudan National DDR Strategic Plan (2012).*

veterans are not able to take advantage of opportunities in post-conflict reconstruction. Many war veterans have a limited educational background, no marketable skills, and consequently their absorption into the formal sector, including the civil service, is not feasible. Skills development has therefore been a key targeted area for DDR in terms of economic integration, (p. 5).

The poverty and the societal perception excludes the veterans from formal education and accords them minimal involvement in public life. They experience the challenge of communication particularly in English the official language in the new republic hence hampering them to prosper even where they could. Based on the researcher's experience majority of the veterans and soldiers in South Sudan have the non-transferable skills. The non-transferable skills include setting surprise attack, putting landmines and the operation of different weapons. A veteran should be in possession of both non-transferable and transferable skills which can be used in the world of work.

The President established the Southern Sudan War Veterans Commission (SSWVC) and tasked the Commission with the mandate to organize War Veterans into effective Associations, formulate policy and lobby for the welfare of war veterans in South Sudan[6]. It is this institution that is charged with the responsibility of the war veterans after the DDR Commission. Unfortunately, there is lack of coordination between these two institutions. War veterans become the victims because they do not know who exactly handle their affairs in terms of organization,

[6] *Presidential Decree (NO123/ 2006).Establishment of Southern Sudan War Veterans Association/Commission. Government of Southern Sudan-Juba.*

pension, medical treatment, counseling, reconciliation, training in vocational skills, awareness, integration into the labour market and the civil society. Veterans are extremely in dilemma, due to the challenges they are facing in South Sudan and that makes integration into the world of work and the civil society become a nightmare to them.

1.2 Problem statement

The republic of South Sudan emerged from the armed conflict which took a period of 50 years from 1955 to 2005, (SSDDR Policy, 2011, p. 5). As a result, many citizens lost hope in life. This did not only affect the civilian population but also the soldiers. As the situation normalized many of the soldiers who were involved in the struggle were demobilized and could not fit in the civil society to participate in the areas of agriculture, industry and business. The war veterans had insufficient education, employable skills, poor literacy skills, and lack start-up capital (International Labour Organization, ILO, 2010, p. 27). The intervention by SSDDRC & Ministry of Defence and Veteran Affairs (MoDVA) simply is not sufficient to support thousands of war veterans and their potential dependents. War veterans had fulfilled their obligation to the Republic of South Sudan and the nation owed them the opportunity to return to work and productivity. However, how can this be done? In what ways can they be observed in the world of work? Can VET provide a solution to this problem? Can VET be a pathway for their integration into South Sudan civil society? The study set out to provide answers to these questions.

1.3 The Purpose of the Study

The purpose of this study was to establish the relevance of VET as a pathway for integration of War Veterans into South Sudan civil society.

1.4 The Objectives of the Study

The following were the objectives of the study;

1) To establish types of vocational trades for the training of war veterans in Juba County.
2) To examine the most relevant trades in the world of work in Juba County.
3) To suggest ways in which war veterans will benefit from VET in Juba County.
4) To identify the sources of funding for training of war veterans in Juba County.

1.5 Research questions

1) What types of vocational trades are relevant for the training of war veterans in Juba County?
2) What are the most relevant trades for war veterans in Juba County?
3) In what ways can war veterans benefit from VET in Juba County?
4) Where will the funds for training war veterans in Juba County be obtained from?

1.6 Scope of the study

1.6.1 Geographical Scope

This study was conducted in the Central Equatorial State, Juba County in the Republic of South Sudan.

1.6.2 Content scope

The study was able to establish types of vocational trades for the training of war veterans; examined the most relevant trades in the world of work and suggested ways of helping war

veterans to benefit from VET in Juba County. It also focused on identification of the possible sources of funding for capacity building of war veterans.

1.7 Significance of the study

The empirical data collected from this study is likely provide information for the development of curricula that can cater for adults to receive training in vocational education and training. This information will help the policy-makers in making decision and financing of veterans programmes. The findings of this study will provide a foundation that is useful for future researchers in the related areas.

1. 8 Justification of the study

The rationale for this study was based on the government policy of demobilizing the soldiers in South Sudan. This study would help in the empowerment of war veterans with vital vocational skills urgently needed for their smooth and gainful integration into the civil society. Security was considered paramount for the development of South Sudan and that could be achieved if there is social stability and peaceful re-integration of war veterans into the civil society.

1.9 Limitations

With the current military situation in the border between the Sudan and South Sudan, insecurity created a lot of problems. To obtain information regarding war veterans needed permission from higher authority. Insufficient fund limited the researcher to visit the vocational training centres in all the payams of Juba county and areas of war veterans. Some NGOs officials claimed to be busy and they were not ready to render the required information especially NGOs that have vocational training programmes for ex-combatants. Time management among the respondents

was a big constraint to the researcher. Whenever, the researcher made an appointment, he always failed to get the respondent on the agreed time.

1.10 Delimitations

The researcher managed to seek permission from ministry of defence and veterans affairs through the Acting Undersecretary. The researcher limited himself to the three vocational training centres within the Juba town since there was no sufficient money. Regarding those NGOs who refused to give the researcher access to their information, the researcher just collected information from three NGOs instead of seven originally proposed in the study. The researcher had to make more than three to six appointments and kept on coming until he managed to interview the respondents.

1.11 Definition of the operational terms

Vocational Education and Training: Refers to education and training that provide skills knowledge and attitude for improvement of livelihoods

Re-Integration of veterans: Refers to the absorption of demobilized soldier into civilian life and the community.

Labour Market: Means the state of demand for skilled people by the world of work.

War Veteran: Refers to a person who has served in the army for long time and has military experience but not in active service

Ex-Combatants: Refers to the demobilized soldiers

Demobilization: Refers to the formal and controlled discharge of the combatants from active duty in the military.

Vocational Trades: Refers to the field of work that involves hands on tools

Curriculum: The totality of learning experiences provided to learners so that they can attain skills, knowledge, attitude and awareness for employment.

Funding: Refers to provision of financial resources to finance VET and a need of war veterans.

Capacity building: Refers to the development of skills, knowledge and attitude in individuals or groups for relevant integration into the civil society.

Civil society: Refers to a wide array of organizations: community groups, non-governmental organizations (NGOs), labor unions, indigenous groups, charitable organizations, faith-based organizations, professional associations, and foundations".

Pathway for integration: Refers to a way of joining war veterans to the civil society.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Chapter two presents a review of related literature on what other writers and scholars have written about types of relevant vocational trades for the training of war veterans, the most relevant trades for war veterans, the benefits of vocational trades to war veterans and funds for capacity building of war veterans.

2.1 Types of relevant vocational Trades for the Training of War Veterans

In order to achieve sustainable peace, the citizens of post-conflict countries must be involved in the reconstruction of their own country (UNEVOC, 2007). In post conflict countries, VET programmes should be designed primarily to improve the employability of their participants. Sarah (2006, p.10) revealed that war veterans expressed interests to be trained in metal work, electrical work, plumbing, building materials production, fishing, animal husbandry, driving, art and artisanry, hair dressing, food processing, tourism and hospitality. The researcher agrees that training war veterans should be based on the demand of the world of work. This is in line with the Hong Kong Institute of Vocational Education (IVE) that;

> *provides training in nine different vocational fields, namely: Applied Science; Business Administration; Child Education and Community Services; Construction; Design; Printing, Textiles and Clothing; Hotel, Service and Tourism Studies; Information*

Technology; Electrical and Electronic Engineering; and Mechanical, Manufacturing and Industrial Engineering7.

The competition due to the presence of globalization demands higher skills. The researcher believes that, in post conflict countries, VET can be the most powerful instruments for enabling all members of the community to face new challenges and to find their roles as productive members of society. The skills training involved masonry, auto mechanics, plumbing, carpentry, tailoring and metal working are good for war veterans especially in countries that had undergone civil wars. In the context of South Sudan, where the infrastructure had been destroyed, the researcher concurs that such vocational trades are relevant for the training of war veterans. This is not the case in the developed world, for example, the industrial sector in Germany deals with automobile engineering, ship building, electronic engineering, electrical engineering, plant machinery, aircraft manufacturing8.

In some societies, options afforded to war veterans may need to include female specific training opportunities in vocational trades such as handicrafts, food processing, soap-making, cloth-dying and tailoring skills (Sarah, 2006, p. 14). These are relevant trades for the training of war veterans but the researcher disagrees with this view of categorizing such trades for female war veterans only. The evident revealed practically that men are now involved in the hospitality industry. VET programming geared towards women included cooking, domestic skills, and small business management; clearly such focus can potentially reinforce stereotypical gender roles. For officers and other war veterans with a higher education background, instruction in professional skills

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[7] *http://www.answers.com/topic/vocational-education*

[8] *The industrial sector in Germany. Retrieved on 29th march 2012 from http://www.internship2industry.eu/tools/IndustrialSectorGermany.pdf*

such as accounting, health services or computer technology may be appropriate (Sarah, 2006, p.14).

In rural areas agricultural training is extremely relevant for war veterans taking into account regional variations in season, climate, topography, soil conditions and level of market access (Sarah, 2011, p.14). The researcher regards agricultural trade to be a relevant vocational trade for war veterans especially in a country like south Sudan which still faces the challenges of lack of sufficient food commodities. Research revealed that majority of war veterans prefer to be equipped with skills in agriculture, plumbing, electrical work and carpentry. Sarah (2006, p. 13) argues that "agricultural training packages must move beyond mere support for subsistence agriculture, to include skills training-such as in new growing techniques or processing technologies –that can lead to income-generating activities. Training components can include both general business skills, as well as sector-specific skills such as agricultural production techniques or handcraft production.

Students still need to develop their business skills and understanding. More attention needs to be paid to the development of their entrepreneurial skills, attributes and behaviors (Kyambogo University Faculty of Education, 2006, p. 157). This view is supported by COMMEDAF (2007 p.22) who points out that the high incidence of unemployment among graduates in Africa is because of the absence of entrepreneurial training in the training curriculum. War veterans need to be given entrepreneurship skills for them to have the opportunity to create their own businesses. They should be able to plan, coordinate and organize effectively. Dukcevich (2003 p. 1) the renowned information technology (IT) entrepreneur Bill Gates[9] of Microsoft did not

[9] *World renowned entrepreneur, philanthropist and founder of Microsoft Computer Company. He is the world's second richest man after Carlos Slim of Mexico. Mr. Gates has no university degree after being dismissed in first year of studies at Harvard University allegedly on the basis of poor academic performance!*

complete his physics and mathematics degree training at Harvard University but now has a net worth of 43 billion dollars. The late Steve Jobs[10] of Apple Computers was a high school drop-out. Paul Allen of Charter Communications, with a net worth of 21billion dollars is a dropout of Washington State University; Larry Ellison of Oracle is a drop out of the University of Illinois. He is estimated to have a net worth of 15.2 billion and Michael Dell of Dell Computers is a drop out of University of Texas at Austin. He has a net worth of 11.2 billion dollars to his name. In establishing their enterprises and accumulating vast fortunes, these entrepreneurs created hundreds and if not thousands of jobs.

A skill like financial literacy is imperative for war veterans to keep financial records. War veterans should take responsibility and make decisions and be able to work under pressure and persevere. Ability to network and make contacts with other business partners or line ministries is crucial for the success of war veterans. Leadership is one of the skills common to veterans that can be applied to starting a successful business. If leadership skills are ingrained in the war veterans, the skills will allow them identify a goal and utilize resources to achieve that goal -- a skill that all successful entrepreneurs need to have. The training provided to war veterans tended to focus on construction skills, including masonry, roof tiling, general construction, and plumbing, but also included agriculture and business skills.

Research has revealed that VET equipment and machineries are extremely expensive therefore their sustainability requires management skills. War veterans need to be also trained how to save money instead of overspending. If this is not done, the little money they would get will be used

[10] *The late founder of Apple Computers and modern smart i-phone tablet technology; was very rich, no University degree to his name because he dropped out of high school because his adopted father could not afford to pay his tuition.*

extravagantly. For business to be successful, the owner needs to be in possession of business ethics, values and moral. The mentality of the military among the war veterans needs to be eradicated through the provision of skills, awareness, knowledge and attitude. This is revealed by Ginifer (2002, p.5) that;

> *"Many war veterans have a limited educational background, no marketable skills, and consequently their absorption into the formal sector, including the civil service, is not feasible. Skills development has therefore been a key targeted area for DDR in terms of economic integration" (p. 5).*

Upgrading business skills enhances war veterans' employment Potential and war veterans need to realize that their leadership skills in the military can be translated to valuable business skills,"[11] Project development and management skills are crucial for war veterans if they are to develop and manage their own businesses. War veterans need to be equipped with interpersonal skills. Interpersonal skills include not only how war veterans communicate with others, but also their confidence and ability to listen and understand. Problem solving, decision making and personal stress management are also considered interpersonal skills that extremely crucial to war veterans"[12].

2.2 The most Relevant Vocational Trades for War Veterans

The examination of the most relevant vocational trades for war veterans before conducting training is crucial to avoid mismatch with the demand of the world of work. The contemporary world of work is dynamic because of the influence of technology and globalization. World of

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[11] *A Newsletter of the UW-Milwaukee Executive MBA Alumni Association. V.13, NO.1.Spring 2012 Retrieved on 28th September 2012 from http://www4.uwm.edu/alumni/chapters/upload/EMBAssadorSpr12_V3.pdf*

[12] *http://www.skillsyouneed.co.uk/interpersonal_skills.html#ixzz27n4CHERx*

work research is often not carried out or is inadequately carried out before vocational training programmes are designed and implemented (ILO, 2011). This is revealed by Grierson (1994, p. 11) that, there is a growing mismatch between the training offered by vocational training institutions and the skills needed for dynamic competitive markets of the current world of work. The integration of war veterans into the civil society in South Sudan will be determined by the nature of skills given to them. (McKibben, 2011) warns that mismatches between VET and jobs generate unmet expectations, which can lead to disappointment and frustration, and ultimately deter ex-combatants from continuing to partake in a country's peace process as well as other initiatives. Organizations frequently fail to pay attention to the current and future demands of employers, which often means that vocational training is not linked to employment opportunities, and war veterans are thus unable to get a job after training (ILO, 2011). Therefore, vocational training should match the jobs demand of the world of work in South Sudan. This will lead to quality training and product that can smoothly and gainfully integrate into the world of work.

The nature of the world of work keeps on varying as reflected by people's needs, technological advancement, globalization and its effects, as well as economic transformations. These changes are pointed out in Microsoft White Paper (2005,p. 2)[13] that advances in technology over the last two decades have transformed the world of work, driving wave after wave of economic growth and opportunity worldwide, dramatically changing many industries and opening new competitive opportunities for organizations small and large. This is also supported by the United States Department of labor and Education which acknowledges that the world of work is changing and it is necessary to study the kinds of competencies and skills that workers must have to succeed in

[13] *A Microsoft White Paper (2005). Digital Workstyle: The New World of Work. Retrieved on 13 March 2012 from http://www.microsoft.com/presspass/events/ceosummit/docs/NewWorldofWorkWP.doc*

today's world[14]. Therefore, the world of work being dynamic in nature requires VET to be flexible so as to accommodate the upcoming trades.

All over the world, post conflict period is the most challenging moment where vocational skills are required for the reconstruction and rehabilitation of the country. This is the scenario in South Sudan. Harsch (2005) lamented that "when war ends; transforming Africa's fighters into builders is crucial. This shows that construction can be the most relevant vocational trades for veterans to build new, productive lives for themselves, their families and their communities. Provision of a comprehensive skills and relevant vocational training package that allows war veterans the flexibility to navigate the emerging market and a variety of employment opportunities is required for the integration of war veterans in South Sudan civil society.

The majority of Southern Sudanese seek livelihoods in animal husbandry, agriculture, fishing on the Nile River and its tributaries, wild food collection, and/or trade (Muchomba & Sharp, 2006). Livestock may represent the single greatest asset owned by Southern Sudanese; many of the ethnic groups in southern Sudan are pastoralist, owning vast herds of cattle and goats. The cattle herds, in particular, may sometimes number in the thousands, and are an integral part of both the region's livelihoods and its culture.

Much of the VET training that has been linked to employment initiatives is geared towards construction, inspired by a vision that the newly trained war veterans would be able to rebuild the physical infrastructure of the country destroyed during the war (UNEVOC, 2007. P.19). This justifies that, the relevant vocational trades are in the manufacturing of automobiles, machinery,

[14] *United State of America Department of Labor and Education (1991). Skills and Competencies Needed to Succeed in Today's Workplace: Retrieved on 13 March 2012 from http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm*

electrical equipment and chemicals. This sector in Germany demands highly skilled labour force. The industrial sector in USA, electricians, carpenters, construction workers and computer systems specialists are the most sought after and highest paid workers in the U.S.[15] In the transportation industry, nearly one in 10 veterans employed today works for a freight or transportation firm[16]. There are approximately 800, 000 war veterans in America working in the installation and maintenance which include plumbers and electricians, telecommunications specialists, automotive repairmen and other craft workers (Shane, 2011). This is acknowledged by Arkansas Department of Workforce Service (2012) which considers electricity, welding, plumbing and pipefitting, heating, AC and ventilation, painting and sheet metal as the most relevant vocational trades. South Sudan is undergoing a massive development in the area of construction; therefore, these vocational trades are extremely significant in making the development a reality in the country.

Agriculture is extremely productive, and the country is able to cover 90% of its nutritional needs with domestic production (Economic Watch Content, 2010). Therefore, vocational trades in agricultural sector are mostly in the production of food commodities. With the vast fertile land in South Sudan, agriculture can transform the economy of this young nation if the German's approach is emulated. Skills pertaining to emerging agro-related industries such as food processing and packaging, agro-forestry, and sericulture need to be expanded (Majumdar, 2009, p. 17). The most relevant trades are related to fishing, production of food commodities like milk, jute and pulses. India is the largest producer of rice, wheat, sugarcane, cotton and groundnuts, as

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[15] *Vocational Training and Certifications Program (2012). Retrieved on 02/03/2012 from http://www.military.com/education/content/money-for-school/vocational-training-and-certifications-program.html*

[16] *Shane III, L (2011). Retrieved on 06/03/2012 from jobshttp://www.stripes.com/news/where-veterans-are-finding-jobs-1.160129*

well as the second largest fruit and vegetable producer, accounting for 10.9% and 8.6% of the world fruit and vegetable production respectively. The climate in South Sudan is good and if agriculture is geared towards production of food commodities it will prevent the bad culture of dependability for food from the neighboring countries. According to Garang (2005) statement, *"if the agricultural sector in South Sudan is used properly by applying the modern technology of farming, the country will feed the whole continent of Africa*[17]*"*. South Sudan is currently depending on food imported from neighboring countries. Agriculture has suffered from years of mismanagement, inconsistent and poorly conceived government policies, neglect and the lack of basic infrastructure from the past regimes. There is a high demand for agricultural specialists in South Sudan and that makes vocational trades in agriculture relevant.

Agricultural sector is dominant in Uganda's economy and it employs 82 percent of the workforce. It accounts for 90 percent of export earnings, and provided 44 percent of GDP in 1999[18]. Agriculture as a trade is relevant not just to Uganda but South Sudan because approximately 90 percent of food commodities are taken from Uganda to South Sudan.

According to Backer et al (2008), Nigeria is the world's 12th largest producer of oil, mainly supplying the United States of America (USA). South Sudan which depended entirely on oil revenues before the closure of the oil pipelines in 2012 could have also got a world position in oil production. Majority of the workers prefer to work in the oil fields and that makes it a relevant vocational trades. Backer et al (2008) reports that, Oil makes up more than 40% of the

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[17] *Dr. Garang Speech in Kenya in 2005 after the signing of CPA*

[18] *Encyclopedia of the Nation (2011). Uganda Agriculture, Information about Agriculture in Uganda: Retrieved on 09th March 2012 from http://www.nationsencyclopedia.com/economies/Africa/Uganda-AGRICULTURE.html#ixzz1ob7WQrCz*

GDP and accounts for virtually 100% of exports and 80% of budgetary revenues for the government.

2.2 Benefits of Vocational Trades to War Veterans

According to the United Nations Development Programme (UNDP, 2011) VET is an integral component of the DDR programme, and aims to facilitate and accelerate the economic and social reintegration of ex-combatants and women associated with armed forces into society. This view is supported by UNESCO (1999) that VET is an effective tool for achieving social cohesion, integration and self-esteem[19]. Research indicates that VET has many benefits and indeed, there are social and economic benefits. The European Centre for the Development of Vocational Training (2011) categorically puts the benefits to be at the individual level, economic benefits like employment opportunities, earning and professional status and social benefits like life satisfaction and individual motivation. At the society level, there will be economic growth, labour market outcomes, crime reduction and social cohesion among the war veterans and the general public. Investing in VET will benefit war veterans to move out of poverty and make a valuable contribution to the society. This argument is supported by Sarah (2006: p.13) who says that, VET can help to prepare war veterans for formal employment, self-employment or income generation in the informal sector –especially relevant in many post-conflict settings where poorly performing economies yield few opportunities for work in the formal sector. Economic reintegration can be a particular challenge for war veterans who have limited education, few marketable skills and lack of professional and social networks to facilitate the search for employment (Sarah, 2006. p.10). VET is easier to access than other types of learning and

[19] *http://unesdoc.unesco.org/images/0015/001559/155963e.pdf*

provides an opportunity for people with low qualification levels to acquire new skills. The African Union (2007, p. 27) highlighted the primary objective of all technical and vocational education and training programs as "the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area." In the context of South Sudan, there are no mechanisms put in place especially for war veterans in order to help them benefit from VET as it is regarded by UNESCO to be the master key. The application of this objective in South Sudan to eliminate poverty, promote peace and improve the quality of life of war veterans is significant.

Ninety nine percent of war veterans surveyed about their vocational training experiences in El Salvador, for example, felt that they were better prepared for their field of work as a result of vocational training (Arthy: 2003 cited in Sarah, 2006, P.13). VET has the potential to help all members of conflict-affected communities repair the social fabric of communities as well as repair physical infrastructure and economic activity. Preparing war veterans for self-employment by including basic entrepreneurial and micro-business skills is very useful even if only at a 'taster' level (UNEVOC, 2012, p.10). Vocational training can promote social reintegration by offering socializing opportunities with other civilians and stimulating optimism and hope among war veterans for their future well-being (Sarah, 2006. p.13). Therefore, provision of comprehensive vocational services program that addresses the spectrum of participant needs and pre-employment skills including interest, skill and aptitude assessment are crucial for war

veterans. War veterans need skills like resume and interview preparation, job seeking skills, job development and placement assistance; employment and support services[20].

In 1944, the Department of Veterans Affairs was created in Canada to coordinate all veterans'-related activities within government. It promoted the principle that "the answer to civil re-establishment is a job, and the answer to a job is fitness and training for that job." The diverse, comprehensive programs of veterans' benefits developed during the Second World War were collectively called the Veterans Charter. It aimed to help veterans help themselves; it discouraged dependency, and promoted healthy independence. It encouraged veterans to help one another[21]. In South Sudan, Veterans Charter does not exist and for war veterans to benefit from VET, this principle needs to be established and promoted. Scholars and researchers perceive VET as relevant for the development of productive work force as it revealed that; Since education is considered the key to effective development strategies, technical and vocational education and training (TVET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development[22].

Lith (1998, p.179) points out that jobs need to be available, and employers need to be willing to employ war veterans, a process requiring slow and sustained building of trust with employers. The current social and economic changes in the world have altered the conditions and structure of employment and employers now require their employees to posses some technical skills (Dike, 2005). This is in line with UNEVOC (2012, p.8) that, even if war veterans have had

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[20] *Taylor, S. D (2009). Centre Points. Inc. http://www.cpinc.org/pdf/FInal.pdf*

[21] *http://www.parl.gc.ca/Content/LOP/ResearchPublications/2010-71-e.htm*

22 UNEVOC (2012). TVET in post-conflict and post-disaster situations Report of the UNESCO-UNEVOC Online conference

prior technical skills before embracing military life, skill refreshment and psychological preparation are needed to support transition from war veterans to civilian workers. In the aftermath of war, countless people, many of them youths, become trapped in a cycle of violence because they lack the skills and abilities to sustain themselves in non-violent occupations. Once combatants are removed from situations of violence it is imperative that they receive education and training as part of any reintegration and reconstruction programmes. If training is not made available for these war veterans, many will have little hope of rejoining civil society in a productive role. VET in conflict-affected communities is important not just for war veterans but for many members of those communities. In these contexts it represents a crucial opportunity to equip people to repair the social fabric of communities as well as their physical infrastructures and economies. Learning skills for jobs and skills for life enables a wide range of people to participate in the renewal of their community by providing valuable services, stimulating economic development, constructing a sense of shared purpose and reducing individual dependence[23]. Vocational education should aim at reducing unemployment among the war veterans and thus help solve the giant problem of unemployment. It means increased productivity which brings economic prosperity to the people and to the country at large; and should suit individual aptitudes, and so, ensures better results; It should instil among the war veterans a sense of security and usefulness, which goes a long way to make them better citizens.

A range of studies show that vocational graduates are more likely to be employed and earn more than their non vocational counterparts, particularly vocational graduates who worked part time during high school (Stone 1993). There is strong evidence that the generic technical skills and occupationally specific skills provided in vocational education increase worker productivity, skill

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23 UNESCO (2004-2005) Technical and Vocational Education.
http://portal.unesco.org/education/en/ev.phpURL_ID=34372&URL_DO=DO_TOPIC&URL_SECTION=201.html

transfer, job access, and job stability when vocational graduates find training-related jobs (Bishop 1995). He adds that;

> *The government must realize simply granting a lump-sum of money to war veterans for a period of time cannot guarantee their reintegration but provision of education and training are crucial skills that need to be imparted, but until these skills are used to develop these regions further, there is no guarantee that other civilians might be deterred from taking up arms*[24].

VET can improve livelihoods, promote inclusion into the world of work and that supports community and individual agency. Skills enable individual war veteran to be more productive and earn more. Training in entrepreneurship as well as in technical skills can help those entering or already in the informal sector to be more productive and gain higher incomes. Asian Development Bank (2009) lamented that skills acquisition is crucial to raising productivity and incomes in the informal sector, where most of the new jobs in many economies of the region are created. The purpose of VET is to provide relevant knowledge, skills, and competencies for employment and income generation. Vocational and skills training need to be comprehensive in nature, thereby focusing on the needs and potential of the trainees, aim for social equity in access and be sustainable in terms of technical, financial and environmental feasibility (white & Kenyan 1980) cited in Hartl (2009, p. 6)[25]. The vocational training programmes that appear most successful in terms of enhancing employability and contributing to human development of their trainees are those where teaching activities are directly targeted at groups like the war veterans.

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[24] *http://www.poverty-action.org/blog/ex-combatant-reintegration-cash-or-training*
[25] *Hartl. M. (2009). Gender pathways out of Poverty through Rural Development.*

VET is designed to offer training to improve individuals' general proficiency, especially in relation to their present or future occupations[26]. The neglect of technical and vocational education may have contributed to the high unemployment and rising poverty among the war veterans because many of them lack the basic job skills. One of the approaches to help war veterans to benefit from VET is to change their minds, change their Spirit, change their Life and change their future by establishing good relationship among the war veterans and government institutions and provision of employable skills.

2.4 Funds for Capacity Building of War Veterans

In this section, the researcher reflected on financial support by governments, donor agencies, and communities towards the development of VET and in particular the settling of war veterans globally.

2.4.1 National government funding for VET

A look at the funding of VET can shed light on the contradiction between the emphasis for skills and the limited funding that government is willing to commit to it (Oketch, 2002, p. 541). One of the apprentices in graphics expressed it the following way:

> *Vocational institutions cannot impart sufficient knowledge and do not have the capacity to renew themselves. The world of work is more real and the possibilities of the right kind of training are greater with new and modern machinery (cited in Mjelde, 1993, p.110).*

Mjelde (1993, p.110) lamented that, vocational institutions do not have the financial capacity to buy the necessary equipment, and there is little understanding among institutions administration

[26] *http://www.nigeriavillagesquare.com/articles/victor-dike/youth-unemployment-in-nigeria-the-relevance-of-vocational-and-technical-education.html*

and politicians regarding VET funding. According to Chinien et al (2009, p. 754), eighty percent of the countries indicated that there has been some funding to increase VET training opportunities in general. The expansion of funding for VET is clearly related to the health of economy. Denmark contributed for the expansion of community based vocational training by establishing Vocational Training and Community Development Centers (VTCD) in Tanahun and Lamjung districts in Nepal, while China has established Banepa Polytechnic Institute with a huge infrastructure in Banepa in 2008[27].

In Sub-Sahara Africa, Mali allocated the highest share of its total expenditure on education to VET which is 15.6 percent of public expenditure on education in 2008 (Kingombe, 2012, p. 57). As the labor market becomes more specialized and economies demand higher levels of skill, governments and businesses are increasingly investing in the future of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses[28]. Kingombe (2012, p. 57) indicates that Gabon is ranked second in Africa when it comes to public expenditure on VET as a percentage of total public expenditure on education is 13.9 percent. In Uganda, The education ministry allocates approximately only 4 percent of its total budget to the Business, Technical and Vocational Education and Training (BTVET) while two-thirds of the budget goes to primary education. At the level of the VET institutions, funding shortages results in low teachers' salaries, outdated equipment and facilities and unavailability of training materials, all negatively affecting the quality and the image of VET in Uganda, (BTVET Strategic Plan, 2011-2020, p. 7). Acoording to Hoogen (2009, p. 15) developed world, mostly has higher government funding, more often private sector (better

27 CTEVT (2010). International Relations and Linkages: Retrieved on 16th/04/2012 from http://www.ctevt.org.np/page.php?page=26

28 Wikipedia http://en.wikipedia.org/wiki/Vocational_education

developed) input through Training Fund, higher student fees; funding from other Ministeries. The availability of fund in the developed world makes VET institutions to have very good infrastructure, modern tools and materials and highly qualified instructors.

Some countries have bills and Acts which stipulate funding for VET. For example, in South Korea, there are bills that provide funds for the vocational education of veterans. The Manpower Development Training Act (1962), the Vocational Education Act (1963), the Vocational Education Amendments (1968), and the Carl D. Perkins Vocational and Applied Technology Act (1984) have helped to upgrade the nation's workforce and ensure that vocational training is available for economically or physically challenged war veterans people"*29*.

2.4.2 Donor Agencies Funding of VET

GIZ's involvement in the TVET sector of Pakistan is collectively funded by the European Union, the Kingdom of Netherlands and the Federal Republic of Germany[30]. The programme is intended to increase the responsiveness of the sector, both to the labour market and to social needs.

In the last two decades, the World Bank strengthened the systems of skill testing and structured the VET curricula in modular courses based on competency standards. It upgraded VET facilities and equipment and strengthen instructor qualification. Enhancement of VET institutional management was funded by the World Bank in Many countries. For example, World Bank Supported Projects like the VET Reform Project (1996-2002) in China, Lifelong Learning

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http://www.ilo.org/wcmsp5/groups/public/@ed_emp/documents/instructionalmaterial/wcms_141276.pdf

30 Supporting technical and vocational education and training (TVET) reform Retrieved on 16th/04/2012 from http://www.gtz.de/en/weltweit/europa-kaukasus-zentralasien/35343.htm

Project (2002-09) in Chile, VET Project (2006) in Mozambique, and VET Improvement Project (2007) in India (Fasih, 2010). Development Partners like World Bank and the African Development Bank, for example, support country-specific projects, multinational projects, and micro-financing schemes (Afeti, 2009). Donor agencies that funds VET programme include; World Bank, International Labour Organization (ILO), United Nations Development Programme (UNDP), United States Agency for International Development (USAID), Asian Development Bank (ADB), Eurasia Foundation of Central Asia (EFCA), European Training Foundation (ETF),Forum for Educational Initiatives, and German Technical Cooperation (GTZ).

2.4.3 Community Funding of VET

Local communities can make cash and non-cash contributions in the form of land and through community fundraising activities and donors that includes Individuals or groups (e.g. wealthy individuals, churches or faith-based organisations) can support VET through donations and endowments, (Afeti, 2011, p. 14). This is evident by the Kenya Pastoralist Journalist Network (KPJN) that assists the rehabilitated war veterans to get business skills, opportunities and integrate themselves in various livestock markets, so that they can trade and make a living. This program acts as a role model project for other active combatants in the field, and who are causing deaths, destructions, displacement and armed attacks[31].

The participation of all the stakeholders (Development Partners, Churches, communities and national governments) in funding VET programs is extremely imperative for capacity building of war veterans and transformation of the status of VET. The availability of sufficient fund makes

[31] *Global Philanthropy Alliance. Retrieved on 05 April 2012 from http://www.globalphilanthropyalliance.org/kpjn-kenva/*

VET institutions to have very good infrastructure, modern tools and materials and highly qualified instructors. It will improve the quality of VET instituations and the products.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, the researcher presents the methodology that was used in this study. The chapter presents study design, the study population, the study sample population and the sample size are presented as well as data collection procedures, data processing, data analysis and data quality management.

3.1 Research design

The researcher used descriptive and explorative research designs in order to bring forth scientific data. The researcher chose explorative and descriptive design in order to establish types of vocational trades for the training of war veterans in Juba County; examine the most relevant trades in the world of work in Juba County; identify the sources of funding for capacity building of war veterans in Juba County and suggest ways of helping war veterans to benefit from VET in Juba County. The researcher used this design because it enables participants to say in their own words, what matters to them and provides a forum for participants to express diverse beliefs; and results in a meaningful understanding of participants' needs and expectations. This view is supported by Amin (2005, p. 43) who contends that qualitative research provides a rich understanding of a social setting or activity as viewed from the perspective of research. The researcher chose the qualitative method because it is suitable in capturing the natural context, voices and attitudes of the target groups about learning and work. Descriptive case studies are conducted to produce detailed descriptions of the characteristics of the cases, or the issue of the

research interest and any theoretical position, (Odiya, 2009, p. 150). The researcher applied direct observation, focus group discussion and documentary analysis and different categories of respondents participated. Open ended questions in semi-structured interviews were used.

3.2 Population of the Study

A population is a complete set of individuals, cases or objects with some common characteristics, (Mugenda & Mugenda, 1999). A general population from which a researcher picks the sample population is referred to as target or study population (Okello, 2011). The subjects were 50 but 45 only participated in this study. They were war veterans, staff of line ministries, senior SPLA Offices, Directors from State Ministry of Labour and Public Service, State Ministry of Education, South Sudan National DDR Commission, practitioners in the world of work, Non-Governmental Organizations and Vocational Training Centres. The researcher believed that this target population had the necessary and relevant information required for this study because of their expertise on VET, re-integration of war veterans, financing of vocational training, relevant vocational trades in the world of work and its benefits to war veterans and employment policy.

3.3 Sample Size

Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Barifaijo, Basheka & Oonyu, 2010. P. 75). The researcher chose the number as shown on the Table below because they were considered manageable within time frame.

Table 3.1 Summary of the Sample Size and Selection Methods

Sample Respondents	**Respondents Size**	**Selection Method**
War veterans	10	Purposive
Staff of the line Ministries	10	
Senior SPLA Officers	6	Purposive
Directors -State Ministry of Labour & Public Service	2	Purposive
Director for TVET-State Ministry of Education	1	Purposive
Chairperson for South Sudan National DDR Commission	1	Purposive
Practitioners of vocational trades in the world of work	10	Purposive
NGOs officials (Save the children, ILO, World Bank, IOM, UNDP, Plan International and JICA).	7	Purposive
VCTs officials (Juba Technical Secondary School, Multiple Service Training Centre and St Vincent De Paul Vocational Training and Community Development Centre)	3	Purposive
Total	**50**	

(Source: Author)

3.4 Sampling Technique

Purposive sampling technique was used to choose the respondents for this study. The researcher employed purposive sampling technique to all the respondents and it gave the necessary information required for this study. The researcher used purposive sampling technique for gathering the information because participants were accessible to the researcher. Using this

technique allowed the researcher to access the respondents easily. Amin (2005, p. 242) supports choice of sampling method by calling it a process where the researcher usually selects a sample based on his/her experience of knowledge of the group to be sampled and has in mind that these respondents have information he/she requires. Purposive sampling is also known as judgmental sampling; the participants are sampled on the basis of their typicality, or because they are satisfactory to the research needs (Cohen et al, 2000).

3.5 Research Instruments

In this study, the researcher employed interview guides for individuals, observation checklists, focus group discussion and documentary analysis. Research instruments are data collection tools selected or developed by the researcher to collect data for the proposed study (Odiya, 2009, p. 177).

3.5.1 In-depth Interviews

Under this method, the researcher conducted oral interviews following predetermined interview guides. The researcher interviewed senior SPLA army officers, Directors from the Ministry of Public Service and State Ministry of Education, Chairperson for SSNDDR Commission, Practitioners in the world of work, Non-Governmental Organizations Officials and officials from Vocational training centres. Interviews allow deeper discussion of the meanings of answers by follow-up questions to eliminate ambiguity, and they provide the opportunity for correcting misunderstanding between the researcher and the respondents by providing more content to earlier answers which is not common with other forms of data collection (Amin 2005, P. 147). According to Odiya (2009, p. 186), an interview guide is a list of questions that will be asked

during the interview. Researcher used in-depth face to face interview using the interview guide with open end semi structured questions.

3.5.2 Focus Group Discussion

The researcher applied Focus group discussion (FGD) for two categories of respondents and this included the war veterans and staff from the line ministries. FGD enabled the researcher to get a wide range of responses that are less structured and more freewheeling than the formal or informal interview situation. Mbabazi, (2007, p. 66) noted that FGD involves a homogenous group of respondents in the discussion of issues of common concern, with a set of guiding questions. The data collected through this instrument was able to answer all the researcher's questions for this study.

3.5.2 Observation

The researcher used observation in the three Vocational Training Centres (VTCs) especially observing the training workshops, machinery, delivery method, the nature of building structures and other facilities used in the VTCs. The same instrument was also used by the researcher in observing practitioners in the world of work especially in the construction, hospitality and agricultural industries whereby the major focus was the nature of working tools and organization of the workshops. Primary data were collected using observation and the information collected from this instrument helped answered the research questions. The main reason of using observation as a data collection tool was its advantage of capturing some bits of information that would be difficult to pick using other methods especially non-verbal behavior. An observation checklist contains a list of all items to be observed in a particular situation (Odiya, 2009, p. 195).

3.5.3 Documentary Analysis

The researcher employed documentary analysis instrument in this study. Documents like South Sudan Civil Service Act, SPLA White Paper, and Economic Mapping Document by the DDR Commission, and draft curricula for VET and employment policy of South Sudan, news papers, magazines and speeches were analyzed by the researcher. The researcher collected the above mentioned documents from the responsible institutions and even procured some like newspapers and magazines. According to Kumar (in Odiya, 2009, p. 166), the information for secondary data is already available and it just needs extraction.

3.6 Data collection Procedures

The introductory letter from Kyambogo University, Department of Art and Design and Faculty of Vocational Studies was given to every respondent. The researcher was able to get another letter from the ministry of Defence and Veteran Affairs. The researcher sought consent from the VTCs, government ministries, and other respondents before conducting interview, FGD and collecting document. The researcher followed ethical research standard by maintaining confidentiality through the process of data collection for this study. All 45 respondents who participated in this study were informed in advance of the overall purpose of the research and the researcher assured them that this research was for academic purposes.

3.7 Data Analysis

The researcher used a recorder to record data from in-depth interviews and some data were written on the notebooks. Hand-written notes were also taken during and after documentary analysis and observation sessions. The data was then processed in the Microsoft Word, corrected the grammar, and organized it in order to scrutinize unnecessary irregularities. Data was then

arranged according to the research objectives by copying and pasting. It was read and re-read to identify similar themes. According to Merriam et al (2000, p. 61) processing of data involves harmonizing the information gathered by each member of the group before it could be merged to give common understanding. The data collected from the interviews, FGDs and observation were transcribed, sorted out according to the emerging themes; coded and analyzed.

3.8 Data Quality Management

The researcher used different methods of data collection. In-depth interviews, focus group discussion, observation and documentary analysis were used in order to have valid and reliable data. This justified the authenticity and reliability of the researcher's findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study which was guided by the research questions and the objectives of the study. It gives general information on the respondents of the study and presents findings research question by research question. It was planned that fifty respondents would take part in the study. However, forty-five out of fifty respondents were involved in the study as shown below.

Table 4.1 Respondents of the Study

Respondents	**Proposed No**	**Actual NO.**	**Percent**	**Total percent of the respondents for this study**
War veterans	10	10	100%	20 %
Staff of the line ministries	10	10	100%	20%
Senior SPLA army officers	6	4	66%	8%
Directors Ministry of Public Service	2	2	100%	4%
Director for TVET State Ministry of Education	1	1	100%	2%
Chairperson for SSNDDR Commission	1	1	100%	2%
Practitioners in the world of work	10	10	100%	20%
Non-Governmental Organizations Officials	7	4	57%	8%
Vocational training centres officials	3	3	100%	6%
Total	**50**	**45**	**90%**	**90 %**

(Source: Primary data)

The table above indicates proposed number of respondents of the study and the actual ones who took part in the study. Ninety percent (90%) of the respondents took part in the study while 10

percent failed to participate. It shows that Senior SPLA army officers, ministry officials at State and national government, Chairperson for SSNDDR Commission, Practitioners in the world of work and officials from vocational training centres participated in the study took part in the study hundred percent (100%). They were interviewed. Out of the respondents of the study two focus group discussions were held with war veterans and staff of line ministries. Officials from the three NGOs were also interviewed as shown on table 4.1. The respondents of this study were instrumental in helping the researcher to generate data for this study and therefore, the following findings which now follow.

4.2 Types of Relevant Trades for the Training of War Veterans in Juba County

Research question one stated: What types of vocational trades are relevant for training of war veterans in Juba County?

During the interviews respondents gave various trades which would be relevant for training of war veterans so as to fit in South Sudan civil society. Table 4.2 below gives a summary of these trades as given by individual respondents during interviews.

Table 4.2 Summary of Relevant Trades for Training War Veterans

Vocational Trade	Frequency of responses	Percent
Construction	11	22 %
Agriculture	7	14%
Auto-Mechanic	7	14%
Electric Installation	5	10%
Carpentry	4	8%
Plumbing	3	6%
Welding	3	6%
Hospitality industry	1	2%
Computer studies	2	4%
Tailoring	2	4%
	45	**90%**

(Source: Primary data)

Table 4.2 is a summary of relevant trades for training war veterans. The table shows that Twenty two percent (22%) of respondents who were interviewed gave construction as one of the relevant trade for war veterans. One of the respondents from the VTCs said that;

> *Taking into consideration the current situation in the country, all the infrastructure (houses, roads, schools, government offices even the private sector etc) are destroyed by the war; therefore, construction is a priority at the moment because without the infrastructure everything will be difficult.*

Another respondent from the VTC had a similar view when he noted, "70 percent of our learners are enrolled in building section, the reason being the vocational trade that is in high demand in the world of work. There are many contracts in the construction industry among the Ethiopians who are busy establishing hotels and stores in Juba". This means that even in the VTCs, learners prefer to take construction instead of the other vocational trades.

One interviewee by the name Sachio Yamamoto the Chief Advisor/Training Centre Management for JICA said that, "Construction is a very good vocational trade and it is a trade that is in high demand in Juba and the construction industry is booming in all ten states of South Sudan, therefore war veterans need to be trained in the construction sector". Another respondent from Juba Technical School and vocational training centre noted "construction is very marketable in Juba and it is the appropriate trade that can be given to the war veterans. If they are given the skills, they will be in a better position to participate in the development". One respondent interviewed from Mult-Purpose Training Centre said "Before we could conduct training in the centre, we carried out a market survey and the findings revealed that construction industry in South Sudan and more in particular central Equatoria State is booming and growing so fast".

During data collection, the researcher was able to observe construction taking place in all the areas in Juba. Figures 4.1 and 4.2 below of photographs taken by the researcher show some of the building being constructed



Figure 4 .1 Construction as one of the relevant trades for war veterans

Source: Primary data



Figure 4.2 Construction of hotel in Juba

Source: Primary data

The researcher through observation noticed that construction is taking place in all areas within and around Juba town and approximately 75 percent of the people are constructing their own

houses while foreigners construct business places. The researcher agrees with the view from one of the respondents who said that "the price for building materials have doubled even tripled. This has contributed negatively and has affected the construction industry". Despite all these challenges, the researcher observed that construction is still dominating as indicated in Figure 4.1 and 4.2 above. The researcher found two war veterans participating in building (Figures 4.2) but they were working as manual workers because they did not have construction skills.

Focus group discussions were held with respondents. In one of the focus group discussions, one respondent noted that;

> *Everybody at the moment whether rich or poor is planning with all means to construct for him/herself a very good house to accommodate his/her family. This makes the construction industry so important but we lack building technicians. The few technicians from South Sudan are so expensive because they do quality job.*

This view is in agreement with the view of one respondent from the FGD who said;

Majority of the South Sudanese from the ten states of South Sudan prefer to reside in Juba. Accommodation becomes so expensive; therefore those with plots in the strategic areas like Malakia, Atlabara, and Juba Na Bari hired their plots to the foreigners like Ethiopians to be constructed as hotels, restaurants, stores and warehouses.

Figure 4.1 indicates one of the examples of a plot that had been hired to be developed as hotel in Juba while figure 4. 2 show that construction and hospitality is booming. This is revealed through documentary analysis that construction and hospitality industries are the fastest growing and potentially the biggest employers in the private sector at the moment in South Sudan **(Jiji 2012, p. 132).**

The second trade of importance given by respondents was agriculture. Out of 45 (90%) who were interviewed 7 (14%) said that agriculture was very important for war veterans. One of the respondents interviewed from the Ministry of Defence and Veterans Affairs said "agriculture should be the first priority for war veterans because of the demand of food commodities in our country. We have fertile land, a very vast land for agriculture". This view was acknowledged by the instructor at the military production site, who noted that "Agriculture has much potential for the transformation of the economy of this newly established country. Some people perceive the war veterans as a burden to them but in reality they should be seen as an opportunity especially in the agricultural industry".

One of the respondents from the NGOs had a similar view that;

> *Agriculture is the best vocational trade for the war veterans regardless of education and age. There is lot of potentials in South Sudan and this need to be explored through the provision of vocational skills to the war veterans. There are many job opportunities for the war veterans in this country.*

One of the respondents interviewed from the DDRC had a different view regarding construction. He said;

> *The second most relevant trade is the construction industry after the agricultural industry, since the country underwent long period of civil wars, all the infrastructures have been destroyed, therefore construction is absolutely important but food security comes first before construction.*

During the focus group discussion with the war veterans, out of 10 respondents, 5 expressed interests in agriculture and they said "we need mechanize type of farming and line Ministries like the Ministry of Agriculture, Forest and Rural Cooperative and Animal Resources and Fisheries should provide training to us". This was in line with the President's speech during the Independence Day 09 July 2012 when he said "the Ministry of Agriculture provides seeds, fertilizers and agricultural inputs in order to increase production in the agricultural sector and this will help resolve the issue of food security to the people". This means 50 percent of the respondents among the war veterans in the focus group discussion need training in agriculture. In the same focus group discussion, war veterans said "Banks should provide loans for us especially the agricultural bank and NGOs and the line ministries should play a big role in the funding of the agricultural projects for us. For us to establish our own cooperative we need training and financial support". One respondent from the FGD said that;

> *Tractors were given to many people for instance, I saw them in my village but they are used for carrying water instead of farming. This is because the tractor is given to somebody who does not have the knowledge, skills and the competency to effectively and efficiently use for cultivation.*

The researcher was able to observe agriculture instruction being provided to war veterans in one project. The instructor was explaining to them how to use a sorghum planter. Figure 4.3 below is a photograph which was taken during the observation.



Figure 4.3 Sorghum Planter being shown to War Veterans

Source: Primary data

The sorghum planter as explained by the instructor had the capacity to plant seeds in four rows at a time. The researcher through documentary analysis was able to establish that the project was originally designed for sixty active soldiers only. The project is funded by the U.S.A government by providing agricultural machineries like tractors and planters. The Ministry of Defence and Veterans Affairs was able to include twenty war veterans, and these war veterans (Wounded Heroes) have shown to be the best in the training. According to Jiji (2012, p, 63-64), "90 percent of the land area in South Sudan is suitable for agricultural production and agriculture has the potential to quickly substitute or replace imports with local products and excess for export. She went further to say with fertile soils, South Sudan can feed not only its own population but it can also export to regional markets and many countries across the continent and beyond. This argument is supported by Jean Ping (Chairman of African Union-speech during the South Sudan

Independence 1st Anniversary in Juba, 09 July 2012) who noted that "South Sudan has vast and fertile land and the country will be the bread basket of this continent". This means that if complicated tools that includes, tractors, capital, business training and land leases/rights and agricultural vocational skills, knowledge and attitude are given to war veterans, South Sudan will be in the position of providing food commodities to rest of the countries in the continent of Africa.

The researcher was also able to observe what war veterans were doing when attending an agricultural training. Figure 4.4 is of a photograph which was captured at the time.



Figure 4.4 War Veterans attending Agricultural Training.

Source: Primary data

The figure above indicates war veterans dressed in overall ready for their practice. The training would enable them to fit in South Sudan civil society.

From documentary analysis the researcher also confirmed the importance of agriculture to South Sudan and particularly Juba County. The report carried out by Food and Agriculture Organization (FAO) revealed that South Sudan has approximately 11, 7 million head of cattle, 12.4 million goats and 12.1 million sheep, placing the country as the sixth largest livestock herder in Africa. Research shows there is untapped potential for the livestock sector, for instance production and trade of red meat, skins and hides, dairy, poultry and eggs (FAO, 2010) cited in (Jiji, 2012, p, 63-64). This means that, South Sudan is rich with animal resources and that makes farming one of the relevant areas for war veterans. The agricultural industry needs to be explored but as Jiji noted, the key challenge will be to equip war veterans with vocational skills and facilitate the networks required for them to successfully engage in commercial agriculture, including high value-added activities. Therefore, investing along the agricultural supply chains can maximize opportunities for war veterans to participate in the agricultural recovery process of South Sudan (Jiji, 2012, p, 63-64). The Chairperson for DDR Commission (2012, p.5)[32] acknowledged that "We need to invest in our local livestock and poultry industries to create employment opportunities, enhance food security, supplement gross domestic product (GDP) and the much needed development of livelihoods skills". The participation of the war veterans in the agricultural sector is paramount.

During interviews and focus group discussions respondents were able to mention other trades which they thought would help re-integrate war veterans into South Sudan civil society. Electrical installation, carpentry, plumbing, welding, hospitality, computer studies and tailoring were mentioned in addition to the ones they favoured most.

[32] *Fifth Edition of INSIDE DDR: May/June 2012, P. 5.*

The researcher visited vocational education and training centres and established that many of the other trades mentioned by respondents were being taught in the VTCs (Table 4.3). Three vocational training centres were visited. They were Juba Technical Secondary School, St Vincent De Paul Vocational Training and Community Development Centre and Mult-Service Training Centre (MTC). Table 4.3 shows their status in terms of ownership, administration, funding, facilities, current situation in terms of ability to offer programmes and vocational trades being offered.

Table 4.3 Samples of Vocational Training Centres visited in Juba County

Status	**Juba Technical Secondary school**	**St. Vincent De Paul Vocational Training and Community Development Centre**	**Multi-Service Training Centre**
Ownership	State government	Catholic Church and community	State government
Administration	Central Equatoria State Government	Catholic Church	State Government and Goss
Funding	Plan international	France, Austria, UNIDO, State of Geneva and England expressed the willingness to support financially in 2013	Japan International Cooperation Agency
Facilities	The rebuilding of the school is completed and Plan International is equipping the school	Construction is completed but the workshops are too small, donors are equipping the centre	Two big halls that were built by ACCORD and World Bank provided the tools in 1970s and is renovated by JICA and they are equipping the centre
Source of Trainees (Focus)	Secondary school students	Orphans, prisoners, single mothers and any interested individuals	Absorbed learners who completed secondary school, job seekers, NGOs staff and Government officials.
Current Situation	Running VET programs	Running VET programs	Depends on whether funders are found
Vocational trades being offered	Auto-mechanic, building, carpentry, general electricity and catering	Building, electricity, computer studies, Auto mechanic, tailoring and Carpentry	Electrical installations, auto-mechanic and maintenance, metal fabrication and welding, brick and block laying and concrete practice, carpentry, plumbing and fitting and secretariat training

(Source: Primary data)

The researcher was able to observe what was in the three vocational training centres and interviewed some officials of the centres. MTC was the only training centre with complete vocational training programs and the centre enrolled learners who completed secondary school, job seekers, NGOs staff and Government officials. One of the respondents who was interviewed said that "the centre trained war veterans, prisoners, police and government officials several times but they provided basic vocational skills". St. Vincent De Paul Vocational Training and Community Development Centre had the same approach of enrolling Orphans, prisoners, single mothers and any interested individuals but according to one respondent who was interviewed "the centre does not have the capacity of enrolling many learners. It has limited space and only enrolled 375 learners per year due to limited space and training equipment, tools and materials". One of the respondents from the State Ministry of Education said;

> *There are three categories of people who enroll in vocational training centres. Category one include people who did not go to attend formal schooling, the second category are those in possession of primary 8 certificates and the last category are those who drop-out from school.*

At St Vincent De Paul Vocational Training and Community Development Centre, the researcher visited a class that was in a computer session. Figure 4.5 below is a photograph of the class with learners attending class.



Figure 4.5 Learners attending class during the morning session

Source: Primary data

The researcher was able to observe that the class shown in the figure 5 above lacks adequate space to accommodate learners and training equipment. One of the respondents who was interviewed revealed that;

> *There are sixty (60) learners enrolled for the course but the room takes twenty (20) learners only, therefore the other forty (40) learners had to wait. This is a big challenge since it is the same scenario with the other trades like auto-mechanic and electric installation. This means enough space is required to accommodate the sixty learners enrolled in the computer course.*

The researcher also visited a carpentry workshop at St Vincent De Paul Vocational Training and Community Development Centre. Figure 4.6 below shows the workshop and learners busy doing woodwork using manual tools.

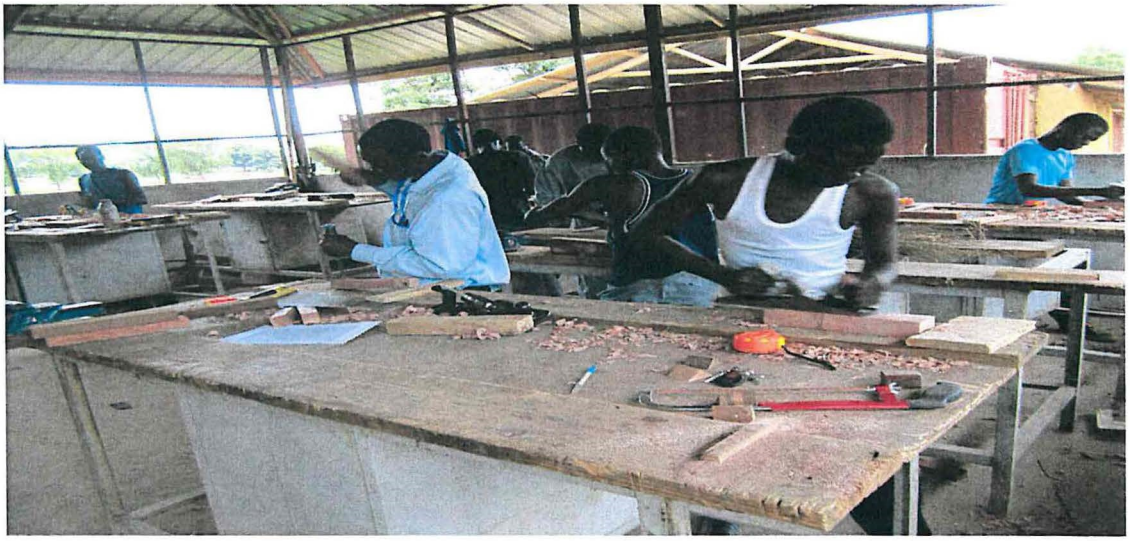


Figure 4.6 Learners busy doing woodwork using manual tools
Source: primary data

The Figure above shows what the researcher observed. It indicates that carpentry section has very old tools that require energy and a lot of effort. The workshop takes only ten learners. The electricity, building, tailoring and computer sections have at least some current tools that are still relevant though some are not modern compared to the carpentry tools. One of the respondents who was interviewed said that;

> *Many people especially the youth, orphans, prisoners, war veterans and women want to join the VCTs because they see the relevance of the skills now in South Sudan; unfortunately the VTCs lack the capacity to accommodate them due to lack of infrastructure, machinery, training tools, materials and instructors.*

Although vocational training centres lack modern equipment, a few of them are beginning to procure modern machinery as shown in Figure 4.7 for MTC.



Figure 4.7 New Equipment and Training tools for MTC

Source: Primary data

Figure 4.7 shows various training equipment, tool, and machinery procured and provided by the Japanese government. The centre has two huge halls that are utilized as workshop for training vocational learners. One of the respondents who was interviewed revealed that;

> *These big halls were constructed in 1970s by the World Bank and ACCORD and they provided equipment, tool, and machinery but currently these tools are very old and declared outdated, that is why JICA is replacing them with new and modern tools.*

During the interview with individual officials at St. Vincent De Paul Vocational Training and Community Development Centre, the researcher inquired as to who were instructing at vocational Centres. Respondents said that centres faced shortages of trained instructor pools. The

Project Manager at the centre said that "there are shortages of technicians in South Sudan while a big number of people of working-age composed of school dropouts, streets boys, non-skill adults including war veterans remain outside the economy circle". This however, was refuted later in an interview with the Chairperson for SSDDRC who said, that he did not agree with the view that South Sudan lacked technicians. He said;

> *We have the technicians especially among our people, who went to different places like Europe, America, Australia and those within Africa came back with skills. Our people are very lazy, proud and prefer to work in higher positions like directors, managers and ministers. They prefer to be baggers instead of working as plumber, carpenter or security guard. This means that they want white scholar jobs. He asked a question that, "who among the South Sudanese national is willing to work as clerk or in the restaurants in Juba?"* His answer was, *"nobody is willing to work as clerk.*

As to what qualification is required for people to be employed since there were shortages of trained workers, respondents said certificates, diplomas and degrees were required. One of the interviewees from the State Ministry of Public Service said;

> *If somebody has Sudan School Certificate or A level from Uganda, according to the public Service Act 1994, the person will be employed in grade 14 and he/she will be given a salary worth 365 ($ 73) South Sudanese Pound only. Majority of the learners who graduated from VTCs mostly have certificate and very few have diplomas. This makes them to be employed in lower grade.*

One respondent who was interviewed from the State Ministry of Education said, "Graduates from vocational training centres are placed in grade 12". One of the interviewees by name Gasem said;

> *Our government, whether at State or National level look for workers with certificates, diplomas and degrees, but these people only have the papers but lack the skills and competency. Those with relevant vocational skills prefer to create their business because the government pays meager salary and demands documents which some people do not have.*

One of the respondents working as an auto-mechanic named David Mawa said,

> *I fix private, business, and government vehicles in my working place. Actually I sign contracts with some government institutions like Wounded Heroes and War Disable Commission. Sometimes, in a month I get approximately 12, 000 South Sudanese Pound (SSP) to 15,000SSP ($2400). Therefore, to be employed with the government is extremely bad for me. In the government institutions you are paid little money that will not sustain you and your family.*

This means graduates of the VTCs or those who learnt through the apprenticeship prefer creating their own business, whereby they signed contracts instead of working with the government.

At a focus group discussion with the staff of the line Ministries, the issue of what should be done to war veterans so that they could integrate into South Sudan civil society, came up. One member from the FGD said;

> *Some people perceive the war veterans as a burden to the community, relatives and government but actually they are not a burden. I believe they can be an opportunity that the government needs to explore by developing projects that can employ them and also develop vocational institutions so that they will be given vocational skills in order for them to become self-reliance.*

This issue also came up at the interview with the project Manager of St Vincent De Paul Vocational Training and Community Development Centre who posed a question "why are our soldiers and war veterans always sitting under the trees?" He said;

> *We have the human resources in terms of man power but up to now our current leadership does not know what do with them. Unless, war veterans and the active army are given technical skills they will continue sitting under the trees everyday and the government will also continue paying them salaries. They need technical skills for them to participate in the national development of this newly formed nation especially in the construction and agricultural industries.*

4.3 The most Relevant Trades for War Veterans in Juba County

The second research question stated: What are the most relevant trades for war veterans in Juba County? Respondents gave different responses to the second research question. One of the respondents interviewed from the practitioners in the world of work said;

Electricity is very important for development and without electricity there will be no development and no work in South Sudan. Electrical installation is very good skill that can be given to war veterans but it will be meaningless if somebody is given the relevant skills but there is no power, what will you do with the skills?. Therefore, government should establish the dams to generate enough power because industries, government institutions and the private sector need power to function.

Another respondent interviewed working in the construction industry had a different view and he said, "indeed, this trade is in high demand because everybody wants to construct a house for him/herself; government wants to develop schools, ministries, hospitals and even the private sector". This view was shared by a respondent who lamented on high prices and said;

The Construction materials are very expensive because they are brought from the neighboring countries for example, building materials like zinc, cements etc. I actually do not know whether it is the result of the austerity measures or lack of hard currency like United States dollars because the price of cement from 45 SSP has risen to 90 SSP and Zinc from 35 SSP to 85 SSP. This means the price has double. This is the biggest challenge that affects not construction industry only but all the materials in the market.

One of the interviewee who is a member of the war veterans working in his garage said;

I was working as a soldier in the Sudan army and I worked in the military Garage for almost 15 years. After the signing of the CPA, we were demobilized but because I have the skills I decided to open my own garage. Currently I am very happy and I am able to employ ten people in my garage. Whenever I compare my work in the army garage with

the work I am doing in my private Garage, my work in the private garage is far better than working in the military garage. Economically I am stable and able to send my 4 children to Uganda for further studies.

Another respondent who was working as a welder in his garage said;

We have many war veterans who are not working and our government seems to be not planning something good for them. These people paid a price for the liberation of this nation. The best reward that I think can be given to them is employment for them to sustain themselves. Those with skills should be employed in the government ministries and the private sector and those without skills should be trained. We really need to build the capacity of the war veterans for them to participate in the development of this nation. If we continue to ignore them, they will continue to create insecurity.

From the hospitality industry one person was interviewed. He said that;

The hospitality industry is a very delicate industry that requires communication skills and respect but the majority of the war veterans cannot communicate in English, they also have the military mentality. Therefore, unless war veterans are still young, they can be trained to work in the hospitality industry. I recommend that they should be employed as security guards. In this hotel, we employed 10 of them in the security section.

The findings from the practitioners in the world of work revealed that everyone supported his/her trade and regarded it to be the best. This means all the vocational trades are in high demand in the world of work in Juba County.

There are common types of vocational trades which war veterans can take such as the ones mentioned by the Chairperson for SSNDDRC. He said, "the types of vocational trades that are very common are livestock management, carpentry, fisheries, auto-mechanic, agriculture, masonry and brick making'. This was found out by the DDR Commission which carried out a profile mapping in order to have a comprehensive understanding of the job profile per state in the Republic of South Sudan. These are the most relevant vocational trades that will allow the war veterans to participate in the development of this country, make their re-integration possible into the civil society by establishing their own businesses or get employed.

The majority of the members in the focus group discussion with the line ministries agreed that, vocational trades like tailoring, handcraft, computer, carpentry, home economics, bricklaying, plumbing, shoe making, masonry, electrical installation, machine operations and maintenance, welding and agriculture were the most relevant types of trades for war veterans.

A respondent said that "If they are given the skills, they will be employed as skilled workers, supervisors, managers but if they are not trained then they will only work as manual workers". The advantages of equipping the war veterans with skills is that they will have job security, good wages, capacity development, and they will have power to negotiate contracts for themselves.

4.4 Benefits of Vocational Trades to War Veterans in Juba County

The third research question stated: In what ways can war veterans benefit from VET in Juba County? Respondents gave different responses to the question. However, some were similar.

Table 4.4 below summarizes their responses.

Table 4.4 Benefits of VET to War Veterans

Respondents	Benefits of VET
War veterans	We will be in possession of employment skills; We will create our own businesses; we will become self-reliance and be able to carter for our family in terms of providing education for them
Staff of the line ministries	They will work as skilled workers, supervisors and managers; they will sign contracts; The advantages of equipping the war veterans with skills is that they will have job security, good wages, capacity development, and they will have power to negotiate contracts for themselves.
Senior SPLA army officers	Improve their economic situation; Sustain their family and help the ministry from the culture of getting salary but not productive
Directors Ministry of Public Service	VET skills will help war veterans to compete in the world of work It will make the integration process automatic
Director for TVET State Ministry of Education	It will restore their dignity and recognition They will have hope for their future and their families. They will not be a burden to community and the government.
Chairperson for SSNDDR Commission	We need to invest in our local livestock and poultry industries to create employment opportunities, enhance food security; supplement gross domestic and the much-needed develop livelihoods skills. These skills will benefit all South Sudanese but in particular war veterans.
Practitioners in the world of work	War veterans will benefits from VET economically, socially and politically. The skills will help them for rest of their life. Our experiences show that doing something practically with your own hands will make you relevant and productive.

(Source: Primary data)

Table 4.4 is a summary of respondents' views on the benefits of VET to war veterans. During the FGD, war veterans said that, if they were given vocational skills, they would be in possession of employment skills then they would create their own businesses and become self-reliant. The

vocational skills were crucial for them to continue sustaining their families by providing the basic necessities and more specifically education to their children who were really facing problems. This problem of education for the children of war veterans was revealed during the interview with one respondent who said that "out of 3 children dismissed from school in Central Equatoria State, 2 of the learners are children of the war veterans". This means war veterans needs employable skills so that they can cater for the school fees of their children.

During the FGD with the staff of the line ministries, it was agreed that if war veterans were given vocational skills, they would work as skilled workers, supervisors and managers and they would sign contracts. The advantages of equipping war veterans with skills were that they would have job security, good wages, capacity development, and they would have power to negotiate contracts for themselves. The Senior SPLA army officer interviewed said that;

> *VET would improve economic situation of the war veterans and also help sustain their families". Instead of giving them salaries, they would have employment skills which would remove the negative culture among our people of getting salary but not being productive.*

Directors, Ministry of Public Service who were interviewed said during the interview that "VET would help war veterans to restore their dignity and recognition. They would have hope for their future and their families. They would not be a burden to community and the government. This view was in line with the argument of one respondent who regards VET as a solution for removing war veterans from the army pay-sheets. Director for VET State Ministry of Education said that "VET would help the war veterans to attain employment skills and

knowledge and they would be productive". This argument was supported by the Chairperson for SSNDDR Commission, who noted that;

> *there was need to invest in our local livestock and poultry industries to create employment opportunities, enhance food security supplement gross domestic product and the much-needed development of livelihood skills. Accordingly, these skills would benefit all South Sudanese but in particular war veterans.*

One respondent from the practitioners in the world of work concurred that, "War veterans would benefit from VET economically, socially and politically. Another respondent said that "vocational skills would help war veterans for the rest of their life and doing something practically with one's own hands would make one relevant and productive. The skills would automatically transform them and re-integration will be very smooth".

The respondents whether from the focus group discussions who were interviewed acknowledged unanimously that VET would benefit the war veterans economically, socially and politically. All respondents were convinced that these vocational trades would benefit the war veterans. In support of their position the UNDP representative said, "The basic skills you acquire would help you to get employment by creating self-employment". The representative of the war veterans also acknowledged in a Local News/Advert that the skills attained would enable them create employment and also get job opportunities in government offices[33].

[33] *(Local News/Advert: Monday 14th May 2012-Sunday 20th May 2012).*

One of the respondents interviewed from St. Vincent De Paul Vocational Training and Community Development Centre said that;

The vocational skills that will be given to the war veterans will really help them for the rest of their life but donors want to make certain that war veterans are benefiting from VET and development partners look at the proposal, its relevance, credibility before supporting or committing themselves.

The state of Geneva has already expressed their willingness to support financially in 2013. They are currently planning to introduce courses like refrigeration; air-conditioning and cell-phones repair if they receive sufficient funds. This means the donors have realized the importance and the relevance of capacity building of the marginalized people of South Sudan through vocational training. One of the respondents from the focus group discussion said "vocational training can help to prepare war veterans for formal employment, self-employment or income generation". One respondent from the VTCs had similar view that "Vocational training can promote social reintegration by offering socializing opportunities with other civilians and stimulating optimism and hope among war veterans for their future well-being". According to the documentary analysis, economic reintegration can be a particular challenge for war veterans who have limited education, few marketable skills and lack of professional and social networks to facilitate the search for employment (Sarah, 2006. P.10). This means vocational education and training is a necessity for war veterans' economic re-integration.

A respondent from the VTCs acknowledged that;

> *Training of war veterans was not an easy task as people thought because they needed counseling, discipline and to be handled with respect and care. First and foremost, the*

training program needed to be designed according to their needs and sufficient time was to be given. He said that might need to be trained in the evening while others might prefer to attend the training in the morning.

Another respondent also from the VTCs said, "There must be a curriculum that suits the interests and status of the war veterans and the instructors who will be training them should be people who have patience in handling them".

The chairperson for DDR commission recommended that, "The three transitional facilities currently under construction should be the appropriate training centres for the war veterans; whereby war veterans will be trained in various vocational trades for a period of three months". One respondent interviewed from the world of work recommended that "War veterans should be taught in a language they understand better. For example English, Arabic and maybe some in their mother tongue to make the training meaningful for them". One of the respondents from the NGOs suggested that, "training of war veterans is crucial for the sustainability of peace in this country. Therefore, a special training programme should be designed that will only cater for war veterans. NGOs are best implementers of such projects for war veterans".

All the respondents from the focus group discussion with war veterans suggested that;

- Vocational training is good but the government and the NGOs should provide accommodation, food, transport money and clean water.
- They need machineries, equipments, tools and training materials so that they can learn how to operate and fix them the way they were trained in the army.

- They need good training workshops and conducive learning environment. They do not want learning that is conducted in the classroom where you sit there for the whole day learning theory.

War veterans want to fix air-conditioners, driving tractors in the farm, fixing vehicle engines and making welding. They really need something practical so that they can make money.

According to the document read by the researcher, Jiji (2012, p. 60) argues that, "prioritizing vocational training for war veterans by allocating more budgets and resources such as human, equipment, training materials and space is extremely significant".

4.5 Funds for capacity building of War Veterans in Juba County

Research question four stated: Where will the funds for training (capacity building) of war veterans in Juba County be obtained from? The researcher was able to obtain a document which spelt out NGOs which were active in VET in South Sudan. The document gave their main functions and roles. Table 4.5 below summarizes what they do.

Table 4.5 NGOs and their main functions in VET in Juba County

Stakeholder	Role/Main Function
ACORD	• Implementing business skills/agriculture training
ADRA	• Training on electricity/wiring
ICF	• Trained youth in agriculture, masonry and carpentry
JICA/SAVOT	• Technical support • Financial support at partners level • Networking/advisory role • Done baseline survey on TVET in Juba
Plan International	• Technical and financial support
Episcopal Church of Sudan	• Technical and financial support
World Vision	• Technical and financial support
UNIDO	• Possible sources of startup capital and or credit
Skills for South Sudan	• Training GOSS and State officials • Capacity building • Technical support • Networking with JICA, UNDP, DFID, WINDLE Trust, Africa Education
CHF	• Trauma counseling, life skills/HIV AIDS training
NRC	• Trauma counseling, life skills training

Source: Development of Vocational Technical Education Policy Framework Document, and Technical and Vocational Training Inception Baseline Assessment Report[34]

[34] Desk Study final draft version 4 20.8.211 p.19

Table 4.5 shows NGOs which conduct vocational education and training in South Sudan and more especially in Juba County where the majority of them is based. The document which the researcher scrutinized does not mention training of war veterans. This is evident by the argument presented by the war veterans themselves during the focus group discussion where they noted that "many NGOs claimed to be conducting training to youth and marginalized people like the war veterans but we actually do not see the training happening".

Vocational education and training centres seem not to have their own viable sources of finances to run their programmes. They have external sources of funding. In an interview with a respondent at St Vincent De Paul Vocational and Community Development Centre, this became clear. The respondent said;

> *We get our financial support and training equipment and tools from the French government, the State of Geneva, Austria, and UNIDO. For example, we have just received 20 computers and 20 sewing machines from Austria. The donors provide operational budget for the payment of instructors' salaries and other support staff in the administration. France was supporting the vocational training centre financially for a period of three years from 2009 to 2011 when the project ended. UNIDO is currently sponsoring youth to be equipped with vocational skills in the area of electricity, computer, auto-mechanic and construction; therefore, we have partnership with UNIDO. St Vincent Vocational Training Centre implements the project while UNIDO provides funds for the training. The government of South Sudan, even the state government does not provide any financial assistance to the centre, though they are training orphans, active soldiers and war veterans.*

This means that this vocational training centre is completely supported by donors.

One of the respondents interviewed from Multi-Service Training Centre noted;

> *JICA provides training to VET, train instructors especially in designing of VET Curriculum; provides tools and materials and trained instructors for a period of six months. The Government provides instructors and payment of their salaries. Regarding war veterans, we managed to train some War veterans and police in MTC but the training programs was sponsored by GIZ and UNDP.*

The respondent revealed that, "40 percent of the skilled instructors are going for retirement; Donors trained the instructors for a period of six months only". The respondent interviewed from JICA acknowledged their financial support to MTC when he said that "the project has two phases and under phase one the budget was $ 7 million from 2006 to 2009 and the second phase is $ 20 million from 2010 to 2013".

In Juba Technical School and vocational training centre, the respondent interviewed said that, "Plan International provides vocational training tools and materials to Juba Technical School especially in Auto-motive mechanic, electrics installation, building and construction and carpentry". The State Ministry of Education is responsible for the technical school in terms of payment of salaries for the instructors and the staffs in the administration. But the vocational training component is left to the NGOs like Plan International, UNIDO, and UNICEF with which they have partnership. The NGOs provide technical and training equipment, materials, and tools. One of the respondents from NGOs said that "The Organization has the component of vocational

element but the project covers only one state in the Republic of South Sudan and they provide vocational training to child soldiers only in Warrap State". The respondent from the International Labour Organization (ILO) said that;

> *The government of South Sudan through the SSNDDR is setting up transitional facilities for war veterans and they will be constructed in Mapel, Pariak and Torit. The construction will cost a total budget of around 1.5 billion dollars. The development partners are expected to contribute 50% and 50% will be provided by the government of South Sudan. War veterans will be given basic vocational skills in auto- mechanic, electricity, carpentry, tailoring, agriculture, and business for a period of three months.*

The interviewee from the ministry of Defence and Veterans Affairs had a different view of funding when he said, "All the line ministries should include in their budgets vocational training programme for war veterans especially in the field that is relevant to that specific ministry; therefore, it is the responsibility of our government through the line ministries to sponsor vocational training of war veterans". This respondent's view was supported by the war veterans themselves in focus group discussion when one of them said that;

> *Our government specifically the ministry of Defence and Veterans Affairs should be responsible for funding vocational training because we are under them. Many NGOs and even people from the government had promised us that they will create for us business, open cooperative and train us with various vocational skills but up to today nothing materialized. They keep on deceiving us and we now doubt them.*

One respondent from JICA said that,

It is the organization's policy that we do not give money directly to the vocational training centres. The organization procures the equipment, tools and sometimes training materials to the vocational training centre but they do not remit the money to the centre.

The project Manager of St. Vincent De Paul Vocational Training and Community Development Centre, however said, "the donors remit money to our account on condition that we scrutinize the project properly and we have to account for everything before they remit money to the centre". A Director from the State Ministry of education who was interviewed lamented when he said;

The amount that is given to the vocational training centre either from the government or the NGOs is so little. As you know very well, vocational education is too expensive especially procurement of machinery, equipment, tools, materials and construction of training workshops and sustainability of these equipment.

One respondent from the State Ministry of Public Service gave information that;

Vocational education falls under our jurisdiction at the State Ministry of Public Service and we have a department for vocational training. The ministry is facing a lot of challenges when it comes to budget for vocational training. Therefore, catering for the training of war veterans will not be possible without budget from the national government. The current vocational training centres need rehabilitations, reconstruction and provision of equipments.

According to the respondent interviewed from state ministry of education, "The State Ministry of Education this fiscal year 2012 have budgeted amount of 13 million South Sudanese pounds for technical schools and vocational training centres as compared to the other years since the

CPA was signed. There was not budget for technical schools and vocational training centres by then. This means that the government at the state level is recognizing the relevance of TVET. He went further to reveal that,

> *most of the equipment, training tools and machineries were provided by the governor of Khartoum State before the separation of the country. The responsibility of vocational training was completely left to the NGOs like JICA and NPA, and they provide equipment, training tools and constructed workshops.*

In Plan International, 2010 report which the researcher read, Mr. Samar of the organization noted that;

> *Although there are many challenges to the development of VET in Southern Sudan, there are also many hopes and opportunities for improvement and growth. The issue of vocational education is a serious priority for development because it plays an important role in securing peace and sustainable recovery in Southern Sudan.*

According to the document analyzed by the researcher, Larsen (2011, p. 15) reveals that;

> *The responsibility of TVET in South Sudan is divided between the Ministries of Labour and Public Service (MoLPS) and Ministry of General Education (MoGE). MoGE heads the technical schools, while MoLPS leads the vocational training centres. MoGE, vocational education department, but does not function adequately due to lack of funding and human resources. Therefore, TVET is mainly designated to MoLPS. In addition Ministry of Youth, Sport and Recreation (MoYSC) and six other ministries have training centres engaged in TVET35.*

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[35] *Larsen K (2011). TVET in Southern Sudan. Literature Review. Desk Study final draft version 4*

CHAPTER FIVE

ANALYSIS AND DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter presents the analysis and discussion of the findings. The discussion centres on vocational trades in relation to their importance in the training of war veterans as a way to integrate them in South Sudan civil society. The benefits of vocational trades to war veterans and how training will possibly be funded are also discussed.

5.2 Vocational Trades and Relevant Trades for War Veterans in Juba County

The finding of this study indicates that construction is the most relevant vocational trade. This is evident by the enrollment of majority of the learners in construction trade in the three VTCs visited by the researcher. This finding is supported by the twenty two percent (22%) of the respondents interviewed who acknowledged that construction is the most relevant vocational trade in Juba County. UNEVOC (2007, p.19) lamented that, much of the VET training that has been linked to employment initiatives is geared towards construction. Rebuilding the physical infrastructure of South Sudan requires construction skills. The researcher also observed how relevant is the construction trade in Juba town, where approximately seventy five percent (75%) of the people were constructing their own houses. Based on Economic Profile Mapping conducted by Jiji (2012, p.132), the document supports that construction is the fastest growing vocational trade. The construction industry is the biggest employer in the private sector at the moment in South Sudan. This is because the infrastructures were completely destroyed and this is why construction industry is booming all over. Construction of government ministries, hotels, warehouses, private homes, hospitals, banks and schools just to mention a few are going on in

South Sudan. Figures 4.1 and 4.2 show construction of hotel and indicating construction as one of the relevant trades for war veterans. War veterans have expressed strong interest in construction trade and are willing to fully participate efficiently in the construction of this newly established nation. Harsch (2005) lamented that "when war ends; transforming Africa's fighters into builders is crucial".

Can war veterans get involved without the technical skills? And what position will they hold? The findings revealed that without the vocational skills war veterans can only be employed as manual workers. This is evident by the findings in Figure 4.2 where the researcher found two war veterans working as manual workers because they did not have construction skills. There are a lot of risks if they are working as manual workers because there is no job security, low wages are paid and this is difficult for groups like the Wounded Heroes. The researcher believes that if the capacity of the war veterans is developed, they can be employed as skilled workers in management and supervision positions. This will really encourage and motivate them to take ownership in their projects and businesses.

War veterans are under-represented in the government thus limiting their employment options, economic returns and long term career development. War veterans are usually more interested in skills training that meet their immediate needs in order to resolve the issues of poverty and unemployment. Construction skills will meet their immediate needs. The proportion of war veterans enrolled in the vocational training Centres is extremely low and in other training centres war veterans are completely missing. This does not mean that war veterans are not willing to go for training but nobody or no organization has provided for their needs as suggested by the advisor to JICA.

The researcher believes that after the war veterans are trained in construction trade, the government should establish construction companies for war veterans. War veterans will be in a position of signing contracts and government should be lobbying for them. Some government contracts will be given to the war veterans so that they utilize the acquired skills and knowledge.

The second most relevant vocational trade according to the finding is agriculture that is in high demand. One of the respondents acknowledged that agriculture is the backbone of a nation and South Sudan should take it seriously. Sarah (2011, p.14) acknowledges that, in rural areas agricultural training is extremely relevant for war veterans. The findings revealed that ninety percent (90 %) of the land in South Sudan is suitable for agricultural production. Agriculture has the potential to quickly substitute or replace imports with local products and excess for export. The finding from three vocational training centres revealed that no agricultural trade has been offered. The researcher wonders how a vocational training centre can neglect the most relevant trade that is core to a nation. In South Sudan, for example, agriculture is the primary means of livelihood for much of the population, yet food insecurity is high. According to one of the respondents interviewed who sincerely acknowledged that agriculture is everything in South Sudan, it requires everybody to participate in the farming industry in order to improve food security. However, Sarah (2006, p. 13) argues that, "agricultural training packages must move beyond mere support for subsistence agriculture, to include skills training-such as in new growing techniques or processing technologies –that can lead to income-generating activities". Agriculture will improve food production, provide employment, eradicate poverty among our people like the war veterans and improve the economy. Everybody should really participate in agriculture especially the war veterans. The majority of the population needs to embark on

agricultural projects. This will be possible if vocational training is provided to the war veterans in area of crop management, poultry, bee-keeping, goat rearing, fish Ponds, nursery and animal production. Research carried by Muchomba & Sharp (2006) revealed that, "majority of Southern Sudanese seek livelihoods in animal husbandry, agriculture, fishing on the Nile River and its tributaries, wild food collection, and/or trade".

Although, many respondents seemed to understand and acknowledge the relevance of agriculture, there is no concrete evidence from the ground that justifies that agriculture is seriously being implemented either by the government or NGOs. Very little effort is exerted and that is the reason why approximately 85 percent of food commodities are brought from neighboring countries. The evidence on the ground proves that 90 percent of the vast land of South Sudan is suitable for agriculture and South Sudan ranges number six in Africa in livestock yet the country lacks food. If war veterans are given the relevant vocational training in the area of agriculture, they will be in a better position to spearhead projects and participate in food production. They will contribute to bringing down high food prices in the country.

The researcher believes that provision of agricultural machineries like tractors and sorghum planters and many others will motivate war veterans to participate in the training. And this in turn will increase productivity and improve food security. If modern technology is utilized in the agricultural industry in South Sudan and more particular in Central Equatoria State (CES) with the vast fertile land, the country will be in a position of providing food commodities to the rest of the African Continent. This will transform the status of War veterans especially if they are given the opportunity to participate and get involve by spearheading projects in the agricultural sector.

The researcher believes that, government should establish big farms for war veterans and the skills they acquired from the vocational training will be applied in the farms. War veterans will be productive in the agricultural sector to the extent of selling their products to the ministry of Defence and Veteran Affairs and other institutions in South Sudan. Such approach will eliminate the unemployment and poverty among the war veterans. For example, agricultural sector is dominant in Uganda's economy and it employs 82 percent of the workforce. It accounts for 90 percent of export earnings, and provided 44 percent of GDP in 1999[36].

The findings revealed auto-mechanic to be another relevant vocational trade in Juba County. Fourteen percent (14%) of the respondents as reflected on Table 4.2, acknowledged auto-mechanic as relevant vocational trade for training war veterans. After the signing of the CPA, the government procured thousands of different types of vehicles. They were distributed to all government institutions. The presence of stable private sector in Juba County made businesses to progress and that allowed them to buy vehicles. All the NGOs that were based in Kenya and Uganda before the peace were forced to move their head offices to Juba. They brought thousands of vehicles with them. The presence of different types of vehicles in Juba County demands that these vehicles need maintenance and sustainability. No wonder the respondents acknowledged that auto-mechanic is one of the most relevant vocational trades for training war veterans in Juba County. This is evident with the presence of many military vehicles and trucks grounded in the ministry of Defence and veterans Affairs (Military Quarter in Bilpham) in Juba County. If war

[36] *Encyclopedia of the Nation (2011). Uganda Agriculture, Information about Agriculture in Uganda: Retrieved on 09th March 2012 from http://www.nationsencyclopedia.com/economies/Africa/Uganda-AGRICULTURE.html#ixzz1ob7WQrCz*

veterans are trained in vocational trade like auto-mechanic, instead of them sitting under the trees waiting for salaries they will be fixing those vehicle in Bilpham, the army head quarters.
The researcher believes that after war veterans are given skills in auto-mechanic, government should immediately established garages under the responsibility of the war veterans. The garages will help the war veterans in terms of employment, and also render services to the government institutions. Instead of the government expending millions of South Sudanese pounds in private garages, the vehicles will be fixed and maintained in war veterans' garages. The garages should be equipped with the modern machineries, equipment and tools. The culture of sitting under the trees, culture of dependability and culture of getting salaries without work will be automatically eliminated. Upgrading business skills enhances war veterans' employment potential and war veterans need to realize that their leadership skills in the military can be translated to valuable business skills,"[37]

The findings from the ground revealed that skills in construction, agriculture and auto-mechanic are in high demand in Juba County. These are vocational trades that are extremely relevant for war veterans. War veterans should be given the capacity to perform in these areas. The skills that will be given to war veterans are critical for them in the transformation of their life and the nation and also for smooth re-integration into the civil society. Other vocational trades mentioned above in Table 4.2 are also relevant, therefore the capacity building of war veterans should not be limited to these three vocational trades, but others should be included as reflected on the same table. This argument is supported by Sarah (2006, p.10) when she revealed that, war

[37] *A Newsletter of the UW-Milwaukee Executive MBA Alumni Association. V.13, NO.1.Spring 2012 Retrieved on 28th September 2012 from http://www4.uwm.edu/alumni/chapters/upload/EMBAssadorSpr12_V3.pdf*

veterans expressed interests to be trained in metal work, electrical work, plumbing, building materials production, fishing, animal husbandry, driving , art and artisanry, hair dressing, food processing, tourism and hospitality. In country, like Hong Kong, the world of work demands high skills for designing and manufacturing of products. In the context of South Sudan, war veterans need to be given skills in vocational training trades mentioned above by Sarah .They should be able to repair, maintain and produce some of the products.

The findings revealed that, the VCTs provide basic vocational training. This is evident with the statement of Grierson (1994, p. 11) who revealed that, there is a growing mismatch between the training offered by vocational training institutions and the skills needed for dynamic competitive markets of the current world of work. McKibben (2011) warns that mismatches between VET and jobs generate unmet expectations, which can lead to disappointment and frustration, and ultimately deter ex-combatants from continuing to partake in a country's peace process as well as other initiatives. Organizations frequently fail to pay attention to the current and future demands of employers, which often means that vocational training is not linked to employment opportunities, and war veterans are thus unable to get a job after training (ILO, 2011).

5.3 Benefits of VET to War Veterans in Juba

The findings revealed that VET is regarded by the respondents as extremely relevant for war veterans especially in a post conflict country like South Sudan. Sarah (2006. p.13) concurs that vocational training can promote social reintegration by offering socializing opportunities with other civilians and stimulating optimism and hope among war veterans for their future well-being. War veterans will become self-reliant in terms of creating their own business and that will help the government from over-expending. According to Sarah (2006: p.13) VET can help

to prepare war veterans for formal employment and self-employment or income generation. Preparing war veterans for self-employment by including basic entrepreneurial and micro-business skills is very useful (UNEVOC, 2012, p.10). They will be in a better position of getting employment in the line ministries. The element of re-integration will become automatic if the war veterans are given vocational skills. War veterans seem to lose hope; therefore, they should not be made to become hopeless. Restoration of hope to the war veterans will be possible if their capacity is built in terms of employment skills through vocational training.

The findings revealed that out of 3 children dismissed from school in Central Equatoria State, 2 of the learners are children of war veterans. This has made one of the war veterans to commit suicide because of such challenges. South Sudan has failed to make use of human resources due to lack of provision of vocational skills and creation of projects that could employ them. The children of our war veterans should not be given the chance to develop a negative attitude to hate their country because the country failed to employ and appreciate the effort and sacrifices of their parents.

Investment in human resources through education, training and other forms of learning is essential to achieving smart, sustainable and inclusive growth. VET will continue to play an important role in the shift towards more knowledge-intensive societies. VET should be designed to prepare war veterans for a vocation or a specialized occupation and so is directly linked with a nation's productivity and competitiveness. Therefore, provision of basic vocational skills will not allow the war veterans to participate and compete in the world of work in South Sudan. There is strong evidence that the generic technical skills and occupationally specific skills provided in vocational education increase worker productivity, skill transfer, job access, and job stability

when vocational graduates find training-related jobs (Bishop 1995). According to the findings from the VCTs in Juba County, the training centres provided basic vocational skills alone and these skills do not allow the graduate to get employed. This means that the basic skills will even frustrate and aggravate the situation of the war veterans and they will not benefit. Therefore, war veterans need to be equipped with relevant skills in order to compete in the world of work.

Ninety nine percent of war veterans surveyed about their vocational training experiences in El Salvador, for example, felt that they were better prepared for their field of work as a result of vocational training (Arthy: 2003 cited in Sarah, 2006, P.13). The training that should be given to war veterans should have meaning in their life by improving their economic status. If VET fails to accomplish this, then it loses its meaning and credibility. War veterans should feel that they are better prepared for their field of work as a result of vocational training. It should promote social re-integration by offering socializing opportunities with other civilians and stimulating optimism and hope among war veterans for their future well-being. Economic reintegration can be a particular challenge for war veterans who have limited education, few marketable skills and lack of professional and social networks to facilitate the search for employment. Therefore, the capacity of the war veterans must be built with appropriate and relevant skills in order to eliminate such challenges. Otherwise, those who claim to be training war veterans frustrates them whenever they are given basic skills. The other biggest challenge facing the war veterans is job placement. After the training, there must be a mechanism developed by the government that allows war veterans to get employed immediately after the completion of the training. If there is a means of establishing projects so that they become productive, this will be of great help to the war veterans.

The findings revealed that war veterans are getting salaries from the government monthly. They depend on the government for their up keep. The existence of the culture of dependability among the war veterans is prevalent. The fundamental question is until when will the government continue to pay them salary? The researcher concurs with the Senior Army Officer who said that instead of giving salaries, war veterans should be given employable skills. Provision of vocational skills will motivate the war veterans to create business or get employment. This will improve their economic situation and also help them sustain their families. For the government to resolve the issue of war veterans, investment on the training of war veterans is extremely significant. They need employment skills to be able to stand alone. Some respondents revealed that government should create projects for war veterans. The researcher concurs with this view of creating jobs and projects for war veterans because such approach will give meaning and value to the vocational training. After the war veterans are trained, there must be a job placement. This will only be possible by the creation of projects for war veterans. The establishment of construction companies, agricultural farms and garages in the name of war veterans will make job placement tangible and realistic for them. Immediately after the completion of vocational training, the war veterans will integrate automatically to the world of work depending on the individual's skills, knowledge and competency.

5.4 Funding for capacity Building of War Veterans in Juba County

South Sudan war veterans are facing a myriad of challenges. The government does not seem to pay attention to their plights. Many of war veterans lack the skills to compete in the rather weak economy and tight labour market. Therefore, they loiter around from dawn to dusk while battling

with crushing unemployment and poverty. However, the government could improve their sordid state by creating jobs and increase funding for VET from where they could acquire some skills and learn lifelong trade. According to the finding, the responsibility of TVET in South Sudan is divided between the Ministry of Labour and Public Service (MoLPS) and Ministry of General Education (MoGE). MoGE heads the technical schools, while MoLPS leads the VTCs. The Department for Vocation Education in the MoGE does not function adequately due to lack of funding and human resources. Ministry of Youth Sports and Culture (MoYSC) and six other ministries have training centres engaged in VET. This means eight line ministries are involved in VET programs which is very good opportunity for capacity building of war veterans if they are allowed to be trained. Unfortunately, there is no clear coordination between the line ministries in terms of budget and implementation. Based on the findings from the ground, the war veterans are desperately seeking training in various vocational trades but these ministries failed to include them in the training.

Whenever the issue of VET is mentioned the case of funding surfaces as the most challenging in all the vocational training centres and the government institutions. VET is very expensive and government is obliged to explore different sources of funding. If funding is in short supply, it is likely to create a mismatch between the training that the war veterans receive and the needs of world of work. Mjelde (1993, p.110) lamented that, vocational institutions do not have the financial capacity to buy the necessary equipment, and there is little understanding among institutions administration and politicians regarding VET funding. Quality VET is particularly expensive as it needs a relatively low trainee/trainer ratio, workshops of reputable standards, regular investment in new equipment, and the maintenance and repair of existing equipment. Without the necessary funding, it is impossible to sustain quality training, invest in new projects

in order to better respond to the needs of war veterans and to pay competitive salaries to attract suitably qualified teaching staff. The findings revealed that the VCTs visited by the researcher faced a lot of difficulties in terms of provision of machinery, equipment and training tools.

VET is the most expensive type of education but it is the most demanded in South Sudan at the moment. The country is in desperate need of development in the area of construction, agriculture, health and service industries. It requires billions of South Sudanese pounds for the establishment of VCTs, or reconstruction of the current vocational training centres and training of instructors and war veterans.

To build the capacity of the war veterans in South Sudan requires the establishment of Vocational Training Centres with sufficient training workshops to accommodate the war veterans, enough machineries, equipment and tools. The findings revealed that in the three VTCs, there is no accommodation and feeding. As war veterans need special support because the training centres are very far from them, they need to be accommodated, fed and given transport and some assistance in terms of money. This will motivate them to participate in the training programs without any reservation and complaints. According to the findings, the respondents acknowledged that training war veterans is not an easy task. It requires counseling because the majority of them are suffering from traumas and medical problems.

In the VCTs, learners pay approximately 1000 SSP per year as school fees and this money help in the sustainability of the centres. But the marginalized group like the orphans, widows and prisoners are enrolled in St Vincent De Paul Vocational Training Centre without payment. They have to undergone scrutiny according to the required criteria of the donors. From all this

exercise, the number of people taken for the courses does not exceed 100, though many people want to join. War veterans are among the marginalized group according to the Project director but they need to undergo the same process of selection. The centre does not provide the basic necessities like accommodation, feeding, transport and medical allowance. Therefore, unless the government through the Ministry of Defence and Veteran Affairs will be able to carter for this basic necessities, war veterans will face a lot of challenges during the period of training.

According to the finding, the government through the DDR Commission is currently establishing Transitional facilities for war veterans (ex-combatants) in the three places (Mapel, Pariak and Torit). These facilities are established with the purpose of building the capacity of war veterans through vocational training and other activities. The development partners are expected to contribute half of the budget while the government gives the other half of the budget. One facility will take only 450 war veterans per period of three months and they will give basic vocational skills. The implication is that, each war veteran must be taught in all the vocational trades for the period of three months. The fundamental question that comes to the researcher's mind is, which vocational trade will a war veteran master to the level that he/she will compete in the world of work? Attending all the vocational trades is not realistic for war veterans who are very slow in learning. They need sufficient time to practice as outlined by the TVET Advisor for JICA. The second implication is that since there are approximately 150,000 war veterans to be demobilized within a period of five to eight years, war veterans will be tired of waiting for their turn especially those who will be in the last group. The third implication is that, there is no policy put by the government that stipulate precisely that war veterans after completing the vocational training, will be employed in the government institutions or private sector or government will create projects for them. The researcher is wondering, after the training of the war veterans for

this short period of time, what next then? One clear thing is that war veterans were freedom fighters and they sacrificed their lives for the freedom of South Sudan. They are expecting a lot from the government like training, job placement and development of productive projects.

According to the history of the TVET in South Sudan, it was initiated by the missionaries. And since then, the government did not consider TVET as a priority. This is evident by the finding from the state ministry of education where the respondent said that, since the signing of the CPA, no budget has been given to the VTCs. Although the government this year has budgeted 5 percent for TVET, yet the Director for Technical Education at the MoGE claimed that he has no budget in his Department of Technical Education. This 5 percent is only reflected in the budget of Ministry of Higher Education. Will the ministry of Higher Education, Science and Technology build the capacity of war veterans using this budget? Based on the findings from the respondents from the line ministries, they unanimously agreed that the line ministries should play a big role in the capacity building of war veterans by utilizing their budgets.

The findings revealed that NGOs like plan international, JICA and other development partners support financially the VCTs by providing equipment and training tools. UNDP and IOM supported financially the vocational training of war veterans but they provide basic vocational training which ranges from a period of 45 days to 2 months. Such kind of training frustrates the war veterans because the basic training given does not allow them to compete in the world of work. War veterans keep on blaming the government, because the government failed to regulate and coordinate the NGOs which always claim to be training war veterans. Whenever, 20 to 40 war veterans are given basic vocational training, this information will be published in the News Papers. The war veterans themselves especially the leaders are wondering who are these war

veterans trained? According to them, it has never happened that some of their members were taken through the leadership for training with the exception of the twenty (20) taken for Agricultural training in Bilpham by the ministry of Defence and Veteran Affairs. The government should indentify all the NGOs which want to train the war veterans and the budget should be well specified and centralized so that training of war veterans will be efficient and effective.

To build the capacity of war veterans requires the moral and materials support of the communities and this will make re-integration of war veterans automatic without any inconvenience. Land is one of the prerequisite for the settlement of war veterans as well as for the development of projects for example, agricultural projects which need huge land for cultivation. For example, the local communities in Kenya made some cash and non-cash contributions in the form of land and through community fundraising activities and donors that includes Individuals or groups (e.g. wealthy individuals, churches or faith-based organizations) can support VET through donations and endowments (Afeti, 2011, p. 14). This is not the case in South Sudan. War veterans do not land for settlement and cultivation. The communities need to play a big role in the re-integration of war veterans by providing moral and materials support especially the issue of land.

The findings revealed that IOM and UNDP are the only NGOs that have sponsored financially programmes for capacity building of war veterans. They provide basic vocational skills for a period of 45 days to three months. Other NGOs, like Plan International, JICA and some donors from Austria, the French Government and the State of Geneva also provides financial support for

VCTs. They procured equipment and tools. The government is currently establishing three transitional facilities for war veterans in South Sudan. All the respondents believed that the issue of capacity building of war veterans is the sole responsibility of the government. The government should provide budget for the training of war veterans because the issue of war veterans involve national security. Research revealed that funding of VET and war veterans education and training is governed by Acts and policies. And these policies stipulate precisely the percentage given for the training of war veterans. This is not the case in South Sudan. The researcher agrees that funding for war veterans training needs to be stipulated precisely in the educational policy in South Sudan. The government of South Sudan should provide budget for the establishment of constructions companies, procurement of machineries and equipment for agricultural farms and development of garages.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

Re-integration is the last and crucial component of DDR process. It starts with war veterans getting counseled and registering with implementing partners to receive training in various skills. The present vocational training centres have the relevant vocational trades that are extremely in high demand in the world of work. Construction, agriculture and auto-mechanics are the most relevant trades that are in high demand. All the vocational education and training centres provide basic vocational skills and this makes graduates not to compete in the world of work. The three VCTs had the capacity of enrolling approximately 100 to 300 learners only per training centre, despite the huge number of youth and war veterans who want to join. The VCTs lack the machineries, equipments, tools and training materials. They do not have enough training workshops to accommodate the huge number of learners. There are very few instructors and there is no unified curriculum for the VET.

Regarding the issue of war veterans who are the focal point of this study, they are very much longing for training in the areas of vocational trades. Unfortunately, the VTCs do not provide accommodation, feeding and transport allowance and nobody seems to be willing to pay for their school fees. The capacity building of war veterans is very crucial for their welfare in terms of employment and sustainability of their family. War veterans believe strongly that if they are given vocational skills, they will be in a better position to create their own business. They will become self reliant and some of them will get employment in the government ministries and institutions. They will be productive and participate in the development of this new nation. They

will not be a burden to the nation by always depending on meager salary given to them by the ministry of Defence and Veteran Affairs. If the war veterans are employed, they will be able to carter for their children's needs in terms of school fees and sustainability of the family.

Since VET is the most expensive type of education, it requires a lot of investment. The VCTs are left to the NGOs and war veterans find themselves facing a lot of challenges to enroll in the current VCTs. Capacity building of war veterans demands a lot of money for the procurement of machineries, equipment, tools and training materials and construction of huge workshops and hostels for accommodation and payment of instructors. This mismatch between training and the skill requirements of the labour market hinders job placement possibilities. It may well contribute to negative perceptions by employers of the ability of many war veterans. Therefore, developing the skills of War Veterans appropriately enhances their productivity and their ability to earn a decent income. The success of VET demands the active involvement of three main partners - government to set policy and regulations, training providers to do the actual training, and employers who will employ the graduates. In the absence of strong involvement of any one of the three, VET development and operation will have serious gaps.

The integration of war veterans into the civil society will become automatic only if their capacity is built through vocational education and training. The government of South Sudan should established employment policy that stipulate specifically and precisely a certain percent of positions for war veterans. With the skills given to the war veterans, they will be able to sign contracts in various fields and also they will create their own projects. Therefore, Vocational education and training is a pathway for the re-integration of war veterans into the civil society.

6.2. Recommendations

This section provides recommendations. In view of the finding and the foregoing discussion, the following recommendations are given.

6.2.1 Government

- Government should establish Vocational Training Institutions that will carter for the marginalized people like war veterans.
- Government should allocate sufficient budget annually for capacity building of war veterans.
- Government should establish Construction Companies, agricultural farms and develop modern garages for war veterans.
- Ministry of Defence and Veteran Affairs, Directorate of Veteran Affairs Government should establish associations for war veterans in all counties in South Sudan.
- Government should establish VET institutions for training of VET instructors and learners with high competitive skills in different trades.
- Government should provide accommodation, feeding and transport for war veterans during the training period to motivate them.

6.2.2 Non-Governmental Organizations

- The NGOs operating in South Sudan especially organizations that have capacity building projects should include war veterans.
- Training of war veterans should be well coordinated and monitored.

6.2.3 Vocational Training Centres

- Vocational training Centres must have a unified VET curriculum that suits the interest of war veterans.

- Vocational Training Centres should involve all the stakeholders in the development of VET curriculum (Government, private sector and academia).
- The VET institutions should be equipped with machineries, equipment, tools and materials that will make the vocational training practical using relevant pedagogical approach.
- Vocational training Centres should introduce vocational trades like air-conditioner repair, hair dressing, blacksmiths, hospitality industry, cell phones repairs, motor-bikes repairs, bee keeping and entrepreneurship.
- Vocational Training Centres should employ qualified VET instructors
- Vocational Training Centres should use pedagogical approaches based on hands on tools for the war veterans.
- Vocational Training Centres should introduce industrial training for VET learners.

6.2.4 Community

- The local communities and the State Ministry of Physical infrastructure should play a crucial role by providing agricultural land for war veterans.

6.2.5 War Veterans

- War veterans should be trained in vocational trades like construction and agriculture.
- Provision of tractors and machineries is recommended.
- War veterans agricultural farms should be established in ten states of South Sudan and all types of farming should be included in the project.

6.3 Areas for Further Research

Some of the suggested areas of research are:

6.3.1 There is a need to research on policies that govern the training of war veterans in South Sudan basically because the existing policies are not pronounced enough to protect and motivate the war veterans.

6.3.2 There is a need to research on the suitability of VET Curriculum to the needs of war veterans in South Sudan.

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APPENDIX I: NON-GOVERNMENTAL ORGANIZATION SURVEY INTERVIEW GUIDE

INTRODUCTION

This interview guide is to solicit responses from NGOs. All information collected from you will be *strictly kept confidential*.

SECTION A – PARTICULARS OF THE RESPONDENT

Name of Organization.....

Title of Manager.....

Section B: Types of vocational trades

a) What types of vocational trades do you run in your organization?

b) Who are the workers working in these vocational trades? And what qualification is required?

c) What should be done to help the veterans integrate into the civil society?

Section C: Vocational trades in South Sudan.

a) Which vocational trades are relevant in the world of work?

b) Can you tell why it is relevant?

Section D: War veterans benefit from VET

a) In your opinion, do you think these trades will benefit war veterans?

b) Which one in particular?

c) How do you think war veterans should benefit from VET?

d) Will you recommend how this could be done?

SECTION E: Funding for VET institutions

a) Who funds the vocational training?

b) Describe the financial support your organization gives for the vocational training?

c) What is your assessment of the financial support for the vocational training?

Thank you so much

APPENDIX IV: INTERVIEW GUIDE FOR ARMY OFFICERS IN THE MINISTRY OF DEFENCE & VETERANS AFFAIRS

INTRODUCTION

This interview guide is to solicit responses from Ministry of Defense and Veterans Affairs. All information collected from you will be *strictly kept confidential*.

SECTION A – PARTICULARS OF THE RESPONDENT

Title of key informant .....

Rank.....

Position:.....

Section B: types of vocational trades

What types of vocational trades do you consider best for war veterans?

Who are the workers working in these vocational trades?

What should be done to help the veterans integrate into the civil society?

Section C: Vocational trades in South Sudan.

a) What trades are in high demand in the world of work?

b) Who are the people employed in these trades?

c) What skills are required for these jobs?

d) Do you think that there must be a policy that governs the recruitment of veterans in line ministries and private sector South Sudan?

Section D: War veterans benefit from VET

a) In your opinion, do you think these trades will benefit war veterans?

b) Which one in particular?

c) How will they benefit from VET?

d) Will you recommend how this could be done to them?

SECTION E: Funding for VET institutions

a) How can the vocational training for war veterans be supported financially?

b) Who is responsible for the training of war veterans?

c) Can the ministry be in the position of funding the vocational training programmes?

d) If yes, how? If not why?

e) What reward is the ministry going offer for the war veterans?

f) Who will be responsible for the procurement of tools and materials for vocational training?

Thank so much

APPENDIX V: INTERVIEW GUIDE FOR VOCATIONAL TRAINING CENTRES

INTRODUCTION

This interview guide is to solicit responses from Vocational Training Centres. All information collected from you will be *strictly kept confidential.*

SECTION A – PARTICULARS OF THE RESPONDENT

Name of VET institution.....

Title of key informant.....

Section B: types of vocational trades

What types of vocational trades do you consider best for war veterans?

Who are the workers working in these vocational trades?

What should be done to help the veterans integrate into the civil society?

Section C: Vocational trades in South Sudan.

a) What skills are in high demand in the world of work?

b) Have you carried out a test item to identify the most relevant trades in the world of work before conducting vocational training? If not, why?

c) Are they employed? If no, why?

d) What challenges do they encounter during the training?

Section D: War veterans benefit from VET

a) In your opinion, do you think these trades will benefit war veterans?

b) Which one in particular?

c) How will they benefit from VET?

d) Will you recommend how this could be done to them?

SECTION E: Funding for VET institutions

a) Who buys tools and materials for your institutions?

b) Is the government helping your institution financially? If yes in what way?

c) Is the private sector participating in helping the institution financially?

d) Is there any organization helping you?

e) What role is the Non-Governmental Organization plays in your institution?

f) Who pays your salaries?

g) Do have students who are given scholarship? If yes by whom?

h) What financial challenges is your institution facing? And how are you overcoming them?

Thank you so much

APPENDIX VI: INTERVIEW GUIDE FOR PRACTITIONERS IN THE WORLD OF WORK

INTRODUCTION

This interview guide is to solicit responses from practitioners in the world of work. All information collected from you will be *strictly kept confidential.*

SECTION A – PARTICULARS OF THE RESPONDENT

Name .....

Title of key informant .....

SECTION B: TO EXAMINE THE MOST RELEVANT TRADES IN THE WORLD OF WORK IN SOUTH SUDAN.

a) Is your trade in high demand?

b) How do you obtain the materials?

c) What level of qualification do you reach?

d) Where did you get these skills from?

e) Do people like your product?

f) Are war veterans working in these trades?

g) How should the war veterans get involved?

h) What is your perception towards employing veterans?

i) What skills should the veterans have in order to get employed?

j) What should be done to help the veterans integrate into the civil society?

Thank you so much

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Kyambogo University Graduate School

Date: 10/06/2012

To: MINISTRY OF DEFENSE AND VETERANS AFFAIRS-(MOD & VA)- JUBA.
DIRECTOR GENERAL FOR THE DIRECTORATE OF VETERANS AFFAIRS.

RE: LETTER OF INTRODUCTION

This is to introduce HILLARY LUKUDU DOMINIC
Registration No. 2010/X/HD/215/MVP who is a student of Kyambogo University pursuing a Masters Degree in Vocational Pedagogy.

He/She intends to carry out a research on:
VOCATIONAL EDUCATION AND TRAINING AS A PATHWAY FOR THE INTEGRATION OF WAR VETERANS INTO SOUTH SUDAN CIVIL SOCIETY: A CASE STUDY OF JUBA COUNTY.
as partial fulfillment of the requirements for the award of the Degree in Masters of Vocational Pedagogy.

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

Thank you.

KYAMBOGO UNIVERSITY
Nakiwala
23 APR 2012
OFFICE OF THE DEAN
GRADUATE SCHOOL

Yours Faithfully,

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