WOMEN ENTREPRENEURSHIP TRAINING AND POVERTY ALLEVIATION IN THE REPUBLIC OF SOUTH SUDAN:

A CASE STUDY OF JUBA COUNTY

MARY KANISIO OKELEN

2010/X/HD/212/MVP

A RESEARCH DISSERTATION SUBMITED TO THE GRADUATE SCHOOL

IN PARTIAL FULFILMENT FOR THE AWARD OF A MASTERS DEGREE IN VOCATIONAL PEDAGOGY OF KYAMBOGO UNIVERSITY

NOVEMBER , 2013

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DECLARATION

I, Mary Kanisio Okelen, declare that the content of this thesis is my own original piece of work and has never been presented for any award in an institution. Any other extra information used in this report by other scholars has been acknowledged.

Signature : ..... **Date**27th – 11 – 2013.....

MARY KANISIO OKELEN

2010/X/HD/212/MVP

APPROVAL

This is to certify that, under our supervision, MARY KANISIO OKELEN carried out a research and came up with this thesis on Women Entrepreneurship Training and Poverty Alleviation in The Republic of South Sudan; A Case Study of Juba County; and that it is now ready for submission for examination.

Signature : ..... **Date**.27/11/2013.....

Dr. Matovu John Baptist

Principal Supervisor

Signature : ..... **Date**.27/11/2013.....

Ms. Kulabako Mary

Co-supervisor

DEDICATION

This work is dedicated to my beloved children, Dini and Poni Loro, for their patience and support during my two year study period. I hardly had any time for them, even on the weekends.

ACKNOWLEDGEMENT

I wish to thank the Norwegian Government through the NOMA (Norwegian Masters Abroad) Programme for the sponsorship of students from developing countries especially South Sudan where I come from. My appreciation goes to the Embassy of the Republic of South Sudan in Uganda, from where I obtained the information about the scholarships. My appreciations go to BRAC South Sudan, for availing me the opportunity to carry out this research, their cooperation and contribution in giving me the necessary information for the research; particularly the country representative Mr. Abu Bakr Siddiq whose views and advice is far appreciated.

Special thanks to my mentors (lecturers) and my supervisors who patiently stood by me, their dedication, support and encouragements. They were always there for me, guiding, directing and mentoring me in the times of writings mini-projects and essays, until the success of this work.

I wish to extend gratitude and thanks to my principle supervisor Dr. Matovu John Baptist and co supervisor Ms. Kulabako Mary who tirelessly dedicated their time to offer guidance, corrections and instructions in order to enable me complete this thesis document.

My thanks go to the family of Minalla Anderia, specially Easter and her mother Elda Baptist who always took care of my children whenever I was away. And thanks to my beloved colleague and friend Jennipher Malique, who stood and spent sleepless nights to assist and guide me in the write up of my final thesis. I'm so grateful. Also my appreciation goes to Ms. Poni Dusuman, who really paid off with her finance and time, acting as a research assistant and driver at the same time, moving from one location to the other to make sure that I get all the information/data I need on the ground.

Finally, I do appreciate and give thanks to the almighty God and my dear spouse Dr. Felix Loro, for his Kind support spiritually morally and financially, that made it possible for me to complete this study program.

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LIST OF ACRONYMS

AGI	-	Adolescent Girl Initiative
AIDS	-	Acquired Immunodeficiency Syndrome
BRAC	-	Bangladesh Rural Advancement Committee
C/Os	-	Credit Officers
CHVs	-	Community Health Volunteers
CPA	-	Comprehensive Peace Agreement
FGD	-	Focus Group Discussions
FINCA	-	Foundation for International Community Assistance
GDP	-	Gross Domestic Product
HIV	-	Human Immunodeficiency Virus
I.L.O	-	International Labor Organization
KWFT	-	Kenyan Women Finance Training
MDGs	-	Millennium Development Goal
MFIs	-	Micro Finance Initiations
MVP	-	Masters' in Vocational Pedagogy
NGDP	-	National Gross Domestic Product
NGO	-	Non Governmental Organization
NOMA	-	Norwegian Masters Abroad
NORAD's	-	Norwegian Advanced Development
RSS	-	Republic of South Sudan
SHG	-	Small Health Groups
SMEs	-	Small and Medium-sized Enterprises
TVET	-	Technical Vocational Education Training
UNCDF	-	United Nations Council for Development Fund

UNESCO	-	United Nations
UNGASS	-	United Nations General Assemply Special Session
UNHCR	-	United Nation High Commission for Refugees
UNICEF	-	United Nations Children Fund
UNIDO	-	United Nations International Development Organization
UNWCW	-	United Nations Fourth World Conference on Women
US	-	United States
VHC's	-	Village Health Committees
VO	-	Village Organizers
WBG	-	Women Budget's Group
WCRWC	-	Women's Commission for Refugees, Women and Children
WEDTF	-	Women's Entrepreneurship Development Trust Fund
WEP	-	World Education Programme
WIT	-	Waterford Institute of Technology

ABSTRACT

The study objectives which guided this study were; to examine the training programme conducted by BRAC for women in Juba County, assess how the women are putting into practice the knowledge and skills acquired in the training in Juba County and to evaluate the impact of the knowledge and skills acquired on alleviation of poverty among women entrepreneurs in Juba County. The study employed a qualitative approach and it was descriptive in nature. The samples for the study were forty women graduates and the trainees of BRAC and four trainers and four government officials. Data was analyzed qualitatively. Findings indicated that the training provided by BRAC in Juba County was very relevant to the society needs. Several training modules are in place ranging from such areas of knowledge as microfinance, health, livelihood, life skills, farming and general agriculture. Women are also putting in practice the knowledge they have gained from the training given to them by BRAC. Many women are running businesses on both small and large scales as a result of the skills they gained from the training. The findings also showed that women graduates from the BRAC trainings were having a lot of challenges. Some of the key challenges are, unfair terms in getting loans, uncertain policies on the loans to the entrepreneurs, erratic actions of the law enforcers in implementing government directives which always lead to the loss of properties because of demolitions carried out in the interest of structural development in town. Deriving from the findings of this study, there is need to study the policies and the possibility of women in business, drawing on experiences from other trade unions in the region. There is also need for government to put in place friendly policies to protect the interest of women.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This chapter gives the study background, the statement of the problem, the justification of the study and the study objectives; it also explains the scope of the study and the significance. It summarises the research process by giving a conceptual framework that had guided the research during the research design and development of the research tools. Finally, the chapter gives anticipated limitations of the study from the time of inception of the research idea and proposal development to a final thesis.

1.1 Personal Background and Motivation

The researcher joined the programme after undergoing somewhat diverse vocational and academic training. With a Bachelor's degree in Development Studies from Uganda Christian University Mukono, Uganda, the researcher sought to integrate Vocational Education Pedagogy at an advanced stage and could not hesitate when the opportunity for the NOMA programme availed itself. This was accentuated by the fact that the researcher had lived in both Uganda and South Sudan, both of which are collaborators on the NOMA programme. She found it quite easy to re-orient herself into the education field once again.

Therefore the opportunity to pursue the master's programme in Vocational Pedagogy presented itself and the researcher embraced it given that her educational background in development studies had exposed her to rural and urban development, the challenges therein and the measures on how to fight poverty. She had the desire to make a

contribution towards improvement of the livelihood of rural communities in South Sudan. Coincidentally in Vocational Pedagogy, is an extensive study of technical vocational education and training for practical skills development, which skills if acquired and put into practice meets the global economic goals of industrialization, modernization and poverty alleviation.

1.2 Background of the Study

The report of 1995 World Summit for Social Development in Copenhagen explains that, the concept of poverty has various manifestations, (Heintz & Conrad, 1998, p. 4). It is manifested through lack of income and productive resources sufficient to ensure sustainable livelihoods; hunger and malnutrition; limited or lack of access to education and other basic services; increased mortality from illness; homelessness and inadequate housing; unsafe environments; and social discrimination and exclusion, (Heintz & Conrad, 1998).

According to the United Nations Fourth World Conference on Women (UNWCW, 1995, p. 47), more than 1 billion people in the world today, the great majority of whom are women, live in unacceptable conditions of poverty. A similar situation is noted by United Nations General Assemply Special Session (UNGASS, (n.d), p. 2) that the number of people living in absolute poverty earning less than $1US a day are 1.5 billion today and is expected to rise further to 1.9 billion by 2015, (World Bank Report 1999/2000). It adds that the majority are women.

Women act as shock absorbers of poverty (Women Budget's Group, (WBG), 2005, P. ii). It further adds that as they try to shield their children from poverty's worst effects, they

themselves feel these effects more keenly. Indeed the well being of children cannot be divorced from that of their mothers who lack adequate material resources, poor housing feeling of homelessness and stigmatisation. The translational effects of poverty on women and children has been recognised world over leading to poverty alleviation efforts at international level among others the Millennium Development Goal (MDGs). United Nation Millennium Project (UN Millenium Project), 2005, p. xxii) reveals that the MDG target one and two intends to half the number of people whose income is less than 1$ a day and suffer from hanger respectively by 2015 MDG one which advocates for eradication of extreme poverty and hanger. This led to establishment of Poverty Eradication Action Plan and Empowerment of Women. Despite all these intervention, poverty among women continue to be persistent. What about South Sudanese women?

South Sudanese women are not immune and exceptional to poverty. According to World Bank analysis, (2009) approximately 50.6% percent of the population in South Sudan leave below poverty line. Still women share the biggest percentage. This is in line with the South Sudan Household Health Survey, (2010) which reveals that South Sudan has the worst poverty indicators in the world where 2,054 out of every 100,000 mothers die in childbirth and 20 percent of the population are food insecure. The nation too feels the pains as this hampers national development which translates to drop in National Gross Domestic Product (NGDP). There are reasons to explain this scenario for the case of South Sudan.

The difference in the magnitude of poverty between the rest of the world and South Sudan and why it is leveled with the worst poverty indicators in the world may be attributed to the country's two longest civil wars which is the genesis of poverty in South

Sudan. During the war South Sudanese lost their property and belongings. The returnees who came back after the war had nothing at hand accept food items given by United Nation High Commission for Refugees (UNHCR). Women took the challenges on their solders, they are the ones who look for water, firewood, prepare meals and look after children.

To respond to the above needs and array of challenges, government of South Sudan established Ministry of Gender and Social Development and Ministry of Trade, Commerce and Industries in 2006 to look at gender affairs and provide loans for women respectively. Several Non-Governmental Organizations such as Bangladesh Rural Advancement Committee (BRAC) established Micro Finance Initiations (MFIs) in 2007. The MFIs were to focus mainly on women in seven states out of the ten. This was done by identifying poor females, training them on entrepreneurial skills and they are given loans to start business. This is in line with UN's annual progress report, (2011) as one of strategies for alleviation of poverty among women.

BRAC uses an integrated approach to poverty alleviation and helping South Sudanese women to realize their full potential through provision of micro finance opportunities. However, despite BRAC's training interventions in the Republic of South Sudan since 2007, the livelihood of women in South Sudan, more so those in Juba are still very poor. The question is does the knowledge and skills acquired from training provided have any impact on the women's livelihood and eventually result into poverty alleviation?

1.3 Statement of Problem

The effect of training on women entrepreneurs' performance, especially in developing countries, has not been adequately addressed, taking cognizance of the peculiar situations of most women in developing countries in terms of poverty, low educational levels and other societal discriminations (Porter & Nagarajan (2005) Roomi & parrot, (2008). Training is a very important micro-finance factor for women entrepreneurs as it would provide the skills and experiences needed for business Akanji, (2006), cheston & kuhn, 2002; Kuzilwa, 2005). With the intervention of BRAC in south Sudan through the training provided to the women entrepreneurs, it is expected that the knowledge and skills acquired would help them do better in their small scale businesses and subsequently resulting into poverty alleviation. However, from my experience, despite the knowledge and skills gained from the training the women received from BRAC, little is seen as far as improvement of their income and the general livelihood is concerned to achieve their goal of alleviating poverty. It seems there is lack of correlation between knowledge and skills acquired from the training and their impact on the women's livelihood towards the alleviation of poverty. Therefore, the researcher intended to find out why there is little change in relation to poverty alleviation among women in juba county, South Sudan.

1.4 Purpose of the Study

The purpose of this study was to examine women entrepreneurship training programmes offered by BRAC and assess the impact it has on poverty alleviation in the Republic of South Sudan, Juba County.

1.5 Specific Objectives of the Study

i. To examine the training programme conducted by BRAC for women in Juba County.

ii. To assess how the women are putting into practice the knowledge and skills acquired in the training in Juba County.

iii. To evaluate the impact of the knowledge and skills acquired on alleviation of poverty among women entrepreneurs in Juba County.

1.6 Research Questions

i. a) What are the training programmes provided by BRAC to women entrepreneurs in Juba County?

b) How are the training programmes conducted?

ii. How has the knowledge and skills acquired put into practice?

iii. What is the impact of training on poverty alleviation in Juba County.

1.7 Scope of the Study

The scope outlines parameters within which the study was carried out, covering the content, geographical, and time scope.

1.7.1 Content scope

The content to which this research is limited was based on the variables and dimensions relevant to research questions. These are the relevance and impacts of the existing knowledge and skills of entrepreneurship training programme to poverty alleviation.

1.7.2 Geographical Scope

The geographical area the study was conducted in is Juba County, the capital city of The Republic of South Sudan. The particular institution was BRAC. The County in question was selected because it is the headquarter where BRAC staff and administrators are based and it is a microfinance institution where women can easily access credit to invest in their businesses in the booming markets. Also BRAC has a long experience in working with impoverished women globally.

1.7.3 Time scope

The study covered the period between 2007 and 2012. This period was selected because it is the period when BRAC first came to operate as international NGO in South Sudan. It is also within this period that true national data corresponding to independent Republic of South Sudan are being obtained.

1.8 Significance of the Study

- The study will provide suggestions and recommendations not only for BRAC's women entrepreneurship training programme but a complete resource package that cuts across the entrepreneurship training valued in South Sudan in different stakeholders.
- The study further is expected to provide a data base/source for the government to draw from valuable information precisely when drafting the policies that will affect women entrepreneurs across the country. For example the policy makers can use this information to plan, design and implement vocational training programmes that are appropriate and relevant for accelerating the attainment of tailored skills in the employment force.

- The study is expected to provide base line information for the government of South Sudan on how to tackle poverty alleviation in line with the MDG's with a specific emphasis on women entrepreneurs.

1.9 Limitation and delimitation:

- There was limited time to conduct this study with the result that some women entrepreneurs were excluded from the study. Research on women entrepreneurship in Juba, South Sudan is limited with few or no empirical studies in existence. As a result, literature was limited to Nigeria, South Africa and other countries used.

- Financial constraints to conduct the field surveys since the study was conducted back in the home country and it was intended to be intensive. This mostly reflected in the cost of transportation which the researcher overcame by providing fuel in a friend's car. However, an appropriate sampling technique was used to get representation of a rational number of the respondents, so focus group discussions were held, with each group having ten respondents and that further enhanced the researcher to capture a critical mass of respondents using minimal resources.

- Negative attitude of the selected respondents on issues relating to women entrepreneurship training, however the researcher overcame by initiating interactive discussions on the importance of effective entrepreneurship training towards skills transfer for improvement of the business and it was successful as it attracted most of the respondents'

- Skepticism from the respondents especially the government officials and BRAC Officials (it was not easy to make the key respondents understand the purpose of the study as some of them are inexperienced, fear of unearthing their failures. The researcher over came this by emphasizing and using the research ethics, which was maintained to assure the respondents of confidentiality and privacy of their identities thereby, further motivated them to participate.

- Insecurity was yet another challenge which hindered the researcher from reaching other locations. However the researcher overcame this challenge by the proper use of sampling technique. Another constraint faced during the data collection was, the weather which was too hot in Juba County. It was really a big problem because the researcher had to conduct most of her interviews during the working hours, during the day. But the researcher overcame it by setting all the FGD at evening hours.

- High illiteracy level among women in South Sudan. This makes training and education more difficult to the institutions concerned and the researchers especially in cases of language barrier as the questioners required reading and filling it. However the researcher used mostly an individual and face to face interview using an interview guide plus the focused group discussion using a FGD guide which all had open ended questions. For the language barrier the researcher is a citizen in the country hence familiar with most of the languages spoken in the area of the study.

1.10 Conceptual Framework:

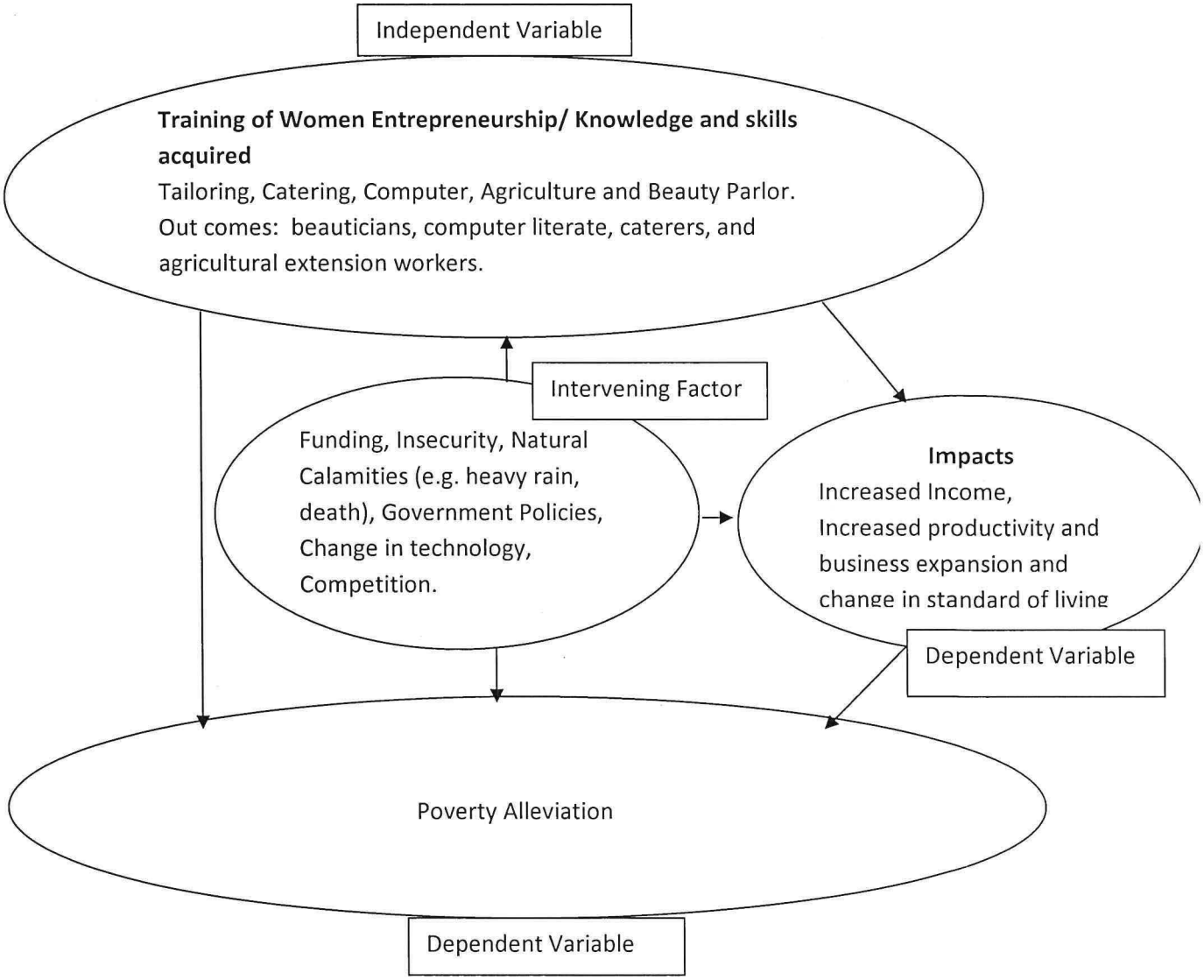


Figure 1: Conceptual Framework for enhancing the women entrepreneurship training for BRAC Juba County

The information provided above includes the Independent Variable in the content of training of women in entrepreneurship in the various modules of catering, tailoring, agriculture etc. To ensure success of this, vocational education emphasizes the following aspects: quality of instructors, time management, tools and materials, training centres and

the tasks given to the women. Considering the factors aforementioned, BRAC's training of women results into the outcomes shown in the Fig.1.1 (Out comes such as Computer experts, professional tailors etc. The result of quality training will reflect in acquisition and improvement of income, increased productivity and quality output that can lead to improved standards of living, good health resulting from balanced diet, acquisition of property, decision making etc. therefore steadily leading to poverty alleviation.

Consequently, there are intervening factors such as inadequate/ lack of capital, natural calamities, insecurity, government policies of demolition of business centres which affect women's businesses negatively as their income reduces and losses incurred hence retarding their effort to alleviate poverty. *(Refer to chapter four for more details and explanations)*

1.11 Definition of operational Terms

- **Entrepreneurship:** It is a process that results in creativity, innovation and growth. Innovative entrepreneurs come with the benefits that are not limited to startups, innovative ventures or new jobs.
- **Micro finances institutions:** These largely deal in promotion of borrowing and saving schemes for small scale income generating activities. They usually have marginalized people such as rural women and men, low income earners and rising entrepreneurs as their clientele. And most of their campaigns are geared towards poverty alleviation.
- **Poverty alleviation:** This refers to a condition of reducing either absolute or relative poverty. Meaning to reduce the gap between the haves' and have nots', by increasing the poor's ability to have access to the basic needs and/or enabling those who are in the

position of accessing the basic needs to be able to sustainably use the resources around them with a positive impact of development.

- **Training:** This refers to the act of teaching and mentoring in a particular setting with the purpose of equipping knowledge and skills required either in the labor market or for self actualization.

CHAPTER TWO

LITRITURE REVIEW

2.0 Introduction

The literature was based on the three objectives of the study in order to generate significant questions to enable the researcher to examine the training programme conducted by BRAC for women in juba county, to assess how the women are putting into practice the knowledge and skills acquired in the training in juba county and to evaluate the impact of the knowledge and skills acquired on alleviation of poverty among women entrepreneurs in juba county.

2.1 Training Programmes Conducted by BRAC for women in Juba County.

All over the world, the training programmes that aim at the improvement of the lives of women are on the increase. According to Valdivia & Karlan, (2006, p. 42) the training programme for entrepreneurship conducted with the foundation for international community assistance in Peru (FINCA), that implements "village banks" for poor females in lima, are organized in modules. According to them the first module consists of 15 sessions that introduce the topics of business administration and marketing in the training. They point out that, classes begin by introducing attendees to what a business is, how a business works and its relationship to the marketplace. Furthermore, women are taught to identify their customers and business competitors as well as topics on product, price, and promotional strategies. This is in line with the view of Ryan (1989, p.1) who asserts that entrepreneurial training programme need to include strategic planning, sales techniques, presentation skills, financial and time management. The two authors outline

the best business practices that enable the female entrepreneurs to manage and sustain their businesses. This review has brought out how female entrepreneurs in other countries manage to sustain their business. The study intended to see in South Sudan whether the female entrepreneurs were capable enough to sustain their own businesses.

Another module for training female entrepreneurs is about business and family, (Valdivia & Karlan, 2006, p. 42). They hold that the module covers the differences between income, costs, and profit, how to calculate production costs, and product pricing, costs and finances. The intention of the module is to introduce the entrepreneurs on how to separate business income from home finances. The researcher realized that this is a business sustaining programme that can prevent most businesses from collapsing. However the mixing of the mix household and business income from her personal experience was one of the leading causes of business collapse.

According to gear & gear, (2002, p. 586) there is another training package where members are organized in groups and undergo training session with officials from lending institutions. According to them, the importance of training in a group encourages the members to monitor and scrutinized business plan of their peers because their chances of being awarded a loan are dependent on the loan repayment proficiency. The view of the two authors are in line with Valdivia & Karlan, (2006, p. 42) who assert that loan repayment training was part of FINCA training programme conducted in Lima in Peru. Based on the above, it is very important and crucial for the trainees to have training on loan and loan repayment as part of the modules recommended by the institution because it creates sorts of awareness and understanding on how to use the loan properly, how to save, and pay back with the required interest without misallocating the money for other

agendas. This view supports the researchers' findings during the study, especially how the women in groups managed to repay their loans as a result of the knowledge acquired from the training.

Kirkpatrick (1967, p. 98) suggests measurements on four different levels. In this paper, entitled *assessing training effectiveness of the WEP,* he suggests that: Reaction measures should be used to find out trainees' satisfaction with the training programme. This evaluation is done at the completion of the training programme and consists of a number of questions about the course that participants rate according to their level of satisfaction. Learning and behavior measures assess the effect of the training on the entrepreneurial factors. Learning measures are also used to assess the gain in training specific skills, increasing knowledge and changing attitudes. Behaviour measures are conducted to find out whether the participants were able to apply these skills to job situations. Post-training success measures are used to measure training outcomes in terms of economic factors such as profits, costs, productivity and quality. The study therefore used the different measurements as suggested by Kirkpatrick to understand the performance of the training programmes as offered by BRAC.

Accordingly, there was little available resource material on entrepreneurship that could augment TVET. This led UNESCO to hold two workshops in Lusaka of Zambia and Kampala of Uganda bringing together TVET policy-makers from 11 east African countries to design modular training packages in entrepreneurship for higher secondary TVET learners and for non-formal learners. Following their guidelines and in close consultation with a core group of the workshop participants, UNESCO's section for Technical and Vocational Education developed these prototype training packages for the

two groups of learners. Each training package consists of two parts a facilitator's guide and a participant's workbook. Facilitators may adapt and interpret the training material to suit the unique situations in each community. The packages may be translated into local languages and reproduced without restriction (UNESCO, 2006). This information motivated the researcher to go ahead to investigate the way BRAC offers its training. Specifically to investigate the aspects of trainings packages used facilitators manual and the aspect of communication and language for effective understanding given the background of the local population who speak Arabic.

According to Nilson, (2011) quality TVET relies on an effective relationship between teachers/ trainers and learners. That is to say improvement in vocational skills for employability and citizenship can only be realized through an improvement in the quality, effectiveness and relevance of teaching. From the statement above, both developed and developing countries are increasing their emphasis on improving the capacity of TVET systems, in recognition of the important role TVET plays in equipping individuals with relevant skills and knowledge for the job market. Likewise the researcher used this information to determine the trainer/learner relationship in BRAC (refer to Appendix A1) so as to assess the quality of the training offered and the qualification of the trainers to ascertain the impact of the knowledge and skills acquired on the women of Juba County.

According to Maria Hartl, (2009), Education, skills development and technical training are central to agricultural and rural employment. They prepare mostly young people for work in the formal and informal sectors in rural areas and thus play an important role in

poverty reduction. The better the training and the more refined the skills are in terms of human capital, the higher the income and returns and the better the rural livelihoods.

Literature confirms that, TVET has suffered from a focus on basic and especially primary education which led to the neglect of post-basic education and training. Recently, there has been a renewed interest in training and skills development because of increased evidence that a minimalist approach to micro finance for poverty reduction and enterprise development did not lead to sustainable growth. More so many training interventions do not cater for the specific needs of women who are underrepresented in formal training programs (Maria Hartl, 2009). This kind of gap is common in most developing countries such as South Sudan. Hence this study sought to find out whether actually this gap existed in and how it affected the training courses offered by BRAC in South Sudan.

According to Mary Hartl, (2009), the lack of schools and training centres are of concerns in many developing countries, in particular in rural areas. There is lack of tool kits, modern machineries for demonstration and hands-on learning, local transport, dormitories and hostels, not to mention cafeterias. Even when mobile training units exist, there are difficulties in moving them to remote rural areas. Without safe schools and training equipment, from desks to labs and tool kits, the success of any learning activity cannot be ensured. This challenge is directly similar to what BRAC and the women of Juba County face. According to Nilson (2011), for any TVET to be successful, training materials, learning environment, availability of good training centers are some of the most important aspects to be considered. However at BRAC there are not enough computers and inadequate modern training materials and relatively poor learning

environment as such it has led to numerous setbacks and the researcher used this to determine how this negatively impacted on the training of the women of Juba County.

Literature confirms that skill training and tertiary education have positive effect on enterprise performance (Akanji, 2006; Cheston & Kuhn, 2002; Kuzilwa, 2005). Many women lack this, especially in developing countries (Ibru, 2009), whereas the exploitation of entrepreneurial opportunity depends on the entrepreneur's level of education, skills or knowledge acquired through work experience, social network and credit (Shane, 2003); hence the need for training as a micro-finance factor especially in developing economies is highlighted. Social capital is vital for start-ups and growing firms. Women entrepreneurs, especially in developing countries, lack social connections that are a source of information for access to micro-finance factors (Olomola, 2002). Basing on the factors explained above, the researcher devised interview guides to further assess how true the level of education, social connection and skills training can be a major factor in exploiting entrepreneurial opportunities among the women of Juba County and further assess how deficiency of these aspects have crippled the ability of the women to rise to the level of alleviating poverty.

2.2 Women's Entrepreneurial Skills and Knowledge in Practice

According to ILO (2008), in nearly every case where the women learned business knowledge and skills, about access to new markets and financing, support services and how to join networks and groups, they consistently channeled their new-found empowerment and income into making sure their families had the resources to send their children to school. ILO (2008) adds in the case of Almaz, in Ethiopia the disabled veteran of Tigra, after demobilization due to an injury, she enrolled in ILO-supported

training in Basic Business Skills for women entrepreneurs to learn about market research, profitability, product and location. The business training made her realize that the market for her existing skills in food retailing was saturated. A few weeks later, while business information still fresh in her head, she seized a new opportunity as a butcher. Now she generates monthly revenues or income and uses the profits to send all three of her children to school. She is also a major contributor to livelihood of her family.

In Uganda, Benedicta and her group, the Kinawataka Women's Development Initiatives, tell a similar story about the benefits of learning for adults, and how this translates into education for children, with a slight twist – many of her peers have a disability. Their work involves taking straws and other products that would normally be cast away and turning them into salable products. Benedicta teaches other women her craft, inspiring them to create business opportunities for themselves. This includes training in how to display products, advertise and prepare for exhibitions and trade fairs provided by the ILO's implementing partner, the Ugandan Women Entrepreneurs Association. Like Almaz, Benedicta spends most of her income providing for her family and sending her children to school. There is perhaps a similar situation in South Sudan where women have been offered skills training for the betterment of their children.

UNESCO, (2006) a successful business requires an awareness of one's knowledge, skills, abilities, aptitudes, values and preferences. The training therefore begins by inviting students to consider their own strengths and weaknesses in these areas, so that they develop a clear sense of themselves. The learners are encouraged to perceive

themselves as the actors responsible for their own lives. Learners are then guided through the various stages of developing a commercial idea, from identifying a community need for a product or service to acquiring resources, organizing a workplace and marketing the product or service and finally preparing a business plan. At each step, the learner is encouraged to discover how his or her skills may be utilized to cater to a need in the community. While encouraging independent thought, creativity and initiative, the training demonstrates the benefits of collaborative work by treating selected topics as group activities. Learners should be exposed to practice so as to feel the outcomes of their skills acquired from the training. This can be done by forming co-operatives and having access to credit facilities which provides other benefits to all members. This is the one way of ensuring that learners join the struggle of practicing the knowledge and skills to be able to compete in the world of work and businesses (UNESCO, 2006).

Several training sessions have been going on in Africa, South Sudan inclusive so as to prepare women for participation in starting businesses. Action Africa Help through its capacity building project has also started training in juba. Adelina, speaking at the end of the training, praised the Government of South Sudan for empowering women in her Payam.

> Now that we know how to plan, start and run our business successfully I encourage you to put into practice what you learned from this training" said Adelina. She went on to explain that women are capable of doing business in her Payam but the challenge is backwardness which makes most people believe in their traditions. "For how long do you want us to remain goal keepers? She asked. This initiative is designed to significantly improve community participation in business practices, improve incomes for families and entrepreneurial women in Otogo Payam to act as role models for sustainable livelihoods (Action Africa Help, 2012).

Similarly in another sub-region of India, training has had good impact on the skills implementation for women entrepreneurs. The benefits included increases in general business acumen, acquisition of specific business skills and improved business practice. They stressed the role that the *10,000 Women* program played in improving their use of business planning and negotiation skills. They described benefits from acquired skills in accounting, marketing and advertising, product differentiation and the use of technology. Many graduates said that business planning was one of the more important skills they learned over the past two years, and reported increased use of such plans. Likewise the women trained by BRAC expressed similar acquisition of knowledge and skills from training in, business planning, savings, investment among others which they have gone ahead to put into practice by opening small scale retail businesses, self-employment and improved savings (10,000 women, 2012).

The Gash Sustainable Livelihoods Regeneration Project (GSLRP) in Sudan provides training on food processing and marketing. It is a good example of how training should be target those who are most likely to use it (IFAD 2008 b). More than 90 per cent of young women below 18 years indicated that they had no source of income before the training, but were not able to make full use of the training. One reason was the restricted mobility of young women. Women capable of marketing goods such as handicrafts or processed food by themselves were either older women or widows and household heads. Constraints related to selling produce due to limited mobility were often cited as a reason for not using the training (Mary. Hartl 2009). The above view majorly stems from negative attitudes towards women participation in business oriented venture among most people in developing countries of which South Sudan is not exceptional. This leaves an assignment for all stakeholders in Juba County to develop an appropriate module to

address this problem. This view is supported by ILO, (2012) that asserts that; today more and more women are starting businesses, with women-led enterprises accounting now from a quarter to a third of all businesses in the formal economy worldwide. However, the great majority are very small micro enterprises with only limited potential for growth. Societal attitudes and social beliefs inhibit some women from even considering starting a business, while systemic barriers mean that many women entrepreneurs stay confined to very small businesses. This not only limits their ability to earn an income for themselves and their families but restricts their full potential to contribute to socio-economic development and job creation. Removing these systemic barriers is therefore essential, but investing in women is equally important and seen as one of the most effective means of increasing gender equality and promoting inclusive and sustainable economic growth (ILO 2012).

2.3 Impact of Knowledge and Skills Acquired in Relation to Poverty Alleviation.

According to Glaveli & Eugenia, (2008), skills training entrepreneurial women help to increase their incomes and improve the welfare of the whole family. They add that this is because women spend more of their income on their families. This is in line with a report published by Special Unit on Microfinance UNCDF cited in (Glaveli & Eugenia, 2008) that women's success benefits more than one person. Therefore, assisting women generates a multiplier effect that enlarges the impact of the institutions' activities. Women's Entrepreneurship Development Trust Fund (WEDTF) in Zanzibar, Tanzania, also reports that "women's increased income benefits their children, particularly in education, diet, health care, and clothing."

According to Glaveli & Eugenia, (2008), training and provision of credit provides women with positive attitude to manage their businesses. This is supported by (HZ/DVV, (n.d), pp. 23) who asserts that, in a study conducted in Germany training programme helped women to change their attitudes, behaviors, and styles of communication. According to the report women have become efficient, confident and actively participate in managing their group activities and transactions. They further reports that change of attitudes among women developed sense of ownership of their own enterprise. A participant interviewed by (HZ/DVV) made this remark;

> We do the processing of fruits, extract juice and prepare squash. This is our skill. HARC has enabled us to play this role...we decide our target production and fix the price. Earlier we depended on HARC for fixing the rate of product. Now it's different. HARC only gives us advice (HZ/DVV, (n.d), pp. 23)

From the above view it becomes apparent that training of women and giving them finance to manage their businesses creates self-assertiveness and reliance. The researcher believes that this can be a useful impact for South Sudanese women who are emerging from the hardship of the war. Credit assistance to entrepreneurs, especially women often improve income, output, investment, employment and welfare of the entrepreneurs, (Kuzilwa; 2005; Lakwo, 2007; Martin, 1999; Peter, 2001).

Similarly a study conducted by (HZ/DVV, (n.d), pp. 30) revealed that credit assistance and training increase females' income. It adds that earned income has instilled in them a sense of pride and confidence in managing their enterprises on their own through increased Women's bargaining and decision-making power. This is further improved even at family level where they negotiate with their husbands. A respondent contacted by (HZ/DVV) during the study has this positive remark;

> Earlier when we had to deposit Rs 20/- as part of the SHG saving scheme, we were constantly under pressure. We had to ask from our husbands and in-laws. Now there is no such tension. We are earning and we are saving... we can spend without having to ask from anyone (HZ/DVV, (n.d), pp. 30).

Based on the above statement, as a woman it is really of high importance to be independent not only on money issues but in every aspects of life, because it gives a person a feeling of freedom and comfort since a person can plan, organize and execute her programmes without any obstacles. In Zambia for instance in 2007, over 1,400 Zambian women participated in ILO–Irish Aid sponsored programmes and activities aimed at building entrepreneurial skills and enhancing business knowledge on topics including, among others, management, business plans, production, costing and pricing showed great success in the entrepreneurial skills (ILO, 2008).

Some Zambian women entrepreneurs who participated in these training courses were able to start their businesses with very little capital; expand their businesses by putting into practice what they learned at training; and share their experiences and encourage other women to replicate their successes. Their experiences clearly illustrate that business opportunities are not created from external forces alone but arise from markets and entrepreneurial capabilities. Their success shows how important training is to the success of women entrepreneurs (ILO 2008).

The training that resulted into the business skills in Zambia had a good impact on the skills of women. For example the businesses of women in Zambia provide them with a sense of personal and financial freedom, a means to provide for their family and improve their standard of living as well as an opportunity to serve their communities by creating employment opportunities (ILO 2008). This information from ILO (2008) is compared to what BRAC training is doing for women in south Sudan that is many of

the women trained have managed to start their own businesses with the help of BRAC loans, incomes obtained from these businesses have enabled them to provide for their families, offer employment opportunities for other people among others. As such, micro-finance could only lead to business performance when there is the tendency to engage in new business or business expansion (Antoncic, 2006; Shane, 2003).

The Entrepreneurship theory according to Shane, (2003) states that entrepreneur's ability to discover and exploit opportunity for entrepreneurial activity differs between individuals and depends on individual's attitude towards risk taking. For instance, a risk-averse individual is less likely to exploit entrepreneurial opportunity (Shane, 2003). As such, a person may not search for or discover entrepreneurial opportunity if he/she has a negative attitude towards risk-taking. In the same vein, an individual may have an innovation business or service idea, and great likelihood to access micro-finance but may not utilize the opportunity if he/she fears risk. This therefore means that failure to take risks and poor attitudes towards investments hinders growth which further translates into the vicious cycle of poverty. This view is correct with the finding the researcher obtained from the women of Juba County, in that despite the skills acquired by the women and their ability to access loans, most of the women have failed to venture into more risky business opportunities simply for fear of uncertainty as the Country has not expanded in economic development. And there are no easily related success stories in this line.

Economic growth has the indirect potential to alleviate poverty, as a result of a simultaneous increase in employment opportunities and increase labour productivity. A study by researchers at the Overseas Development Institute (ODI) of 24 countries that experienced growth found that in 18 cases, poverty was alleviated. However,

employment is no guarantee of escaping poverty, the International Labour Organisation (ILO) estimates that as many as 40% of workers as poor, not earning enough to keep their families above the $2 a day poverty line. For instance, in India most of the chronically poor are wage earners in formal employment, because their jobs are insecure and low paid and offer no chance to accumulate wealth to avoid risks. This appears to be the result of a negative relationship between employment creation and increased productivity, when a simultaneous positive increase is required to reduce poverty. Therefore, despite the skills acquired from BRAC, the economic growth trend of South Sudan is still very low, meaning the probability of the impact of knowledge and skills acquired translating into poverty alleviation is very low as the incomes of the women are largely spent on daily upkeep expenditures and not enough to reinvest in larger businesses opportunities which could lead to economic growth hence poverty alleviation.

Many researchers, including Curran and Stan Worth (1989), Gibb (1987), Block and Tump (1992), Cox (1996) and Young (1997), as quoted by Henry et al. (2003, p.102), have identified the need for evaluating entrepreneurship education and training programmes. Hill and O'Cinneide (1998, p. 3) have noted that only a few studies have investigated the effects of entrepreneurship education. Falkäng and Alberti (2000, p. 101) agree that there is a need for much more research on methodologies for measuring entrepreneurship education effectiveness. McMullan, Chrisman and Vesper (2001, p. 39) have argued that it is necessary to assess the effectiveness of entrepreneurship courses on a number of grounds: the expectation that the net benefits of entrepreneurship programmes should outweigh their costs and risks; training programmes and courses can

be expensive in terms of money from sponsors and time for participants. In addition to the more obvious costs highlighted by these authors, there are hidden costs which should also be taken into consideration when assessing a programme's effectiveness. Thus, they suggest that central to such evaluations is an assessment of the cost-effectiveness of a particular programme as well as its opportunity costs. The research finding partly confirm the above assertions that there has not been a clear evaluation of the impact of skills gained from entrepreneurship training on the women of South Sudan. This therefore limits the effective identification of the impact of skills acquired on women hence making is difficult to determine the extent to which the skills acquired has led to poverty alleviation.

Measuring impact, and in particular empowerment, is challenging. Empowerment can be estimated through beneficiaries' feedback, as shown by the case studies in Colombia and the Sudan. It is also challenging to address the complexity of income-generation or employment, especially when the project provided only partial support. The fact that beneficiaries are employed is not enough to prove any project impact, because they could have been hired or started a business without training, or they might not use the skills they learned. In this regard, it seems that most of the studies conducted by projects to evaluate training impact are not conclusive. One suggestion was to use knowledge, attitude and practice (KAP) studies. This methodology, based on trainees' evaluations, is a simple and cost-effective tool that could be more widely used to assess the impact of short training sessions with a very specific purpose, such as the adoption of a new variety. Unfortunately, such a tool cannot estimate the long-term specific impact of longer training courses in a complex environment. Tracer studies would definitely give

useful information, but they would not be able to identify the exact impact of project-related training. Econometrics studies could achieve this goal, and combining them with long-term socio-anthropological research might yield interesting findings; however, their very high cost might not be justified if results are not very significant.

The question of impact evaluation raises the broader issue of research conducted before, during and after project implementation. Prior to project design, literature and data available at the country level are often not gathered, analysed or consulted, even though doing so would greatly improve project relevance and inclusion in national frameworks. Mary Hartl (2009). How the BRAC training is impacting the livelihoods of the women in South Sudan needs to be evaluated in order to establish its worth thus the motivation for this study.

2.4 Conclusion

While women entrepreneurs have demonstrated their potential, the fact remains that they are capable of contributing much more than what they already are (Vargheese et al). In east Africa, Kenya has had a share of women entrepreneurs progressing because of training. For example KWFT micro credit has had a positive impact upon women entrepreneurs on income savings, asset creation and their general social welfare. However, the KWFT's fight against poverty is constrained by socio-culture and other institutional policy issues such as: right to own property, right to education, own land, manage and inherit property, conduct business, among others (Siringi 2011).

All the literature reviewed shows a knowledge gap in as far as south Sudan is concerned. No study of this type had been done in south Sudan. Therefore there was need to fill this gap by this research. In addition, all the literature reviewed provided knowledge to the

researcher in her aim to fulfill her objectives of this study. Most of the literatures were therefore instrumental in her study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section presented the methodology that was employed on the study research of women entrepreneurship and poverty alleviation in South Sudan. It discusses the following items, the type of research and the research design employed, the population under study, sample size and sampling technique, the research methods and techniques, research instruments/tools, data analysis; data transcription and coding.

3.1 Study Design

Research design according to Kumar (2005) cited in Odiya, (2009, p. 135) is the plan structure of strategy of investigation, or the arrangement of conditions for collection and analysis of data. The researcher used a qualitative approach and a case study which was BRAC Microfinance institution, where she was able to collect in detailed depth information about the women entrepreneurship in Juba county in the Republic of South Sudan that aimed at exploring the existing factors that makes women entrepreneurship programme relevant for empowering the women beneficiaries to facilitate their business performance and their empowerment towards poverty alleviation.

The information collected using the above approach was mainly in form of written descriptions of the respondents in terms of their attitudes and opinion. By using the above approach, most of the data were obtained through field notes generated from the interviews, observation, and documentary analysis. Apart from written information, the researcher had used other techniques of data collection such as photographs, voice recording in the study.

3.2. Population and Sampling

3.2.1 Study Population

According to Dolley, cited in Amin, (2005) defines a study population as the collection of all the individual units or respondents to whom the results of a survey are to be generalized. And according to Burns (1997), a population is the total number of potential units for observation, or an entire group of people, objects, or events having at least one characteristic in common. The characteristic may be a residential area, a profession, an economic activity. However, this study population consists of all the staff of BRAC Juba, government officials; all BRAC's trainees, all BRAC's graduated women in business who are scattered around Juba markets. The actual number is was not easy to access due to un registered record.

3.2.2 Target Population

According to Odiya, (2009) this is the population to which the researcher wishes to generalize her study findings. Target population is further defined by Tuchman cited in Odiya, (2009), as the group about which the researcher is interested in gaining information and drawing a conclusion by establishing the boundary conditions so that members and non-members can easily be identified. However, in relation to the above definitions, it is vital that the population taken is representative of the entire population of the location of the study area. In this study the target population was the BRAC's senior stuff (n=6), the Instructors/teachers (n=4), women on training (n=40), graduated women who have already established their businesses (n=40), Director in the ministry of Finance (n=03), Director in the Ministry of Gender (n=03), Director in the Ministry of Public

service (n=03), Director in the Ministry of Trade and Commerce (n=03). The total number under the study is 107 respondents.

3.3 Area of Study

The study was carried out in BRAC Juba in the Republic of South Sudan. The Organization in question was selected as the main area of the study because, it is the largest MFI in South Sudan and has a training programme that focuses on empowering women entrepreneurs to alleviate poverty. The organisation was also recognized as a leading entrepreneurship training micro finance in South Sudan and that was evident in 2008 when BRAC Juba won a prize over its perfection and consistent performances (BRAC's Annual Report, 2010).

3.4 Sampling Technique

According to Odiya, (2009, p.10), sampling technique is a method used to select a sample. He explains further, the sampling is divided into two, random and non-random sampling techniques. In the non-random sampling techniques the elements are selected based on the personal judgment. The researcher used the random sampling techniques precisely the lottery, where each respondent in the population had an equal chance of being selected in the sample. The researcher had applied this technique to BRAC's women on training and the instructors to answer objective 1 & 2, and the all three objectives respectively. The purpose of using this technique was to avoid biases in selecting the respondents. The researcher also used snow ball sampling techniques for the graduated women on business and untrained women on business in Juba County. And this technique was used for the purpose of locating women who are scattered around Juba

town; this answered all the objectives 1 & 2 & 3, respectively. The researcher located the first respondent, whereby she was able to identify and reach the rest of her respondents. To complement the above techniques, the researcher applied structured interviews using an interview guide, and it was purposively chosen for the government officials and BRAC's programme coordinators/managers, and it had catered for the three study objectives. The purpose of selecting this technique was to select a category of respondents who would give the required information in detail basing on their amount of knowledge acquired and long experiences in their workplaces.

3.5. Sample Size

According to Odiya (2009, p. 2), sample is a part of the population which is deliberately selected for the purpose of investigating the properties of the parent population. Therefore, the sample size for the study was 52 key respondents whose views were integrated with the secondary data. This sample size comprised of government officials, namely, the Director of VET Training in the ministry of Labor (n=01), Director in charge of women affairs in the Ministry of Gender and social welfare (n=01), and the Director of investment in the Ministry of Finance(n=01), Director of Private Sector in the Ministry of Trade, Commerce and Exhibition (n=01) respectively, women on training (n=20), women who graduated from BRAC's entrepreneurship training and have established their businesses on the ground (n=20), BRAC's Programme coordinator (n=01), BRAC's Human Resource Manager (n=01), BRAC's Training manager (n=01) and BRAC's instructors/teachers(n=02). In effect the total number of the respondents was 52. See the below table.

Table 1

Sample size and sample technique

Categories	Sample Size	Technique for Selection	Methods to be used	Objectives
Government officials	04	Purposive	A face to face and an individual Interview (interview guide)	**1 & 3**
Women on Training	10 from Lolugo, and 10 from Gudele groups respectively	Simple Random Sampling	Interview in a group setting, (Focused Group discussion) and observation (check list)	**1 & 2**
Graduated Women in Business	20	Snow balling	An interview using (interview guide)	**1 & 2 & 3**
BRAC's Programme Coordinator	01	Purposive	An interview (interview guide)	**1, 2 & 3**
BRAC's Human Resource Manager	01	Purposive	An interview (interview guide)	**1, 2 & 3**
BRAC's training manager	01	Purposive	An interview (interview guide)	**1, 2 & 3**
BRAC's Instructors	02	Simple Random Technique	An interview (interview guide)	**1, 2 & 3**
Total Sample Size	**49**			

3.6 Data Collection Methods/Technique

According to Mbaaga, (1990) the common methodes of data analysis are; interview (formal, focused and informal), questionnaire (mail, self and group administered and home delivery), participant observation and documentary analysis. While Odiya, (2009) refers as to data collection techniques, both agree in the element presenting the data collection techniques. The researcher names all those techniques that used in the study with adequate justifications and specification in each and every technique used during her data collection.

In this study, the researcher employed three methods of data collection namely: interviews, observation and documentary analysis.

3.6.1 Interviews

Interviews give opportunity for in-depth study of the research questions Amin, (2005, p. 178). whereas interviews according to Kvale and Brinkmann cited in Arinaitwe, (2011, p. 55) is a conversation that has a structure and purpose and involves a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge. Therefore the researcher administered interviews using an interview guide for government officials with the purpose of getting in-depth interaction to extract information on the government policies that affects women entrepreneurship in Juba County. Interview conducted with BRAC's instructors and senior stuff, to be able to know the training modules and how they are delivering it to the trainees. More so an interview also done with graduated women in business and un-trained women in business purposely to extract in-depth information on whether the knowledge and skills acquired

from the training has impacted positively in their businesses which can lead to poverty alleviation or not . A focused group discussion was done using a FGD guide for women undergoing training, after a series of in-depth conversation, they were able to availed the information in-depth as a result of the skills and knowledge acquired during the training, And this was form an interaction which was enables the respondents to freely expressed their views about the issues that was raised during the interview session.

3.6.1.1 Individual Interview (Key Informant)

The structured and well guided questions were posted face to face to the government officials, BRAC's officers and women in the business see (Appendix A4-A8). These were purposely and purposively selected to cater for the objectives 1 & 2, the 3 objectives, and 1 & 3 respectively. The technique was used to give a researcher in-depth and detailed information needed in the study which was to ensure liability and validity. Because the researcher believed that due to the long experience and knowledge in their respective field, the above mentioned respondents were the most reliable sources that she would depend on.

3.6.1.2 Focus Group Discussions Technique (FGD)

According to Amin (2005, p. 37), a focus group is a group that gathers people from similar backgrounds or settings or experiences to handle and discuss an issue or topic of interest to the researcher. He stresses further that a focus group discussion interview is structured to foster talk among the participants about a number of issues. People are brought together and encouraged to talk about the subject of interest. Usually they are 6-8

people and the facilitator. But the number can go up to 10 depending on how the researcher can control the group.

The researcher applied this technique with BRAC's women to interview them, in line with objectives 1 & 2, with the purpose of collecting in-depth information about their perceptions, attitudes and experiences in a defined topic of women entrepreneurship training and poverty alleviation see (Appendix A3). And this is in line with Amin, (2005, p. 37), the researcher selected FGD guide as a technique for the purpose of flexibility that makes women discuss the proposed topics freely without fear. This method exposed further the participants and the researcher to direct face to face interaction. In this way they expressed their feelings, experiences, and ideas are more freely and the data collected was first-hand information and reliable. This was actually done by dividing the total number that is (40) in two different locations, one group of (20) in Gudele area and another group of (20) in Lolugo area. So the researcher went ahead and sampled the total number to (10), (10), using a random sampling technique in order for each participant to have equal chance of being selected and to get the actual size needed in the study, and this is clearly presented in the sample size table above. ((10) At the first meeting, then followed by the other (10) in the second meeting, Amin (2005, p 37).

3.7 Observations

Observation had been adopted by the researcher from the start as one of her method of data collection using an observation check list as a technique, see (Appendix B) This technique was applied to observe mainly the behaviours of participants, in their natural settings. The observable (body language, gestures) was used to compare and contrast with what the participants said. This is because what people say, and what they do are not

always the same. Therefore, the major purpose for employing this method was to observe how the training is being conducted to women, the tools and materials used, the modules recommended, the communication and cooperation between/among the trainees and their instructors. And this is further explained in details in chapter four.

3.8 Documentary Analysis

According to Mbaaga, (1990, p. 101), documents are materials which contain the information about a phenomenon we wish to study. This definition is further explained by Creswell, (1994) cited in Arinaitwe, (2011, p. 57) that documents are any written information or physical objects that are analysed for study to obtain data such as manuals, books, journals, registers, newspapers, letters and minutes. The researcher adopted the study of the document list technique purposely to find out what has been done in the area of women entrepreneurship and poverty alleviation that can help her to have a starting point on the specified field and make use of the information for the writing of her final thesis and this was catered for in all the three objectives in the study. Actually, the researcher adopted and used the technique from the start, while writing her research proposal. The researcher critically reflected upon and analyzed the information documented so as to derive meaning out of it. Documents studied are BRAC annual reports, modules of training, Microfinance records. Details attached in the appendix.

3.9 Data Collection Procedure

The researcher prepared the tools for the collection of data and tested them before using them in the field. She gathered a group of women of the same characteristics and conducted a focused group discussions which was turned out successful. The introductory

letter that was obtained from Kyambogo University was vital in providing credible intentions of the researcher to BRAC and government officials see (Appendix A). In addition an official letter was drafted and handed to BRAC showing clearly her topic, objectives of the study and why precisely she chose BRAC as her case study. Work plan was drawn by a researcher showing the interviews schedule with a clear time and dates. Further a researcher obtained an official letter of permission which processed by the Ministry of Education and sport and the ministry of internal affairs for security purposes. Thereafter, the researcher conducted her first visit to familiarized herself with the different research locations. Pretesting of research tools was carried out once again before the start of her field visit for data collection to justify the validity and reliability of the research instruments. However, the study of the document was among the first activity that had been conducted due to its supportive and rich information that the researcher got from the institution.

3.9.1 Reliability of Research Instrument

According to Carmines & Zeller, (1979) cited in Key (1997) reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. In other words, reliability is concerned with questions of stability and consistency - does the same measurement tool yield stable and consistent results when repeated over time. Whereas reliability according to e-lessons (2012), refers to a condition where a measurement process yields consistent scores (given an unchanged measured phenomenon) over repeat measurements. Based on the above definitions, the reliability of the research instrument was checked and verified in all the interviews conducted in all the objectives of the study. This was based on the number of the repeated

interviews the researcher conducted with the BRAC's instructors and the coordinators of the different training modules on issues of women entrepreneurship and poverty alleviation in the Republic of South Sudan and Juba precisely. So all the representatives in the sample table were re-interviewed at least twice to assure the reliability of the research instruments. And the responses of the first and second interviews were then compared to determine disparities between the two whereby the instrument was then assumed to be fairly, consistent and reliable.

3.9.2 Validity of Research Instrument

Validity refers to the extent of measuring what we hope to measure (and what we think we are measuring), both face and content. Face validity which is the extent to which a test is subjectively viewed as covering the concept it purports to measure was censured by asking professionals who agreed that the instrument looks like an instrument that will examine the subject concerned and at the appropriate level . A critical evaluation of the research instruments by experienced professionals (mentors) and fellow students was made to objectively compare question items with what it is supposed to be measuring, and irrelevant items were replaced with new ones. Content validity which refers to the relevance of the instrument or measurement strategy to the construct being measured on the other hand, was guaranteed by tide rules that all the attributes in specific research questions were sufficiently questioned. This tool enabled the researcher to restructure majority of her interview questions to suit the situation as the initial questionnaire wouldn't have captured the intended responses. For instance as regards government offices it was found that most of the polices were still in draft form hence limiting extent of evaluation from available baseline information. However the researcher found out that

3.12 Ethical Consideration Issues

Before she started data collection, the researcher conducted a prior visit to the field for the purpose of introducing herself and the research topic, the objectives and the main purpose for conducting her research with a clear justification as to why she was carrying this research at this particular time. What is the problem that drives her to carry out this research? And what contribution this research will make do for the benefits of women entrepreneurs and communities around Juba County in relation to poverty alleviation.

The researcher, during her data collection, in her interviews with the government officials and BRAC officers was very clear and transparence especially when she realized the fear and discomfort on the part of the officers, which was normal for them to feel this way. She assured them the research would be conducted with the expected confidentiality. The researcher was successful in calming down the situations and led the officers to feel secure and sure that whatever was to discussed would only be for the purpose of the study. And in any case she assured them that their names would not appear in the final write up of the thesis.

3.13 Conclusion

In conclusion, the methods adopted were based on the three objectives of the study that were; to examine the training programme conducted by BRAC for women in Juba County, to assess how the women are putting into practice the knowledge and skills acquired in the training in Juba County and to evaluate the impact of the knowledge and skills acquired on alleviation of poverty among women entrepreneurs in Juba County. And finally the method enabled the researcher to conduct the research in a systematic, focused and ethical manner.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF DATA

4.0 Introduction

In this chapter the researcher presents, interprets and discusses data collected. This is done under themes based on the specific objectives of the study.

4.1 The Training Programs Conducted by BRAC for Women in Juba County

4.1.1 The identification of the beneficiary:

Through the interviews conducted with BRAC staff and the women trained, the researcher was able to identify not only the kinds of training programs conducted by BRAC in the different courses, but how these trainings are conducted, the challenges faced by both the trainers and the trainees in teaching and learning and the gaps therein.

In order to make selection of beneficiaries, (the women in question) BRAC makes a survey to look for vulnerable and very poor people who are not able to afford more than $2 dollar a day that means people who just manage to eat a meal a day and at times no food at all. After identifying them, BRAC calls for a workshop for this group of people, and in this process it sensitizes them creating awareness of the situation they are in and how to approach it to enable them get out of the situation. Having identified their needs as well making them aware of their rights in the community BRAC then comes up with or develops a module for training that might help them to overcome the poverty situation they are living in and decides the path to development. BRAC does another survey on vulnerable and powerless women who have their small businesses that can be described as a hand to mouth business, a kind of business whose profits in

a day is for home consumption only and not enough to cover extra demands such as medical care, school fees, or any other expenditures. BRAC's credit officers (C/Os) do register such business owners and calls them for training of 1-3 days to learn about credits, basic financial management, how to keep savings and profits earned and finally how to repay the loan based on group rules and regulation. Such categories of women are given loans to inject in their businesses for higher profits.

4.1.2 Training Modules used By BRAC

The two major programmes taught by BRAC to the women of Juba County are discussed under the themes of Adolescent Girl Initiative (AGI) module which has 6 components or sub themes (topics). And the second module is the Microfinance.

4.1.2.1 Adolescents Girl Initiative (AGI)

Background to the AGI's is a program started initially for adolescents between ages 15 and 24 due to the overwhelming number of young girls who, due to the war, became child mothers, household heads and suffered gender based violence. According to the surveys done by BRAC, they realized that this category of women were at the high risk of vulnerability to diseases, abuses and so on, as they were the most marginalized, stigmatized and illiterate in society. After identifying this group BRAC started by offering these ladies alternative activities to keep them busy such as counseling and guidance, co- curriculum activities such as games, among others. As time went on BRAC realized there was need for more than this to be done for them hence the introduction of other skills training. Coupled with this development was the broadening of the target area to reach more vulnerable women outside the initial age bracket as the surveys revealed that there were more such women who were in a worse

state than the AGI's. BRAC therefore selected a number of skills training courses that were seen fit and competitive for the target group. The women are given options and they choose what they want to be trained in, and these options are as follows:

Beauty Parlor

Beauty parlor (saloon) is one of the modules taught by BRAC: the main components of this course include; hair design, whereby the women are trained on how to plait, treat, relax and shave hair. Then pedicure and manicure which entails training them on nail cutting, shaping, treating and polishing. Make up; in this category the women are trained on how to apply and use the different make up products. Then Body massage; where the women are trained on skills of professional facial and body massage and finally cosmetology; which is the training on the different types of beauty products particularly the cosmetics and how to use them. The materials used in this course are saloon equipments such as driers, hair relaxer chemicals, and synthetic fiber for braiding / weaving among others. The method of teaching that BRAC employs is both theoretical and practical.

This particular training package has helped many women who have undergone the training in a way that makes practicing simplified. After completion of the training, many women go ahead to start their businesses even at home working at a subsidized price to their immediate neighbors from where they gain momentum and spread to the wider market. With this kind of work most women realize daily income that sustains their families. Others have made good profits enabling them to send all their children to school and this is in line with the view stated by ILO (2008,) that, "Learning business knowledge and skills, about access to new market and financing, women

consistently channeled their new-found empowerment and income into making sure their families had the resources to send their children to school."

Computer

Training in computer usage is yet another component/unit taught to the women in this module, women are mainly trained on basic computer application as well as basic skills on packages such as micro soft word, excel and internet. These women who do this course have gone to school, some at least from Primary eight to Senior four, while others as far as Senior six. They are able to read and write. Their level of education is higher than those in other training courses.

In computer training trainees are taught, basic skills such as how to type, formatting and printing, vital information for secretarial work. The main teaching tools and materials used for this training include: computers, flip charts, marker pens, and so on. The interview results indicate that, the majority of these women would have preferred going back to school and continue with their education to a higher level, but due to inadequate resources they found themselves doing this course.

However, from the researcher's view, they have really benefited so much from the training, despite the challenge of inadequate training materials. For example there is only one computer in BRAC's office for them to be practice with.

Nevertheless with the skills they have acquired some of the young women had got employment at BRAC headquarter office while a few others have found jobs in the government offices working as clerks/receptionists. Meanwhile women who happen to have had some small income have been able to open secretariat shops in their areas and in these shops they offer photocopying services, typing and printing at an

affordable rate. With this source of income, there is some change seen in their families, like being able to maintain children in school. This ability to earn a descent living from the results of skills training is a sure sign of gradual poverty alleviation. This is confirmed by Ibru (2009) cited in Shane (2003) who asserts that," literature confirms that skill training and tertiary education have positive effect on enterprise performance, many women lack this, especially in developing countries...", So, the attending of school up to senior six as in the case of the few above, is vital in the training process as it enables them to come out with such an impact.

Agriculture

Agriculture is one of the courses taught to the women on the basic best practices of agriculture, such as appropriate farming methods, tools and other farm inputs (such as fertilizers, pests and pesticides, improved seeds) and agricultural diversification in general. In this module, BRAC's training of women is largely done practically as it entails lots of practical application of skills. Trainees engage in group discussions during learning to compare notes or further digest concepts that they do not understand well. For this matter BRAC has formed and established collective demonstration farms on which the women can apply these skills they have learnt or observe how aspects taught in theory are practiced.

In addition, BRAC Juba County is operating 200 individual demonstration farms involving the communities. And this was evident in 2009 when BRAC trained 50 extension workers for supervising the general farmers. Each extension worker introduced the modern and new technologies on agriculture and supervised 350 general farmers from the communities. Agriculture being an activity almost practiced by all the rural women, it

has been embraced by many, as it doesn't require a high level of education to practice farming. For the better implementation of these projects, BRAC Juba County facilitates the distribution of agricultural farm imputes like improved seeds, tools such as hoes, spades, wheel barrows to equip them to improve their agricultural activities. BRAC also does capacity building of the farmers by offering technical support (advise), introduces new technologies free of cost. All of these lay a basis and enable farmers to correctly do farming as a means of livelihood.

Basing on the researcher's observation and interviews many women have engaged in farming for both home consumption and for commercial purposes and they are reaping well from it. This has further given them an age over their peers who are not farming as they have guaranteed food security at less cost, have plenty of fresh farm produce and their children feed on balanced diet. With the improved farming practices learnt the women have the advantage of reducing many risks of loses on the farm and end up having good harvest which if part of it is sold they get money enough to take care of household needs such as education, clothing among others and reinvestments in other business ventures.

This ability to have enough food in the house and surplus translates into good nutrition, reduction in illnesses resulting from poor feeding hence leading to poverty alleviation. The only challenge however is that most of these women do not own land or large enough plots for farming.

Tailoring

Tailoring which is one of the courses taught composes of fashion and design (how to cut pieces of cloth and sew them, operation of the sewing machine). For this training the trainers teach in the class and thereafter practical demonstration which takes the largest percentage of the learning process.

Teaching materials used include, sewing machines, cloth material, thread among others. This method of teaching makes it rather simpler for the women to learn as it involves using hands and it caters for the uneducated as well. The researcher found out that there were quiet a good number of women enrolled for this course and many others who had graduated from the tailoring course in the previous years an indication that the course attracted many women for reasons such as the course being more practical in nature. And many of the women that under took this course have considerably succeeded in their private businesses. According to Akanji (2006), Cheston & Kuhn (2002), Kuzilwa (2005), skill training and tertiary education have positive effect on enterprise performance. Many women lack this, especially in developing countries (Ibru, 2009), whereas the exploitation of entrepreneurial opportunity depends on the entrepreneur's level of education, skills or knowledge acquired through work experience, social network and credit (Shane 2003).

The tailoring course has therefore been significant in that the majority of the graduates from this course have succeeded in practicing the skills and they are earning a living out of it.

Catering

Catering is yet another course taught to the women and this course comprises of subjects such as beverages, bakery and basic cookery (making variety of dishes), as well as kitchen hygiene and presentation. Just like the other courses, catering has both theory and practical aspects of teaching and learning although the practicals supersede theory given the nature of the course and the level of education of the beneficiaries.

In catering the tools and materials used are basically kitchen ware, such as saucepans, charcoal stoves, utensils among others and the various food items needed. Interviews with the women reveal that this course is the most preferred one. The women have been involved in cooking in their homes and it just fits in like a continuation of what they already know. Hence taking these lessons just improves on the nature and quality of the cooking they can do. They feel catering is rather easier to learn and practice than all the other courses, and has a high chance of enabling one grow her business as people will never stop feeling hungry and the need to eat being insatiable. In other words there is rather a more readily available market for the products. According to Valdivia & Karian (2006, p. 42) "module covers the differences between income, costs and profits, how to calculate production costs and product pricing, costs and financing..."

Likewise according to the women, Catering comes up as less cumbersome in terms of starting up a business compared to the other courses. Some of the women who have graduated didn't necessarily have to wait for a huge capital to start with but rather with the little income they were able to start from a small base. And using the knowledge acquired in pricing, costing it is much simpler to conduct a business related to

catering. Most of the women in this business started small such as selling chapattis at the road side and gradually expanding. Meaning those who are actually determined can start out from a small and have an impact in their lives.

Health

Health education is provided to the women and adolescent girls on topics of HIV/AIDs, information on the different STDs and STI's, creating awareness on how the women can take precaution against such dangerous diseases. Education is also given on nutrition (balanced diet and defects associated with malnutrition especially among children) etc. personal hygiene and its advantages are also taught to the women.

BRAC, in South Sudan, has achieved remarkable progress within its short journey in health support programs along with campaign in health education, water and sanitation programs through household visit and organizing of 'Health Forum'. The researcher had an opportunity to interview the Branch Manager of Juba County and from this exclusive interview she captured information that BRAC had successfully developed six Trainers of Training and also trained one hundred and twenty Community Health Volunteers through whom more than two hundred households receive primary health care facilities with essential health education within Juba county every month.

According to the researcher's observation, the CHVs during the monthly training sessions, specifically put emphasis on training mothers in antenatal care, primary health care, mother and child health issue and symptoms and prevention of Malaria and TB. Role plays (acting out information dramatically to enable better presentation of information to the learners for example in the live skills when discussing, say about dangers of HIV/AIDs), have been some of the means the VHC's have employed to pass

across the information. In addition the health support programs cause women to meet often and discuss the way forward in groups and this fosters a sense of collectiveness and unity which is a very vital tool in the process of poverty eradication. The aspect of training women on health related issues is supported by literature obtained from a U.S. Support for Women's Empowerment in Pakistan, (2010) report that states that,

> Any training which is given to women always has good results in the improvement of women and children's lives. For example Training Health Workers by US embassy in Pakistan was reported to have helped women so much in improving their health lives. The U.S. Embassy trained 11,000 female health workers in group counseling, childhood illnesses, and maternal health. They are further improving maternal health by training 1,600 birth attendants and providing vitally-needed equipment to 1,000 community midwives.

The findings confirmed that BRAC in collaboration with the government conducts mobile treatment clinics where a number of persons receive treatment and medicine free of cost. In collaboration with UNICEF, BRAC distributes 'mosquito prevention nets in its Malaria prevention program every six months. The researcher found a remarkable impact on such health training on women as most of the women interviewed had a skill or two in health related issues such as first aid, reproductive health, sanitation among others, and they are able to practice these aspects in their homes as well as pass onto their friends and family such knowledge during casual meetings in churches and other social gatherings. This, therefore makes one draw a conclusion that when effectively involved in addressing matters concerning their own wellbeing, women can offer the best support to the mothers and their children as they and young children are more susceptible to health related problems in the community. Knowing that poor health is one factor that deepens the poverty margins, it is usually easy to project this on women and children. Therefore

targeting them as the primary beneficiaries of the health program has led to a huge positive impact hence a step towards poverty alleviation in the county.

4.1.4 Microfinance

The findings revealed that this theme can easily be termed as a mother programme in BRAC's South Sudan programmes, and it is literally the backbone of BRAC's existence. Before the other programs of BRAC were introduced, concentration was mainly on microfinance, dealing in financing small businesses with loans. According to the programme manager in an interview with the researcher after a short time of establishment of the office, BRAC discovered that for it to be successful in its microfinance agenda, it needs to incorporate other components to its activities to better serve the community to achieve its overall goal.

As opposed to strategies of most micro-finance institutions, the researcher found out that BRAC differed in its services in that its loans were always accompanied by various forms of assistance for the borrowers. BRAC offers two different micro-finance products – group-based micro-loans exclusively for women, and micro-enterprise individual loans for both men and women entrepreneurs.

Training in a group is important as it encourages the members to monitor and scrutinized business plan of their peers because their chances of being awarded a loan are dependent on the loan repayment proficiency. This view is supported by gear & gear, (2002, p. 586) who state that there is another training package where members are organized in groups and undergo training session with officials from lending institutions. They add that training gives the entrepreneurs the importance of repaying back their loan. According to

them, the importance of training in a group encourages the members to monitor and scrutinized business plan of their peers because their chances of being awarded a loan are dependent on the loan repayment proficiency.

4.1.5 How Trainings is Conducted

As discussed above, the researcher found out that the trainers used various methods of teaching and delivering the information to the trainees whereby they had to ensure the effectiveness of learning processes to mention but a few, lecturing, group discussions, presentation, practical demonstrations and role play. These trainings are conducted at BRAC offices and other meeting areas selected by the group members. According to one of the trainers Akai Ali,"...of course with learning not all people are the same, there are those who are slow learners while others are fast learners, so that's why we are forced to use so many methods so that the slow learners catch up with the rest..."



Fig 2. Showing women in one of the small group discussions

The researcher agrees with the above statement made by one of the trainers because it implies that BRAC's trainers are aware of the trainee's educational background and their level of understanding, so they make sure that all trainees have understood the lessons by using very many methods like good relationship with the trainees to build a free and friendly environment such that the learners are free to ask for any information

from the trainers and trainers. This has further been enhanced by having the trainers conduct training of trainers so as to have the locals do some of the instruction in Arabic directly minus interpreters.

Finally the training duration is largely determined by the trainers based on the training need, budget, analysis of group selected, and programme needs, that is during the interview with the programme coordinator, the researcher found out that from the beginning of the year the trainers have to submit the work plan that has the time frame scheduled for all trainings that will be conducted in a period within the funded project. For example they had a training programme in August 4th-7th on financial literacy for refreshers. Trainings started from 9:00am-5:00pm with breakfast and lunch breaks, respectively. However there are other modules which take pretty longer periods of time. For example modules in livelihood, driving and computer literacy take longer times like 2-3 weeks.

It's all up to the women to grasp the information and make good use of it at the end of the day. And with such commendable training methods it is expected that the outcome of the graduates should be competent people in the various courses, giving a high expectation that if the women truly apply such knowledge and skills into use they stand a great chance of alleviating poverty in their households and the community at large.

4.1.6 Challenges Faced by Trainers and Trainees in Teaching and Learning Respectively

Inadequate tools and materials for practical learning; this challenge was highlighted by both the trainers and the trainees alike. Particularly in training courses as saloon, agriculture and tailoring there are many trainees in number and the materials are few, not propositional to the number of trainees such opportunity to learn by doing is limited.

Language barrier is one of the major challenges faced; in that not all the trainers know the local languages therefore making direct communication to the beneficiaries very challenging as the translators may err in the process of interpretations.

Negative attitudes from the trainees is one such challenge that the trainers face. Many times some trainees demand to be paid to turn up for training sessions as though they were doing BRAC a favor to attend the classes for getting the skills and knowledge they acquiring which is for their own benefits.

Lack of transport for commuting to and from the training centre in a way hinders effective training as some people end up not attending regularly while punctuality is a problem for others who have to walk long distances.

Domestic violence is yet another of the challenges faced by some of the women in that some women are battered by their irresponsible husbands who at times stop them from accessing these trainings. The women lack support from their husbands. In close relation to domestic violence is the factor of women being pre-occupied by other domestic responsibilities, for example the mothers who have to attend to young children find it difficult to regularly come for trainings. Many of the women with dependants such as

children and the elderly, express the challenge of balancing between learning and domestic chores. This seemed to affect more the single mothers who at the same time had to fend for the family. These and many more lead to high dropout rate.

High levels of illiteracy among women were also found out to be one of the demotivating factors among trainees. According to the interview results with the trainers, the illiterate women were said not to feel motivated to learn or embrace new ideas, especially in areas such as computer as there were no success stories from which they could emulate. Besides many do not know how to read and write as such they shun some of the training courses. All this is compounded by the poor education background. BRAC office premises are small in perimeter as such the available space is not enough to accommodate all the trainees for the various programs. Many times the trainers improvise their home compounds as training grounds, which places are most times not conducive environments for learning.

In general the findings on the training programs of BRAC for the women of Juba County are good and very relevant. The researcher feels that if women could put everything they are learning from BRAC into practice it could greatly accelerate the fight against poverty. Nevertheless, despite the persistent challenges the women face in the training process, the researcher is hopeful that in the near future these women will overcome them totally and register a fundamental impact in poverty alleviation.

4.2 How the Women are Putting into Practice the Knowledge and Skills Acquired

In this segment the researcher presents her findings on how the women trained in different programmes conducted by BRAC, are putting to use the acquired knowledge

and skills Having interacted extensively with a good number of women on training, the researcher was informed of the various skills and knowledge imparted to the women hence making it much easier to decipher the practicability of such skills acquired. BRAC in a bid to equip the women well enough to practice what they have learnt always does market survey right at the beginning even before the training is provided as elaborated by Mr. Innocent the trainer; he says.

> In these surveys, they identify which areas of specialization or trades that women can benefit from if they are to be trained. What the marketable fields of study are such that when these women come out in the world of business they can easily fit and compete. On the other hand, they do advice the women to also search the market and come up with what they really need to be trained on. The results of these surveys therefore give them choices for training courses thereafter, they will develop a training modules based on the above findings.

In a span of two days the researcher interviewed a group of 20 women, she organized a discussion in which each one of the women stood up and gave an elaborate testimony of when they joined BRAC and how they were practicing the skills they had acquired. So below shown table was the evident on how women are practicing their different skills learnt from different training done by BRAC.

Table 2

Table showing interview results of 20 women from Lolugu and Gudele region trained by BRAC and what they are currently doing with the knowledge and skills.

S/n	Name	Type of skills acquired	Type of Business	Duration
		The first group from Lolugu		
1.	Kwaje Mary	Computer skills	Running a photocopying and printing business	4 1/2 years
2.	Aate Christine	Basic agriculture	Started poultry farming, raring domestic animals for sell.	2 years
3.	Amira	Fashion and design	Tailoring	3 1/2 years
4.	Fouzia	Catering	Selling bread and beverages	3 years
5.	Apite Roze	Computer skills	Working as a secretary	2 1/2 years
6.	Munica Juan	Hair dressing/ styling	Selling shoes both new and second hand, Rare pigs	4 years
7.	Flora Gale	Hair dressing/ styling	Selling beauty products like lotions, perfumes, synthetic hair.	1 year
8.	Mary Sebit	Agriculture	Cultivating fruits (has an orchard) like pine apples, mangoes, oranges	3yrs1mth.
9.	Lucia Freza	Agriculture	Grow vegetables (cabbages, green paper, carrots, other greens)	4 years
10.	Viola James	Agriculture	Poultry farming, Selling eggs	3 years
			The second group from Gudele	
11.	Sebbi Kalfan	Business skills	Selling hand bags and safari bags	1 1/2 years
12.	Martha Jabe	Business skills	Selling food items (rice, beans, Maize flour, cassava flour)	4years
13	Rita	Fashion and design	Tailoring	2 years
14.	Juan	Catering	Waitress	3 years
15.	Susan Modi	Agriculture	Grain milling	1 year
16.	Christine	Agriculture	Poultry farming	8 months
17.	Yunia	Catering	Runs a restaurant	4 years
18.	Sitima	Agriculture	Exports spices to Uganda/Kenya	3 years

19.	Mana Dawa	Agriculture	Farming	9 years
20.	Muna S	Catering	Whole seller for Beer	4 years

From the table above (Table 2) the researcher was able to point out how the women were putting into practice the skills they had acquired from the training offered to them by BRAC. Furthermore she tallied what the common activities the women were involved in and reasons for which they seemed inclined to doing those particular activities.

Table 2: summarizes what the women are doing or have been able to do as regards practical application of the skills acquired. Therefore basing on the information acquired, the majority of the women took to venturing into small scale businesses, such as selling mainly merchandise and groceries. A few are in agriculture while others are in smaller business such as snacks by the road sides. But above all in all that the women do one is able to realize some profits at the end of the day to keep sustaining them in business. Apart from engaging in businesses some women have been able to look for jobs and get employed because they now have certain skills with which to compete in the job market. Others have been able to open accounts in the banking institutions for saving their income.

In the micro finance programme, women do practice the use of loans in their respective small businesses. They have learnt how to borrow money, on what basis or ground one should borrow, which rules and regulations one has to abide by, they have learnt how to keep savings, and how to make profits. Some of the success stories the researcher registered from the women include that of one; Yunia 39 years, trained as a caterer, she is practicing her skills in a restaurant called Chakula food restaurant in Juba town as the head chef. Yunia's business has thrived more because she has

managed to cut some expenses and to invest the savings or profits. For instance with the profits she managed to buy a Toyota Pick Up that she uses to traverse the village to buy some of her merchandise direct from the farmers.

Another example is that of Amira in the fig. bellow;



Fig. 3 shows Amira demonstrating her ability to sew after being trained in tailoring by BRAC

Amira 28 years was able to join her cousin who is a designer in women's clothes and she started practicing what she had learnt from the training. Even her cousin is able to learn some new tactics in fashioning from her. With the continuous practice, Amira is aiming at becoming an expert in tailoring in the near future. As of now she is saving her wages to buy her own machine to start her own tailoring shop. With the trend at which Amira is progressing with her expertise in the fashioning industry, it is evident that, in the nearest future, she stands to be one of the most influential fashion designers in the country as continuous practice leads to perfection which therefore translates into quality productivity and more sales.

> As quoted in UNESCO (2006), a successful business requires an awareness of one's knowledge, skills, abilities, aptitudes, values and preferences. The training therefore begins by inviting students to consider their own strengths and weaknesses in these areas, so that they

develop a clear sense of themselves. They are encouraged to perceive themselves as the actors responsible for their lives.

This therefore means that every trainee has to make a personal initiative to continue practicing what he/she has learnt if he/she is ever going to rise to the top. And this is exactly what Amira in the Fig.4 above is pushing hard for, in order to succeed in what she is doing.

Another distinct example of how women are putting into practice the skills they have acquired is seen in 32 year old Juan who dreamed of starting her own business. Her years of experience working as a teacher in her solid educational background provided her with the motivation to make that dream a reality, she said "I saw many opportunities in the computer world and was encouraged to start my own business". In 2005, she began her venture by renting an office space at a computer repair shop, using their equipment to type and print out jobs for her clients. "This is how I raised my capital to buy one printer and a second-hand computer", she explains further. Today, she employs six people and owns three computers, a printer, a scanner, a photocopier, in addition to other office equipment. She pays herself and her workers a salary with the monthly business income of between SUP 800,000 to SUP 6 million (approximately US$ 150 to US$ 1,020). Juan's membership in the women business Associations of Women in Business (WOBUA) has enabled the honoring of her business management skills and participation in the Month of the Woman Entrepreneur as well as exhibitions and trade fairs which provide a platform for new opportunities, networking, and new markets. By applying what she has learned from BRAC's supported training; she has improved her promotional activities and has established new contacts. "We have increased our marketing activities, so instead of waiting for customers, we go out and look for them. We have also improved

our exhibiting and packaging skills to attract business". Looking to the future, Juan says she would welcome additional training in marketing and expansion of her service portfolio. "I would want to bring in more high-tech equipment and expose my employees to the BRAC's project activities, especially business management and improve your exhibiting skills".

Being an entrepreneur has had a great impact on Juan's life and that of her family. She now supplements the family's income to cover household needs and payment of school fees for the children. Members of her community respect her for the assistance and advice she provides.

4.2.1 Challenges Hindering Effective Practice of the Skills Acquired by the Women

During the group interviews and individual interactions with the women, one point that came out clear in all conversations was the challenges and limitations these women faced in their efforts to implement what they learnt from the trainings offered by BRAC. A thorough analysis of data from the informants and observations made during the period of the research revealed the following as some of the challenges that the women in context faced in Juba County.

Government interferences and directives: Most of the government directives are given abruptly and they impact negatively on the activities of some of the women. Among such directives that was singled out by the women was the demolition of the structures in the city by law enforcers to pave way for the other construction works. Such interferences always lead to big setbacks and losses incurred by those affected. The issue of demolition is a serious challenge for small businesses in Juba City. As the city develops, new structures are erected to replace the smaller old ones that house

most of these small businesses of the women. The women lose lots of money when such orders to demolish kiosks and temporary structures are given. The affected women complained that they are not compensated by the government.

Lack of proper guarantors: Another important challenge that the women are facing is that of lack of proper guarantors: for anyone to access loan services from BRAC one has to have a proper guarantor, someone with a track record of financial stability. The challenge therefore comes in that it is very hard to find such people, most people in position to stand as guarantors refuse to be one yet majority of these women do not have any other source of income as capital to start a business. There is no policy put in place to help the women with issues regarding loans. According to Jackie Akello, the director for women affairs in the ministry of gender, social welfare and development, "government has no proper policies that can help women entrepreneurs develop, most of the gender policies are still in the draft form."

Lack of capital: From the researcher's observation, during the interviews with the women under training and those who had finished, these women really lacked capital to start any business, neither could they receive any loan from BRAC because of the tough conditions that were required of them to be able to get loans. This was found out to be similar to other lending microfinance institutions in the country. The hard and strict borrowing terms with the microfinance institutions has rendered most women powerless with lack of capital. Due to the high levels of poverty women cannot implement some of the activities that they plan to do. For example many women can hardly afford buying a machine or tools and materials for the start hence making practicing difficult. For example Joyce said "...I attended the training for hair dressing;

I performed and passed very well. But the only challenge is the lack of capital to buy hair dryers and other tools and material to start my business, but I was determined, so I decided to start it from home where I do plaiting only, from that I was able to practice my skills learnt which I became famous where I gain many customers and earn money....." never the less just like Joyce there are women with such unique shrewdness in business that they can market their skills well enough to beat the odds.

Natural Disasters: Women in Juba County are also faced with the challenge of natural disasters, many times properties get destroyed in heavy rains and they get no compensation for them because not all of them can afford insurances from such disasters.

Lack of Electricity: The researcher also found lack of electricity as another challenge that has hit hardest women who deal in businesses with perishable goods, such as tomatoes. When these are harvested in large quantities they end up getting spoilt if they are not sold off quickly or preserved in refrigerators. Those selling soft drinks loose customers to people who have generators and can serve cold drinks.

Competition: There is also stiff competition in the market as the majority of the women are doing the same type of businesses. There are very slim chances of diversification. The new comers have to compete with those who are already established in the market which is an uphill task for these women who have graduated fresh from training.

Lack of premises: Another challenge facing the women is the problem of lack of permanent premises for carrying out their businesses. That is most of the women move with their goods from one location to another. For example most of them had settled on their relatives lands and started practicing skills of agriculture on them so the return

of these relatives from exile after the acquisition of peace has destabilized them in that many of them have been evicted from such lands leaving them with no place to practice their skills.

Lack of functional corporate bodies to unite traders has been a problem: The business community does not have a body that can unite them. For this reason they have missed out on many opportunities that come from such corporate bodies such as strong lobbying for government support.

4.2.2 How the Women Have Prepared to Mitigate the Challenges

In order to combat the various challenges mentioned above the women plan to explore these options for possible solutions and measures for the challenges;

To tackle the challenge of government interferences, the women plan to strengthen the traders unions so as to approach the government with their needs in a collective manner. And they strongly believe this will yield a positive result faster than acting on individual basis.

In response to the challenge of proper guarantors, most of the women have decided to seek information on alternative lending institutions such as the banks so as to explore such options other than relying on their colleges.

For the challenge of lack of capital, the women plan to double their savings so as to be able to have enough capital for future use. They also resort to selling in cash and avoiding unnecessary lending as many women have made major losses due to poor creditors in doing this, they hope to increase their sales. The overall improvement in the savings culture is necessary. Therefore the women promised to discipline themselves in the area of saving which is a good basis for capital base

To mitigate natural disaster, the women hope to get services of insurance companies arising in the country. However at the moment this option can only be explored by those whose businesses have grown big enough to have extra money for insurance. As for the rest they hope to be vigilant enough to avert the damages caused by natural disasters and they plan to have backup options just in case they fall victims, for instance digging trenches around the garden to avert bush fires.

Concerning lack of electricity, the women plan to solve this problem by saving enough money for buying alternative power supplies such as a generator and solar panels for supplying constant power.

To fight the challenge of competition, the women intend to be open to taking risks so as to diversify their businesses. Many ladies have the skills but have not been practicing them for fear of risks; however they encouraged themselves to have an open mind coupled with an entrepreneurial spirit of taking risks to venture into the unknown.

To combat the challenge of lack of permanent premises, most of the women plan to save enough money in order to acquire properties of their own or for hire, and they hope that with the help of the government they can be allocated designated premises for which they can rent monthly to carry out their businesses.

Lack of functional corporate bodies to unite traders has been a problem; however the women plan to actively get involved in the existing structures so as to channel some of the general complaints through such unions such as the chamber of commerce general meeting.

In addition to the solutions above, some of these women are positive to the idea of networking with business partners from other countries; with the help of the government

and trade unions (groups). They have pledged to build networks to link with traders outside South Sudan. Many in the customer related businesses vowed to improve on their customer care skills so as to boost sales and build a large customer base. Working in a group had helped women to overcome group dynamics and to be able to solve their problems by themselves. And they are able to introduce more other women into the programme, as the end benefits are for the entire communities.

In the researcher's view, the women have tried their best in putting into practice the learning experiences they went through with BRAC despite the dependency syndrome built over the 20 year conflict which left many people not willing to work but get free aid from the donor communities. In an interview, with Charles Data, a director of training from the ministry of commerce, trade and exhibition sums it all. He said, "Dependency syndrome is yet another big challenge for microfinance development. People of the RSS have been depending on free foods for almost 21years forgetting that after signing the CPA they need to work for their own survival. This in turn has affected almost all the trainings done by MFI'S as people still have that negative attitude towards the trainings and hard work generally.

4.3 The Impact of the Knowledge and Skills Acquired on Alleviation of Poverty

This theme analyzes the impact of the various trainings offered by BRAC on the women of Juba County. For the purpose of situation analysis and better comparison the researcher identified and selected a number of women trained by BRAC and grouped them in two categories. The first category interviewed were women trained by BRAC in business but not taking loans. Then the second category was that of women prior to the BRAC training had already engaged in businesses and now regularly taking loans

from BRAC.

Data obtained from interviewing these two categories of women groups gave wide information base to analyze what the impact of the training offered by BRAC was like on the women in Juba County.

4.3.1 Trained and Graduated Women in Business with no support of BRAC loans

This category specifically talks about women who have been trained by BRAC in tailoring, catering, and computer but they do not have access to BRAC loans. BRAC has had it in policy that after training women they would be given tools such as sewing machines in groups of two to start doing business, however up until the time of this research the aspect of giving graduates start up tools for starting businesses has not been implemented. As a result of this many of the women despite getting training are redundant still hoping that one day BRAC will provide these tools.

Basing on interview results of 20 women, the researcher found out that 8 of them had moved on to start businesses after getting trained despite the unavailability of materials as well as not having acquired the BRAC loans. Some of these women have gone ahead to find other ways to try and start practicing their skills so as to generate income. Example in case is that of one Amira, who was trained in tailoring and due to lack of income, started working at her cousin's tailoring shop so as to perfect her skills as well as getting some income. Literature attested below elaborates this;

> Some of the personal experiences of Zambian women entrepreneurs who participated in these training courses were able to start their businesses with very little capital; expand their businesses by putting into practice what they learned at training; and share their experiences and encourage other women to replicate their successes. Their experiences clearly illustrate that business opportunities are not created from external forces alone but arise from markets

and entrepreneurial capabilities. Their success shows how important training is to the success of women entrepreneurs (ILO 2008).

This therefore implied that not all the women trained by BRAC had the courage, opportunity or resilience to go out and start practicing their skills, or start businesses upon graduating from BRAC.

4.3.2 Trained and Graduated Women in Business with Support of BRAC Loans:

The second category of graduated women in business is that of those women who have equally been trained by BRAC but because they had engaged in small businesses prior to the training, they were able to get loans from BRAC to support the continuity of their businesses. It is in the policy of BRAC that loans can only be given out to individuals or groups that have an existing business and have demonstrated the capability of running a business. There are a number of women who have had the opportunity to fall in the category of people who can access BRAC loans, hence they managed to get the loans and injected the capital in their business that are flourishing at present.

One of the striking examples, among these women, was of one lady Joyce Amina a 38 year old a mother of five. Before receiving the loans from BRAC she did crafts in knitting and tailoring. It was difficult for her to maintain her business since she could only market locally with few customers. Two of her children were not studying due to lack of school fees. In 2008, she was evaluated by BRAC and found eligible to take loans, which she did. Immediately she signed up for her first loan, after getting the training she was given SDP 500 from BRAC, she spent part of that loan on sewing classes and the balance on a sewing machine. Within the premises of her home she set

out making stylish garments for sell and she got her second loan of SDP 800 in 2009, this enabled her to purchase more raw materials for her tailoring work.

Below are testimonies of three such women, one of such women are as below; According to one of the famous women entrepreneurs in the whole country, by the names mama Zahra, who owns a big restaurant which she has registered recently to a company she said:

> I started selling kaware (Cow Waste) in front of my small house in the war zone. I saw no future in my business, because I had much ambition but the state of the country taking was people nowhere. But after the signing of the comprehensive peace agreement, it seemed like sign of the 2nd coming of Christ in our life. I shifted to Juba and added more resources to my business which started booming. Later I was able to construct a big hall and named it Mama Zahra Restaurant. Later after earning more than 5 million a day, I decided to open another branch in Nimra Talata (it's an area). Now I have five big concrete buildings plus one storage building still under construction.

Another successful woman in the business is one Siama who owns a large boutique in Juba city. When interviewed by the researcher, she said she started business by dealing in very many things including merchandise and one prospect led to another progressively until now where she is currently dealing in importing and selling clothes. Siama has built a very strong network with her business partners far and near, she imports clothes from West Africa and other parts of the world. How she manages losses, she says she has a manner in which she balances well how to sell expensive clothes and cheaper ones such that the loss incurred on one area can be covered by profits from the sale of the other.

Pita is yet another successful woman in business the researcher sampled. She too like her other two counterparts joined the business world at a young age so with that innate

ability to do business she has risen the ranks to one of the top female entrepreneurs in Juba County. Pita deals in beverages and has opened up a number of outlets around the city. And her business is doing well save for the daily challenges that people in the same kind of business face.

The researcher therefore recommends that it would be very vital for BRAC to devise methods which enable all its trainees to set off with some kind of business so as to further perfect the skills of their trainees or enable them to actively kick start their business for better impact of the training and ultimately tangible transformation in the lives of the women that can lead to poverty alleviation.

4.3.3 The Impact of the Knowledge and Skills acquired in Relation to Poverty Alleviation

From the interface the researcher had with several women, she recorded countless evidence of the impact of the training on the women in relation to poverty alleviation (tangible difference in the status and standard of living of the successful women).

Improvement in house hold income: Prior to starting up businesses some of the women confessed to have had it difficult accessing money or having enough to cater for the immediate house hold needs, but after getting the knowledge and starting businesses they are able to have adequate money at hand at most times. For example, Silvia Lejong (34) she started her business in 2010. She took the first loan of 500pounds, 800pounds in 2011and 1500pounds in 2012. Her business is vegetable selling. Despite all the challenges facing her, Silvia has been able to realize a great change in her life and her children's status. She buys vegetable with 60 pounds sells them and gets 100pounds a day, at times it can go up to 150pounds a day that is profit of 40-49% in a day. And

this has resulted into improved health condition, 3 children going to school, constructing a permanent house in her plot, and being able to provide a good diet leading to a good health. Her experience is supported by Glaveli and Eugenia below;

> Skills' training for women helps to increase their incomes and improve the welfare of the whole family. This is because women spend more of their income on their families... They further note that... assisting women generates a multiplier effect, in that women's increased income benefits their children, particularly in education, diet, health care and clothing (Glaveli & Eugenia 2008).

This change in status (improved standards of living) is an indicator to development hence a defiant factor of poverty alleviation.

Acquisition of financial management skill: This is yet another evidence of the training on women; knowledge in budgeting, loan servicing, expenditure and savings is what the women boast of. They claim they can now do all the aforementioned easily since they acquired the knowledge and this is one knowledge that will live with them for all times. Improved health of the family resulting from good feeding as there is availability of money for buying balanced food to feed the family. As stated by Kiden Margaret,

> I started as charcoal selling in front of my tukul (hut), every day I go early at 5:00am to a forest five miles to the bush collecting wood, burn them to charcoal. After acquiring loan from BRAC six times regularly, now I own a big shop/ mini supermarket and built a concrete house and owning more than three plots of land yet to build on, am a happy mother of five kids all schooling with two in University. I own a bank account with one of the local banks; I can now manage my income by apportioning savings and expenditure appropriately.
>
> This financial management skill is supported by (HZ/DVV, pp. 23) who asserts that: in a study conducted in Germany training programme helped women to change their attitudes, behaviors, and styles of communication.

Reduction in deaths resulting from treatable diseases and sicknesses: Many women testified to worrying less about seeing their children die of treatable diseases as they are

able to meet medical needs by paying for treatment whenever their family members fall sick.

Improvement in the women's contribution in decision making: Most of the women are enlightened and can now contribute to the wellbeing of the family; this has further led to the reduction in the dependency syndrome. With the new acquired status they are able to make certain decision concerning affairs of home management as well as regarding issues affecting the community especially during village meetings. For example, Susan Modi a mother of 4 says;

> Before I started doing my business of selling food I had no money of my own, all I had was what my husband gave me for buying food in the house meaning he made all decisions on how I spend the money and I couldn't even make requests or decisions on things like which school to take our children to. But from the time I stated earning from the business my husband now saw that I had money he started consulting me on matters concerning the children's future, how we can put our money together to build a house. This is something that had never happened before.

Growth in the aspect of team spirit built over the continuous team work: Team members look out for one another in all aspects of life. This has in turn sowed a seed of long term friendship and unity that brings lasting peace and development. For instance some group members have grown to be business partners.

Ownership of properties: Ownership of properties such as plots of land, houses for rent as well as descent accommodation. In the past it was a myth and practically impossible for women to own property and properties of this magnitude however having acquired skills and transferring these skills into profitable business ventures has enabled some women to be able to make enough money to acquire and own properties which has predominantly been a male thing.



Fig 4. Showing one of the women (second left) at the former house and next to this building is her new home

In Fig. 4 above we clearly see a success story of one Maimuna (not real names) who has build a permanent house next to her old one in which she lived with her 4 children before the empowerment got from BRAC. There has also been a tremendous reduction in the dependency on husbands as many women are empowered to articulate for their rights and needs as opposed to previously waiting on their husbands for direction.

4.3.4 Conclusion

Despite the numerous success stories recorded, it is unfortunate that the majority of the women trained by BRAC are not doing any business nor are they involved in any other income generating activity reason being they lack capital to start the business. However the researcher substantially notes that there is no denial that there is a remarkable impact of the knowledge and skills acquired by the women of Juba County. Notably is the gradual change in attitude towards personal development, desire to embrace entrepreneurial skills to further their business prospects and general efforts made towards poverty alleviation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study was guided by three objectives namely; to examine the training programmes conducted by BRAC for the women in Juba County, to assess how the women are putting into practice the knowledge and skills acquired in the training and finally to evaluate the impact of the knowledge and skills acquired on alleviation of poverty among women entrepreneurs in Juba County. Data was widely collected from several literature reviews and during the field work, (that was done between July and September 2012 in Juba County).

5.1 Summary

The summary highlights the major research findings obtained by the researcher during the data collection period and after data analysis in regard to the three main objectives of the research.

5.1.1 The Training programs conducted by BRAC for women in Juba County

Having looked carefully through the data collected as presented above, the researcher analyzed the different finding observations and comparisons basing on her personal judgment in relation to the various literature reviews done on the related themes of this research and the set objectives. The first objective was concerned with the training offered by BRAC. The following were the key findings that the researcher felt very important in this study.

As far as Vocational Education is concerned, the five "Ts" that is; Task, Tools and materials, Tutoring, Time and Trust were followed. For example tasks were given to learners after teaching to be presented later. Appropriate tools and materials though limited were always availed to the learners. Time being an asset was highly managed at BRAC as punctuality from reporting to duty; field activities and reporting were observed. And finally trust between the learners and trainers could be observed in the manner of mutual communication between the trainers and learners as explained by Prof. Nilson L (2011).

The key modules covered by BRAC are on AGI's (livelihood and life skill) and microfinance. One of the key findings in the field about the training provided by BRAC is that much as many activities of training are conducted at offices and the field, most of the training of women entrepreneurs is not done within BRAC settings/centers, rather they out source institutions within the state to train their trainers due to lack of training centers in BRAC. The majority of the women who went through the training done by BRAC got good knowledge as the methods of training were more practical than theory.

5.1.2 How the women are putting into practice the knowledge and skills acquired in the training in Juba County.

Findings indicated that women were putting into practice exactly what they learnt. Most of them had business ranging from petty trades to agricultural work. Women are busy doing businesses to improve their lives. Findings also showed that some of the women that had been trained by BRAC over the years managed to put these skills into practice hence generating income enough to start up businesses there by enabling them

to have access to the BRAC loans. However although women have a lot of work after training, findings from the field showed that there were a number of challenges that the women are faced with in doing business and key among these challenges were; Government interferences and directives: that most of the directives were given abruptly and such directives impact negatively on the activities of the beneficiaries. Luck of proper guarantors hence causing many women to miss out of loan services as the terms and conditions for acquiring a loan is strict. Lack of capital and in adequate power supply, natural disasters etc. and there were a few others who were not doing any income generating activity with the skills they acquired which is a hindrance to development and further entangling into the poverty cycle.

5.1.3 The impact of the knowledge and skills acquired in relation to alleviation of poverty among women entrepreneurs in Juba County.

The third objective was to find out the impact of the training offered by BRAC on poverty alleviation among women. Findings indicated that there was an improvement in household income resulting from the profits made on the various businesses. There had been an improvement in the health of the families not only from the health skills acquired but also resulting from good feeding as there is availability of money for buying balanced food to feed the families. From the field it was also found out that women who had had businesses had the ability to own properties such as plots of land, houses for rent. In the past it was a myth and practically impossible for women to own property and properties of this magnitude. But having acquired skills and transferring these skills into profitable business ventures has enabled some women to be able to make enough money to acquire and own properties which has predominantly been a

male thing. Most of the children are in school, many women are able to participate favorably in decision making be it at home or in the community.

5.1.4 Conclusion

BRAC entered South Sudan late November, 2006 then initiated its activities in 2007. Their major aim was to alleviate poverty among the people of South Sudan. However, according to the researcher, BRAC had done most parts of its programmes perfectly well, in that, the training courses offered to the women are relevant to the levels of education of these women and are more practical thereby making them viable and the teaching methods are commendable too. Basing on the success stories it is evident that out of the many trained there are those who have managed to practice these skills and the impact of the training as explained in chapter four.

Secondly, BRAC is not the only microfinance institution that has entered South Sudan for the same purposes, there are the different NGOs and UNs organizations who are having different programmes for the alleviation of poverty in South Sudan and all operating in the same area as BRAC, so most of these institutions have not yet been assessed or evaluated by any government body. This, therefore, means that they too have contributed in a way towards poverty alleviation in the community together with BRAC.

Despite the numerous challenges faced by BRAC and the women, there are many success stories registered, from the research area (Juba County), therefore the researcher concludes that in due time, with emphasis to the impacts (indicated by, good health, availability of resources, education for children) and the

recommendations made above, poverty alleviation can be achieved in Juba County and South Sudan as a whole hence leading to development.

5.2 Recommendations

Following the findings and observations made, the researcher wishes to recommend key notes that if implemented by the concerned parties would lead to an improvement in the quality of training of women in Juba County and the entire nation. These recommendations are therefore made to the government, BRAC Juba County and the women trained by BRAC.

5.2.1 To the Government of South Sudan

The government of South Sudan is currently most occupied in structural and institutional development as well as capacity building of its leaders in the various ministries. This preoccupation has left little room for specific mainstreaming of its developmental activities such as concentration on women empowerment.

Based on the above findings, the researcher recommends that the government of South Sudan needs to **push for its policies to be passed in the parliament and directly involve women** (interact directly to the grass root women) concerning how best to support their initiatives such that all the women who are willing and all out to do their best in trying to practice what they have learnt would have a chance at alleviating poverty in the near future.

The government should therefore invest in **massive sensitization** regarding the need of vocational education; and practical skills impartation so as to reduce dependency and unemployment.

The government should also introduce **Adult Literacy Education** to cater for those who have not been to school. This will turn retain learners in class to complete their courses as well as build their capacity in other areas.

The government needs to set up **standard measures** for all the MFIs in the country for better control and management of their activities.

The government should work hand in hand with all the development actors both national and international (NGO's, MFI's) so as to foster a collective effort towards the development of women as a basic instrument for poverty alleviation.

5.2.2 To BRAC Juba County

BRAC has done a very good and commendable job however there is need to improve on many areas of their programs (such as monitoring student performances, provision of adequate tools for practical work) as well as improvement in their structures which don't offer enough facilities for effective learning. If they could improve on that they would enhance effective teaching and learning process in the organization.

BRAC should ensure **continuous sensitization of the public on the importance of the training of women to equip them with knowledge and skills.** BRAC should ensure more involvement of all stakeholders in this course so as to achieve a holistic support.

There is also need to **lobby for as more money** as possible from its funders so as to improve the quality of the training provided. For example this could be in form of availing trainees with adequate tools for practical learning. BRAC should make advocacy to the government of South Sudan concerning affirmative action so as to advance women entrepreneurs.

5.2.3 To the Women of Juba County

Basing on the findings the researcher strongly recommends the women of Juba County to **avoid laziness.** They should seize every opportunity of development brought to them and embrace it, because they are the backbones of the nation.

They should strive to be **articulate in all their decision making processes,** deliberately discipline themselves to manage their finances particularly the loans in order not to channel it for other purposes other than the intended purpose.

From here the researcher is inviting other researchers, that might have interest in seeing South Sudan free from hunger, having good health centers, clean water, and good education and so on, to carry on and fill the gaps encountered in this research for the better and the development in the Republic of South Sudan.

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Table 3

LIST OF RESPONDENTS

NAME	AGE	ADDRESS	DATE OF INTERVIW
Akai Ali	41	Trainer BRAC Juba County	May, 28th 2012
Innocent	51	Trainer BRAC Juba County	May, 28th 2012
Jackie Akello	38	Director women affairs Ministry of Gender RSS	June, 4th 2012
Charles Data	50	Director of training Ministry of Commerce RSS	June 5th 2012
Amira	28	Graduate of BRAC training	June 7th 2012
Juan	32	Graduate of BRAC training	June 7th 2012
Joyce	34	Graduate of BRAC training	June 7th 2012
Zahra	41	Graduate of BRAC training	June 7th 2012
Siama	39	Graduate of BRAC training	June 7th 2012
Pita	40	Graduate of BRAC training	June 8th 2012
Silvia Lejong	34	Graduate of BRAC training	June 8th 2012
Kiden Magret	27	Graduate of BRAC training	June 8th 2012
Susan Modi	28	Graduate of BRAC training	June 8th 2012
Yunia	36	Graduate of BRAC training	June 8th 2012

Appendix A: TOOLS/INSTURMENTS

Appendix A1: Face to face interview guide with BRAC's Instructors/Teachers

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the Women Entrepreneurship and Poverty Alleviation in Juba County in the Republic of South Sudan. The results of the research will contribute to the improvement of entrepreneurship training for women in the alleviation of poverty in the Republic of South Sudan generally. I would kindly request you to avail me your time and answer a few questions I have prepared. The information you give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

Demographic Information:

Sex:

Male ☐ Female ☐

Workplace:

Response	Government	Private	NGO	Others
Tick				

Level of education:

Response	Degree	Diploma	Certificate	Others	
Tick					

Area of specialization:.....

How long have you worked in South Sudan and precisely for BRAC?

What are the course units recommended by your office to be taught, as the subject of vocational education is concerned?

1. What kind of teaching methods do you use to pass the skills to your trainees?
2. How do you organize your trainees as learning environment is concerned?
3. How easy do trainees grasp the concept taught?
4. What mode of assessment do you use to determine the trainee performance?
5. How long is the duration of the training programme?
6. How do you communicate with your learners? Which language is used?

7. How do you deal with networking and marketing putting into consideration the change in technology?
8. What are the challenges/barriers to effective entrepreneurship training on women entrepreneurs?
9. How could such barriers be overcome?

To assess how the trainees are putting into practice the knowledge and skills acquired in the training

1. What type of knowledge and skills are you teaching?
2. What is the methods being used in the training to deliver the right knowledge and skills
3. How do you determine the right skills to be taught to women to suit the labor market?
4. What type of tools and materials used in the training?
5. Are the tools and materials appropriate for the training? If yes, how valid and reliable the instruments? If no, how sure are you that you are equipping the right skills?
6. Are the tools and materials adequate for the training? If yes, how effective are they? If no, how do you manage the practical session?
7. How do you access the information on the skills required in the labor market, putting into consideration the changes in the technology and competitiveness?
8. How have the women put into practice the skills learnt so far? Is there any barriers?
9. What are the possible ways you have put in place to overcome the barriers?
10. Do you think the time allocated for practical is enough for acquiring the knowledge and skills required?
11. How does the culture affect the training?

Appendix A2:
To examine the training programme conducted by BRAC for women in Juba County.
Trainer/instructor: Interview guide:

Trainees: (Focused Group Discussion)
1. What kind of training are you getting?
2. What is the methods being used in the training?

9. How does the culture affect the training?

Appendix A3: Interview guide for BRAC's graduates that had established their businesses in Juba Market.

To evaluate the impact of the knowledge and skills acquired in relation to poverty alleviation.

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the Women Entrepreneurship and Poverty Alleviation in Juba County in the Republic of South Sudan. The results of the research will contribute to the improvement of entrepreneurship training for women in the alleviation of poverty in the Republic of South Sudan generally. I would kindly request you to avail me your time and answer a few questions I have prepared. The information you give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

Demographic Information

Age

Age Group	15-25	26-35	36-45	46-55	56 and above
Tick					

Sex:

Male ☐ Female ☐

Marital status:

Response	Married	Single	Divorced	Widow /Widower
Tick				

Level of education:

Response	UN educated	Primary	Junior	Secondary	Others
Tick					

1. What kind of training did you receive in the training?
2. What is the method used in the training?
3. What type of tools and materials used in the training?

4. Were the tools and materials appropriate for the training?
5. Were the tools and materials adequate for the training? If yes, how effective was it? If no, how did you manage the practical session?
6. Did you have prior knowledge on your area of specialization before the training?
7. If yes, why did you come for more knowledge?, if No, what knowledge have you acquired?
8. How have you put to practice what you have learnt so far?
9. Do you think the time allocated for practical was enough to grasp all the ideas?
10. How does culture affect the training and your business?
11. What is the attitude of the men and the community towards the training and your business?

Objective two

1. What kind of knowledge and skills did you get?
2. What was the method used in the training to deliver the right knowledge and skills to you?
3. What type of tools and materials used in the training?
4. Were the tools and materials appropriate for the training? If yes, how valid and reliable the instruments? If no, how sure are you that you are acquiring the right practices?
5. Were the tools and materials adequate for the training? If yes, how effective they are? If no, how do you manage the practical session?
6. Did you have prior knowledge on your area of specialization before the training? If yes, why did you come for more knowledge?, if No, what knowledge have you acquired?
7. How have you put to practice what you have learnt so far? Is it easy to demonstrate or quite difficult? What are the possible ways do you put to overcome the barrier?
8. Did you think the time allocated for practical is enough for acquiring the knowledge and skills required in the labor market?

9. How does the culture affect the training?

Objective three.

1. How have you used the knowledge and skills acquired from the training?
2. How have you started and manage to run this business?
3. For how long have you been in the operation?
4. What effect does the knowledge and skills acquired changed the status of your business?
5. What achievements have you got from this business?
6. Using the knowledge and skills acquired from the training, what are the impact you have realized that led to the change in your status of living?
7. Is there any loan given to you to start up this business? If yes, how much?
8. Is the amount of the loan given adequate to start this business?
9. Do you find the terms of the repayment flexible?
10. What impact/results have you realized in your life after the training?
11. How do you deal with networking and marketing putting into consideration the change in technology?
12. What are the challenges do you face on the operation of this business?

Appendix A4: Face to Face Interview guide, with BRAC's Programme Co-coordinator

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the Women Entrepreneurship and Poverty Alleviation in Juba County in the Republic of South Sudan. The results of the research will contribute to the improvement of entrepreneurship training for women in the alleviation of poverty in the Republic of South Sudan generally. I would kindly request you to avail me your time and answer a few questions I have prepared. The information you give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

2. What is the methods being used in the training to deliver the right knowledge and skills?
3. How do you determine the right skills to be taught to women to suit the labor market?
4. What type of tools and materials used in the training?
5. Are the tools and materials appropriate for the training? If yes, how valid and reliable the instruments? If no, how sure are you that you are equipping the right skills?
6. Are the tools and materials adequate for the training? If yes, how effective are they? If no, how do you manage the practical session?
7. How do you access the information on the skills required in the labor market, putting into consideration the changes in the technology and competitiveness?
8. How have the women put into practice the skills learnt so far? Is there any barriers?
9. What are the possible ways you have put in place to overcome the barriers?
10. Do you think the time allocated for practical is enough for acquiring the knowledge and skills required?
11. How does the culture affect the training?

Objective three:

1. How does the women entrepreneurs started and managing their business?
2. For how long have they been in the operation?
3. How has this practice changed their standard of living?
4. What achievements have they made from this business so far?
5. Is the amount of the loan given adequate to start their business?
6. Do you think the terms of the repayment flexible?
7. What impact/results have you realized on these women after acquiring the knowledge and skills in training?
8. How do you deal with networking and marketing putting into consideration the change in technology, tools and materials?
9. What are the challenges do these women face on the operation of their business?

Appendix A5: Face-to-Face interview guide with BRAC's Human Resource Manager.

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the Women Entrepreneurship and Poverty Alleviation in Juba County in the Republic of South Sudan. The results of the research will contribute to the improvement of entrepreneurship training for women in the alleviation of poverty in the Republic of South Sudan generally. I would kindly request you to avail me your time and answer a few questions I have prepared. The information you give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

Demographic Information

Sex:

Male ☐ Female ☐

Workplace:

Response	Government	Private	NGO	Others
Tick				

Level of education:

Response	Degree	Diploma	Certificate	Others	Others
Tick					

Area of specialization:.....

How long have you worked in South Sudan precisely for BRAC?.....

1. What criteria do you use to select the trainers/instructors?
2. Who develops for you a curriculum for teaching?
3. What is the training package do you use like the packages on innovative learning methods to suit women entrepreneurs?
4. How do you deal with networking and marketing putting into consideration the change in technology?
5. To what extent has the promotion of entrepreneurship of women innovators/entrepreneurs contributed to poverty alleviation?

6. What are the possible measures that can be put in place to render it more effective to achieve your goal of alleviating poverty?

7. What is the added value of the promotion of entrepreneurship of women entrepreneurs to you (BRAC) and the South Sudanese citizen upon the alleviation of poverty?

***Appendix A6*: Interview guide, face-to-face interview with Government Official, The Director of Training of Public Service.**

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the Women Entrepreneurship And Poverty Alleviation in Juba County in the Republic of South Sudan. The results of the research will contribute to the improvement of entrepreneurship training for women in the alleviation of poverty in the Republic of South Sudan generally. I would kindly request you to avail me your time and answer a few questions I have prepared. The information you give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

Demographic Information

Sex:

Male ☐ Female ☐

Workplace:

Response	Government	Private	NGO	Others
Tick				

Level of education:

Response	Degree	Diploma	Certificate	Others	Others
Tick					

Area of specialization:.....

How long have you worked in the current position?.....

1. What government policies are there in place to support the training of women entrepreneurs for the alleviation of poverty?

2. How does the government evaluate the entrepreneurship trainings given by BRAC and NGO's to women entrepreneurs in the country? Is there any standard put into place for any operating NGO's and micro finances to follow in order to meet the requirement set up by the government of alleviating poverty?
3. What are the knowledge and skills required in the labor market?
4. Do you think the entrepreneurship training being done by the BRAC's institution is reliable and is bearing fruits among women entrepreneurs? If yes, what kind of motivation does government offer to encourage others to perform as such? If no, what are the possible suggestions would you give to improve on?
5. Have you ever done any need analysis survey to identify the issues affecting women entrepreneurs, the training needs for business development and the best means of delivering training? If yes, ... If no, what do you think as it is an important issue to be considered?
6. What kind of support does government have for the training of women in the country?
7. What are the challenges face by the government in supporting and working with the NGOs?
8. What are the means of delivering training? If yes... If no, what do you think as it is an important issue to be considered?
9. What kind of support does government have for the entrepreneurship training for women in the country?
10. What are the challenges face by the government in supporting and working with the NGO's and the Micro Finances for the alleviation of poverty among South Sudanese?

***Appendix A7*: Face-to-Face interview guide with Government Official/ Director of Training Ministry of Gender.**

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the Women Entrepreneurship And Poverty Alleviation in Juba County in the Republic of South Sudan. The results of the research will contribute to the improvement of entrepreneurship training for women in the alleviation of poverty in the Republic of South Sudan generally. I would kindly request you to avail me your time and answer a few questions I have prepared. The information you give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

Demographic Information

Sex:

Male ☐ Female ☐

Workplace:

Response	Government	Private	NGO	Others
Tick				

Level of education:

Response	Degree	Diploma	Certificate	Others	Others
Tick					

Area of specialization:.....

How long have you worked in South Sudan especially in the current position?.....

1. What government policies are there in place to support the training of women entrepreneurs?
2. How does the government evaluate the trainings given by NGO's and micro finances to women entrepreneurs in the country?
3. Is there any standard put into place for any operating NGO's and micro finances to follow in order to meet the requirement set up by the government?
4. What are the knowledge and skills required in the labor market?
5. Do you think the training being done by the non- governmental organisation like BRAC is bearing fruits among women entrepreneurs?
6. What kind of support does government have for the training of women in the country?

7. Have you ever done any need analysis survey to identify the issues affecting women entrepreneurs?

***Appendix A8*: Face-to-Face interview guide with Director in-charge of Micro-finance in the Ministry of Finance**

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on the Women Entrepreneurship And Poverty Alleviation in Juba County in the Republic of South Sudan. The results of the research will contribute to the improvement of entrepreneurship training for women in the alleviation of poverty in the Republic of South Sudan generally. I would kindly request you to avail me your time and answer a few questions I have prepared. The information you give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

Demographic Information

Sex:

Male ☐ Female ☐

Workplace:

Response	Government	Private	NGO	Others
Tick				

Level of education:

Response	Degree	Diploma	Certificate	Others	Others
Tick					

Area of specialization:.....

How long have you worked in South Sudan especially in the current position?.....

1. What policies do you have in place to support micro finances and women entrepreneurs in the country?
2. How does the government evaluate the trainings given by NGO to women entrepreneurs in the country?

3. Do you think the training being done by the BRAC is bearing fruits among women entrepreneurs as to leading to poverty alleviation?
4. Is there any positive impact of entrepreneurial training of women on poverty alleviation?
5. What challenges do you find in supporting women entrepreneurs?
6. What do you think your ministry should do to help women better their positions economically?
7. Have you ever done any need analysis survey to identify the issues affecting women entrepreneurs in Juba?
8. What kind of support does government have for the training of women in the country?
9. What are the challenges face by the government in supporting and working with the NGOs?

APPENDIX B: RESEARCH INSTURMENT TECHNIQUES

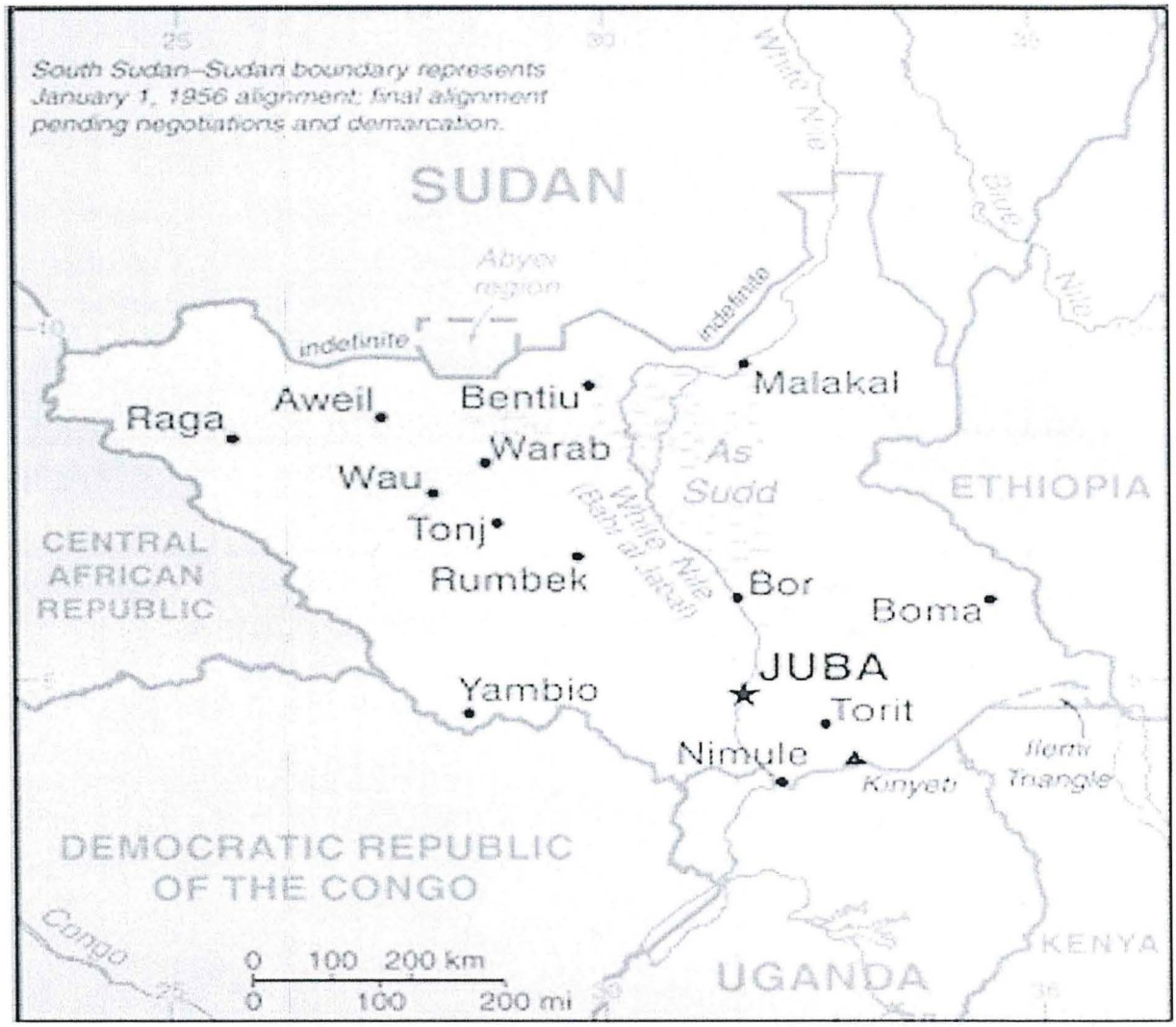
Observational Check-list

Observational structured check-list will be conducted on the important issues such as pedagogy of learning, tools and materials used during the training session, the time-table, the mode of teaching and learning methodology, the classrooms or infrastructures, communication skills, and the environment on the ground. And this will be done for the purpose of cross-checking with what the interviewee/respondents answers to the questions posted by the researcher. To enable and generate a viable and valid data needed.

Snowball technique:

This technique will be applied by a researcher on women who are graduated from BRAC training programme and established their businesses in different markets/places around Juba County. It will be used because the women are scattered not operating in one complete set of market, therefore, to locate each, I need to use the first person to be able to locate the other and the next till the last one.

Appendix C: A MAP OF THE REPUBLIC OF SOUTH SUDAN SHOWING JUBA COUNTY



Source: Google map of the Republic of South Sudan State

KEY

☆ **Juba the Capital City of the Republic of South Sudan**

The international boundary

The water body • **County**