**Africa Centre for Project Management STUDIES**



COLLEGE OF BUSINESS STUDIES

DEPARTMENT OF ONLINE AND DISTANCE LEARNING

THE ROLE OF VOCATIONAL INSTITUTIONS IN REDUCING YOUTH

UNEMPLOYMENT IN SOUTH SUDAN; THE CASE OF YEI

VOCATIONAL TRAINING CENTRE, YEI RIVER

STATE, SOUTH SUDAN.

BY

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## **DECLARATION**

I, **MR. Kelang Denis Simon** declare that this research work is my original work and has never been presented to any other institution for any award, and where the work of others was cited, due acknowledgement was made.

**SIGNATURE:** ……………………………………….. **DATE:**......./……./2019

**KELANG DENIS SIMON**

## **APPROVAL**

This research work was done under my supervision and it’s ready to be submitted for examination with my approval as the Centre Supervisor.

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**MR. FREDRICK RATEMO**

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May the Almighty God reward all of you abundantly

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## **LIST OF ABBREVIATION AND ACRONYMS**

ACPM Africa Centre for Project Management

ACPMS Africa Centre for Project Management Studies

AfDB: Africa Development Bank

BPC: Business Plan Competition

GOSS: Government of South Sudan

ICTT: Information and Communications Technology and Telecommunication

NGOs: Non-Governmental Organizations

ODI: Overseas Development Institute

OECD: Organization for Economic Co-operation and Development

SMEs: Small and Medium size Enterprises

SMF Simon and Mary’s Family

SSP: South Sudanese Pounds

SSPS: South Sudan Public Service

TVET: Technical and Vocational Education and Training

UCW: Understanding Children’s Work Programme

UNESCO: United Nation Education, Scientific and Cultural Organization

USAID: Untied State Agency for International Development

USD: United States Dollar

VTC: Vocational Training Centre

VTE: Vocational Training Education

WB World Bank

YATC Yei Agricultural Training Centre

YVTC Yei Vocational Training Centre

YVTC Yei Vocational Training College

## **ABSTRACT**

Vocational and Technical Education (VTE) refers to deliberate intervention to bring learning which would make people more productive in designated areas of economic activity. The implementation of vocational and technical education programs has become one of the most important strategies of educational development in both developed and developing countries. For those countries already possessing VTE programs, a major reason for educational reforms have been to enhance economic and social conditions within those countries. Youth unemployment continues to be a development challenge globally and in several Africa countries such as Tanzania, Zimbabwe including South Sudan. It was evident that insufficient employment opportunities amidst rapidly growing young labour force can lead to social unrest and political instability. The difficulties faced by young people in most developing countries in finding work were attributed to limited or no experience. The study covered the role of vocational institutions in reducing youth unemployment in South Sudan; the case of Yei Vocational Training Centre in Yei River State. The objectives of the study included: To find out to what extent does vocational training help in promoting youth employment, to identify best practices in implementing initiatives that promote youth employment and opportunities for revitalization and to identify the challenges in implementing these initiatives. The research shall be of great benefit to; vocational institutions, youth, researchers and South Sudan as a country. The total population of the youth in the vocational institution was 271, the target population for the youth was 50 and a sample size of 44 was used. Sample size was obtained through Krejcie and Morgan’s (1970) sampling table. Simple random sampling design was used to select the youth. Explanatory survey design was used to seek responses from the youth in the institution. Questionnaires and interviews were used as research instruments for data collection. Validation of the research was through expert opinion through the supervisor guide, recommend on adjustments and assessing the research instruments used. In analysis, descriptive method was used in data analysis on Statistical Package Social Software (SPSS) which was in line with qualitative and quantitative analysis to ensure achievement of the main objective. The results show that the roles of vocational institutions in reducing youth unemployment were: e.g. gender, age, the role of VTEs in promoting employment, best practices in implementing initiatives that promote youth employment and challenges facing vocational institutions in implementing these initiatives. The government should address lack of funding in the TVET sector. This will help the vocational training centres to bring new technologies and innovations to improve the situation of youth in the world of work. The study recommends that entrepreneurship policy should be established by the government to assist in the building of the economy and address the issues of unemployment experienced especially by the youth.

## **CHAPTER ONE**

## **1.0 Introduction**

This chapter covers the background to the study, statement of the problem as well as the study objectives. It includes sub-chapters describing the research questions, a statement on the significance and scope of the study, a description of the conceptual framework, and definition of key concepts.

## **1.1 Background of the Study**

Vocational and Technical Education (VTE) refers to deliberate interventions to bring about learning which would make people more productive (or simple adequately productive) in designated areas of economic activity, e.g. economic sectors, occupations, specific work tasks (UNESCO, 2009). The VTE also have other purposes which are not unique to it, but also apply to other forms of education, e.g., knowledge, skills, insights and mindsets which are deemed to be generally valuable for the learners, not only in designated areas of economic activity. VTC is also conducted according to general social norms about how learners and people in general are to be treated by institutions (UNESCO, 2009).

The implementation of vocational and technical education programs has become one of the most important strategies of educational development in both developed and developing countries. For those countries already possessing VTE programs, a major reason for educational reforms have been to enhance economic and social conditions within those countries.

On the other hand, youth unemployment continues to be a development challenge globally and in several African countries such as Tanzania, Zimbabwe including South Sudan. It is evident that insufficient employment opportunities amidst rapidly growing young labour force can lead to social unrest and political instability. The difficulties faced by young people in most developing countries in finding work are attributed to limited or no work experience (AfDB et al., 2012).

As a result, most African youth engage in low quality informal sector jobs. The informal sector accounts for about 90 percent of the jobs created in the continent (World Bank, 2009).

Youth has been in the spotlight ever since the economic and financial crisis began in 2008 which revealed its large impact on youth employment, stimulus packages, consultations, and private and public investments on youth became the trend. Despite the response to the crisis, the global youth unemployment rate does not seem to give in. Policymakers, social partners, and the global youth development community continue seeking answers to the youth employment challenge. Many countries around the world are now trying to bridge the gap between education and work by upgrading Technical and Vocational Education and Training (TVET) institutions at various levels and encouraging them to form closer relations with industries, and embracing apprenticeships.

The World Bank (2013) defines unemployment as the share of the labour force that is without work but available for and seeking employment, while ILO (2012) defines as the status of individuals above a specified age who are without work, currently available for work and actively seeking work. There are several youth definitions depending on the social, economic and political environment.

Youth unemployment is becoming a highly growing concerned in South Sudan. Amid crisis in South Sudan, youth continue to hope for brighter future (UNFPA 2014). Youth unemployment poses complex economic, social and moral policy issues in South Sudan and is among the highest in the world. (Baseline Household Survey, 2009)

Unemployment in South Sudan is linked to factors such as history of several war including the one on-going, insufficient labour demand, lack of skilled labour supply, and absence of a coherent government policy, lack of a sound legal and regulatory framework, lack of 3 vocational and educational opportunities. These factors limited youth absorption to the labour market as such the few job created are taken by foreigners who come to South Sudan in search of employment. The current reliant on oil as a major economy in South Sudan does not create the needed jobs for youth. To achieve this goal, the TVET system in South Sudan needs sustained transformation and revitalization if it to realize its enormous potential as a contributor to the country’s development (UNESCO, 2014). The economy of South Sudan is still fragile; characterized by high dependence on oil, limited domestic production and a high reliance on imports. In the short and medium term, government spending will remain a key driver of the non-oil economy. The country has a shortage of skilled human resources in all key sectors of the economy (OECD, 2013). Therefore as the rate of youth unemployment is continuing to grow very high (UCW report, 2011), minimizing it will be of great benefit to the nation. To achieve this goal, a number of remedial activities must be put in place (Jones, 2007)

## **1.2 Statement of the Problem**

Unemployment in South Sudan is linked to factors such as history of several war including the one on-going, insufficient labour demand, lack of skilled labour supply, and absence of a coherent government policy, the lack of a sound legal and regulatory framework, lack of vocational and educational opportunities (AfDB, 2012). These factors limit youth absorption to the labour market as such the few job created are taken by foreigners who come to South Sudan in search employment. The current reliance on oil as a major economy in South Sudan does not create the needed jobs for youth.

The current economic situation in South Sudan creates a sense of urgency in devising ways to boost opportunities and income generation by youth. Improving youth situation is central to the sustainability, economic prosperity and stability of South Sudan. (B.J. Edmond, 2014) South Sudan is in desperate need of technical/vocational school graduates in order to build and maintain its infrastructure including: building roads, houses, water treatment systems and sewage plants as well as computer networks, telephone systems and electricity generating plants to power the entire infrastructure. Maintaining those facilities will also require a lot of trained manpower. The ‘’youth unemployment is very high’’ (UCW report, 2011). As of late, there are not enough technical institutions to train the needed manpower. The main issue is about the youth unemployment. Thus, this study seeks to investigate the role of vocational institutions in reducing youth unemployment in South Sudan.

## **1.3 Objectives of the study**

The study objectives were categorized as the general and specific objective.

## **1.3.1 General Objective**

The general objective of this study was to assess the role of vocational institutions in reducing youth unemployment in South Sudan, a case study of Yei Vocational Training Centre.

## **1.3.2 Specific Objectives**

The study was guided by the following specific objectives

a) To find out to what extent does vocational training help in promoting youth employment.

b) To identify best practices in implementing initiatives that promotes youth employment and opportunities for revitalization

c) To identify the challenges in implementing these initiatives

## **1.4 Research Questions**

Based on the problem and the purpose of the study stated above, the following research questions will be drawn to guide the study.

a) To what extent does vocational training help in promoting youth employment?

b) What are the best practices in implementing initiatives that promote youth employment and opportunities?

c) What are the challenges facing vocational institutions in implementing these initiatives?

## **1.5 Scope of the Study**

## **1.5.1 Content scope**

The researcher investigated the role of vocational Institutions in reducing youth unemployment in South Sudan and was study limited to Vocational training centres, measuring using Vocational Training Centre as the independent variable and youth Unemployment as the dependent variable.

## **1.5.2 Geographical Scope**

The research was conducted in Yei Vocational Training Centre, Yei River State. This was conducted here due to limited time, political instabilities, resources and logistical problems faced by the researcher which could not allow him to carry out the research in all the vocational training centres country wide.

## **1.5.3 Time Scope**

The study focused on the literature related to the role of vocational training centre Yei for the last Four (04) months (July – October)

## **1.6 Significance of the Study**

The study was of great benefit to a number of parties which include: vocational institutions, youth, researchers and South Sudan as a country.

The result of the study is also expected to benefit the entire nation where findings would be used by government and other partners to design policies that would help to address some of the challenges facing the education sector in South Sudan.

The study is also expected to help youths learn best possible skills in order to build and maintain the infrastructures within the country.

Academic Researchers will find the results useful, for the study will add knowledge on the concept of youth unemployment which is vital to South Sudan’s economy, and also enable future researchers to build on documented knowledge that will provide a source of reference to their studies.

## **1.7 Definition of key Concepts**

The following key terms were defined.

a) **Economic growth**: An economic growth is an increase in the capacity of an economy to produce goods and services, compared from one period of time to another.

b) **Youth unemployment**: Youth unemployment refers to the share of labour force ages 15 – 24 without work but available for and seeking employment.

c) **Unemployment rate**: The unemployment rate is a measure of the inability of an economic to generate employment for those persons who are not employed but are available and actively seeking work.

d) **Youth labour force**: It comprises all persons between the age of 15 and 24 who were either employed or unemployed over a specified reference period.

**e) Skills Mismatch:** is an encompassing term which refers to various types of imbalances between skills offered and skills needed in the world of work, and it applies equally to the employed and unemployed.

## **1.8 Conceptual Framework**

The study was based on the following model of study that identifies the independent and the dependent variable of the study. The framework conceptualizes role of vocational institutions in reducing youth unemployment as independent variable while youth unemployment as dependent variable. The role of Vocational Training Centre as the independent variable was measured by indicators such as skills mismatch whereas the dependent variable which is the reduction in youth unemployment.

**Independent Variable Dependent Variable**

Skills Mismatch

Youth Unemployment

Gouvernement Polices

**Intervening Variable**

**Source: Constructed by the Researcher (2019)**

According to the conceptual framework skills mismatch causes youth unemployment.

## **CHAPTER TWO**

## **LITERATURE REVIEW**

## **2.0 Introduction**

This chapter provides an overview of the past studies that have been conducted in this area relating to reducing youth unemployment with specific focus on the role of vocational institutions in reducing youth unemployment.

## **2.1 Role of VTEs in Promoting Employment**

The rapid growth of scientific and technological development has made VTE a vitally important instrument in the education process, since VTE can contribute to social, cultural and economic development. VTE allows individuals to develop as full members of society and at the same time provides the basic prerequisite for further education. The main role that VTE plays in economic development is preparing a skilled workforce; and the main role in social development is preparing the future citizens of the society (UNESCO, 1987).

The democratization of VTE is another aspect of its role in social-economic development. Democratization of VTE means providing the largest possible number of people with access to VTE based on their own merits, abilities, and needs. The pressure of economic and social needs raises VTE’s status and gives it a decisive role in the overall process of education. The contribution of VTE to democratization of the education system as a whole depends on;

(a) Its place and status within the education system,

(b) The equivalence of VTE and general education, and

(c) The social appreciation of VTE and of manual and vocational work as a whole.

Economic growth and social development of countries are invariably associated with large and sustained investments in vocational and technical education. Countries where citizens have the highest incomes are also those where workers are most educated. Individuals benefit from education and training, enterprises benefit from education and training, and finally, over 8 and above any economic considerations, education and training bring benefits to society. Human resource development and training underpin the fundamental values of society – equity, justice, gender equality, non-discrimination, social responsibility and participation of all in economic and social life.

According to Basu (1999), a multi-dimensional approach is necessary for VTE to meet its objectives. He includes:

(a) More broad-based and flexible curriculum replacing skill-specific training programs;

(b) Integration of training and education in cooperation with business, industries, education, and private sectors;

(c) Life-long and flexible learning that enables professionals to meet the higher and varied demand of the job;

(d) Knowledge of new technologies and skills in using them for training and education;

(e) Development of multilingual and other communication skills;

(f) Increased emphasis on development of work ethics, teamwork, human values, and other non-technical competencies like leadership, time management, and environmental awareness;

(g) Development of self-employment and entrepreneurial skills.

Kelly (1991) further suggested that configurations of the VTE country’s system should;

(a) Be diverse and mixed,

(b) Combine both public and private sector elements, and

(c) Involve cost sharing, on the job and institutional training, apprenticeships, and related components. In the new era, countries in transition are influenced by, rather than influencing output, price, and terms of trade. They do not set trends; they react to them (Kelly, 1991).

So, VTE programs for countries in transition need to be flexible and adaptable to rapidly changing external conditions. Rapid change made accurate long-term prediction of skills demands thereby necessitating a highly mobile and flexible workforce, one more quickly adaptable to new skills (Smith, 1995; Psacharopoulos, 1997).

Vocational skills and knowledge enable people to provide services, such as medical care or car and house maintenance, to their families and neighbours, thus reduce their expenses on such services (Gaskov, 2000).

Furthermore, in view of the youth unemployment challenge, many governments are investing considerably in Technical and Vocational Education and Training (TVET). TVET is important as a set of approaches to learning, both as preparation for the world of work, and for well-being later in adult life. On the other hand, TVET can make an important contribution to skills, as well as to human resource development policies and strategies that are designed to meet the various local, national, regional and global labour market needs. TVET can effectively address youth unemployment, a major challenge in Africa, generate hope rather than frustration and engender peace instead of strife. The existence of quality TVET programs can form the basis for more sophisticated and specialized skills required as countries develop. Links have to be seen to be established between TVET institutions and industry for securing employment (OECD dev., 2012)

On top of that, the products and services rendered by TVET graduates must be of high quality to survive competition from other sources. TVET needs to develop the knowledge and skills that will help the workforce become more flexible and responsive to the needs of local labour markets, while competing in the global economy. TVET’s orientation towards the world of work and the acquisition of employable skills means that it is well placed to overcome the skills mismatch issues that have impeded smooth education to employment transitions for many young people. Recent evidence suggests that TVET yields higher returns than either general secondary or higher education, mainly because its focus is on providing work relevant skills (Kuepie et al, 2009; Herschbach, 2009). Developing TVET opportunities for youth is the key to develop and promote employment opportunities in both urban and rural areas. Unemployment can be high if the economy is not growing fast enough to generate jobs, but also if the jobs are there but people have the wrong education and skills.

## **2.2 The Best Practices in Implementing Initiatives that Promote Youth Employment**

Based on Sudan Fifth Population and Housing Census 2008, the Southern Sudan labour force (ages 25-64) is 81.4 of the Labour Market Participation and the youth (ages 15-24) is 64.6 of the Labour Market Participation. The unemployment rate amongst youth (ages 15-24) is 18.5.

Youth unemployment is a growing and perennial problem in many countries in the world today. As pointed out by scholars that entrepreneurship promotion policy could be a good way to improve and increase youth employment and reduce sizeable groups of young women and men became detached from the economic mainstream Curtain (2000). According to Curtain promotion of entrepreneurship is necessary as it makes young people to progress and gain employment and the policy is accepted globally. The policy creates and increases employment for the young person who owns the business. Many experts believe that this could bring back the alienated and marginalized youth into the economic mainstream (Curtain, 2000; White and Kenyon, 2000). Entrepreneurship could help address some of the socio-psychological problems and reduce the rise from joblessness and provide advice and assistance to local entrepreneurs about to take up a business venture is likely to aid the process Collier and Batty (pp. 534/535) this policy could be good for South Sudan.

Unemployment of youth can also be addressed by programs such as vocational training as a tested Intervention. Vocational Training program has grown in recent years as the destabilizing effect of youth unemployment is increasingly realized as a significant challenge to post-conflict reconstruction Paul Collier (2003). In regions where peace is tenuous, large populations of unemployed youth can contribute to continued instability and threaten the peace process. Thus, vocational training programs targeting young population in general, as well as specific sub-populations such as ex-combatants and the most vulnerable people.

Effective youth and vocational and formal education trainings can provide skills for both agricultural and non-agricultural and improved livelihood opportunities, for employment and self-employment. In Peru micro-entrepreneurs program found that microfinance lending and business trainings were mutually beneficial Dean Karlan and Martin Valdiva (20009). Business skills enabled women to better utilize their loans and institutional training improved client retention. With relatively few vocational training opportunities available in South Sudan the policy strategy will provide an important tool in enabling youth start their own businesses after gaining skills and manage their businesses professionally Jonathan Di John (2011). At the same time, formalization will increase the likelihood that workers are protected by national labour regulations and oversight Allan Larsson (2006).

A study of youth livelihoods in South Sudan found that without targeted and appropriate interventions such as provision of loans to entrepreneurs will not increase employment, that youth will remain idle or in low-skilled and possibly exploitative jobs, a wasted potential resource to support the South Sudan reconstruction and development (From the Ground Up 2007). Another survey result indicated that South Sudanese population growing insecurity is caused by “frustration due to unemployment and lack of regular salaries for those working with the government and if youth could access loan they could have opted to run their work business that create jobs. Scholars also pointed that the absence of labour opportunities for urban youths is seen as a direct causal factor of the increased gang activity in Juba (ODI 2011). Youth employment strategy in South Sudan needed to consider a policy drawn from Asian and Brazil experience. In Asia three policies were tested and proven workable. These policies are:

1. Improve youth situation through up-scaling microfinance institutions

2. Strengthening credit bureaus and guaranteeing loans to small and medium enterprises and

3. Taxation systems are simplified to drive forward economic growth and create more employment.

While in Brazil its policies are around programs such as making taxation system simpler for micro and small firms to have an effective means of promoting start-ups and bringing unregistered workers into the formal employment fold doing business in Brazil (2008). Lack of access to finance is cited by the entrepreneurs in small and medium size business in South Sudan being one of the constraints on the growth of their enterprises, followed by collateral. Some scholars indicated that addressing this constraint by putting in place adequate capital could fuel growth of youth employment (SSPS Strategy, 2012). In Uganda and Kenya promoting information and communications technology and telecommunication (ICTT) has supported the growth of the industry and has increased youth employment and drivers economic growth McKinsey & Co. (2010). The program has increased the growth of local enterprises Small and medium-sized enterprises (SMEs).Telecommunication companies provided technical skills to increase knowledge which enable job creation for knowledge workers and upgrading the business environment.

Research indicates that increasing education funding will increase the output in multiple sectors since labour quality will be improved. For example, in Ghana, researchers found that even when other factors are held constant, just one additional year of schooling increased agricultural output by between 2.5 and 5 percent Psacharopoulos, (1995). Recognizing and investing in education in South Sudan could empower the youth and equip them to increase livelihoods critical for the future and also make youth enter into food marketing and sustainable rural income generating activities. Non-governmental organizations (NGOs), civil society play a critical and diverse set of roles in societal development. Recently, a renewed focus on the essential contribution of civil society to a resilient global system alongside government and business has emerged. “A critical role that civil society can play is to moderate the impact of the markets” (John J. DeGioia 2013). More recently the need to preserve and enhance human capital has also been given emphasis. This policy package primarily relegates a passive role to the state, apart from providing an enabling environment for the domestic and external private sectors to play their role by exploiting this economic environment. Employment generation is then seen as a derivative of the overall economic resuscitation that is expected to take place as the economy restructures. In brief, the issue of youth unemployment is not only facing Ghana but the world in general as such it is important that it is addressed through a policy.

Furthermore, according to a report of AfDB *‘Thematic analysis: Promoting Youth employment’ 2012 in South Sudan,* it point out that there is no specific policy on youth employment per se. However, the Ministry of Youth and Sports attends directly to youth matters while the Ministry of Labour, Service and Human Resources Development has a specific policy governing vocational training, the South Sudan vocational training policy of 2008. The broad objective of this policy is to develop a cadre of trainees in various practical skills and knowledge for the labour market and self-employment and to meet changing technical demands for the socio-economic advancement of the people of South Sudan.

In terms of the youth development agenda, a unit in the Ministry of General Education and instruction coordinates youth and adult education targeting those who have missed schooling at the right age. A range of NGOs and faith-based organizations complement these efforts. The Ministry of Gender, Child and Social Welfare also has fully fledged directorate dedicated to youth issues.

Furthermore, Technical Vocational Education and Training (TVET) is a basic program to promote youth employment. The launching of the payam youth service staffed by a cadre of ten gender-balanced youth volunteers per payam (administrative district) is a positive step that relies on the 40% of literate youth (ages 15-24 years) who could transform South Sudan’s socio-economic sectors. The payam youth service is a voluntary, community-driven development initiative in which the Ministry of Labour and Human Resource Development will work in collaboration with country with country government systems in all the ten states of South Sudan. Its objectives are to deliver GOSS priorities for states and country development in the Payam and Boma (the lowest government levels) using a community-driven approach and to boost livelihoods and stimulate economic growth and development at the grassroots level. This initiative was funded by GOSS to the tune of USD 50 million over a three year period (2011-2013).

The Business Plan Competition (BPC) was initiated to catalyse the entrepreneurship potential of South Sudanese. It was launched in early 2008 when 25 women and 20 men were selected. To start their business, the 45 winners were each awarded a grant of USD 20000. BPC is meant to promote competition among entrepreneurs for new and pioneering ideas at increasing efficiency and productivity, and to demonstrate to the South Sudan commercial banks that lending to Small and Medium size Enterprises (SMEs) is an attractive and business line.

Further support to young entrepreneurs has been provided under a number of training programmes in multi-service training centres in the main towns of Juba, Wau and Malakal. These centres offer courses that include basic training of three-week short courses; intermediate training, one-year courses, and advanced training, up to a maximum of three years.

AfDB point out that, among the factors contributing to youth unemployment, skill mismatches are viewed as particularly serious. Where there are jobs, the youth applicants lack experience or proper qualifications as most have attended private institutions in major cities that lack credible, internationally renowned accreditation. In most cases, the degrees the applications possess are not in line with government priorities, and thus there is a mismatch of qualifications with the government’s priorities in the development agenda. This situation underscores the need to develop a human resource development strategy delineating the areas of priority both for the public and private accredited institutions.

## **2.3 Challenges facing Vocational Institutions in implementing these Initiatives**

Lauglo and Lillis (1988) posited that one dilemma which has preoccupied many countries for a long time is whether to concentrate investment in general or vocational education. But, in human capital terms, general education creates ‚general human capital‛ and TVET leads to ‘specific human capital. The former has the advantage of flexibility and, therefore, the possibility of moving from one job to another, while the latter does not. In this regard, many people consider general education as a suitable type of education that is capable of responding to economic and labour force changes in society. On the other hand, technical and vocational education has the advantage of imparting specific job-relevant skills which make the worker more readily suitable for a given job and more productive. Hence, both are important. It is in this light that most educational systems in Africa try to combine both general and vocational streams of education in varying proportions to suit their educational goals and aspirations.

Conversely, Carnoy (1993) noted that, despite the advantages of imparting job-related skills and the high level of unemployment amongst those with general education, the recognition and preference for general education by the youth in the Sub-Saharan Africa is high. The reason for this is that personnel in administrative and leadership roles are generally chosen from people with a general education background. Therefore, talking about the importance of TVET, without any deliberate action to follow up the rhetoric, will not change its poor image and low status.

Within the early 2011, numerous concerns were raised about the effectiveness of TVET in South Sudan. UNESCO TVET Policy Report (2014) summarised these concerns concluding:

- Poor infrastructure and institutional capacity

- Fragmentation and policy incoherence

- Government funding for the TVET sector is inadequate

- Access to TVET is limited and inequitable

- Absence of a quality development framework

- Low relevance and cooperation with labour market

- Lack of evidence base

A study carried by King and McGrath (2004) in Ghana argued that with TVET being more diverse because of the changes in the labour market, it should be able to integrate the youth into the working world. Given the prevailing economic trend, UNESCO (2004) identified the two major objectives of TVET as the urgent need to train the workforce for self-employment and the necessity to raise the productivity of the informal sector. They point out that lack of resources have led to cuts in the volume of training provided in public institutions. These cuts are a hindrance to pursuing the critical objectives of providing training and raising production. Considering the expensive nature of TVET as a form of education, it is imperative that an expanded system with necessary and adequate facilities and equipment will lead to the effectiveness of the system.

Furthermore, related studies carried out by Islam and Mia (2007) in Bangladesh revealed that both formal and non-formal TVET lacked an effective linkage between training and the world of work. It further noted that because of its lack of coherent mode, practical skills training which does not produce the requisite skills for the job market. Additionally, the trainees also lacked training experience, initiative and motivation to discharge their duties effectively.

## **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

## **3.0 Introduction**

This chapter explained the methods that were used during the collection of the information. It highlights the following elements: research design, study area and population, study sample, method of data collection, limitations of the study, data analysis and ethical consideration.

## **3.1 Research Design**

The study used an explanatory survey design. These enabled the researcher to visit the area and sought responses from the institution. Explanatory research helps determine the best research design, data collection method and selection of subjects (Russell, 2005).

The qualitative and quantitative approaches were employed based on the Vocational Training Centre staff drawn from different departments at the institution. The quantitative technique was used to collect and analyse data on the role of Vocational Training Centre in Yei - South Sudan. The qualitative approach was used to examine the part played by Vocational Training Centres in reducing Youth Unemployment in South Sudan. This design was used because it brought out clearly the relationship between Vocational Training Centres and Youth unemployment

## **3.2 Study Area and population**

The Yei vocational Training Centre (VTC) was the area of study. It has a population of about 271 people. The target population was taken as 50. Target population study is a study of a group of individuals taken from the general population who share a common characteristic, such as age, sex, or health condition (Kombo and Tromp, 2006). The sample size employed for the identified target population was randomly selected.

## **3.3 Study Sample**

44 respondents were chosen as the sample size of the study. The sample size employed for the identified target population was obtained through the Krejcie and Morgan’s (1970) sampling table.

## **3.4 Sampling Techniques**

This involves selection of people who took part in research. The following sampling procedures were used.

## **3.4.1 Purposive Sampling.**

Purposive sampling involved selecting a certain number of respondents based on the nature of the office. This method was appropriate because it enables selection of informed persons who possessed vital data that is comprehensive enough to allow gaining a better insight into problem. In the study respondents were contacted in person, as the researcher wanted first-hand information from them and the study was keenly inquires respondents’ views on the subject under study. This method was appropriate because the sample selected comprised of informed persons who could provide data that was comprehensive enough to gain better insight into the problem.

## **3.4.2 Random Sampling**

Random sampling method involved selecting respondents from the study population by chance. In this way every respondent had an equal chance of being included in the sample. This was used to avoid bias in obtaining samples. This was achieved by getting a list of employees from the managing director and then a sampling interval was established by random method to select the respondents consistently.

## **3.4.3 Stratified random sampling**

Stratified random sampling was applied in consideration of the categorization of administrators, lecturers, College auditors, cashiers, and support staff to compose an appropriate representative sample. This method involved organizing the units in the population into strata using common characteristic of activities performed.

## **3.5. Source of Data**

## **3.5.1 Primary Data**

Primary data was gathered from respondents at the institution’s management who assumed to give first-hand information on the subject under study.

## **3.5.2 Secondary Source**

Secondary data was got from sources like; Annual reports, Journal articles, internet, magazines, newspapers and books related to the subject of the study and these were consulted at length to extract the information required to support the findings from the study respondents.

## **3.6 Data Collection Methods**

Primary data include data that was collected during the actual field study. This method was used so as to obtain specific and current data needed in the study which were not available in previous studies, that was obtained from the field by use of questionnaires and interviews. Data was collected by the researcher who administered the questionnaire to the respondents.

Secondary data was collected in order to provide the necessary support to the primary data that was accumulated. Secondary data also gives information that cannot be obtained from primary data. It was mainly gathered from existing literature reports, seminar papers, books, research journals, magazines, publication among others, the internet and past research information.

## **3.6.1 Questionnaire**

A questionnaire consists of a number of questions that the respondent has to answer in a set format. A distinction is made between open – ended and closed – ended questions. An open – ended question asks the respondent to formulate his/her own answer, whereas a closed – ended question has the respondent pick an answer from a given number of options. This instrument consists of a series of questions and other prompts for the purpose gathering information from respondents. The researcher used the questionnaire because of it low cost. Even if the universe is large and widely spread geographical, respondents have adequate time to give well thought-out answers and large samples can be made use of thus the results can be made more dependable and reliable (Kothari, 2008).

## **3.6.2 Interviews**

Interviews were given as a method of interaction in a face to face situation. This method is flexible, more explanatory in nature; firsthand information is collected to ensure the research achieves its objectivity (Weiss, 1994).

## **3.7 Data Processing**

The data obtained from the questionnaire was double checked to make sure that the information provided was complete, consistent, reliable, and accurate. Data processing involved scrutiny of the responses given on the questionnaires by different respondents. Data was sorted, edited, and interpreted. The coding and tabulation of the data obtained from the study then followed. To achieve data quality management, the questionnaires were tested on 10 respondents. This was done to test consistency and to ensure that instruments remain consistent over time.

## **3.8 Data Analysis and Presentation**

## **3.8.1 Data Analysis**

The study adopted the qualitative analysis in order to achieve the objective of the study. According to Cooper (2003) qualitative research includes an array of interpretive techniques which seek to describe, decode, translate and otherwise come to terms with the meaning, not the frequency of certain more or less naturally occurring phenomena in the social world. He refers it as interpretive research because it seeks to develop understanding through a detailed description .For quantitative techniques, descriptive statistics was applied which deals with drawing conclusions and, in some cases, making predictions about the properties of a population based on information obtained from a sample.

## **3.8.2 Data presentation**

After the data was edited, presented inform of frequency and tables and later analysed in form of pie-charts which may be developed using Micro Soft Word and Micro Soft Excel, this was done to only quantitative edited data. Quantitative data was grouped and statistical description such as tables showing frequencies and percentages and pie- charts as well as graphs for better interpretation. However, qualitative data was analysed in a way of identifying the responses from respondents that were relevant to the research problem. Mainly such data was also analysed by explaining the facts collected from the field under which the researcher was able to quote respondents’ responses.

## **3.9 Ethical Consideration**

The researcher agreed to comply with the following principles which aim at protecting the dignity and privacy of every individual who, during carrying of the research work, will be requested to provide personal or commercially valuable information about him/her or others hereinafter referred to as a subject of research.

Before an individual becomes a subject of research, he/she shall be notified of: the aims, methods, anticipated benefits and potential hazards of the research; his/her right to abstain from participation in the research and his/her right to terminate at any time his/her participation; and the confidential nature of his/her replies. No individual shall become a subject of research unless he/she is given the notice referred to in the preceding paragraph and provides a freely given consent that he/she agrees to participate.

No pressure or inducement of any kind shall be applied to encourage an individual to become a subject of research. The identity of individuals from whom information is obtained in the course of the project shall be kept strictly confidential.

At the conclusion of the project, any information that reveals the identity of individuals who were subjects of research shall be destroyed unless the individual concerned has consented in writing to its inclusion beforehand. No information revealing the identity of any individual shall be included in the final or in any other communication prepared in the course of the project, unless the individual concerned has consented in writing to its inclusion beforehand.

## **3.10 Limitations and problems encountered**

The study had the following limitations:

* The researcher encountered problems of financial difficulties, especially in areas of printing, transportation, Library fees, internet costs and feeding among others, this constraint was averted by seeking financial sponsorship from friends and well wishers**.**
* Some respondents were too busy with their daily schedule and were failing to spare time for the questionnaire. In such circumstances the researcher gave ample time to those respondents. This was made possible by serving them the questionnaires in time.
* Slow or non- response: Since the researcher does not know the kind of respondents to deal with, some of them failed to respond or delay to do so. The researcher will make convenient appointments with the respondents and encouraged them to respond and give true information in time.
* According to Mpaata (2004:8) the questionnaire method has got some disadvantages which include small sample size than expected. Since in this study questionnaire method was used, it was inevitable that small sample sizes than expected were encountered. However failure to get the stated sample size did not hinder the study to take place, as only a representative sample of 44 respondents, which is non-redundant, was adequate.

## **CHAPTER FOUR**

## **PRESENTATION, DISCUSSION AND ANALYSIS OF THE FINDINGS**

## **4.0 Introduction**

In this Chapter the presentation, analysis of findings, tables and figures were presented and interpretation made in accordance with the research objectives of the study. After data collection method, the researcher dealt specifically with data analysis of the collected procedure. The researcher ensured that all data collected, information was close to the realized issue. The collected data was analysed and presented in the statistic tables.

## **4.1 Biography Information**

The study sought to identify the biography information of the respondents. The findings are presented in the below tables.

**Table 4.1.1 Gender of respondents**

|  |  |  |
| --- | --- | --- |
| **Gender** | **Frequency** | **Percentage** |
| **Male** | 38 | 86.4% |
| **Female** | 06 | 13.6% |
| **Total** | **44** | **100%** |

**Source: Primary data**

The study indicated that 86.4% of the respondents were male and 13.6% were female. This implies that most of those who participated were male and are the likely to be participating in the vocational training programs.

**Table 4.1.2 Age of the respondents**

|  |  |  |
| --- | --- | --- |
| **Age Group** | **Frequency** | **Percentage** |
| **15-24** | 23 | 52.3% |
| **25-64** | 21 | 47.7% |
| **Total** | **44** | **100%** |

**Source: Primary data**

According to the findings, 52.3% were aged between 15-24 years and 47.7% were aged between 25-64 years. This means that the age group of the youths in that vocational institution is almost between the ages of 15-25 years.

## **4.2 The Role of VTEs in Promoting Employment**

The study sought to establish the role of VTEs in promoting employment. The findings are presented in the tables below. Note (**A**= Agree, D= Disagree, **NS**= Not Sure, %= percent, and **T**= Total.

**Table 4.2.1 showing the role of VTEs in promoting employment**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STATEMENT** | **A** | **%** | **D** | **%** | **NS** | **%** | **T** | **%** |
| VTEs contribute to social, culture & economic development which promote employment | **32** | 72.70% | **2** | 4.50% | **10** | 22.70% | **44** | **100%** |
| VTEs in South Sudan provide broad-based trainings which enable graduates to find avenues for self-employment | **39** | 88.60% | **4** | 9.10% | **1** | 2.30% | **44** | **100%** |
| Developing VTE opportunities for youth promote employment in both urban and rural areas | **37** | 84.10% | **4** | 9.10% | **3** | 6.80% | **44** | **100%** |
| Industrial linkages between VTE institutions may results to employment | **31** | 70.50% | **2** | 4.50% | **11** | 25.00% | **44** | **100%** |

**Source: Primary data**

The finding indicated that 72.7% of the respondents agreed that contribution of VTEs on social, cultural and economic development can lead to employment, 4.5% disagreed and 22.7% were not sure. This was interpreted to mean that, contribution of VTEs on social, cultural and economic development leads to employment.

The finding also indicated that 88.6% of the respondents agreed that broad-based trainings can enable graduates find avenues for self-employment, 9.1% disagreed and 2.3% were not sure. This was interpreted to mean that, South Sudan provide broad-based trainings program to help youth in finding avenues for self-employment.

The study indicated that 84.1% of the respondent agreed that developing VTEs for youth can promote employment in both urban and rural areas, 9.1% disagreed and 6.8% were not sure.

This means that the development of VTEs opportunities have positive effect on the youth employment.

The finding indicated that 70.5% of the respondents agreed that linkages between industries and vocational institutions results to employment, 4.5% disagreed and 25% of the respondents were not sure. This was interpreted to mean that, links should be put in place between industries and vocational centres to create more job opportunities to the youth.

## **4.3 Best Practices in Implementing Initiatives that Promote Youth Employment**

The study sought to establish the best practices in implementing these initiatives that promote youth employment. The findings are presented in the tables below.

**Table 4.3.1 showing best practices in implementing initiatives that promote youth employment**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STATEMENT** | **A** | **%** | **D** | **%** | **NS** | **%** | **T** | **%** |
| Entrepreneurship promotion policy increases youth employment | **26** | 59.10% | **8** | 18.20% | **10** | 22.70% | **44** | **100%** |
| Vocational training programs can be used to address youth unemployment | **35** | 79.50% | **6** | 13.60% | **3** | 6.80% | **44** | **100%** |
| Micro-finance lending and business trainings are beneficial in creating employment and self-employment | **25** | 56.80% | **14** | 31.80% | **5** | 11.40% | **44** | **100%** |
| Making taxation systems simpler for micro and small firms have an effective means of promoting start-ups and bring unregistered workers into the formal employment | **21** | 47.70% | **11** | 25.00% | **12** | 27.30% | **44** | **100%** |
| Promotion of information and communications technology and telecommunication has supported the growth of the industry and has increased youth employment | **33** | 75.00% | **5** | 11.40% | **6** | 13.60% | **44** | **100%** |

**Source: Primary data**

The study showed that 59.1% of the respondents agreed that entrepreneurship promotion policy increases youth employment, 18.2% disagreed and 22.7% were not sure about the findings. This was interpreted to mean that entrepreneurship policy concerning youth be established to encourage employment.

The findings indicated that 79.5% of the respondents agreed that vocational training programs can be used to address youth unemployment, 13.6% disagreed and 6.8% were not sure. This was interpreted to mean that vocational training programs should be promoted to tackle the problem of youth unemployment.

The findings also indicated that 56.8% of the respondents agreed that micro-finance lending and business trainings are beneficial in creating employment and self-employment, 31.8% of the respondents disagreed and 11.4% were not sure. This was interpreted to mean that; micro-finance lending and business trainings have increases youth employment.

The findings also indicated that 47.7% of the respondents agreed that making taxation simpler for micro and small firms can promote start-ups and bring unregistered workers into the formal employment, 25% disagreed and 27.3 were not sure. The findings imply that most of the youth does not know of the taxation systems.

The study showed that 75% of the respondents agreed that the promotion of information and communications technology in the industry has increase the youth employment, 11.4% disagreed and 13.6% were not sure. This implies that this program has increased the growth of local enterprises; small and medium-sized enterprises (SMEs).

## **4.4 Challenges Facing Vocational Institutions in Implementing these Initiatives**

The researcher sought to find out from the respondents the challenges facing vocational institution in implementing these initiatives. The results were as presented on the tables below.

**Table 4.4.1 showing challenges facing vocational institutions in implementing initiatives**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STATEMENT** | **A** | **%** | **D** | **%** | **NS** | **%** | **T** | **%** |
| Lack of personnel in administrative and leadership roles of VTC | **18** | 40.90% | **25** | 56.80% | **1** | 2.30% | **44** | **100%** |
| There are poor infrastructure and institutional capacity | **26** | 59.10% | **10** | 22.70% | **8** | 18.20% | **44** | **100%** |
| Government funding for the TVET sector is not enough | **30** | 68.20% | **10** | 22.70% | **4** | 9.10% | **44** | **100%** |
| Both formal and non-formal TVET lacked an effective linkage between training and the world of work | **16** | 36.40% | **18** | 40.90% | **10** | 22.70% | **44** | **100%** |

**Source: Primary data**

The findings indicated that 40.9% of the respondents were of the opinion that there was lack of personnel in administrative and leadership roles of VTC, 56.8% of the respondents disagreed and 2.3% were not sure. This indicated that the VTCs do not lack personnel in its administrative and leadership structure but rather there were fewer trainers with fewer training skills.

The study showed that 59.1% of the respondents agreed that there were poor infrastructure and institutional capacity, 22.7% disagreed and 18.2% were not sure. This means that there is an indication of poor infrastructure and institutional capacity in the VTCs.

The findings indicated that 68.2% of the respondents agreed that the TVET sector lacks adequate government funding, 22.7% of the respondents disagreed and 9.1% were not sure. This implies that there is need for the government funding toward the TVET sector.

The finding also indicated that 36.6% of the respondents were of the opinion that both formal and non-formal TVET lacked an effective linkage between training and the world of work, 40.9% disagreed and 22.7% of the respondents were not sure.

## **CHAPTER FIVE**

## **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATION**

## **5.0 Introduction**

This chapter deals with the summary of the findings, conclusions and recommendation related to the role of vocational training centres in reducing youth unemployment.

## **5.1 Summary of findings**

The summary of the findings of the study were gathered from the primary and secondary data based on the research objective; To find out to what extent does vocational training help in promoting youth employment, To identify best practices in implementing initiatives that promotes youth employment and opportunities for revitalization, To identify the challenges in implementing these initiatives and they are presented below;

## **5.1.1 Biography information**

The study indicated that 86.4% of the respondents were male and 13.6% were female. This implies that most of those who participated were male and are the likely to be participating in the vocational training programs.

According to the findings, 52.3% were aged between 15-24 years and 47.7% were aged between 25-64 years. This means that the age group of the youth in that vocational institution is almost between the ages of 15-25 years.

## **5.1.2 The Role of VTEs in Promoting Employment**

The finding indicated that 72.7% of the respondents agreed that contribution of VTEs on social, cultural and economic development can lead to employment, 4.5% disagreed and 22.7% were not sure. This was interpreted to mean that, contribution of VTEs on social, cultural and economic development leads to employment.

The finding also indicated that 88.6% of the respondents agreed that broad-based trainings can enable graduates find avenues for self-employment, 9.1% disagreed and 2.3% were not sure. This was interpreted to mean that, South Sudan should provide broad-based trainings program to help youth in finding avenues for self-employment.

The study indicated that 84.1% of the respondent agreed that developing VTEs for youth can promote employment in both urban and rural areas, 9.1% disagreed and 6.8% were not sure. This means that the development of VTEs opportunities have positive effect on the youth employment.

The finding indicated that 70.5% of the respondents agreed that linkages between industries and vocational institutions results to employment, 4.5% disagreed and 25.05 of the respondents were not sure. This was interpreted to mean that, links should be put in place between industries and vocational centres to create more job opportunities to the youth.

## **5.1.3 Best Practices in Implementing Initiatives that Promote Youth Employment**

The study showed that 59.1% of the respondents agreed that entrepreneurship promotion policy increases youth employment, 18.2% disagreed and 22.7% were not sure about the findings. This was interpreted to mean that entrepreneurship policy concerning youth be established to encourage employment.

The findings indicated that 79.5% of the respondents agreed that vocational training programs can be used to address youth unemployment, 13.6% disagreed and 6.8% were not sure. This was interpreted to means that vocational training programs should be promoted to tackle the problem of youth unemployment.

The findings also indicated that 56.8% of the respondents agreed that micro-finance lending and business trainings are beneficial in creating employment and self-employment, 31.8% of the respondents disagreed and 11.4% were not sure. The findings also indicated that 47.7% of the respondents agreed that making taxation simpler for micro and small firms can promote start-ups and bring unregistered workers into the formal employment, 25% disagreed and 27.3 were not sure. The findings imply that most of the youth does not know of the taxation systems.

The study showed that 75% of the respondents agreed that the promotion of information and communications technology in the industry has increase the youth employment, 11.4% disagreed and 13.6% were not sure. This implies that program has increased the growth of local enterprises; small and medium-sized enterprises (SMEs).

## **5.1.4 Challenges Facing Vocational Institutions in Implementing these Initiatives**

The findings indicated that 40.9% of the respondents were of the opinion that there was lack of personnel in administrative and leadership roles of VTC, 56.8% of the respondents disagreed and 2.3% were not sure. This indicated that the VTCs do not lack personnel in its administrative and leadership structure but rather there were fewer trainers with fewer training skills.

The study showed that 59.1% of the respondents agreed that there were poor infrastructure and institutional capacity, 22.7% disagreed and 18.2% were not sure. This means that there is an indication of poor infrastructure and institutional capacity in the VTCs.

The findings indicated that 68.2% of the respondents agreed that the TVET sector lacks adequate government funding, 22.7% of the respondents disagreed and 9.1% were not sure. This implies that there is need for the government funding toward the TVET sector.

The finding also indicated that 36.6% of the respondents were of the opinion that both formal and non-formal TVET lacked an effective linkage between training and the world of work, 40.9% disagreed and 22.7% of the respondents were not sure.

## **5.2 Conclusions**

The study of role of vocational institutions in reducing youth unemployment has been determined by some best practices and challenges faced by these institutions. For instance, the contribution of VTEs on social, cultural and economic development can lead to employment.

Youth have to be given broad-based trainings to enable them find avenues for self-employment.

Promoting VTEs for youth create employment in both urban and rural areas which in turn reduces the youth unemployment.

Entrepreneurship promotion policy increases youth employment. By establishing entrepreneurship, the problem of youth unemployment can be tackle. Furthermore, promoting information and communications technology in the industry can increase the youth employment.

Vocational training programs can be used as intervention instrument to address youth unemployment.

Furthermore, there were poor infrastructure and institutional capacity. This could be because of no new renovations on the old existing infrastructures. It could also be because of inadequate government funding to the TVET sector.

## **5.3 Recommendations**

Following the findings and conclusions from the study, the following recommendations were drawn;

i. The entrepreneurship policy should be established by the government. This will assist in the building of the economy and address the issues of unemployment experienced especially by the youth.

ii. The government should address lack of funding in the TVET sector. This will help the vocational training centres to bring new technologies and innovations to improve the situation of youth in world of work.

iii. The VTEs should provide broad-based trainings for youth to help them find avenues for self-employment.

## **5.4 Further research**

Further studies should focus on the study of the impact of VTEs on productivity in South Sudan.

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## **APPENDIX I: INTRODUCTORY LETTER**

Dear Respondent,

I am a Final year post graduate student at Africa Centre for Project Management Studies (ACPM) of Nairobi-Kenya in the College of Business Studies department of online and distance learning conducting a study on The Role Of Vocational Institutions In Reducing Youth Unemployment In South Sudan At Yei Vocational Training Centre, Yei River State, South Sudan.

I therefore wish to request you to kindly spare some time and answer the questions below as honestly as possibly by ticking or filling in the spaces provided. The information given will be purely for academic purposes and will be treated confidentially. Ultimately, the findings of the study will make suitable recommendation to assist the youth and other vocational institutions get insight into how to minimize the youth unemployment.

Your cooperation is highly appreciated

**KELANG DENIS SIMON**

## **APPENDIX II:**

## **QUESTIONNAIRES FOR THE YOUTH IN THE VOCATIONAL INSTITUTION**

**Background Information**

## **SECTION A: BIO-DATA**

**i. Gender**

Male ( )

Female ( )

**ii. Age**

15 –24 ( )

25 – 64 ( )

## **SECTION B: Role of VTEs in Promoting Employment**

**i. Kindly answer the following questions to the best of your ability by ticking (**√**) where appropriate.**

|  |  |  |  |
| --- | --- | --- | --- |
| **STATEMENT** | **Agree** | **Disagree** | **Not Sure** |
| VTEs contribute to social, cultural & economic development which promote employment |  |  |  |
| VTE in South Sudan provides broad-based trainings which enable graduates to find avenues for self-employment |  |  |  |
| Developing VTE opportunities for youth promote employment in both urban and rural areas |  |  |  |
| Industrial linkage between VTE institutions may results to employment |  |  |  |

**SECTION C: Best Practices in Implementing Initiatives that Promote Youth Employment**

|  |  |  |  |
| --- | --- | --- | --- |
| **STATEMENT** | **Agree** | **Disagree** | **Not Sure** |
| Entrepreneurship promotion policy increases youth employment |  |  |  |
| Vocational training programs can be used to address youth unemployment |  |  |  |
| Developing VTE opportunities for youth promote employment in both urban and rural areas |  |  |  |
| Micro-finance lending and business trainings are beneficial in creating employment and self-employment |  |  |  |
| Making taxation system simpler for micro and small firms have an effective means of promoting start-ups and bring unregistered workers into the formal employment |  |  |  |
| Promotion of information and communications technology and telecommunication has supported the growth of the industry and has increased youth employment |  |  |  |

**SECTION D: Challenges Facing Vocational Institutions in Implementing these Initiatives**

|  |  |  |  |
| --- | --- | --- | --- |
| **STATEMENT** | **Agree** | **Disagree** | **Not Sure** |
| Lack of personnel in administrative and leadership roles of VTC |  |  |  |
| There are poor infrastructure and institutional capacity |  |  |  |
| Government funding for the TVET sector is not enough |  |  |  |
| Both formal and non-formal TVET lacked an effective linkage between training and the world of work |  |  |  |

According to your view, what challenges do VTCs face?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

**Thank you for your cooperation**

## **APPENDIX III: BUDGET**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Description** | **Amount (SSP)** |
| Writing of draft Research proposal | Typing costs and additions | 1'500.00 |
| Data Analysis and Interpretation | Data Analysis | 15'000.00 |
| Submit Final Research Report in Electrinic copy | Printing copies | 500.00 |
| Transportation Cost | Taxi Fares | 3'000.00 |
| **Total in South Sudanese Pounds** | | **20'000.00** |

## **APPENDIX IV: TABLE SAMPLING TABLE (KREJCIE AND MORGAN, 1970)**

*Table for Determining Sample Size from a Given Population*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **N** | **S** | **N** | **S** | **N** | **S** |
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 13000 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 331 |
| 57 | 50 | 330 | 181 | 2400 | 335 |
| 60 | 52 | 340 | 186 | 2600 | 338 |
| 65 | 56 | 360 | 191 | 2800 | 341 |
| 70 | 59 | 380 | 196 | 3000 | 346 |
| 75 | 63 | 400 | 201 | 3500 | 351 |
| 80 | 66 | 420 | 205 | 4000 | 354 |
| 85 | 70 | 440 | 210 | 4500 | 357 |
| 90 | 73 | 460 | 214 | 5000 | 361 |
| 100 | 76 | 480 | 217 | 6000 | 364 |
| 110 | 80 | 500 | 226 | 7000 | 367 |
| 120 | 86 | 600 | 234 | 8000 | 368 |
| 130 | 97 | 650 | 242 | 9000 | 370 |
| 140 | 103 | 700 | 248 | 10000 | 375 |
| 150 | 108 | 750 | 254 | 15000 | 377 |
| 160 | 113 | 800 | 260 | 20000 | 379 |
| 170 | 118 | 850 | 265 | 30000 | 380 |
| 180 | 123 | 900 | 269 | 40000 | 381 |
| 190 | 127 | 950 | 274 | 50000 | 382 |
| 200 | 132 | 1000 | 278 | 75000 | 383 |
| 210 | 136 | 1100 | 285 | 100000 | 384 |

Note.—***N*** is population size.

***S***is sample size.