

**Republic of South Sudan**

**Ministry of Labour, Public Service and Human Resource Development**

**Republic of South Sudan**

**THE PROJECT FOR IMPROVEMENT OF  
BASIC SKILLS AND VOCATIONAL TRAINING  
IN SOUTH SUDAN (PHASE 2)**

**Project Completion Report**

**August 2013**

**Japan International Cooperation Agency (JICA)**

**System Science Consultants Inc.**

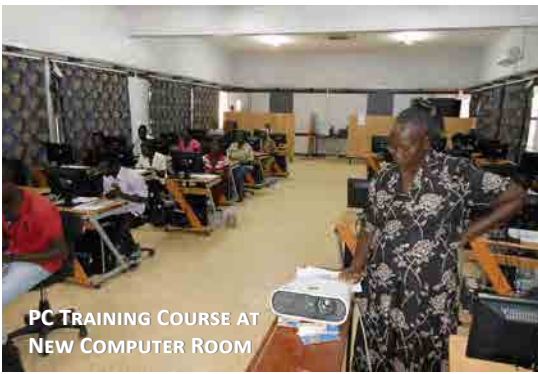
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NEW ADMINISTRATION BUILDINGS



PRACTICAL TRAINING AT WORKSHOP No.1 AUTOMOTIVE SECTION



PC TRAINING COURSE AT NEW COMPUTER ROOM



PRACTICAL TRAINING ELECTRICAL INSTALLATION COURSE



PRACTICAL TRAINING BLD. & CONSTRUCTION COURSE



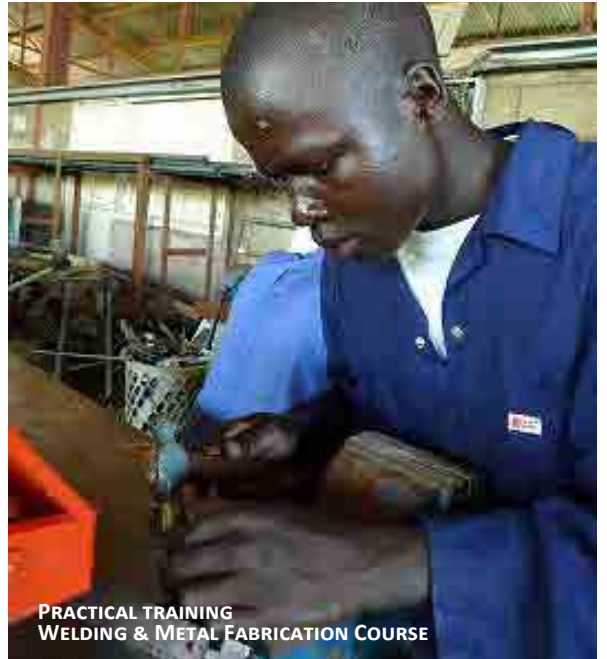
OVERHAUL THE MODEL ENGINE AUTOMOTIVE MECHANICS COURSE



PRACTICAL OF TYPING ICT & OFFICE ADMINISTRATION



PRACTICAL TRAINING CARPENTRY & JOINERY COURSE



PRACTICAL TRAINING WELDING & METAL FABRICATION COURSE



INTERVIEW TO AN APPLICANT BY RECRUITMENT COMMITTEE



THEORETICAL CLASS CARPENTRY & JOINERY COURSE



PRACTICAL TRAINING PLUMBING & PIPE FITTING COURSE



REPAIRING 4WD CAR MTC AUTO SERVICE (INCOME GENERATION ACTIVITY)



OVERVIEW OF MALAKAL VTC



# MALAKAL VTC

TRAINEES OF THE 1ST GRADE ON ORIENTATION



COMPUTER TRAINING COURSE (SHORT TERM)



THEORETICAL CLASS  
AUTOMOTIVE MECHANICS COURSE



PRACTICAL TRAINING  
AUTOMOTIVE MECHANICS COURSE



MUDDY ROAD IN RAINY SEASON



PRACTICAL TRAINING  
ELECTRICAL INSTALLATION COURSE



PRACTICAL TRAINING  
BUILDING & CONSTRUCTION COURSE



# WAU VTC

OVERVIEW OF WORKSHOP BUILDING



PRACTICAL TRAINING  
CARPENTRY & JOINERY COURSE



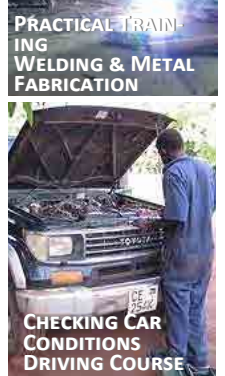
PRACTICAL TRAINING  
WELDING & METAL FABRICATION



PRACTICAL TRAINING  
ELECTRICAL INSTALLATION COURSE



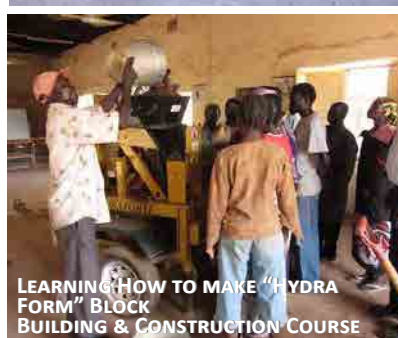
FEMALE TRAINEE IN PRACTICAL TRAINING  
BUILDING & CONSTRUCTION COURSE



CHECKING CAR  
CONDITIONS  
DRIVING COURSE



COMPUTER TRAINING (SHORT TERM)



LEARNING HOW TO MAKE "HYDRA  
FORM" BLOCK  
BUILDING & CONSTRUCTION COURSE



PRACTICAL TRAINING  
AUTOMOTIVE MECHANICS COURSE



SSOPO

WISEMAN CAFÉ



WAITRESS OF WISEMAN CAFÉ (GRADUATE)



GRADUATES OF FOOD PROCESSING COURSE



PRACTICAL TRAINING FOOD PROCESSING COURSE



PRACTICAL TRAINING OF RESTAURANT SERVICE



PRODUCTION UNIT FOR TAILORING



THEORETICAL CLASS HOUSEKEEPING COURSE



PRACTICAL TRAINING CATERING & SERVICE COURSE



TRAINEES OF HOUSEKEEPING, CATERING & SERVICE



OJT AT A PRIVATE RESTAURANT



TRAINING CENTRE

CCC



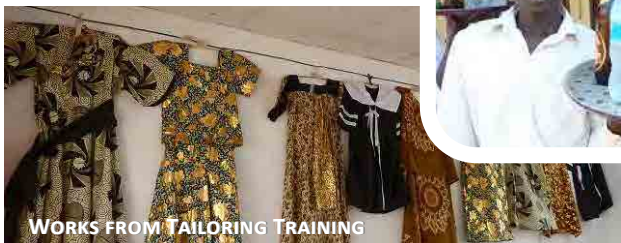
NGOs



PRACTICAL TRAINING CATERING & SERVICE



OJT AT A PRIVATE HOTEL



WORKS FROM TAILORING TRAINING



WDG

GRADUATES BASIC TAILORING COURSE



ADVANCED TAILORING COURSE



PRICE NEGOTIATION FOR SEWING (GRADUATE)



CUTTING CLOTH TAILORING TRAINING



PRACTICAL TRAINING BASIC TAILORING COURSE



ORAL EXAMINATION



RAISING A QUESTION BY A TRAINEE

PCO



DEMONSTRATION SERVING PRACTICE



FYE

THEORETICAL CLASS HOUSEKEEPING COURSE



PRACTICAL TRAINING FOOD PROCESSING



THEORETICAL CLASS FOOD PROCESSING COURSE



PRACTICAL TRAINING HOUSEKEEPING COURSE



PRACTICAL TRAINING BAKERY AND PASTRY COURSE

# TOT Programmes



**PRESENTATION ON VT STANDARD (GUIDELINE) BY CHIEF ADVISOR OF SAVOT (YAMAMOTO)**



**DISCUSSION ON VTC CURRICULUM**



**DISCUSSION ON TRAINING PROGRAMME (BUILDING & CONSTRUCTION)**



**DISCUSSION ON VTC'S CURRICULUM AMONG CONSULTANTS**



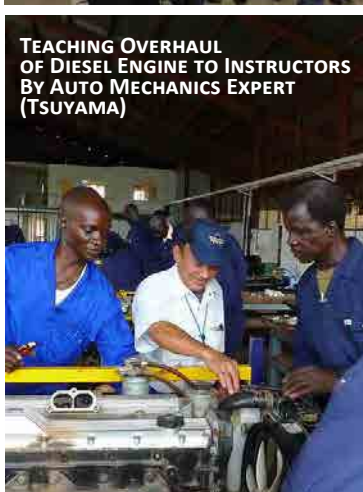
**BRIEFING OF STUDY TOUR TO THE BEER FACTORY BY MONITORING EXPERT (KIDO)**



**COMPREHENSIVE TOT WORKSHOP FOR VT STANDARD (GUIDELINE)**



**WORKSHOP FOR VT STANDARD (GUIDELINE) FOR MANAGEMENT STAFF OF VTC**



**TEACHING OVERHAUL OF DIESEL ENGINE TO INSTRUCTORS BY AUTO MECHANICS EXPERT (TSUYAMA)**



**TEACHING MAINTENANCE OF AC TO INSTRUCTORS BY UGANDAN TRAINER**



**DISCUSSION ON TRAINING PROGRAMME DEVELOPMENT BY TRAINING MANAGEMENT EXPERT (SASAKI)**



**TEACHING MARKING ON THE GROUND BY UGANDAN TRAINER**



**INTRODUCING A NEW SKILL ON FURNITURE PRODUCTION BY CARPENTRY EXPERT (SUDA)**



**TEACHING METAL FABRICATION WITH PAPER MODEL BY UGANDAN TRAINER**



**OPENING CEREMONY OF COMPREHENSIVE TOT ON 23 JULY, 2012**



**PIECES OF A DISMANTLED DIESEL ENGINE**



**PRACTICAL TRAINING OF DRAWING**



**PRESENTATION ON SAVOT 2 PROGRAMME BY CHIEF ADVISOR OF SAVOT2 (YAMAMOTO) AT 1ST JCC (NOVEMBER 2010)**



**OPENING CEREMONY OF MTC 2011 TRAINING (APRIL 2011)**



**MTC PLANNING WORKSHOP PRESENTATION BY FACILITY & EQUIPMENT MANAGEMENT EXPERT (SEPTEMBER 2010)**



**COMPANY VISIT AT JUBA (NOVEMBER 2011)**



**OPENING CEREMONY OF WISEMAN CAFE (NOVEMBER 2012)**



**GRADUATION CEREMONY OF SSOPO FOOD PROCESSING COURSE (NOVEMBER 2012)**



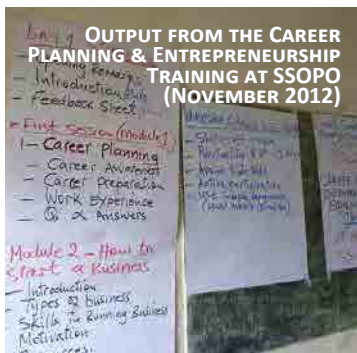
**Events of SAVOT2**



**FINAL SEMINAR OF COMPREHENSIVE TOT (AUGUST 2012)**



**CAREER PLANNING & ENTREPRENEURSHIP TRAINING AT CCC (NOVEMBER 2012)**



**INTERVIEW WITH GRADUATES BY FINAL EVALUATION TEAM FOR SAVOT 2 (JUNE 2013)**



**CLOSING SPEECH BY UNDERSECRETARY OF MLP SHRD AT THE PROJECT COMPLETION SEMINAR (JULY 2013)**



**APPEAL BY HEAD OF MTC SECRETARIAL SECTION AT SAVOT 2 COMPLETION SEMINAR (JUNE 2013)**



**WORKSHOP ON CAPACITY DEVELOPMENT FOR NGO STAFFS (AUGUST 2012)**

SAVOT 2 etc.



**MTC DORMITORY  
(CONSTRUCTED IN JULY 2012)**



**NEW ADMINISTRATION BLOCK  
BY JAPAN'S GRANT AID FOR CONFLICT PREVENTION  
AND PEACE BUILDING (COMPLETED OCTOBER 2012)**



**NEW CLASSROOM BLOCKS  
AND SERVICE BLOCK  
BY JAPAN'S GRANT AID**



**RENOVATED WORKSHOP NO.1  
BY JAPAN'S GRANT AID**



**INSIDE OF RENOVATED  
WORKSHOP NO.1  
BY JAPAN'S GRANT AID**



**40 NO. OF COMPUTER SETS  
BY JAPAN'S GRANT AID**  
**DRAWING DESKS  
BY JAPAN'S GRANT AID**



**NEW LECTURE HALL (MAX. 200 SEATS)  
BY JAPAN'S GRANT AID**



Graduates of SAVOT



## PROJECT BRIEF

Project Title	Project for Improvement of Basic Skills and Vocational Training in South Sudan Phase 2 (SAVOT2)
Sector	Vocational training/Skills training/Capacity development
Responsible Agencies	Ministry of Labour, Public Service and Human Resource Development, (MLPSHRD), GOSS Project Director : Director General for Vocational Training, MLPSHRD
Date of R/D signing	May 2010
Project Period	(Works in South Sudan) August 2010 to July 2013 (36 months) (Contract period) Project Year 1: 12 <sup>th</sup> August to 28 <sup>th</sup> December 2010 Project Year 2: 28 <sup>th</sup> February 2011 to 11 <sup>th</sup> January 2012 Project Year 3: 5 <sup>th</sup> March 2012 to 28 <sup>th</sup> December 2012 Project Year 4: 6 <sup>th</sup> February to 6 <sup>th</sup> September 2013
Contractor	Consultant: System Science Consultant Inc.
Project site	Juba, Wau and Malakal
Overall Goal	Employment and entrepreneurial opportunities of ex-trainees are expanded for promoting reconstruction and development toward consolidation of peace
Project Purpose	The number of training opportunities and quality of vocational training provided through VTCs and some selected non-governmental organizations increases/improves under the strengthened guidance of MLPSHRD
Inputs (Japanese side)	(1) JICA experts (85.0 M/M) (2) Construction of training facility and provision of equipment (3) Support for training institutes on operational cost, etc.
Expected outputs	(1) Capacity of MLPSHRD to implement the Vocational Training Policy is strengthened (2) Technical and managerial capacity is strengthened in Juba MTC (3) Technical capacity is strengthened in Wau and Malakal VTCs (4) Training delivery of non-governmental vocational training providers is expanded in Juba and other major cities
Other information	<ul style="list-style-type: none"> <li>● SAVOT Phase 1 was implemented from September 2006 to December 2009</li> <li>● MTC was renovated by the Grant Aid for Peace Building of Japanese Government (completed in March 2013)</li> </ul>



## CURRENCY

Currency Unit:	South Sudan Pound (SSP)
Exchange Rate:***	USD 1 = JPY 98.07
(July 2013)	USD 1 = SSP 2.910
	JPY 1 = SSP 0.0297
	SSP 1 = JPY 33.699

\*\*\* JICA Controlled Currency Rate

## FISCAL YEAR

Before independence:	1 <sup>st</sup> January to 31 <sup>st</sup> December
After independence:	1 <sup>st</sup> July to 30 <sup>th</sup> June
(Independence Day: 9th July 2011)	

## TRAINING YEAR (Public vocational training centre of MLPSHRD)

1<sup>st</sup> September to 31<sup>st</sup> August (Since 2013)

## ABBREVIATIONS AND ACRONYMS

Abbreviations	Long term
AWVTC	Aluakluak Women's Vocational Training Centre
C/P	Counter Parts
CCC	Confident Children out of Conflict
CPA	Comprehensive Peace Agreement
CUDBAS	Curriculum Developing Based on Ability Structure
CV	Curriculum Vitae
DDR	Disarmament, Demobilization and Reintegration
FYF	Fashoda Youth Forum
GDP	Gross Domestic Product
GNI	Gross National Income
GOSS	Government of South Sudan
GTZ/GIZ	Gesellschaft für Technische/ Internationale Zusammenarbeit/ German Technical/ International Cooperation
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
ICT	Information and Communication Technology
IDP	Internally Displaced People
IGAD	Inter-governmental Authority on Development

ILO	International Labour Organization
JCC	Joint Coordination Committee
JICA	Japan International Cooperation Agency
JPY	Japanese Yen
MAS	MTC Auto Service
MDTF	Multi Donor Trust Fund
MLPSHRD	Ministry of Labour, Public Service and Human Resources Development
MOEST	Ministry of Education, Science and Technology
MOSG	Ministry of Social Welfare and Gender
MOYS	Ministry of Youth and Sports
MTC	Juba Multi-Service Training Centre
MVTC	Malakal Vocational Training Centre
NGO	Non-governmental Organization
NPA	Norwegian People's Aid
NVTI	Nakawa Vocational Training Institute, Uganda
OJT	On the Job Training
PCO	Peace Corps Organization, Sudan
PDM	Project Design Matrix
RD	Record of Discussion
RSS	The Republic of South Sudan
SAVOT	Project on Improvement of Basic Skills And Vocational Training
SDG	Sudan pound
SPLA	Sudan People's Liberation Army
SPLM	Sudan People's Liberation Movement
SSDP	South Sudan Development Plan
SSOPO	Southern Sudan Older People's Organisation
SSP	South Sudan Pond
TOR	Terms of Reference
TOT	Training of Trainers
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNIDO	United Nations Industrial Development Organization
UNOCHA	United Nations Office for Coordination of Humanitarian Affairs
USD	United States Dollars
VCC	VTC Coordination Committee
VETA	Vocational Education and Training Authority
VT	Vocational Training
VTC	Vocational Training Centre
WDG	Women Development Group
WFP	World Food Programme
WVTC	Wau Vocational Training Centre

### BASIC INDICATORS OF SOUTH SUDAN

Indicator	Figure	Remark
Area of the country	644,329 km <sup>2</sup>	1.7 times larger than Japan
Number of States	10 states	79 Counties; 499 Payams (division)
Population	8.26 million*	30 and younger 72%; 18 and younger 51%
Rural population	6.86 million	83% of the total population
Population growth	2.05%	
Population density	12.82/km <sup>2</sup>	1/10 of Uganda, 1/5 of Kenya
GDP growth rate	1.9%	2011 (World Bank)
GDP by sector	Oil: 80%, Agriculture 15%	2011 (World Bank)
GNI per capita	USD 984	2011 (World Bank)
Inflation Rate	47.3%	2011 (World Bank)
Literacy rate (15 and older)	27% (women: 16%)	53% (urban area); 22% (rural area)
Enrolment rate (primary school)	72% (gross)	37% (those who have entered a school at age 6 or older)
Population under poverty line	51%	24% (urban area); 55% (rural area) Poverty line: USD 1.25/day
Mobile phone ownership ratio	15%	58% (city area) , 8% (rural area) No introduction of landline phone
Ratio of bank account holder	1%	
Agriculture workers	78% (6.44 million)	Including pasturage

*\*UNOCHA estimated population in 2012 at 11.8 million (South Sudan Consolidated Appeal 2013)*

*Source: Statistical Yearbook for Southern Sudan, etc.*

## **SUMMARY**

## **SUMMARY**

South Sudan separated from Sudan gained independence in July 2011. The country is currently accelerating its reconstruction with the support and assistance of international community. On the other hand, South Sudan continues to be in conflict with Sudan. Meanwhile, domestic issues are piling up such as corruptions, unexpected spread of weapons, and ethnic violence traditionally resulting from land or livestock issues. Even the countries bordering the North-South Sudan have flashpoints for clashes. Prevention of conflict recurrence among the nations is of utmost importance to avoid a chain of conflicts.

One of the unstable factors in South Sudan is employment among youths. The unemployment rate of the country is almost 20% and most of the unemployed are youths with low educational background and without any vocational skills. The lack of human resources and technical skills is a serious impediment to the economic recovery of South Sudan. Under such circumstances, JICA had carried out since 2006 the “Project for Improvement of Basic Skills and Vocational Training in South Sudan” with the aim of fostering skilled workers who would contribute to reconstruction of South Sudan. During the project period, 3 VTCs (vocational training centres) under Ministry of Labour, Public Service and Human Resource Development (MLPSHRD) and 13 non-formal training providers (NGOs) were supported and about 6,000 youths were trained. The project phase 1 ended in December 2009 and the phase 2 was carried out from August 2010 to July 2013. This report summarizes the activities, outputs and lessons learned of SAVOT phase 2.

### **1. OBJECTIVE**

#### **(1) Project Purpose**

The number of training opportunities and quality of vocational training provided through VTCs and some selected non-governmental organizations increases/improves under the strengthened guidance of MLPSHRD

#### **(2) Expected Outputs**

- ① Capacity of MLPSHRD to implement the Vocational Training Policy is strengthened
- ② Technical and managerial capacity is strengthened in Juba MTC
- ③ Technical capacity is strengthened in Wau, Malakal and Aluakluak VTCs
- ④ Training delivery of non-governmental vocational training providers is expanded in Juba and other major cities

#### **(3) Project Sites**

Juba, Wau, Marakal (3 cities)

#### **(4) Project Period**

August 2010 to July 2013

**(5) Vocational Training Operation Structure**

SAVOT phase 1 provided trainings mainly in Juba, while the phase 2 expanded the project support to Wau and Malakal. The number of training providers is 3 in Juba, 3 in Wau and 2 in Malakal, in total 8 training providers.

Table : Vocational Training Providers supported by SAVOT

City	VTCs	NGOs
Juba	① Juba Multi-service Training Centre	① SSOPO: South Sudan Older’s People Organisation ② CCC: Confident Children out of Conflict
Wau	② Wau Vocational Training Centre	③ WDG: Women Development Group ④ PCO: Peace Corps Organization Sudan
Malakal	③ Malakal Vocational Training Centre	⑤ FYF: Fashoda Youth Forum

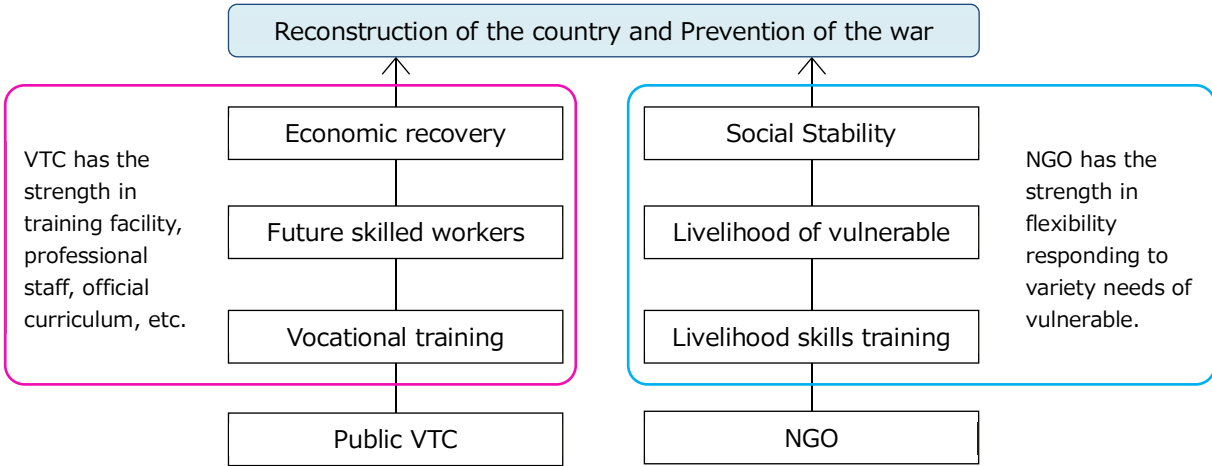


Fig : Basic approach of SAVOT in provision of trainings

**2. OUTPUTS**

**(1) Training Achievement**

**A. Number of trainees**

The number of trainees of training programmes supported by SAVOT was 1,975, of which 56 % were women. The area-wise ratio of trainees was the highest in Juba with 51%. The total number of trainees since phase 1 was 5,836.

Table : Number of Trainees under SAVOT Training Programmes

Training institute	No. of registered trainees	No. of graduates	Completion rate	Female ratio
3 VTCs	1,033	692	67.0%	14.5%
5 NGOs	942	860	91.3%	89.7%
Total	1,975	1,552	78.6%	56.1%

## B. Employment rate and income of graduates

The employment rate of graduates was 39% as a whole, which is less than the targeted rate (70% in Juba, 50% in Wau/Malakal). As employment rate is greatly influenced by the size of labour market as well as the quality of employment support service provided by training providers, it varies in different areas and training providers. The training provider with the highest employment rate is WDG and it was achieved by the graduates' self-employment. Out of 2 training courses (food processing and tailoring) conducted by SSOPO, high employment rate of 75% was achieved by self-employment of tailoring course graduates. The income of MTC graduates is the highest (SSP904) among all the training providers. Since the salary of unskilled workers is generally about SSP600-750 (SSP30 x 20-25 days), it can be interpreted that skills acquired in the training are reflected in the salary they receive.

Table : Comparison of employment rate and graduates' income by areas and training providers

	Juba			Wau			Malakal	Total
	MTC	SSOPO	CCC	WVTC	WDG	PCO	FYF	
Employment rate (By areas)	48%			29%			23%	39%
Employment rate (By training providers)	54%	51%	39%	22%	71%	14%	23%	39%
Monthly income of graduates (SSP)	904	557	632	615	465	370	493	609

## C. Livelihood improvement through employment

The results of Tracer Survey of graduates showed that acquiring a job leads to the improvement of their livelihood. Among the graduates who acquired jobs (including self-employment), 88% of the graduates observed some improvements in their meals, which has a big difference with the graduates who are unemployed (27%). In addition, while more than 80% of the graduates with employment noticed some improvements in the medical care for their family, only 10% of the graduates without employment felt the same. It is a high priority to bring up healthy children who will grow up to be good workers in the future. In this sense, it has a significant impact for mothers from vulnerable families to have economic power.

### (2) Capacity Development of MLPSHRD

Since the inception of SAVOT 1, MLPSHRD was not fully functioning in terms of the administration of vocational training, but the basis of policy implementation is being established with the following improvements during the project.

- Directorate of vocational training was newly established in December 2012, and the responsible body for vocational training policy implementation became clear.
- The directions for the administration of vocational training became clearer by developing vocational training policy and mid-term strategic plan (including vocational training).
- The operation and the training contents of 4 VTCs have been harmonized with the development of

“VTC Operation and Training Guideline for VTCs.” It enabled MLPSHRD to monitor and manage VTCs.

- “National Harmonized Curricula 2013” was developed for 14 different sections. New training programme based on this curriculum would commence at 3 VTCs from September 2013.
- VTC coordination committee (VCC) has been established, and it has contributed to smooth communication between VTCs and MLPSHRD.
- Vocational training forum has been established, and it has contributed to information sharing and cooperation between MLPSHRD and stakeholders.

### **(3) Capacity Development of Juba MTC**

#### **A. Training Achievement**

MTC provided 23 regular training courses during the project for 7 sections, namely 1) Auto-motive, 2) Electricity, 3) Building & Construction, 4) Metal Fabrication & Welding, 5) Plumbing & Pipe Fitting, 6) Carpentry & Joinery, 7) Secretarial, and a total of 467 trainees participated. The popular sections are automotive, electricity and secretarial and this has not changed from phase1. Applicants for these sections were almost three times of the quota, and the dropout rate was as low as 13.5%, whereas, 4 sections; metal fabrication & welding, carpentry & joinery, building & construction and plumbing & pipe fitting were not popular and the application rate was 140% on average with dropout rate of 37.5%.

#### **B. Comprehensive renovation of MTC training facilities**

MTC facilities were constructed and renovated by March 2013, and it has become the most developed facility in South Sudan. The construction and renovation work (classrooms, lecture hall, workshop building, staff quarters, etc.) were carried out under the “Project for Improving Facilities and Equipment of MTC in Juba” with the Japan’s Grant Aid for conflict prevention and peace building (JPY 1.13 billion). Moreover, the construction of dormitories and renovation of cafeteria were carried out with the budget from JICA South Sudan Office (JPY 57 million).

#### **C. Income generation activities**

The Auto service of MTC started in 2011 as an income generation activity, and the total profits accrued for the period of 2 years was SSP210,735 (JPY 7.1 million), which was partially utilized for the administration of MTC. The rental of facilities (classrooms, lecture hall, cafeteria etc.) to other organizations, such as NGOs and public institutions (SSP 117,387 = approx. JPY 6 million) from 2013, has contributed to the income increase of MTC. This income combined with tuition fees from trainees enabled MTC to cover its operational expenditures.

#### **D. Human Resources Development**

MTC has built its training management capacities including recruiting of trainees and issuing of completion certificates. Technical skills of instructors have been improved through the instructions of JICA experts and instructors of Nakawa vocational training centre based on the newly developed curriculum. It is required to improve further through learning-by-doing process from continuous trainings. At the same time, low motivation and morale among the instructors resulting from



deteriorated working conditions remain as a major concern.

**E. Operation and Management System**

Operation and management system has improved with the development and introduction of “VTC Operation and Training Guideline” and “National Harmonized Curricula 2013.” As the VTC operation is now regulated by the guideline, it will facilitate the MTC operation more smoothly. A system for mutual surveillance by VCC has also been established.

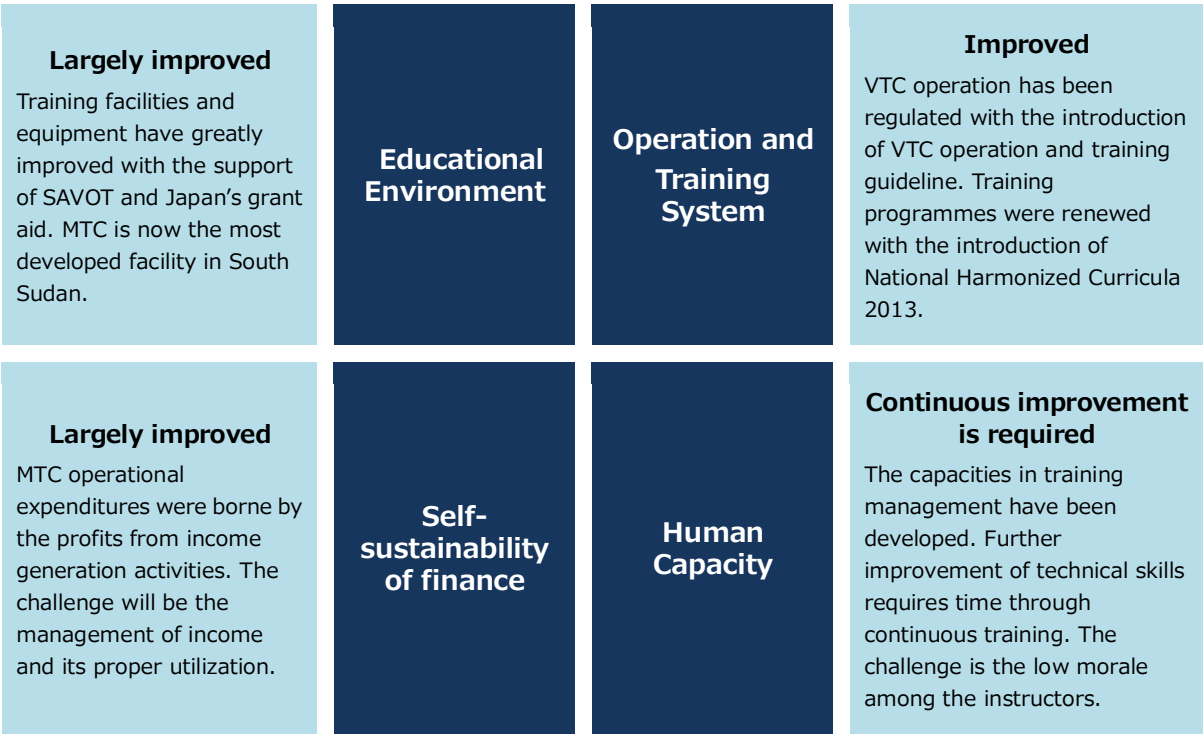


Fig : Achievements of MTC Capacity Development

**(4) Capacity Development of Wau VTC and Malakal VTC**

**A. Restart of training programme at Wau VTC**

In 2012 Wau VTC (WVTC) restarted its trainings, which had been stopped since 1980s, after receiving support from SAVOT including provision of curriculum, training equipment/materials, and implementation of training of trainers (TOT). Some 10 regular-course trainings (6 months) were conducted in 5 sections, namely automotive, metal fabrication & welding, electricity, carpentry & joinery, and building & construction. A total of 131 trainees participated. However, WVTC faced a major challenge that is, about 60% of the trainees dropped out from the training. It could be that the decrepit training facilities and shortage of instructors could not ensure quality training, which led to lower the trainees’ motivation to continue. Wau city, with a population of hundred thousand, has public technical high schools and private vocational training institutes such as Don-Bosco Training Centre etc. It may be necessary to reduce the number of training courses to avoid competition among the training institutes. Furthermore, it is necessary to establish a cooperation system among training institutes especially in terms of recruitment of trainees and training operation.

## **B. Standardization of training programme at Malakal VTC (MVTC)**

Trainings at MVTC have been conducted based on the training system of the former Republic of Sudan. At the time of independence of South Sudan in 2011, there was a need to revise the system. After the series of discussions with MVTC and MLPSHRD, SAVOT facilitated them to change the former 3-year training programme to 2-year programme from September 2013. SAVOT had supported its smooth transition through various activities such as basic teaching methods in training at NVTI, development of new curriculum and comprehensive TOT (technical skills training, preparation to start the new training programme). The management and instructors of MVTC are now familiar with the new system, and a smooth start of the new training is anticipated.

## **(5) Provision of Livelihood Skills Training through NGOs**

### **A. Training Achievements**

The project selected local NGOs, which have capacities to provide livelihood skills trainings in 3 cities, Juba, Wau and Malakal, and sub-contracted the training to 5 NGOs. The attribute of these NGOs is that, their trainings target vulnerable women such as with low educational background, single mothers and widows. The training period was 3-6 months, and the training courses included tailoring, food processing, and housekeeping. The total number of trainees was 942 in the 5 NGOs. The dropout rate was 9% that was relatively low in comparison to that of VTCs (with more than 30%). The average age of the trainees was 28.4 years old, and 61% of them were married.

### **B. Issues of management capacities of local NGOs**

Shortage of capable human resources is a common challenge found in all the sectors in South Sudan. Even local NGOs on the front line of reconstruction work lack qualified personnel. SAVOT intentionally selected local NGOs to subcontract livelihood skills trainings. The reason is SAVOT expects capacity development of the local NGOs by providing them with opportunities to carry out projects. SAVOT also conducted capacity building workshops for NGO staff. However, the contracts with 2 NGOs in Wau and Malakal were terminated in 2012 due to administration issues in training operation. While SAVOT national staff monitor the training activities on a daily basis, it was difficult for JICA experts to visit local cities frequently due to security reasons. Therefore, even if problems occur, there was a limitation in providing them with direct instructions from Juba. It is not easy to achieve both capacity development of local NGOs and quality training at the same time in South Sudan.

### **C. Self-reliance support towards sustainable training**

SSOPO is the only NGO which had been supported since SAVOT 1. SAVOT supported strengthening its financial capacity through income generation activities with the aim to sustain the training programme even after the termination of SAVOT. SSOPO has 3 production units, 1) production and sales of tailored clothes, 2) production and sales of bakery products, and 3) restaurant management. The income accrued in a year (April 2012 – March 2013) was SSP69, 644 (JPY 2.35 million), and it helps them to continue training activities.

### **3. PROJECT INPUTS**

#### **(1) JICA Experts and Counterparts**

Some 9 experts were dispatched for 7 positions during the 3-year project period. Experts were dispatched for a total of 85.0 man-months. The experts in charge of VTC training (Component 2 & 3) were assigned for 56.5 man-months, which is equivalent to approximately 70% of the total man-months, while the experts in charge of monitoring NGO sub-contracted training (Component 4) were assigned for a minimum of 18.0 man-months (21.2%). It shows the project focused more on capacity building of VTCs.

#### **(2) Training in Japan and the Third Countries**

A total of 7 counterparts including MTC director and MVTC deputy director participated in JICA training (vocational training management) in Japan. In total, 14 counterparts participated in the trainings since SAVOT 1. All of them are currently working in the field of vocational training except for two persons who have retired.

The project offered one-month TOT training on training instruction methods for 20 instructors of MVTC and WVTC at Nakawa Vocational Training Institute, Uganda (NVTI). Since MTC instructors had received similar training in SAVOT 1, most of the instructors of 3 VTCs have completed the basic training at NVTI.

#### **(3) Facility and Equipment**

The project supported the construction and procurement work for MTC dormitories and cafeteria valued at JPY 57 million. Moreover, the construction and renovation of MTC facilities were carried out under the “Project for Improving Facilities and Equipment of Multi-Service Training Centre (MTC) in Juba” with the Japan Grant Aid for conflict prevention and peace building (JPY 1.13 billion) and was completed in March 2013.

MTC had received basic tools required for trainings in SAVOT 1 and its overall training equipment was also installed under Japan’s Grant Aid. Therefore, SAVOT 2 provided equipment and tools valued at 32 million for MVTC and WVTC. However, the provided items are limited number of basic tools, therefore it may be necessary to provide additional equipment to improve the training at both VTCs.

#### **(4) Local Costs**

JPY 274.42 million (including the budget from JICA South Sudan office) was spent to cover the local expenses in the implementation of the project for 3 years. The training-related expenses such as subcontracts with local consultants and NGOs for conducting trainings and procuring training materials constituted 45 % of the total expenses, while 33 % were for the facilities and equipment.

Local costs for the 3-year project was JPY 274.42 million, of which the share of expenditures for implementing training is the highest (45%), such as sub-contracting local consultants and NGOs and the procurement of training materials. The second highest share of the expenditures is 33% for the facilities and equipment.

#### **4. RECOMMENDATIONS**

##### **(1) Recommendations for Implementing MLPSHRD Strategic Plan 2012-2017**

- Output 1- Rehabilitation and construction of VTCs:

Assign priority to strengthen the function of existing VTCs. The 3 VTCs in Juba, Wau and Malakal should strengthen their functions to become regional centres targeting the people from neighbouring states and not limiting to the people of their cities. MVTC should construct dormitories for their trainees. It is important to get the state governments involved in VTC operation in order to strengthen the linkage with communities.

- Output 2- Improvement of service delivery:

Continue trainings for VTC instructors. Start with improving work ethics of the instructors as it is the basis of trainings for instructors.

- Output 3 - VTCs' financial self-reliance:

MTC needs to manage and utilize the increased income properly. WVTC and MVTC need to reach out to international organizations and NGOs so as to receive more contracted trainings.

- Output 4 - Establishment of National Vocational Training Fund:

Commence studies for the possibility of establishing a National Vocational Training Fund with the support of experts from outside, taking the examples of Kenya, Tanzania, and South Africa.

- Output 5 & 6 - Standardization of training programmes:

Upload “National Harmonized Curricula 2013” and “VTC Operation and Training Guideline” on a website and promote to the public.

- Output 7 - Database development:

Collect necessary information regularly from VTCs even before developing a system for the database. The top priority information to be collected are; 1) VTC staff profile, 2) Trainees information (the number of registered trainees and graduates), 3) Income and expenditures (tuition fees and income generation activities).

- Output 8 - Regulatory framework:

Monitor VTCs based on “VTC Operation and Training Guideline.” It is advisable to get a private body involved to establish a monitoring system of trainings provided by private training providers.

##### **(2) Further Improvement of Management Capacity Development of VTCs**

- Continue to hold VCC meetings.
- Make MTC to be a model school for other VTCs and private training institutes.
- Continue to conduct the regular courses.

##### **(3) Strengthening the Function of MLPSHRD as Vocational Training Information Centre**

- Consolidate the information of VTCs, private enterprise and development partners at the

Directorate of vocational training, MLPSHRD. The Directorate should strengthen its function as a vocational training information sharing centre.

**(4) Promotion of Vocational Training in line with National Development Plan**

- Propose and conduct vocational training, which can be combined with local social economic infrastructure business.
- Utilize VTCs and existing private training institutes to train public servants.

**(5) Establishment of Vocational Training Authority**

Independent body with high expertise is required to establish and implement vocational training system. In the long-term, it is advisable to study VETA (Vocational Education and Training Authority) in Kenya and Tanzania, considering the standardization of vocational training among East African Community in future.

### PROJECT IN FIGURES

Item	Figures		Remarks
	SAVOT 1	SAVOT 2	
1. Project period	40 month	36 month	From August 2006 to July 2013
2. Number of JICA experts	12 experts	9 experts	
3. Man-month of JICA experts	89.53 M/M	85.0 M/M	
4. Number of Counterpart	14 persons	15 persons	
5. Number of training providers supported by SAVOT (VTC)	1 VTC	3 VTC	Total : 3 VTCs
6. Number of training providers supported by SAVOT (NGO)	8 NGO	5 NGO	Total: 13 NGOs
7. Target cities for training implementation	3 cities	3 cities	Phase 1: Juba, Aweil, Bor Phase 2: Juba, Malakal, Wau
8. Beneficiaries (trainee)	3,861 persons	1,975 persons	Total: 5,836 trainees (including 99 ex-combatants in Phase 1)
9. Proportion of women in trainees	35%	56%	
10. Dropout rate during training period	21%	21%	
11. Employment rate of graduates	71%	51%	
12. Participants for Training in Japan	7 persons	7 persons	
13. Participants for Training in the Third Countries	37 persons	20 persons	
14. Cost of equipment supplied	USD 846,176	USD 363,770	
15. Cost of facility construction	USD 146,232	USD 673,000	

Project Completion Report  
Project for Improvement of Basic Skills and Vocational Training in South Sudan (Phase2)

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# **INTRODUCTION**

## INTRODUCTION

Republic of South Sudan separated from Sudan and gained independence on 9<sup>th</sup> July 2011. South Sudan is now a member the United Nations as a 193<sup>rd</sup> nation of the world. South Sudan is rich in oil and water resources in its vast land, which is about 1.7 times of that Japan. The longest civil war in the world between North and South in Sudan started from 1955 (the 1<sup>st</sup> Sudanese civil war), with a 10-year peace from 1972, and restarted from 1983 to 2005 (the 2<sup>nd</sup> Sudanese civil war). The background of the civil wars is often interpreted as the conflict between different tribes (Arabs and Black African), and different religions (Islam and Christianity). However, the root causes of the civil wars were extreme poverty and gaps in living conditions between North-South. During the civil war in 2000, there are obvious differences in the human development indicators between North and South, such as the average life expectancy (South: 42 years old, North: 53 years old), access to improved water sources ratio (South: 27%, North: 50%), adult literacy rate (South: 24%, North: 59%), maternal mortality ratio (South: 1,700 persons/100 thousand, North: 590 persons) (SPLM/UNICEF: 2004). Poverty will remain the absolute problem in South Sudan even if the domestic gaps are resolved with the independence.

Sudan is known as the country with conflicts and disputes even before South Sudan became independent. Sudanese conflicts, Darfur conflict (2004 to date), and Eastern Sudan conflict (1994 to 2006) are the limiting factor for the development; besides, it has forced the international community to bear a great deal of intervention cost. Sudan and South Sudan are bordering 9 countries, namely among others, Libya, Chad, Congo and Central Africa. Most of these countries have experienced several conflicts, and thus, are now a tinderbox. Conflicts today are easy to propagate, and one civil war tends to lead to regional confusion. Even now battles continue near the border with Sudan, and it affects to the Darfur conflict too. Moreover, the rivalries among tribes result in social instability in the country. If the government wins the trust of its own people with the improved capacity to provide public service, it can contribute to prevent any new conflicts to occur. The cost to end the conflict is much higher than to prevention it. From the viewpoint of regional stability and intervention cost, the prevention of dispute recurrence in South Sudan is of utmost importance for the international society.

Reconstruction activities including the maintenance of the social economic infrastructure are now being undertaken in South Sudan. Private investment is also active with the hope of developing the natural resources. One of the obstacles for the reconstruction activities is lack of human resources. The 2<sup>nd</sup> Sudanese civil war resulted in the loss of 2 million human lives, and in having refugees and IDPs of more than 4 million. Moreover, it had deprived the people of their opportunities for education as well as vocational training for a long time. Graduation rate of primary school (8 years) was only 1.9% and the opportunity for vocational training was almost none during the civil war. The outcomes of the unfortunate situation still remain as a negative legacy in every aspect of the country such as public administrative services, private commercial activities and agricultural development. Lack of knowledge and the technical know-how necessary for reconstruction of South Sudan is compensated by the inflow of workers from neighbouring countries such as Uganda, and Kenya. On the other hand, South Sudan youths do not have jobs, and the youth unemployment rate is reaching 20%, which can trigger social problems at any time. The Government of South Sudan has formulated in 2011 the South Sudan Development Plan (2011-2013), and the development of skilled human resources is taken as one of the urgent issues to be resolved, and the employment of youth and capacity development of

public servants are given a priority in the Development Plan. (This Plan has been extended to 2016 under the name of “South Sudan Development Initiative 2013-2016”.)

Under these circumstances, JICA had carried out since 2006 the project for “Improvement of Basic Skills and Vocational Training in South Sudan” with the goal of fostering skilled workers who would contribute to reconstruction of South Sudan. The project phase 1 started in 2006 for 3 years and the phase 2 was carried out from August 2010 to July 2013. During the project period, 3 public vocational training centres and 13 non-formal training providers (NGOs) were supported and about 6,000 youths were trained.

The target area of SAVOT Phase 1 was mainly the capital Juba. Although MTC in Juba was in ruins at that time, it could start 8 training courses (Automotive, metal fabrication & welding, building & construction, carpentry, plumbing & pipe fitting, electrical installation, refrigeration & air conditioning, secretary) after installation of training equipment, training of instructors, and curriculum development. At the same time, 15 training courses (computer, tailoring, carpentry, welding, building and construction, plumbing, electricity, cooking, wells-maintenance, hotel service, bakery, farming) were carried out with the cooperation of 4 international NGOs and 4 local NGOs. At the time of DDR (Disarmament, Demobilization, and Reintegration) of the Sudan People's Liberation Army (SPLA) that started from June 2009, vocational trainings (carpentry, cooking, plumbing, building and construction, tailoring and hotel service) were provided as a part of the DDR programme for approximately 100 demobilized soldiers in collaboration with UNDP from September to December in 2009.

SAVOT Phase 2 focuses more on strengthening the capacity of training institutes so as to improve their self-reliance. At the same time, the project expanded the target area from Juba to 3 main cities, i.e. Juba, Malakal and Wau, to provide vocational training opportunities to the people in the regions. Furthermore, the project contributed to the establishment of vocational training system in South Sudan together with MLPSHRD. The support included review of vocational training policy, development of National Harmonized Curricula 2013, and development of “VTC Operation and Training Guidelines.”

This report summarizes the activities, outputs and lessons learned of SAVOT 2, and aims to provide recommendations for upgrading the vocational training service in South Sudan.

**CHAPTER 1**  
**OVERVIEW OF VOCATIONAL TRAINING SECTOR**  
**IN SOUTH SUDAN**



# CHAPTER 1

## OVERVIEW OF VOCATIONAL TRAINING IN SOUTH SUDAN

### 1. EMPLOYMENT CONTEXT IN SOUTH SUDAN

#### (1) Labour Market

According to the Census 2008, the population of South Sudan is 8.3 million (UN estimated it at 11.8 million for 2013)<sup>1</sup>. Among them, the population under 24 years old is 64%<sup>2</sup>. The population growth rate is 2.1%<sup>1</sup> and it is higher than the economic growth rate (1.9%<sup>3</sup>). It is a serious issue how to absorb this expanding population into the labour market. The overview of the labour market and employment in South Sudan is shown below:

- The main industries of the country are oil, agriculture and livestock farming. 80% of GDP and 98% of the income of the public sector are dominated by the oil related revenues<sup>4</sup>. Except for the oil industry, the agriculture and livestock farming industry shares 15% of GDP and absorbs 78%<sup>5</sup> of the total working population. The agriculture industry is self-sufficient with low productivity, relying on the family labour.
- The unemployment rate of the country is 14%<sup>2</sup>. Female unemployment rate of 15% is higher than that of male (13%<sup>2</sup>). As the youth unemployment rate was 19% (2009)<sup>2</sup>, it is crucial to create employment for young generation.
- The employment in the formal sector (permanent employment with fixed working hours and income) is only 13%<sup>5</sup> of the total employment. The majority is provided by the informal sector.
- The number of the middle or large scale enterprises is very limited within the country. The manufacturing industry is hardly developed and thus large scale factories are also very few in number. 7,333 enterprises were registered under the government as of 2010 and 92.7% of them were micro industries with less than 6 employees<sup>6</sup>. By industries, wholesaling and retailing sector (including auto-repairing) shares 69.8% and hotel and food industry is for 14.1%<sup>6</sup>. Geographically, 36.6% of enterprises were located in Juba, 15.2% was in Wau and 12.2% was in Malakal<sup>6</sup>.
- 51% of the total population is considered as the poor<sup>1</sup> (2009)<sup>4</sup>. It dominates 55% of the rural population and 24 % of the urban<sup>4</sup>. Raising income level of the poor is a key factor for improving the living standard of the citizens.
- Unlike Sudan, women in South Sudan are very active in economic activities and their contribution to household income is also high. While female labour participation rate in South Sudan was 69.0%, that of Sudan was 19.8% (2008)<sup>2</sup>. The percentage of the female headed household is also high, therefore it is important to provide assistance to women to find employment opportunities.

---

<sup>1</sup> A person lives under \$1.25 a day.

- After the CPA (Comprehensive Peace Agreement) in 2005, a significant part of the rural population migrated into the urban area with the anticipation of the economic boost for the reconstruction. According to the Census 2008, the population of the capital, Juba, reached 370,000 (currently it could be 600,000 – 800,000), which has increased several times in size compared to that of 1993. The expansion of the population brought the demand for housing and it increased the employment opportunity for the construction of accommodations. However, the employments in this sector are dominated by the jobs in the informal sector.
- Adult literacy rate was 27%<sup>3)</sup>. Only 37% of the population over 6 years old ever had primary education (2008). It shows that the working population is not qualified enough. The inflow of the foreign workers is incessant to supplement the shortage of the skilled workers. Foreign workers are penetrated into the managerial jobs, technicians and even manual labours. The prevalence of foreign workers even in the manual labour market is based on the issue of the improper working attitude and low morale among South Sudanese.
- After the independence of the country, English became as an official language in South Sudan. Although the ability of English usage is the precondition of employment in the formal sector, the literacy rate of English is low. Especially female literacy rate is low and it is one of the restrictions of the employment.
- In many cases, the youth unemployed economically rely on their families and relatives due to a lack of social security system. The persons without supporters providing economic assistance tend to cause social unrest by committing crimes or becoming homeless.

Note: 1) UNOCHA South Sudan consolidated Appeal 2013 mid review  
 2) Fifth Population & Housing Census 2008  
 3) World Bank national accounts data 2010  
 4) South Sudan Development Plan 2011-2013  
 5) National Baseline Household Survey 2009  
 6) Statistical Yearbook for Southern Sudan 2010

## **(2) Employment Policy**

South Sudan Development Plan 2011-2013 (SSDP), published in August 2011 shortly after the independence of the country, emphasized the creation of the employment for the youth. Especially as 80% of the total population live in the rural area, the strategy to expand employment opportunities by shifting from subsistence agriculture to market oriented agriculture is presented in the Plan. At the same time, it aims to diversify the employments in the rural area through the activation of non-agricultural economy. Specifically, SSDP scheduled to implement labour force survey and to develop labour policy. Activities to realize those two items had not been started yet as of July 2013.

In 2012, MLPSHRD published Strategic Plan 2012/13 to 2016/17. In the plan, three activities are highlighted to create employment, namely: 1) to conduct national skill audit, 2) to promote youth entrepreneurship, and 3) to increase employment of the nationals. “3) to increase employment of the nationals” aims to replace employments currently dominated by the foreign workers by the nationals. As a first step, the Directorate of Labour, MLPSHRD plans to start identifying the number of foreign workers as well as the types of occupation they are engaged in. However, this has not been started yet as of July 2013 due to a shortage of staff at the directorate.

Table 1-1: Employment related strategy by MLPSHRD

Strategic Goal	Decent and productive work environment that promotes social justice, skills development, human dignity and employment creation
Strategic Objective	To facilitate employment creation
Strategy	Facilitate Employment Creation in the country
Activities	<p>(1) Available skills in the market</p> <ul style="list-style-type: none"> <li>• Conduct national skill Audit</li> </ul> <p>(2) Youths engaged in self employment</p> <ul style="list-style-type: none"> <li>• Develop youth entrepreneurship programmes</li> <li>• Develop and implement internship programmes</li> <li>• Develop and implement mentorship programmes</li> <li>• Formulate and implement programmes on self-employment</li> </ul> <p>(3) Increased employment of Nationals</p> <ul style="list-style-type: none"> <li>• Develop and implement policies which regulate jobs to be undertaken by foreigners</li> <li>• Develop and implement policies which regulate issue of work permit</li> </ul>

Source: MLPSHRD Strategic Plan 2012/13 to 2016/17

### **(3) Employment Services**

Labour offices, in each State Ministry of Labour, assist job placement through the display of job-opening information sent by the local companies on the announcement board at ministry. However, labour offices are not active enough to collect job-opening information and just waiting to be sent to them. They do not assist job seekers by assisting job placement or providing consultation service. Job seekers have to check the job-opening information on the announcement board by themselves. Moreover, labour offices do not have data on the number of people who were employed through the job-opening information.

## **2. VOCATIONAL TRAINING POLICY AND LEGISLATION**

### **(1) Regulatory Authority**

In South Sudan, a system for vocational training and vocational education is not established yet and thus, the regulatory authorities are also not unified. The activities related to vocational training and vocational education have been promoted by MLPSHRD, Ministry of Education, Science and Technology (MOEST), Ministry of Youth and Sports (MOYS) and Ministry of Social Welfare and Gender (MOSG) and each ministry has training institutes under its authority.

MLPSHRD, which plays a main role in vocational training administration in South Sudan, develops policies related to vocational training and manages 4 public vocational training centres (VTCs). The directorate of vocational training was set up in the ministry and the establishment of vocational training system is now being undertaken. As of July 2013, the directorate of vocational training has only a director general and a director. Because of the shortage of the personnel, the directorate is not fully functioning.

## (2) Legislation

Related laws to regulate vocational training are not developed yet. MLPSHRD has developed Labour Act 2012 but it does not cover the area of vocational training.

## (3) Policy Framework

### 1) National Development Strategies

South Sudan Development Plan 2011-2013 puts priorities on rural development as well as employment among the youths. The priority programmes consist of 4 areas: 1) Governance, 2) Economic development, 3) Social and human development and 4) Conflict prevention and security. Regarding the promotion of vocational training, some activities are covered under 2 priority programme areas, namely Governance and Social and human development (Table 1-2).

Under the governance area, 3 activities are planned; 1) development of vocational training policy and curriculum, 2) establishment of 2 vocational training centres and 3) establishment of 3 state offices. The regulatory authority for these activities is MLPSHRD. Under the social and human development area, development of vocational training policy framework for dropouts and out of school youth and other activities are planned. The regulatory authorities for these activities are MOYSR state agencies (Table 1-3).

Table 1-2: Priority programme area of SSDP 2011-2013

Priority programme areas	Objectives	Activities related to vocational training
Governance	To build a democratic, transparent and accountable government, managed by a professional and committed public service, with an effective balance of power among the executive, legislative and judicial branches of government.	Labour administration
Economic development	Diversified private sector-led economic growth and sustainable development which improves livelihoods and reduces poverty.	Not applicable
Social and human development	To promote the well-being and dignity of all the people of South Sudan by progressively accelerating universal access to basic social services.	Increase youth access to vocational training
Conflict prevention and security	To defend the sovereignty and territorial integrity of South Sudan; prevent the resurgence of conflict. And uphold the constitution by providing equitable access to justice and maintaining law and order through institutions which are transparent, accountable and respect human rights and fundamental freedoms.	Not applicable

Source: SSDP 2011-2013

Table 1-3: Activities related to vocational training in SSDP 2011-2013

Priority programme areas	Development outcome objective	Activities	Agency
Governance	Improved conducive environment for labour market	<ul style="list-style-type: none"> <li>• Develop and put in place vocational training policy and curriculum</li> <li>• Establish 2 vocational training centres</li> <li>• Establish 3 state offices</li> </ul>	<ul style="list-style-type: none"> <li>• MLPSHRD</li> </ul>
Social and human development	Increase out of school youth (60% females) to access to short term vocational skills training for better job opportunities	<ul style="list-style-type: none"> <li>• Develop gender sensitive vocational training policy framework for dropouts and out of school youth</li> <li>• Renovate existing and construct new vocational training centres</li> <li>• Collaborate with MOEST and MLPSHRD in the development and distribution of targeted vocational curricula</li> <li>• Engage vocational trainers and coordinate the provision of youth vocational training</li> </ul>	<ul style="list-style-type: none"> <li>• MOYSR state agencies</li> </ul>

Source: MLPSHRD Strategic Plan 2012/13 to 2016/17

## 2) Vocational Training Policy

MLPSHRD, which has been assisted by MDTF (Multi-Donor Trust Fund) and ILO, has developed vocational training policy. The draft final version is currently to be approved by the cabinet council. After the CPA, since there was no policy to guide to establish a vocational training system in spite of the demand from the government, trainings had been conducted without a proper system.

The vocational training policy which was developed recently gives a direction to vocational training system with its vision and specifies the training courses, certificates, qualifications of training institutes, administration system and financial sources (Table 1-4).

Table 1-4: The outline of vocational training policy

Vision	A flexible VT system that is adequately managed, resourced and cost-effective, which is informed by good governance and characterized by viable and productive VT providers	
Mission	Effective and efficient VT providers, with competent instructors and other staff and strong public-private partnerships providing equitable access and producing self-employable job creators and employable graduates, which are also providers of peace-building and reconciliation	
National curricula	National curricula serve as the guideline to standardize and harmonize content of vocational training programmes in vocational training providers throughout the country.	
Training Delivery	All training programmes should be delivered both within the premises of training providers and in workplaces of enterprises working in the specific training area.	
Certificate	Level II (ISCO skills level 2 or 3)	3 years (2 years plus 1 year on-the-job)
	Level I (ISCO skills level 2)	2 years training
	Intermediate (ISCO skills level 2 or 1)	1 year training
	Foundation (ISCO skills level 1)	Less than 1 year training
Registration	All vocational training providers in the Republic of South Sudan are requested to register with the MLPSHRD.	
Accreditation of VT Programme	VT providers should apply for accreditation of each training programme they run. Accreditation will subsequently allow them to issue nationally recognized certificates signed by the MLPSHRD.	
Qualification of Instructor	A recognized qualification for vocational trainers means 1) a degree by a vocational teacher or trainer college, or 2) a teacher's degree and at least 2 year experience in practicing the trade or 3) having at least 5 years of practical experience in the trade, and having passed an additional vocational trainer course of at least 1 month of duration.	
Vocational Training Council	To overcome the lack of coordination between different Ministries, the social partners and other stakeholders with regard to vocational training, this policy calls for the establishment of an Ad-hoc Vocational Training Council.	
Directorate for Vocational Training	The General Directorate for Vocational Training of MLPSHRD has been created in December 2012 and is mandated to oversee, regulate and support VT in the Republic of South Sudan.	
Vocational Training Stakeholder Coordination Forum	The Forum promotes the development and sustainability of relevant, high-quality VT in South Sudan through regular exchange and knowledge sharing.	
Labour Market Information System	All VT providers are encouraged to participate in the yearly Education Management Information Systems Unit (EMIS) data collection to capture information on TVET in the Education Statistics for the Republic of South Sudan.	

### 3) MLPSHRD Strategic Plan

5 year-plan of MLPSHRD, namely MLPSHRD Strategic Plan 2012/13 to 2016/17, stipulates “enhancement of institutional and human capacity of vocational training centres” as one of the strategic objectives. 3 activities are specified to achieve the strategic objective, namely 1) strengthening institutional and human capacities of VTCs, 2) development of National Harmonized Curricula 2013 and introduction of common exams and 3) strengthening of regulatory framework for VTCs (Table 1-5).

Table 1-5: Strategies related to vocational training in MLPSHRD Strategic Plan 2012/ to 2016/17

Strategic goal	Decent and productive work environment that promotes social justice, skills development, human dignity and employment creation
Strategic objective	Enhanced institutional and human capacity of vocational training centres
Strategy 1	Strengthen Institutional & Human Capacity of Vocational Training Centre to improve service delivery
Outputs/Activities for strategy 1	<ul style="list-style-type: none"> <li>(1) VTCs rehabilitated &amp; operational and new ones established <ul style="list-style-type: none"> <li>• Rehabilitate the existing VTCs</li> <li>• Facilitate establishment of VTC in every State</li> </ul> </li> <li>(2) Improved service delivery <ul style="list-style-type: none"> <li>• Undertake recruitment of qualified staff for VTCs</li> <li>• Set up an advisory Council at national level</li> <li>• Set up an advisory board for each VTC</li> <li>• Develop a strategic plan for each VTC</li> <li>• Equip the VTCs to effectively perform their mandate</li> </ul> </li> <li>(3) Financial self-reliance for VTC <ul style="list-style-type: none"> <li>• Develop VTC business plans for income generation</li> </ul> </li> <li>(4) National Vocational Training fund established <ul style="list-style-type: none"> <li>• Mobilize resources to develop VTCs</li> </ul> </li> </ul>
Strategy 2	Develop National Training and testing standard
Outputs/Activities for strategy 2	<ul style="list-style-type: none"> <li>(1) Harmonized, training, testing and certification <ul style="list-style-type: none"> <li>• Develop standardized curricula/testing guidelines</li> <li>• Develop standardized certification for public &amp; private VTCs</li> <li>• Review VTC curricula to address emerging needs by the industry</li> <li>• Establish an examination body for vocation skills</li> </ul> </li> <li>(2) Database developed <ul style="list-style-type: none"> <li>• Develop database system for trainee, registration, &amp; graduation in VTCs</li> </ul> </li> </ul>
Strategy 3	Strengthen regulatory framework for VTCs
Outputs/Activities for strategy 3	<ul style="list-style-type: none"> <li>(1) Regulatory Framework available <ul style="list-style-type: none"> <li>• Register, Monitor, evaluate and regulate all VTCS (Public &amp; Private)</li> </ul> </li> </ul>

Source: MLPSHRD Strategic Plan 2012/13 to 2016/17

### **3. DEMAND FOR VOCATIONAL TRAINING**

#### **(1) Needs of National Government**

The policies of vocational training prioritised by the government and needs for training are shown below.

Economic development	<ul style="list-style-type: none"><li>● Development of technicians to promote constructions of infrastructure in the rural areas, especially transportation infrastructure</li></ul>
Capacity building of public servant	<ul style="list-style-type: none"><li>● Improvement of administration capacity among public servants</li></ul>
Employment of the youth	<ul style="list-style-type: none"><li>● Encouragement of entrepreneurship of the youth</li><li>● Creation of job opportunities for the dropouts among the youth</li><li>● Provision of the short-term training for entrepreneurship and livelihood skills improvement</li><li>● Provision of vocational training to 8,600 persons (60% are females) by 2013</li></ul>

To respond to the needs listed above, current vocational training programmes are provided separately by VTCs, NGOs and development partners. Trainings conducted by VTCs are aiming to develop technicians; and trainings by NGOs are aiming for entrepreneurship and livelihood skills improvement. Development partners assist in providing refresher trainings for public servants.

#### **(2) Needs of Employers**

Based on the needs survey<sup>2</sup> carried out by SAVOT 2 in 2010, 53% (n=100) of interviewed employers pointed out that the shortage of the skilled workers was one of the issues to run their business. To solve this issue, 32% of employers thought they could provide on the job training inside the company, whereas 41% of them wanted to utilize training facilities outside the company. This result shows there are potential needs for refresher training of companies' employees. It is possible to stimulate the needs of training institutes through the promotion of VTC trainings to companies.

#### **(3) Needs of the Youth**

Above mentioned needs survey also found out that 28% of the interviewed primary school students (Primary 8) (n=181) and 31% of the interviewed secondary school students (secondary 3) (n=186) preferred to go for vocational training after graduation. With regard to the trades they wish to learn, while auto-mechanic course is the most popular among male students, female students preferred catering and hairdressing.

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<sup>2</sup> 711 samples were collected from employees (181 students (Primary 8), 186 students (Senior 8) and 344 job seekers) and 100 samples from employers. The target areas were Juba, Wau and Malakal.



#### **(4) Needs of the Public Servants**

Although MLPSHRD has a plan to conduct a survey to understand the current capacities of the public servant, no preparatory activities have been started as of July 2013.

### **4. PROVISION OF VOCATIONAL TRAINING**

During the civil war, the provision of vocational training in South Sudan was almost stopped. Today, vocational training programmes in various types are provided. However, all the training programmes can be categorized into non-formal training because there is no system in South Sudan to approve training institutes as well as training programmes. Formal trainings (public trainings) are mainly provided by VTCs under MLPSHRD except for training institutes specialized in the fields of agriculture, medicines and so on.

#### **(1) Public Vocational Training Institution**

##### **1) Vocational Training Centres under MLPSHRD**

MLPSHRD runs 4 VTCs listed below.

Name of VTC	Location	Year of establishment
① Wau Vocational Training Centre	Wau, Western Bahr-El Ghazal State	1969
② Juba Multi-Service Training Centre	Juba, Central Equatoria State	1973
③ Malakal Vocational Training Centre	Malakal, Upper Nile State	1976
④ Aluakluak Women's Vocational Training Centre	Aluakluak, Lakes States	2011

3 VTCs except for Aluakluak VTC have history of more than 30 years. However, MVTC was the only VTC, which was functioning even during the civil war. The rest of 2 VTCs were already in ruins at the time of CPA in 2005. MTC and WVTC started their activities with the assistance of JICA and other development partners. On the other hand, Aluakluak VTC has been closed due to no allocation of instructors. Although those VTCs are the largest training institutes in South Sudan, they could accommodate only about 1,000 trainees in 2011. They are not yet ready to respond to the demands of the people.

#### **A. Curriculum**

VTCs and other training institutes had been using training programmes and curriculum of their own due to a lack of national standard curriculum in South Sudan. Hence, MLPSHRD developed the National Harmonized Curricula 2013 in 2011 and 2012 with the support of ILO and JICA. At present, the draft final version is waiting to be approved within the ministry. The National Harmonized Curricula 2013 is designed to ensure consistencies with vocational qualification depicted in the vocational training policy. It covers 14 trades including architecture, agriculture, secretarial and so on.

Hereafter, it is anticipated that the National Harmonized Curricula 2013 would be approved by the cabinet council after the final review. VTCs plan to start trainings in accordance with National Harmonized Curricula 2013 for the training course 2013.

Table 1-6: Coverage of National Harmonized Curricula 2013

Courses	Foundation		Intermediate	Level I	Level II
	3 months	6 months	1 year	2 years	3 years
1. Auto Motive	×	×	×	●	×
2. Welding and Fabrication	×	×	×	●	×
3. Carpentry and Joinery	●	●	●	●	×
4. Building and Construction	●	●	●	●	×
5. Electric Installation	●	●	●	●	×
6. Plumbing and Pipe Fitting	×	×	×	●	×
7. Secretarial Skills	●	●	●	●	×
8. Farm Machinery	×	×	×	×	×
9. Food Processing	●	●	●	×	×
10. Food Production	×	●	×	×	×
11. Tailoring, Tie and Dye	●	●	●	×	×
12. Hairdressing and Beauty Therapy	●	×	×	×	×
13. Agriculture	●	●	●	×	×
14. Entrepreneurship	●	×	×	×	×

## B. Vocational Qualification

There are 4 stages of vocational qualifications based on the level of the required skills. At present, there is no training institute in South Sudan which is able to provide advanced level trainings. Most of companies are small scales and do not fully understand the concept of vocational qualification. Reflecting this situation, quite simplified vocational qualifications are currently offered.

Table 1-7: Vocational qualifications in South Sudan

Level II	3 years training	Occupations at skill level 3 typically involve the performance of complex technical and practical tasks that require an extensive body of factual, technical and procedural knowledge in a specialized field. Occupations at this skill level generally require a high level of literacy and numeracy and well-developed interpersonal communication skills.
Level I	2 years training	Occupations at skill level 2 typically involve the performance of tasks such as operating machinery and electronic equipment, driving vehicles, maintenance and repair of electrical and mechanical equipment and manipulation, ordering and storage of information. For most occupations, the ability to read information such as safety instruction, to make written records of work completed and to accurately perform simple arithmetical calculations is essential. Many occupations at this skill level require a high level of manual dexterity.

Intermediate	1 year training	Occupations at skill level 1 typically involve the performance of simple and routine physical or manual tasks such as cleaning, digging, lifting and carrying materials by hand, sorting, storing or assembling goods by hand, picking fruit and vegetables. Many occupations at skill level 1 may require physical strength and/or endurance. For some jobs, basic skills in literacy and numeracy may be required.
Foundation	Less than 1 year training	

### C. Instructors

64 instructors are currently working for 10 courses in 3 VTCs (AWVTC is excluded). By courses, “Welding and Metal Fabrication course” has the largest numbers of instructors (15) and “Electrical installation course” follows with 11 instructors. The number of instructors for “Food processing course” and “Tailoring course” is relatively less because VTCs have been focusing on the long-term engineering trainings. The majority of instructors are male, and female instructors share only 4.4 % of the total. Average age of the instructors is 40 years old. 40% of them are in their 30’s and 25% are in 50’s. Regarding their educational background, only 7.4% has bachelor degree. Most of them have just diploma (56%), which is not a high status because VTC graduates with 3 years training after primary school could also obtain diploma under the former qualification system. Technical assistants are also employed at VTCs besides instructors. However, most of them are primary school graduates and hardly involved in teaching and just assisting in administrative work of the courses. Neither licence system for instructors nor training schools for instructors are available in South Sudan. Training of instructors currently counts on the assistance from development partners.

Table 1-8: Number of instructors at VTCs

Courses	Number of instructors	Number of technical assistants
1. Automotive	8	5
2. Building and Construction	7	2
3. Carpentry and Joinery	6	5
4. Electrical Installation	11	4
5. Farm Machinery	3	1
6. Food Processing	1	1
7. ICT and Office Administration/Secretary	6	0
8. Plumbing and Pipe-Fitting	5	1
9. Tailoring	2	1
10. Welding and Metal Fabrication	15	2
Total	64	22

### D. Budget for Vocational Training

Although no official financial figures are available in the area of vocational training, based on the hearing from the concerned persons, MLPSHRD is narrowly able to disburse the budget for human resources of VTCs. With regard to the budget for VTC operation and equipment/facility, they rely on

tuition fees from trainees and financial assistance from development partners. The amount of requested budget for 2013 was 4 million SSP for 4 VTCs, of which 75% was labour costs.

**2) Training Institutions under MOEST**

South Sudan adopts 8-3-4 education system; primary 8 years (compulsory), secondary 3 years and tertiary 4 years. MOEST, which is a regulatory authority of technical education, runs 3 technical secondary schools, 1 technical college, 5 universities with the faculty of engineering. Meanwhile, MOEST also promotes Technical and Vocational Education and Training (TVET) and its functions are duplicated with the activities of other ministries. With the assistance of UNESCO, MOEST developed TVET policy as well as vocational training curriculum, though they are yet to be completed. Their capacities as training providers are quite limited because they have only two functioning technical secondary schools in Juba and Malakal. Many of the training courses provided by technical secondary schools are same as that of VTCs. The major difference is that the time allocated for practice is 50% for technical secondary schools, whereas 70% for VTCs.

Table 1-9: Major courses of technical secondary schools and departments under the faculty of engineering at Juba University

Major courses of technical secondary school	Departments under faculty of engineering at Juba university
1. Construction	1. Agricultural Engineering
2. Concrete practice	2. Civil Engineering
3. Plumbing	3. Architecture
4. Carpentry and Joinery	4. Mechanical Engineering
5. Electrical Installation	5. Electrical Engineering
6. Electronics & refrigeration	
7. Auto motives	
8. ICT	
9. Hotel and Hospitality	
10. Agriculture	
11. Manufacturing in Textile and Garments	

**3) Training Institutions under Other Ministries**

Apart from MLPSHRD and MOEST, Ministry of Youth and Sports provides short-term vocational training to the youth of school dropout with the target number of trainees is 8,600 in 2013. The ministry possesses youth centres as training facilities, the facility and equipment, however; are not sufficient enough to provide qualified training.

Besides, Ministry of Agriculture, Forestry, Tourism, Animal Resources and Fisheries has agriculture schools and Ministry of Health runs nursing schools.

**(2) Non-Government Institutions**

It is difficult to grasp the situation of training providers in the private sector because registration system is not developed yet in South Sudan. Private training institutes with fixed training courses are

limited to some Christian organizations. There are some small scale stores that provide training on computer operation in the urban areas. Thus, private training service is yet to grow.

NGOs play a major role in implementing the vocational training and livelihood skills training courses on a project basis. Livelihood skills training courses provided by NGOs and other organizations cover wide range of areas from engineering to agriculture. Their main target groups are women and the vulnerable. The training courses are implemented on a single-year basis with the assistance from development partners. Capital investment is not included into the budget in many cases. Therefore, the training facilities used for those courses are on a small scale and not equipped with machines.

### **(3) In-house training and Apprenticeship**

Some private companies in South Sudan provide in-house training to their employees internally. However, micro enterprises with a few employees constitute the majority of the companies in South Sudan; and it is difficult for them to provide systematic in-house training programme. Many employers prefer training outside because the level of skills among senior employees is also not sufficient to train juniors. Work place is quite important for the youth to acquire skills which are necessary to perform their tasks. Moreover, training capacities of companies are crucial to enhance the effects of vocational training. On the contrary, medium scale companies (mainly foreign companies), though they are quite few, provide a relatively systematic in-house training programme, such as assigning some personnel to manage other employees. As they can provide technical training within the company, some employers request training institutes to teach common sense and work ethics to the youth.

There are no government policies or development partners which assist in-house training or apprenticeship. At the same time, it is not easy to increase the number of VTCs or to operate in-house training and apprenticeship with the government budget. Moreover, considering that the expansion of employment opportunities is difficult without development of the informal sector which dominates the majority of the employment market, it is necessary to improve in-house training programme within the companies.

## **5. INTERNATIONAL ASSISTANCE FOR VOCATIONAL TRAINING**

Not many development partners provide assistance in the field of the vocational training because of the high unit cost per trainee. UN agencies, especially ILO and UNIDO are very active in this field. Regarding bilateral cooperation, Government of Japan/ JICA is the biggest development partner. The assistance from development partners is summarized in Table 1-10.

Table 1-10: Development partners assisting vocational training and their activity outline

Development partners	Activity Outline
MDTF	CAIHRD : Capacity Building Institutional and Human Resource Development in Southern Sudan Project (USD 5.6M) : Started in 2008. Renovation of 4 VTCs and provision of training development of vocational training policy, renovation of provincial labour office. The implementation agencies are ILO, NPA and JICA. JICA renovated MTC and provided training to 1,000 persons.
MDG-AF	Creating Opportunity for Youth Employment in South Sudan (USD 9.0M): Assistance by UN 10 agencies started in 2011. They have a plan to provide training to the youth from 15 to 30 years old.
ILO	Provision of a wide range of technical assistance in the field of vocational training. Assistance to MLPSHRD, MOEST and MOYS for the development of vocational training policy, implementation of labour market survey and control of child labour.
UNIDO	Renovation of WVTC with MDTF. Provision of short-term vocational training in cooperation with VTC and NGOs.
UNESCO	Assistance mainly to MOEST to the development of TVET policy and its implementation. Provision of financial and technical assistance to the above mentioned MDG-AF.
GIZ	After the CPA, assisting MTC and provincial training centre of Central Equatoria State to provide vocational training. Provision of vocational training to discharged soldiers.
NPA	Construction of AWVTC with MDTF had completed. Providing continuous assistance for resuming training of AWVTC.
World Bank	Safety Net and Skills development Project (USD 3.5M): Provision of technical training at community base in 4 states in collaboration with MLPSHRD. It has started in 2013 and plans to training 3,500 persons in 3 years. It covers a wide range of areas in agriculture, architecture and driving.
Government of Japan/ JICA	Assisting VTCs with MLPSHRD as a counterpart since 2006. It has also implemented livelihood skills training in collaboration with NGOs. So far training opportunities were provided to 6,000 persons. The government of Japan rehabilitated MTC facilities and assisted NGOs to develop training facilities. With grand aid assistance through UN, vocational training was provided through UNIDO as an implementation agency.

**CHAPTER 2**  
**PROJECT CONTEXT AND DESIGN**

# **CHAPTER 2**

## **PROJECT CONTEXT AND DESIGN**

SAVOT aims to provide vocational training for the people so that they can increase the opportunities of employment and income generation through revitalization of vocational training institutes, which were forced to stop their operation during the civil wars. It also aims that the people will acquire skills that will contribute to the reconstruction, reintegration, and development of the country. The project phase 1 started in 2006 for 3 years and the phase 2 was carried out from August 2010 to July 2013. During the project period, 3 public vocational training centres and 13 non-formal training providers (NGO) were supported and more than 5,000 youths were trained. The characteristics of the project is 1) to support two types of vocational training; one is aiming to develop engineers with long term perspectives and the other is aiming to have immediate impacts through short-term livelihood skills training, and 2) to support development of vocational training system. This report summarizes the activities and outputs of the project phase 2 (Please refer to Annex-1 “SAVOT Phase1 Project Brief” for the project phase1).

### **1. OBJECTIVES**

#### **(1) Overall Goal**

Employment and entrepreneurial opportunities of ex-trainees are expanded for promoting reconstruction and development toward consolidation of peace.

#### **(2) Project Purpose**

The number of training opportunities and quality of vocational training provided through VTCs and some selected non-governmental organizations increases/improves under the strengthened guidance of MLPSHRD

#### **(3) Expected Outputs**

1. Capacity of MLPSHRD to implement the Vocational Training Policy is strengthened.
2. Technical and managerial capacity is strengthened in Juba MTC.
3. Technical capacity is strengthened in Wau, Malakal and Aluakluak VTCs.
4. Training delivery of non-governmental vocational training providers is expanded in Juba and other major cities.



## 2. PROJECT PERIOD AND TARGET

### (1) Project Period

From August 2010 to July 2013 (36 months)

### (2) Project Sites

Target areas of the project are basically all 10 states as MLPSHRD has responsibilities in all the states of South Sudan. However, only 3 public vocational training centres (VTC) are actually functioning in Juba, Malakal and Wau. In addition, it is difficult for Japanese experts to work in other cities due to security reasons. Thus, these 3 cities are taken as areas of operation including sub-contracted NGO trainings.



Map : UNOCHA 2012

Figure 2-1: Project Site Map

### **(3) Beneficiaries**

#### Direct Beneficiaries:

- i. Government officers of Directorate of Vocational Training, MLPSHRD
- ii. Management, administrative staff and instructors of public VTCs
- iii. Management, administrative staff and instructors of non-formal vocational training providers (NGOs)

#### Indirect Beneficiaries:

Trainees of VTCs and training providers mentioned above and local enterprises

## **3. BASIC APPROACH**

The roles of vocational training in South Sudan are to develop skilled labour required for reconstruction of the country, and to stabilize the people's livelihood through work. The latter emphasizes to stabilize the lives of unemployed youths and vulnerable people, who can trigger social instability, to prevent recurrence of conflicts. SAVOT aims the vitalization of vocational training from both perspectives.

A lot of foreign labours are employed to make up for the shortage of skilled labour in the construction industry and maintenance of facilities/machines, which are in high demand in revival economy. Many of the foreign labours hold qualification of vocational training after graduating from primary and lower secondary education in their own countries. It is necessary to offer (formal) equivalent training so that South Sudanese compete with them. SAVOT expects public vocational training centres to play that role. On the other hand, it is important for vulnerable people to secure means of living and have income as early as possible. Therefore, SAVOT takes an approach to provide short-term skills trainings (non- formal) and employment support in cooperation with NGOs.

New born South Sudan has not established the vocational training system. The activities of each vocational training centre are not uniform and their quality control and training efficiency need improvement. To tackle this situation, SAVOT includes managerial capacity development of MLPSHRD as one of its activities. SAVOT had to start everything from the scratch including establishment of national vocational training policy and system, provision of vocational training and publicity of vocational training for the citizens and industries. The characteristic of SAVOT approach is the provision of comprehensive support towards various needs related to vocational training.

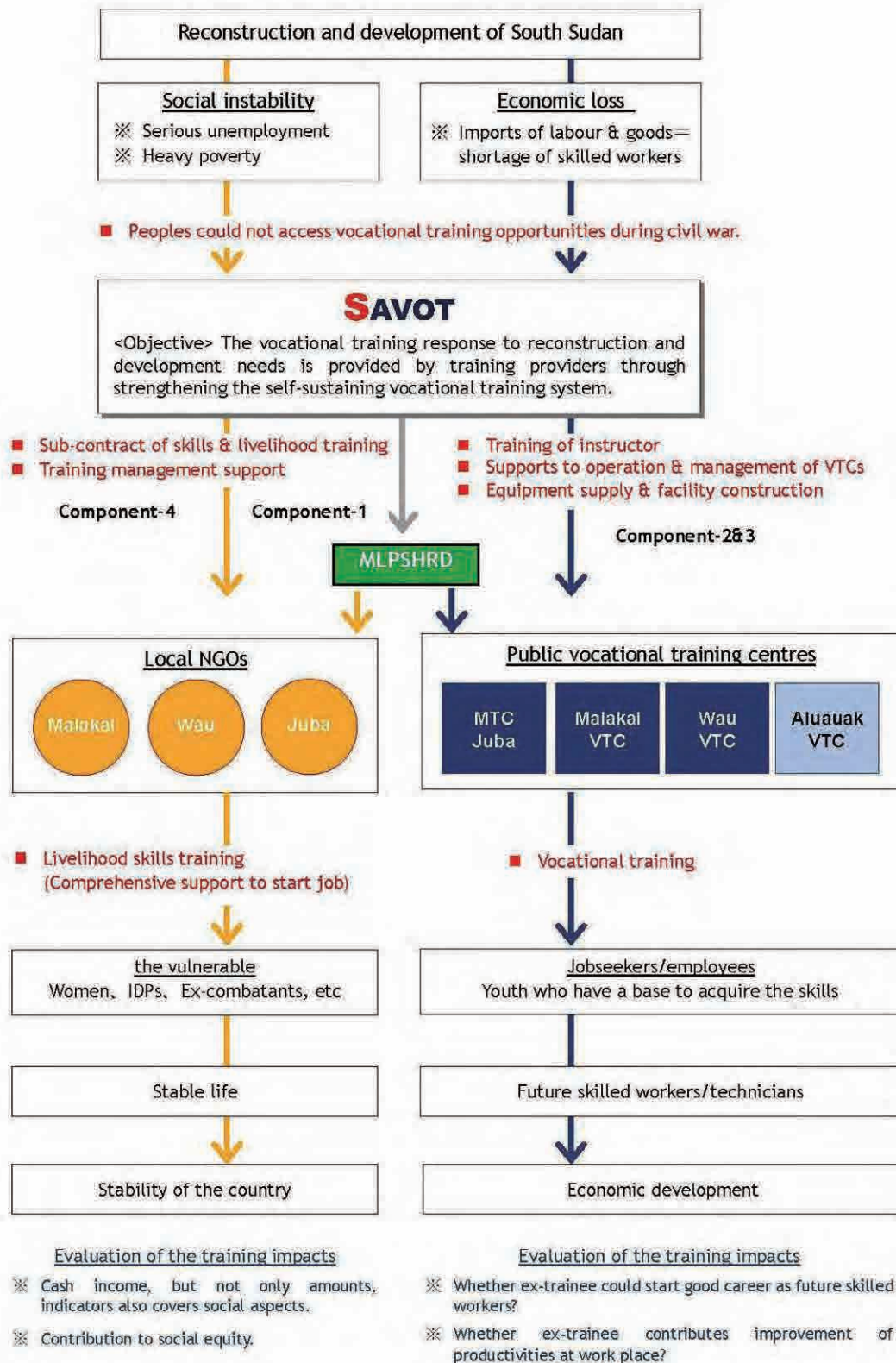


Figure 2-2: SAVOT Basic Approach

## **4. PROJECT COMPONENTS AND MAIN ACTIVITIES**

The following activities were planned under 4 components to achieve the objective;

### **Component 1: Capacity Development of MLPSHRD**

Expected output: Capacity of MLPSHRD to implement the Vocational Training Policy is strengthened

- Compile monthly report from each VTC and have discussion with counterparts of MLPSHRD and VTCs about issues based on these reports
- Organize ordinary meetings between Director of Vocational Training of MLPSHRD and Directors of VTCs
- Establish VTC management committee composed by Directors of 4 VTCs
- Inspect the VTC operations by the inspectors and MLPSHRD periodically
- Develop guidelines and manuals to standardize VTC operation as following; VTC Operation Guideline Standard, Budget Planning Guideline, Recruitment Guideline, Procurement Guideline, VTC Supervise Guideline, Report Writing
- Conduct training regarding instruction for guidelines and manuals to VTC staff
- Conduct monitoring for using guidelines and manuals in VTCs
- Coordinate with other donors, which intervene in vocational training sector

### **Component 2: Capacity Development of MTC**

Expected output: Technical and managerial capacity is strengthened in Juba MTC

- Review and adjust the Juba MTC Action Plan and develop an execution plan.
- Review and reform the administrative structure of Juba MTC.
- Review and reform the institutional accounting system of Juba MTC.
- Develop the facility and equipment maintenance system of Juba MTC.
- Conduct on-the-job training (OJT) to the principal and administrators at Juba MTC.
- Conduct TOT to Juba MTC trainers on technical skills and teaching methods for Juba MTC.
- Conduct general vocational training courses for Juba MTC.
- Develop short course programmes at Juba MTC according to the needs of employees and ex-combatants.
- Conduct short vocational training courses at Juba MTC.
- Develop the income-generating system at Juba MTC.
- Conduct income-generating activities in certain training course at Juba MTC.
- Conduct training assessment and feed-back to the training programmes at Juba MTC.
- Hold seminars for promoting job placement and trainees' entrepreneurship for at Juba MTC.

### **Component 3: Capacity Development of other VTCs**

Expected output: Technical capacity is strengthened in Wau and Malakal VTCs.

- Undertake a needs assessment /baseline survey in Wau and Malakal VTC.
- Conduct TOT to VTC trainers on the technical skill and teaching method.
- Conduct training assessment and feedback on the training programmes.

## **Component 4: Provision of Livelihood Skills Training by Non-Government Institutions**

Expected output: Training delivery of non-governmental vocational training providers is expanded in Juba and other major cities.

- Undertake a sector needs assessment/analysis in major cities.
- Provide assistance toward the self-sustained management of existing non-formal training providers in Juba.
- Provide assistance for upgrading and expanding training courses for existing non-formal training providers in Juba.
- Identify new non-formal training providers in major towns.
- Design basic skills training programmes for new non-formal training providers in major towns.
- Train managerial and technical staff of new training providers in major towns.
- Provide assistance for the conducting of training courses by new training providers in major towns.
- Conduct training assessment and feedback on training programmes.
- Hold a seminar and study tour to share lessons, approaches and know-how on training, amongst training providers.

## **5. IMPLEMENTATION STRUCTURE**

### **(1) Responsible Organization**

“Directorate of Vocational Training, Ministry of Labour, Public Service and Human Resource Development”

Directorate of Vocational Training was newly established in 2012. The vocational training administration was under the responsibility of the directorate of labour and industry when the project started. However, as there was no one in charge of vocational training at that time, the project was carried out with the consultation with Vice Minister and undersecretary. Director General was newly appointed at the time of establishment of the Directorate of Vocational Training in November 2012 and he becomes the person in charge of the project. In 2013 a director was appointed under the Directorate, yet the shortage of human resources remained as a challenge for the project.

### **(2) Vocational Training Providers**

Vocational training providers supported in the project were 9 in total; 4 public vocational training centres (VTCs) under MLPSHRD and 9 local NGOs as below.

#### **【VTC】**

- |  |                                   |
|--|-----------------------------------|
| ① Juba Multi-service Training Centre (MTC)             | Juba, Central Equatoria State     |
| ② Malakal Vocational Training Centre (MVTC)            | Malakal, Upper Nile State         |
| ③ Wau Vocational Training Centre (WVTC)                | Wau, Western Bahr El Ghazal State |
| ④ Aluakluak Women’s Vocational Training Centre (AWVTC) | Aluakluak, Lakes State            |

**【Local NGOs】**

- |   |                                   |
|---|-----------------------------------|
| ⑤ South Sudan Older’s People Organisation (SSOPO) | Juba, Central Equatoria State     |
| ⑥ Confident Children out of Conflict (CCC)        | Juba, Central Equatoria State     |
| ⑦ Fashoda Youth Forum (FYF)                       | Malakal, Upper Nile State         |
| ⑧ Women Development Group (WDG)                   | Wau, Western Bahr El Ghazal State |
| ⑨ Peace Corps Organization Sudan (PCO)            | Wau, Western Bahr El Ghazal State |

**(3) VTC Coordination Committee (VCC)**

The role of VTC Coordination Committee (VCC) is for 4 VTCs to jointly discuss the common issues and their countermeasures. VCC is an important component in terms of capacity development of VTCs. VCC is composed of director and deputy directors of each VTC and held quarterly. The results of VCC were reported to Vice Minister and undersecretary, and hence; VCC provided an important opportunity for VTCs and MLPSHRD to share information. (Annex-6: Guiding Principles and Rules of the VCC)

**(4) JICA Project Team**

The project consists of 2 parts; one is vocational training policy support (component 1) and the other is capacity development of vocational training centres/vocational training providers (component 2-4). The first part of the project was mainly looked after by 2 other experts who were under the different contract with JICA. However the delay in development of counterparts in MLPSHRD pushed the dispatch of the experts to November 2012. Vocational training policy support includes critical activities like development of VTC operation guidelines, which will be the basis of VTC capacity development. Therefore, the activities of the component 1 were carried out with the support of team for capacity development of vocational training centres/vocational training providers.

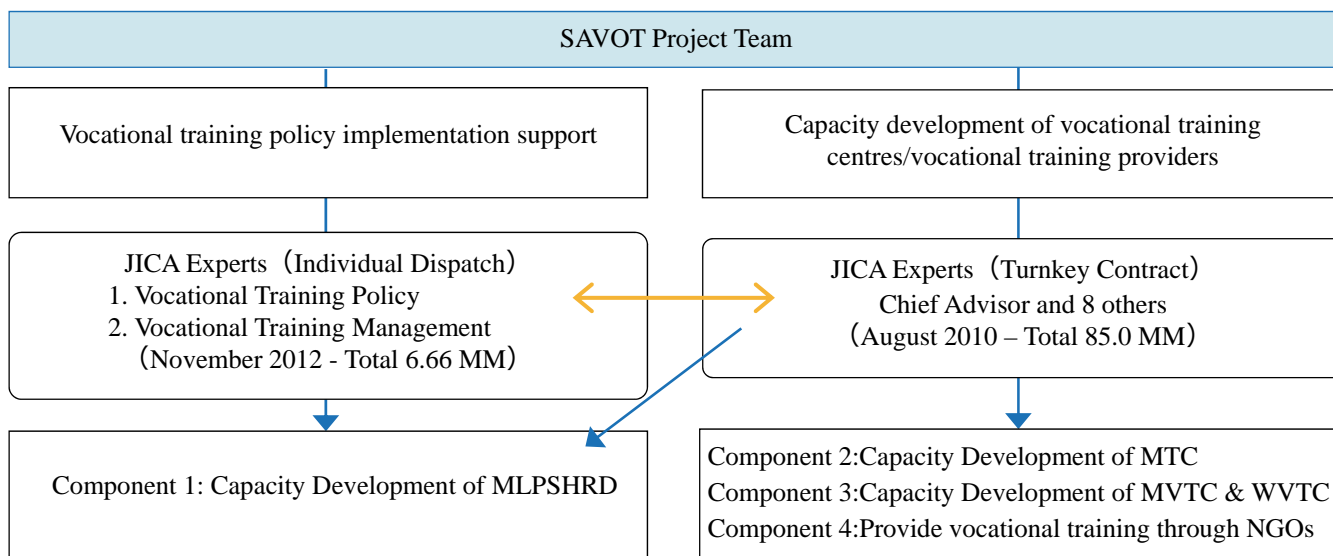


Figure 2-3: Implementation structure of JICA Project Team

## 6. MONITORING AND EVALUATION

Joint Coordination Committee (JCC) and VCC have an important part in monitoring and evaluation of the project. With regard to the vocational training activities conducted by each training provider, the JICA experts in charge of monitoring checked the progress of the activities and evaluated the outcomes (graduate tracer survey). Besides, 2 advisory studies and a terminal evaluation were carried out as joint evaluation studies by JICA and MLPSHRD.

Table 2-1: List of evaluation studies conducted by JICA

Evaluation Studies	Period	Evaluators	Reports
Advisory Study	25-30 Sep 2011	JICA Senior Advisor (TVET)	M/M
Advisory Study	1-3 Oct 2012	JICA Senior Advisor (TVET)	
Terminal Evaluation	9-22 Jun 2013	JICA Senior Advisor (TVET), JICA South Sudan Office, Evaluation consultant, and MLPSHRD	M/M

## 7. AMENDMENT OF THE PLAN

During the project period, no major changes were made in the plan even though various large and small environmental changes took place such as independence of South Sudan, reorganization of government ministries, activity restrictions in regional cities due to security reasons, and austerity measures implemented by GoSS. However, the content of Component 1 was officially changed at JCC in September 2011 considering the situation of MLPSHRD and local industries, and the delay of dispatch of JICA experts in charge of vocational training policy support (Refer to Chapter 3 for the content of the changes).

# **CHAPTER 3**

## **PROJECT OUTPUTS**



# CHAPTER 3

## PROJECT OUTPUTS

### 1. ACHIEVEMENT

The achievement of the project purpose is mainly evaluated based on the result of the Tracer Survey and the records of training by training institutes/ providers. The outline of the Tracer Survey is shown in Table 3-1 (See Appendix 8 Tracer Survey 2012-2013).

Table 3-1 : The outline of Tracer Survey 2012 - 2013

Duration of training	July 23- September 3, 2012, April 23 – June 7, 2013				
Target area	Juba, Wau, Malakal				
Target of the survey	Graduates from training institute/ providers assisted by SAVOT Employers of SAVOT graduates and employers in general				
Method of the survey	Interview survey with questionnaires (interviewees are selected through random sampling based on the list of graduates) *				
Number of samples in total	Graduates : 602 (Target : 46% of graduates, Result : 39%) Employers : 51				
Number of samples by training institutes/ providers	Training institutes/ providers	Number of graduates**	Actually collected samples	Coverage rates	
	VTC	MTC	322	108	34%
		MVTC	316	0	0%
		WVTC	54	9	17%
	NGO	SSOPO	363	176	48%
		CCC	124	49	40%
		WDG	63	41	65%
		PCO	180	120	67%
		FYF	130	99	76%
	Total	1,552	602	39%	
<b>Attributes of the respondents</b> (1) Gender ratio : Male 22%、 Female 78% (2) Average age : 28.8 years old (3) Ratio of the married person : 60% (4) Average number of children (excluded the respondents without marital status) : 3.6 persons. (5) History of residence : 47% are returnee. 50% of returnees are from Khartoum, 44% are from Uganda. (6) Possession rate of own housing : 13% (43% live in family's housing. 43% live in rented housing.)					

Note\* : Although it was based on the random sampling, some of samples were introduced by respondents because numerous of graduates changed their mobile number which were recorded on the list. It was difficult to trace graduates based on the list because the graduates frequently changed their mobile number after the independence of the country or on the occasion of the campaign by mobile service companies.

Note\*\* : Number of graduates were graduates who completed training courses before April 2013. The figure is different from the actual number of graduates of SAVOT 2.

## 1.1 OVERALL GOAL

Employment and entrepreneurial opportunities of ex-trainees are expanded for promoting reconstruction and development toward consolidation of peace.

### OBJECTIVELY VERIFIABLE INDICATORS

#### (1) The rate of employment of ex-trainees exceeds at least 70% in Juba and 50 % in Malakal and Wau

The employment rate of the graduates from the training institutes/ providers supported by SAVOT 2 was 39% as a whole, falling short of the targeted percentages. The rates were by region 48% in Juba, 29% in Wau and 23% in Malakal. Wau and Malakal, the regional cities, earned particularly lower percentages, but WDG in Wau earned the percentage exceeding the target. Employment rates can be affected by the size of regional labour markets, and also by contents of employment support by training institutes/providers or goal setting of training programmes (to be hired or to start his/her own business). Training providers such as PCO and FYF, which had especially lower employment rate (14% and 23% respectively), have not supported their trainees on employment or some kind of problems have been found in their training contents. MTC, as well, has not done employment support, however the centre has relatively high employment rate because almost half of its employed graduates just went back to the job they had before the training. On the other hand, the livelihood improvement training by NGOs was mainly targeting women who do not have much education background. It is not easy for them to be hired by a company. Even with taking those training programmes which were targeting employment by hotels or restaurants, employment rate was low (CCC: 39%; SSOPO's Food processing course; 49%) even in Juba. To the contrary, those training courses to encourage starting own business achieved higher employment rate (WDG: 71%; SSOPO's tailoring course: 75%). As mentioned later, in the case of starting own business, income tends to be lower but it is considered as an effective step to be employed.

Table 3-2: Employment rate of SAVOT graduates by institutes and training providers)

Place of residence	Juba			Waw			Malakal	Total
	MTC	SSOPO	CCC	WVTC	WDG	PCO	FYF	
Name of training institutes								
Number of respondents	108	176	49	9	41	120	99	602
Ever had a job after training	58	89	19	2	29	17	23	237
Employment rate (by institute)	54%	51%	39%	22%	71%	14%	23%	39%
Employment rate (by region)	48%			29%			23%	39%

Source: SAVOT Tracer Survey 2012-2013

#### (2) The average income of ex-trainees increases by 25% compared with that before training

According to the Tracer Survey, among the graduates who are currently employed, 77% of those who gave reply to the questionnaire on income answered "income has increased" after completing training.

The income of those graduates who answered “income has increased” has actually increased at 89% compared to that before training.

Table 3-3: Changes in income after the training (by institutes and training providers)

	MTC	WVTC	SSOPO	CCC	FYF	WDG	PCO	All
Number of respondents	52	0	77	18	20	28	16	211
Average monthly salary (SSP)	904	615	557	632	493	465	370	609
Increase of earning after the training	46%	-	88%	89%	75%	100%	69%	77%
No-difference of earning after the training	54%	-	9%	-	25%	-	31%	21%
Decrease of earning after the training	-	-	3%	11%	0%	-	-	2%
How much is the difference	78%	-	90%	100%	100%	-	82%	89%

Source: SAVOT Tracer Survey 2012-2013

An average monthly salary of the graduates who are currently having a job is SSP 609. By employment pattern, there is no big difference between the income of those who are working as permanent worker or contract worker (SSP 633-656), but the one of self-employed workers is lower, which is SSP 452. The self-employed workers assisted by SAVOT 2 are those who received the Tailoring training, and most of them work at home receiving orders from their neighbours. Many of them are also committed to housework, which partly causes the lower income. By organization, the income of MTC graduates is the highest, which is SSP 904. Income of engineers is in general high. In the case of casual workers, he/she generally earns about SSP 30 per day (SSP 600-750 per month) while skilled workers SSP 50-100 (SSP 1,000-2,500 per month) in Juba. Considering these figures, it can be said that the MTC graduates are treated as semi-skilled workers, indicating that the vocational training has a certain level of effect.

### (3) More than 80% of ex-trainees are satisfied with current occupation

Among all the graduates, 84% of them are satisfied with current occupation, achieving the target. There is no significant gap between graduates currently engaged in jobs and those without jobs.

Table 3-4: Satisfaction with current status

	MTC	WVTC	SSOPO	CCC	FYF	WDG	PCO	全体
Total number of respondents	76	9	153	48	88	39	93	506
Satisfied with the present situation (total)	70%	100%	87%	98%	89%	95%	78%	84%
With job	72%	100%	83%	100%	85%	100%	94%	85%
Without job	69%	100%	90%	97%	90%	83%	75%	83%

Source: SAVOT Tracer Survey 2012-2013

There is no significant gap in the satisfaction levels between graduates currently engaged in jobs and those without jobs, but looking at the reasons for satisfaction, there seems some difference between them. First, 97% of the graduates currently engaged in jobs answered that the training contributed to the improvement of quality of life while 86% of the jobless answered so. As for food, 88% of respondents answered “the quality of food became better” while only 27% of the jobless answered so. As for medical care and financial assistance to the family, more than 80% of the former answered they became better while less than 10% of the latter answered so. These results clearly indicate that if a graduate has a job or not greatly affects the quality of his/her life after the training.

**(4) 70% of employers of ex-trainees realize the importance of training by training providers**

50% of the employers of the graduates mentioned that they employed the graduates taking the experience of the training into account. This indicates that those employers have a certain level of understanding and expectation to the vocational training. Moreover, most employers are satisfied with the employed graduates (92%), especially evaluating that they have acquired the necessary skills for their tasks.

In South Sudan, during the long-lasting civil war, almost no vocational training was done. Therefore, few employers understand the value of vocational training well. Names of training institutes are not well known, and most people in Juba even do not know what MTC is, or what MTC is doing. Number of the graduates of VTC is limited, and it will take some time for employers to recognize the importance of vocational training. However, the high evaluation towards the current graduates by the employers represents a hope for the future.

Table 3-5: Satisfactory levels of employers towards graduates

	Not at all	Not so much	Hard to tell	Satisfied	Very satisfied	NA	Total
Number of respondents	0	0	1	27	8	2	38
Percentage	-	-	3%	71%	21%	5%	100%

Source: SAVOT2 Tracer Survey 2012-2013

**(5) 80% of ex-trainees realize peace in their life**

91% of respondents said that they feel benefits from peace. When answers of respondents are compared by their residential areas, the graduates who reside in Wau and Malakal feel a little more benefits from peace (93%) than those who live in Juba (89%). As for the history of residences, 94% of IDP answered that they feel benefits from peace while it is 88% for those who stayed in the same place throughout civil war.

Table 3-6: Number of respondents who feel benefits from peace

	Juba			Wau			Malakal	Total
	MTC	SSOPO	CCC	WVTC	WDG	PCO	FYF	
Number of respondents	108	176	49	9	41	120	99	602
Number of respondents who feel benefits from peace	85	161	49	9	41	108	92	545
Percentage (by training institute)	79%	91%	100%	100%	100%	90%	93%	
Employment rate (by region)	89%			93%			93%	91%

Source: SAVOT2 Tracer Survey 2012-2013

Reasons for feeling benefits from the peace are, for example, “Completing vocational training/further education (97%), ”Living together with family (97%)”, “Settling in one place (97%)”, “Having a plan for my future (96%)”, “Freedom of speech (91%). Feeling more safe (35%)’ has significantly low score in comparison with other items, indicating that the security situation has not been improved yet.

## 1.2 PROJECT PURPOSE

The number of training opportunities and quality of vocational training provided through VTCs and some selected non-governmental organizations increases/improves under the strengthened guidance of MLPSHRD.

### OBJECTIVELY VERIFIABLE INDICATORS

#### (1) The number of trainees involved in SAVOT2 training programme exceeds total 1,450

The total number of the trainees at the training organizations supported by SAVOT 2 was 1,975, from three VTCs and five NGOs. Except for the regular courses supported by SAVOT 2, VTCs provide supplemental short courses for a total of 243 trainees. Adding this figure, the total number of the trainees should be 2,218. Further adding the 3,861 trainees supported by SAVOT 1, a total of 5,836 persons have received any type of training since the start of training assisted by SAVOT 1 and 2 in 2007.

Table 3-7: Numbers of those who received training supported by SAVOT 2

Training organization	Enrolments (no.)	Graduates (no.)	Complete rate	Percentage of women
3 VTCs total	1,033	692	67.0%	14.5%
5 NGOs total	942	860	91.3%	89.7%
Total	1,975	1,552	78.6%	56.1%

Source: Record of each training institute

**(2) The number of applicants of each training course exceeds 2 times of quota for admission**

The number of applicants to training serves as a barometer for reputation of a training institute or quality of its training. In the case of MTC, its application-to-opening ratio was 3.0 for the first half of fiscal 2011 (388 applicants to 145 fixed numbers) and 1.67 in fiscal 2012 (235 applicants to 141 fixed numbers). It should be noted that only three sections, Automotive, Electric installation, and Secretary, can regularly secure the fixed numbers of trainees. On the other hand, people’s recognition of vocational training and MTC is increasing, and facilitation of the application becomes smoother than the time of SAVOT 1. Another observation is that almost all the applicants during SAVOT 1 were the ones who had finished only primary school while 73% of the applicants during SAVOT 2 have finished secondary school. This is partly because the primary education was improved after conclusion of CPA. But it can also be said that people still have difficulties with finding jobs even after finishing secondary schools.

**(3) Completion rate of trainees in each course exceeds 80%**

The average rate of training completion reached 78.6% at all VTCs and NGOs, almost achieving the targeted percentage. However, there was significant gap among training institutes, especially at WVTC having 41% with more dropouts than graduates (for the detail, refer to the section of each VTC). The completion rate is in general lower for the VTCs (67% on average), which is largely different from that for NGO (91% on average).

Table 3-8: Completion rate of trainees by training institute

VTC			Local NGO				
MTC	MVTC	WVTC	SSOPO	CCC	WDG	PCO	FYF
69%	73%	41%	91%	83%	79%	100%	96%
67%			91%				
78.6%							

Source: Record of each training institute

**(4) Share of female graduates in SAVOT 2 training programs exceeds 25%**

According to the guidance of the GOSS, female attendance should be more than 25% at any of the training activities. At SAVOT 2 training, its male-female ratio is about 50%. By training institutes, since main sections are related with engineering at VTCs, the ratio of male participation accounts more than 80%. On the other hand, the trainings of NGO are mainly targeted female trainees. Therefore the number matched both with gets gender balance. As VTCs give priority to female enrolments, female trainees are gradually seen at construction/machinery-related training.

Table 3-9: Percentage of female trainees by training institutes/providers

VTC			Local NGO				
MTC	MVTC	WVTC	SSOPO	CCC	WDG	PCO	FYF
28%	3%	6%	78%	100%	100%	100%	94%
14%			90%				
46.5%							

Source: Record of each training institute

## **2. ACHIEVEMENT OF ACTIVITIES**

### **2.1 ASSISTANCE FOR POLICY IMPLEMENTATION OF MLPSHRD**

#### **OUTPUT 1: CAPACITY OF MLPSHRD TO IMPLEMENT THE VOCATIONAL TRAINING POLICY IS STRENGTHENED.**

Component 1 is under the responsibility of the experts of vocational training policy team of JICA. However, the dispatch of this team delayed until November 2012 since MLPSHRD could not place counterparts. On the other hand, this component is largely linked with the operation of VTCs; therefore, SAVOT 2 (team for capacity development of vocational training centres/vocational training providers) also provided support since the project started. In this section, achievement of SAVOT 2 is reported. Component 1 originally included the development of the Vocational Qualification Framework (VQF), the national vocational curriculum and teaching materials in South Sudan; however, PDM was amended in September 2011 due to the delayed dispatch of experts in charge and the excessive tasks against working period. The amended PDM puts emphasis on the development of VTC Operation and Training Guideline and capacity development of MLPSHRD on monitoring of VTCs. However, as mentioned, JICA experts who were in charge of this component were despatched just 8 months before the end of SAVOT 2, therefore, some activities which were planned in PDM have not yet conducted.

Table 3-10: Amendment of activities on assistance for policy implementation of MLPSHRD

Originally planned activities (PDM Ver. 0)	Amended activities in 2011 (PDM Ver. 1.0)
<p>1-1. Undertake the sector needs assessment/ analysis.</p> <p>1-2. Review and adjust the Vocational Training Policy and develop an execution plan.</p> <p>1-3. Form the committee for establishing the vocational training system.</p> <p>1-4. Develop the Vocational Qualification Framework (VQF) according to local labour market needs.</p> <p>1-5. Develop the national vocational curriculum and teaching materials according to the needs of the local labour markets, including ex-combatants.</p> <p>1-6. Develop management guidelines for Juba MTC and VTC.</p> <p>1-7. Assess the level of trainers and develop training of trainers (TOT) plan.</p> <p>1-8. Hold a seminar on VQF, national curriculum and management guidelines.</p> <p>1-9. Conduct monitoring and evaluation for Juba MTC and VTC.</p>	<p>1-1. Compile monthly report from each VTC and have discussion with counterparts of MLPSHRD and VTCs about issues based on these reports</p> <p>1-2. Organize ordinary meetings between Director of Vocational Training of MLPSHRD and Directors of VTCs</p> <p>1-3. Establish VTC management committee composed by Directors of 4 VTCs</p> <p>1-4. Inspect the VTC operations by the inspectors and MLPSHRD periodically</p> <p>1-5. Develop guidelines and manuals to standardize VTC operation as following; VTC Operation and Training Guideline, Budget Planning Guideline, Recruitment Guideline, Procurement Guideline, VTC Supervise Guideline, Report Writing</p> <p>1-6. Conduct training regarding instruction for guidelines and manuals to VTC staff</p> <p>1-7. Conduct monitoring for using guidelines and manuals in VTCs</p> <p>1-8. Coordinate with other donors, which intervene in vocational training sector</p>

### **(1) Organizational reform of MLPSHRD and the establishment of Directorate of Vocational Training**

MLPSHRD is the leading Ministry for vocational training in South Sudan; however, its function is weak. Allocation of the budget, recruitment of staff and supervision towards 4 VTCs under MLPSHRD have not been done and its dysfunction has been a bottleneck since SAVOT 1 to improve technical and managerial capacity of VTCs. This point has been discussed with Minister, Deputy Minister and Directors together with JICA South Sudan Office.

In 2012, with the support of Inter-governmental Authority on Development (IGAD), MLPSHRD reformed their organization and the foundation of Directorate of Vocational Training was decided. Simultaneously, mid-term strategic plan of MLPSHRD was developed and strategic objectives of vocational training were clarified. Regarding mid-term strategic plan development, SAVOT2 made recommendations. As a result, contents of the strategic plan are basically the same as activities of SAVOT2. Currently, Director and Deputy Director are assigned in Directorate of Vocational Training and the implementation structure for vocational training policy is gradually put into place.

### **(2) VTC Coordination Committee (VCC)**

VTC Coordination Committee (VCC) which is composed of Directors and Deputy Directors of VTCs was established in December 2011. Guiding Principles and Rules of the VCC define its objectives as follows (See Annex 6).

- Advise on the matters regarding to operation of VTC and training programme offered by four



VTCs.

- Conduct studies on standardisation of VTC operation and training programme.
- Develop effective linkage between and among VTCs and the Ministry
- Strengthen the capacity of Directors on VTC management
- Share experiences and lessons learnt in the past/present VTCs operation

VCC is supposed to be held quarterly and it has been convened 7 times so far as had been planned. Basically, it is a 2-day meeting. The opportunity to get senior staff of VTCs and MLPSHRD together was few before VCC founded. Therefore, VCC has been an important opportunity for MLPSHRD to grasp the current situation of VTCs and supervise them. From the viewpoint of SAVOT2, senior staff of VTCs and MLPSHRD can build their capacity by being aware of problems on VTC operation and considering their resolutions through discussions in VCC. VCC also functioned as OJT for VTC operation since JICA experts attended every time and provided their advice. Even though VTCs still have many problems, VCC contributes more proper decision-making and facilitates their action towards the issues which have been decided.

Table 3-11: Date and main agenda of VCC

Date of convened		Main agenda
1st	7 December 2011	To make Guiding Principles and Rules of the VCC, to check the current status of staffing, budget, training materials/ facilities and training of each VTC
2nd	21 – 22 March 2012	To identify the current situation and obstacles of each VTC, to inform the contents of support from SAVOT2 in 2012, to discuss harmonized training curricula and selection of personnel for Directorate of Vocational Training, MLPSHRD
3rd	27 – 28 June 2012	To review the previous discussions and measures to be taken, to report the current status of each VTC, to advise against the issues of each VTC, to prepare TOT held in July, 2012
4th	3 – 4 October 2012	To explain the purpose and evaluation methods of JICA terminal evaluation, to identify problems on operation of MTC and to advise, to identify the current status of each VTC and to advise
5th	5 – 6 March 2013	To elect Chairperson and Secretary of VCC for 2013, to confirm the current status of each VTC, to inform the operation plan of SAVOT2 for the 4th fiscal year, to prepare introduction for standardized curricula which will be used from September, to discuss against improvement of information sharing system among MLPSHRD and VTCs, to reconfirm the duty of regular report submission from each VTC to Directorate of Vocational Training
6th	9 – 10 May 2013	To share the current status of each VTC and the planned events of SAVOT2, to confirm activities of VTCs after the termination of SAVOT2, to develop VTC action plan
7th	24 – 25 June 2013	To confirm recruitment and selection procedures of trainees for 2013, to share the current status of each VTC, to check the operation plan and the budget for 2013

### (3) Reviewing vocational training policy

Vocational training policy of South Sudan was drafted under the initiative of ILO in 2012. SAVOT and staff of VTCs participated in its development. After that, its contents were modified to harmonize with VTC Operation and Training Guideline and National Harmonized Curricula 2013 which were developed by SAVOT2. Currently, it became the final draft and MLPSHRD plans to hold the final validation workshop in August 2013, and then put it to the Cabinet.

### (4) Standardizing operation and training of VTCs

After achievement of autonomy in 2005, system of the Republic of Sudan was abandoned in South Sudan and standards for operation and training at VTCs did not exist. Due to this, each VTC operated in a different manner. It is difficult to manage VTCs without any rules; therefore, this was the large obstacle for SAVOT2 which aimed at strengthening operation ability of VTCs. To standardize operation and training of 4 VTCs, SAVOT2 invited 65 people from MLPSHRD and VTCs to MTC in Juba, then developed VTC Operation and Training Guideline between 23rd of July and 24th August, 2012. (See Appendix 5: VTC Operation and Training Guideline). This guideline defines the contents of operation and training of VTCs. Organization structure, finance and management of VTCs, training certificates, academic year, training hours, qualifications of instructors and trainees etc. are stipulated (See Table 3-12 and 3-13 ).

Table 3-12: Changes of VTC operation before and after introduction of the Guideline

	Before development of the guideline	After development of the guideline
Academic year	Not unified, for instance, MTC started from April and MVTC started from September	From 1st of September to 31st of August
Graduation certificate	MVTC issued Apprenticeship Diploma for 3years courses in accordance with the system of the Republic of Sudan, other VTCs issued certificate of attendance	To issue 3 levels of certificates according to the training period Less than 6 months training: Foundation Level Less than 12 months: Intermediate Level 2 years training: Vocational Certificate I 3 years training: To be determined
Entry requirement (academic qualification)	MTC: primary or secondary school leaving certificate (depending on trades), MVTC: primary school leaving certificate, WVTC: not defined	For Vocational Certificate I course, at least primary school leaving certificate
Training hours	MTC: 1,250 hours (1 year), MVTC: 2,560hours (2 years)	Vocational Certificate I course: 2,700 hours (2 years)
Training period	Not defined	From 09:00 to 15:45
Proportion of practices to lectures	70:30	70:30
Language	English, Arabic	English
Number of trainees per class	MTC: 20 – 25, MVTC: 16	Maximum 20

Upon development of this guideline, not only Directors and Deputy Directors of VTCs but also resource persons from Kenya, Uganda and Tanzania participated in order to ensure the consistency with training system of neighboring countries. However, it is currently difficult for South Sudan to introduce all the system of neighboring countries due to its immature vocational training administration and a small number of training organizations. It is expected to update this guideline in cooperation with Vocational Education and Training Authority (VETA) of Kenya and Tanzania and Nakawa Vocational Training Institute (NVTI) in Uganda. This guideline is expected to be approved by MLPSHRD by August 2013.



Explanation on graduation eligibility



Exchange of opinions among participants



Meeting of senior staff of VTCs



Group work

Figure 3-1: Scenes of VTC Operation and Training Guideline development workshop

Table 3-13: Contents of VTC Operation and Training Guideline

<p><b>INTRODUCTION</b></p> <p>Section1: Scope</p> <p>Section2: Purpose</p> <p>Section3: Definition</p> <p>Section4: Responsibilities of the Persons Concerned</p> <p><b>PART 1: ROLE OF VOCATIONAL TRAINING</b></p> <p>Section1: Promotion of Vocational Training</p> <p>Section2: Relevance of Public Vocational Training</p> <p>Section3: Vocational Training Principles</p> <p>Section4: Vision and Mission</p> <p>Section5: Values</p> <p><b>PART 2: VTC OPERATION STANDARDS</b></p> <p><b>CHAPTER 1: ORGANIZATION</b></p> <p>Section1: Official Name and Logo Mark</p> <p>Section2: Organizational Structures</p> <p>Section3: Director and Deputy Director</p> <p>Section4: Department and Section</p> <p>Section5: Staff</p> <p>Section6: Management Committee and Sub-committee</p> <p>Section7: General Staff Meeting</p> <p>Section8: VTC Advisory Board</p> <p>Section9: Trainees Council and Alumni Association</p> <p>Section10: VTC-Private Partnership</p> <p><b>CHAPTER 2: FINANCING</b></p> <p>Section1: Budget and Incomes</p> <p>Section2: Budget Compilation and Execution</p> <p>Section3: Income Generation</p> <p>Section4: Accounting and Auditing</p> <p><b>CHAPTER 3: ADMINISTRATION</b></p> <p>Section1: General Provisions for Administration</p> <p>Section2: Working Hours and Holidays</p> <p>Section3: Employment and Promotion of Staff</p> <p>Section4: Job Description</p> <p>Section5: Asset Management</p> <p>Section6: Planning</p> <p>Section7: Reporting</p> <p>Section8: Information Management</p> <p>Section9: Internal Rules</p> <p>Section10: Others</p>	<p><b>PART 3: PROVISION OF SERVICES TO VOCATIONAL TRAINING CENTRE</b></p> <p>Section1: Supervisory Body</p> <p>Section2: Type of Services</p> <p>Section3: Supervising</p> <p>Section4: VTC Coordination Committee (VCC)</p> <p><b>PART 4: TRAINING STANDARDS (GENERAL)</b></p> <p>Section1: Scope</p> <p>Section2: Target Group of VTC Training</p> <p>Section3: Target Occupations</p> <p>Section4: Vocational Qualification System</p> <p>Section5: Types of Vocational Training Courses</p> <p>Section6: Trainee Eligibility</p> <p>Section7: Subjects</p> <p>Section8: Mode of Training</p> <p>Section9: Teaching Language</p> <p>Section10: Training Duration and Training Hours</p> <p>Section11: Training Timetable</p> <p>Section12: Number of Trainees</p> <p>Section13: Instructors</p> <p>Section14: Training Facility and Equipment</p> <p>Section15: Skills Verification</p> <p>Section16: Certification</p> <p><b>PART 5: FORMATS AND SAMPLES</b></p> <ol style="list-style-type: none"> <li>1. VTC Organogram</li> <li>2. Job Description</li> <li>3. Format for Trainee Certificate</li> <li>4. Format for Trainee Record of Achievement</li> <li>5. Sample of Basic Function of Administration Department</li> <li>6. Format of VTC Income and Expenditure Termly Report</li> <li>7. Format for VTC Assets Management</li> <li>8. Sample of Strategic Plan for VTC</li> <li>9. Sample of Standard of Occupation (Related To VTC)</li> <li>10. Format for Training Application Form</li> </ol>
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## (5) Development of National Harmonized Curricula 2013

SAVOT 1 developed 6-month and 1-year course curricula for MTC and they have been used in MTC and WVTC in Phase2. However, MVTC which used curricula of the Republic of Sudan was included for the support of SAVOT 2; therefore, development of standardized curricula became the issue. On the other hand, ILO started development of National Harmonized Curricula 2013 in 2011 and the final draft was completed in 2012 with the cooperation of SAVOT 2 and VTCs. This curriculum is for 3-month to 1-year course on 10 sections, such as automotive, carpentry, computer, food processing and hairdressing. From now on, VTCs are going to introduce this curriculum for the short courses. At the same time, VTCs decided to conduct 2-year training from 2013 and it was agreed between MLPSHRD and SAVOT 2 that the curriculum for this course would be developed by SAVOT 2 and included as a part of National Harmonized Curricula 2013.

Curriculum development for 2-year courses was conducted in parallel with VTC Operation and Training Guideline development and all instructors of 3 VTCs participated. SAVOT 1 obtained cooperation from NVTI in Uganda for curriculum development and 9 experts were invited again from NVTI this time and curriculum was developed by Curriculum Developing Based on Ability Structure (CUDBAS) method.



Figure 3-2: Curriculum development by VTC instructors

Newly developed 2-year course curriculum is for 7 trades in the table below. Due to the environment of South Sudan, this curriculum includes common subjects about peace-building, English, computer, work ethics, HIV/AIDS. However, instructors who can teach these subjects are not enough and not all VTCs have necessary equipment to implement this curriculum remain as challenges for the future.

Table 3-14: Status of curriculum development for VTC training courses

Major training courses at VTCs	3 months	6 months	1 year	2 years
15. Auto Motive	×	▲	▲	●
16. Welding and Fabrication	×	▲	▲	●
17. Carpentry and Joinery	○	○	○	●
18. Building and Construction	○	○	○	●
19. Electric installation	○	○	○	●
20. Plumbing and Pipe Fitting		▲	▲	●
21. ICT and Office Administration	○	○	×	●

Major training courses at VTCs	3 months	6 months	1 year	2 years
22. Farm Machinery	×	×	×	×
23. Food Processing	○	○	○	×
24. Tailoring, Tie and Dye	○	○	○	×

○ : National Harmonized Curricula 2013

● : National Harmonized Curricula 2013 (New curriculum which was developed by SAVOT this time)

▲ : No National Harmonized Curricula 2013, however, curriculum developed by SAVOT1<sup>3</sup>

× : Neither National Harmonized Curricula 2013 nor curriculum developed by SAVOT1.

Table 3-15: Achievement status of Output 1

Output		
Capacity of MLPSHRD to implement the Vocational Training Policy is strengthened.		
Objectively Verifiable Indicators	Achievement status	
Number of meetings regarding issues on VTCs coming up from the quarterly and termly report	As planned, VCC meeting was convened 7 times since December 2011.	
Number of actions, which are done by MLPSHRD, against the issues	It is difficult to count. However, MLPSHRD actively tries to solve problems since 2013. For instance, approval of VTC budget, new recruitment of instructors for MTC and MVTC, VTC inspection, holding VTC forum etc.	
Number of regular inspection of VTC operation by inspectors of MLPSHRD		
Number of approved guidelines and manuals to standardize VTC operation	VTC Operation and Training Guideline is supposed to be officially approved in August 2013. Its contents were already agreed inside MLPSHRD.	
Activity	Results	Summary
Compile monthly report from each VTC and have discussion with counterparts of MLPSHRD and VTCs about issues based on these reports	<u>Not achieved</u>	Format of monthly report was decided and submission was requested by MLPSHRD, however, it has been partially submitted.
Organize ordinary meetings between Director of Vocational Training of MLPSHRD and Directors of VTCs	<u>Completed</u>	VCC consisted of Directors and Deputy Directors was officially organized and the meeting was convened quarterly since 2011.
Establish VTC management committee composed by Directors of 4 VTCs	<u>Completed</u>	However, sustainability, such as the cost for the meeting, is the issue.

<sup>3</sup> SAVOT1 developed curricula for 8 sections for MTC (three months to 1 year courses). These curricula were used for training at MTC until fiscal 2012 year. Curriculum is transitioned to new National Harmonized Curricula 2013 at All VTCs. However, as for the curriculum of sections which is not developed yet, the one which SAVOT developed will be used.

Inspect the VTC operations by the inspectors and MLPSHRD periodically	<u>Not achieved</u>	Inspector is not yet assigned at Directorate of Vocational Training; therefore, periodical inspection is difficult. However, Under-Secretary and Director of Vocational Training visited VTCs in 2013 to grasp the current situation.
Develop guidelines and manuals to standardize VTC operation as following; VTC Operation and Training Guideline, Budget Planning Guideline, Recruitment Guideline, Procurement Guideline, VTC Supervise Guideline, Report Writing	<u>Partially achieved</u>	VTC Operation and Training Guideline was developed. This guideline defines operation of VTC widely and includes various formats. Manuals which guide its implementation will be developed by MLPSHRD according to the needs.
Conduct training regarding instruction for guidelines and manuals to VTC staff	<u>Completed</u>	Guideline was developed by Directors and staff of VTCs. Also, introductory meeting was held in August 2012.
Conduct monitoring for using guidelines and manuals in VTCs	<u>Not achieved</u>	Guideline was applied from January 2013 so monitoring during the project period was impossible.
Coordinate with other donors, which intervene in vocational training sector	<u>Partially achieved</u>	Vocational training forum was convened under the auspices of MLPSHRD in cooperation with SAVOT2 since June 2013. It is planned to hold it bimestrial. So far, it was convened twice. Development partners, NGOs and VTCs participated.

## 2.2 CAPACITY DEVELOPMENT OF VTC

The total number of enrollment of 3 VTCs which SAVOT 1 and 2 supported was 1,033. AWVTC was not operated due to no-staffing. Among them, the number of MTC is the largest. It is 467 and accounts for 46 % of the total. Most of the training courses of VTCs are for construction and engineering and majority of trainees are males. Female trainees are 14 %. Completion rate is 67 % and this is lower than that of NGOs, which is more than 90 %. Apparently, this is because VTC training is charged and training period is long. Also, insufficient number of instructors and training equipment/ materials debases quality of training and this might be one of the causes of creating dropouts.

Table 3-16: Number of Trainees Received SAVOT Training

	Training period	Enrollment (Person)	Graduates (Person)	Dropouts (Person)	Completion rate	Percentage of Women
MTC	3 months to 1 year	467	322	145	69%	28%
MVTC	3 years	435	316	119	73%	3%
WVTC	6 months	131	54	77	41%	6%
AWVTC	—	—	—	—	—	—
Total	—	1,033	692	341	67%	14%

To promote quality of training, it is vital to improve 1) human capacity, 2) operation and management system, 3) facility and equipment and 4) finance of each VTC. In this section, contents of SAVOT support and results towards these capacity building are reported.



Figure 3-3: Key elements for capacity building of VTCs

**OUTPUT 2: TECHNICAL AND MANAGERIAL CAPACITY IS STRENGTHENED IN JUBA MTC.**

**(1) Training Achievements**

Academic year is not officially determined in South Sudan; however, MTC starts long-term and short-term training from April since 2008. Training was conducted following to this academic calendar in SAVOT 2 as well. MTC has 8 trades, namely, 1) Automotive, 2) Electric Installation, 3) Building and Construction, 4) Welding and Metal Fabrication, 5) Air-conditioning and refrigeration, 6) Plumbing and Pipe-Fitting, 7) Carpentry and Joinery and 8) Secretary. Automotive and Electric Installation conduct 1-year training course, Secretary conducts 3-month course and the rest 3 trades conduct 6-month courses. Currently, Air-conditioning and refrigeration is not operated due to lack of instructors. However, training workshops could not be used in 2012 due to the reconstruction work of Japan’s Grant Aid for Conflict Prevention and Peace Building. Therefore, the training started in September and only short courses less than 6 months were conducted.



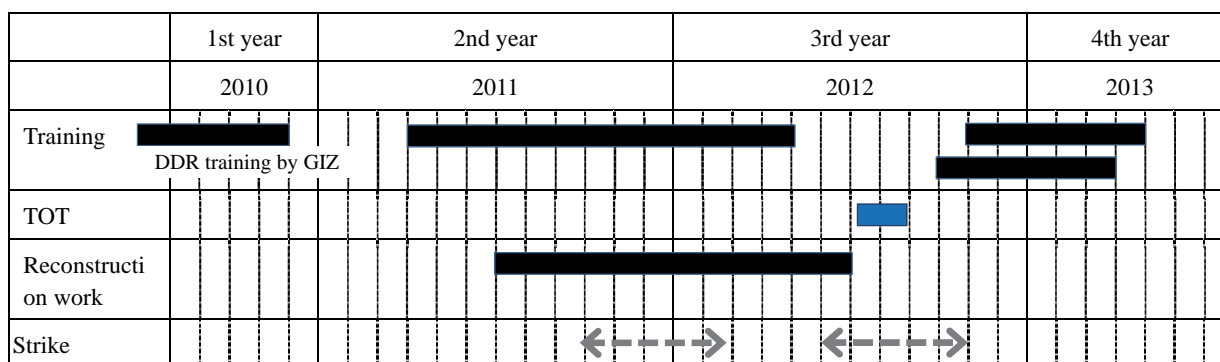


Figure 3-4: Training schedule at MTC during SAVOT 2

MTC conducted 23 general training courses in total in 7 sections in 2011 and 2012. In total, 467 persons participated. By section, secretary course which conducted 3-month course had the largest number of trainees (146 people, 31 % of the total) and Building and Construction had the least number of trainees (38 persons, 8 %). In addition to this, MTC conducted special short-term (3 – 6 month) training courses in 4 sections and the number of their trainees was 144. The total number of trainees which includes special courses is 611.

Among MTC training, the most popular sections are Automotive, Electric installation and Secretary (including computer) and this trend did not change from Phase 1<sup>4</sup>. Applicant ratio of these trades was nearly 3 and dropout rate was only 13.5 %. In contrast, 4 sections namely Welding and Metal Fabrication, Carpentry and Joinery, Building and Construction and Plumbing and Pipe-Fitting, were less popular and their average applicant ratio was 1.4 and 37.5 % of enrolled trainees dropped out. Fixed number of trainees is 20 people (25 people in Secretary Course) per class at MTC, which is relatively numerous; however, these 4 sections often cannot collect the enough number of trainees.

Table 3-17: Training results at MTC

(Regular course)

Sections	Period	Enrollment (Person)						Total
		FY 2011				FY 2012		
		1st	2nd	3rd	4th	1st	2nd	
Automotive	1 year	28				22		50
Electric Installation	1 year	25				22		47
Welding and Metal Fabrication	6 months	20		12		25		57
Building and Construction	6 months	20		9		9		38

<sup>4</sup> Men in South Sudan tend to prefer machine-related occupation. On the other hand, carpentry and welding and metal fabrication which are related with occupations of informal sector are thought to be related with unpreferable job or not necessary to learn at VTC. Secretary course is popular because they can learn the advanced computer skills in South Sudan. Many job seekers choose sections just from their impression without sufficient knowledge of job and labour market.

		Enrollment (Person)						Total
		FY 2011				FY 2012		
Sections	Period	1st	2nd	3rd	4th	1st	2nd	
Carpentry and Joinery	6 months	16		9		25		66
Plumbing and Pipe-Fitting	6 months	19		10		34		63
Secretary	3 months	24	25	25	26	21	25	146
Total	—	268				183		467

Remarks: Training period of Automotive and Electric Installation was 6 months in 2012

(Special course)

	Period	1st	2nd	Total
« Income generating »				
Computer (Morning)	3 months	25	39	64
Computer (Morning)	3 months	12	34	46
« DDR training »				
Automotive	6 months	21		21
Electric Installation	6 months	8		8
Building and Construction	6 months	5		5

Training at VTCs will be standardized from 2013 among all VTCs. In response to this, 6 sections at MTC plan to change their training period from the current 6 month - 1 year to 2 years and prepare to start from September. Interviews towards applicants were on-going at the end of July. By provision of these courses, MTC plans to issue Vocational Certificate I which is the unified certificate of VTCs. The number of enrollment of general courses for 2013 is expected to be 195.

Table 3-18: Regular course at MTC in 2013

Training Course	Name of training course	Period	Quota	Starting date	Ending date
Automotive	Automotive	2 years	20	02 Sep. 2013	16 Aug. 2014
Electric Installation	Electric Installation	2 years	20	02 Sep. 2013	16 Aug. 2014
Welding and Metal Fabrication	Welding and Metal Fabrication	2 years	20	02 Sep. 2013	16 Aug. 2014
Building and Construction	Building and Construction	2 years	20	02 Sep. 2013	16 Aug. 2014
Plumbing and Pipe-Fitting	Plumbing and Pipe-Fitting	2 years	20	02 Sep. 2013	16 Aug. 2014
Carpentry and Joinery	Carpentry and Joinery	2 years	20	02 Sep. 2013	16 Aug. 2014

Training Course	Name of training course	Period	Quota	Starting date	Ending date
Secretary	ICT and Office Administration (1)	3 month	25	02 Sep. 2013	29 Nov. 2013
	ICT and Office Administration (2)	3 month	25	06 Jan. 2014	28 Mar. 2014
	ICT and Office Administration (3)	3 month	25	05 May 2014	26 Jul. 2014
Total	—	—	195	—	—

## (2) Human Resources

### A. Staffing

Training implementation structure of MTC is consisted of Director, 2 Deputy Directors (in charge of training, in charge of administration) and instructors (See Annex 4. VTC Organization Structure). There are 21 instructors and 12 technical assistants for 7 trades. However, the latter does not teach. During the project period, only 1 instructor was recruited for Welding and Metal Fabrication. The current number of instructors is enough to run a 1-year course, however, insufficient for running a 2-year course. MTC starts a 2-year course in 2013 and will have the 2nd intake in 2014. Therefore, insufficiency of instructors will be an issue in 2014. Currently, MTC receives 9 Ugandan instructors and 2 Ugandan administrators with the support of IGAD. Their assignment period is 2 years from April 2013 and it is necessary to recruit new instructors during their stay so that all trades have 4 instructors.

Table 3-19: The number of instructors of MTC by trade

Trade	No. of instructors	No. of technical assistants
Automotive	3	3
Electric Installation	3	1
Welding and Metal Fabrication	5	1
Building and Construction	2	1
Plumbing and Pipe-Fitting	2	1
Carpentry and Joinery	3	5
Secretary	3	0

### B. Training of managerial Staff

During the project period, Director of MTC changed twice and the current Director took up that post in March 2013. Both replacements were due to operational misconducts. This shows weak management ability of MTC. MTC had a strike of instructors from October 2011 to July 2012 and it seriously affected the operation of MTC. Their requests were; 1) salary rise, 2) purchase of a minibus and provision of transportation service for staff, 3) provision of long-term training and study abroad in

Diploma, Bachelor, Master level, 4) securement of transparency of MTC operation and administration and 5) rehabilitation of instructors' rooms and toilets. There are some sympathetic requests such as salary rise because there was no salary rise since 2006; however, considering the current situation of South Sudan, most requests cannot be solved by administrators of MTC. These issues are not yet solved and a decrease in motivation among instructors is the greatest challenge for operation and management of MTC.

So far, there was no rule in operation of VTCs and it was basically decided by Director's decision. This created opaqueness which caused a sense of distrust of staff. SAVOT considered official rules of operation are necessary in order to improve operation of VTCs, therefore, developed VTC Operation and Training Guideline (See Chapter 3, 2. Achievement of activities, Output 1, (4) Standardization of operation and training of VTCs and development of guideline). Also, to prevent Director's own decision-making, VCC was founded and the system which Directors and Deputy Directors can discuss issues of VTCs together was developed. VCC contributes to cover inadequate operation ability of each administrator and to prevent their misconducts.

Administrative ability of MTC Director and Deputy Director was strengthened mainly through On the Job Training (OJT) such as development of Guideline, participation in quarterly VCC. In addition to this, seminars on training management and vocational training policy were conducted by JICA experts. Moreover, a JICA expert who is in charge of Vocational Training Management was dispatched in November 2012 as a member of vocational training policy team and various formats which are necessary for MTC operation were developed in cooperation with Director and Deputy Directors.

### **C. Training of Trainers (TOT)**

#### ① OJT

It can be said that learning through doing is the most effective capacity-building method. Prior to the launch of SAVOT1 in 2006, MTC did not conduct training for nearly 20 years. Current instructors who were employed during this period have insufficient experience on training implementation. After 2007, MTC has been able to conduct training every year and this contributes them to increase their experience. As OJT, JICA experts monitored and advised their training. Besides, weekly meeting which shares the information on progress of training and issues was an important method to strengthen instructors' training management ability. However, due to the strike from 2011, weekly meeting was suspended for a long time and it was held according to the needs.

#### ② Training in 3rd country and Japan

SAVOT conducted TOT at NVTI, Uganda following to its Phase 1. However, almost all instructors of MTC already participated in this TOT in Phase 1; therefore, they did not participate in Phase 2. Regarding Japan training, 4 people, that is, Director (2013), Deputy Director in charge of training (2010), Head of Secretary Section (2011) and Head of Automotive Section (2011) participated.

#### ③ TOT by experts

TOT was conducted by JICA experts as well as instructors of NVTI, Uganda who were invited to South Sudan. SAVOT assigned 3 JICA experts in Auto mechanics, Electricity and Carpentry. However, their assignment period was only 2.7 months per year in average and they needed to conduct TOT at

WVTC and MVTC; therefore, they could conduct only 3 – 5-day TOT 4 - 5 times at MTC. Due to the time restriction, TOT focused on the subjects in the curriculum which instructors considered as weakness. In terms of TOT by other JICA experts, training management was taught by Vocational training course management expert, training needs assessment was taught by Monitoring expert, facility and equipment management was taught by Facility/equipment management expert.

VTCs are going to introduce a new common programme in September 2013. Also, MTC received a number of new equipment by Japan’s Grant Aid for Conflict Prevention and Peace Building. Therefore, development of a new curriculum, upgrade of teaching skills according to the new curriculum and acquiring the usage of new equipment were required. SAVOT 2 conducted comprehensive TOT programme from July to August, 2012. This included lesson plan development, curriculum development, training management, pedagogy and practicals. In total, 66 senior administrative staff and instructors from 3 VTCs participated. Among them, 39 participants were from MTC. In this TOT, not only 9 NVTI instructors but also experts from Tanzania and Kenya taught some subjects. Moreover, 2 NVTI instructors visited South Sudan in July 2013 and conducted a training workshop at each VTC in order to help preparation for introduction of a new training programme and to review TOT programme in 2012. Summary of TOT which was conducted by SAVOT is shown below.

Table 3-20: Summary of TOT by section

Section	Instructor	Training subject	Summary
Common	JICA expert (Sasaki) NVTI instructors	<ul style="list-style-type: none"> <li>• Curriculum development</li> <li>• Pedagogical skills</li> <li>• Developing teaching aid (lesson plan, timetable, etc.)</li> <li>• Developing trainees evaluation test</li> <li>• Trainee management</li> <li>• General safety</li> <li>• Employment service</li> </ul>	All instructors participated in TOT programme in August 2012. After the lecture on curriculum development and teaching materials development, curricula for 7 trades were developed by workshop method. These became a part of National Harmonized Curricula 2013. Besides this, lesson plans were made on 3 - 4 main subjects for each trade.
	JICA expert (Kido)	<ul style="list-style-type: none"> <li>• Training needs assessment</li> </ul>	Prior to the new curriculum development, training on training needs assessment was conducted in July 2012. After an assessment plan was developed by the workshop method, company visits in Juba and a practice assessment were conducted.
	JICA expert (Nishiyama)	<ul style="list-style-type: none"> <li>• Facility and equipment management</li> </ul>	Manual on maintenance methods of MTC facilities and equipment was developed and shared with staff and instructors. Also, a workshop on maintenance and management of training machinery and computers was conducted in July 2013.

Section	Instructor	Training subject	Summary
Automotive	JICA expert (Tsuyama)	<ul style="list-style-type: none"> <li>• Engine inspection</li> <li>• Engine Nozzle</li> <li>• Generator: Maintenance &amp; Repair</li> </ul>	Instructors have basic skills but do not have enough experience on actual vehicle repair. Therefore, comprehensive check-up method of an engine of a real car was taught from 2011 to 2012.
	JICA expert (Tsuyama) NVTI instructors	<ul style="list-style-type: none"> <li>• Engine work</li> <li>• Under carriage work</li> <li>• Auto-electrical work</li> <li>• Vehicle maintenance tools</li> </ul>	Practical training of disassembly and assembly of an engine was conducted by using engine models in July 2012. Simultaneously, the way of using various check-up equipment and tools which were provided by Japan's Grant Aid for Conflict Prevention and Peace Building was instructed.
Welding and Metal Fabrication	JICA expert (Sasaki) NVTI instructors	<ul style="list-style-type: none"> <li>• Bench work</li> <li>• Sheet metal practice</li> <li>• Welding practice</li> <li>• Stores and workshop administration</li> </ul>	To produce safety partitions for welding and metal fabrication section at MTC workshop, drawing and production were instructed in July 2012. In this TOT, the usage of bending machines which were provided by Japan's Grant Aid for Conflict Prevention and Peace Building was instructed.
Electric Installation	JICA expert (Ito)	<ul style="list-style-type: none"> <li>• Sequence (Motor contactor relay)</li> <li>• Self-conservation</li> <li>• 3S for Workshop</li> <li>• Solar panel</li> </ul>	Relay sequence and motor repair which were identified as weakness by self-evaluation were taught. Also, since Electric installation section deals with small equipment, training on 3S and safety was conducted from 2011 to 2012.
	NVTI instructors	<ul style="list-style-type: none"> <li>• Electrical supply</li> <li>• Power generation and distribution</li> <li>• Service equipment and machines and materials</li> <li>• Principle of refrigeration</li> <li>• Refrigerator setting, maintenance and repairs</li> </ul>	In National Harmonized Curricula 2013, electrical installation and air-conditioning are integrated. To respond to it, assembly, check-up and repair of home air-conditioners which are in great demand were taught in July 2012.
Carpentry and Joinery	JICA expert (Suda)	<ul style="list-style-type: none"> <li>• Training on Drafting, cost estimation and production of furniture</li> </ul>	Drawing, production period estimation, cost estimation and production of a table and a chair were instructed. Besides, the usage of basic tools was taught from 2011 to 2012.

Section	Instructor	Training subject	Summary
	JICA expert (Suda) NVTI instructors	<ul style="list-style-type: none"> <li>• Woodwork materials</li> <li>• Basic woodwork production (doors, windows, furniture)</li> <li>• Service equipment and machines</li> <li>• Stores and workshop administration</li> </ul>	Two-week practical training on production of lockers using plywood was conducted in TOT programme in July 2012. Also, a lesson plan on it was developed.
Building and Construction	NVTI instructors	<ul style="list-style-type: none"> <li>• Concrete and mortar</li> <li>• Site preparation and foundations</li> <li>• Walls</li> <li>• Floors</li> <li>• Finishing</li> </ul>	Bricklaying was the main subject in 3 VTCs; however, this did not match the market needs. Therefore, the skill training on concrete foundation and column was conducted in July 2012.
Plumbing and Pipe-Fitting	NVTI instructors	<ul style="list-style-type: none"> <li>• Water System</li> <li>• Sanitary Appliances</li> <li>• Drainage System</li> <li>• Service equipment and machines and materials</li> <li>• Stores and workshop administration</li> </ul>	Practical training on various connection methods using PVC pipes was conducted in July 2012. Simultaneously, the usage of equipment provided by Japan's Grant Aid for Conflict Prevention and Peace Building was instructed.
Secretary	NVTI instructors	<ul style="list-style-type: none"> <li>• Filing</li> <li>• Communication</li> <li>• Computer skill</li> <li>• Computer maintenance</li> </ul>	Registration of equipment of MTC using Microsoft Access was conducted in July 2012 as practical training. Also, lesson plans on training subjects of a new curriculum were made by computer.

Training of Trainers Programme 2012	
Training period	23 July – 24 August, 2012 (5 weeks): from 09:00 to 16:00
Venue	MTC, Juba. Utilized the facilities which were constructed by Japan's Grant Aid for Conflict Prevention and Peace Building
Participants	Directors, Deputy Directors and instructors of VTCs (MTC= 34 persons, WVTC= 10 persons, MVTC= 19 persons, AWVTC= 1 person, MLPSHRD= 2 persons: Total: 66 persons)
Instructors	<ul style="list-style-type: none"> <li>• Vocational training policy/ Training centre management: ILO consultant, JICA expert (Yamamoto), Kenya TVETA, Tanzania TVETA, Uganda NVTI etc.: Total 7 persons</li> <li>• Training management/ Curriculum development: JICA experts (Sasaki, Kido), Uganda NVTI: Total 11 persons</li> <li>• Pedagogy/ Practicals: JICA experts (Sasaki, Suda, Tsuyama), Uganda NVTI: Total 12 persons</li> </ul>
Training contents	<ul style="list-style-type: none"> <li>• Module-1: Vocational training policy &amp; Training centre management</li> <li>• Module-2: Training management &amp; Curriculum development</li> <li>• Module-3: Pedagogy &amp; Practicals (1) Automotive, 2) Welding and Metal Fabrication, 3) Carpentry and Joinery, 4) Building and Construction, 5) Electric installation and air-conditioning, 6) Plumbing and Pipe-Fitting 7) ICT)</li> </ul>



Figure 3-5: Instructors' training programme in July and August 2012

### (3) Operation and Management System

Operation and management system of MTC was reconstructed by introduction of VTC Operation and Training Guideline, together with other VTCs. For the details, see Chapter 3, 2. Achievement of activities, Output 1, (4) Standardization of operation and training of VTCs and development of guideline, and Annex 6: VTC Operation and Training Guideline 2013.

### (4) Facility and Equipment

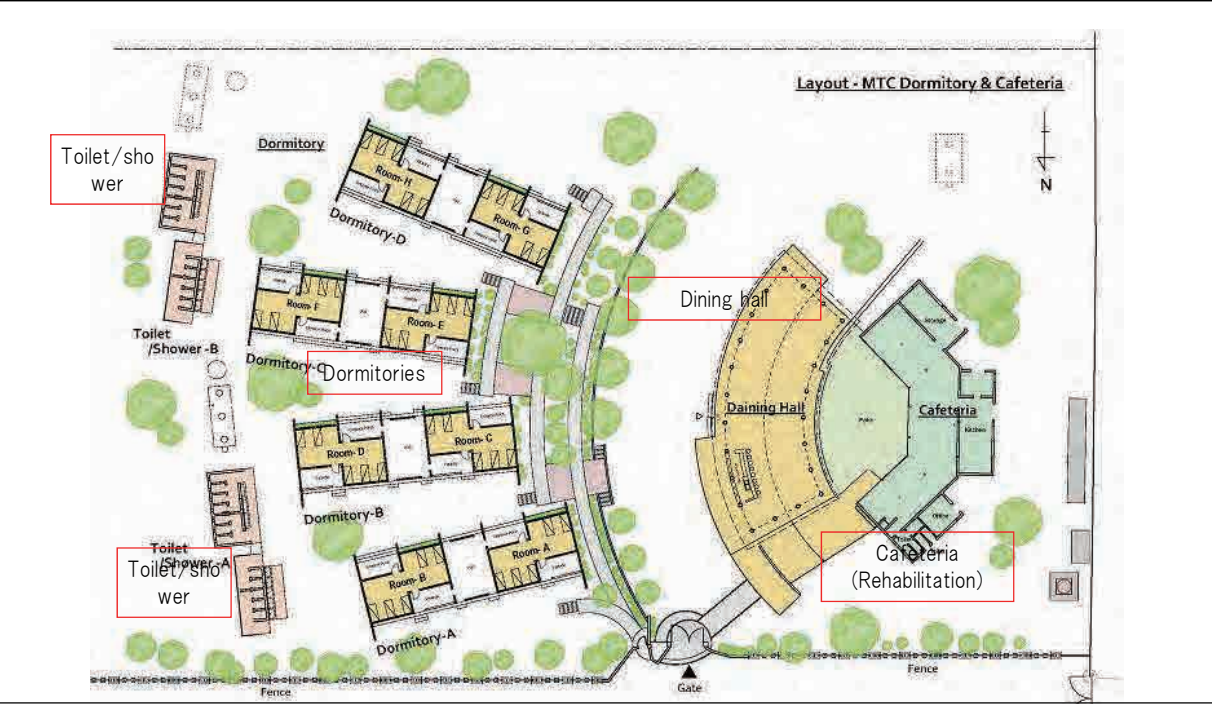
Facilities of MTC were totally reconstructed by 2013 and currently, MTC has the best training facilities in South Sudan. Reconstruction was made possible with the budget from JICA South Sudan Office (JPY 55.3 million) and Japan's Grant Aid for Conflict Prevention and Peace Building (JPY 1.129 billion). The former was used for dormitories and cafeteria and the latter was used for other facilities. Simultaneously, in terms of equipment, heavy machinery and hand tools were provided to all 7 sections by Japan's Grant Aid for Conflict Prevention and Peace Building. SAVOT 2 provided equipment which amounts approximately to JPY 9.38 million. This includes equipment fee of JICA



South Sudan Office and SAVOT provided only necessary equipment for TOT and project office. Facility and equipment problems at MTC were basically solved by the above assistance. Summary of facility reconstruction is as below.

Table 3-21 : Component of MTC Dormitory and Cafeteria (founded by JICA South Sudan Office)

No.	Facility/ Component	Floor area (M <sup>2</sup> )	Description/Specification
a.	<u>Dormitory x 4 buildings</u> + 4 rooms (5mx5m) + 2 verandas + 1 multi-purpose room	700	<u>New construction</u> + RC structure + Metal sheet roofing on steel truss + Mortal steel trowel on CB wall + Steel doors/ steel framed glass louver windows
b.	<u>Cafeteria</u> + Main kitchen + Bulk food store + Office + Toilet (5 booths) + Terrace	278	<u>Renovation work</u> + Exchange roofing + Repairing wall cracks and re-painting + Repairing floor cracks and tile fitting + Painting work
c.	Dining hall	330	<u>New construction</u> + Wooden structure/ grass thatch roofing + RC slab floor and natural stone tile
d.	Fence wall and gates		<u>New construction</u> + Concrete foundation, CB + C-shape steel, steel rectangular pipe with oil paint finish
	Total floor area	1,308	





Dormitory (South side appearance)



Dormitory (North side appearance)



Dormitory (inside)



Dining hall (appearance)



Dining hall (inside)



Kitchen (inside)

Figure 3-6: Layout and completion status of newly constructed MTC dormitory

Table 3-22 : Summary of renovation of MTC facility(Grant for Conflict prevention and Peace Building)

No.	Facility/ Component	Floor area (M <sup>2</sup> )	Specification
(New Construction)			
a.	<u>Administration Block-1</u> + Reception + Account room + Clark room + Procurement officer room	154.5	+ RC structure + Metal sheet roofing on steel truss + Suspended cement ceiling board + Mortar steel trowel on CB wall + Wooden doors/ aluminum sliding windows
b.	<u>Administration Block-2</u> + Director's room	223.4	+ Terrazo finishing floor

No.	Facility/ Component	Floor area (M <sup>2</sup> )	Specification
	+ Deputy director's room x 2 + Toilet (Male & female)		
c.	<u>Computer Training Room</u>	191.5	
d.	<u>Classrooms</u> + 4 rooms x 2 buildings	718	
e.	<u>Service Block</u> + Library and store + Kiosk	193.1	
f.	<u>Lecture Hall</u> + Seminar hall + Meeting room x 2	303.6	
g.	<u>Workshop Building No. 3</u> + Practice space + Instructor's room + Store + Toilet	420	+ Steel structure (2 stories) + Metal sheet roofing on steel truss + Suspended cement ceiling board + Mortar steel trowel on CB wall + Wooden doors/ aluminum sliding windows + Terrazo finishing floor
h.	<u>Shower Building</u> x 2 buildings	89.1	+ RC structure + Metal sheet roofing on steel truss + Suspended cement ceiling board + Mortar steel trowel on CB wall + Wooden doors + Tile finishing floor
i.	<u>Staff quarter (7 units)</u>	343	+ RC structure + Metal sheet roofing on steel truss + Suspended cement ceiling board + Mortar steel trowel on CB wall + Wooden doors/ Aluminum windows + Tile finishing floor
j.	<u>Other annex facilities</u> + Toilet building x 3 + Power station + Pump room + Storage for training material and fuel store	—	
k.	Fence	—	Metal mesh and steel frame
	Total floor area	2,769	
(Renovation Works)			
l.	Workshop building No.1	1,269	+ Re-casting Concrete floor
m.	Workshop Building No.2	1,300	+ Painting works, + Electrical wiring and fitting
	Total floor area	2,569	

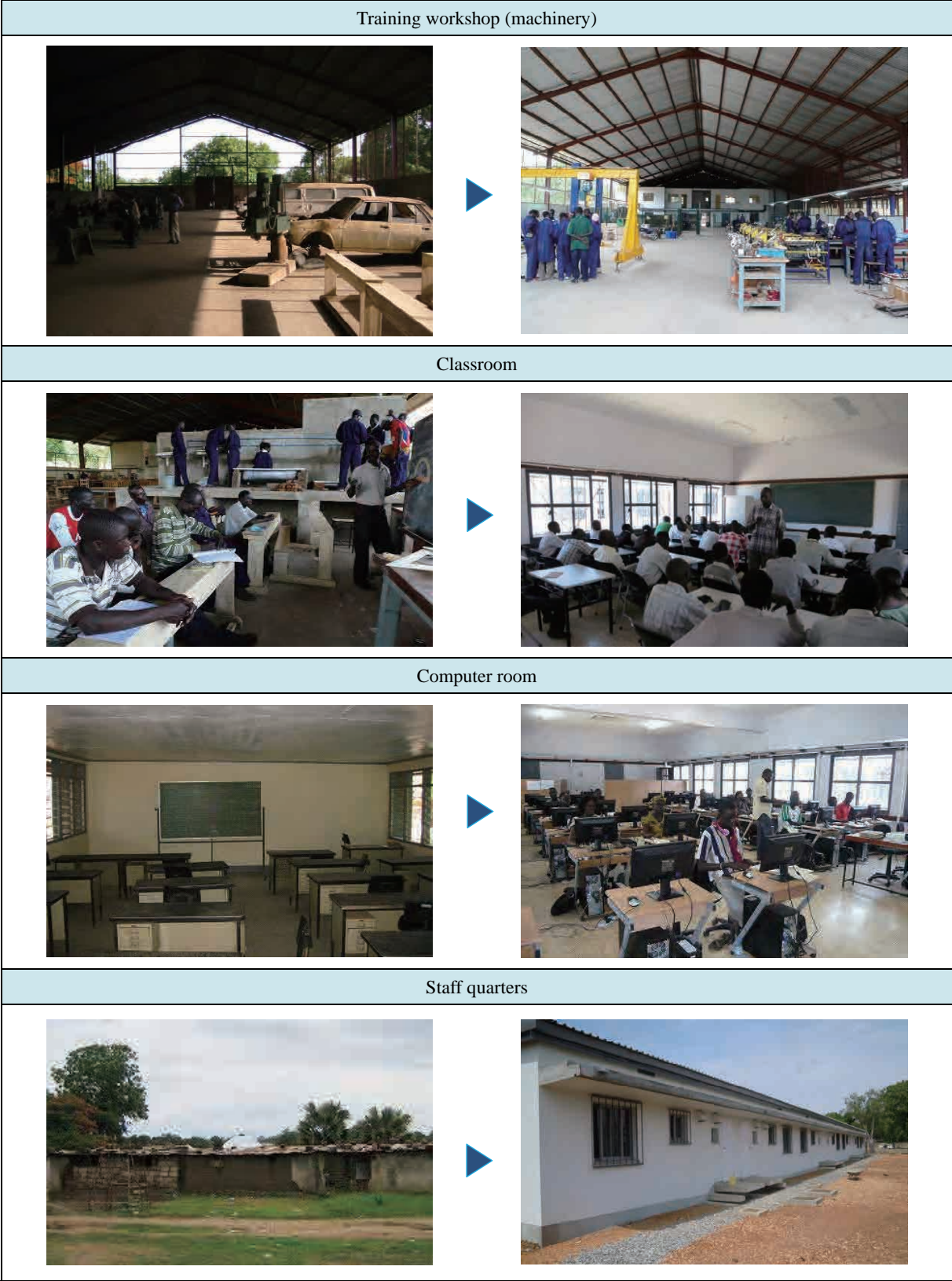


Figure 3-7: Before & After reconstruction of MTC facilities (Japan's Grant Aid for Conflict Prevention and Peace Building)

Table 3-23 : Summary of equipment provision to MTC (From SAVOT2)

Item	Amount (USD)	Main component
Practice training equipment	10,535	Electric drill, impact driver, electric saw, welding machine with generator, concrete mixer
Equipment for auto service	11,281	ATF charger, tire changer, cord reel, vacuum pump, car cord reader, wash machine
Office equipment	37,502	Generator 25 KVA, computer, printer, cabinet, photocopy machine, digital camera
Furniture for dormitory	16,218	Metal bank bed ×40、 desk×40、 chair×80
Furniture for cafeteria	6,660	Table x 40, chair x 80
Equipment for kitchen	3,556	Refrigerator, gas stove, elec stove, cooking tools, utensils
Equipment for Directorate of vocational training/ MTC director's room	9,902	Desks, chairs, cabinet, laptop computer, printer, partition, notice board, modem, etc.
合計	95,654	

Remarks : The amount of equipment provision by grant for Conflict Prevention and Peace Building is USD 1,826,144

## (5) Financial capacity

Three VTCs greatly depend on the national budget. However, only the budget for salaries but not for operation costs was disbursed from MLPSHRD. This brought the stagnation of training. This situation has not changed since SAVOT 1 started in 2006. After independence, the relation between South Sudan and Sudan worsened. Due to this, currently, the production of oil which accounts for 98 % of the national income is suspended. Considering the above situation, it is risky to depend on the national budget, therefore, SAVOT proactively promoted diversifying the income of MTC.

Sources of income of MTC are the national budget, training fees, income generating activities and the support from aid agencies. MTC proactively strengthens their self-finance ability since 2013 and earned at least SSP 298,353 from March to May 2013. This amount far exceeds an annual operation cost of MTC. Insufficient operation cost was the largest concern on continuance of MTC activities; however, the increment of self-earning income enables MTC to be financially independent.

### A. Budget from Government

The budget document for 2013 was made by vocational training policy team and submitted to Ministry of Finance. Currently, it is awaiting their approval. The total budget is SSP 1,731,316 (approximately JPY 58 million) and among it, the operating budget is SSP 200,180 (approximately JPY 6.7 million). Although MLPSHRD makes stronger commitments to the VTC budget than before, the results are uncertain due to the severe fiscal circumstance.

## B. Training fee

Income from the training fee in 2011 and 2012 are unknown since MTC did not disclose the information. MTC does not charge an entrance fee. Only a training fee is charged. However, most trainees do not pay since they are admitted without payment at their registration. The training fee will be standardized among all VTCs since 2013 and it will be SSP 250 per year for a 2-year course and SSP 100 for a 3-month course. According to this, if general courses will be conducted in 2013 as planned, the income will be SSP 37,500 (approximately JPY 1.26 million). Non-payment of a training fee is the common issue of all VTCs and it was confirmed at JCC that trainees should not be admitted without payment at their registration.

## C. Income generating activities

SAVOT 2 established MTC Auto Service (MAS) in June 2011 as an income generating activity of Automotive Section. SAVOT 2 supported the initial investment and the employment of Kenyan mechanics and an accountant. Instructors and technical assistants of MTC Automotive Section participated in the repair service. The profit of MAS was handed over to Director of MTC quarterly together with a financial report and 50 % was used for operation and administration of MTC, 25 % was used for training of Automotive Section and 25 % was used for the incentive for MTC instructors who participated in the repair service. The profit for 2 years from 2011 to 2013 is SSP 210,735 (approximately JPY 7.1 million). After receiving the profit from MAS, MTC paid water bills and fuel costs for generators which had been paid by SAVOT. MAS gained a reputation for high reliability due to the support of SAVOT and its business is stable by concluding a maintenance contract with World Bank. After SAVOT, MLPSHRD plans to continue this activity by hiring the current Kenyan mechanics.

Table 3-24: Annual income of MTC Auto Service

Fiscal year	Sales	Profit (Quarterly)	Profit (Annual)	Period	
	SSP	SSP	SSP	From	Until
FY 2011	75,288	20,831	20,831	2011/6/29	2011/11/30
FY 2012	109,855	37,554	125,538	2011/12/1	2012/5/30
	140,970	49,305		2012/6/1	2012/8/31
	102,615	38,679		2012/9/1	2012/12/6
FY 2013	96,945	34,411	64,366	2013/2/20	2013/4/30
	75,740	29,955		2013/5/1	2013/6/30
	601,413	210,735	210,735	2011/6/29	2013/6/30

Besides MAS, MTC increased their self-earning income greatly. Cafeteria which was constructed by SAVOT is rented to a private company and this brings SSP 4,000 per month. Similarly, seminar rooms and classrooms which were constructed by Japan's Grant Aid for Conflict Prevention and Peace Building were rented to aid agencies and NGOs as workshop halls and this brought SSP 106,237 from

March to May 2013. Also, MTC undertakes training sponsored by international organizations such as UNIDO and Secretary Section provides computer training which is charged higher (SSP 500) than the regular course.

Table 3-25: Results of computer training as an income generating activity

No. of training	Period	Course	No. of trainees	Training fee (SSP)	Income (SSP)
1st	2012/Dec/3~ 2013/Mar/1	Morning	11	500	2,500
		Afternoon	28	500	3,200
2nd	2013/Apr/8~ July/4	Morning	20	500	6,950
		Afternoon	30	500	9,200
	Total	—	89	—	21,850

※ Trainees who paid all training fee were quite few. Most trainees paid 300 SSP or less. Due to this, the income is less than number of trainees × training fee.

#### D. Financial assistance from other development partners

During the project period, there was no assistance from development partner except SAVOT and Japan's Grant Aid for Conflict Prevention and Peace Building. However, IGAD which dispatches instructors from 2013 pays an accommodation fee for the staff quarters (SSP 12,200/ month) and this brings large income to MTC.

#### E. Controlling MTC income

Income of MTC is currently controlled by MLPSHRD. However, this income is saved in an independent account of MTC and the use of income for MTC operation is allowed by MLPSHRD.

Table 3-26: Quarterly income of MTC from March to May 2013

Item of expenses	Amount (SSP)	Amount (JPY)	Remarks
Training fees (General training)	1,401	47,212	Most trainees did not pay.
Training fees (Income-generating activities)	19,350	652,076	Mainly, training fee from computer training. Training for SPLA (SSP 3,000) is also included.
Profit from MTC Auto Service (Income-generating activity)	73,090	2,463,060	Quarterly profit was handed over twice.
Rental fee of facilities	177,387	5,977,765	Rental fee of facilities for 1 month workshop of 'Initiative of Change' and accommodation fee of IGAD instructors
Grand total	271,228	9,140,112	

Remarks: Exchange rate is based on JICA's exchange rate of July 2013

Table 3-27: Achievement status of Output 2

Objectively Verifiable Indicators	Results	
The approved Action Plan is finalized and approved by MLPSHRD and the Advisory Board in Juba MTC.	Action Plan of 3 VTCs was developed in VCC. Action Plan includes training plan, human resource plan and facility and equipment plan. Also, the budget document for 2013 was made by vocational training policy team and approved by MLPSHRD.	
The financial statement of Juba MTC is submitted to MLPSHRD, once a year.	Financial statements were not submitted until 2012. After the replacement of Director in 2013, a simple financial report on MTC income was submitted.	
The system of income generating activity is established in certain courses in Juba MTC.	Automotive Section launched automotive repair service. The usage of profit and the way of financial reporting were established.	
The number of courses in Juba MTC adopting the national curriculum exceeds 7 trades	Two-year curriculum on 7 trades was developed by SAVOT. Six of them will be introduced from September 2013.	
Number of skills adopted into training by instructors after TOT increased to more than 10 for each instructor.	Examinations toward instructors were not conducted after TOT; however, 4 – 14 kinds of skills were newly acquired during the project period.	
80% of trainees are satisfied with MTC training courses.	77% of graduates were satisfied or satisfied very much with MTC training courses.	
Activity	Results	Summary
Review and adjust the Juba MTC Action Plan and develop an execution plan.	<u>Completed</u>	Action Plan 2012 and 2013 were developed by 3 VTCs including MTC.
Review and reform the administrative structure of Juba MTC.	<u>Completed</u>	It was decided to standardize administrative structure among 4 VTCs. Guideline defines organization structure, various committees, staff duties etc.
Review and reform the institutional accounting system of Juba MTC.	<u>Not achieved</u>	MTC did not disclose their financial information, therefore, evaluation was impossible.
Develop the facility and equipment maintenance system of Juba MTC.	<u>Completed</u>	MTC facility and equipment maintenance manual was developed and staff were trained with it.
Conduct on-the-job training (OJT) to the principal and administrators at Juba MTC.	<u>Completed</u>	OJT towards Directors and Deputy Directors was conducted through VCC.
Conduct TOT to Juba MTC trainers on technical skills and teaching methods for Juba MTC.	<u>Completed</u>	TOT was provided by JICA experts (Auto mechanics, Electricity and Carpentry) and NVTI experts.
Conduct general vocational training courses for Juba MTC.	<u>Completed</u>	During the project period, 23 general training courses were conducted in 7 trades and in total 467 people participated.
Develop short course programmes at Juba MTC according to the needs of employees and ex-combatants.	<u>Not implemented</u>	Due to insufficient human resources, MTC could not provide in-service training and ex-combatants training addition to the general courses and entrusted training from development partners.



Develop the income-generating system at Juba MTC.	<u>Completed</u>	Automotive repair service was started in 2011. It earned SSP 210,735 by the end of the project. Also, the source of self-earning income was diversified such as rent of facilities, charged training (computer training) etc. By increment of income, financial independence of MTC was secured.
Conduct income-generating activities in certain training course at Juba MTC.		
Conduct training assessment and feed-back to the training programmes at Juba MTC.	<u>Completed</u>	Tracer survey on Phase 1 graduates was conducted in 2010 and tracer survey on Phase 2 graduates was conducted in 2012/13.
Hold seminars for promoting job placement and trainees' entrepreneurship for at Juba MTC.	<u>Completed</u>	South Sudanese employment and entrepreneurship expert was employed. In total 159 trainees and 13 instructors were trained.

### **OUTPUT 3: TECHNICAL CAPACITY IS STRENGTHENED IN WAU AND MALAKAL VTCs.**

Originally SAVOT 2 planned provision of TOT only to Wau and Malakal VTCs. However, the present condition survey indicated that training for the instructors would not be effective enough to address the factors obstructing smooth training at both VTCs. Therefore, SAVOT 2 has provided training equipment and instructed in operation for the equipment in addition to the training.

#### **(1) Wau Vocational Training Centre (WVTC)**

##### **1) Training Achievements**

At WVTC training activity had been stopped due to the shortage of instructors, training equipment, and training budget. But it had started the six-month regular courses for five sections since 15<sup>th</sup> March, 2012, after receiving the training equipment and materials from SAVOT 2. Its curriculum was the one developed at SAVOT 1, which was used at MTC. After starting SAVOT 2, the issue of IDP who started to occupy the facility of WVTC in 2011, has greatly hindered its timely resuming of the training, as the State government accepted IDP to use the facility. Another reason for the delay of the training was the considerable shortage of the training equipment and materials, which required SAVOT 2 to give priority to procure them.

During the Project period, WVTC implemented the regular course twice and the shorter-term extra course, receiving a total of 198 trainees. The focus of the courses was engineering and technology, with only 6% of female attendance at the regular ones.

Table 3-28: Training results at WVTC

(Regular course)

Training Course	Trainees (no.)			Completion rate	Percentage of women
	1 <sup>st</sup>	2 <sup>nd</sup>	Total		
Automotive	20	16	36	56%	0%
Electric installation	22	12	34	56%	11%
Welding and Metal Fabrication	10	2	12	25%	0%
Building and Construction	18	6	24	29%	14%
Carpentry and Joinery	18	7	25	20%	0%
Total	88	43	131	41%	6%

(Special course)

Training Course	Period	Trainees (no.)					Completion rate	Percentage of women
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	Total		
Computer	1.5 months	21	5	0		26	42%	45%
Automobile driving	3 weeks	13	11	9	8	41	100%	15%



Electricity course: Fixing florescent



Welding course: Welded beds



Construction course: Brick masonry



Construction course: Survey work

Figure 3-8: Training at WVTC

The high dropout rate at WVTC is remarkable, with about 60% at the regular courses. The main reasons are as follows:

- The applicants' preference in regard to the courses was not taken into account at the time of application to WVTC, and they were allocated to each course after the entrance. As the most popular courses are Automobile service and Electricity in Wau, the trainees allocated in the rest of the courses with the second or third choice were motivated low from the beginning. The Carpentry, Construction and Welding courses were not popular, at which the dropout was first seen and it influenced to the other courses..
- Trainees could not afford to or did not pay their tuition. As with MTC, trainees were accepted in WVTC even without payment of tuition at the time of registration, but many of them stopped coming to training later when they were requested to pay. However, if they were requested to pay their tuition at the time of registration, the courses would not be acquired sufficient number of students.
- Some trainees dissatisfied with no lunches provided at centre rejected to attend the afternoon training, who were the first dropout. This issue is not seen only at WVTC. Many people think that the Government is the one to do something for them and they are motivated low to learn. It is difficult to find out such people at the time of entrance interview, and VTC could not manage to make them change their mind. Furthermore, as vocational training had been stopped for long during the civil war in South Sudan, both instructors and trainees do not understand how a vocational training centre should be.
- Many of the trainees were householders. After the independence, the prices in South Sudan have been increasing nationwide, which is more serious in the rural states due to the cost of transportation. According to some reports, trainees could not help leaving training to secure revenue even as a day worker. In July and August 2012, when the training was suspended, some of the trainees left training after finding jobs. The issue of regional economy must be one of the factors causing dropout.
- The shortage of instructors made training implementation unstable. In Wau, the supply of electricity frequently stopped because it is more difficult to obtain diesel than Juba. Provision of practical training is not sufficiently done because of the unavailability of electricity. This insufficient environment of facility and equipment lowered motivation of the trainees and resulted in dropouts.

## **2) Human Capacity**

### **A. Staffing**

The first problem of human capacity at WVTC is the considerable shortage of instructors. Among the six sectors, four of them have only one instructor for each. It is difficult for an instructor to fully cover

the curriculum of a subject and to sufficiently implement training especially when he/she is sick and even need to cancel his/her class. SAVOT 2, with WVTC, has continued negotiations with MLPSHRD over hiring of new instructors but it was not realized during the project period. To hire a new instructor, an examination has to be made by the hiring committee of MLPSHRD, but its system is not transparent, which is hindering the process of hiring in accordance with the official procedure..

Table 3-29: Numbers of instructors and requested staff at WVTC

Section	Instructor	Technical assistant	Requested (instructor)
Automotive	1	1	1
Electric installation	1	3	2
Welding and Metal Fabrication	2	0	1
Building and Construction	2	1	3
Carpentry and Joinery	1	0	1
ICT and Office Administration	1	0	4
Tailoring	0	0	2
Total	8	5	14

## B. Training of Trainers (TOT)

Instructors of WVTC have never received TOT. SAVOT provided opportunities to them for TOT as follows: 1) Basic training for training management methods at Nakawa Vocational Training Institute, Uganda (NVTI), 2) Technical training by JICA Experts, 3) TOT at MTC with VTC. Table 3-31 summarizes the outline of these trainings.

Table 3-30: Summary of TOT for instructors of WVTC

Type of TOT	Summary
Basic training for training management methods at NVTI	TOT was implemented by a subcontractor for 20 instructors of Wau/Malakal VTCs for 4 weeks from 14 <sup>th</sup> March to 8 <sup>th</sup> April 2011. From Wau VTC, the director and instructors totaling 7 participated. TOT was to learn basic components for training management such as curriculum development and material preparation based on Ugandan vocational training systems, providing a good example to the participants from South Sudan who are unfamiliar with vocational training outside of their country (refer to “Report on training of trainer’s programme by NVTI 2011). As well, after TOT at NVTI, JICA Expert (Vocational training course management) conducted lectures on training management.
Technical training by JICA experts	In April, August and November of 2011, JICA experts (Auto mechanics, Electricity, Carpentry) conducted TOT for direct instruction. Contents of TOT were based on the one for MTC (refer to the page of MTC).
TOT at MTC	As mentioned at the section of MTC, the comprehensive TOT was conducted at MTC for 5 weeks from July 2012. From Wau VTC, the director and instructors totaling 9 participated.



Participants from Malakal/Wau VTCs (20 persons)



OJT training by NVTI instructors



Practice of curriculum development



Report by a participant at MTC after returning home

Figure 3-9: TOT at Nakawa Vocational Training Centre, Uganda (NVTI)

### 3) Operational Management System

As well as the other VTCs, WVTC had not had clearly-stated operational management standards but it had started operation based on the VTC operation and training guidelines developed by SAVOT since 2013. Most of the training courses continue for one year after which graduates are entitled to receive Basic Certificate. In 2013, courses of six sections are being implemented and a total of 175 trainees will receive the training as planned.

Table 3-31 : New training programme at WVTC (Fiscal 2013)

Section	Training course	Duration	Capacity	Start	Complete
Automotive	Automotive	1 year	20	02 Sep. 2013	16 Aug. 2014
Electric installation	Electric installation	1 year	20	02 Sep. 2013	16 Aug. 2014
Welding and Metal Fabrication	Welding and Metal Fabrication	1 year	20	02 Sep. 2013	16 Aug. 2014
Building and Construction	Building and Construction	1 year	20	02 Sep. 2013	16 Aug. 2014
Carpentry and Joinery	Carpentry and Joinery	1 year	20	02 Sep. 2013	16 Aug. 2014
Secretary	ICT and Office Administration (1)	3 months	25	02 Sep. 2013	29 Nov. 2013
	ICT and Office Administration (2)	3 months	25	06 Jan. 2014	28 Mar. 2014
	ICT and Office Administration (3)	3 months	25	05 May 2014	26 Jul. 2014
Total			175		

#### 4) Facility and Equipment

WVTC received renovation of its facility and were provided with equipment in 2008 through MDTF (Multi-Donor Trust Fund) by UNIDO. However, the support was mainly for the facility and the shortage of training equipment had impeded smooth implementation of the training. The Automotive course, which is especially in high demand in Wau, had very few equipment, not to mention cars for training. Therefore, SAVOT provided equipment mainly for the Automotive course. WVTC does not have sufficient budget to cover operational cost for training because they have no budget allocated by MLPSHRD and hardly make own income. For this reason, SAVOT also supported WVTC for training materials (Total amount for 2012 and 2013 is SSP 121,211 = about JPY 4.08 million). WVTC became to be able to restart training in 2012.

Table 3-32: Summary of equipment provision to WVTC

a.	Item	Amount (USD)	Main component
b.	Car Coad reader	621	Portable analyzer for engine and electrical parts of car.
c.	Equipment for Automotive	109,142	Air compressor, Tyre changer, measure tools, torque wrench, battery checker, vacuum pump, tools
d.	Live vehicle for practice training	11,655	Second hand vehicle (Petrol Sedan car – TOYOTA Colona and Diesel 4WD car – TOYOTA land cruiser)
e.	Equipment for practice training and administration	46,618	For wood work, metal fabrication, welding, electric installation, photocopy machine, computer



Tools provided for the Automotive course



Workshop for the Automotive course

Figure 3-10: Training equipment provided for WVTC

## 5) Financing

As well as MTC, vocational training policy team supported to draft budgets for fiscal 2013 for WVTC and submitted them to ministry of finance and economic planning, currently awaiting approval. Collection of tuition by WVTC is anticipated to be difficult from its past experience and VCC proposed to waive the charge. For this reason, the government budget would be the WVTC's lifeblood. WVTC on a trial basis started shorter courses of Computer and Automotive driving, which makes it easier to collect tuition, and could further expand this trial. Additionally, since WVTC holds a dormitory which can accommodate 320 trainees, it would be needed to consider providing training in collaboration with local NGOs as a part of income generation activities.

### (2) Malakal Vocational Training Centre (MVTC)

#### 1) Training Achievements

MVTC is the only VTC which has been operated throughout the civil war, achieving stable management with accumulative experience of training. Nevertheless, its training system is based on the one used under the Republic of Sudan, which requires further restructuring following the South Sudanese system.

Before the change of training programme in 2013, MVTC had implemented three-year training programmes for eight sections for primary school graduates till 2012. The number of enrolments between fiscal 2010 and 2012 reached 371. As a result of the support for improving computer training rooms by SAVOT, MVTC started in fiscal 2013 the training for computers with 20 enrolments in the first batch.

Table 3-33: Training results at MVTC

(Regular Course)

Training Course	Enrolments					Completion rate	Percentage of women
	2009	2010	2011	2012	Sub-total		
1. Automotive	33	48	57	48	186	98%	0%
2. Farm Machinery	11	12	22	24	69	51%	0%
3. Machine shop	0	0	0	0	0	—	—
4. Building and Construction	0	6	6	1	13	69%	0%
5. Carpentry and Joinery	0	3	13	3	19	42%	0%
6. Welding and Metal Fabrication	9	1	2	24	36	47%	0%
7. Tailoring	1	1	0	0	2	50%	100%
8. Electric installation	10	39	36	25	110	65%	10%
Total	64	110	136	125	435	73%	3%

Note: Although MVTC has 3 years training system, the completion rate was calculated by yearly basis.

(Special Course)

Training Course	Duration	Enrolments (no.)	Completion rate	Percentage of women
1. Computer (morning)	2 months	10	100.0%	20.0%
2. Computer (afternoon)	2 months	22	100.0%	18.2%



Electric installation course:  
Explaining oral exam in use of equipment



Electric installation course:  
Practical exam in electrical wiring



Building and Construction course:  
Practical exam in brick masonry



Carpentry and Joinery course:  
Assignment of practical exam

Figure 3-11: Training at MVTC



MVTC shortened its three-year courses to two-year courses in 2013, with the change of the current training certificate from Apprenticeship Diploma to Vocational Certificate I. The centre is planning to accept 255 enrolments to regular courses of the eight sections in fiscal 2013. In addition, the ongoing courses commissioned by UNIDO will continue. The number of enrolments will total 375.

Table 3-34: New training programme at MVTC (Fiscal 2013)

Subject	Training course	Duration	Capacity	Start	Complete
Automotive	Automotive	2 years	20	02 Sep. 2013	16 Aug. 2015
Electric installation	Electric installation	2 years	20	02 Sep. 2013	16 Aug. 2015
Welding and Metal Fabrication	Welding and metal fabrication	2 years	20	02 Sep. 2013	16 Aug. 2015
Building and Construction	Building and construction	2 years	20	02 Sep. 2013	16 Aug. 2015
Plumbing and Pipe-Fitting	Plumbing and pipe-fitting	2 years	20	02 Sep. 2013	16 Aug. 2015
Farm Machinery	Agricultural mechanic	2 years	20	02 Sep. 2013	16 Aug. 2015
Food Processing	Food processing	2 years	20	02 Sep. 2013	16 Aug. 2015
Tailoring	Tailoring	2 years	20	02 Sep. 2013	16 Aug. 2015
Carpentry and Joinery	Carpentry and joinery	2 years	20	02 Sep. 2013	16 Aug. 2015
IT	Computer packages (1)	3 month	25	02 Sep. 2013	29 Nov. 2013
	Computer packages(2)	3 month	25	06 Jan. 2014	28 Mar. 2014
	Computer packages (3)	3 month	25	05 May 2014	26 Jul. 2014
UNIDO Advance courses	Automotive	1 month	20	I June.2013	30 June.2013
	Electric installation	1 month	20	I June.2013	30 June.2013
	Welding and metal fabrication	1 month	20	I June.2013	30 June.2013
	Building and construction	1 month	20	I June.2013	30 June.2013
	Tailoring	1 month	20	I June.2013	30 June.2013
	Carpentry and joinery	1 month	20	I June.2013	30 June.2013
Total			375		

## 2) Human Resources

### A. Staffing

With the independence in 2011, MVTC lost about ten instructors from the North who went back to the North. Since the centre has three-year courses, the shortage of the instructors was the big issue as it required more instructors than other VTCs. MVTC thus hired 14 new instructors in 2013 and currently

holds 35 instructors. However, it should be noted that while allocation of instructors to each section is unequal while Welding and Metal Fabrication/Electric Installation have excess staffing, such courses as Food Processing and Carpentry and Joinery required more than two-year training are short on staff.

Table 3-35: Number of instructors at MVTC

Section	Instructors	Technical assistants
Automotive	4	1
Electric installation	7	0
Welding and Metal Fabrication	8	1
Building and Construction	3	0
Plumbing and Pipe-Fitting	3	0
Farm Machinery	3	1
Food Processing	1	1
Tailoring	2	1
Carpentry and Joinery	2	0
ICT and Office Administration	2	0
Total	35	5

### B. Training of Trainers (TOT)

As well as WVTC, MVTC sent 14 instructors including the director to NVTI for TOT. In 2011 and 2012, JICA Experts conducted technical training for three times (Automotive, Electric installation, and Carpentry and Joinery) of the same contents with MTC and WVTC. A total of 19 instructors participated in the comprehensive TOT “Refresher Course for Vocational Instructors and Administrative staff” in July 2012 at MTC. In 2008, one of the instructors of the Farm Machinery course participated in “Enhancing of vocational training” of JICA group training in Japan for 1.5 months, and in 2012, the deputy director for training participated in “Administration for Occupational Skills Development”. He currently acts as chairman of VCC, taking the initiative through the knowledge from his experience in Japan.

Several observations indicate that the instructors acquired techniques from JICA Experts or NVTI but have not applied their learning to the training. One of the reasons is that WVTC/MVTC had no equipment, tools and materials used at TOT, but it is still necessary to continue further monitoring and advisory to motivate instructors to act. Another reason is that SAVOT could visit Wau/Malakal only on business trip, but had no supporting system for continuous monitoring. It is expected that IGAD experts dispatched to MTC will play the role of monitoring in the future.

### 3) Operational Management System

The operation of MVTC has been following the training system used in the Republic of Sudan. As for

graduation eligibility, Apprenticeship Diploma had been issued until the independence under the approval of Supreme Council for Vocational Training and Apprenticeship. Because this system is not applicable anymore after the independence, VCC agreed to unify the MVTC’s training system with the other VTCs’. In 2013, MVTC started to operate following the VTC operation and training guidelines. Based on the new training system, MVTC will discontinue the three-year courses gradually (will continue till the graduation of 2012 enrolments), and will reorganize the training with two-year regular courses from fiscal 2013. Graduates will then receive Vocational Certificate I instead of the former one. MVTC had sections based on the training courses, but the former 15 subjects were reduced to 10 under the consolidation of the sections (e.g. Auto-motive: Petrol and Automotive: Diesel were combined).

**4) Facility and Equipment**

Although MVTC is equipped with large-sized training machinery such as lathe machine, the shortage of basic hand tools was lowering the quality of its training. Thus SAVOT prepared a list of basic hand tools and provided machinery for the six sections with the total amount of USD 100,080 with the budget of JICA South Sudan. As the procurement of the machinery was difficult in Malakal, it was done in Nairobi and Juba. The procured machinery was delivered/handed over to MVTC in April 2011. They are effectively used for each section.

The computer training was in high demand throughout South Sudan, and the State Government (Upper Nile State) even strongly requested to start the same training at MVTC. Therefore SAVOT provided 30 sets of computers and also renovated one room at MVTC for the training. The renovation included hanging new sheets of paper for ceiling and walls, creating computer desks, and electrical wiring, which were done under the instruction of JICA experts (Carpentry) as OJT for the sections of Carpentry and Joinery and Electric installation of MVTC.

Table 3-36: Summary of machinery provision to MVTC

Item	Amount (USD)	Main component
Hand tools	11,101	Screwdrivers, wrenches, hummers, tool box, measure tools, etc.
Computer sets	38,007	Desktop computer x 30 sets with lcd monitor, mouse, key board, windows OS, MS office, and anti-virus
Training equipment for Automotive	50,972	Air compressor, Tyre changer, measure tools, torque wrench, battery checker, vacuum pump, hand tools, jack, model engine (petrol, diesel)

**5) Financing**

As well as MTC and WVTC, vocational training policy team drafted budgets for fiscal 2013 and submitted them to ministry of finance and economic planning, currently awaiting approval. MVTC has

a regular income from facility rent or implementation of training commissioned by aid agencies (currently by UNIDO), but the detail is unclear. SAVOT has had no advisory/support over income-generation activities of MVTC.

Table 3-37: Achievement of Output 3

Objectively Verifiable Indicators	Results	
The number of courses in VTCs adopted the national curriculum exceeds 7 trades in Malakal VTC and 5 in Wau VTC.	MVTC will introduce the curriculum of two-year courses with the national standard newly developed by SAVOT for six subjects. WVTC will introduce a new curriculum of one-year course designed by ILO for five sections.	
Number of knowledge and skills items which instructors practically adopt into their training course after TOT is more than 10 for each instructor.	Instructors acquired techniques from JICA Experts or NVTI but have not applied their learning to the training. One of the reasons is that WVTC/MVTC had no equipment, tools and materials used at TOT, but it is still necessary to continue further monitoring and advisory to motivate instructors to act. Another reason is that SAVOT could visit Wau/Malakal only on business trip, but had no supporting system for continuous monitoring.	
80% of trainees are satisfied with WVTC training courses.	Difficult to evaluate due to the lack of sufficient samples	
Activity	Results	Overall condition
Undertake a needs assessment /baseline survey in Wau and Malakal VTC.	Completed	In 2011, the surveys for training needs were done in Juba, Wau and Malakal of which results were summarized in a report. The targets were primary and secondary school students, job seekers, and employers, etc., of which total sample number was 1,162 (332 in Wau and 361 in Malakal).
Conduct TOT to VTC trainers on the technical skill and teaching method.	Completed	Training by JICA Experts (Automotive, Electric installation, and Carpentry and Joinery), training by NVTI in Uganda (basic training management) and training in Japan (2 instructors from MVTC) , etc.
Conduct training assessment and feedback on the training programmes.	Not completed	Tracing surveys were done for graduated of WVTC/MVTC but the lack of sufficient samples makes evaluation difficult, stemming from a lack of information on trainees of both VTCs. Movement of youth frequently seen in the regional States also made tracing difficult.
Others	—	Training equipment was provided to WVTC and MVTC.

**2.3 NGO-LED LIVELIHOOD SKILLS TRAINING**

**OUTPUT 4 : TRAINING DELIVERY OF NON-GOVERNMENTAL VOCATIONAL TRAINING PROVIDERS IS EXPANDED IN JUBA AND OTHER MAJOR CITIES.**

While public vocational training focuses on leaning basic “Skills” required for work, livelihood skills training puts a great focus on learning “Ways to make a living” through work. SAVOT together with local NGOs have provided livelihood skills trainings in 3 cities in South Sudan. It requires careful attention not to create a disparity in living standard of the people especially in the reconstruction period. The target of training is vulnerable people such as unemployed youth, IDPs, young women living on the streets or in the vulnerable areas and widows. Considering the fact that the trainees of VTCs are mainly men and economic activities among women are active in South Sudan, the priority is given to women as the target of training (Women constitutes 90% of the total trainees.). Another characteristic of livelihood skills training is that selection of target comes first before designing of training programme, while VTCs recruit trainees based on the training programme which they already have. Training courses were selected based on market needs and the vulnerability of the target group such as women and the vulnerable or low education. The selected courses include food processing, catering/service, tailoring and housekeeping.

**(1) Non-formal Training Providers (NGOs)**

Capable NGOs were selected in 3 cities in Juba, Wau and Malakal and SAVOT sub-contracted the following 5 NGOs to provide livelihood skills training.

Table 3-38 : List of livelihood skills training providers (NGOs)

Location	Name of Training Providers	Date of Contract signed	Date of training started
Juba	SSOPO: South Sudan Older People’s Organization	30 June 2011	22 Aug 2011
	CCC: Confident Children out of Conflict	29 Nov 2011	10 Apr 2012
Wau	WDG: Women Development Group	29 Jul 2011	28 Sep 2011
	PCO: Peace Corps Organization South Sudan	19 Jul 2011	1 Sep 2011
Malakal	FYF: Fashoda Youth Forum	29 Jul 2011	1 Sep 2011

Selection process of training providers is shown in the Figure 3-12. It took minimum 10 months to sign a contract with them as indicated in Table 3-37. SAVOT sub-contracts trainings to only local NGOs, considering the sustainability of the activities. Yet, not only their planning capacity is low but also they hardly had experience in providing trainings, which resulted in taking long time for planning and budgeting. It has to be kept in mind that it requires considerable preparation time to actually start trainings when planning the similar projects.

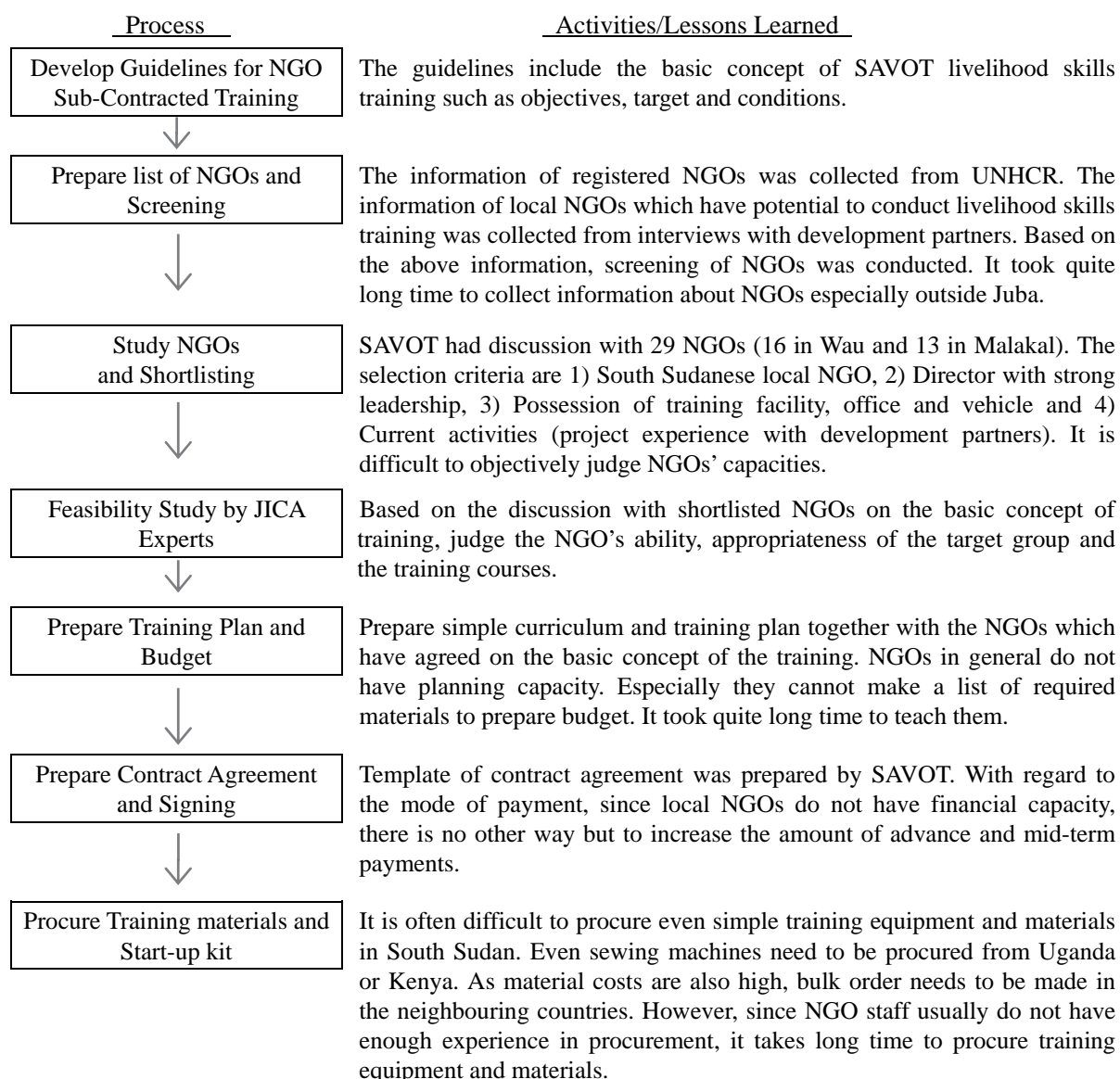


Figure 3-12 : NGO Selection Process and Tasks at each Step

## (2) Types and Characteristics of Training Programmes

The training programmes targets mainly women as the selected 5 NGOs have strength in supporting women and SAVOT also focuses on the training for women. All NGOs put priority especially on women with special needs such as low education, single mothers and widows. The training duration is as short as 3 – 6 months and the training hours per day is also about 3 hours so as to increase the attendance of women without disturbing their domestic work at home. The selected training courses are tailoring, food processing, catering and housekeeping based on the market assessment. Women in South Sudan have been more active in retail trade and office work like other countries in Sub-Saharan Africa. However, SAVOT does not deal with retail industry, which does not require skills training. Moreover, office work generally demands higher education level than primary school graduates and English speaking ability. Therefore, those two trades were found to be not suitable and excluded from the training courses.

Table 3-39 : Target Group and Courses of NGO-led Livelihood Skills Training

NGOs	Project Title	Target Group	Courses	Duration
SSOPO	“Integrated Skills Training Projects for the Vulnerable Youth and Women”	Unemployed youth, Women	Tailoring (Basic/Advanced)	6 months
			Food Processing	3 months
CCC	“Empowerment of Vulnerable Girls and Young Women through Vocational Skills Trainings in Housekeeping and Catering & Service”	Young women living on the streets or vulnerable areas	Catering & Service	3-4 months
			Housekeeping	3-4 months
WDG	“Tailoring Skills for Women Empowerment”	Women (Returnees, low education, Victims of domestic violence)	Basic Tailoring Advanced Tailoring	6 months 3 months
PCO	“Reintegration Project for Wau County, in Western Bahr Al Ghazal State”	Women including returnees	Food Processing	3 months
FYF	“Housekeeping and catering training project”	Women, Unemployed people, IDPs	Catering & Housekeeping	3 months
			Bread & Bakery	3 months
			Housekeeping	3 months
			Service	3 months

### (3) Training Achievements

The total number of enrolled trainees in 5 NGOs was 942, which is 34 persons (3.5%) less than the original plan based on the contract signed with each NGO. It is because the contracts with PCO as well as FYF were terminated by the end of 2012 due to their low management capacities. Otherwise, the number of trainees exceeds the planned number in 3 other NGOs. Although 82 dropouts (9%) were observed in total, it is much below 20%, which was set as the objective. Women have various risks which can lead to dropout such as domestic issues, marriage and pregnancy but it was found that many of them have a sincere attitude to participate in the training. It can be said that short training period as well as less training hours per day also contributed to relatively high completion rate. Women constitute 90% of the total trainees, the average age is 28.4, and 61% of the trainees are married.

Table 3-40 : Training Achievements of 5 NGOs

Training Providers	Planned no. of Trainees	No. of Registered Trainees	No. of Graduates	No. of Dropouts	Completion Rate	% of female graduates
NGO Total	976	942	860	82	91%	90%
SSOPO	276	397	363	34	91%	78%
CCC	100	150	124	26	83%	100%
WDG	60	80	63	17	79%	100%
PCO	300	180	180	0	100%	100%
FYF	240	135	130	5	96%	94%

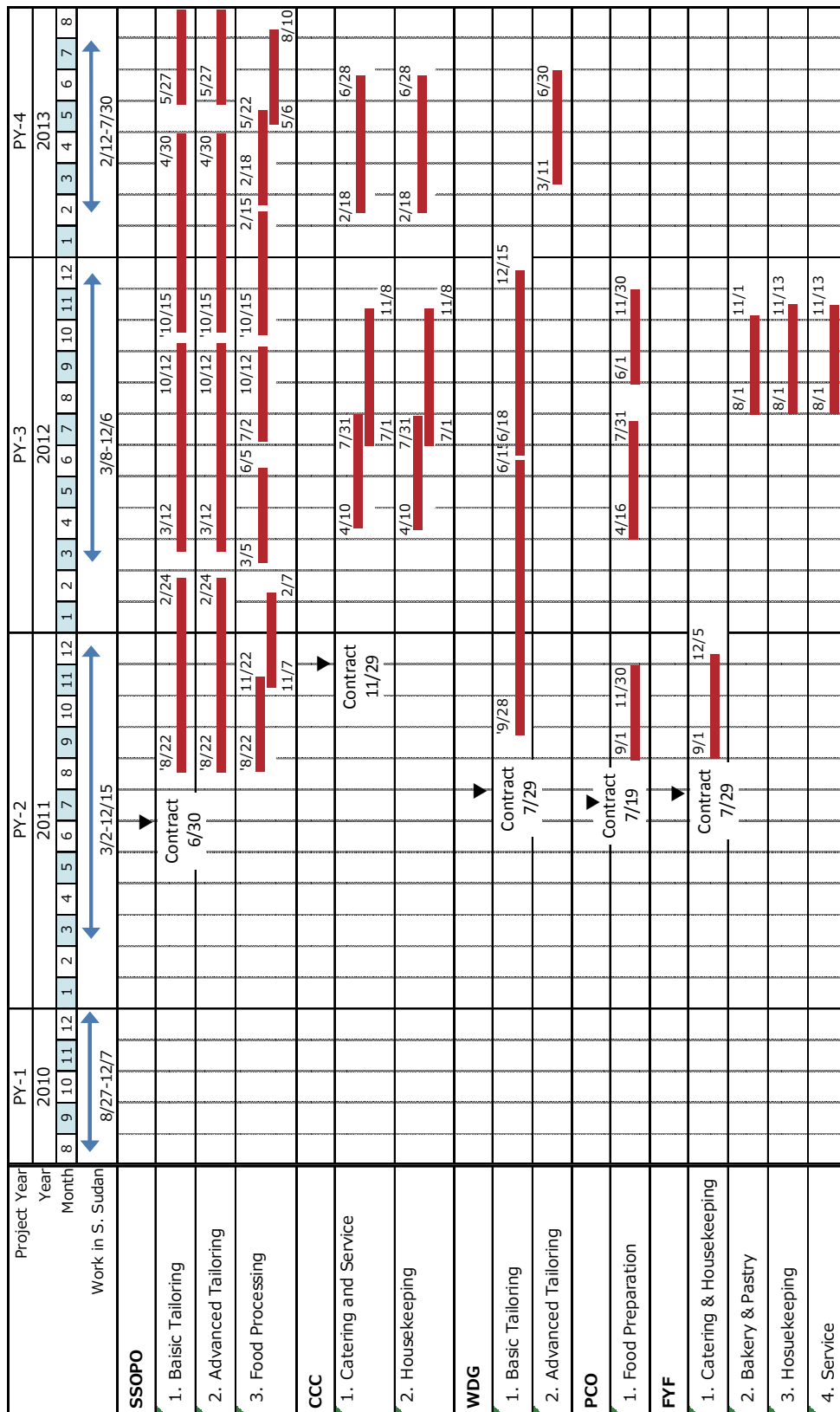


Figure 3-13: NGO Training Schedule



**(4) Working Status of Graduates**

According to the results of Tracer Survey conducted in 2012-2013, about 40% of the graduates from 5 NGOs started working after completion of the training either employed or self-employed. It is far less than 90% attained in the SAVOT Phase 1. One of the reasons is low employment rate observed by PCO and FYF. Small job market in Wau and Malakal, unclear career plan for trainees and inadequate employment support by NGOs, all together contributed to the negative impact on their employment. Though WDG is also located in Wau, their graduates attained more than 70% employment rate, as all of them are self-employed. The case is same as SSOPO’s tailoring course graduates, who attained 75% employment rate. Another reason of low employment rate in Phase 2 can be high competitiveness in hospitality industry. The interviews with hotel and restaurant managers revealed that the number of applicants for cooking staff, waiters/waitresses and housekeepers is increasing in recent years. With the increase of competitors, the selection criteria tends to be strict. Completion of short-term skills training might not be enough to be competitive as they consider academic qualification, English ability and personality too. Especially as SAVOT training targets vulnerable people, it might be difficult for them to compete with others. Employment of vulnerable people requires not only skills training but also understanding from employers.

Table 3-41 : Working Status of Graduates of NGO sub-contracted trainings

Working Status	SSOPO	CCC	WDG	PCO	FYF	NGO Total
Ever had a job after training	50.6%	38.8%	70.7%	14.2%	23.2%	39.5%
Currently working	47.7%	36.7%	70.7%	13.3%	20.2%	37.7%

Source : SAVOT Tracer Survey 2012-2013

**(5) Employment Support**

As skills trainings provided by NGOs are short-term, the certificate given at the completion of the training is not enough to assure the level of acquired skills. Therefore, graduates require ability to choose suitable companies and sell themselves at job interview. In addition, recommendation from training instructors or NGO staff can also work as an effective tool and hence, it is critical for the instructors to know how to support trainees to get a job. NGOs are more active in employment support (especially job placement support), compared to VTCs. As shown in Table 3-41, more than 50% of graduates of SSOPO, CCC and FYF who found job are employed through introduction by training institute, though only 20% at MTC. On the other hand, even if the ratio of graduates who were employed through introduction by training institute is high, the number of employed graduates itself can be low, like the case of FYF. If the job market is small, expectation from job placement support by NGOs also has to be minimal. The graduates of WDG achieved high employment rate as they received start-up kit. Most of them are self-employed working at home, thus job placement service was not provided.

Table 3-42 : Job Hunting Approaches of Graduates

Job Hunting Approaches	MTC	SSOPO	CCC	FYF	WDG	PCO	All
By himself/herself	64%	35%	28%	44%	89%	56%	49%
Introduced by training institute	20%	59%	61%	50%	11%	22%	43%
Introduced by friends/relatives	16%	5%	11%	6%	0%	22%	8%

Source : SAVOT Tracer Survey 2012-2013

Employment support provided by SAVOT trainings can be categorized into career planning/entrepreneurship training, industrial attachment (internship), job placement and provision of start-up kit. The detailed activities are presented in the following table.

Table 3-43 : Employment Support Service provided by SAVOT trainings

Types of Employment Support	Content
1. Career Planning/ Entrepreneurship Training	<p>Though Career Planning/Entrepreneurship Training is an important training at the beginning as well as the end of the training period, NGOs do not have staff with the knowledge and experience. It is not the main topic to teach in the training and thus NGO cannot employ a person to teach only career planning and entrepreneurship. Therefore, SAVOT hired professionals in this field and conducted the trainings for trainees of NGOs and VTCs. Training was conducted every year and 862 trainees in total attended the training. Out of which 535 trainees are of NGOs. The training was made up of several modules and conducted for 1 – 4 days depending on the contents of the training. The contents include 1) entrepreneurship support (career planning, how to start business, selling and marketing, basic bookkeeping and managing working capital) and 2) employment support (career planning, job searching skills, job interview and CV writing). Training for NGO staff (career planning, business plan writing etc.) was also conducted in 2012.</p> <p>Trainees showed a high level of interest in basic bookkeeping and managing working capital. They learnt that financial book is an important tool to prevent business failure. Trainees who opt for paid employment appreciated the training that they could learn practical skills such as how to look for jobs and how to undergo job interviews. Many of them even learnt the existence of CV for the first time.</p> <p>At the same time, it was found out that the training duration of 1 – 4 days was not enough to impart adequate knowledge and skills to trainees as their level of understanding is quite low.</p>
2. Industrial Attachment (Internship)	<p>Industrial Attachment (Internship) is included in the curriculum of SSOPO (Food processing), CCC and FYF whose graduates are expected to be employed mainly by hotels and restaurants. The duration is mainly for a month. Internship provides good opportunity to employers to judge trainees' ability and personality. If trainees are appreciated, they are directly employed after the attachment. If there is a system whereby efficient trainees can be referred to other companies, employment opportunities might increase.</p>

Types of Employment Support	Content
3. Job Placement	Training providers visit companies, collect job vacancy information and request for employment of their graduates. This support is mainly carried out among NGOs, especially by SSOPO and CCC. The relationship between training providers and companies is the basis of this support and regular communication is the most important. In case of SSOPO and CCC, there are many companies which employ certain number of graduates. However, as the number of graduates which each company can employ is limited, the relationship with as many companies as possible needs to be established so as to ensure the employment of graduates. Job Placement support is rarely carried out at VTCs.
4. Provision of Start-up kit (Self-employment)	Sewing machines were provided as start-up kit for the graduates of SSOPO tailoring course and WDG at their graduation. As their employment rate (self-employment) is high, it can be said that the provision of start-up kit work out effectively. On the other hand, there are several graduates who cannot start business because they lack capital to purchase materials even though sewing machines were provided. Start-up kit can only supplement the inputs required to start business. Although trainees need capital, no microfinance institution, which can provide loans to trainees, has been found in South Sudan. Therefore, borrowing money from relatives is still common. In case of starting business, provision of start-up kit only is not as effective as expected. Entrepreneurship support training including how to procure funds and how to make business plan needs to be provided together with start-up kit.
5. Microfinance (Self-employment)	A deposit of collateral or business experience is the condition which microfinance institutions generally impose. Thus it is not easy for immediate graduates to access loans. Though there was a proposal that NGOs provide loans to graduates based on their performance, as high risks are involved in it, SAVOT did not implement it.
6. Order Placement by NGOs (Self-employment)	As the training is short-term, graduates fresh from the training do not have adequate skills to fulfill customers' expectations. Continuous efforts to improve their skills need to be made through OJT to increase the number of customers. It is a critical period until they ensure certain number of customers. SSOPO receives orders of uniform making from schools and companies and the graduates employed by SSOPO work on the order. This is considered as an effective way for the graduates fresh from the training to become independent. On the other hand, it is not effective if only particular graduates receive work in the long-term. The graduates who receive work need to be rotated in a certain period.
7. Issuing Completion Certificate and Recommendation Letter	SAVOT advise NGOs to issue not only training completion certificates but training records with course title and the graduates' performance, which increase the value of the certificate. It is, however; yet to be implemented among the NGOs. Issuing recommendation letters from NGOs to companies is also not fully implemented.



Q&A session for Trainees' Presentation (PCO)



Trainees' Group Work (WDG)



Lecture on Career Planning (CCC)



Visit to a Tailoring Shop by Trainees (SSOPO)

Figure 3-14 : Career Planning/Entrepreneurship Training

## (6) Capacity Development of NGO

NGO capacity building in training management includes 1) Training monitoring and provision of necessary advice by JICA experts (OJT), 2) mentorship based on monthly report and financial report prepared by NGOs, and 3) capacity building workshop on training management.

### A. Monitoring and by SAVOT Staff

NGO-led trainings were regularly monitored by SAVOT national staff and advice was provided when necessary. On the one hand, advice from JICA experts was limited nearly to the NGOs located in Juba which can be easily visited. Assignment period of JICA experts who are in charge of monitoring NGO trainings was as short as 18.0 man-months in 3 years, which prevented JICA experts to provide regular and direct monitoring of NGO activities. In SAVOT Phase 1, two JICA experts were assigned for monitoring work and either of them always stayed in South Sudan and paid monitoring visits frequently. Compared to the situation in Phase 1, it can be said that there was an oversight in the implementation structure of the project Phase 2. Though SAVOT national staff were stationed in Wau

and Malakal and conducted monitoring activities, as they cannot exercise strong authority, instructions towards NGOs did not work effectively.

## **B. Periodical Reporting by NGOs**

NGOs were obliged to submit monthly reports, annual reports and financial reports to SAVOT. Reporting is an important ability for NGOs. Report writing can be a good training for NGOs to understand issues and their countermeasures by visualizing progress of training activities. SAVOT aimed to improve their training monitoring capacities by requesting them to record the necessary information such as number of registered trainees and dropouts, and attendance rate. As the preparation and submission of such reports are preconditions for the payment of contract amount, all the required documents had been submitted to SAVOT. However, their reporting capacities vary among NGOs and therefore some reports did not have adequate information or were submitted after the deadline.

## **C. Training Workshop**

Executive directors and administrative staff totalling 15 persons from 5 NGOs participated in “Capacity Building Workshop on Training Management for NGO Administrative Staff”, organized in Juba on 21-23 August 2012. The workshop dealt with sharing of training activities, problem analysis in training management and preparation of action plan. Moreover, the lecture on employment support service was also provided. More detailed training on employment support was given to NGO staff in November 2012.

The second workshop was organized on 21-22 February 2013 and 3 persons from 3 NGOs in total 9 persons participated in it. The training covered various topics including review of the previous action plan, opinion sharing with guest speakers from industries, development of vision towards sustainable activities, preparation of action plan 2013 and rules of making financial report.



Lecture by ILO Consultant on Training Vocational Policy



Lecture by Local Consultant on Business Opportunity



Visit to CCC



Visit to SSOPO



Action Plan Preparation by each NGO



Presentation of Action Plan by CCC

Figure 3-15 : Capacity Building Workshop on Training Management for NGO Administrative Staff (21-23 August 2012 at Juba)

## (7) Training Achievements by Non-formal Training Providers (NGOs)

### 1) SSOPO : South Sudan Older People’s Organization

SSOPO had been supported since SAVOT Phase 1 and expected to expand the training scale as well as to ensure sustainability of trainings including financial aspect. While a basic tailoring course was mainly provided for 162 women in Phase 1, food processing course was introduced and 397 trainees including tailoring (basic and advanced) received trainings in Phase 2. This number constitutes 40% of the total number of trainees of 5 NGOs and it is the largest number among all.

#### A. Training Outline

The training outline is summarized as below.

Project Title	“Integrated Skills Training Projects for the Vulnerable Youth and Women”		
Location	Juba		
Contract Period	June 2011- June 2013		
Objectives	<ol style="list-style-type: none"> <li>1. To provide vocational skills training for unemployed youth and women, and assist them in obtaining job opportunities to reach their economic independence</li> <li>2. To establish the training cost recovery system to make SSOPO and its trainings sustainable</li> </ol>		
Target Group	Unemployed youth, Women		
Training Course	Courses	Training Duration	Expected Job Market for Graduates
	Basic Tailoring	6 months	Self-employment, Employment at Tailoring Shops
	Advanced Tailoring	6 months	Self-employment
	Food Processing	3 months	Hotels, Restaurants, International Organizations
Characteristics of Training	<ul style="list-style-type: none"> <li>• Market needs assessment for tailoring course was conducted before the commencement of the training.</li> <li>• As SSOPO is mainly supporting elderly people, trainees were recommended by Older People’s Association in each community. It helps to recruit suitable trainees.</li> <li>• Income generation activities (tailoring, running bakery shop and restaurant) are conducted with the support of SAVOT. Ex-trainees are employed at all the production units.</li> <li>• Sewing machines are lent out to successful trainees as a start-up kit at the end of basic tailoring course.</li> <li>• Training fees of 200SSP are charged at all 3 training courses.</li> <li>• The food processing course trainees are sent for industrial attachment for the last one month of the training. Many of them are employed after the completion of the attachment.</li> <li>• SSOPO conducted a Tracer Survey in 2013 and created a database of graduates covered in SAVOT Phase 2.</li> </ul>		

## B. Training Achievements

SSOPO conducted 15 trainings in 3 courses during the project period, allowing the total of 397 trainees to participate in the trainings. These figures are 44% above the planned number of 276 trainees. SSOPO is relatively financially stable and has ability to continue trainings irrespective contract period with SAVOT (Contract with SAVOT is yearly renewed and there are about 3 months which cannot be covered by the SAVOT budget). Therefore, the trainings were conducted without any break, which allowed 4 more batches to be added compared to the original plan. Moreover, the number of trainees against quota achieved 105%, which also contributed to have more number of trainees. The number of dropouts is less with overall completion rate of 91%, though that of advanced tailoring course shows a bit lower figure. The satisfaction rate towards training was also as high as 91%.

Table 3-44 : Skills Training Achievements by SSOPO

Training Course	Batch	Starting Date	Ending Date	No. of Admitted Trainees	No. of Graduates	No. of Dropouts	Completion Rate
Basic Tailoring (Quota: 30)	1st batch	22-Aug-11	24-Feb-12	30	27	3	90%
	2nd batch	12-Mar-12	12-Oct-12	32	24	8	75%
	3rd batch	15-Oct-12	30-Apr-13	30	26	4	87%
	4th batch	27-May-13	27-Dec-13	30	30	0	N/A
	Sub-total			122	107	15	88%
Advanced Tailoring (Quota: 15)	1st batch	22-Aug-11	24-Feb-12	12	9	3	75%
	2nd batch	12-Mar-12	12-Oct-12	12	8	4	67%
	3rd batch	15-Oct-12	30-Apr-13	14	8	6	57%
	4th batch	21-May-13	21-Dec-13	14	14	0	N/A
	Sub-total			52	39	13	75%
Food Processing (Quota: 30)	1st batch	22-Aug-11	22-Nov-11	31	31	0	100%
	2nd batch	7-Nov-11	7-Feb-12	30	28	2	93%
	3rd batch	5-Mar-12	5-Jun-12	30	30	0	100%
	4th batch	2-Jul-12	2-Oct-12	34	33	1	97%
	5th batch	15-Oct-12	15-Feb-13	32	31	1	97%
	6th batch	18-Feb-13	22-May-13	33	31	2	94%
	7th batch	6-May-13	10-Aug-13	33	33	0	100%
	Sub-total			223	217	6	97%
Total		22-Aug-11	10-Aug-13	397	363	34	91%





Cooking Practice



Tailoring Practice (Advanced Course)

Figure 3-16 : SSOPO Trainings

Table 3-45 : Comparisons of SSOPO's Training Achievements in Phase 1 and 2

	Phase 1	Phase 2
Training Period	Feb 2007 – Dec 2009	Aug 2011 – Jun 2013
No. of Trainees	162	397
Completion Rate	83%	91%
% of female graduates	83%	78%
Employment Rate of Graduates	90%	51%

### C. Working Status of SSOPO's Graduates

The employment rate of SSOPO's graduates is 75% for tailoring course and 49% for food processing, which is 51% in total. Sewing machines are provided with certain conditions to successful trainees of basic tailoring course as a start-up kit at the end of the training. Most of them work at home using the provided machines and receive orders from neighbours. On the other hand, graduates of food processing course are expected to be employed at hotels or restaurant and not self-employed. However, employment in the hospitality industry is already very competitive. Besides, SSOPO is still in the process of establishing relations with hotels, restaurants and companies, which made them unable to link graduates with appropriate employers. It can be said that these factors affected low employment rate. In SAVOT 1, WSHDO (Women Self-Help Development Organisation), which conducted cooking training, achieved more than 90% employment rate as they encouraged women to cook local food at home and peddle them on the street. Although the hotel and restaurant industry is emerging in Juba, employment competitiveness is quite high. Therefore, self-employment should be considered as an important option for the graduates of food processing course.

#### D. Income Generation Activity

SSOPO plans to continue providing training after the termination of SAVOT. In general, it is inevitable for NGOs to receive external support to continue their activities. As development partners place much emphasis on NGO's management capacity, their ability to bear operational costs is a critical factor to measure the organizational capacity. Another factor for development partners to consider is whether they can provide efficient trainings with low unit cost per trainee/graduate, since the costs of vocational training activities is generally high. One of the approaches to lower the unit cost per trainee/graduate is the cost recovery from income generation activities. SAVOT supported SSOPO's income generation activities (sales of tailoring production and bakery products, and restaurant management) and the income of SSP69,644 was earned in a year between Apr. 2012 – Mar. 2013 as shown in Table 3-45.

Beside the income earned from the income generation activities, SSOPO had projects with UNIDO and an international NGO, HELPAGE. The funds from some development partners and income from the income generation activities make the SSOPO's finance relatively stable compared to other NGOs. Furthermore, 25% of the training material costs were borne by SSOPO, which proves that it is much in a better position than other 4 NGOs, which were completely dependent on SAVOT.

Table 3-46 : SSOPO's Income Generation Activity and its Profits

Production Unit Activity	Corresponding Training Course	Activity Outline	Profits
Production and Sales of tailored clothes/ uniforms	Tailoring Training	SSOPO receives uniform orders from schools and ex-trainees employed by SSOPO work on the order at its compound.	SSP25,858
Production and Sales of bakery products	Food Processing Training	Production and sales of bakery products at a cooking training facility constructed in 2008 by Japan's "Grant Assistance for Grassroots Projects". The products are being sold not only at SSOPO's compound but also at supermarkets in Juba.	SSP43,786
Operation of restaurant	Food Processing Training	Small scale restaurant (Wiseman Café) was constructed in 2012 (See next page). Ex-trainees were also employed as waiters, waitresses, and assistant cooks.	

## SSOPO, JICA Inaugurate Wiseman Cafe Training Center



Undersecretary Esther Ikere Elezai and Mr. Atsushi Hanatani, JICA Representative of Republic of South Sudan cutting the Ribbon

By Lagu Joseph Lo-buga

South Sudan Older person's organization SSOPO and Japanese International Cooperation Agency JICA officially inaugurated Wiseman Cafe training center in SSOPO's Headquarter compound in Juba.

The center will provides practical vocational training to trainees in food processing and also financially sustain the trainings and SSOPO's mandate to the older people.

SSOPO is a non-profit organization, which caters for the needs of older people. It provides youths in the older people headed households with vocational skills training.

It has supported unemployed youth especially women in three training courses, basic and advanced tailoring, food processing courses are conducted.

The ministry of Gender, Child and social welfare has contributed 3000SSP the older people's organization during the occasion.

The undersecretary Ministry of Gender, Child and social welfare Esther Ikere Elezai said living a long life is a great achievement and the older people of South Sudan made immense contributions to building and developing the country during the struggle and after the Independence.

"Older people in South Sudan continue to guide and inculcate south Sudanese cultural values in our children and grandchildren as well as preserving South Sudan rich and diverse culture," she said.

She mentioned that older people are facing by challenges of poverty which threaten their dignity in south Sudan.

According to her, the ministry of Gender, child and social welfare is

developing a social protection framework with a component on the elderly Grants to secure income security to the older persons.

"Social protection is concern with measure to ensure an adequate, acceptable standard of living for a Country's most vulnerable and excluded but senior citizens," Esther Added.

Mr. Atsushi Hanatani, JICA Representative of Republic of South Sudan said, JICA and SSOPO has been a close partner in rendering vocational training services in South Sudan.

That dates back to 2007 when JICA started its engagement in providing vocational training to the citizens of this country through their project called SAVOT. "Since that time, SSOPO has always been a reliable partner in our effort to support the livelihood of the people of South Sudan; especially of those who are vulnerable in particular,"

"Later on in 2009, you were also able to access generous support from the Japanese Embassy, who provided nearly 90,000 USD to construct and equip the training facilities in this compound. Taking advantage of these facilities, SSOPO has trained nearly 400 people, under SAVOT project alone, most of them women, in the field of tailoring and food processing, and has received capacity building training in organizational and training management," Atsushi commended.

Donato Ochan Hakim Executive Director, SSOPO stated that your expenditure is a donation towards skill training of our young generation in South Sudan. Spend and build our nation!!



Figure 3-17 : "Wiseman Café" a restaurant run as a SSOPO's Income Generation Activity

## 2) CCC: Confident Children out of Conflict

CCC mainly works for girl street children and young women living in vulnerable communities. It has a shelter for such children, sends them to school, and provides them with food and counselling. For young women above 15 years old, it is a CCC's mandate to find livelihood for them. Such vulnerable children and women can easily be involved in illegal activities and become a risk for social stability. Under SAVOT project, CCC aimed to stabilize the lives of such vulnerable young women by enabling them to get a job.

### A. Training Outline

The training outline is summarized as below.

Project Title	"Empowerment of Vulnerable Girls and Young Women through Vocational Skills Trainings in Housekeeping and Catering & Service"		
Location	Juba		
Contract Period	Nov 2011- Jun 2013		
Objectives	To equip vulnerable girls and young women with livelihood skills, which will enable them to live decent lives and integrate back into their community		
Target Group	Young women living on the streets or in vulnerable communities (Age: 15-25)		
Training Course	Courses	Training Duration	Expected Job Market for Graduates
	Catering & Service	3-4 months	Hotels, Restaurants, International Organizations
	Housekeeping	3-4 months	Hotels, Government Offices, International Organizations
Characteristics of Training	<ul style="list-style-type: none"> <li>• Transport fees and food were provided to all the trainees during the training period, considering that they are from poor families.</li> <li>• Intensive follow-up of trainees/graduates was conducted not only during the training but also after the training.</li> <li>• Trainees were sent for industrial attachment in the last one month of the training. Many of them were directly employed after the attachment.</li> </ul>		

### B. Training Achievements

CCC provided 2 types of training; Catering & Service and Housekeeping. The training period was 3 months for the 1<sup>st</sup> and 2<sup>nd</sup> batch. However, the period was extended to 4 months for the 3<sup>rd</sup> batch as short duration of the training was not welcomed by the hotels and restaurants which were to accept trainees for industrial attachment. The number of trainees were 73 and 77 respectively and 150 trainees in total attended the trainings in 3 batches. The completion rate was 83%, which is relatively high considering the social background of the trainees. It can be due to CCC's intensive life support and provision of transport fees and food during the training period.

CCC's strength is the intensive care for their trainees, which include regular home visits to encourage their attendance in the training, psychological care by a counsellor and follow-up monitoring during the industrial attachment.

Table 3-47 : Skills Training Achievements by CCC

Training Course	Batch	Starting Date	Ending Date	No. of Admitted Trainees	No. of Graduates	No. of Dropouts	Completion Rate
Catering and service	1st batch	10-Apr-12	31-Jul-12	22	20	2	91%
	2nd batch	1-Jul-12	8-Nov-12	26	21	5	81%
	3rd batch	18-Feb-13	28-Jun-13	25	21	4	84%
	Sub-total			73	62	11	85%
Housekeeping	1st batch	10-Apr-12	31-Jul-12	26	22	4	85%
	2nd batch	1-Jul-12	8-Nov-12	26	19	7	73%
	3rd batch	18-Feb-13	28-Jun-13	25	21	4	84%
	Sub-total			77	62	15	81%
Total		10-Apr-12	28-Jun-13	150	124	26	83%



Cooking Practice



Housekeeping Practice (Industrial Attachment)

Figure 3-18 : CCC Trainings

### C. Working Status of CCC Graduates

The Tracer Survey reveals that the employment rate of CCC graduates is 55% for Housekeeping course and 26% for Catering & Service course. Though it is different from the tracer survey results (39%), it was found out through SAVOT monitoring that most of the graduates (84.1%) were employed at least once<sup>5</sup>. The biggest challenge, however; is many of them quit their jobs soon after employed due to dissatisfaction with the work or family issues. Furthermore, since the graduates brought up in vulnerable areas are not equipped with appropriate work ethics, employers pointed out that they suddenly stopped coming to work, their work attitude is not proper and some commit a theft. It is not easy to change their attitude and CCC has not found effective ways to prevent early resignation or dismissal, irrespective of intensive follow-up of their graduates. Though the 3<sup>rd</sup> batch training was as short as 4 months, a longer term comprehensive training programme combining training and follow-up might be required to ensure their working environment. Besides, as the

<sup>5</sup> CCC provides intensive follow-up service for all their graduates through home visits. According to the information collected from the follow-up activities, 69 out of 82 graduates (1<sup>st</sup> & 2<sup>nd</sup> batch) were employed at least once after the completion of the training.

understanding and cooperation from employers towards training is inevitable, it is necessary to involve them in the training planning.

### 3) WDG: Women Development Group

Wau, where WDG is located, is close to the border with the Republic of Sudan and thus received a number of returnees after the independence, which led to the increase of the unemployed. Women generally have low social status and tended to suffer from domestic violence. Consequently, WDG decided to provide tailoring training to such women so as to improve their socio-economic independence. WDG had initially lower capacities in report writing and action plan preparation among 5 NGOs. Their capacities, however; improved significantly with the continuous support from SAVOT.

#### A. Training Outline

The training outline is summarized as below.

Project Title	“Tailoring Skills for Women Empowerment”		
Location	Wau		
Contract Period	July 2011 – June 2013		
Objectives	To enable women have tailoring skills for generating income to attain better standard of living		
Target Group	Women (Returnees, low education, Victims of Domestic Violence)		
Training Course	Courses	Training Duration	Expected Job Market for Graduates
	Basic Tailoring	6 months	Self-employment (Individual or Group)
	Advanced Tailoring	4 months	Self-employment (Individual or Group)
Characteristics of Training	<ul style="list-style-type: none"> <li>• Sewing machines were provided as a start-up kit at the end of basic tailoring course. It took long time to procure them since they need to be imported.</li> <li>• WDG supported women to form a cooperative, which facilitates business in group and gives a benefit of custom duties exemption.</li> </ul>		

#### B. Training Achievements

Basic tailoring course (6 months) started in September 2011 and ended in December 2012. The trainings were conducted in this period for 2 batches totalling 60 trainees. Advanced tailoring course (4 months) started in 2013 for the graduates of basic course and 20 trainees participated in it. At the end of basic tailoring course, sewing machines were provided as a start-up kit with certain conditions.

Table 3-48 : Skills Training Achievements by WDG

Training Course	Batch	Starting Date	Ending Date	No. of Admitted Trainees	No. of Graduates	No. of Dropouts	Completion Rate
Basic Tailoring	1st batch	28-Sep-11	15-Jun-12	30	20	10	67%
	2nd batch	18-Jun-12	15-Dec-12	30	24	6	80%
	Sub-total			60	44	16	73%
Advanced Tailoring	1st batch	11-Mar-13	30-Jun-13	20	19	1	95%
Total		28-Sep-11	30-Jun-13	80	63	17	79%



Tailoring Practice



Dress pattern prepared by a trainee

Figure 3-19 : WDG Trainings

### C. Working Status of WDG Graduates

WDG's training is designed for the trainees to be self-employed after the completion of the training. Its employment rate is 70.7% and as high as that of SSOPO's tailoring course (75%). While most of the graduates are working at home receiving the orders of making clothes, some are working in the market. One of the reasons of WDG's high employment rate could be less competition in Wau compared to Juba. Tailors are found in the market but they are not many. Instead of going to a market, people will come to tailors in their neighbourhood. The graduates who are working far from the central town have been receiving a lot of orders too. The relationship among trainees is very strong in a small town like Wau. Women help each other and compete among themselves, which stimulates them to start working.

Furthermore, a cooperative was formed at the initiative of WDG, aiming to facilitate the business in group and receive a benefit of custom duty exemption. All the graduates were registered under the cooperative. The local government has promised WDG to lend their unused office to the cooperative free of charge. WDG is planning to establish a system whereby women group is able to receive bulk orders of making uniforms from schools.

#### 4) PCO: Peace Corps Organization South Sudan

The biggest work opportunity in the region outside Juba is agriculture. PCO originally proposed to provide training in cultivation of horticultural crops. However, since SAVOT does not target agricultural training, food processing training with the focus on agricultural products was selected. A lot of problems were found in PCO's training as well as their management such as instructor's absence and no submission of proper reports. The contract with PCO was terminated in 2012 due to the difficulties to provide direct and regular instructions towards their activities from Juba.

##### A. Training Outline

The training outline is summarized as below.

Project Title	"Reintegration Project for Wau County, in Western Bahr Al Ghazal State"		
Location	Wau		
Contract Period	July 2011 – Dec 2012		
Objectives	To improve food processing, preservation and business skills for increased income and food security at household levels		
Target Group	Women including returnees		
Training Course	Courses	Training Duration	Expected Job Market for Graduates
	Food Processing	3 months	Self-employment, Employment at restaurants
Characteristics of Training	<ul style="list-style-type: none"> <li>• Apart from "Career Planning and Entrepreneurship Training" organized by SAVOT, the topic of business skills was included in their curriculum.</li> <li>• Trainees wear common aprons during the training in order to have a sense of solidarity among the trainees and be mentally prepared for employment.</li> </ul>		

##### B. Training Achievements

PCO's training course (3 months) started in September 2011 and 3 batches received the training by the end of 2012. In total, 180 trainees participated in the training, though the original plan targeted 300 women. The SAVOT national staff stationed in Wau reported that no dropout was found in the training period, which proves that the trainees were actively involved in the training. However, after an instructor went on a maternity leave, training was conducted only by an assistant instructor, who often did not turn up for the training, due to sickness. Thus, the training was not conducted frequently. Employment support for graduates was also not properly provided. It was observed that the quality of the training was not satisfactory. The trainees enjoyed the training itself but they were not active enough to look for a job. Consequently, their employment rate resulted in only 14.2%.



Table 3-49 : Skills Training Achievements by PCO

Training Course	Batch	Starting Date	Ending Date	No. of Admitted Trainees	No. of Graduates	No. of Dropouts	Completion Rate
Food Preparation	1st batch	01-Sep-11	30-Nov-11	60	60	0	100%
	2nd batch	16-Apr-12	31-Jul-12	60	60	0	100%
	3rd batch	01-Sep-12	30-Nov-12	60	60	0	100%
Total		01-Sep-11	30-Nov-12	180	180	0	100%



Cooking Theory



Cooking Practice

Figure 3-20 : PCO Trainings

### C. Working Status of PCO Graduates

PCO graduates' employment rate of 14.2% is the lowest among 5 NGOs. Apart from less job opportunities in Wau, as mentioned above, it is mainly because PCO hardly provided employment support to their trainees. The trainees themselves also were not active enough to go job seeking or prepare for starting business. Their purpose of participation in the training tended to be just to receive the training. Though NGOs do not charge fees for the training except SSOPO, it can be said that charging even small fees to the trainees, irrespective of their vulnerability, can identify the trainees who are serious in getting a job.

### 5) FYF: Fashoda Youth Forum

Upper Nile State where Malakal is located is on the border with the Republic of Sudan. During the independence of South Sudan a lot of people moved back to Malakal as returnees. FYF targeted women IDPs who do not have any means of living. FYF was selected among 5 shortlisted local NGOs in Malakal as its adequate experiences were highly appreciated. However, as soon as the training started, FYF created various problems such as no reporting, inappropriate financial report and expenditures on unbudgeted items. It was not easy for JICA experts to visit Malakal frequently, which made it impossible to give them direct guidance and instructions for those issues. Further improvement in their attitudes was judged to be difficult, thus, the contract with FYF was terminated by the end of 2012.

## A. Training Outline

The training outline is summarized as below.

Project Title	“Housekeeping and catering training project”		
Location	Malakal		
Contract Period	July 2011- Dec 2012		
Objectives	To ensure stable life through provision of skills training to vulnerable people with low income		
Target Group	Women (Especially Single mothers), Unemployed people, IDP		
Training Course	Courses	Training Duration	Expected Job Market for Graduates
	Catering & Housekeeping	3 months	Hotels, Restaurants, Government Offices, International Organizations
	Bakery & Pastry	3 months	Self-employment, Employment at Hotels or Restaurants
	Housekeeping	3 months	Hotels, Restaurants, Government Offices, International Organizations
	Service	3 months	Hotels, Restaurants
Characteristics of Training	<ul style="list-style-type: none"> <li>• For Housekeeping as well as Service courses, practical training was conducted at hotels and restaurants during the training under supervision of instructors.</li> <li>• Trainees of Housekeeping and Service courses were sent for industrial attachment in the last one month of the training. Some of them were directly employed after the attachment.</li> </ul>		

## B. Training Achievements

FYF conducted 4 types of training (3 months) in the period of September 2011 – November 2012. The total number of trainees participated in the training is 135, against the planned number of 300, achieving only 45% of the original plan. It is because only half of the planned trainings were conducted due to early termination of the contract with SAVOT. The 1<sup>st</sup> batch training course in 2011 combined 3 skills i.e. 1) Housekeeping, 2) Catering and 3) Service. It was thought that having 3 skills in a course will give trainees flexibility in finding a job considering a small job market in the informal sector in Malakal. However, these 3 skills were separated into 3 independent courses since 2012 as it was found out that training management becomes cumbersome and the focused employment opportunities are more effective.

With regard to the level of acquired skills, trainees from Bakery & Pastry course could make bakery products without instructions at the end of training. Most of the trainees from Housekeeping course as well as Service course received good feedback from hotels and restaurants where trainees were sent for industrial attachment. It can be said that the trainees have acquired certain level of skills. The completion rate was as high as 96%.

Table 3-50 : Skills Training Achievements by FYF

Training Course	Batch	Starting Date	Ending Date	No. of Admitted Trainees	No. of Graduates	No. of Dropouts	Completion Rate
Catering & Housekeeping	1st batch	1-Sep-11	5-Dec-11	60	55	5	92%
Bakery & Pastry	2nd batch	1-Aug-12	1-Nov-12	28	28	0	100%
Housekeeping	2nd batch	1-Aug-12	13-Nov-12	20	20	0	100%
Service	2nd batch	1-Aug-12	13-Nov-12	27	27	0	100%
Total		1-Sep-11	13-Nov-12	135	130	5	96%



Housekeeping Practice



Cooking Practice

Figure 3-21 : FYF Trainings

### C. Working Status of FYF Graduates

The result of Tracer Survey conducted in 2012-2013 reveals that the employment rate of FYF's graduates is 23.2%, which is much lower than that of other training providers. There were some trainees who were employed at the same place where the trainees were sent for industrial attachment. However, the challenge is that there is no other useful ways, which can lead to employment of the graduates. From the beginning of training planning, the 2<sup>nd</sup> batch trainees of Bakery & Pastry course were expected to peddle their bakery products at the places such as markets, international organizations and government offices after the completion of the training. However, no news that a graduate started business has been reported so far. It is partially because the contract with FYF was terminated in 2012. Supports including selection of place to open a restaurant and provision of start-up kit were provided for a group of the 1<sup>st</sup> batch graduates who wished to start a business. Unfortunately, FYF failed to meet its commitment to bear the operating funds for the initial few months. As the graduates also could not manage to get the necessary funds, the restaurant had to be closed soon after its start.

It has to be kept in mind that NGOs' capacity in providing entrepreneurship support is limited and therefore the training needs to be designed so that trainees can start a business at their own financial level. NGOs in general tend to think that their graduates will get employment in the formal sector

(large scale companies or development partners) or start a business in a shop. On the other hand, as NGO staff do not have business experience or its know-how, it is not possible for them to provide appropriate entrepreneurship support. Although 93% of the graduates were satisfied with the training, insufficient employment support hindered the achievement of high employment rate.

Table 3-51 : Achievement of Output 4

Expected Output		
Training delivery of non-governmental vocational training providers is expanded in Juba and other major cities.		
Objectively Verifiable Indicators	Results	
Revenue from the training (income generation activities) constitutes at least 25% of recurrent budget of NGO training providers.	SSOPO is the only NGO which implemented the system. 25% of the training material cost was born by the income earned from 3 production units. The income earned (SSP69,644) in a year (Apr 2012 – Mar 2013) is far above 25% of the training material cost.	
The number of courses conducted in Juba and other major cities exceeds 8.	A total of 12 courses were implemented in Juba, Malakal and Wau. SSOPO (3 courses), CCC (2 courses), WDG (2 courses), PCO (1 course) and FYF (4 courses)	
80% of trainees are satisfied with NGO training courses.	According to the Tracer Survey 2012-13, 93% of ex-trainees answered that they are “satisfied” or “very satisfied” with the training they received.	
Activities	Result	Overall Conditions
Undertake a sector needs assessment/ analysis in major cities.	Completed	Needs survey (sample: 1,162) was conducted in Juba, Malakal and Wau in 2010. (Refer to “Training needs survey in Juba, Malakal and Wau city”) Besides, needs survey specifically for tailoring and housekeeping was conducted in Juba in 2011. (Refer to “Tailoring market survey report”)
Provide assistance toward the self-sustained management of existing non-formal training providers in Juba.	Completed	SSOPO’s Income Generation Activity was supported. The income earned from uniform making and restaurant operation has improved their financial stability for sustainable training activity.
Provide assistance for upgrading and expanding training courses for existing non-formal training providers in Juba.	Completed	SSOPO has started advanced tailoring course. 52 trainees received the training. The trainees have learned how to make men’s wear, which require more advanced skills.
Identify new non-formal training providers in major towns.	Completed	Contracts were made with 2 NGOs in Wau and a NGO in Malakal and skills training were conducted.
Design basic skills training programmes for new non-formal training providers in major towns.	Completed	Preparation of training plan was completed in 2010. Training plan is incorporated in “Plan of Operation”, “Project Brief” and “Training Programme Sheet”.

Train managerial and technical staff of new training providers in major towns.	Not Completed	Management training was provided mainly to NGO staff. Training for instructors was not conducted as most of them were already professional employed by NGOs.
Provide assistance for the conducting of training courses by new training providers in major towns.	Completed	Monitoring was conducted by Japanese experts as well as SAVOT national staff through site visits and report checking. Necessary advice was provided.
Conduct training assessment and feedback on training programmes.	Completed	Training evaluation was conducted at end of every year together with the annual report. Besides, Tracer Survey of graduates was conducted in 2012-2013. The lessons learned from the evaluation are incorporated in "Livelihood Skills Training Manual".
Hold a seminar and study tour to share lessons, approaches and know-how on training, amongst training providers.	Completed	Capacity building workshop on training management was conducted for NGO administrative staff in August 2012 and February 2013. Common challenges among all the NGOs and their countermeasures were discussed. It included training on employment support as well as study tour to other NGOs.

### 3. FACTORS AFFECTING OUTPUTS

After the civil war, RSS started from the beginning to address new nation building, frequently having unexpected environmental changes or problems, partly due to the vulnerability of its Government. SAVOT thus faced many difficulties caused by external factors which required the Project to conduct its activities flexibly responding to each case, even though it was not necessary to have any great change in the goal or plans. The external factors which affected the project outputs are explained below.

#### (1) Shortage of human resources and insufficient budgeting at MLPSHRD

In post-conflict countries, fragile structures of the governments are one of their characteristics. MLPSHRD of South Sudan, which does not have sufficient organization structure to implement vocational training, neither has staffs that have expertise in vocational training. Under such circumstances, development partners are required to provide supports which can alternate directly the functions of the Government. SAVOT has been therefore responsible for VTC operation shouldering the operation cost, as MLPSHRD had no vocation-related department/staff. Although SAVOT 2 expanded its areas of activities to capacity building of implementation of vocational training policies at MLPSHRD (component 1), JICA experts could not be dispatched for long under the situation with no counterpart assigned by the Ministry. Thus, the expert team in the field of the vocational training centre, conducted activities to supply this shortage and made a certain level of achievement at component 1. Since such insufficient capacity of government is within the scope of the assumption in a post-conflict country, to have flexibility in experts' TOR is important for achieving the goal.

## **(2) The independence of South Sudan and following change in social economic environment**

During the Project period, big events were going on such as the referendum in January 2011 and independence in July of that year. In those days, it was unavoidable for the Project to stop its activities on and off, which delayed the implementation of training or construction works. Before and after the independence, floods of returnees moved back from the Republic of Sudan. Especially in the case of WVTC, as the centre temporarily accommodated the returnees in the facility, this caused a significant delay in restart of the training supported by SAVOT. The same problem of facility occupation by IDP occurred at MTC as well. Contrary to the return of IDP from the North, instructors from the North went back to the Republic of Sudan from Malakal, resulting in the shortage of human resources. In addition, Malakal, of which fuel was imported from the North, started to have difficulty with supplying fuel after the border closure and MVTC was temporarily forced to conduct training without power. At MVTC, final-year trainees are supposed to have practical training in companies after two-year training at the centre. Since there are few receiving companies in Malakal, a small regional city, many of the trainees used to have practical training in companies of the North.. However, the border closure made it impossible. MVTC therefore conducted makeup training on a temporary basis but is now required to review the contents of the training. The centre is planning in 2013 to reduce the duration of the training from three years to two years and also shorten the duration of practical training in companies. Given this situation, it is necessary for the centre, for example, to newly build a relationship with local small companies to receive trainees, which is increasing its burden.

## **(3) Treatment of VTC staff**

In 2011, prices went up in South Sudan with 50% increase over the previous year. However, there have been no salary increase and promotion for MTC staff since 2007, leading to the frustration of the staff. Especially for younger staff, the pay standard for them is not so different from that for casual workers. There is no pension system functioning in South Sudan. For this reason, staff at a retirement age stay at a VTC and hinder promotion and new employment of younger staff. SAVOT has promoted operation of VTCs, training programmes, and facility improvement but these were not directly linked to improvement the quality of the life of staff and therefore it was difficult situation for staffs to understand and cooperate for the Project. As mentioned before, SAVOT has practically operated MTC on behalf of MLPSHRD but the Ministry was still responsible for human affairs, having a negative impact on the effective innovation of MTC. When a project re-establish and operate an organization on behalf of the country's government, it will be necessary to design the project by mutual agreement on transfer of responsibility including human affairs.

## **(4) Deterioration in the security situation**

During the Project period, SAVOT had two cases of theft, and even MTC, of computers or furniture. The dismissal of the director in regard with the cases increased fears for the MTC governance.

## **4. KEY ISSUES OF VOCATIONAL TRAINING**

Even after the completion of SAVOT2 in July 2013, there are still issues to achieve the overall goal as below.

### **(1) Capacity Development of MLPSHRD**

- A new Secretary was assigned to the Ministry of Labour in August 2013. To implement vocational training policies, it is needed that the top of the Ministry have a strong commitment to the policies with proper understanding. However, the Ministry is lacking in any staff who can explain the importance of vocational training.
- Even after the establishment of directorate of vocational training, it has had no human resources including director who have expertise and experience of administration of vocational training. There is no such resource at other domestic institutes or at the private sector. After the completion of SAVOT, there will be no development partners to provide them advices.
- Directorate of vocational training has only director general and a deputy, in short on human resources. It needs the employment of Inspector who is responsible for managing VTC organizing information.
- VTC coordination committee (VCC) is the most effective measure to link VTCs and MLPSHRD but continuity has not been secured in case that MLPSHRD cannot take the burden of transportation and accommodation expenses in future.
- MTC's income generation activities can continue to be highly profitable. The profits can be hopefully used for VTC support measures by the Ministry in addition to MTC operation and facility maintenance. However, there is no regulation to make effective use of the profits. Immediate action to develop regulations is necessary to prevent unjust expenditure.
- It is necessary to promote more instructors, but there is no qualification standard for instructors, increasing a risk of hiring inadequate human resources. Besides, there is no system of TOT, leaving fears for sustainable capacity building of instructors.

### **(2) Capacity Development of MTC**

- They cannot provide training in discipline. Implementing the training of 1,200 hours per year stated in the national standard curriculum makes it possible for an instructor to work from 8 a.m. to 5 p.m. However, this can be hardly expected considering the lack of morals currently observed in the instructors. Future workforce management, including penalty, is an important issue.
- The new director has no experience of vocational training although he has administration capacity. There is no staff at MTC with expertise of the area to support the director. The securing of human resource supporting the administration of MTC from a technical aspect is necessary.
- The income-generation activities have brought prospects for securing training cost. However, they have little sense of providing good training at low cost and may not control wasteful spending.
- From the next fiscal year starting in September 2013, MTC will begin fully using the machinery and tools provided through the Grant Aid at the training, but their capacity to maintain the

equipment is still insufficient. As for the machinery, the double management system by instructors and a storekeeper should be established to prevent loss or breakage of the items.

### **(3) Capacity Development of WVTC**

- The shortage of instructors is the biggest issue of proper operation of training. For stable implementation of training, at least two instructors need to be assigned per course.
- WVTC has no income generation activities, depending on operation budgets of MLPSHRD. Acceptance of training commissioned by NGOs or aid agencies is an important strategy but the centre is lacking capacity of implementation. It will also be effective to strengthen the training which can collect tuition (computers or automotive driving), but instructors have had no proper TOT and it is doubtful whether they can carry out training to satisfy the demand for market.
- Trainees cannot be consistently collected partly because WVTC is not well known. Besides, VTC certificates are not well recognized by local residents. In the future, it is important that WVTC coordinates with local primary schools to provide an option taking vocational training to the primary school graduates who do not prefer to go on to secondary schools.

### **(4) Capacity Development of MVTC**

- MVTC have implemented three-year training for a long time. Therefore there is a remaining concern about whether the three-year training programme can be smoothly shifted to two-year one. The training includes an attachment programme but it is difficult to find receiving companies in Malakal city. To explore receiving agencies in collaboration with small local companies or cooperatives, but MVTC has no strong linkage with them.
- Allocation of instructors is not balanced among sections. In 2013, 14 instructors were newly employed but have had no TOT and there is a question about ability for instruction. There is no system for training at VTC itself, either.
- It is difficult for trainees outside the city/from surrounding areas to participate in the training as there is no dormitory for them. Without dormitory, it is difficult to collaborate with local NGOs to utilize MVTC as training facility on the occasion of their training.

### **(5) Provision of Livelihood Improvement Training by NGOs**

- Local NGOs have insufficient capacity of project administration. For the proper operation by local NGOs, development partners must spend a lot of time and labour cost for monitoring or instruction of their activities. Moreover, taking their capacity into account, it may be necessary for the side of development partners to make project planning, not leaving complicated or large tasks to NGOs.
- Vulnerable trainees have a disadvantage for finding a job. For them, extra employment support is needed but it is not easy to find human resources with expertise of employment support or entrepreneurship. Moreover, those trainees can be spoiled for their vulnerabilities and be dependent through the assistance by the training providers.



# **CHAPTER 4**

## **PROJECT INPUTS**

# CHAPTER 4

## PROJECT INPUTS

### 1. DEPLOYMENT OF JICA EXPERTS AND COUNTERPARTS

#### (1) JICA Experts

Some 9 experts were dispatched for 7 positions during the 3-year project period. Experts were dispatched for a total of 85.0 man-months (2.4 man/month on average). Compared to the plan of operation developed in 2010, there is an increase of 5 man-months (Refer to Annex11: Plan-Actual comparison of Japanese experts assignment). The names of the experts with their man-months are shown in Table 4-1.

The experts in charge of VTC training (Component 2 & 3) were assigned for 56.5 man-months, which is equivalent to approximately 70% of the total man-months, while the experts in charge of monitoring NGO sub-contracted training (Component 4) were assigned for as low as 18.0 man-months (21.2 %). It shows the project focused more on capacity building of VTCs.

Besides, 2 experts were dispatched for capacity building of MLPSHRD (Component 1) since 2012 under the different contract with JICA. A total of 6.66 man-months of experts were deployed.

Table 4-1 : JICA expert and Man-Month

Title	Name	Man-Month					Total
		Project Year					
		1st	2nd	3rd	4th		
1. Chief advisor/Training centre management	(1) Sachio Yamamoto	2.00	4.00	3.00	1.50	10.50	
2. Vocational training course management	(2) Osamu Sasaki	3.50	5.00	5.00	2.00	15.50	
3. Facility/equipment management	(3) Kentaro Nishiyama	3.00	5.00	6.00	2.50	16.50	
4. Monitoring	(4) Utako Morita (5) Chiaki Kido (6) Erika Asada	1.50	5.50	6.00	5.00	18.00	
5. Auto mechanics	(7) Koichi Tsuyama	2.00	6.00	3.00	0.00	11.00	
6. Electricity	(8) Hajime Ito	2.00	4.50	0.00	0.00	6.50	
7. Carpentry	(9) Akihiko Suda	2.00	3.50	1.50	0.00	7.00	
Total	-	16.00	33.50	24.50	11.00	85.00	

## (2) Local staff

### 1) Office Manager

During the project period, 5 Japanese were assigned as office manager for coordination of national staff and supporting Japanese experts. They were assigned for a total of 15.04 man-months.

Table 4-2: Japanese office manager and their man-month

Title	Name	Man-Month					Total
		Project Year					
		1st	2nd	3rd	4th		
Office manager	(1) Yui Matsuo	2.00	2.00	0.00	0.00	4.00	
	(2) Madoka Mori	0.00	1.70	0.00	0.00	1.70	
	(3) Rie Yamashita	0.00	1.17	2.40	0.00	3.57	
	(4) Masashi Akiho	0.00	0.00	1.60	0.00	1.60	
	(5) Hiroko Saito	0.00	0.00	0.00	3.87	3.87	
Total	-	2.00	4.87	4.00	3.87	14.74	

### 2) South Sudanese Staff

One South Sudanese staff was deployed to each project area, Juba, Malakal and Wau for monitoring of the project activities and liaison their work. A total of 196.57 man-months of local staff were deployed including staff for office affairs and income generation activities.

Table 4-3: South Sudanese staff and their Man-Months

Title	Name	Man-Month					Total
		Project year					
		1st	2nd	3rd	4th		
1. Project Officer (Juba)	Charles Madra	0.00	0.00	8.50	5.50	14.00	
2. Senior Project Assistant	Kenneth Bungu Dilla	0.00	4.50	0.00	0.00	4.50	
3. Chief survey assistant Project Assistant (Juba)	Tombe Bosco Waka	2.00	9.50	6.00	0.00	17.50	
4. Project Assistant (Juba)	Daro Justine	2.50	0.00	0.00	0.00	2.50	
5. Project Assistant (Malakal)	Mayom Winston Ayiik Mayom	2.50	6.00	0.00	0.00	8.50	
6. Project Assistant (Malakal)	Chol John Aguer	0.00	3.50	9.00	5.50	17.50	
7. Project Assistant (Wau)	David Modi Stephen	2.00	1.00	0.00	0.00	3.00	
8. Project Assistant (Wau)	James Simon Drichi	0.00	8.00	9.00	5.00	22.00	
9. Secretary	Rose Pita James Kana	3.50	9.50	9.00	5.50	27.5	
10. Chief Mechanic	Benjamin Mutembei Gitonga	0.00	6.50	9.00	4.37	19.87	

Title	Name	Man-Month					Total
		Project year					
		1st	2nd	3rd	4th		
11. Chief Mechanic	Pamphil Odhiambo Ndege	0.00	0.87	0.00	0.00	0.87	
12. Mechanic	John Okoth Ong'ong'o	0.00	3.50	9.00	4.37	16.37	
13. IT Instructor (Secretarial Section)	James Wani Augustino	0.00	0.00	1.00	0.00	1.00	
14. IT Instructor (Secretarial Section)	Mandwa Ibrahim	0.00	0.00	1.00	3.50	4.50	
15. Assistant Construction & Procurement Supervisor	Mali Richard Bob	2.50	9.50	5.00	0.00	17.00	
16. Assistant Construction & Procurement Supervisor	Ouma Paul	0.00	0.00	3.00	0.00	3.00	
17. Office Affairs/ Secretary	Jackline Kide Louis Odur	0.23	0.00	0.00	0.00	0.23	
18. Office Affairs/ Secretary	Anna Thompson	0.00	0.50	0.00	0.00	0.50	
19. Office Affairs/ Secretary	Moite Rose	0.00	5.50	0.23	0.00	5.73	
20. Office Affairs/ Secretary	Catherine Woro	0.00	0.00	6.50	0.00	6.50	
21. Office Affairs/ Secretary	Inyaa Jane	0.00	0.00	0.00	4.00	4.00	
Total	-	15.23	68.37	76.23	37.74	196.57	

### 3) Counterparts

A total of 13 counterparts of the project (MLPSHRD and management staff of VTCs) are shown in the table below.

Table 4-4: List of Counterparts

C/P organization	Name/Title	Japanese experts in charge
MLPSHRD	1. Ms. Helen Achiro Lotara Undersecretary	Sachio Yamamoto
	2. Rev. John Chop Daau Director General, Vocational Training	Sachio Yamamoto
	3. Mr. Arkangelo Kirikiri Director, Vocational Training	Sachio Yamamoto
MTC	4. Mr. Aligo Manasseh Khamis Director	Sachio Yamamoto Osamu Sasaki
	5. Mr. Martin Lugala Deputy Director (Administration)	Ditto
	6. Mr. Albert Okoya Deputy Director (Training)	Ditto

C/P organization	Name/Title	Japanese experts in charge
MVTC	7. Mr. Adrahaman Ahmed Director	Ditto
	8. Mr. Bona Othowl Amum Deputy Director (Administration)	Ditto
	9. Mr. John Paul Akic Deputy Director (Training)	Ditto
WVTC	10. Rev. Martin Maker Director	Ditto
	11. Mr. Gabriel. A. Simon Deputy Director (Administration)	Ditto
	12. Mr. Abo Salah Abo Deputy Director (Training)	Ditto
AWVTC	13. Rev. Waigo Ben Tawga Director	Ditto

## 2. TRAINING IN JAPAN AND THE THIRD COUNTRIES

### (1) Training in Japan

A total of 7 counterparts participated in 2 types of group training in Japan which JICA Yokohama organizes every year. In total, 14 counterparts participated in the trainings since SAVOT 1 (2 of them have retired).

Table 4-5: List of Trainings conducted in Japan

Training title	Period	Participant	Title/Organization (at the time of training)
Enhancing of vocational training	Aug-Sep. 2010 1.5 month	1. Albert Okaya Pasto	Senior Inspector / Training Manager (MLPSHRD)
Vocational Training Education	Nov 2010	2. Andrea Lokule Sunday Morris	Assistant Inspector (MLPSHRD)
Enhancing of vocational training	Aug-Oct. 2011 1.5 month	3. Ms. Gwonza C. Aida	Senior Instructor for Secretarial Course (MTC)
		4. Mr. Irra L. Daniel	Head of Section, Auto-motive (MTC)
		5. Mr. Nyijok K. J. Onyoti	Head of Section, Machine shop (MVTC)
Administration for Occupational Skills Development	Oct.-Nov. 2012 1.5 month	6. Mr. John Paul	Deputy Director (MVTC)
Enhancement of Training Management in Vocational Training Institutions	Jun. - Jul. 2013 1.5 month	7. Mr. Aligo Manasseh Khamis	Director (MTC)

## (2) Training in Third Country

Most of the MTC instructors already participated in 1-month TOT at NVTI in Uganda during SAVOT 1. Therefore SAVOT 2 targeted WVTC and MVTC and 20 instructors and staff participated in the same TOT programme.

Table 4-6: List of training conducted in the third country

Training course	Period	Country	Number of participants
Training of Trainers Program	Mar. – Apr. 2011	Uganda	20

## 3. FACILITY AND EQUIPMENT

### (1) Facility

JICA invested a total of USD 673,000 for the construction of MTC dormitories & cafeteria as well as renovation of a computer room at MVTC. All the work from planning to construction was directly managed by Japanese expert in charge of facility/equipment management without involving any sub-contractors. Local workers were employed and materials were procured by the project, which resulted in achieving a significant cost-cut.

With regard to the renovation of Malakal computer room, the work was done by the instructors of MVTC as OJT under the supervision of Japanese expert in charge of carpentry, which helped complete the renovation work efficiently. As of July 2013, the facilities completed by SAVOT have been used properly by each VTC.

Table 4-7: List of facilities constructed and refurbished in the project period

Name of facility	Amount (USD.)	Contents of work	Work completion time
MTC dormitories	Approx. USD 673,000	Capacity: 80 persons (4 rooms can accommodate 20 persons), 2 verandas and multi-purpose room x 4 buildings	July 2012
MTC cafeteria		Kitchen, storage, office, toilet for guest, toilet for staff, terrace, dining hall and bar counter	June 2012
MVTC computer room	N/A	Provision of materials and technical support for renovation work (Renovation of ceiling, wall and floor, electric wiring and installation of desks & chairs)	December 2011

The construction and renovation of MTC facilities were carried out during the project period under the “Project for Improving Facilities and Equipment of Multi-Service Training Centre (MTC) in Juba” with the Japan’s grant aid for conflict prevention and peace building (JPY 1.13 billion) and was

completed in March 2013 (Refer to Chapter 3 for more details).

## (2) Equipment

Equipment (excluding training materials) valued at USD 363,770 was provided for 3 VTCs and MLPSHRD. MTC received equipment valued at USD 517,000 in SAVOT 1; and moreover overall training equipment was installed by the above-mentioned grant aid. Therefore, SAVOT 2 provided higher amount of equipment for MVTC & WVTC than MTC.

Table 4-8: List of equipment provided for C/P

C/P	Amount (USD)	Name of equipment provided
MTC	85,752	Training equipment for each training course, Auto service equipment, Office equipment, Furniture for dormitory, Furniture for cafeteria, Kitchen equipment etc.
MVTC	100,080	Hand tools for training, 30 sets of computer, Auto training equipment
WVTC	168,036	Auto mechanic equipment, Two vehicles for auto training, Training equipment for each training course etc
MLPSHRD	9,902	Office furniture, Computers, Printer, Modem etc.
Total	363,770	

Note: Calculated by JICA exchange rate as of July 2013

## 4. SUBCONTRACT

### (1) Consulting Service

Since SAVOT 1, the project had conducted TOT for VTC instructors in cooperation with NVTI. The project also hired local consultants for career planning, employment and entrepreneurship training. Local consultants are more competent in these fields of training because of familiarity with local situation. During the project period, the following services worth JPY 22.659 million were contracted out.

Table 4-9: List of subcontracts

Contractors	Contract period	Contract amount		Work content
		USD	SDG/SSP	
Nakawa Vocational Training Institute (NVTI)	Mar – Apr 2011	67,112		Training of Trainers (TOT) for staff of MVTC and WVTC in the area of vocational training system in Uganda (Teaching methods, Training management, Entrepreneurship training etc.)
Mr. David Alfred Jada Wani	Sep – Oct 2011		2,600	Career planning, employment and entrepreneurship training (for the staff/instructors and trainees of the NGOs and VTCs)
	Oct – Nov 2012		24,840	
	Mar – Jun 2013		49,120	

Contractors	Contract period	Contract amount		Work content
		USD	SDG/SSP	
Mr. Vuciri Joseph Lodu	Mar – Jul 2011		1,995	TOT on computer skills for MTC secretarial section instructors
Mr. Richard Mwikya	May 2011		3,947	Complementary consultation service for the training plan for the prospective subcontract NGOs in provision of basic skills training in local areas
Dr. Nick Waterman, Former consultant for MLPSHRD, ILO	Jul – Aug 2012	22,208		Comprehensive TOT for staff of 4 VTCs on Vocational training policy, Vocational training standard and VTC management etc.
Ms. Bernadette Kyanya, Consultant	Jul – Aug 2012	7,505		
Mr. Benjamin Nyagah Ngare, Consultant for TVET	Jul – Aug 2012	5,885		
Mr. Ahmed Athumani, Vocational Training Advisor for VETA	Jul – Aug 2012	4,756		
BITECH International Limited.	Jul – Aug 2012	90,654		Comprehensive TOT for staff of 4 VTCs on Technical skills, Vocational training policy, Vocational training standard and VTC management etc.
	May – Jun 2013	11,995		Comprehensive TOT (Jul-Aug 2012) follow-up training on VTC management, Vocational training curricula, Vocational training policy and Technical skills for training material
Total		210,115	82,502	

## (2) Subcontract for Basic Skills Training (Livelihood Skills Training)

Basic skills trainings (Component 4) were carried out by subcontracting the work to local NGOs. The trainings worth JPY 82.742 million were contracted out to 5 NGOs during SAVOT 2. At the beginning of project, a sum of JPY 100 million was allocated for all the subcontracts for basic skills trainings in 3 years at a maximum. However, due to the termination of the contracts with some NGOs in the 4<sup>th</sup> project year, the total costs spent for the subcontracts substantially fell below the planned amount.



Table 4-10: List of subcontracted basic skills training

NGOs	Contract period	Contract amount		Training course
		USD	SSP	
SSOPO	Jun 2011 – Jun 2013	375,137		Basic tailoring (6 months) 3 times Advanced tailoring (6 months) 3 times Food processing (3 months) 6 times
CCC	Nov 2011 – Jun 2013	175,522		Housekeeping (3-4 months) 3 times Catering and service(3-4 months) 3 times
FYF	Jul 2011 – Dec 2012		506,889	Housekeeping and catering (3 months) 1 time Bakery and pastry (3 months) 1 time Housekeeping (3 months) 1 time Service (3 months) 1 time
WDG	Jul 2011 – Jun 2013	81,194		Basic tailoring (6 months) 2 times Advanced tailoring (4 months) 1 time
PCO	Jul 2011 – Dec 2012	150,631		Food processing (3 months) 3 times
Total		782,484	506,889	

## 5. OTHER INPUTS BY UN AND EMBASSY OF JAPAN ETC.

External inputs related to the project activities are shown in Table 4-11. Aforementioned grant aid together with SAVOT 2 led to the capacity development of MTC. Furthermore, IGAD has dispatched a total of 11 experts to the administration and each training section of MTC for the period of 2 years from January 2013. It contributes to ensure sustainability of MTC operation after termination of SAVOT 2.

In addition, UNIDO contracted out short-term vocational trainings to MTC, MVTC and SSOPO with Japanese grant aid. Although it is not directly related to SAVOT in terms of capacity building of training providers, the contract money paid by UNIDO partially covers the necessary expenses of their trainings.

Table 4-11: List of external inputs

Organization	Types of Inputs	Content
Government of Japan	Facility/Equipment	MTC training facilities and equipment were improved through the grant aid for conflict prevention and peace building together with SAVOT.
IGAD	Dispatch of experts	The government of Uganda within the framework of IGAD dispatched 11 experts to MTC for the period of 2 years from January 2013. The experts are assigned to each section of MTC as trainers. They are expected to strengthen the capacity of MTC instructors through OJT. IGAD members participated in several meetings and trainings organized by SAVOT since 2013, and the relevant work was handed over to IGAD.
GIZ	Facility	It established a project office at MTC to conduct trainings of DDR in 2010. The office was handed over to MTC.

Organization	Types of Inputs	Content
ILO	Training program (subcontracted)	Undersecretary of MLPSHRD and VTC management (approx.20 persons) from 4 VTCs participated in the study visit to Tanzania to learn vocational training system. (May 2012)

## 6. LOCAL COST

JPY 274.42 million (including the budget from JICA South Sudan office) was spent to cover the local expenses for implementation of the project. By category-wise, the training related expenses such as subcontracts with local consultants and NGOs for conducting trainings and procuring training materials constituted 45 % of the total expenses, while 21 % for the facilities and 12 % for the equipment.

As financial capability of MLPSHRD had been facing lots of challenges since SAVOT 1, the budget for VTCs was not properly disbursed. However, in case of MTC, they were able to generate some income from their own activities such as auto service, rental facilities and contracted training service. The income enabled them to reduce the level of dependence on the budget of SAVOT. Since 2013, the administration costs such as purchase of water and generator fuel had been covered by MTC's own income.

Table 4-12: Local Cost by Cost Items

Unit: JPY

Items	Project year				Total
	1st	2nd	3rd	4th	
Administration	7,857,949	18,737,793	18,502,972	14,169,606	59,268,320
Training	614,756	6,777,259	8,257,968	2,770,058	18,420,041
Local consultancy contract	0	8,932,000	10,958,000	2,769,000	22,659,000
NGO subcontract for training	0	31,114,000	38,202,000	13,426,000	82,742,000
Equipment	4,489,000	14,654,669	2,170,496	10,541,740	31,855,905
Facilities	-	-	-	-	56,521,000
Others	772,333	669,282	963,909	544,342	2,949,866
Total	13,734,038	80,885,003	79,055,345	44,220,746	274,416,132

Note 1: The expenses for JICA experts are not included.

Note 2: Administration costs include salary of local staff, rental car, domestic transportation, office expenses, fuel, communication, maintenance of facilities and equipment.

Note 3: Construction costs are not included in the total cost of each project year.



**CHAPTER 5**  
**LESSONS LEARNED AND**  
**RECOMMENDATIONS**

# CHAPTER 5

## LESSONS LEARNED AND RECOMMENDATIONS

Currently, South Sudan is building a new nation with the cooperation of international society. However, there are so many issues, such as inadequate administrative capabilities, tribe-based conflicts over land and livestock, rampant arms and corruption, political power struggles etc. Even after the independence in July 2011, the conflict between South Sudan and Sudan continues and armed clashes have arisen intermittently at the border. This led to the suspension of production of oil which accounts for 98 per cent of national revenue. The Government is under serious financial pressure and South Sudan still has possibilities to fall into the armed conflict again. One of the factors which may cause conflicts is a high unemployment rate of the youth. While many youth are suffering from unemployment, a few lucky people succeed in the reconstruction boom. Such polarisation may raise the social tension. In order to prevent the re-emergence of conflicts and to reconstruct and develop the country, employment of the youth, especially the poor is the vital issue. In this chapter, the role of vocational training and its appropriate approach on employment promotion in South Sudan are examined based on lessons learnt from SAVOT, then recommendations towards vocational training administration are stated.

### 1. LESSONS LEARNED

#### (1) Appropriateness of SAVOT Approaches

SAVOT 2 had been provided two types of vocational training in consideration of 1) Development of skilled labour for economic reconstruction 2) Improvement of livelihood through the creation of employment of the youth, especially the vulnerable who might cause the social insecurity. For the development of the skilled labour, long-term training had been provided and for the vulnerable, short-term training course, which will bring quick impact, had been provided. Only SAVOT 2 had provided the both types of training.

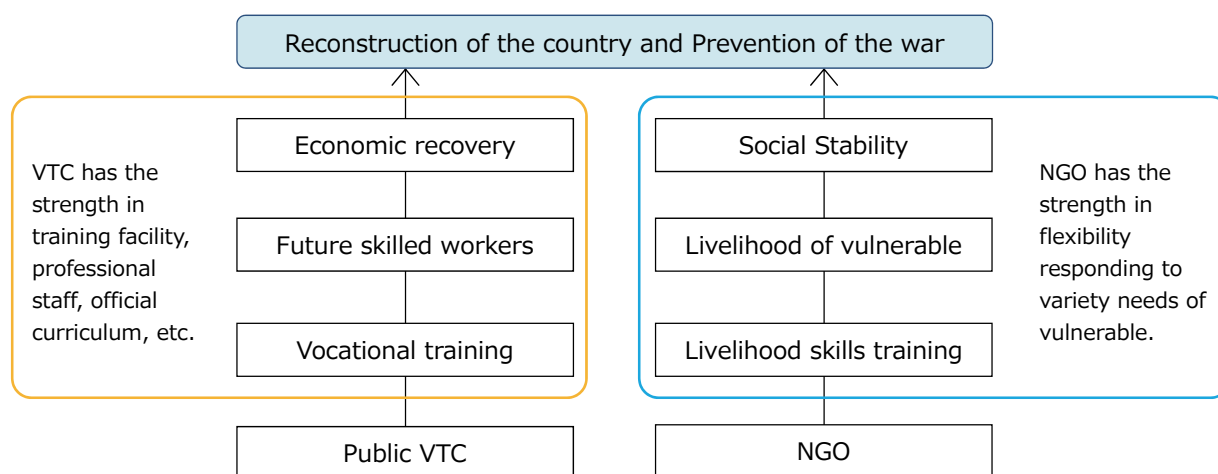


Figure 5-1: Basic approach of SAVOT in provision of trainings

It is a characteristic of SAVOT that two different types of trainings are provided by two types of training providers that is VTC and NGO. Public training provider, Vocational Training Centre (VTC) has the advantage of the “skills”. Due to government support, VTC also can operate training activities with long-tem vision. On the other hand, NGO has the advantage of flexibility of training operation. NGO usually operate training programme as a style of project in corroboration with donor/un agencies. Training programmes are designed based on the needs of target groups and staff are also recruited matching with training contents. Management capacity of NGO is relatively higher to implement integrated approaches. In consideration with these characteristics of training providers, SAVOT gave different roles to VTC and NGO, that is, VTC implement long-term basic vocational training and NGO implement livelihood skills training.

Table 5-1: Strengths and weakness of the training institutes/ providers

Training providers	Strengths	Weakness
VTC	<ul style="list-style-type: none"> <li>• Training facilities in large scale and fully equipped</li> <li>• Instructors with expertise by training courses</li> <li>• Provision of the same training programme consistently (stability and accumulation of experience)</li> <li>• Regular training courses (sustainable programme)</li> <li>• Sustainable budget from the Government</li> <li>• Standardised curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed training programme. Poor flexibility against variety of training needs.</li> <li>• Poor flexibility of staff on their duty. Instructors tend to work on only teaching.</li> <li>• Difficulty of dismissal and transfer of the staff.</li> <li>• Depending on single financial source (national budget). Budget is not enough to maintain quality of training.</li> </ul>
<b>→Provision of long-term training programmes mainly aiming at development of semi-skilled labour (future skilled labour)</b>		
NGO	<ul style="list-style-type: none"> <li>• Relatively affluent budget for training by financial assistance of development agencies.</li> <li>• Most instructors are contract employees. It is able to provide flexible training programmes according to the demand.</li> <li>• Relatively high management skills</li> </ul>	<ul style="list-style-type: none"> <li>• Training programmes are often sponsored by development partners. This contract is normally short-term and not sustainable.</li> <li>• In many cases, they do not have dedicated training facilities. If any, in small scales.</li> <li>• The accumulations of expertise and experience in vocational training are few.</li> </ul>
<b>→Provision of short-term livelihood skills training which will bring quick impact on creation of employment</b>		

**1) Vocational Trainings under VTC**

***How VTC can contribute to create productive labour force and competitive labour market?***

One of the roles of public vocational training is to give a boost to the economy by increasing highly-productive workforce and producing competitive labour market. Even though South Sudan is in the post-war economic boom, skilled workers are insufficient especially in construction and manufacturing industries and this leads to an influx of foreign workers. This not only directly takes

employment opportunities away from South Sudanese but also decreases potential employment opportunities by financial outflow. To replace foreign workers with South Sudanese, it is necessary to nurture the labour who has the same level of skills and qualifications (2 to 3 years training experience). In order to respond this need, long-term training and suitable training facilities are required and it might be difficult for private training centres to provide. Therefore, VTCs shall mainly take this role. Because of SAVOT’s supports, VTCs could start a 2-year training programme from 2013. In this programme, graduates will be awarded an official certificate of “Vocational Certificate I”. Once the public recognize this certificate, graduates of VTC will be competitive with foreign workers, in terms of qualification.

During the civil war, operation of VTC was limited or suspended. People who had no access to vocational training for long period cannot understand the benefit of it. Even after CPA, because vocational qualification system was not established, it was difficult to identify the value of the certificate of VTC for citizens and employers up to now. As a result, many of students of primary and secondary school don’t know VTC and they wish to enter a higher-level education. According to SAVOT’s survey, 85% of jobseekers expect short-term training less than one year and this indicates that peoples don’t recognize the value of a certificate from long-term training. Against jobseekers, employers, especially UN and foreign companies consider a certificate that applicants hold. Then, applicants who have Uganda’s or Kenyan vocational certificate are in a better position than South Sudanese. Due to poor recognition to VTC certificate, it is also known that employers often make a skills test to VTC graduate for employment. Like this, awareness of VTC certificate still challenges for VTC training.

Regarding to the skills level, it is suggested MTC graduates are considered as semi-skilled workers by employees. Yet, to develop as skilled-workers who are competitive with foreign workers, they need continuous learning at working place after employment. Training at VTC and work place are strongly linked in skills development. Trainees, especially those of short-term training are technically insufficient. If a graduate whose productivity is low works at the underproductive workplace, an opportunity to enhance his/her ability can be lost. It is vitally important to strengthen the training function of enterprises.

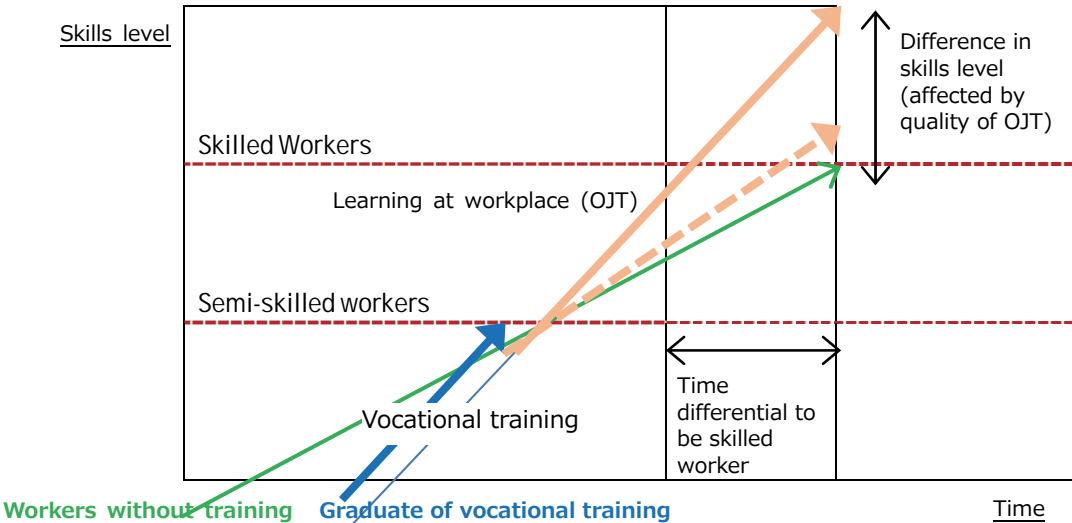


Figure 5-2 : Process that SAVOT graduate become skilled worker

According to SAVOT's study, only 36% of companies have an enough capacity to train their staff. In this project, although SAVOT didn't provide direct support to companies, it is very important to improve the training capacity of companies, such as OJT by senior staff, in-house training, when we expect larger impact of vocational training.

## **2) Livelihood Skills Training under NGO**

### ***How NGO's Training can contribute to improve livelihood of the vulnerable?***

Vulnerable often has disadvantage in employment in terms of education, social connection, etc. Even they could get a job, their salary might be limited. In this situation, if we expect improvement of livelihood of poor family, vocational training should target to second earner in a household. If earning of household head (normally male) is not enough, it is reasonable his wife has a job as second earner. For the vulnerable, it is important to increase household income rather than personal income. In this sense, training of women becomes an important strategy of vocational training. Off course, it is vitally important for comprehensive economic growth that young women reinforce their ability and participate in economic activities as work force.

The interviews towards graduate shows that women tend to contribute to household budgets, such as food and health for family, and education for children. In this survey, over 80% of graduates who got the job recognize that quality of food and health are improved after training. The effect of vocational training cannot be measured by only the income which is obtained after training. The way to use income is also important. From the aspect of the linkage between employment and livelihood improvement, the role of women is also huge. In addition, in order to produce productive workforce, it is essential to improve nutrition, health and education of infants and children. SAVOT training gave priority to the poor, especially single mothers and Internal Displaced People (IDP). Poverty of the parents often continues to children's generation. To break this linkage, it is important to target women in the most vulnerable families in vocational training. On this occasion, to collaborate with other female support programmes or maternal and child health programmes is likely to increase the impact.

In SAVOT project, two types of trainings are provided by NGOs, namely, training for employment by company (cooking, housekeeping) and another is training for self-employment (tailoring, cooking). 60% of trainees were married women. In general, training that targets employment by company requires more investment (not only training materials, but also cost of employment and follow-up services, et.), but, employment rate is relatively low. This results cost per employment of this type of training is higher than training targeting self-employment. In this simple comparison, the vocational training project should promote self-employment for vulnerable women. Yet to conclude this, still more systematic studies considering market size of self-employment by trade, cost of initial investment of the business, etc.

One of the issues of SAVOT in implementing livelihood skills training was restriction of trades that NGOs were allowed to train. When SAVOT had contracts with NGO, SAVOT excluded agriculture, horticulture, trade and sales from the training programmes. This limited to the employment opportunities of female trainees, because these trades are the most popular in women's business in South Sudan. Understanding of people like vocational training means that skills training sometimes avoid effective employment. This mind-set should be changed. In case of VTC, target trades might be restricted, because its training aims to develop quality labour force in specific industries based on the government policy. Against, in the case of NGO's training, its training aims to improve livelihood of



vulnerable then NGO should select the most suitable trades for vulnerable without any restriction.

**(2) Effective Employment Support**

*To improve the employment of ex-trainees, what kinds of supports should be included in training programme?*

To provide employment opportunities for the youth, a comprehensive and balanced policy is necessary. Vocational training is just one of the measures which work on manpower supply side to boost employment. However, a comprehensive employment support measure has not yet prepared in South Sudan which just started nation-building. Consequently, vocational training is the only one employment support measure and this isolation decreases the impact of vocational training. Under the situation which employment support is immature and the division of labour has not yet developed, in order to ensure the employment of graduates, training providers should consider providing not only the skills training but also developing “employability” of trainees (see Figure 5-3).

Abilities required to trainees	Supports to trainees
Can access to vocational training (pre-condition)	Providing scholarship and loan for specific groups (e.g. vulnerable)
Understood the job matching with his/her characteristics	Providing vocational education and career planning service
Equipped with basic skills and knowledge required to the job	Providing theoretical and practical training at training centres
Acquired work ethic and business manner	Providing vocational education at training centre and industrial attachment
Can do effective job hunting (employment) or Ready to start business (self-employment)	Providing employment support service and career guidance. or Providing start-up kit to start business; Linking graduate with microfinance service
Can work stably	Providing follow-up services for graduate

Figure 5-3 : Means to increase the “Employability” of trainees

**1) Training Targeting Employment by Companies**

**A. Career Guidance/Employment Support**

Although career guidance or vocational education is essential subject in training programme, it is difficult to find the specialists of this training in South Sudan. In this reason, SAVOT employed a career guidance specialist and attached to all partner training providers during project period. Even this training period was short (2 days in each course), it was pointed out by trainees that practical

contents, such as preparation of CV (curriculum vitae), way of job interview, means to find job vacancy information were quite useful for employment.

More direct means, introducing a trainee to a job is also quite effective for employment. In some NGO's training, such as SSOPO, CCC, over 60% of graduates found the job through introduction of NGOs. It was observed these NGOs establish good relationship with some companies through regular visit and communication. On the other hand, in case of MTC, only 20% of graduates find the job by introduction of MTC instructors. Not only MTC, instructors of VTC tend to consider that employment support is out of their duty. To improve their mind-set is still challenge, yet it is also important to establish employment support unit in each VTC.

## **B. Internship (Industrial Attachment)**

Internship (often called as "Industrial attachment" in vocational training sector in South Sudan) is an effective mean for both employment and self-employment and many training providers introduce it as a part of training programme. In case of training targeting employment, it is often observed that employer of recipient company employ trainees after internship when they recognize the performance of trainees. Internship is the biggest chance of employment for the trainees. In case of self-employment, internship is the best opportunity to learn how to start and manage the business from entrepreneur.

To improve the quality of internship, the companies should be highly productive and have an ability to supervise trainees. In the current circumstances, it is difficult to find such companies, except some foreign-owned companies. It might also be a constraint that company doesn't invest for training without incentive. To solve these issues, firstly, training provider, especially VTC and recipient company should establish a long-term partnership that is a foundation for improving internship. Then training provider provides technical support and business training to the company against internship of trainees. This will be a benefit of company, especially small scale company, in developing their capacity. To conduct internship, followings should also be considered;

- To avoid troubles regarding to working condition of trainees, the contract of industrial attachment that describes objectives, working condition, means of training, evaluation, etc. should be prepared and agreed among employer, vocational training institute and trainee.
- Number of trainees attached to a company should be limited according to the size of company, considering industrial attachment is a good opportunity of employment.
- Understanding of the concept of industrial attachment among workers at recipient company is necessary. Sometimes, these workers are worried that trainees deprive their employment opportunity and this avoids a provision of quality training.

## **C. Follow-up Services for Graduates**

During the project, the issues of resignation or dismissal of graduates within short period were widely observed. The typical case is CCC that trains street children and vulnerable women. Employers of CCC's graduates point out defects of these graduates in their work ethic and mention like "they disappear within working hour", "they don't come to work without any notice". Nevertheless CCC has considerate cares to trainees, it is not easy to change their attitude in the training of 4 month. This suggested CCC may need longer and integrated training that include effective vocational education,

business manner and follow-up services to ensure employment and its continuity. This issue was widely observed, especially in training programme targeting vulnerable. In case of vocational training for vulnerable, cooperation of employers is an essential condition and they should be involved in designing and implementing the training.

#### **D. Employment-cum Training**

In rural areas where employment opportunities are limited, a proactive approach which links between vocational training and employment is required. To involve local residents in public work programmes, such as construction of elementary schools or roads, links them to employment. On this occasion, it is possible to make public work as an opportunity to nurture productive workers by combining it with vocational training. For example, one of SAVOT partner NGO (AMURT International) employed residences in school construction in combination with skills training of building, welding and carpentry in Awaik (SAVOT Phase 1). In the Phase 2, trainees of MVTC also participated in road construction in Malakal. In this case, employment at public work programmes is just temporary; however, it is expected to be a step to a permanent job by acquired skills. Although, there is also a possibility to be unemployment after public work programmes, therefore, it is necessary to examine its effects carefully. To ensure the employment of graduates of training programmes, the government might be required to consider special measures. It might be effective that government impose a quota to employ South Sudanese, especially graduates, to certain size of companies i.e. hotel and restaurant, etc. The government themselves should consider the vocational certificate at employment of the staff.

#### **2) Training for Self-Employment**

The informal sector accounts for 90 per cent of labour market in South Sudan. The formal sector cannot grow so quickly. Employment, especially self-employment in the informal sector should be regarded as a significant employment strategy. Creativity and entrepreneurial spirit of the youth are the most valuable assets. To fulfil their potential through vocational training shall not only provide a means of earning a living to individuals but also create the future employment opportunities. In spite of this, most NGOs under SAVOT targeted employment in the formal sector and sometimes this results poor employment rate. For example, cooking courses under some NGOs targeted employment at foreign-owned restaurant and training facilities are equipped with gas cookers, electric ovens, deep freezer and professional kitchen wears these are never seen at local restaurant. Even though NGO prepare good training facility, employers often consider other criteria to employees such as education, English skills. This is wrong strategy of NGO. In SAVOT Phase 1, one of NGOs achieved 90% employment rate by self-employment. They trained women to be food vendors that graduate cooked local food at home by using simple tools and sold it in the town. In SAVOT Phase 2, if NGO provide training in consideration of self-employment and/or employment at local restaurant, more graduates might get jobs.

In case of self-employment, it was found out that especially start-up capital is a major obstacle for the vulnerable; therefore, provision of start-up kits, such as kitchen utensils and sewing machines, can improve a self-employment rate of graduates. However, even if obtaining the start-up kit, some graduates found it insufficient in order to start a business, and others started a business, but could not continue. In case of being hired by a company, it is possible to acquire skills and knowledge at work, but in case of self-employment, it is necessary to learn by themselves. In the training aiming at

self-employment, skills and knowledge are the significant factors. Short-term training is often insufficient to acquire necessary skills and knowledge, therefore, monitoring and follow-up of graduates by training providers need to be taken into account. Also, provision of supplemental training towards graduates and on-the-job training under self-employed senior graduates prior to provision of a start-up kit might be effective. Besides, there are some cases in SAVOT training that NGOs received orders of sewing uniforms from companies and schools then allocated the work to graduates. At the beginning of starting a business, such kind of service might promote self-reliance.

### **3) Selection of Trainees**

Although trainees had learned so hard in training programme, many of them failed in the employment. This situation was observed in several NGOs. It was also happened that 20% of graduates didn't start business even they received start-up kit. One of the reasons causing these situation is poor employment services of training providers, yet, issue of trainees also is pointed out. Many trainees, especially women, are enjoying training, yet some trainees seem forgetting the objective of training that is employment. For these trainees, objective is enjoying training and they are not serious to job-hunting or preparation of their business. Except SSOPO, training of NGO is free. In addition, trainees might be provided lunch, transportation fee and others. Although certain supports for vulnerable is necessary to ensure the access to vocational training, this support might attract persons of weak will to find the job. To avoid such a risk, training providers should evaluate applicants of training carefully by using selection criteria. Furthermore they should consider charging training fees even small amount.

### **(3) SAVOT Project Implementation Structure**

***To maximize the outputs of the project, how should the project implementation structure be?***

SAVOT has experienced various environmental changes including the independence of the country, which greatly influenced the implementation of the project. Under such circumstances, the flexibility is a crucial factor in project implementation. Building a trustful relationship between top officials of the government and the project team headed by JICA local office is a precondition to respond flexibly to unexpected situations. In this regard, it can be said that SAVOT was flexible enough to achieve certain results. At the same time, the following challenges were recognized to maximize the outputs of the project.

#### **【Project Period】**

- A 10-year span roadmap for capacity building of the government is required. Especially instructors who have not been involved in training activities for long time require long-term training through which they can learn vocational training systematically from the basics. Since both SAVOT Phase 1 and 2 were carried out with 3-year span, they could provide only short-term training.
- With regard to the NGO sub-contracted training, new NGOs had to be selected in the phase 2. As the initial costs such as training facilities and equipment are high in vocational training, the longer the project period is, the lower the unit cost per trainee becomes. If the project period were 6 years as a phase, it could have provided training to more number of young people at lower costs.

#### 【Project Costs】

- As financial capacities of training providers are quite weak, they rely on SAVOT to conduct their training. On the other hand, since SAVOT uses single-year budget, it created certain period (between the contract years) during which SAVOT could not make any payment for their training activities. Thus, NGOs except SSOPO were forced to stop their training activities, which resulted in the less number of trainings in a year in comparison to the original plan. In case of conflict affected countries, it is necessary to support them throughout the year, considering the low capacities of the target training providers.

#### 【Project Implementation Structure】

- JICA experts were divided into 2 teams; 1) Vocational Training Policy Implementation Support and 2) Capacity Development of Vocational Training Centres/Vocational Training Providers. However, no tangible effects were found in dividing the team. It could have been more effective to implement the project by one team in order to ensure flexibility in its activities.
- Assignment of JICA experts in charge of VTC training was 70% of the total man-months (20% for monitoring NGO sub-contracted training). The reason was because the project focused on VTCs especially MTC. However, the assignment of experts who dealt with technical skills training could have been reduced by utilizing experts from neighbouring countries. It is not possible for those JICA experts to deal with all the fields, theory and practice. Therefore, instead of having fixed experts, dispatch of different experts based on the required technical skills could have been more effective.

#### **(4) Impact Assessment of Vocational Training**

##### ***Could SAVOT show effective approaches of vocational training in the Project?***

Vocational training requires a large investment, such as training facilities, machinery, materials, and instructors, and most of investment is made by the Government and aid agencies. Due to this, in order to gain funds and provide training continuously, objective evidence which proves effectiveness of training for employment is vitally important. In South Sudan, vocational training is missing this evidence. Therefore, most of training institutions provide training programmes by just ordinary ways or trial and error, without definite proof on employment of trainees.

SAVOT conducted several surveys regarding to the impacts of vocational training such as tracer survey, needs survey, yet these information are fragmentary (see table below). To verify the effectiveness of vocational training on employment, economic and social development, further studies are required in systematic manner.

Table 5-2: Required impact assessment of vocational training and its contents

Key Items	Experience in SAVOT
Impacts on employment (Employment rate)	Except some training providers, employment rates of graduate were 40 to 70% and this suggests positive impact of SAVOT training on employment. However, this data lacks comparison with the data of people who never get training. Under reconstruction economy, there might be chances of employment for many peoples. Employment of SAVOT graduates may bring replacement of other employees who have poor skills. This reduces the impact of vocational training. It is also required to study the employment by different categories of trainees.
Internal benefit (Private benefits of ex-trainees)	80% of SAVOT graduates increased incomes after training, although average income was relatively low (SSP 600/month). The study conducted in SAVOT Phase 1 also showed positive impact on incomes of graduates and IRR (internal rate of return) was over 20%. To prove these impacts, we still need comparable information of youth who never received training.
Social benefits (economic development, poverty reduction, social stability, etc.)	SAVOT didn't assess the social benefit of vocational training, because, it requires certain times that impact is realized in economic and social development. However, some potential are showed in SAVOT. For example, many employers recognized the skills of graduates. If graduates could continuously improve productivities and expelled foreign workers, it becomes the benefit of the nation. It is proved that graduate improve the situation of food and health through the employment. When vocational training target vulnerable, it may contribute reduction of poverty that is serious issues of the society. Data of SAVOT is still limited then further study could prove the social benefits of vocational training more clearly.
Cost effective approaches of vocational training	SAVOT provided different types of training programmes, yet, cost effectiveness of these training were not analysed comparably.

## 2. RECOMMENDATIONS

### (1) Recommendations on the execution of Policy Framework and Strategic Plan 2012-2017 of MLPSHRD

MLPSHRD developed their strategic plan in 2012. It's one of the objectives, namely, 'Strategic Objective 3: Enhanced institutional and human capacity of vocational training centres' overlaps with the area which has been supported by SAVOT. Strategic Plan targets 8 outputs. Based on the experience of SAVOT, the following is a recommendation to achieve these outputs.

#### Output-1 VTCs rehabilitated & operational and new ones established

- Rehabilitate the existing VTCs
- Facilitate establishment of VTC in every State

- In the current situation, stabilization of operation and strengthening of the function of current VTCs should be prioritized over the increment of the number of VTCs. Juba, Wau and Malakal VTCs should take a role of the regional centres instead of targeting the residents of these cities.

To receive trainees from the surrounding regions, dormitories are necessary. From this aspect, constructing new facilities at Malakal VTC which does not have a dormitory would be effective.

- Regional VTCs should be basically under the jurisdiction of local governments. Considering necessity of training facilities and management ability of local governments, new construction of VTCs should be carefully examined. On the other hand, training centres under the jurisdiction of the national government should focus on the areas which local governments cannot cover, such as advanced technologies, model VTCs, trainers training colleges etc.
- It frequently happens that donors and NGOs donate new training facilities to the Government. In case donors and NGOs are planning to donate their facilities to the Government after their projects, it is vitally important to discuss the continuity of the training between donors and the Government in advance. Close communication between donors and MLPSHRD is required to avoid a lack of preparation of the Government to continue the operation of training upon handing over of the facilities.
- Vocational training is not provided by only training centres of MLPSHRD. It is also MLPSHRD's significant role to promote various training opportunities considering the division of roles among local governments, private enterprises and development partners according to the purpose of vocational training. Vocational training is categorised into following types depending on the training providers.

① Vocational training provided by central and local governments

- Training to foster semiskilled and skilled workers targeting primary and secondary school leavers (1~3 years)
- Basic training as a measure to counter unemployment (less than half year)
- Special training targeting the disabled and demobilised soldiers
- Training of trainers for vocational training centres (TOT)

② Training provided by private enterprises (in-house training)

- In-house training (refresher training, new employee training etc.)
- Training under an apprentice system
- On-the-job training towards interns received from training centres

③ Training provided by private training centres

- Basically training for profit (computer training, training entrusted by enterprises or aid agencies etc.)

④ Vocational training at school

- Vocational and technical education at industrial high schools, polytechnics, junior colleges, universities etc.

⑤ Vocational training as social education

- Vocational training provided by Ministry of Youth etc.

⑥ Vocational training provided by other ministries or organisations

- Nurses, medical personnel (Ministry of Health), agriculture workers (Ministry of Agriculture) etc.

In vocational training towards the youth and the vulnerable, public vocational training plays a significant role. It is quite reasonable to cooperate with NGOs on the basic training as a measure to counter unemployment, which is the above mentioned in ①. Private enterprises have much to contribute as well as VTCs to foster skilled workers who are necessary for economic reconstruction. At present, construction, hotel and restaurant business is booming in South Sudan. It should be considered to introduce a policy which obliges certain size enterprises to train South Sudanese employees. The current vocational training policy and labour laws do not refer to the responsibility of private enterprises on upgrading of employees. This point should be further discussed in the future.

**Output-2 Improved service delivery**

- Undertake recruitment of qualified staff for VCTs
- Set up an advisory Council at national level
- Set up an advisory board for each VTC
- Develop a strategic plan for each VTC
- Equip the VTCs to effectively perform their mandate

- In terms of the quality of training provision service at VTCs, many issues remain to be solved. To solve them all will take time, so it is required to prioritise these challenges and tackle them one by one. The most significant factors which affect the quality of training are training facilities, materials and instructors. To share the objective of vocational training among relevant personnel is vitally important as well. The vision and mission of vocational training in South Sudan are clearly stated in the vocational training policy as below.

VISION : A flexible VT system that is adequately managed, resources and cost-effective, which is formed by the good governance and characterized by viable and productive VTC.

MISSION : Effective and efficient VTCs with skilled trainers and strong public private partnerships providing equitable access and producing self-employable job creators and employable graduates, which are also centres of peace-building and reconciliation.

It should be noted that the above mission stipulates that vocational training should nurture the employability of human resources. The government currently places importance on the employment of the youth. Vocational training which does not contribute to employment shall be doubted its significance of existence. It is necessary the significance of employment of graduates is widely acknowledged by VTCs' staff. After this, the quality improvement of training can be pursued.

- Currently, insufficiency of the number of instructors is a serious problem. Especially, new employment for AWWTC and WVTC should be prioritised. On the other hand, it should be remembered that the quality of instructors is tied intimately to work ethics. Collapse of work



ethics at MTC is a serious issue. Under the environment where work ethics are low, productivity of instructors will not improve; moreover, the positive effect of additional recruitment cannot be expected. In this respect, supervision and guidance by MLPSHRD mean a lot. It needs to be considered to relocate problematic instructors to other VTCs to rehabilitate them by environmental change. Also, in South Sudan, there are some training centres with high work ethics, such as Don-Bosco and St. Vincent De Paul. It would be also effective to communicate with these organizations in order to reform the consciousness towards work ethics.

- Regarding training equipment, quite a larger number of equipment is provided by JICA, MDTF, GTZ etc. so far. Rather than regarding insufficiency of equipment as a problem, it is more important to nurture the consciousness of storing them properly and handling them with care. It is marginal ability required to VTCs to prepare inventories, to conduct regular stock-taking and to grasp the situation of loss and breakdowns. It is expected to MLPSHRD to let VTCs understand these things and to ensure them to do. Sufficiency of training materials directly affects the quality of training. Therefore, it goes without saying that to secure the budget of training materials is important. However, in order to conduct cost-effective training under the severe fiscal circumstances, to economise the cost for training materials should be required.
- It is valuable for the quality improvement of vocational training to reflect the opinions from the private sector and industries. To set up ‘Advisory Board’ would be the effective mean. However, in the current South Sudan, human resources with knowledge of vocational training are scarce not only in the Government but also in the private sector. Improvement of training does not mean just to reflect the voice of the private sector. It is easy to appoint members of Advisory Board; however, to make it function, experts who can connect vocational training administration and industries are essential. It is ideal that this kind of experts is more than one, but it is not easy to find them in South Sudan. To ask cooperation to aid agencies can be considered.

### **Output-3 Financial self-reliance for VTC**

- Develop VTC business plans for income generation

- Sources of income of VTCs are as follows. Each VTC needs to examine these income opportunities and submit an income plan together with a budget application to MLPSHRD.
  - 1) Tuition fees and other charges related to training activities (examination fees, certificate fees, library usage fees etc.)
  - 2) Accommodation (dormitory) fees
  - 3) Rental charge of facilities and machinery
  - 4) Income from contracted training by the government, private enterprises and aid agencies
  - 5) Income from production and sales of products
  - 6) Income from provision of service (repair service etc.)
- Tuition fees are the most stable source of income. However, the issue is there are many unpaid cases. It is customary that trainees are permitted their entrance even without payment, and then if they fail to pay, certificates are not issued upon their graduation. It is essential to ensure receiving the tuition fees upon entrance. Currently, VTCs charge only annual tuition fees but it might be possible to introduce entrance fees as safeguards.

- Production of goods and sales of services, which require management skills, are not recommended proactively considering the current ability of VTCs' staff. It can be said that to fulfil accountability about expenditures and profits is a precondition. It should be remembered that MLPSHRD takes responsibility for monitoring the profitability of business, the risk of misuse of training materials and the effect towards training.
- On the other hand, rental service of facilities and equipment is relatively easy to control; therefore, this should be actively promoted. On this occasion, it is important for MLPSHRD to ensure checking lease contracts. In case of the above certain amount of contracts, MLPSHRD should be the contractor or the co-signer. Contracts on training received from outside should be the same.

#### **Output-4 National Vocational Training fund established**

- Mobilize resources to develop VTCs

- Stable revenue sources are essential for the dissemination of vocational training. In the future, it is desired to establish vocational training fund whose costs are borne by the Government, companies and the public. However, it is too soon to introduce now. It will take certain period of time that the role and function of vocational training are fully understood among concerned people. The fund should aim at promoting the overall vocational training which includes training provided by the private sector and apprenticeship. Also, prior to setting up the fund, vocational training which are provided by multiple ministries needs to be integrated and managed. A Directorate of Vocational Training in MLPSHRD was just set up and is still weak. South Sudan does not have the sufficient experience to discuss the future of vocational training. Regarding the vocational training fund, it would be appropriate to start feasibility study by invited experts. Cases in Kenya, Tanzania, and South Africa shall be the good examples.

#### **Output-5 Harmonized, training, testing and certification**

- Develop standardized curricula/testing guidelines

- National Harmonized Curricula 2013 was already developed by ILO and JICA's cooperation. The next step is its widespread utilization. It is necessary to introduce this curriculum through vocational training forum etc. To utilize this curriculum in Safety Net and Skills Development Project which will be launched by World Bank is also effective. It is costly for MLPSHRD to print and bind the curriculum. As well as from the perspective of convenience for the users, it is preferable to make it available on the MLPSHRD's website.
- National Harmonized Curricula 2013 is not yet perfect. More truly, it is better to be considered as the material for further improvement through utilization. MLPSHRD should listen to the voice of users for the betterment of this curriculum rather than taking it as Holy Writ. It is vital to accumulate the information for curriculum improvement by registering training centres which adopt this curriculum at MLPSHRD and holding regular meetings for exchanging views.
- No curriculum development expert at MLPSHRD and VTCs shall be an obstacle to broad use. In the current circumstances, even if the curriculum is provided, the proper method for using and application cannot be instructed. To nurture curriculum development experts is a priority issue of

MLPSHRD. The training to foster these experts will take some time. To select the people with the potential for acquiring skills and to send them to the mid-term or long-term training in neighbouring countries would be one of the ways. It is recommended to utilize training of trainers at Nakawa Vocational Training Institute, Uganda, with which SAVOT built a solid relationship.

**Output-6 Develop standardized certification for public & private VTCs**

- Review VTC curricula to address emerging needs by the industry
- Establish an examination body for vocation skills

- In 2013, VTCs under MLPSHRD in South Sudan introduced a qualification system based on the training period. In this system, levels are divided into 3, namely, Foundation (less than 1-year training period), Intermediate (less than 2-year training period), and Vocational Training Certificate I (less than 3-year training period). However, examinations are made by each VTC and have not yet unified. Also, the above qualification system is only for VTCs and an approval system for private training centres has not yet established. The approval system and trade skill tests need to be developed in the future. To establish the qualification system, vocational training council and technical organisations are essential. Testing agency should be regarded as the one of them. Prior to independence, Supreme Council for Vocational Training and Apprenticeship was in charge of curriculum development and update, training standard development, an approval system, trade skill tests etc. Such organisation is vital for South Sudan. Details of necessary technical organisations will be described later.

**Output-7 Database developed**

- Develop database system for trainee, registration & graduation in VTCs

- Currently, besides MLPSHRD, various ministries, such as Ministry of Education, Ministry of Youth, Ministry of Social Welfare and Women, Ministry of Agriculture, supervise vocational training. From the medium-to-long-term perspective, it is desirable to have an integrated information system among these ministries. It can be considered as an effective method to expand the education and training statistics system of Ministry of Education to vocational training. Further discussion is necessary on information system for vocational training as the significant issue of ministries. On the other hand, from the short term perspective, insufficiency of information of MLPSHRD is a serious problem upon monitoring and supervision. There is an urgent need to establish a data collection and analysis system of VTCs under the direct supervision of MLPSHRD.
- In the current stage, complicated information system is not necessary. It is better to narrow the range of information and to make sure to collect the data and update it. The most vital information would be 1) information about staff (number, personal data), 2) information about trainees (enrolments, the number of graduates), and 3) information about income (income from tuition fees, profit from income generation activities). Basically, it is recommended to utilise the formats which were developed by SAVOT, however, the most important point is to ensure the submission of information from VTCs.

#### **Output-8 Regulatory Framework available**

- Register, Monitor, evaluate and regulate all VTCs (Public & Private)

- As well as the database, it is preferable to utilise an integrated system on registration and monitoring of training centres among relevant ministries. Registration is easier for training centres if registration procedures and forms are standardised. As the first step, a coordination committee among the relevant ministries should be set up, and then common issues on training should be discussed. The purpose of registration of private training centres is to support their training but not to regulate them. Without any advantages, registration will not proceed well. In the future, provision of tax relief for imported training equipment can be considered. However, for the meanwhile, it is more realistic to examine measures which MLPSHRD can deal with, such as simplification of alien registration.
- Not only registration but also authorization of training centres is essential. Authorization can be provided to instructors, training centres and training programmes. However, authorization system has not yet discussed sufficiently. Therefore, it is better to prioritise registration, then to discuss further on authorization system at a vocational training forum participated by registered training organizations. Participation of the private sector is vital to build institutions on support and regulation of the private sector.

#### **(2) Recommendations on Management Capacity Building of VTCs**

Vulnerability of current VTC management is largely caused by human resources. It is not easy for VTC staff to gain management capacity since they lost opportunities of provision of training as well as their refresher training for long time due to the civil war. It is also difficult for public institutions to recruit the high potential personnel at a high salary. The only way to progress is to have a long-term perspective and to try to solve the problems one by one. Meanwhile, the most important thing is to build the consciousness to tackle challenges. Management capacity of the staff can be fostered through identifying the issues from work and tackling them. It is the most essential for current VTCs to continue their training and to accumulate experiences. Based on the above, following recommendations shall be made.

##### **A. Continuation of VTC Coordination Committee (VCC)**

Weakness of management ability of each VTC can be covered by cooperation of VTC directors. By VTC Operation Guideline which will be introduced in 2013, management and training of VTCs will be standardized. This enables VTC directors and staff to discuss the challenges and solutions on an equal footing. Moreover, MLPSHRD can monitor and supervise VTCs based on this guideline. Presently, VCC is the only one measure to promote cooperation among VTCs and monitoring by MLPSHRD. It is vital to continue holding VCC quarterly.

##### **B. Making MTC as a model school**

Regarding public vocational training, quality improvement is more important than quantity increment. Current 4 VTCs have many challenges. One of the obstacles to solve these challenges is the non-existence of a model school in South Sudan. Since vocational training is not yet well-developed in South Sudan, the existence of a model training centre is essential not only for other VTCs but also for various organisations which have interests in vocational training. To show the model training centre is also effective for bringing MLPSHRD's vocational training policy to the public. It should be MTC to

become the model training centre since it is located in Juba which is the centre of administration and economy. MLPSHRD needs to make MTC as a core centre and to concentrate the limited resources on MTC. It might be also effective for capacity building of VTCs to place superior human resources to MTC and to relocate them to other VTCs at certain period of time.

#### C. Stable operation of regular training courses

Various training demands exist in South Sudan and VTCs need to respond them. However, the operation of regular training courses at each VTC every year is the most important thing to do now. This enables VTCs to operate their centres in a well-planned manner and to accumulate the staff's skills and knowledge effectively. Besides, it will promote the understanding of local residents towards VTC's training courses and encourage them to participate. Obviously, in the current situation, further enlightenment activities on vocational training are necessary. However, the effect of publication would be weakened if VTC's training courses are not operated regularly. Occasionally, VTCs are requested by the Government and aid agencies to conduct short-term training courses. In this case, basically, it is reasonable for VTCs to accept it after confirmation of no negative effect towards the regular training courses. This requires particular attention and MLPSHRD should monitor as well.

### **(3) Functional Enhancement of MLPSHRD as an Information Centre on Vocational Training**

The 4 VTCs under MLPSHRD can train only approximately 600 people a year. Considering the huge training needs in South Sudan, vocational training should be provided by various actors such as the private sector, NGOs and local governments. In these circumstances, MLPSHRD can perform their maximum function by leading, monitoring and supervising these training centres. However, unfortunately, MLPSHRD does not have sufficient ability yet. This will be a challenge for the future. On the other hand, from the short-term aspect, MLPSHRD has potential for playing a role as an information provider on vocational training. When vocational training and livelihood improvement training are conducted in South Sudan, many training providers face to a lack of information. There is already certain amount of valuable information in South Sudan, such as labour market, relevant laws and regulations, curricula, other training providers' activities, existence of similar projects etc. However, the problem is this kind of information is scattered. To collect this information and make it accessible will be a great help for training providers and aid agencies which are planning to provide training. It is possible to gain the cooperation of training providers and development partners on making a database of information, compiling lessons learnt from success and failure, and developing a training manual. SAVOT is the most experienced vocational training project in South Sudan. It is one of the ways to accumulate the information based on the information and lessons learnt collected by SAVOT. Besides, a new library was set up in MTC. It would be also effective to concentrate the information here and to utilise this library as an information centre on vocational training.

### **(4) Provision of Vocational Training Cohering with National Development Plan**

#### A. Collaboration between rural development and vocational training

Since 80% of population stay in rural areas and the poverty rate is higher in rural areas (55 %) than in urban areas (25 %), livelihood improvement and youth employment in rural areas are the top priority issues of the Government. Especially, Malakal, Wau and Aluakluak VTCs should be aware of rural development policy upon the delivery of training. In rural areas, the largest employment opportunities

are in the agriculture sector. However, training related to agricultural technique, agricultural machines, and livelihood improvement in farming villages should be provided after sufficient discussion and coordination with Ministry of Agriculture. It is expected that reconstruction of social and economic infrastructure and small business promotion will be carried on in the rural areas. The cooperation with relevant ministries is required in this area as well. Also, NGOs' activities aiming at livelihood improvement of residents will be accelerated. There is a possibility for VTCs to cooperate NGOs which do not have training facilities and know-how on vocational training in renting the facilities and providing training in a certain area and training of trainers. Training required in such rural development is mostly basic vocational training. Each VTC needs to allocate some facilities and human resources to short-term training courses in addition to long-term regular training courses.

#### B. Contribution to capacity building of government officers

According to National Development Plan, capacity building of the Government is also placed at the top of an agenda. Human resource development of government officers is under the responsibility of MLPSHRD and there are many areas where VTCs can contribute. MLPSHRD should utilise VTCs for capacity building of government officers. In this regard, close cooperation between Human Resource Development Department and Directorate of Vocational Training is required. MTC has received a number of government officers for computer training since 2007. The demand of computer training for local governments' officers is also high. In terms of maintenance of vehicles and facilities, refresher training of the Government's engineers is necessary. However, currently, VTCs do not consider capacity building of government officers is one of their missions. MLPSHRD needs to consider introducing a policy which sets up training courses for government officers at VTCs.

#### **(5) Establishment of Vocational Training Authority**

The highest priority of MLPSHRD is the stable operation of VTCs. However, there are still many issues remaining to establish vocational training system. For instance, qualification system, certification exams, accreditation of training and training providers, instructor certifications, revision of curricula, vocational training fund are considered. To establish these systems, personnel with the high expertise are essential. It is necessary to hold a medium- and long-term perspective and to prepare them gradually. On this occasion, it is also considered establishing Vocational Training Authority which is a specialised agency for vocational training administration and sharing functions with MLPSHRD which is in charge of monitoring and supervision. Vocational Education and Training Authority (VETA) in Kenya and Tanzania will be the good examples. In the future, standardization of the system is expected in East African Community. With this in mind, vocational training system in South Sudan should be developed in cooperation with neighbouring countries.