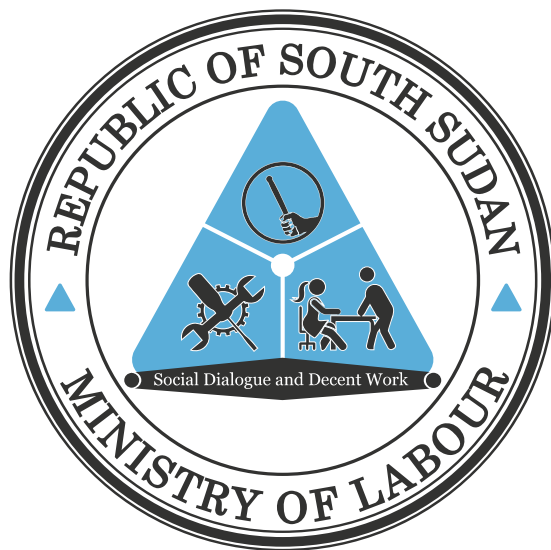# THE REPUBLIC OF SOUTH SUDAN

MINISTRY OF LABOUR

Vocational Training & Skills Development Policy (VTSD) 2022

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1. List of Acronyms

Acronym	Description
EMIS	Education Management Information System
GoSS	Government of South Sudan
GDP	Gross Domestic Product
IDA	International Development Agencies
ILO	International Labour Organization
TACA	Training, Accreditation, and Curriculum Agency
LMIS	Labour Market Information System
MoEST	Ministry of Education, Science, and Technology
MoCYS	Ministry of Culture, Youth, and Sports
MoAFCRD	Ministry of Agriculture, Forestry, Cooperatives, and Rural Development
MoGSA	Ministry of Gender and Social Affairs
MoHE	Ministry of Higher Education
MoLPSHRD	Ministry of Labour, Public Service, and Human Resource Development
NGO	Non-Governmental Organisation
NITC	National Industrial Training Council
NTEB	The National Training and Examination Board
PWD	Persons with Disabilities
RSS	Republic of South Sudan
TVET	Technical, Vocational Education and Training
VT	Vocational Training
VTC	Vocational Training Centre
VTSD	Vocational Training and Skills Development
VTSDF	Vocational Training and Skills Development Forum
PAR	Participatory Action Research
UNDP	United Nation Development Programme
NVQF	National Vocational Qualifications Framework

2. FORWARD

I am delighted to receive the Draft Policy of Vocational Training skills Development which will cater for all the Vocational training Centre's in the republic of South Sudan. Since independence of the Sudan, and consequence autonomous region of the southern Sudan, Vocational Training centers has been operating within the southern regions without any policy despite of having a good number of vocational training centers .this being the case ,southern region has been struggling ,but after independence of Republic of South Sudan, the South Sudan constitution Article 38(2) ,task the government to " endeavor to avail the necessary financial resources to make education affordable at the secondary and higher level, including technical vocational training in order to bridge the educational gap caused by the collapse of educational services during the years of conflict". VT will contribute greatly to this national mandate. Throughout the struggles people have been struggling to have a written document which will guide the Directorate of Vocational training in implementation of training programmes. Vocational training and skills development undertaken within a realistic policy framework, will achieve multiple objectives including income generation through employment in the formal and informal economy, up skilling and poverty reduction.

South Sudan Labour ACT 2017, provide the employer and employee with a reasonable opportunity to improve employee's performance including the provision of such information, instruction, training and supervision as is necessary to ensure the safety and health at work of every employee, including regular training on the requirements of safety, health and welfare policy.

Ministry of Labour, Public Service and Human Resource Development Policy Frame work and strategic Plan 2019-2023, gave the right to Vocational Training and Skills development (VTSD) to promote skills acquisition through competency-based training with proficiency testing for employment or self –employment, sustainable livelihoods and responsible citizenship.

The policy development started as early as 2008, it has been consultative in nature, we are happy it has reached this far.

 The Ministry and the staff are indebted to its development partners who took upon themselves especially UNDP for availing Financial resources which allowed the national Ministry of Labour to find a consultant who took upon him/herself in consultations with relevant stakeholders tirelessly endeavored to work very hard in producing the updated document of the Vocational training and skills development (VTSD)policy in South Sudan for the Ministry of Labour specifically Directorate of Vocational Training Centre.

All those who work through remote or through e-mail and gave us their personal advise which make the document become reality, we are extremely happy and we do not know how we need to appreciate them may our lord give them more energy so that they can support those may need their assistance.

Hon. Gen. James Hoth Mai
Minister
Ministry of Labour

3. Introduction

3.1 Background to the Development of the South Sudan Vocational Training Policy

On July 9, 2011, the Republic of South Sudan (RSS), the world's newest country came into being. RSS begins its independent life with significant oil resources, abundant arable land, and a unifying narrative of independence. At the same time, RSS also faces formidable development challenges. Despite its huge natural resource endowments, its population faces extreme economic and social deprivation.

The government of the RSS cannot address all development challenges at once, however, the road to recovery and development involves addressing critical stresses through several interventions including vocational training and skill development (VTSD). Shortage of employability skills is one of the biggest challenges to the RSS. In this regard, RSS needs to develop the infrastructure base and associated vocational training regulatory frameworks necessary to create an enabling environment for the private sector to create jobs and economic opportunities. It also needs to take long-term measures to increase the skills base of the country.

Ever since the signing of the Comprehensive Peace Agreement (CPA) in 2005, Vocational Training has been one of the top priorities of the government. Like other sectors of the economy, the provision of Vocational Training & Skills Development (VTSD) in RSS has been severely undermined by protracted civil conflict. VTSD in RSS requires a major boost to meet short, medium, and long-term labour market needs, enhance social inclusion, cohesion, and peace building.

The VTSD policy is a pragmatic and realistic response to legitimate aspirations for the improvement of skills development in RSS, within the prevailing socio-economic and policy environment. The policy is designed to reflect the government's commitment to developing the country's human capital. The framework seeks to provide better and clear structures and mechanisms for VTSD in all training centres, informal and formal workplaces in the country. It entails a structured approach for implementing, assessing, monitoring, and evaluating VTSD programmes.

The main features of this policy include a clearly defined scope, objectives, and principles. It focuses on the key issues that include the status of VTSD, the value of VTSD to RSS, the need for the policy framework, structures and approaches for delivery, curriculum design, assessment and certification, management and coordination, and monitoring and evaluation of VTSD.

The policy recognises the current process of transition from a post-conflict context. It also recognizes capacity constraints and resources limitations. Thus, it seeks to embed action within existing structures wherever possible, thereby avoiding the time and cost implications of developing new mechanisms. The Policy also seeks to meet the requirements of new legislation and establishing relevant institutions for implementing the VTSD thereby developing a sufficient workforce for the economy.

3.2 Overview of the Current Situation on Vocational Education and Training

i. Access to vocational education and training is very limited. Recent enrolment data indicate that less than 10 % of all school leavers have access to some form of vocational education and training. This includes both informal and formal skills training. This low participation in vocational education and training is due to a lack of available training places as opposed to the availability of candidates. Most of the Vocational Training Centres (VTCs) are in Juba, leaving other states without any access. If not addressed, this situation could lead to economic imbalances and social problems and inflame the volatile political and security situation.

ii. Mobility between vocational education and training and academic education is minimal as many of the vocational training qualifications are not recognised as a minimum entry qualification to higher-level training within the academic system. For those who have had the access to basic level training the opportunity to proceed to technician training is, in practice, limited to those who also hold an O-level Certificate.

iii. Several major players are providing vocational education and training in the country such as Government, Non-governmental organizations, faith-based organizations, and the Private Sector (see Annex 3), however, the training system is fragmented and of uneven quality. Thus, there is a policy gap in coordinating and cooperation among the major training providers. This situation does not allow for the establishment of standardised guidelines for training and quality assurance at all levels.

iv. There is insufficient funding of VTSD programmes which confirms the minimum social and political will to implement VTSD policy. No matter how good the VTSD policy is, without political commitment, it will not be very impactful.

3.3 Economic, Social and Political Value of a Vocational Training and Skills Development Policy

The South Sudan economy is rapidly evolving, resulting in a skills mismatch due to skill shortages in certain sectors of the economy while a lot of young people end up unemployed due to saturation in others. It is fundamental to provide citizens with the most suitable tools to understand and to survive in the future labour market as active protagonists and responsible citizens. The prevailing labour market in South Sudan reflects the skill needs and the capacity of the economy. The formal sector of the economy employs less than 12 per cent of workers and most small businesses operate in the informal sector and largely neglect labour laws and regulations. The informal economy consists of agricultural workers namely agro-pastoralists and farmers many of whom engage in unpaid subsistence family farming. The formal economy includes companies in financial, communication, security, and service companies. The development of the formal economy is impeded by limited infrastructure, the difficulty of doing business, the undeveloped legal framework for governing investment and private enterprises, and a lack of a skilled workforce. However, these limitations hold large promises for transforming the human capital and the nation's GDP. The imperative first step is developing the framework for developing skills and human capital as well as development indices which should adopt a multisectoral approach. As the economy continues to develop so also should the quality of available human capital which will necessitate the combined efforts of the ministries and agencies involved in education and training.

Vocational training and skills development undertaken within a realistic policy framework can achieve multiple objectives, including income generation through employment in the formal and informal economy, upskilling, and poverty reduction. VTSD, including entrepreneurship, enhances

the contributions of the workforce to economic activity. Regular and gainful employment invariably stimulates the circulation of money in the economy and increases the demand for goods and services, thus stimulating further economic activity.

In addition to its economic impact, VTSD contributes to the integration and reintegration of marginalised and vulnerable groups, such as ex-combatants, migrants, internally displaced persons, unemployed youth, and persons with disabilities (PWDs). By facilitating the prospect of productive work for the unemployed and underemployed, particularly amongst economically and socially excluded groups, VTSD contributes to a sense of purpose and direction and also providing for greater social cohesion which is an important integrative measure after times of conflict and political instability. Unemployment and underemployment, particularly among youth, on a large scale and without adequate social protection potentially breeds despair and desperation and may entice participation in anti-social and illegal activities. A meaningful contribution to the community and society is the building of social capital and reconciliation, as well as individual self-esteem and a sense of personal worth.

Irrespective of the magnitude of South Sudan's economic development challenges, a skilled and committed workforce can transform it from a low-income to at least a lower-middle-income country within the next decade. As a nascent nation, the country needs a trained workforce that will deliver on its development plans. The workforce is characterized by subsistence farming, mainly young (72% under the age of 30), a low literate rate, and a populace residing mainly in rural areas.   The exploitation of the abundant natural resources from agriculture and oil is hampered by an unskilled workforce, and widespread poverty coupled with the effects of long-term armed conflicts. There is a high possibility of using well-articulated vocational training and skills development (VTSD) policy to transform the nation to a booming economy.

3.4 The Need for a National Policy on Vocational Training and Skills Development

Many changes have taken place within the area of vocational training and skills development since independence. However, these changes have not fully addressed all the issues. There are still several challenges that militate against the efficient provision of training. These challenges can generally be categorised into the following:

i. Policy - there is no unified national policy to guide the development of training and no clear philosophy and goals. Different ministries (MoEST, MoCYS, MoAFCRD, MoGSA, MoHE, and MoLPSHRD) are involved severally in training programmes that should be coordinated for the benefit of the RSS.

ii. Integration - current provision of vocational training is fragmented and the quality of training differs from institution to institution. Integration of different training delivery systems into a unified system will lay the basis for the provision of quality training and stronger links with the labour market.

iii. Qualifications - inter-relationships between different vocational qualifications awarded within the country are blurred. Furthermore, there is no clear system of determining equivalencies of qualifications from outside the country. Standardisation of qualifications with clear levels and paths of progression coupled with a strong accreditation system will enable easy evaluation of certificates by both employers and further training institutions.

iv. Curriculum - programme development efforts are not always coordinated, and the present curriculum does not always meet the new developments and demands within the

economy. Co-ordination of curriculum development efforts will go a long way in relating training to the needs of the economy.

v.   Instructors - Instructor qualifications have not been of considerable high quality. Some of the reasons are the lack of clear policy on instructor training and career structure for instructors of vocational training and lack of an instructor-college in the country. A clear Instructor training policy with an associated career structure will attract teachers of high calibre and boost the morale of existing teachers.

vi.   Co-ordination - different bodies involved in training are not properly coordinated to the extent that there are areas of duplication. More effective coordination with a clear delineation of functions for the training providers will lead to improved effectiveness of training.

vii.   Finance - vocational training and skills development, to a large degree, has been under-resourced despite the acknowledgement of its critical role in the development of the country. To improve the VTSD funding, the GoSS must allocate at least five to 10 per cent of GDP annually to vocational training and skills development. In addition, broadening the funding base will generate more resources to allow for the expansion of the system.

viii.   VTSD is also a crucial component of policy development and implementation within a broader sphere of human capital development, particularly in respect of an overall skills development strategy. Such an overarching strategy provides a holistic approach and helps to articulate VTSD with secondary and higher education systems, whereby coherence can be established. This serves to embrace all providers of human capital development, including government and civil society organisations. Consequently, Government is in a better position to plan in unison with other service providers an overall skills development strategy, of which the VTSD system is an integral part.

3.5   Trends in the Development of the VTSD policy

The development of the vocational training (VT) policy started as early as 2008. The process was highly consultative, involving senior staff from MoLPSHRD and other Government ministries, the World Bank, the Multi-Donor Trust Fund, the private sector, trade union organisations, non-governmental organisations (NGOs), faith-based organisations, United Nations agencies, and other international development agencies.

Interviews were undertaken with many key informants and observations made at vocational training centres (VTCs) and other institutions in Juba, Malakal, Rumbek, Yei, and Wau. Consultative Stakeholders' Forums were held to facilitate contributions to the policy-making process and written and verbal inputs during these events were incorporated into this policy document.

The VT policy drew on findings from the Background Analytical Report for the South Sudan Vocational Training Policy of 2010, the Educational Statistics on TVET prepared by EMIS 2011 and 2012, the comparative analysis of 24 market assessments entitled Creating an evidence base for effective vocational and livelihoods training, published in 2013, and other secondary data, which provide the empirical basis and the rationale for the policy action points in this Policy. The participative approach not only reflects appropriate practice in policy development, but also the

emphasis by the International Labour Organization (ILO) on social dialogue and responsiveness to its tripartite constituency of government, employers, and workers organisations.

The VT policy provided a clear guide for vocational training and the supply of skilled workers for the labour market at the time it was developed. However, the validated VT policy has not been adopted by the Government of South Sudan (GoSS) and there have been impactful events since its development. Thus, the GoSS and Ministry of Labour requested UNDP to provide technical assistance for the review of the validated VT Policy. In this regard, the UNDP engaged an independent consultant to review and develop a VTSD policy that will strengthen vocational training or skills development in South Sudan to ensure that the vocational training sector is demand-driven and labour market-led. The task of the VTSD policy development process is to review the VT policy as well as improve its provision and provide the collectively agreed framework for transforming the available workforce to meet the needs of the labour market. To ensure the collective agreement needed for improving the state of skills training, the consultant adopted the participatory action research (PAR) approach in the review and development process of the VTSD policy. The PAR approach entails collecting both qualitative and quantitative data using a questionnaire, key informant interview, and focus group discussion guides. This approach stresses the active participation of the stakeholders at different stages of the VTSD policy review and development processes. The major revisions of the VTSD include a structural framework for collaboration among training providers, roles, responsibilities of institutions for implementing the VTSD policies, the laws and regulatory framework for the VTSD policy, and quality assurance mechanism for VTSD in South Sudan.

4. VTSD Policy Rationale, Goals, and Strategies

4.1 Vision, Mission, and Goals

Vision

Provide a high-quality, skilled, ethical, and responsive workforce for the labour market and sustainable development of South Sudan.

Mission

To institute an effective and efficient VTSD system that promotes equitable access and guarantees quality skills development and peace building.

Policy Goal

The goal of this policy is to provide a clear, manageable, and quality assured structure for the effective delivery of Vocational Training and Skills Development (VTSD) programmes in public institutions, private institutions, informal and formal workplaces.

The desired outcome of this policy coupled with subsequent legislation is a VTSD system that is highly integrated, coordinated, based on public-private partnership, and linked to employment, and labour market needs, and efficiently utilizes allocated resources. The VTSD policy aims to institute a quality assurance mechanism, integrate, and coordinate all training and skills development activities in South Sudan.

4.2 The VTSD Policy Objectives

The policy objectives are as follows:

1) To provide a framework and impetus to integrate the plethora of disparate curriculum, qualifications, and institutional contexts into a comprehensive, coordinated, relevant, high-quality, and cost-effective system of VTSD and retraining that equips the workforce for entry or re-entry into the labour market or further training.
2) To provide opportunities for lifelong learning and multi-skilling of the workforce, in all vocational training schemes (formal, non-formal, and informal training).
3) To promote entrepreneurship for self-employment and job creation that facilitates the establishment and development of micro and small-scale enterprises.
4) To foster the development of appropriate attitudes and behaviour that are appropriate to a productive, safe, and healthy working environment.
5) To promote VTSD and mobilisation of resources for sustainable delivery and development of the skilled workforce.
6) Guide human capital development for all states, localities, and sectors of the economy.

7) To add value to the reconstruction and development of RSS by helping to shape a vision for the future, facilitating comprehensive opportunities for human capital development, stimulating economic activity, and contributing to poverty reduction.
8) To affirm the government's commitment to the development of VTSD and to guide key actors for the effective and efficient management and coordination of the VTSD system.
9) To facilitate quality assurance, monitoring, and evaluation of the functioning of the VTSD system.

4.3 Values, Guiding Principles, and Strategies

The VTSD system strives for:

- Competence of staff and trainees, as indicated by appropriate and accurate certification.
- Efficiency through market-oriented training programmes.
- Effectiveness through creative and motivated staff and trainees by establishing interest and incentives.
- Personal morality and ethics including respect for, pride in good workmanship, and the country.
- Inclusivity, including the recruitment of trainees from all population groups, who are equally valued.
- Equity, including the absence of discrimination of trainees irrespective of gender, ethnicity, disability, economic circumstances, and other characteristics such as age should not be a barrier to VTSD although trainees should be at least 15 years of age, and normally no older than 50 years to help ensure longevity in the workplace and a return on the investment in training.
- Quality, through appropriate mechanisms for ensuring that the vision, mission, and goals are achieved based on the specified values and principles of the VTSD system.

The VTSD system shall be based on the following principles/Strategies:

- Responsibility of staff and trainees.
- Coordination between stakeholders, through appropriate structures and mechanisms. Collaborate with IDAs, the private sector, NGOs, and local communities to co-create content/partner to support and fund VTSD.
- Incremental, progressive, and innovative development of all aspects of the VTSD system.
- Accessibility, including affordability and geographical access throughout RSS, and unimpeded institutional access by those with disabilities and other population groups. Deploy various mobile training arrangements to reach out to remote and difficult areas.
- Relevance, in making VTSD more responsive to labour market demands and more conducive to private and public sector development.
- Flexibility, including broad-based recruitment strategies, responsiveness to customer requirements, and adaptability to resource constraints. The adoption of the NVQF will guarantee more flexible training by recognizing prior learning and enable the conversion of

this prior learning through testing to recognized certificates. The use of modularized curriculum and Open Educational Resources (OERs) will enhance flexibility in instructional delivery.

- Integration, including horizontal and vertical mobility of trainees. Sustainability, including financial sustainability in the long term.
- Holistic VTSD programmes train the head (mental), hands (physical), and heart (social-emotional) of the trainee to acquire employability skills and contribute to sustainable development as well as peace in South Sudan.
- Prosser's theorems of Vocational Education will guide all aspects of the VTSD system (see Annex 4).

4.4   The Scope of the VTSD Policy

This policy applies to all institutions delivering VTSD courses and curricula. This includes both government-owned and private VTSD providers.

In line with present government priorities, the Vocational Training and Skills Development (VTSD) Policy aims to ensure that all training providers develop and implement training programs that allow trainees to achieve optimal holistic educational and training outcomes, address community, labour market, and industry needs.

The Policy lays down the broad framework within which training activities in the country are carried out. The scope of the policy, therefore, encompasses the following:

i.   Skills level training, both formal, non-formal, and informal.
ii.   Life-long training is an integral part of overall human capital development, which is both initial and continuing training.
iii. Skills development is provided through public institutional training, employer-based training, and private training institutions.
iv.   Training for both the formal and informal sectors of the economy including self-employment and entrepreneurial development.

VTSD addresses graduates of primary and secondary schools, adults, employees, the unemployed and under-employed, entrepreneurs, informal apprentices, ex-combatants, internally displaced persons, returnees, and premature leavers or "drop-outs", including persons with disabilities. Also, it covers the economically and socially disadvantaged, including street children and those without previous access or opportunity to complete VT, and those who require a "second chance".

5. Legal and Regulatory Framework for the VTSD Policy

5.1 National and International Legal Framework for the VTSD Policy

5.1.1 The South Sudan Constitution
Article 38 (2) of the Transitional Constitution Article 38 (2) tasks the government to "endeavour to avail the necessary financial resources to make education affordable at the secondary and higher level, including technical and vocational training in order to bridge the educational gap caused by the collapse of educational services during the years of conflict". VT will contribute greatly to this national mandate.

5.1.2 South Sudan Labour ACT 2017
Provide the employer and employee with a reasonable opportunity to improve employee's performance including the provision of such information, instruction, training, and supervision as is necessary to ensure the safety and health at work of every employee, including regular training on the requirements of safety, health, and welfare policy.

5.1.3 South Sudan National Development Strategy 2018 -2021
VTSD will fulfil the objectives of government for reducing unemployment, poverty, and eradication of hunger, increasing and empowering youth and women participation in economic activities, and improving the level of skills in the country as spelt out in the guiding principles of the South Sudan National Development Strategy which emphasizes the need to provide employable skills especially to the youths and other vulnerable groups for inclusive, equitable economic growth, and economic diversification. This is viewed as a significant step to reduce unemployment, reduce civil conflict, and spur economic growth and human development through improving the quality of education and expanding training opportunities and provision of vocational-technical training.

5.1.4 Ministry of Labour, Public Service and Human Resource Development Policy Framework and Strategic Plan 2019 – 2023
VTSD will aim to fulfil the outcome targets of the Ministry's Strategic Plan for the Labour Function. Strategic Area 3.5 Vocational training promotes skills acquisition through competency-based training with proficiency testing for employment or self-employment, sustainable livelihoods, and responsible citizenship.

5.1.5 The 2030 Sustainable Development Agenda
As a member of the global community, the government and people of South Sudan genuinely share the values and ambitions of the 2030 Sustainable Development Goals (SDGs) aspirations. Within the current challenging country context, the National Development Strategy represents initial steps to domesticate the global agenda. The fourth SDG on education urges member States to "ensure inclusive and quality education for all and promote lifelong learning." SDG 4.3 calls for "equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university," and SDG 4.4 specifically calls for a "substantial increase in the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship."

5.1.6 The ILO Conventions
The RSS has rectified the C111 - Discrimination (Employment and Occupation) Convention, 1958 (No. 111). For this Convention, the terms of employment and occupation include access to vocational training, access to employment and particular occupations, and terms and conditions of employment. The rectification of the convention places the legal duty on the GoSS to implement

the articles of the convention. However, it is important for the RSS to domesticate other relevant ILO recommendations such as C161 - Occupational Health Services Convention, 1985 (No. 161) (Design and enforce strong rules for OSH in workshops – ensure that all training programmes will include an OSH component), C081 - Labour Inspection Convention, 1947 (No. 81) and the ILO Human Resources Development Recommendation, 1975 (No. 195), which advocates equitable access to education and training, including for women and men, people with disabilities (PWDs), self-employed persons and casual workers in the informal economy, youth, migrants, older workers, indigenous peoples, and any other socially excluded groups.

5.2   Regulatory Framework

5.2.1. Directorate for Vocational Training

The Minister of Labour shall have overall responsibility for vocational training and skills development. The Directorate of VT shall develop policy and strategic plans which shall provide direction for vocational training and skills development as well as advise the Minister accordingly. The General Directorate for Vocational Training is mandated to oversee, regulate, and support VT in RSS in accordance with the relevant laws and regulations. The overall management and development of the VTSD system require several critical functions to be performed. These include the following:

- Leading in the formulation and implementation of policies regarding vocational training.
- Monitoring the implementation of the Vocational Training Policy.
- Registration of VTSD providers.
- Supervision of VTSD private providers.
- Implementation of accreditation procedures for VTSD programmes and submission to NITC.
- Oversight of the administration of all public vocational training centres.
- Facilitation of curriculum development.
- Facilitation of continuous professional development of staff.
- Development and award of national certificates.
- Quality assurance of VTSD provision.
- Provision of support to VTSD providers through the VT Support Unit at the MoL.
- Development and maintenance of a national database of VT providers, trainers, trainees, reports, evaluations, tracer, and impact studies.
- Coordination with social partners and other stakeholders including the public and private VT providers.
- Conduct research and carry out surveys to identify skill needs in the labour market and selected priority sectors.
- "Championing" VT and providing leadership for new initiatives.
- Developing and implementing a financial management system for VTCs, including preparation and management of budgets.

The Directorate for Vocational Training shall ensure that the relevant laws will be enacted that regulate the VTSD activities and establish the implementing institutions. The following law and regulatory framework will guide the VTSD.

1) The National Vocational Training Act – the laws will provide the instruments for establishing the institutions charged with implementing the VTSD policy provisions and will provide the legal backing for the regulatory frameworks.

2) The National Vocational Qualifications Framework.

The National Vocational Training Standards – competency-based training, 21s century skills, Social-Emotional competencies

3) The Vocational Training Regulations – provides for the recognition of prior learning, occupational health services,

5.3   Institutions for the Implementation of the VTSD

5.3.1. National Industrial Training Council (NITC)

To overcome the lack of coordination between different Ministries, social partners, and other stakeholders regarding vocational training, this policy establishes a National Industrial Training Council (NITC). The NITC shall be charged with coordinating the implementation of the VTSD. The NITC shall be a national autonomous apex body of the VTSD sector committed to skilling the workforce required for the nation. It shall be mainly involved in policy formulation, quality control, supervision, and in conducting various research studies and training needs assessment. The President will appoint its members. The composition, functions, and terms and conditions of service of the Council shall be specified in a statutory instrument establishing the Council.

Purpose

To establish, improve and structure the cooperation and coordination of vocational training and skills development initiatives of ministries, state/local governments, NGOs, and international development agencies (IDAs) in availing sustainably the skilled workforce needed by the labour market.

Rationale

i.   To enhance effective management of VTSD activities in RSS, that establishes stakeholder cooperation rather than competition and strengthen relevant structures needed to provide sound VTSD administration, good governance as well as quality leadership at all levels.

ii.   To demonstrate VTSD leadership at the national and state levels, prioritize training needs, create a framework for inclusiveness, ownership, sustainability, and inter-agency collaboration among key actors and stakeholders.

iii.   To create a suitable administrative context for complementary relationships and networking among key agents and providers that minimises frictions and bureaucratic lapses for the management, and promotion of VTSD programmes in the needed workforce for the labour market.

iv.   To establishing appropriate units, departments, or structures in the relevant national ministries, States' ministries, and local agencies involved in VTSD to facilitate linkages among associated ministries/agencies, and the private sector. To save training costs by avoiding duplication of efforts and unhealthy competition as well as rivalry in VTSD programming.

v. To ensure quality training by coordinated quality assurance mechanism and consolidated resource utilization.

Governance

The representatives of the ministries, state/local governments, NGOs, IDAs, and representatives of the private sector, NTEB, and TACA are members of the apex governance for the VTSD policy implementation.

Strategies

i. Facilitate the functioning of the VTSD Stakeholders Forum.
ii. Collect funding from companies for facilitating workplace retraining and
iii. Organize student industrial training attachment both in non-formal VTSD and formal TVET programmes.
iv. Initiate and strengthening collaborative training and skills development activities with ministries, states, and NGOs.
v. Keep inventory of skills proforma of the various sectors of the economy.
vi. Create incentives for inter-agency collaboration that promote skills development and upskilling.
vii. Coordinate the training in the informal and formal sectors.
viii. Mobilise and actively engage South Sudanese professionals in the Diaspora for national vocational training and skills development.
ix. Promote peer-mentoring, knowledge-sharing, and innovative partnership among the training providers.

One of the major functions of the NITC is to create and facilitate the Vocational Training and Skills Development Forum (VTSDF). Ideally, a VTSDF should operate in each state of South Sudan. The terms of reference for the Forum have been developed, and MoL endorsed them. The Vocational Training and Skills Development Forum promotes the development and sustainability of relevant, high-quality VT in South Sudan through regular knowledge exchange and sharing. Its functions include:
- To lobby and advocate for VTSD in South Sudan.
- To develop and share appropriate practices in VTSD, including vocational training provider management, staff and trainee recruitment, training delivery, and promotion of vocational training.
- Resource mobilisation.
- To initiate new curriculum development working groups to propose national curricula.
- To contribute to the collection, collation, and dissemination of local labour market information.
- To contribute to tracer studies of VTSD graduates.

5.3.2 Training, Accreditation and Curriculum Agency (TACA)

The Training, Accreditation, and Curriculum Agency (TACA) shall be established to institute and monitor the internal and external quality assurance mechanism of the VTSD. The Agency will undertake the inspectorate jobs of the VTSD facilities, enforce the training regulation (workplace safety) and vocational training standards. The Minister of LPSHRD shall appoint members of the

Agency's management for a fixed period. The functions and terms and conditions of service of the Agency shall be specified in a statutory instrument establishing the board.

5.3.3 The National Training and Examination Board (NTEB)

There shall be established the National Training and Examinations Board (NTEB) for Vocational Training providers responsible for overseeing national vocational training examinations; and establishing assessment criteria. The Board is responsible for certification verification (foreign and local), implementing the national vocational qualification framework, and trade testing. The Minister of LPSHRD shall appoint members of the NTEB for a fixed period. The functions and terms and conditions of service of the board shall be specified in a statutory instrument establishing the board.

5.3.4 Vocational Training Centre (VTC)

Many VT providers require institutional strengthening for greater orientation towards demand-led and market-driven VT. The public VTCs managed by the MoL shall follow the *Training guideline for VTCs enforced by the TACA.*

5.3.4.1 Responsibility for VT

The development, promotion, and implementation of VT as a valued and important component of education and training will be the overall responsibility of the Ministry of Labour, Public Service, and HRD. This responsibility is shared through the Ministry's General Directorate of VT, other government ministries ((MoEST, MoCYS, MoAFCRD, MoGSA, and MoHE) offering vocational training, public vocational training institutions, private vocational institutions, and non-government organisations.

5.3.4.2. Registration, and Accreditation of VT Providers and Programmes

All vocational training providers in the Republic of South Sudan are required to register with the TACA. The required documents for registration include 1) the Certificate of Incorporation issued by the Ministry of Justice, 2) an Application Letter, 3) the profile form for Vocational Training Provider as provided by TACA, and 4) a list of trades and courses. Approval for the VTC will include a section describing how current labour market data has informed program design and choice of technical assessment. Upon successful registration, a VT provider will receive a certificate of registration as a training provider. After registration, VT providers shall apply for accreditation of each training programme they run. Accreditation will subsequently allow them to issue nationally recognized certificates signed by the TACA.

Training standards will be established and will form the basis for accreditation and determination of equivalencies of qualifications including accreditation of trainers. The responsibility for establishing the accreditation process and criteria shall be assigned to the Ministry. The accreditation process will include validation of standards of teaching, assessment, and grading. A register of accredited training programmes is kept at the TACA and shall be compiled and reviewed periodically to maintain standards and quality control.

5.3.4.3 Institutional Management of the VTC

To contribute to the development of VT providers as responsive, customer-oriented, market-driven institutions, a new organisation, and management structures may need to be adopted for fund-raising, external relations, trainee welfare services, VT programme development, the development of a culture of entrepreneurship including identifying opportunities, optimising

resources, and the creation of partnerships with the private sector. Public VT providers may require increased institutional autonomy through decentralisation to respond creatively to local conditions, within their resources and priorities.

VT providers will need to develop internal management and communication structures indicating clear roles and responsibilities of staff. Each VTC shall have the following bodies:

a) Trainee Council comprising of trainee representatives elected by trainees from amongst themselves. There shall also specifically be student participation in every decision-making body governing each VT provider.

b) Advisory Board, comprising local stakeholders including the private sector and civil society organisations. A representative from the Trainee Council shall be a member of the VTC's Advisory Board. The Advisory Board shall provide guidance and support to the management and staff concerning such issues as labour market demand for VT skills, VT programme development, recruitment of trainees, and income generation. Advisory Boards shall convene at least three times a year.

c) Community Support Group to provide technical and financial support to its local VT provider, and mobilisation of local communities to actively participate in planning and evaluating VT activities which will serve to make VTCs more relevant and responsive. Community Support Groups could contribute to VTCs becoming providers of Local Economic Development for community-wide economic empowerment.

Financial Governance

The financing of VT is currently mainly provided by the government and donors, or by enterprises providing informal apprenticeships and on-the-job training. Austerity measures in the recent past have led to drastic cuts in available funding for the operation of VT providers, and numerous providers had to close operations.

The financing of the VT system involves funding from a variety of sources, including:

- Government subventions.
- Loans and grants from international development agencies and other donors.
- Trainee fees.
- Private sector (employers and public-private partnerships).
- Income-generation by VTCs.
- Collection of Training levy.

Government funding is currently spread across several other ministries which may lead to duplication and inefficiencies and competition over donor funds. The NITC shall develop proposals for a more sustainable and coordinated funding mechanism involving all partners concerned.

Income Generation

VT providers are encouraged to develop income-generating activities to improve the welfare and operations of the centres. However, income generation activities must not act in direct competition with other local enterprises and training programmes. Training has to remain the primary focus of vocational training providers.

3. 6. Vocational Training and Skills Development (VTSD) Operational Framework

6.1. Structure of Vocational Training Programmes

Training and skills development programmes shall be oriented to the demands of the labour market and prepare trainees for the demands of the workplace. More training programmes will target the following sectors: Oil and Gas, Climate Change, Service, Agriculture, Information Communication Technology, Construction, Manufacturing, Games, Sports, and Entertainment. The appropriate structure of a training programme will facilitate progression through successive modules of training. Appropriate content and processes will facilitate enhanced prospects for self-employment, paid employment, and further training.

Training programmes shall consist of different modules which trainees progress through. Trainees who complete a short course shall be able to progress to higher levels at a later stage and thus accumulate learning over time. VTSD providers shall conduct periodic market assessments to identify skill needs in the labour market and assess market opportunities for the skills and occupations identified before determining training programmes. New training programmes shall be approved by the VT provider's Advisory Board and the TACA.

6.2. Content and Processes of Vocational Training Programmes

6.2.1 National Curricula

The TACA will consult with industries, relevant government and non-government organisations, trade unions, tertiary institutions, community leaders to determine the most appropriate and desired educational and training outcomes that are learner-centred, future-oriented, publicly defined, and focused on life skills and contexts. The Agency will ensure the designed curricula, programs, topics, and syllabi will promote the achievement of the outcomes outlined in the curricula documents developed.

National curricula shall serve as the guideline to standardize and harmonize the content of vocational training programmes throughout the country. For the trades for which national curricula exist, all VT providers shall use the nationally approved curriculum only. The curricula shall be publicized on the MoLPSHRD, Directorate of Vocational Training, and TACA websites and made available at public VTCs and labour offices throughout the country.

6.2.2. Curriculum Content

The content of VTSD programmes shall be modularised and include core and cross-cutting modules. The following cross-cutting modules shall be included in all programmes:
- Entrepreneurship awareness
- Peace building and conflict resolution.
- Occupational safety and health
- Career education and guidance
- Communication and work ethics
- HIV/AIDS prevention and reproductive health - COVID 19
- Environmental protection
- Gender awareness

The skills covered in the cross-cutting modules shall be embedded throughout the entire curriculum to reinforce learning and further enable trainees to see the practical relevance of those skills.

Vocational training provision shall be cognizant of language plurality in the country and foster functional numeracy and literacy.

Supplementary or optional modules such as literacy and numeracy, sign language, etc may be required in VT programmes. This shall be necessary to address trainees' inadequate access to formal education, insufficient standards of prior education and training provision, or learning difficulties that trainees face, including difficulties faced by persons with disabilities.

6.2.3 Curriculum Processes

National curricula shall be developed and/ or reviewed through Curriculum Development Groups to unify the content of training programmes at different levels. Curriculum Development Groups shall comprise experts from training providers that already deliver a programme in this area and experts/ practitioners from enterprises. The curriculum content shall be put in a modularised form. The MoLPSHRD and TACA shall appoint the members and the relevant Ministry to supervise the group. The draft curriculum shall then be approved by the TACA and recommended for adoption by the Council of Ministers. Collaboration with the Curriculum Development Centre in Maridi shall be sought.

6.3. Training Delivery

VT programmes shall be organized and delivered by modular curricular design. Each module or a combination of modules describes an employable set of competencies and successful completion of each shall be dependent on assessment and certification in line with assessment specifications stipulated in the professional standards. The modularisation of VT is a central mechanism of making VT delivery flexible and providing for flexible entry and exit, mobility, and transfer.

The training programmes will therefore emphasise:
  i.   flexible modes of delivery that will facilitate the acquisition of competencies by trainees.
  ii.   formal and non-formal modes of delivery which facilitate open career paths.
  iii. modes of delivery that are adaptable to new technologies and responsive to technological changes.
  iv.   use of the work-based learning principles that include internship, industrial attachment, and placement and transition from training-to-work programmes.
  v.   integration of general education, 21st-century, digital literacy, and social-emotional learning into VTSD programmes.

Activity-based learning shall be adopted whereby training sessions are structured in ways that encourage trainees to use initiative, obtain information and ideas, identify challenges and opportunities, make decisions, work in teams, communicate effectively and achieve objectives. A participative, "trainee-centred" approach, with an emphasis on "learning by doing" in all curriculum components shall be adopted.

Modules shall be combined into medium and long-term programmes representing the entire teaching, training, and learning necessary to achieve a professional qualification. Through modularisation, a trainee may, for personal reasons, exit a long-term programme prematurely while having acquired competencies that would allow her/him to successfully perform certain jobs in the labour market. S/he may re-enter the VT programme at a later stage, continue with the remaining modules and thus complete the qualification.

Some modules may also be delivered in short programmes, in this case, trainees either acquire an important set of competencies (equivalent to a partial qualification) valuable in the labour

market, upgrade their existing skills in a particular area, and/or achieve the first steps of a potentially longer VT career that may eventually lead to a comprehensive occupational competence. During their career, trainees may attend different VT modules over time.

Industry attachments, internships, or apprenticeships shall be encouraged as they provide opportunities for trainees to be exposed to a real working environment, business processes, business networks, and gain experience in dealing with clients and colleagues. For this to happen, all vocational training providers will need to reach out to local enterprises and gain their interest and support for vocational training.

Training programmes shall be delivered either on a full-time or part-time basis. If no infrastructure for centre-based delivery of vocational training is available, mobile training can substitute fixed delivery, especially for courses at the foundation level.

VT providers shall develop training modes that promote the upgrading of informal apprenticeships in the informal economy. Training modes should be deliberate to prevent the worst forms of child labour as explained in the Labour ACT of 2017.

6.4 Entry Requirements

Entry requirements shall be specified as part of national curricula. Generally, 2-year programmes will require the successful completion of Primary 8 or equivalent. Shorter courses generally will have no entry requirements but may demand that trainees take an entry exam. If trainees complete short-term training courses in line with the national curriculum, they shall be eligible to access long-term training without having to abide by entry requirements.

Table1: Minimum entry requirements

Certificate type	Requirement	General entry requirement (can differ dependent on course)	ISCO skill level	Indicative training period
Level II	Final assessment and industrial attachment	• level 1 national certificate holders • Secondary school leavers	2 or 3	3 years, e.g., apprenticeship training, 2 years plus 1 year on-the-job
Level I	Final assessment and industrial attachment	• Primary leavers • Secondary Education	2	2 years
Intermediate	Final assessment and industrial attachment	• Primary Education • Any interested person	1 or 2	1 year
Foundation	Final assessment and industrial attachment	• Primary Education • Any interested person	1	Less than 1 year

6.5. Assessment and Certification

6.5.1 Assessment

The assessment of trainees' performance is closely related to the curricula which provide the basis for the establishment of assessment criteria. The purpose of any assessment is to provide feedback to students and teachers as part of the learning process and at the same time form the

basis for certification of achievements. Assessment will be criterion-referenced and will be directed towards the achievement of certain levels of competencies. Appropriate assessment methods will be indicated for each type of training.

Assessment criteria for national curricula will be determined by the National Training and Examination Board (NTEB). Assessments will be carried out at the level of each VT provider by an assessment panel composed of an employer representative, a government representative, a representative of workers, and a representative of the VT provider. The assessment panel shall not exceed five members and its composition shall be approved by the National Examination Board of Vocational Training. The assessment panel shall submit the assessment transcript duly signed to the NTEB to issue the national trade certificate.

6.5.2 National Vocational Qualifications Framework - NVQF

The current vocational education and training system offers a variety of training ranging from company-based training to full-time and part-time institutional training. Training also varies in duration and levels at which it is offered. Apart from the apprenticeship scheme, courses in different vocational fields are offered by many training providers which prepare trainees for internally awarded qualifications. But these qualifications are not transparent, and their equivalencies are difficult to establish.

A National Vocational Qualifications Framework shall be developed. This framework will facilitate the development of National Training Standards and the categorization of training programmes.

6.5.3 Certification

This policy establishes four types of national trade certificates, that is, Foundation, Intermediate, Level I, and Level II. The complexity of skills required for an occupation determines at what certificate level the VT programme is offered. The certification system shall apply the following principles:

i.   successful attainment of each qualification level will be certified.
ii.   successful attainment of competency in each module of a level will be separately certified.
iii.   certification awarded by the National Vocational Education and Training System shall qualify the holder to further education including university education.
iv.   modularised training outside the formal vocational training system will be certified and equivalencies with the formal system will be established to enable access to the formal system.
v.   award of certificates will be based on the assessment of the students' continuous performance and final tests.

6.6 National trade tests

The National Training and Examination Board (NTEB) shall conduct the national trade tests. Assessments to award national trade certificates through the process mentioned above are also open to interested candidates who have not participated in centre-based training. Upon successful assessment, they will be awarded the respective national trade certificate at foundation level, intermediate level, level I, or level II.

6.7 Monitoring and Evaluation

Monitoring is an important communicative instrument between stakeholders involved to facilitate an efficient and effective VT service delivery system. To enable MoLPSHRD and other stakeholders

to monitor the progress of policy implementation and management, monitoring and evaluation of the VTSD system as formulated by NITA. Indicators and reporting guidelines will be developed and reviewed periodically in a participatory manner. In the meantime, the following shall apply:

6.7.1 Vocational Training Information Database

All vocational training providers must supply on an annual basis, through a standard Ministry data collection form, information on programs/courses, duration and costs, Instructor/trainer-trainee numbers, instructor/trainer teaching qualifications, and teaching and learning resources for recording in the Ministry Database.

All vocational training providers must clearly outline specific skill training needs being targeted by their programs/courses and the labour market needs these skills will fulfil.

The Ministry will be responsible for distributing this information for trainees and parents to use in career planning.

6.7.2 Vocational Training Programs

The Ministry will monitor, review, and evaluate the match in training demand and supply to facilitate the achievement of human capital development goals.

6.7.3 Accreditation of Vocational Training Providers

The TACA will monitor and promote compliance to Ministry accreditation requirements covering curriculum relevancy, teacher/trainer qualification, infrastructure, and facilities and equipment.

6.7.4 Quality and Relevance

The NITC and MoL in consultation with other stakeholders shall monitor and evaluate the quality, relevancy, and effectiveness of training carried out by training providers in meeting labour market needs.

7. Strategic Development and Implementation of the VTSD

7.1 VTSD Infrastructure Development, Funding and Resource Mobilisation

7.1.1 Infrastructure Development

The Government of the RSS shall emphasize the construction, rehabilitation, equipping, and staffing of vocational training centres in the country. Infrastructure development shall take cognisance of staff working conditions, to make VTSD provisions conducive to professional performance, and staff and trainee retention. Decent conditions, including first-aid facilities, adequate space, appropriate grounds, and appropriate tools and equipment, will help obviate low morale, poor time management, and any unwillingness to "go the extra mile" in the pursuit of excellence. Facilities may include a learning resources centre for private or independent study, and suitable refreshment and recreational facilities. VTSD providers may also develop an on-site health centre, which could also be accessed by the local community.

7.1.2 Funding and Resource Mobilisation

Funding and resource mobilisation shall be pursued with vigour by the NITC from multiple sources including diaspora, IDAs, philanthropists, NGOs, and faith-based organisations. The VTSD Forum shall lobby the GoSS to allocate, at least, 10 per cent of the GDP on VTSD programmes. The VTSD institutions will create grant writing units for soliciting funding and in-kind donations of implementing VTSD programmes. Wherever possible, OERs and MOOC programmes shall be used in VTSD instructional delivery to reduce the cost of funding. Funding of VTSD shall be performance-based and upskilling programmes will be based on results of training needs/outcomes analysis.

7.2 Human Capital Development

7.2.1 Recruitment and Retention of Trainees

Relevant strategies for the recruitment and retention of trainees shall be developed to help address shortfalls in the required number of VT graduates, by increasing the number recruited, reducing dropouts, and enhancing the numbers who complete their training.

Trainee recruitment strategies shall reflect positive action to encourage all groups to participate in VT. Particular emphasis shall be placed on the recruitment and retention of females and other under-represented groups. The recruitment process shall involve all stakeholders to ensure accessibility, equity, and sustainability/trainee retention. A range of communications and marketing strategies may be required by VT providers to connect to potential trainees.

Trainee retention strategies shall include the use of participatory approaches involving stakeholders, including trainees, to identify reasons for dropouts and make recommendations for change. Possible improvements shall relate to safety and health standards, including first-aid provision, a clean environment, up-grading of trainees' accommodation and providing accommodation where it does not exist, providing a more stimulating training and learning environment, or introducing an awards system for trainees. VT providers will also provide extra-curricular activities, accessible to the local community.

Induction shall be an aspect of all VT programmes. It shall be used as an opportunity for trainees to try out certain "tester courses" and VT providers to assess and select trainees' suitability for

specific training programmes. Induction often reduces drop-out rates because it is an opportunity for trainees to clarify expectations and develop realistic goals.

7.2.2 Trainer, Staff, and Instructor Development

VTSD provider managers, trainers, other staff, and workplace trainers/mentors in enterprises offering attachments, internships, or apprenticeships must have access to continuous professional development so that the quality of instructors and trainers, including at the workplace, is scaled up.

Steps shall be taken for the provision of appropriate training of trainers in different areas of VTSD programme implementation. The key principle of this training will be to enable trained teachers to adjust to standards and assessment criteria as well as to adapt to technological and economic changes. A comprehensive in-service training programme will be developed for existing trainers.

The Ministry shall take necessary steps for the establishment of A Vocational InstructorsTraining Centre/Instructors College.

All trainers and instructors must register with the NITC to ensure that their training qualification is recognized. They shall submit work credentials and/or relevant certificates and will be registered if they comply with at least one of the following criteria:

    1) a degree by a vocational teacher or trainer college
    2) a teacher's degree and at least 2 years' experience in practicing the trade
    3) having at least 5 years of practical experience in the trade or
    4) having obtained a relevant professional certificate plus having attended a recognized train-the-trainer course.

The policy calls for **an insurance cover of all staff of VT providers and trainees,** including a cover for the trainees during any periods of on-the-job training.

7.3 Labour Market Information, Counselling and Referral Services

7.3.1 Labour Market Information

All VT providers are encouraged to participate in the annual Education Management Information Systems Unit (EMIS) data collection to capture information on TVET in the *Education Statistics for the Republic of South Sudan*.

The Labour Market Information System (LMIS) will serve as strategic planning and coordinating tool for the development of VT at requisite skill levels. The LMIS shall indicate the quality and quantity of skills in demand and serve to obviate skills mismatches. Given the dynamic nature of labour markets, updating the LMIS should be an on-going activity, and data collected through labour force surveys will need to be matched with additional qualitative assessments and focus group discussions with the industry.

7.3.2 Counselling and Referral Services

Counselling services shall be provided by the VTCs and other institutions providing skills development services. The policy calls for the establishment of the Business Development Centres at each of the VTCs will be charged with entrepreneurial counselling and business-related assistance. The referral services shall be provided by the VTCs for trainees seeking employment and assistance on how to transit from training to the workplace. The referral service will also help employers recruit graduates from the VTCs.

7.4 Diversity, Equity, and Gender mainstreaming in VTSD

The policy shall ensure that VTSD programmes provide for diverse trainees especially for women, people who are physically challenged, and ex-combatants. Equity principles shall be applied in distributing available resources to states, VTCs, and economically/politically disadvantaged groups. Equity will ensure promoting accessibility to VTSD programmes to all who need them.

7.5 Quality Assurance Mechanism

Quality assurance of VTSD comprises that of VT providers as off-the-job training providers and quality assurance of on-the-job training.

7.5.1. Quality Assurance of Vocational Training and Skills Development Providers

Internal quality assurance of VT providers has a significant role to play and shall involve Advisory Boards and Trainee Councils. External quality assurance of VT providers shall be undertaken by TACA through regular inspection and support supervision. TACA's visits shall not be a policing exercise to find fault and provide reprimands, but rather to assist VT providers in becoming providers of training excellence by disseminating examples of good practice, identifying challenges faced by VTCs, making recommendations for improvement where necessary, and supporting staff in the performance of their duties.

7.5.2. Quality Assurance of On-the-Job-Training

The staff of vocational training providers must conduct frequent visits to trainees on attachment, internship, or apprenticeship in enterprises. This includes liaising with the trainee and the workplace trainer/ mentor to identify levels of satisfaction or need for support. The visits must also ensure adequate Occupational Safety and Health, and suitable record-keeping such as progress on trainees' competence in specific skills.

7.6 VTSD Policy Impact, and Review Mechanism

The governance of the VTSD system, which includes the involvement of employers and workers, and other stakeholders in the planning, implementation, and monitoring, and evaluation of the system. For the VTSD Policy to have the desired impact, its implementation must not only be given serious attention, but it must also involve all the stakeholders in the decision-making process. The VTSD programmes must comply with all the transparency and accountability principles to ensure that major stakeholders will have faith in the system. The VTSD programmes should be performance-based which is pivoted on the assessments of the return-on-investment (ROI) analysis for each programme.

This policy document is a "living document" and is bound to be reviewed every five years based on emerging empirical data that informs policy development and implementation, and the need to reflect changing circumstances. Although the Policy shall continue to be based upon its guiding framework, it shall be periodically reviewed and revised as appropriate in the light of social and economic trends nationally, regionally, and globally.

4. Annex

Annex 1: List of Vocational Training programmes

Annex 1: AREAS FOR VOCATIONAL TRAINING PROGRAMMES Trade / Occupation

The Technical and Vocational Education and Training Fields	Indicative List of Vocational Training Programmes
Building and Civil Engineering	• Carpentry and joinery • Cabinet and furniture making • Masonry • Building and construction • Bridge construction • Plumbing and pipe fitting • Road construction • Concreting • Roofing
Mechanical Engineering	• Motor vehicle mechanics • Auto-Wiring • Panel beating • Spray painting • Motor rewinding • Metal fabrication and welding • Sheet metal • Turning • General fitting • Blacksmithing • Refrigeration and air conditioning • Iron Mongary • Driving
Electronics and Electrical Engineering	• Electrical installation • Solar installation • Computer maintenance • Radio, television repair. • Watch maintenance • Basic service and maintenance (Electrical and electronic)
Textile technology	• Soft furnishing • Tailoring, tie, and dye • Dress making • Weaving • Interior decoration • Upholstery

Appropriate Technology	• Bio gas construction • Tile making • Bicycle repair • Soap making • Button making • Honey processing • Oil pressing • Hair dressing and beauty therapy • Brick and block making.
Home Economics	• Housekeeping and laundry • Laundry • Tomato pasting • Baking and pastry cooking • Cake and confectionery making • Food production/ Chef • Catering • Beverage production and service
Leather Work and Handcrafts	• Basketry • Knitting • Tie and dye • Cloth and fashion design • Weaving • Spinning Tanning • Handbags making • Jackets making • Shoe making and repair
Agriculture	• Irrigation • Animal production • Crop production • Poultry keeping • Bee keeping • Forestry • Fisheries
Business and Commercial Studies	• Retail trading • Purchase and supplies • Store keeping • Accounts Clerk • Salesmanship • Transport • Computer skills • Office practice and routine • Secretarial skills • Copy typing • ICT and office administration

Annex 2: Operational Terms and Definitions

Accreditation (of providers): A process for ensuring that training providers have the capacity including management of quality to deliver training programs.

Apprentice: Any person undergoing initial training for a recognised apprenticeable occupation during an established period assured by a contract. The term is generally applied to young people, although present day practice in some countries tends to take no account of strict age limits.

Apprenticeship: A period of long-term training substantially carried out within an undertaking and often with related compulsory classroom instruction. It is regulated by statutory law or custom according to an oral or written contract which imposes mutual obligations on the two parties concerned.

Basic Vocational Training: Training given in school, centre or undertaking in the fundamentals of an occupation or group of occupations; may qualify trainee for employment or provide a basis for specialisation: may be recognised as a phase on initial training or constitute a part of retraining.

Certificate: Documentary evidence that a qualification has been awarded.

Certification: The formal process of crediting candidates with a record of their achievement.

Competence: The ability to carry out specified activities to predetermined standards of performance.

Competence Based Assessment: The process of judging candidates' performance and the evidence they present against specified performance criteria.

Community Based Training: Training in a community, village or settlement on traditional and contemporary trade and business skills.

Craftsman: Person who practices an artisan trade (e.g., pottery, weaving, woodwork, etc) to a high level of skill, often alone or with one or two assistants/apprentices.

Employability: Factors which make a person eligible for employment (qualifications, experience, age, degree of specialisation, etc.)

Formal Training: Instruction given in training institutions or specially designed training areas. It is usually conducted within a structured programme with precise learning objectives and recognized by the government.

Formative Assessment: An informal assessment which provides feedback to candidates, tutors and trainers and is not recorded for external purposes.

Life-Long-Learning: A continuous response to the needs and opportunities to learn afforded by an ever changing socio-economic, technological, and political environment.

Lifelong learning Skills: All learning skills acquired throughout one's lifetime.

National Skills Standards: The envisaged national vocational awards scheme in RSS implies the need for vocational awards to be based on national skills standards of training related to employment. The skill standards should contain course/programme outcomes related to performance and competence, and preferably the criteria on which these outcomes are to be assessed for the award of a vocational qualification.

Non-formal training: Instruction given in training institutions, or specially designed training areas. The program is usually less structure, and learning outcomes are generally not recognized by the government.

Open Career Path: Flexible upward, lateral, or horizontal movement in education and training in a system accessible to those who are willing and able to learn**.**

Optimal holistic: Education and training outcomes that encompass the development of the head, heart, and hand. It also refers to the four pillars of education, which are *Learning to Be*, *Learning to live together*, *Learning to Know* and *Learning to Do* and also includes learning of traditional and western skills and knowledge.

Private Training Provider / Private Vocational Training Center: A non-government funded individual or organisation providing education or training.

Qualifications Framework: A national framework that defines all qualifications recognised in education and training. It comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualification and Statement of Attainment.

Registration of Qualifications: A process for ensuring that training units and qualifications have been evaluated and endorsed by the responsible authority.

Registration of training providers: A process for ensuring that standards for delivery of courses and qualifications are met.

Skill: An ability to perform tasks to specific levels of competence.

Summative Assessment: Assessment which measures the candidate's achievement for a particular outcome or unit and is used for certification.

Technical Training: Theoretical and practical training for technicians (in the industrial sector) to augment basic acquired knowledge.

Validation: A process whereby standards of teaching, assessing, and grading are checked and approved.

Vocational Education and Training (TVET): A comprehensive term referring to those aspects of holistic, lifelong educational process involving the study of technologies and related sciences, acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in various sectors of economic and social life.

Mobility: Mobility in Vocational Training system is classified into the following two categories:

Horizontal Mobility: Horizontal mobility involves trainees moving from one program to another in a different occupational field of training at the same qualification level (for example from Accounting Level II to Plumbing Level II). This kind of progression is very helpful to shift from an occupation which has less industry demand to a more demanded occupational area so that both trainees and industry can benefit from it.

Vertical Mobility: Vertical mobility involves trainees moving from one program at one qualification level to a program in the same field of training at a different qualification level after obtaining a national competency certificate on the former level; or moving from one program at Vocational Training to a higher program in a similar occupational area. Mobility should always be understood as having two dimensions, i.e., the acquisition of a higher level of competency in a specific technical and vocational field (vertical dimension), and the widening of the scope of one's competency through educational and training provisions (horizontal dimension).

S/N	NAME	ORGANIZATION	DESIGNATION	PHONE	EMAIL
DEVELOPMENT PARTNERS					
		JICA			
		Embassy of Japan			
		World Bank			
		AfDB			
		EU			
		Embassy of Turkey			
		Embassy of India			
		USAID			
UN-AGENCIES					
		ILO			
		UNESCO			
		UNIDO			
		UNDP			
		IOM			
		UN Habitat			
		UNHCR			
GOVERNMENT LINE MINISTRIES					
		Ministry of Labour			
		Ministry of General Education and Instruction			
		Ministry of Youth and Sport			
		Ministry of Agriculture			
		Ministry of Petroleum			
		Ministry of Transport			
		Ministry of Trade			
		DDR			
		Ministry of Veteran Affairs			
		Ministry of Wildlife and Tourism			
		Ministry of Gender, Child, and Social Welfare			
		Ministry of Roads and Bridges			
NGOs					
		Norwegian People's Aid			
		VOSDO			
		BRAC South Sudan			

S/N	NAME	ORGANIZATION	DESIGNATION	PHONE	EMAIL
		Norwegian Refugee Council			
		Save the Children			
		World Vision			
		Nile Hope			
		HERI			
		GSF			
		ACROSS			
		FCA			
		Dorcas International			
		World Concern			
		AVSI			
		DMI Sisters			
		JCCP			
Public VTCs under Ministry of Labour					
		Aluakluak Women Vocational Training Centre			
		Bor Vocational Training Centre			
		Instructors Vocational Training Centre			
		Juba Multi-service Training Centre			
		Maban Vocational Training Centre			
		Malakal Vocational Training Centre			
		Rumbek Vocational Training Centre			
		Wau Vocational Training Centre			
Public VTCs with support of the Ministry of Labour at the state and in transition					
		Yambio Vocational Training Centre			
		Awiel Vocational Training Centre			
		Yei Vocational Training Centre			
Public TVET Centres under the Ministry of General Education					
		Juba Technical Secondary School			
		Torit Technical Vocational Training Institute			
Private VTCs faith-based					

S/N	NAME	ORGANIZATION	DESIGNATION	PHONE	EMAIL
		St. Vincent De Paul VTC			
		Don Bosco Vocational Training Centre			
		Lainya Vocational Training Centre			
		Kajo-keji Vocational Training Centre			
Private for profit VTCs					
		Juba Catering			
		South Connect Ltd			
		Black Giant Co. Ltd			
		Ezentus			
Private non-profit VTCs/NGOS					
		SSOPO			
Social Partners/Trade Associations					
		Association of Hotel Owners in South Sudan			
		Association of Hotel Workers in South Sudan			
		South Sudan Association of Crafts and Arts			

1. "Vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work."
2. "Effective vocational training can only be given where the training jobs are carried on in the same way with the same operations, the same tools and the same machines as in the occupation itself."
3. "Vocational education will be effective in proportion as it trains the individual directly and specifically in the thinking habits and the manipulative habits required in the occupation itself."
4. "Vocational education will be effective in proportion as it enables each individual to capitalize his interest, aptitudes and intrinsic intelligence to the highest possible degree."
5. "Effective vocational education for any profession, calling, trade, occupation or job can only be given to the selected group of individuals who need it, want it, and are able to profit by it."
6. "Vocational training will be effective in proportion as the specific training experiences for forming right habits of doing and thinking are repeated to the point the habits developed are those of the finished skills necessary for gainful employment."
7. "Vocational education will be effective in proportional as the instructor has had successful experience in the application of skills and knowledge to the operations and processes he undertakes to teach."
8. "For every occupation there is a minimum of productive ability which an individual must possess in order to secure or retain employment in that occupation. If vocational education is not carried to that point with that individual, it is neither personally or socially effective."
9. "Vocational education must recognize conditions as they are and must train individuals to meet the demands of the "market" even though it may be true that more efficient ways of conducting the occupation may be known and that better working conditions are highly desirable."
10. "The effective establishment of process habits in any learner will be secured in proportion as the training is given on actual jobs and not on exercises or pseudo jobs."
11. "The only reliable source of content for specific training is an occupation is in the experience of masters of that occupation."
12. "For every occupation there is a body of content which is peculiar to that occupation and to which has practically no functional value in any other occupation."
13. "Vocational education will render efficient social service in proportion as it meets the specific training needs of any group at the time that they need it and in such a way they can most effectively profit by the instruction."
14. "Vocational education will be socially efficient in proportion as in its methods of instruction and its personal relations with learners it takes into consideration the particular characteristics of any particular group which it serves."
15. "The administration of vocational education will be efficient in proportion as it is elastic and fluid rather than rigid and standardized."
16. "While every reasonable effort should be made to reduce per capita cost, there is a minimum below which effective vocational education cannot be given, and if the course does not permit this minimum per capita cost, vocational education should not be attempted."

Source of original statements: Prosser, C. A. & Quigley, T. H. "Vocational Education in a Democracy" American Technical Society, Chicago, Illinois, 1949.