TVET National Graduate Survey

2015-2017

TRACER REPORT

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Namibia Training Authority
Physical Address: NTA Village, Rand Street, Khomasdal
Postal Address: P.O. Box 70407, Khomasdal, Windhoek, Namibia
Tel: +264 61 207 8550
Fax: +264 61 207 8598
Email: info@nta.com.na

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FOREWORD

By definition, tracer studies - or graduate surveys as they are also referred to - can be defined as retrospective analyses of graduates through a standardised research methodology, which takes place some time after graduation. Not only do such analyses give a unique perspective by providing evidence on what have been longer-term changes in the lives of graduates; tracer studies also explore if, and how, specific strategic interventions contributed to such changes, that may be observed.

This tracer study is no different: The Ministry of Higher Education, Training and innovation and the Namibia Training Authority embarked on this activity, because we expected such retrospective analyses to reveal change and evolution in the situation of a sample of graduates of our TVET system; and we do so, because we want to accurately measure and understand such change by generating and sourcing empirical evidence to this effect.

I say empirical, and not anecdotal evidence based on hearsay and second-hand sources. Empirical evidence that can help us in answering the many questions we have: Where are they today? How many are actively employed? How many are not? How many have progressed to higher qualification levels? What challenges are they facing? And, and, and.

Jerry Beukes

The well-known slogan: 'it cannot be about us, without us', was coined by and became the mantra of the international inclusiveness movement, through which they took on governments for what was perceived as a patronising and alienating approach towards making policy decisions about people with disabilities, without sourcing their input and consulting them on those very pertinent issues that affected them.

As custodians of the TVET sector, this is not our intent, at all. On the contrary, we agree that in making informed decisions about our country's TVET sector and in enriching our planning and execution to this effect, we need to hear from our graduates and their experiences in the labour market. We need to learn about the work they have done and how that is contributing to leveraging sustainable growth and social inclusion.

At the NTA, we appreciate the power of cooperative engagement, and as such, we welcome the feedback and input from our graduates, as an opportunity to learn from them towards re-invigorating our local skills development agenda, and in further leveraging our TVET sector as a key component in the future sustainability and competitiveness of our country. Since this survey is the first of its kind for Namibia, the baseline data it generates will inform us in improving our planning and execution and the outcomes will guide us in identifying and validating good practices for designing, developing and delivering better skills policies and training curricula. That, in a nutshell, is why this TVET Graduate Survey, is of such importance.

In conclusion, allow me to register on behalf of the Ministry of Higher Education, Training and Innovation, the Namibia Training Authority, and our broad array of stakeholders, our profound gratitude to the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, whose generous financial support made this survey possible; and Heivencan Research & Consultancy for a task well executed.

Yours in Technical and Vocational Education and Training,

Jerry Beukes
Chief Executive Officer

CORPORATE MANDATE

Established upon the promulgation of the Vocational Education and Training (VET) Act of 2008 as an enterprise of the Namibian Government, the Namibia Training Authority through its rolling five-year Strategic Plan, leverages the strengthening of the VET sector to better serve the current and emerging needs of skilled human resources in the country.

The NTA is a statutory body established by Section 4 of the Vocational Education and Training (VET) Act, No. 1 of 2008, from which it draws its mandate. The Act gives the NTA juristic personality.

Its legislative mandate is set out in Section 5, with the overarching mandate being to advise the Minister responsible for vocational education and training on national policy on vocational education and training, as well as on any matter arising from or connected with the application of the VET Act. Specific powers and functions of the NTA, emanating from its overarching legislative mandate as set out in Sections 5(2)-(6).

MISSION

To regulate, fund and facilitate the sustainable delivery of quality VET services to the benefit of its stakeholders.

VISION

To be the national port of call for VET skills.

VALUES

In the execution of the strategic plan and associated business plans, the NTA strives to uphold the following core values and RAISE the bar as far as VET is concerned:

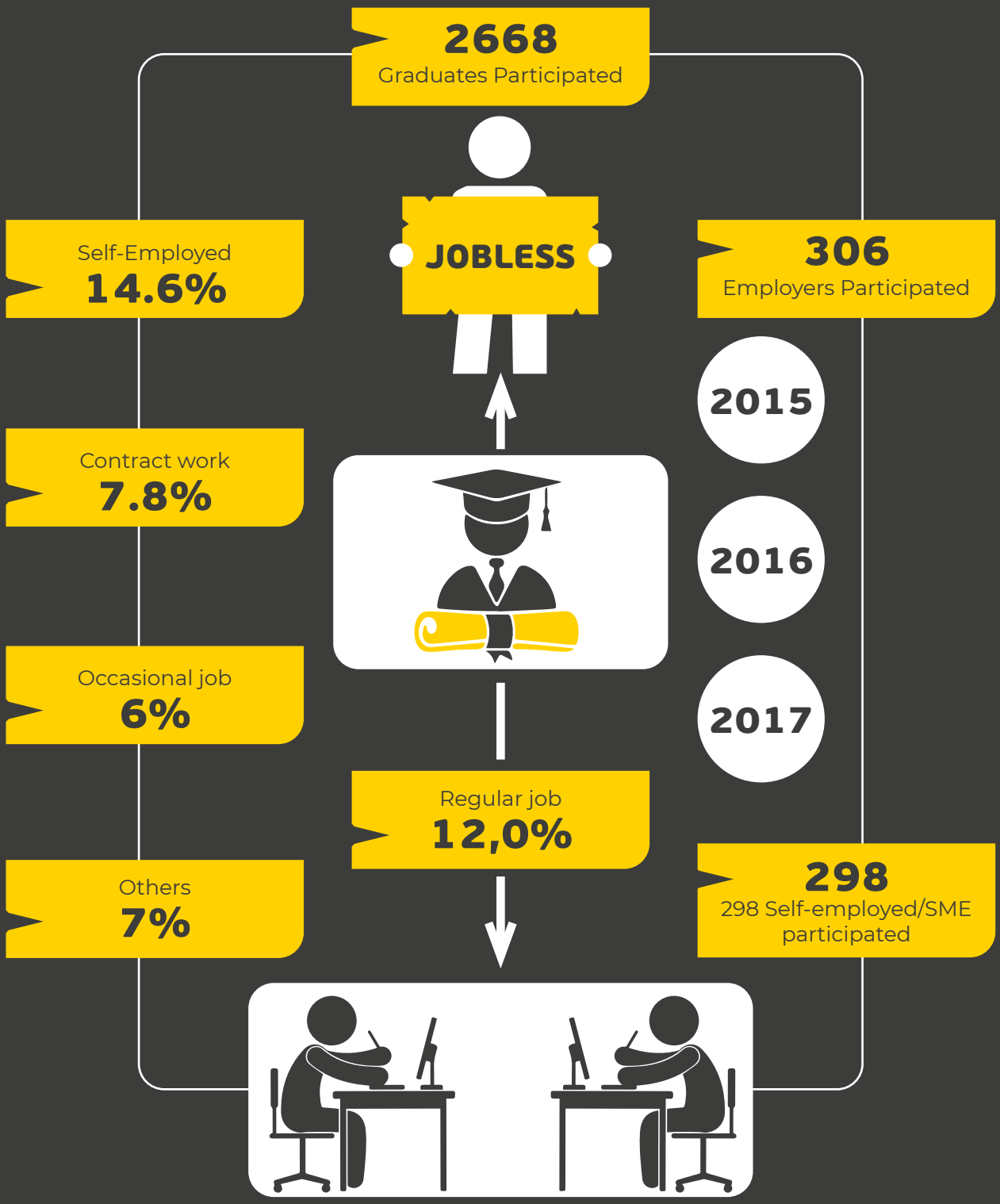
- Responsiveness
- Accountability
- Integrity
- Service Delivery
- Excellence

CORE BUSINESS

In line with the provisions of the VET Act and through promoting access, quality and equity in VET, the NTA's endeavours are aimed towards:

- An organisational structure aligned to our strategy and populated with competent staff and systems;
- Sufficient, sustainable funding and disbursement to ensure quality VET;
- An effective regulatory framework;
- Quality training and related services aligned with the needs of our stakeholders;
- Effective administration of the VET Levy; and
- Stakeholder Engagement and Communication.

FINDING HIGHLIGHTS



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LIST OF ABBREVIATIONS

BEAR	Better Education for Africa's Rise
BIPA	Business and Intellectual Property Authority
CIDA	Canadian International Development Agency
COSDECs	Community Skills Development Centers
ETSIP	Education and Training Sector Improvement Program
GIZ	German International Cooperation
HEI	Higher Education Institutions
HPP	Harambee Prosperity Plan
HRC	Heivencan Research & Consultancy
ICT	Information and Communication Technologies
ILO	International Labor Office
IPRs	Intellectual Property Rights
IUM	International University of Management
KYEC	Katutura Youth Enterprise Center
KII	Key Informant Interviews
NDP	National Development Plan
NQA	Namibia Qualifications Authority
NTA	Namibia Training Authority
NUST	Namibia University of Science and Technology
NVTA	National Vocational Training Act
ROK	Republic of Korea
SM	Sampling Methodology
SPSS	Statistical Package for Social Science
SWP	Study Work Plan
ToR	Terms of Reference
TSC	Technical Steering Committee
TVET	Technical and Vocational Education and Training
UNAM	University of Namibia
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training (UNESCO)
VTCs	Vocational Training Centers
VTI	Vocational Training Institutions

1. EXECUTIVE SUMMARY

This report, the first of its kind, summarises key outcomes of a survey conducted amongst graduates of Namibia's Technical Vocational Education and Training (TVET) system. Conducted over an extended period of 12 months, the survey targeted graduate cohorts from 41 registered and accredited TVET institutions, which graduated at Level 1 to Level 5 between 2015 and 2017.

As an overarching objective, the survey was aimed at generating empirical data to aid the Namibia Training Authority in the delivery of its ongoing strategic endeavor to render accessible and equitable TVET services, as per its mandate articulated in the Vocational Education and Training (VET) Act, No 1 of 2008. The survey also anticipated to validate whether TVET qualifications were keeping track with the evolving demands of the labour market in terms of the relevance and effectiveness, thereof.

Other key objectives included:

- Providing first-hand information about the quality of TVET programmes offered through registered and accredited TVET providers in the country;
- Obtaining information on the transition of graduates into the labour market;
- Reviewing the extent to which TVET graduates have managed to find gainful employment or self-employment in occupations directly related to their trades;
- Identifying challenges faced by both unemployed and employed graduates and their perception towards TVET; and
- Establish TVET graduate employment rates– both in the formal and informal sectors.

Methodologically, the study adopted a combination of quantitative and qualitative methods. Longitudinal by design, it applied a random sampling approach in soliciting responses from employers and self-employed graduates. A universal coverage form (census-based approach) was applied in reaching out to respondents, and accordingly, three sets of questionnaires were developed. Face-to-face interviewing served as the main data collecting tool for employers and self-employed graduates, whereas on online (digital) approach was applied on collecting data from graduates. In respect to the latter, graduates completed an online questionnaire on via an Internet-hyperlink based on a specialised survey software programme (Survey Monkey). In boosting the response and questionnaire completion rates, follow-ups were conducted making use of a wide array of methods, *inter alia,* email notifications, Short Message Service (SMS) and telephonic reminders. Data were captured in the Epi-Info software and subsequently exported to the Statistical Package for Social Sciences (SPSS), for analysis.

The graduate cohorts are comparatively dominated by males with 57.8% and 42.2% females. Overall, the findings revealed that 50.12% of the respondents remained unemployed with smaller fractions, either contractually, or occasionally employed. Securing a regular job remains an uphill battle and an extensive process as only 12.9% of the respondents are fully employed, whereas 14.6% are self-employed. Self-employment according to respondents is by and large propelled by endless efforts to secure gainful employment opportunities. Furthermore, self-employers are constrained by a lack of start-up capital; mostly relying on personal savings and family and friend support. Difficulties in businesses registration, competition, lack of tools/machinery and material, limited contract jobs/tender opportunities, customer base limitations and a lack of operating space/ workshops are other challenges.

Although graduates have expressed satisfaction with their jobs and trades, employers shared contrasting sentiments. Employers describe graduate training as obsolete and not compatible with the requirements of the labour market, which in turn poses a major challenge to graduates in coping and thriving in the work environment. In ensuring training relevance, and by doing so, meet current and future market demands, the study recommends, inter alia, adequate mandatory attachment during training, soft skills and entrepreneurial training, curriculum incorporation, exchange programmes among TVET institutions, and enhanced collaboration between NTA and the broader industry.

2. BACKGROUND

TVET plays an essential role in producing graduates with reflexes that allows them to interact with duties in the workplace (Mohd Yusop Ab Hadi et al., 2015). Traditionally, and according to the United Nations Educational, Scientific and Cultural Organisation (UNESCO), TVET is a sub-sector of education and training encompassing a wide range of skills development opportunities accustomed to national and local contexts. TVET is described as a broader concept that comprises formal, non-formal and informal learning that takes place across a wide range of institutions, starting from schools, the inclusion of public and private vocational institutes, tertiary education organisations, community projects in different locations, at the study centers (UNESCO, 2009).

TVET patterns, however, vary significantly across nation states. Atchoarena and Delluc (2001), assert that differences in historical, educational, political, cultural and economic contexts largely account for such variation in structures, operating conditions and outcomes. In a 2016 PhD dissertation with the Autonomous University of Madrid, Miriam Preckler Galguera stresses that TVET is diverse and varies widely from country to country, but there are also common global challenges to face, namely demographical constraints, economic and labour market struggles, globalization, information and communication technologies (ICTs), sustainable development, peace and security concerns, as well as youth engagement. Variants aside, Beduwe, as cited in Galguera (2016) posits that TVET cannot however be handled like a readymade tool that can be used without studying its nature and analysing deeply the context in which it has to take action, as it is by and large, influenced by historical factors, as well as diverging philosophies of training.

At a continental level, the TVET sector has equally received support and recognition. The African Union in 2007 recognised and distinguished TVET as crucial for improving workers' employability, productivity and to support inclusive economic growth (African Union, 2007). The AU assigned emphasis on the importance of quality teaching, stressing that the delivery of quality TVET is dependent on the competence of teachers, as measured in terms of theoretical knowledge, technical and pedagogical skills, as well as keeping abreast with new technologies in the workplace. The AU TVET Strategy by and large acknowledges TVET as a key catalyst and a crucial national development aspect that promotes skills acquisition through competency-based training and proficiency testing for employment.

The value of TVET is also clearly recognised within the work and programmes of the Southern African Development Community's (SADC). Over the past thirteen years, and aligned with the objectives enshrined in the SADC Protocol on Education and Training of 1997, UNESCO has been advocating for increased support for TVET in the sub-region (Galguera, 2016). The SADC Regional Indicative Strategic Development Plan of 2003 also stresses the importance of TVET for regional development by promoting an educated and skilled society for regional integration and development, as well as global competitiveness. The strategy calls for TVET policies and programmes to be grounded in national strategies (UNESCO, 2013). Radical lines of intervention by SADC member states have been adopted, which has subsequently resulted in greater attention and prioritisation to skills development and employment in the informal sector, the promotion of entrepreneurship and self-employment training.

Notwithstanding the regional recognition, there is very little research evidence on TVET available within SADC supporting this envisioning process, whether from academic or evaluation sources. Five SADC member states, including Namibia, are beneficiaries of the 2010 five-year Better Education for Africa's Rise (BEAR) initiative, that offered a comprehensive review of TVET provision in the region. Funded by the Government of the Republic of Korea (ROK), the initiative sees member countries equally sharing a combined budget of 10 million US$. Overall, BEAR aimed to implement TVET sectoral programmes in selected SADC countries (Botswana, Democratic Republic of Congo, Malawi, Namibia and Zambia) through public and private partnership, and to improve the knowledge base and capacity of local TVET systems to develop evidence-based TVET policies (Galguera, 2016).

Low priority assigned to the TVET sector seems a common thread in most African countries. Similarly, the Namibian TVET sector is characterised by a range of challenges, including a significant lack of practical relevance, inadequate responsiveness to labour market needs, insufficient infrastructure and outdated equipment. Extremely low throughputs, which in turn can be attributed to poor quality in teaching is another key challenge (Oketch and Lolwana, 2017), whereas the sector is also portrayed as being inferior to general education, serving a main purpose of curbing youth unemployment.

Before independence in 1990, Namibia's TVET system was decentralized, fragmented and male-dominated. Inappropriate in a number of ways and not well supported, the sector was characterised by fragmentation along racial and ethnic lines – a situation which deprived many black Namibians of training opportunities. Predominantly, TVET was reduced to industry-based training and industries mostly training specifically in their line of work. TVET institutions at the time were centralised and largely focused on traditional trade offerings, which denied eligible rural learners access to enrollment opportunities. Compared to the Higher Education sector, TVET remained male-dominated as women were encouraged to take up more 'gender-appropriate' career options, such as teaching and nursing.

During the early days of independence, the Ministry of Labour and Manpower Development was charged with the responsibility of managing TVET at national level, with the aim to protect and develop the national human resources to the fullest potential and to promote

comprehensive manpower development programmes to provide work-related training, in accordance to the needs of the economy (Ministry of Labour and Manpower Development, 1991). TVET was later placed under the care of the then Ministry of Higher Education, Training and Employment Creation, following the promulgation of the National Vocational Training Act (NVTA) in 1994, backed by high levels of public investment.

A 1993 study which focused on determining Namibia's TVET and planning needs uncovered serious deficits in all aspects of the country's TVET sector. According to Turner (1993), the possibility of substantial improvement over the short to medium term was 'farfetched', considering the serious lack of Namibian TVET teachers at the time. In terms of classification, the TVET system comprised of different institutions with public Vocational Training Centers (VTCs) for formal training and Community Skills Development Centers (COSDECs).

In rising to these challenges, Namibia, through the NTA, and under the supervision of the Ministry of Higher Education, Technology and Innovation, has made significant strides to promote and grow the sector and enhance the ability and competence of graduates to contribute to economic development. In line with the objectives articulated in its enabling legislation (VET Act of 2008), the NTA's work seeks to enhance access to the TVET sector and to grow the sector's competitiveness and responsiveness by meeting the skills needs of industry sectors. The NTA also performs the important functions of quality assurance and financial provisioning.

As a country, Namibia is a party to the United Nations, and by extension, the United Nations Educational, Scientific and Cultural Organisation (UNESCO). Founded in 1946, UNESCO acknowledges training through education as key to development and an indispensable tool for humanity to progress (UNESCO, 2011). As per its constitution, UNESCO aims to create and build a better world, based on peace, the eradication of poverty, sustainable development and intercultural dialogue through education, science, and culture (UNESCO Constitution, 1945). UNESCO has since independence been a key player with respect to reforms and securing support for Namibia's TVET sector. The UNESCO TVET Strategy 2016 - 2021 offered support to member states, including Namibia, to enhance the relevance of the TVET system, equip nationals of all age groups with skills required for employment, decent work, entrepreneurship and lifelong learning, and to contribute to the implementation of Agenda 2030 for sustainable development. The strategy is instrumental to the sector. In particular, it aims to foster youth employment and entrepreneurship, promote equity and gender equality and facilitate the transition to green economies and sustainable societies (Galguera, 2016).

Congruently, the NTA became a member of the International Centre for Technical and Vocational Education and Training Centers (UNESCO-UNEVOC), in 2015. Other partners include the International Labour Organisation (ILO), European Union (EU), the World Bank, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) (German International Cooperation) and the Canadian International Development Agency (CIDA). With their support, Namibia has developed and adopted wide-ranging policies and reforms to support the transformation of the country's TVET sector. Aligned to the country's national aspirations for economic growth, a 15-years' Education and Training Sector Improvement Program (ETSIP) was launched, which targeted the strengthening of the quality, effectiveness, and efficiency of the country's education system (Ministry of Education, 2007).

Another important innovation has been the successful introduction of a training levy programme. Aimed at sourcing additional private sector funding in establishing a more sustainable funding model, this programme seeks to ensure both the stability of funding needed to develop local training capacities, as well as the level of financing to improve training outcomes. The training levy mobilises additional resources through which the quality and quantity of skills development can be accomplished to meet the training needs of the employed, the unemployed and the disadvantaged.

Today, the NTA is well and centrally positioned to lead the national aspiration towards appropriate skills development for the nation. Namibia's TVET policies are now better aligned to the national macro-economic growth aspirations, as articulated in the National Development Plans (NDPs) and Vision 2030. Specifically, Vision 2030 acknowledges knowledge, information and technology as central to the attainment of long term development goals (Government of the Republic of Namibia, 2004), whereas both NDP4 and NDP5 make specific emphasis of TVET reforms to attract a wider range of trainees and effectively prepare them for jobs that are in high demand in the labour market. Equally, the Harambee Prosperity Plan (HPP) - a four-year (2016/17-2019/20) targeted action plan that complements the long-term goal of NDP5 and Vision 2030 - recognised TVET as a source of skills, knowledge and technology required to drive productivity in knowledge-based and transitional societies. The HPP explicitly advocates for TVET's expansion, Recognition of Prior Learning (RPL), improved quality of TVET services provision, an enhanced public image of TVET, as well as apprenticeship and funding.

As part of intensified reforms, the NTA introduced the Transformation and Expansion Strategy for Technical and Vocational Education and Training (TVET-TES) in 2016, which fundamentally advocates for the transformation and expansion of the TVET sector in terms of (a) programmatic transformation and expansion (improving and growing the quality of programmes) and (b) physical transformation and expansion (improving and growing physical infrastructure, equipment and financing) with the view to achieve high impact in defined priorities. Moreover, the strategy seeks to better align TVET programmes with present and future labour market demands, while facilitating trainees' exposure to trade-specific expertise and job attachment as well as strengthening training institutions and industries relations and TVET curriculum review. The strategy seeks to enhance the realisation of

national development agendas, such as Vision 2030, the Fifth National Development Plan (NDP5), the Harambee Prosperity Plan (HPP), the Namibia Industrial Policy, the National Human Resources Plan and the Growth At Home Strategy (NTA, 2018). In particular, Vision 2030 calls for an integrated, unified, flexible and high-quality education and training system and equal access to excellent education and vocational training institution whereas NDP5 seeks to reform the TVET sector by expanding and transforming access to equitable, high quality TVET that meets the current and future demands of the labour force. Moreover, the Harambee Prosperity Plan (HPP) prioritise TVET as a source of skills, knowledge and technology needed to drive productivity in knowledge-based and transitional societies for the twenty-first century whereas the Ministry of Higher Education, Training and Innovation Strategy for the Transformation and Expansion of Quality Technical and Vocational Education and Training in Namibia seeks to align TVET training programs to present and future industries job requirements amongst others.

Notwithstanding the radical transformative efforts spearheaded by the NTA, the product and service positioning of local TVET institutions remains blurred. As acknowledged in the UNESCO 2016 Report on TVET, Higher Education and Innovation Policy Review on Namibia, the country's TVET system remains 'fragmented between different types of providers and does not constitute a comprehensive and consistent network' (UNESCO, 2016). The report also cites the sector's lack of capacity to enroll sufficient trainee numbers of trainees, a lack of foundation skills, precarious trainee living conditions, substandard trainer qualifications, deficient training equipment and a lack of support mechanisms to graduates wishing to embark on entrepreneurial journeys. It also highlights a wide array of challenges faced by trainee graduates in finding gainful employment.

Against the background of ongoing reforms to the country's TVET system and in validating the effectiveness of its ongoing strategic endeavor to establish and grow a sustainable pool of skilled workers for the development of the economy, the NTA initiated a graduate survey targeting graduate cohorts from 41 registered and accredited TVET institutions, who graduated at Level 1 to Level 5 between 2015 and 2017. Distinct from other higher education tracer studies, this study was predominantly aimed at evaluating the TVET sector's economic impact and to shed light on the challenges faced by graduates and employers. It was anticipated that the empirical data so derived can make a substantial contribution in recalibrating current programmes and in designing and implementing future reforms.

3. OBJECTIVES

The key objectives of this TVET Graduate Survey include the following:

a) Providing information about the quality of TVET programs offered through all registered and accredited TVET providers in Namibia;
b) Obtaining information on the transition of the graduates into the labor market;
c) Reviewing the extent to which TVET graduates have managed to find gainful employment or self-employment in occupations directly related to their training/competencies;
d) Identifying challenges faced by both unemployed and employed graduates and their perception towards TVET; and
e) Establishing the employment rates of the TVET graduates – both in the formal and informal sectors.

Notwithstanding the impact of current TVET strategies, plans and programmes; training and return on investment remain crucial considerations in the sector's ongoing reform and expansion. Hence, the outcomes of this survey outcomes remain of critical importance in validating such current national initiatives, whereas these outcomes are also of particular importance to the NTA in identifying bottle necks within the TVET system and to design and offer appropriate remedial interventions.

4. METHODOLOGY

By definition, a survey is a research method used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest.

In considering the objectives of this Tracer Study to survey TVET graduate cohorts who graduated at 41 credible TVET institutions countrywide between 2015 and 2017 and who acquired TVET qualifications from Level 1 to Level 5, a longitudinal design was agreed upon for the purpose of constructing both qualitative and quantitative descriptors of the attributes of the Namibian TVET system.

Exploratory in its nature, the methodology agreed upon captures other key design aspects, including the target population, sampling frame, data collection approaches and data capturing and cleaning. This study employed a combination of both quantitative and qualitative methods.

4.1 Target Population

The target population consisted of all TVET graduates who graduated at 41 credible TVET institutions countrywide between 2015 and 2017 and who acquired TVET qualifications from Level 1 to Level 5.

4.2 The Sampling Frame

By definition, a sampling frame is a list used to define a researcher's population of interest. The frame defines a set of elements from which a researcher can select a sample of the target population. Commonly a sampling frame has two main purposes, namely (a)) it depicts the size and the basic characteristics of the units in the population to which the study pertains, and (b) it provides contact details of units in the population in order to reach and administer survey questionnaires to a sample of units, in this case.

The sampling frame as obtained from the NTA is a complete set of all graduates certified between 2015 and 2017 at 41 TVET registered institutions in Namibia. However, following thorough data cleaning and personal contact information validation, the sampling frame was reduced to 3102, as the majority of graduates could not be reached due to a high degree of disconnected or inactive phone numbers.

Multidimensional methods were however initiated to address this challenge. The leading consultant - Heivencan Research & Consultancy – initiated two remedial approaches: (a) a "tell friends to tell a friend" campaign, and (b) obtaining graduates' contact details from fellow graduates. Additionally, telephone calls were initiated, later. As shown in **Table 1** below, the updated sampling frame yielded to a total of 3102 graduates. Moreover, the following response rates were realised.

4.3 Sampling Approach

Two sampling approaches were considered as appropriate for the study namely; (a) the systematic random sampling approach and (b) the universal coverage or the census-based approach. The sampling frame included the following demographic as well as contact information for each graduate:

Table 1: Response rates

Demographic Information
1. Name and Surname 2. ID/Passport Number 3. Sex 4. Nationality 5. Citizenship Status
Education Information
1. TVET Institution Name 2. Student Number 3. Trade Undertaken 4. Year of Exit/Graduation
Contact Information
1. Email Address 2. Cell Number 3. Landline Number 4. Postal Address 5. Work Address/Employers Contact Details.

4.3.1 Universal Coverage or Census-Based Approach

The census-based approach takes into account all the units of the population. In this case, since the sampling frame is finite, no sampling was undertaken. As such, all the 3,102 TVET graduates who met the criteria articulated in the sub-section above, qualified to partake in the study.

4.3.2 Sensitisation

Following an official launch of the survey by the Minister of Higher Education, Technology and Innovation, an intensive multimedia sensitisation campaign was embarked upon to create awareness amongst target population respondents.

To this end, advertisements were designed and placed on social media, radio, television and print platforms. A relatively high advertisement publication and broadcast frequency was maintained throughout.

Greater emphasis was placed on Internet advertisements via the NTA's official Facebook page, which has a following of about 69,000 people, of which the majority are TVET graduates. This proved highly effective in sensitising graduates about the survey and about the expectation that they participate.

4.3.3 Data Collection Approach

Questionnaires were the main data collecting tools used. The design of the questionnaire was largely closed-ended in an effort to lobby precise views and opinions, as well as to relax coding, editing, and analysis. In particular, three sets of questionnaires were developed namely;

a) Graduate Questionnaire;
b) Employer Questionnaire; and
c) Self-Employed (Entrepreneur) Questionnaire

Diverse forms of interviews were used to collect the required data. In particular, the graduate data collection process took a digital survey approach whereby graduates completed an online questionnaire on a provided Internet hyperlink – https://www.surveymonkey.com/r/9YXCQJP, as commissioned at the official launch.

Owing to the low online survey response rate, follow-ups through emails, telephone calls and Short Message Service (SMS) were conducted. Telephonic interviews were conducted with graduates who could not be reached via email, or who could not access the Internet to complete the online questionnaire. Face-to-face interviews were used in soliciting responses from the other two groups, namely employers and the self-employed (entrepreneurs).

4.4 Pre-Testing/Piloting of Tools

Generally, it is pertinent that tools are understood and administered in an exact and matching manner. Preceding the main study, a robust pre-test to intensively assess the validity and reliability of the data collection tools, processes and procedures was conducted in the Khomas region.

Tools, processes and procedures were workshopped with key stakeholders, whereas a standard assessment tool was used to determine the competency levels of enumerators and supervisors. Enumerators and supervisors also participated in a comprehensive field work and data entry training exercise.

This undertaking enriched the data collection tools and data quality mechanisms development processes substantially. The NTA's Research and Planning Division evaluated and approved all tools, processes and procedures, prior to the main fieldwork.

4.5 Data Capturing and Cleaning

The *Survey Monkey* software programme allowed for online responses for the graduate questionnaire to be captured automatically and transferred to an online database that is readable in *Excel, SPSS* and other statistical software packages. Individual responses were exported to *Excel* and *SPSS* Version 25.

An *SPSS* data file was created. For the purpose of analysis, variables were defined in *SPSS*. Work to enter data emanating from the telephonic interviews of graduates, the self-employed graduates and the employers began three days after field work commenced. Data entry was initially formatted in the *EpiInfo* software programme, after which the data was transferred to *SPSS* for analysis. A data entry manager supervised the data entry officers. Questionnaire subsets were inspected and evaluated for consistency and completeness. A monitoring system was instituted. In the event of administration error rates above 0.5%, the field team had to return to their respondents for rectification. The decision to allow data collection and data entry exercises to run parallel allowed data entry officials sufficient time to provide feedback to the data collection team when discrepancies were observed. A team leader and the survey statistician oversaw this work. In line with the provisions of the Statistical Act, the NTA is to keep all survey and disposed materials for at least 10 years, in confidence and anonymity.

4.6 Limitations and Challenges

In updating the sampling frame, it was established that the contact information for a good number of graduates, as provided in the alumni databases of the respective training institutions, was either incomplete, or incorrect. Due diligence in terms of data filtering and cleaning in this respect was overlooked and resulted in adjustments to the project in terms of time and costs.

A greater number of outliers was detected. The sampling frame consisted of persons who have either not graduated during the 2015 – 2017 timeframe. Since these persons did not undergo training at any TVET institution, they were subsequently removed, resulting in a smaller sampling frame.

Low response rates are generally associated with online surveys, and this phenomenon could indeed be observed for this survey. A comparative analysis by Duncan (2008) of response rates for online surveys and paper-based surveys across nine literature sources indicated that online response rates varied between 20 and 47 percent. Similarly, a graduate destination survey of the 2010 cohorts from three Western Cape universities (University of Cape Town, Stellenbosch University and Cape Peninsula University) points to an online survey response rate of between 20 to 26.7 percent. The 2018 national graduate survey for higher education conducted by the Namibian National Council for Higher Education for the 2012 and 2013 cohorts (University of Namibia, Namibia University of Science and Technology and International University of Management) recorded a mere 25% response rate.

In mitigating the low online survey response rate, telephonic interviews were intensified. The absence of incentives to encourage graduates to partake, as was the case during the pilot phase, also had an adverse impact. The language barrier proved a burden during field work as some respondents struggled to interpret questions and formulate responses in the English language, especially insofar as it pertains to the completion of the online survey questionnaires. This was less of a concern for the telephonic interviews where field team enumerators from diverse ethnic backgrounds assisted in translating and clarifying questions into vernacular languages.

5. INTERPRETATIONS AND FINDINGS

A total of 2668 graduates participated. Comparatively, male respondents dominated. The data interpretations and findings are arranged and structured around three main areas.

5.1 TVET Graduates, 2015 – 2017 Cohorts

5.1.1 Biographical Information

Figure 1 captures the distribution of graduates by year of completion of training and points to almost equal percentages that could be observed for all three years, i.e. 35.8%, 34.0% and 30.2% trainees who graduated in 2015, 2016, 2017, respectively. More male graduates indicated that they graduated in 2015 (30.9%) and 2016 (37.1%) compared to their female counterparts, except for 2017 where more female graduates (38.7) reported that they graduated, compared to their male counterparts (32%). It can be observed that there has been a year-on-year increase in graduates at the institutions – on average 29 percent graduated in 2015, 33.5 percent in 2016, and 35.4 percent in 2017.

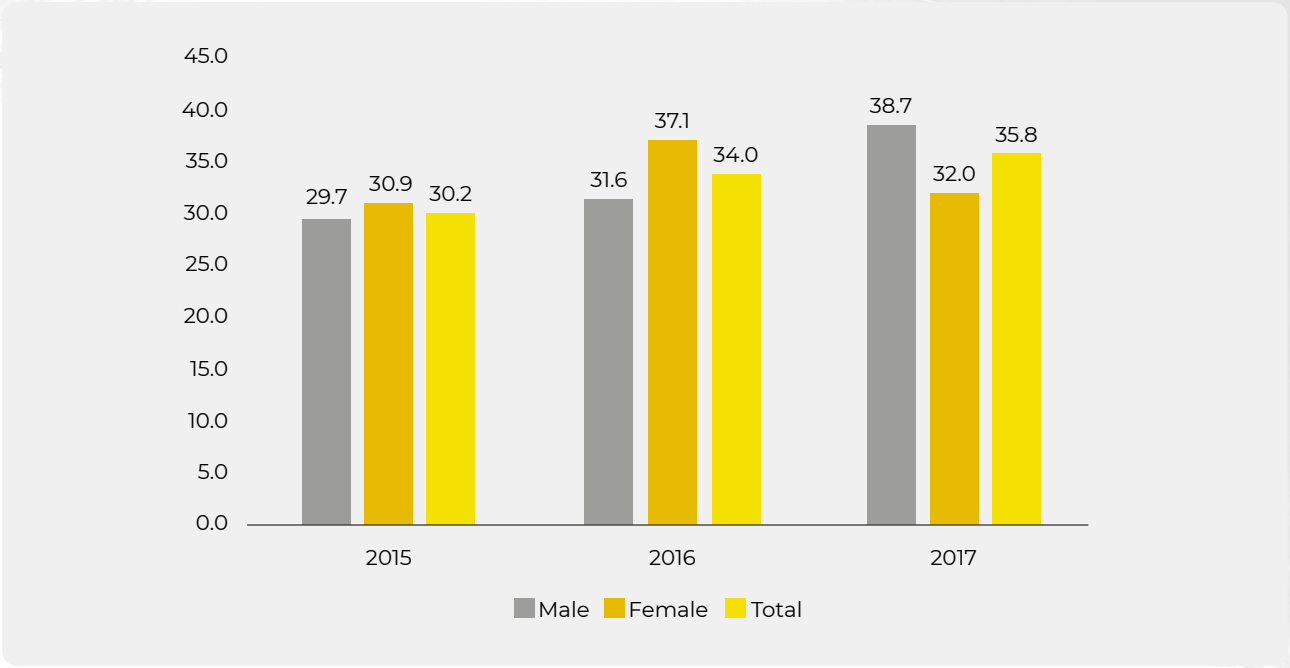


Figure 1: Graduates by Age and Sex

Figure 2 presents the distribution of graduates by age and sex. The majority of the graduates are aged 25 to 29 years (55.7%), while less than 5 percent are aged 40 years and above. More males (57.6%) belong to the age group 25 to 29 years, compared to females (53.2%).

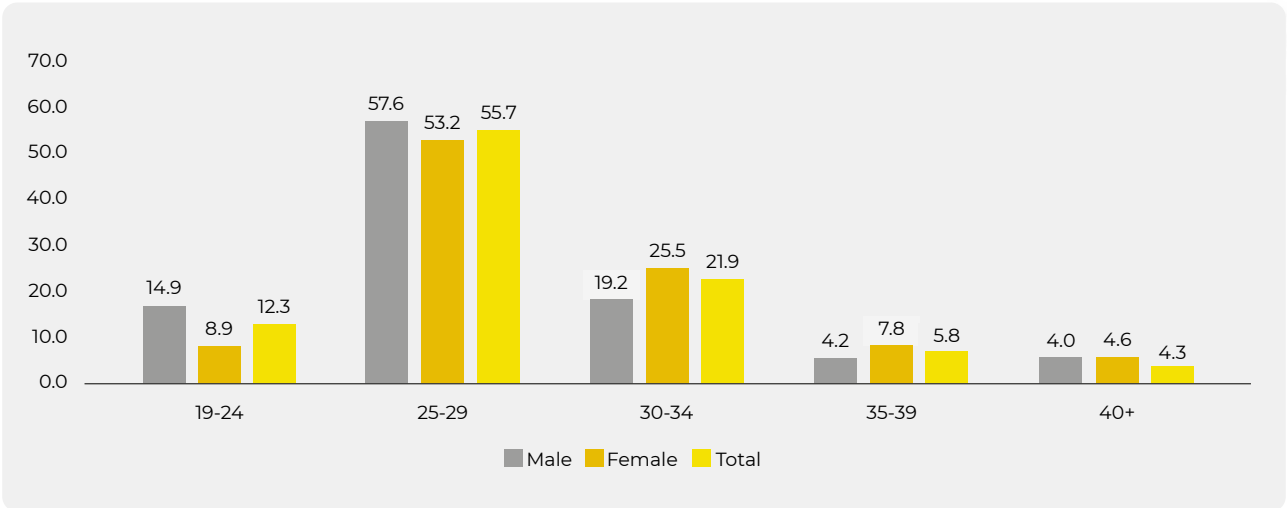


Figure 2: TVET Graduates by age and sex

Figure 3 summarises the age distribution of graduates by year. More graduates aged 25 to 29 years (60.6%) graduated in 2017, compared to the other two cohorts who graduated in 2016 (53.7%), and 2015 (52.4%).

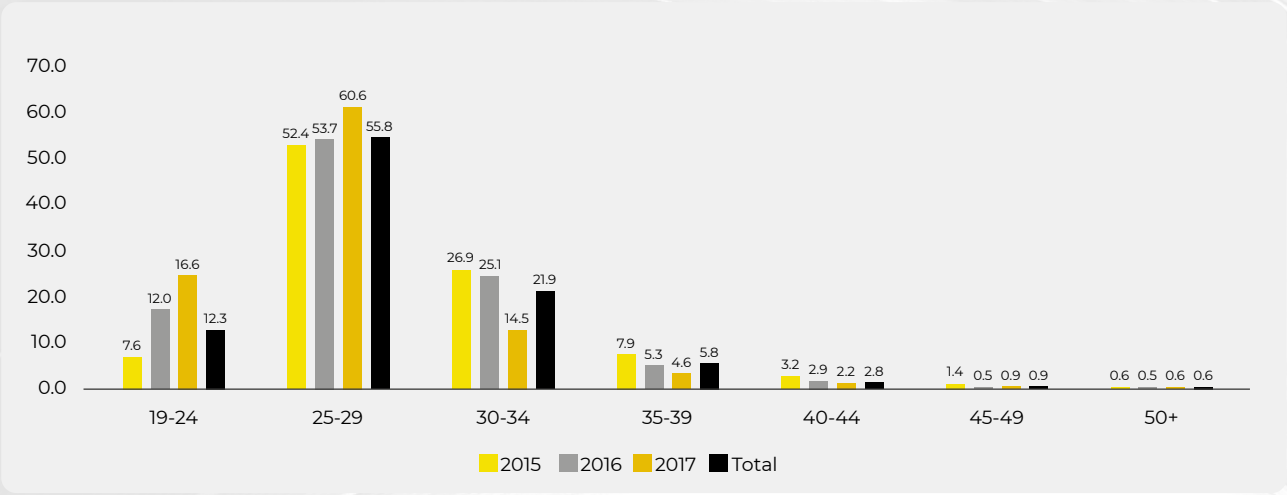


Figure 3: TVET Graduates by year of completion of TVET training and age

Figure 4 captures the aspects of place of birth and place of residence. Responses point to the majority of the graduates born in the four northern O-regions, namely Omusati (24.1%), Oshana (16.8%), Ohangwena (15.7%) and Oshikoto (12.5%), respectively. The same pattern can be observed amongst females and males. As far as place of residence is concerned, the majority of graduates reported that they reside in the Khomas (25.6%), Erongo (12.7%), Omusati (11.1%) and Oshana (11%) regions. The same pattern can be observed amongst females and males.

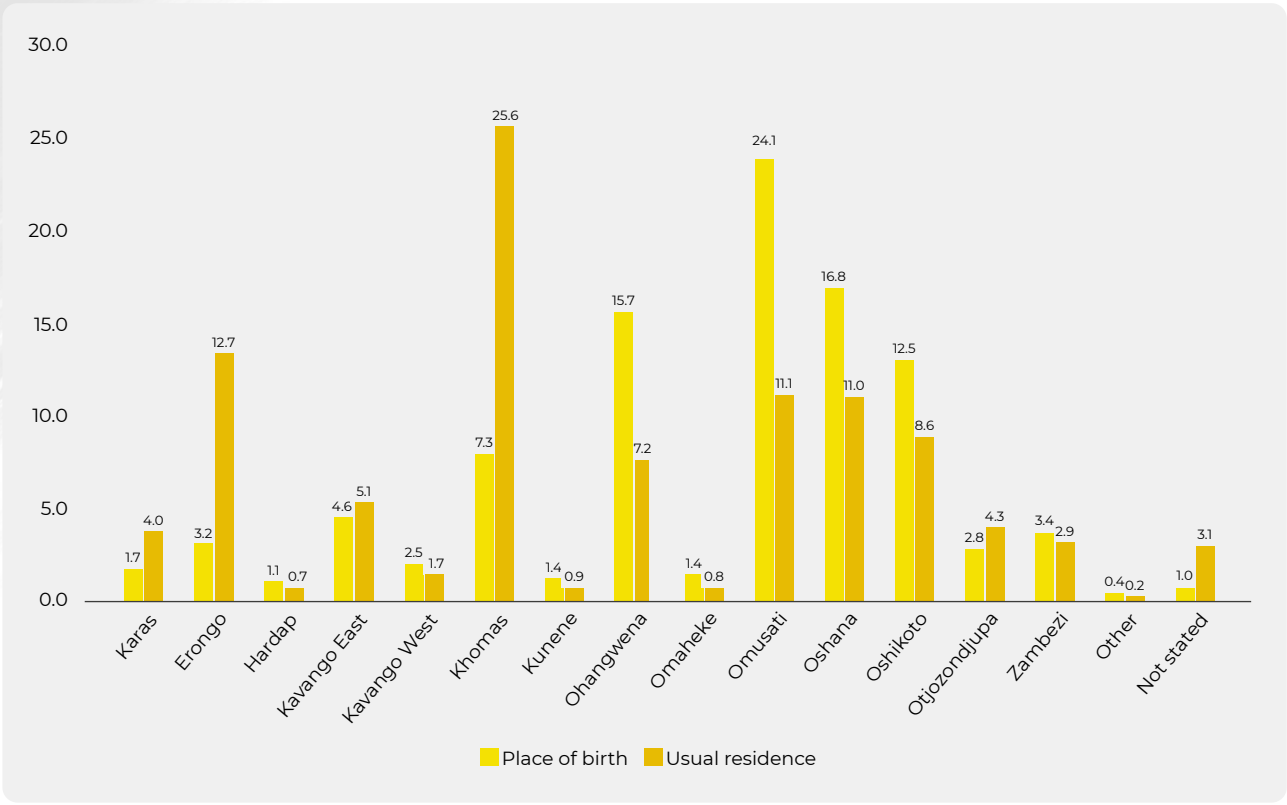


Figure 4: TVET Graduates by place of birth and usual residence

In terms of current marital status, about 92 percent of the graduates reported that they have never been married, while only 7.2 percent revealed that they are currently married.

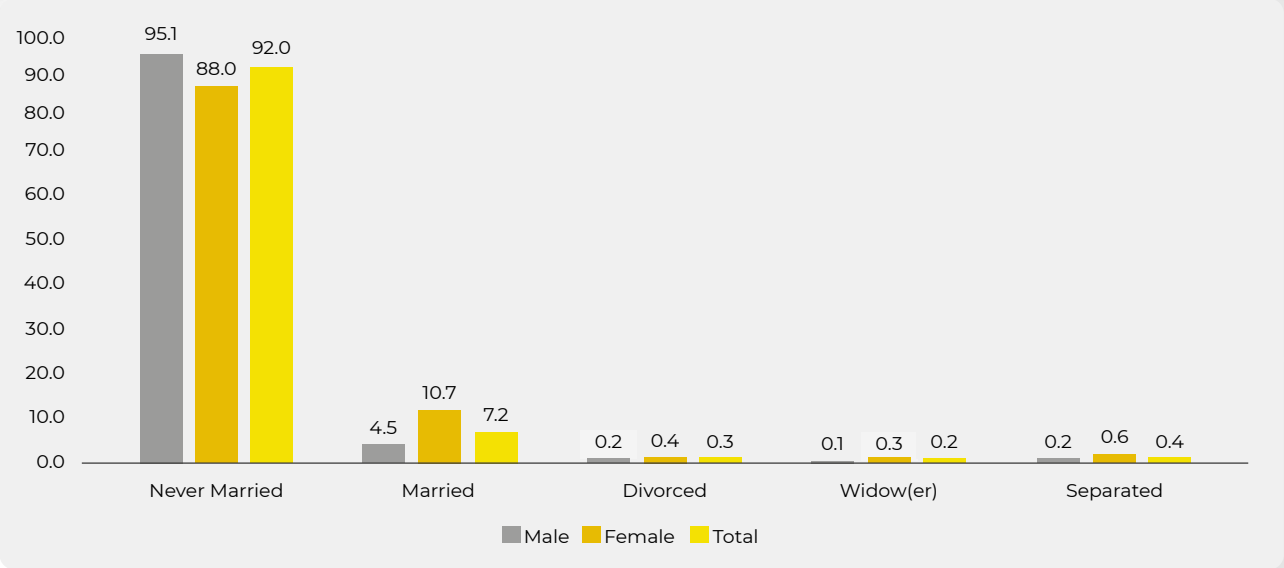


Figure 5: TVET Graduates by marital status and sex

As summarised in Table 4, the occupational area of 'Office Administration' (18%) ranked highest amongst the respondents as an area of training and certification, followed by 'Plumbing and Pipefitting (11.6%) and 'Electrical General' (11.1%).

Table 4: TVET Graduates by trade completed

Trade completed	Number	Percent
Office Administration	480	18.0
Plumbing and pipe fitting	309	11.6
Electrical general	297	11.1
Automotive engineering, diesel mechanic	257	9.6
Brick laying and plastering	185	6.9
Welding and metal fabrication	162	6.1
Fitter and turner	149	5.6
Hospitality and tourism	141	5.3
Boilermaker	140	5.2
Joinery and cabinet making	105	3.9
Clothing production	60	2.2
Construction engineering	46	1.7
Air conditioning and refrigeration	43	1.6
Millwright	34	1.3
Electronics	30	1.1
Instrumentation	26	1.0
Logistics & Supply Chain	21	0.8
Forklift driving	19	0.7
Counselling	18	0.7
Early Childhood Development (ECD)	16	0.6
Hairdressing, cosmetology and therapy	12	0.4
Frame Input Output Controller (FIOC)	7	0.3
Building and civil	4	0.1
HR Development	3	0.1
Water Care	3	0.1
Navigation	3	0.1
Theology	2	0.1
Business management	2	0.1
Firefighter and Hazard Awareness	1	0.0
Mechanical Operator	1	0.0
Avionics	1	0.0
Animal husbandry	1	0.0
Basic Reflex	1	0.0
Not stated	89	3.3
Total	**2668**	**100.0**

The majority (60.5%) of the graduates reported the National Vocational Certificate (NVC) Level 3 as the highest qualification obtained. More males (63.6%) compared to females (56.4%) obtained NVC Level 3 as a highest TVET qualification. Only 3.3 percent of the graduates reported that that their highest TVET qualification is NVC Level 5. About 6 percent of the graduates reported other qualifications as their highest TVET qualifications, which include certificates and diplomas.

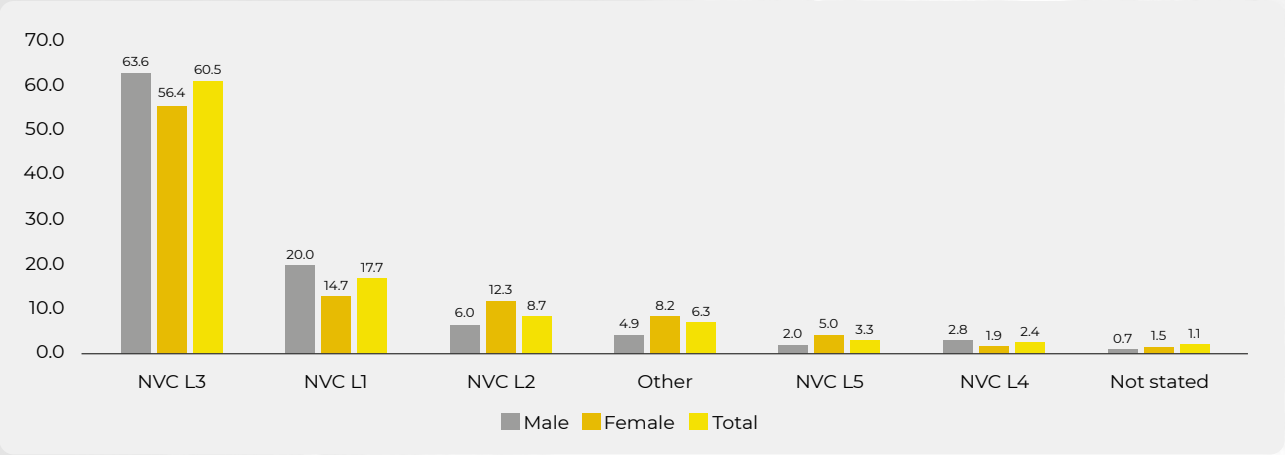


Figure 6: TVET Graduates by TVET highest qualification level and sex

More than 75 percent of the graduates indicated their level of education before enrolling for TVET courses as Grade 12.

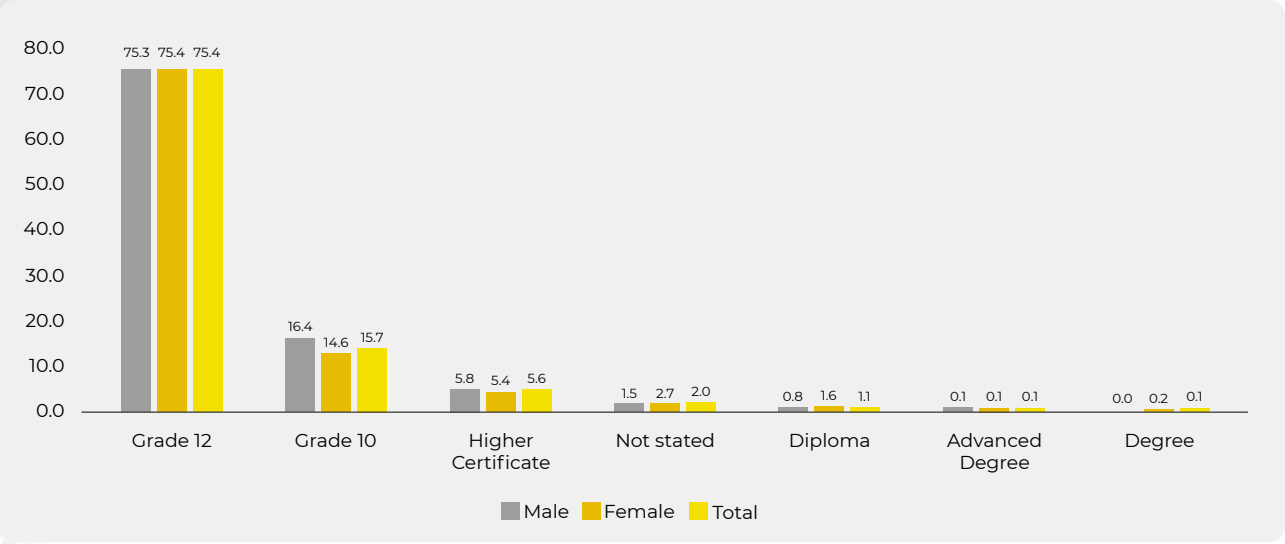


Figure 7: TVET Graduates by Level of education before TVET Training and sex

5.1.2 Job Attachment & Work Experience During Course of Training

Graduates were asked whether they had undergone any job attachment during the course of training. Figure 6 shows that, overall, close to 80 percent reported job attachment. More females (80%) than males (78.7%) indicated that they have undergone job attachments during their course of studies. The job attachment aspect and the relatively high participation rankings is important as it points to the majority of graduates having participated in opportunities through which they were familiarised with real work conditions. However, aspersions could be cast on whether the training they received during their job attachments stints were indeed of any value. Some responses point to job attachment opportunities as obsolete, misaligned and not matching the labour market's expectations.

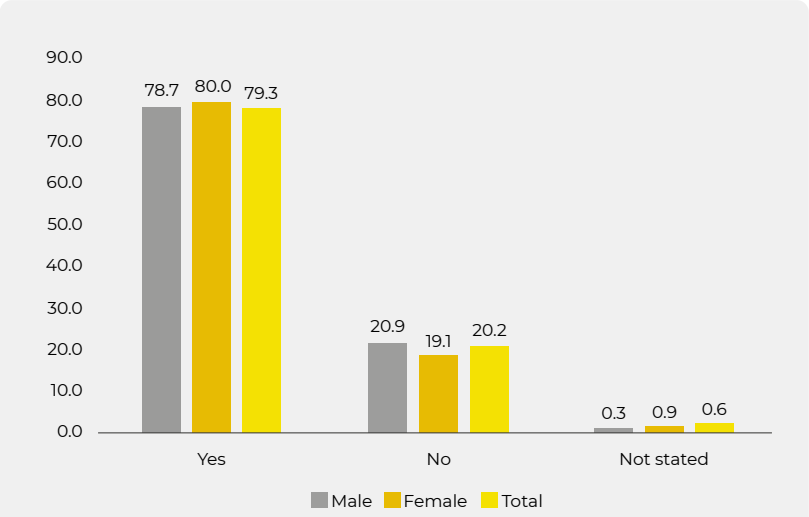


Figure 6: TVET Graduates by job attachment during their course of studies and sex

More than half (54.4%) of the graduates revealed that they participated in paid job attachments, while 34.7 percent underwent unpaid job attachments. Furthermore, more males (64.6%) reported paid job attachments than their female counterparts (41.0%). Amongst those who indicated that it was not a paid job attachment, 48.7 percent were females.

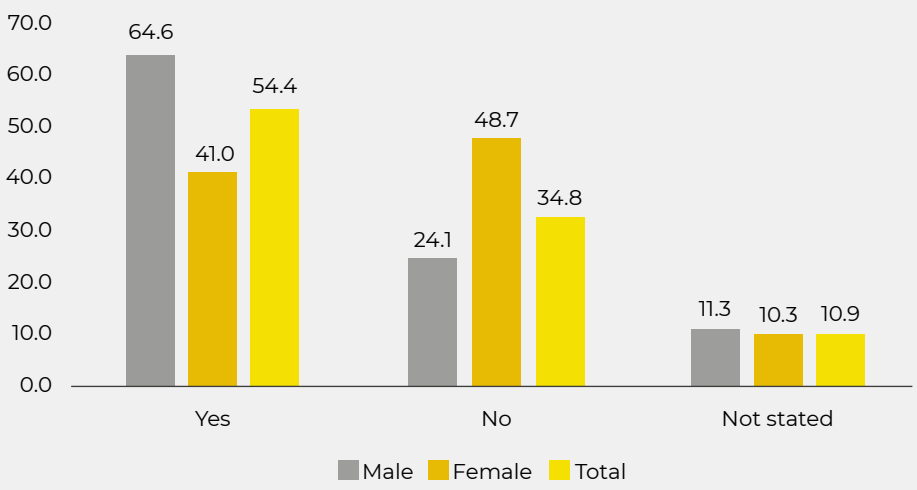


Figure 7: TVET Graduates by paid job attachment during their course of studies and sex

Table 5 highlights the perceptions of graduates on elements related to employment and the work-in-training programme. More than 50 percent reported that the perceived practical experiences of training staff and the relationship between theory and practice were very good, or excellent. With regard to the currency of practical requirements and preparation for work, more than 41 percent revealed that practice-oriented teaching content and subject matter (course) content were very good, or excellent. Furthermore, 34.3 percent agreed to the aspect of mandatory job attachment, whereas 43.3 percent agreed that training programmes offered for the acquisition of key competencies were of good quality. However, 32 percent reported that poor quality support was rendered to them when they tried to search for job attachment opportunities; while 41.2 percent of the graduate respondents rated the quality of support rendered to them to secure employment, as poor.

Table 5: TVET Graduates by perception on elements related to employment and work in training programme

Elements related to employment and work in training programme	Poor	Good	Neutral	Very Good	Excellent	Not stated	Total
	%	%	%	%	%	%	%
Preparation for work	7.5	38.5	7.8	27.4	16.2	2.6	100.0
Subject matters (Course contents) are up to date with regards to practical requirements	2.8	40.6	9.4	27.9	16.8	2.5	100.0
Practical experiences of teaching staff	2.9	35.2	8.9	27.9	22.8	2.2	100.0
Relationship between theory and practice	2.7	35.1	8.5	29.2	22.3	2.2	100.0
Practice-oriented teaching contents	3.1	41.8	11.6	26.8	14.4	2.4	100.0
Mandatory job attachments	12.7	34.3	12.0	21.0	11.8	8.2	100.0
Offers for acquisition of key competencies	6.5	43.3	13.2	22.2	12.3	2.5	100.0
Support of employment/job search	41.2	27.3	11.2	10.8	6.7	2.8	100.0
Support of job attachments search	28.8	32.3	10.0	14.2	8.7	6.0	100.0

5.1.3 Study Conditions and Facilities at the TVET Institution

Table 6 collates perceptions of graduates with respect to training conditions and provisions at training institutions. More than 80 percent of the graduates indicated that opportunities for consultation with staff, trainee recreational facilities on campus, and quality of classroom learning, were good, very good, or excellent. More than 76 percent revealed that availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab), the quality of technical equipment, the supply of learning materials (e.g. books, Internet access) and the supply of training materials were good, very good, or excellent. Furthermore, more than 62 percent reported that the job attachment programme and the chances for trainees to influence TVET institution policies, were good, very good, or excellent.

Table 6: TVET Graduates by training conditions and provisions rating

Training conditions and provisions rating	Poor	Good	Neutral	Very Good	Excellent	Not stated
	%	%	%	%	%	%
Quality of classroom learning	1.8	40.1	8.6	27.1	21.2	1.2
Trainees recreational facilities on campus	6.9	45.4	11.0	21.9	13.8	1.0
Supply of learning materials (e.g. books, internet access)	6.8	36.2	13.2	21.9	20.7	1.1
Opportunity for consultation with staff	6.1	43.0	12.2	24.2	13.2	1.3
Job attachment programme	16.8	34.9	13.6	17.4	10.3	7.0
Chances for trainees to have an influence on TVET institution policies	18.8	42.1	15.7	14.4	7.8	1.3
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	8.7	39.4	13.7	20.7	16.3	1.3
Quality of technical equipment	6.4	43.1	13.3	21.3	14.5	1.5
Supply of training materials	6.6	40.7	12.6	21.5	17.2	1.5
Quality of buildings	2.8	42.2	8.5	23.7	21.3	1.5

5.1.4 Perception of TVET Trade Offerings

Figure 8 points to the majority of the graduates (76.7%) highlighting that they would opt to select the same occupational area again, should they be afforded the opportunity to do so. The same pattern can be observed among both sexes.

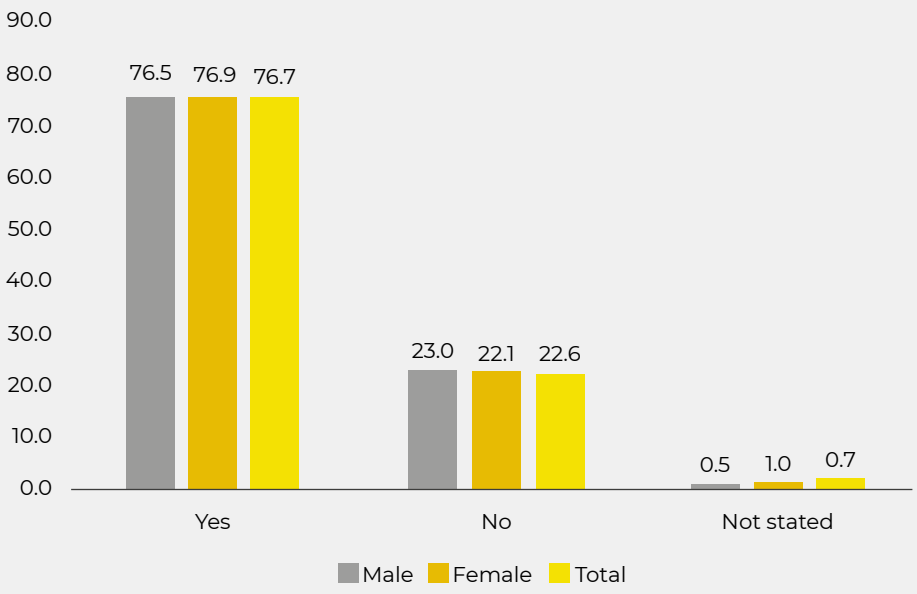


Figure 8: TVET Graduates by preference in choosing the same trade and sex

Table 6 summarises graduates' preference to pursue further training/studies in the area in which they have been certified. In this regard, 100 percent ratings were recorded for graduates who completed training in the areas of 'Firefighter 1 and Hazard Awareness', 'Mechanical Operator', 'Theology', 'Water Care', 'Business Management', 'Animal Husbandry', 'Navigation' and 'Frame Input/Output Controller (FIOC)'. Good to excellent ratings were also recorded for areas such as 'Logistics & Supply Chain' (95%) and 'Counselling' (88.9%). More than 70 percent ratings were recorded for the areas of 'Airconditioning & Refrigeration', 'Hospitality & Tourism', 'Fitter and Turner', 'Millwright', 'Instrumentation', 'Electronics' and 'Hairdressing, Cosmetology and Therapy'.

Table 6: TVET Graduates by preference in choosing the same trade and trade completed

Trade completed	Choose the same TVET institution again Percent			
	Yes	No	Not Stated	Total
	%	%	%	%
Electrical general	64.6	34.7	0.7	100.0
Automotive engineering, diesel mechanic	66.1	33.9	0.0	100.0
Brick laying and plastering	59.5	39.5	1.1	100.0
Plumbing and pipe fitting	60.8	38.5	0.6	100.0
Office Administration	66.0	32.9	1.0	100.0
Air conditioning and refrigeration	79.1	20.9	0.0	100.0
Hospitality and tourism	73.8	25.5	0.7	100.0
Boilermaker	66.4	33.6	0.0	100.0
Fitter and turner	72.5	27.5	0.0	100.0
Millwright	76.5	23.5	0.0	100.0
Building and civil	25.0	75.0	0.0	100.0
Instrumentation	73.1	26.9	0.0	100.0
Clothing production	51.7	48.3	0.0	100.0
Joinery and cabinet making	66.7	32.4	1.0	100.0
Early Childhood Development (ECD)	43.8	56.3	0.0	100.0
Welding and metal fabrication	52.5	46.9	0.6	100.0
Firefighter 1 and Hazard Awareness	100.0	0.0	0.0	100.0
HR Development	33.3	66.7	0.0	100.0
Logistics & Supply Chain	95.2	4.8	0.0	100.0
Mechanical Operator	100.0	0.0	0.0	100.0
Theology	100.0	0.0	0.0	100.0
Avionics	0.0	100.0	0.0	100.0
Water Care	100.0	0.0	0.0	100.0
Construction engineering	82.6	17.4	0.0	100.0
Business management	100.0	0.0	0.0	100.0
Animal husbandry	100.0	0.0	0.0	100.0
Forklift driving	57.9	42.1	0.0	100.0
Counselling	88.9	11.1	0.0	100.0
Electronics	70.0	30.0	0.0	100.0
Hairdressing, cosmetology and therapy	75.0	25.0	0.0	100.0
Navigation	100.0	0.0	0.0	100.0
Frame Input Output Controller (FIOC)	100.0	0.0	0.0	100.0
Basic Reflex	0.0	100.0	0.0	100.0
Not stated	51.7	23.6	24.7	100.0
Total	**65.1**	**33.5**	**1.3**	**100.0**

Graduates were also asked to indicate the main reason why they would choose, or not choose the same trade area again, in future. In this regard, 32.9 percent pointed out that they would select the same trade because they wanted to learn more, whereas others highlighted an innate passion to excel in a particular area of qualification. It is worth noting that 12.2 percent of the graduates reported that they would not want to continue with the same trade because they found it difficult to secure employment opportunities.

Table 7: TVET Graduates by main reason for choosing the same trade in future studies

Main reason for choosing the same trade	Number	Percent
Gained good experience	123	4.6
Satisfaction with the Trade	149	5.6
Learn more about the trade	879	32.9
Have passion and prefer to work under this trade	729	27.3
Better chances of employment	138	5.2
Gain knowledge in a different trade	133	5.0
Difficult in finding employment opportunities	325	12.2
Change my interest	60	2.2
No advance Qualification	5	0.2
Not accredited by NTA	1	0.0
Too much challenges and the content of the course is not good	5	0.2
Not stated	121	4.5
Total	**2668**	**100.0**

About 65 percent of the graduates indicated that they would like to choose the same institution again. The same pattern can be observed among females and males.

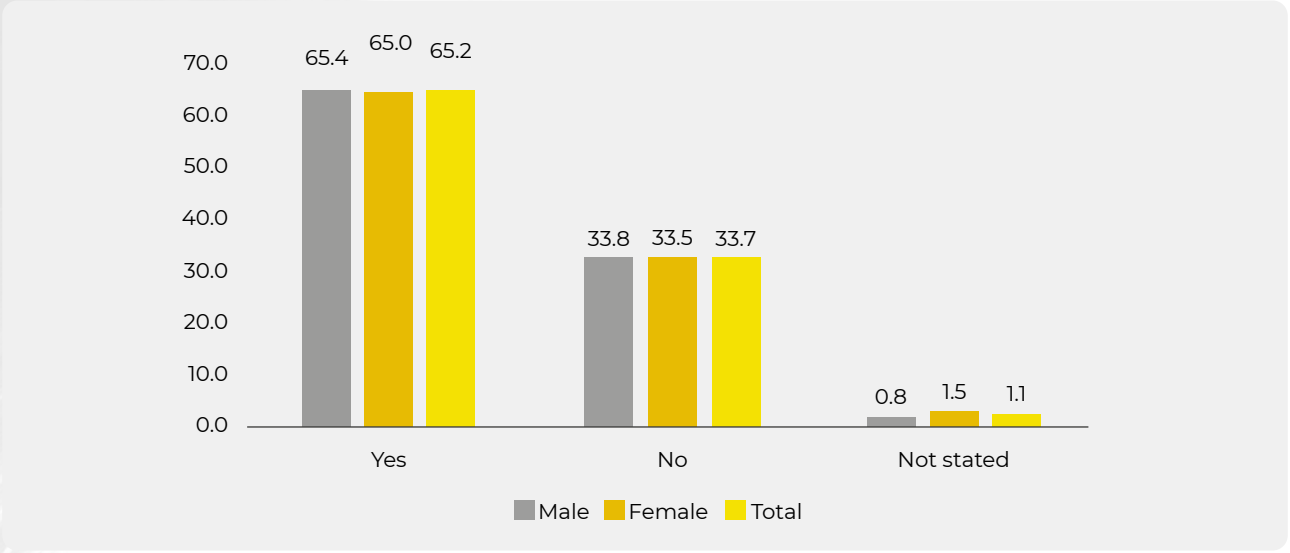


Figure 9: TVET Graduates by preference in choosing the same TVET Institution and sex

Insofar as it pertains to graduates' perceptions of those TVET institutions where they were enrolled, about 65 percent of the respondents indicated that they would opt for the same institution again. The same pattern can be observed among females and males. About 52 percent reported the main reason why they would choose the same institution as 'generally satisfied with the institution'. On the other hand, 15.8 percent indicated that they would not choose the same institution because they are 'generally not satisfied with the institution'.

Table 8: TVET Graduates by main reason for choosing the same TVET Institution

Main reason for choosing the same TVET Institution	Number	Percent
Gained good knowledge at the institution	22	2.1
The instructors at the institution offer the best training	87	8.1
Located close to place of residence	30	2.8
The institution has the necessary training equipment's	79	7.4
General Satisfaction with the institution	567	52.9
Poor training instructors/equipment's at the institution	27	2.5
Institution does not make provision for job attachment programs	11	1.0
General dissatisfaction with the institution	169	15.8
Located far from place residence	18	1.7
No advance Qualification	62	5.8
Total	**1072**	**100.0**

Figure 10 below shows that overall, 60.4 percent of the graduates were satisfied with the quality of training offered at TVET institutions. More female graduates (61.0%) compared to their male counterparts (59.9%) indicated they were satisfied with the quality of training offered.

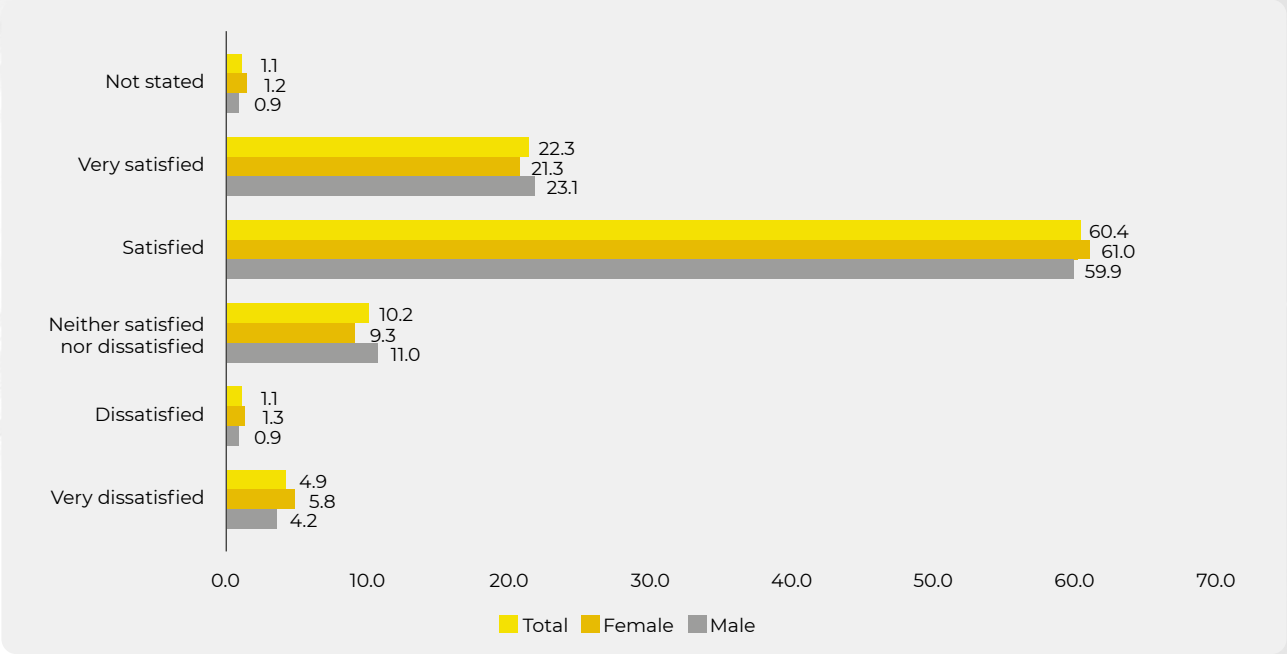


Figure 10: TVET Graduates by overall satisfaction with trade training and sex

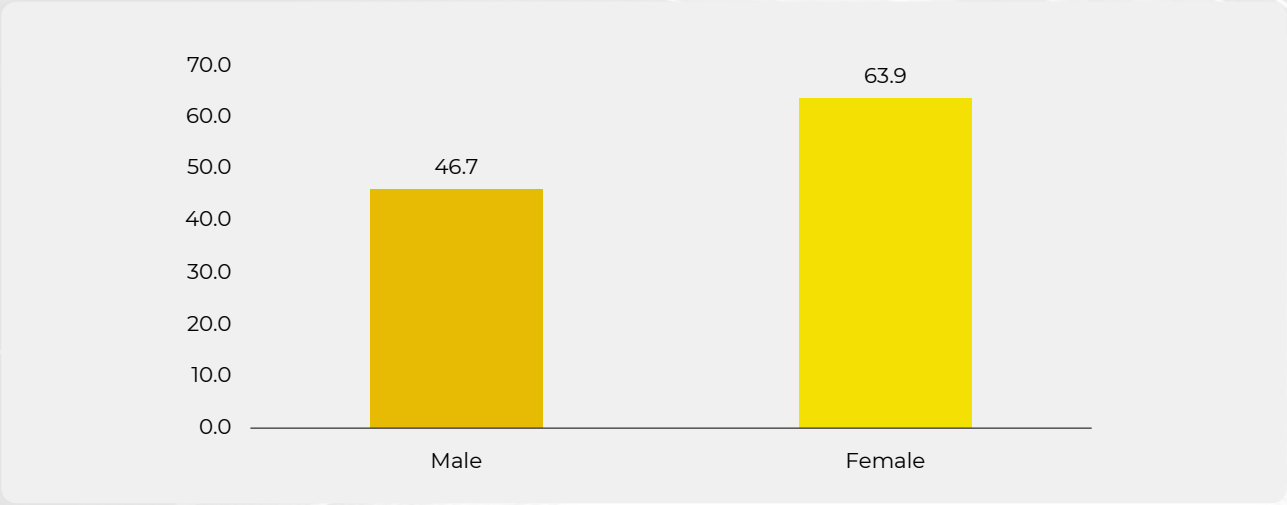
5.1.5 Economic Activity

A key objective of the survey was to establish graduate employment rates in both the formal and informal sectors. Graduates were asked to indicate their current economic activity status. Table 9 points to more than half (50.2%) of the graduates reporting that they were not employed and searching for jobs. About 12 percent indicated that they had a regular job. The same pattern can be observed among females and males.

Table 9: TVET Graduates by current economic activity status and sex

Current economic activity status	Male	Female	Percent
	%	%	%
Regular job	13.0	12.8	12.9
Self-employed/freelance work	19.1	8.7	14.6
Occasional job (just to earn money)	7.6	4.0	6.0
Job attachment	1.4	1.4	1.4
Contract work	9.2	6.1	7.8
Not employed, but searching for a job	**44.1**	**58.3**	**50.2**
Other	2.4	2.6	2.5
Not stated	3.2	6.2	4.5
Total	**100.0**	**100.0**	**100.0**

Figure 11 captures the unemployment rate of graduates, which is higher for females (63.9%), compared to their male counterparts (46.7%).



The survey result shows similar unemployment rates (53.6%) for graduates who graduated in 2015, and 2016.

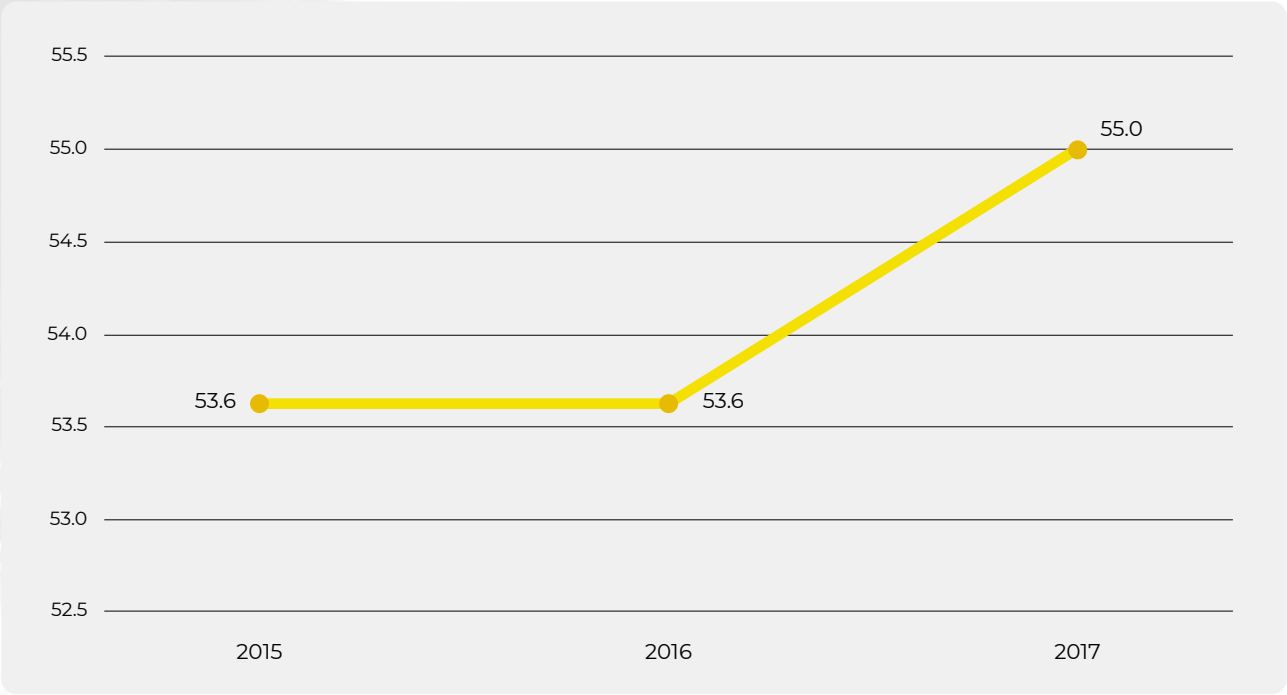


Figure 11: TVET graduates unemployment rate by cohort, 2015 - 2017

In comparison, an unemployment rate of 55% for the 2017 cohort highlights a slight year-on-year increase of 1.4%. The overall graduate unemployment rate is higher amongst younger age groups. For graduates aged 19 to 24 years, the rate stood at 57.1 percent, while for those aged 25 to 29 years, the rate stood at 55.4%. An average unemployment rate of 41.6 percent was recorded for graduates aged 40 years and older.

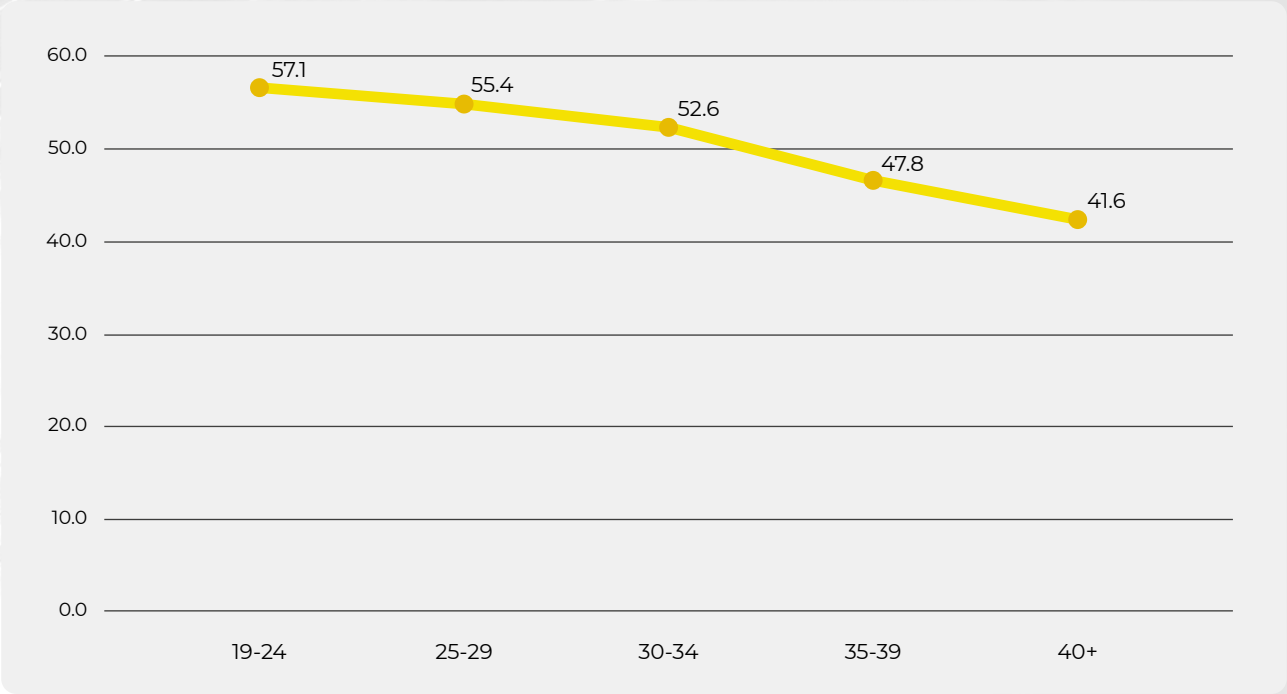


Figure 11: TVET graduates unemployment rate by age

Graduates were also requested to indicate the average duration of searching for employment, after graduation. Table 10 shows that overall 52.2 percent of employed graduates revealed that they landed employment more than one year after graduation. The same pattern can be observed for all three annual graduation cycles as per the survey scope.

Table 10: Employed TVET Graduates by duration of searching for job after graduation and sex

Duration searching for job after graduation	Year of completion of TVET training			
	2015	2016	2017	2018
	%	%	%	%
Less than 1 month	8.8	10.2	10.0	9.7
1 to less than 3 months	7.6	8.8	5.8	7.4
3 to less than 6 months	12.0	6.4	8.0	8.7
6 to less than 9 months	5.9	2.9	7.3	5.4
9 to less than 12 months	7.3	7.0	7.5	7.3
More than one year	51.6	53.5	51.6	52.2
Not stated	6.7	11.2	9.7	9.3
Total	**100.0**	**100.0**	**100.0**	**100.0**

About 69 percent of the graduates reported that they were not employed before enrolling for training. All graduates who completed training in the areas of 'Mechanical Operator' and 'Water Care' reported they were not employed before enrollment. Other occupational areas which recorded relatively high ratings in this regard, include 'Millwright' (90%), and 'Boilermaker', 'Fitter and Turner' and 'Instrumentation' (80%).

Table 11: TVET Graduates by employment before TVET training and trade

Trade completed	Employed before your TVET training			
	Yes	No	Not Stated	Total
	%	%	%	%
Electrical general	20.2	79.5	0.3	100.0
Automotive engineering, diesel mechanic	23.7	76.3	0.0	100.0
Brick laying and plastering	26.5	62.7	10.8	100.0
Plumbing and pipe fitting	24.9	68.3	6.8	100.0
Office Administration	28.3	65.8	5.8	100.0
Air conditioning and refrigeration	25.6	72.1	2.3	100.0
Hospitality and tourism	27.0	63.8	9.2	100.0
Boilermaker	14.3	85.0	0.7	100.0
Fitter and turner	16.1	83.2	0.7	100.0
Millwright	8.8	91.2	0.0	100.0
Building and civil	0.0	50.0	50.0	100.0
Instrumentation	11.5	88.5	0.0	100.0
Clothing production	8.3	75.0	16.7	100.0
Joinery and cabinet making	21.9	77.1	1.0	100.0
Early Childhood Development (ECD)	25.0	75.0	0.0	100.0
Welding and metal fabrication	29.0	60.5	10.5	100.0
Firefighter 1 and Hazard Awareness	100.0	0.0	0.0	100.0
HR Development	33.3	66.7	0.0	100.0
Logistics & Supply Chain	85.7	14.3	0.0	100.0
Mechanical Operator	0.0	100.0	0.0	100.0
Theology	100.0	0.0	0.0	100.0
Avionics	100.0	0.0	0.0	100.0
Water Care	0.0	100.0	0.0	100.0
Construc tion engineering	56.5	41.3	2.2	100.0
Business management	50.0	50.0	0.0	100.0
Animal husbandry	100.0	0.0	0.0	100.0
Forklift driving	21.1	78.9	0.0	100.0
Counselling	72.2	27.8	0.0	100.0
Electronics	26.7	70.0	3.3	100.0
Hairdressing, cosmetology and therapy	33.3	66.7	0.0	100.0
Navigation	33.3	66.7	0.0	100.0
Frame Input Output Controller (FIOC)	71.4	28.6	0.0	100.0
Basic Reflex	100.0	0.0	0.0	100.0
Not stated	32.6	48.3	19.1	100.0
Total	**25.4**	**69.6**	**5.1**	**100.0**

5.1.6 Employment and Work

Another important aspect the study explored was the degree to which the training graduates undertook aligned with their current jobs. Figure 12 points to more than 50 percent agreeing that the training was aligned. Slightly more females (52.2%) compared to males (49.5%) were in agreement in this regard.

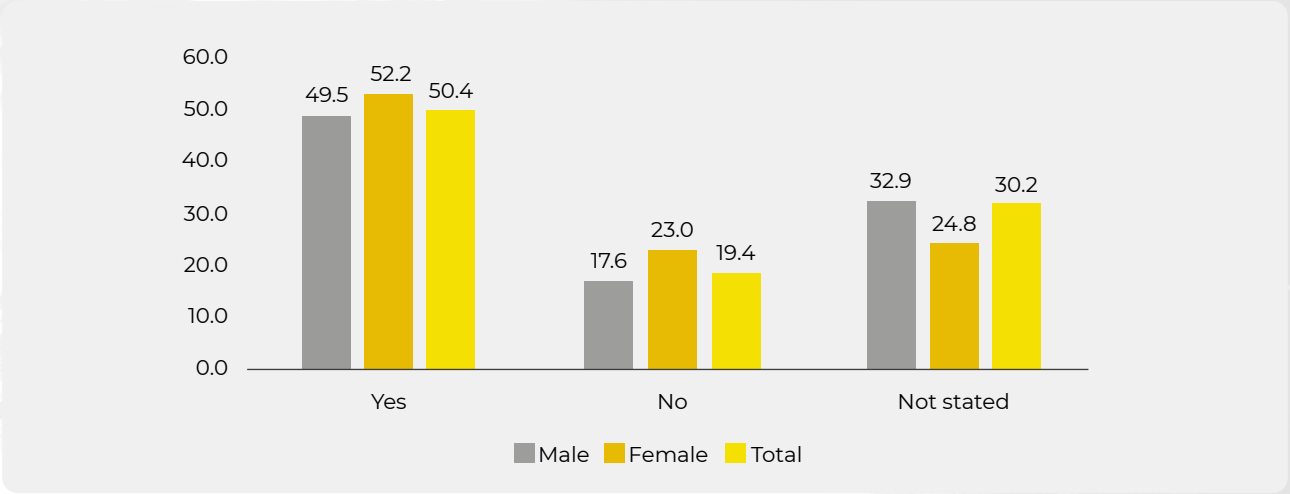


Figure 12: Employed TVET Graduates by alignment of current job with TVET training and sex

About 31 percent of the graduates reported that they had held only one job since graduation. More females (40.0%) compared to males (27.5%) indicated that they had held only one job, since graduation. About 8 percent of the graduates revealed that they had held more than three jobs since graduation. It should however be noted that the majority maintain these jobs, not because they do not desire to leave their current employers for better opportunities, but because such employment alternatives are not that readily available and easy to secure.

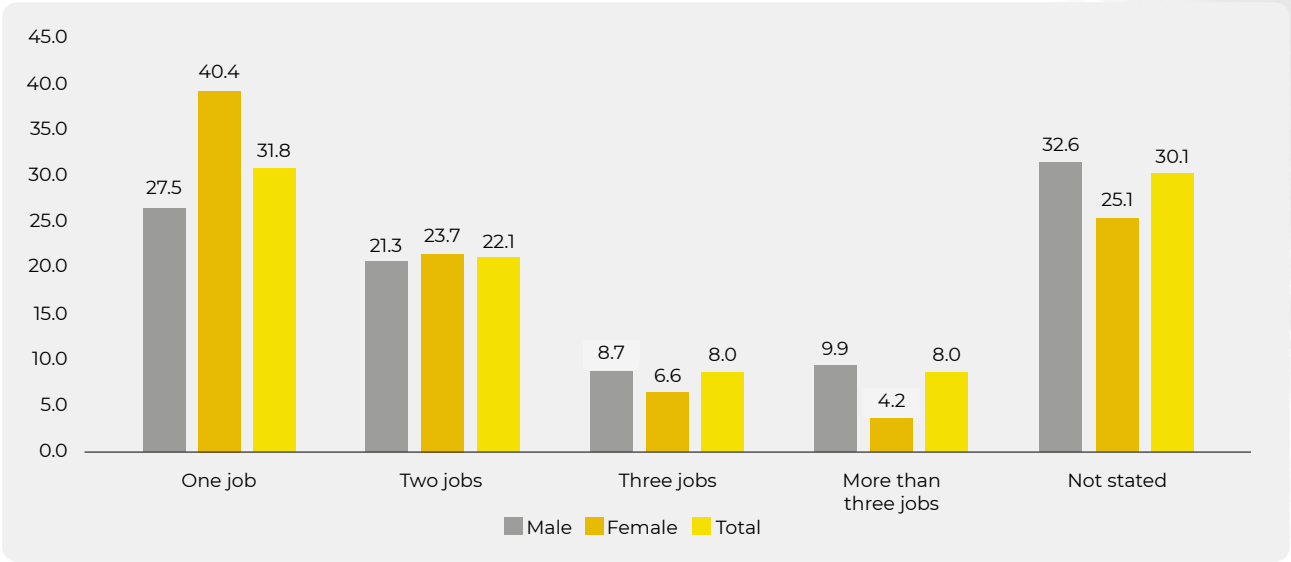


Figure 13: TVET Graduates by number of jobs since graduation and sex

In terms of graduates' thoughts on the most successful job finding method, Table 11 ranks formal employer advertisements (e.g. newspapers, Internet, notices) highest at 21.5 percent. Personal contacts of friends and graduate peer referrals ranked second at 11.0%. This question applied primarily to graduates who have secured employment, and not those still in search of employment.

As far as industry sector employment uptake is concerned, about 13 percent of the graduates reported that they are employed in the 'General Trading' sector. Other sectors which ranked well include the 'Construction' (7.2%), 'Education' (5.6%) and 'Professional, Scientific and Technical' sectors. It should be highlighted that 39.9 percent of the graduate respondents did not state the sectors in which they were employed.

Table 13 represents the average gross monthly incomes of graduates. It shows that 27.9 percent of the graduates earned more than N$5000.00 (five-thousand Namibia dollars) per month.

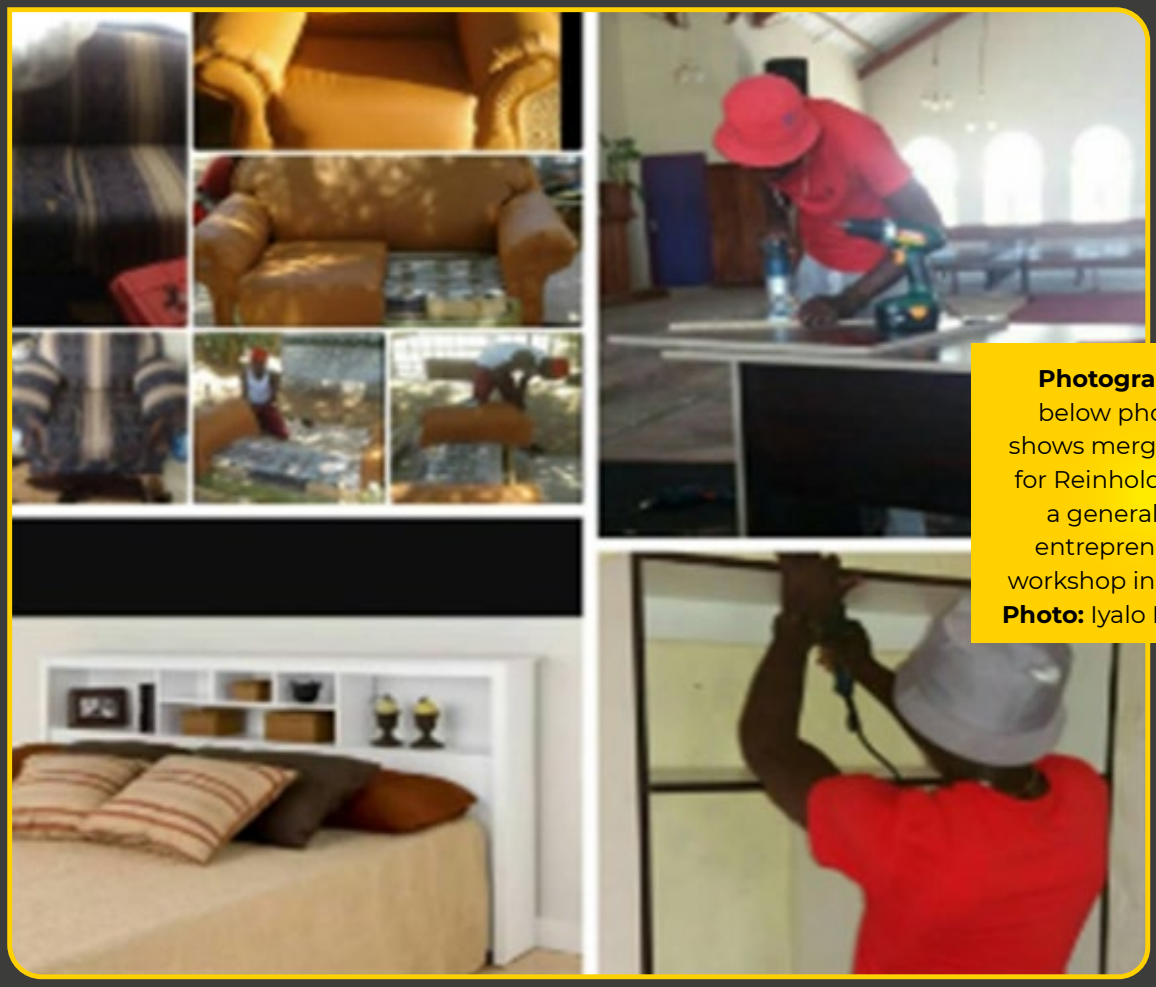
Table 11: TVET Graduates by most successful method for finding a job

Most successful method for finding a job	Number	Percent
Replied to job ads/announcements (e.g. newspaper, internet, notice)	245	21.5
With help of personal contacts of friends, fellow students etc.	125	11.0
Through job attachment during my course of studies	95	8.3
With the help of family contacts of parents, relatives	82	7.2
Through independent contact to employers	80	7.0
I was contacted by an employer	38	3.3
Through job attachment after graduation	34	3.0
Other (please specify)	27	2.4
Through internet (social) networks (e.g. Facebook)	15	1.3
Through teaching staff at the TVET institution	12	1.1
Job fair	11	1.0
Through part-time jobs during study	10	0.9
Through part-time jobs after graduation	6	0.5
Through registration at Ministry of Labour and Employment Creation	6	0.5
Through private employment agencies	6	0.5
Through the careers centre of the TVET institution	3	0.3
Not stated	345	30.3
Total	**1140**	**100.0**

Furthermore, 21.8 percent of the employed graduates indicated that they received housing subsidies or rent allowances.

Table 12: Employed TVET Graduates by industry

Economic Activity 1	Number	Percent
Not stated	455	39.9
General Trading	142	12.5
Construction	82	7.2
Education	64	5.6
Professional, scientific and technical	58	5.1
Administrative and support service activities	48	4.2
Electricity, gas, steam and air condition	45	3.9
Public administration and defense	41	3.6
Manufacturing	38	3.3
Wholesale and retail trade	35	3.1
Accommodation and food service activities	30	2.6
Human health and social work activities	25	2.2
Mining and Quarrying	24	2.1
Agriculture, Forestry and fishing	18	1.6
Financial and insurance activities	11	1.0
Sport, Art, entertainment and recreation	10	0.9
Transportation and storage	7	0.6
Water supply, sewerage and air condition	7	0.6
Total	**1140**	**100.0**



Photograph 1: The below photograph shows merged pictures for Reinhold Lugambo a general trading entrepreneur in his workshop in Windhoek.
Photo: Iyalo Ipinge, 2019.

Photograph 2: In photograph 2 are Iyalo Ipinge and Hertha Uuyage of Heivencan Resrach and Consultancy leaving a construction site of a 2015 TVET graduate Henock Iita in Swakopmund while Ms Tuwilika Sholongo of NTA looks on.
Photo: Laimi Iita 2019

Table 13: Employed TVET Graduates by average gross monthly income

Average gross monthly income	Male	Female	Total
	%	%	%
Less than N$ 500	2.4	4.3	3.1
N$ 500 – 1000	6.3	5.4	6.0
N$ 1001 – 1500	5.7	8.3	6.6
N$ 1501 – 2000	6.1	8.7	7.0
N$ 2001 – 2500	6.3	5.1	5.8
N$ 2501 – 3000	8.5	10.8	9.3
N$ 3001 – 4500	9.5	13.7	11.0
N$ 4501 – 5000	10.1	10.1	10.1
More than N$ 5000	45.3	33.6	41.1
Total	**100.0**	**100.0**	**100.0**

As far as remuneration fringe benefits are concerned, about 23 percent of the employed graduates reported that they received transportation allowances, while more than 22 percent indicated that they received health benefits, which include medical aid and insurance.

Table 14: Employed TVET Graduates by fringe/other benefit(s)

Fringe/other benefit(s)	Number	%
Housing (subsidy, rent allowance)	249	21.8
Transportation (car/transport allowance)	272	23.9
Health (medical aid, insurances)	253	22.2
Education and training (staff development, family study rebate)	103	9.0
Retirement (pension, gratuity)	244	21.4
Food	104	9.1
Other Fringe benefits	33	2.9

5.1.7 Work Requirements

Graduates were asked to indicate to what extent certain skills/competencies were required in their current employment. About 51% of the respondents, as summarised in Table 15, ranked the 'ability to work efficiently towards a goal', 'the ability to organise their work processes', 'efficiency', 'the ability to work productively with others' and 'the ability to perform well under pressure' as key skills/competencies required a lot or a great deal in their current employment.

More than 43 percent agreed that skills/competencies such as a 'willingness to question theirs and others' ideas', 'analytical thinking', 'the ability to adapt to changing conditions' and 'the ability to develop new ideas and solutions' are required a lot or a great deal in their current employment.

Furthermore, more than 34 percent indicated that the 'ability to assert individual authority', 'mastery of field/subject-specific knowledge' and 'ability to mobilise the capacities of others' as competencies/skill required a great deal or a lot in their current employment.

Table 15: TVET Graduates by skills/competencies required in current employment

Skills/competencies required in current employment	None at all	A little	A moderate amount	A great deal	A lot	Not stated	Total
	%	%	%	%	%	%	%
Mastery Of My Field/Subject-Specific Knowledge	8.3	9.7	12.0	19.9	19.2	30.8	100.0
Ability To Develop New Ideas And Solutions	3.2	9.6	11.1	22.2	23.3	30.6	100.0
Ability To Assert My Authority	6.9	12.3	15.0	15.1	19.8	30.9	100.0
Ability To Adapt To Changing Conditions	3.9	10.0	11.4	20.4	23.3	30.9	100.0
Ability To Mobilize The Capacities Of Others	4.4	10.3	15.0	18.4	20.8	31.1	100.0
Analytical Thinking	3.6	5.9	11.3	22.7	25.4	31.1	100.0
Willingness To Question My And Others Ideas	3.8	8.5	13.6	18.4	24.8	30.9	100.0
Ability To Work Efficiently Towards A Goal	1.6	5.6	9.6	25.3	27.3	30.7	100.0
Ability To Organize My Work Processes	1.6	5.1	10.0	25.2	27.1	31.1	100.0
Efficiency	1.8	6.2	9.0	23.2	28.0	31.8	100.0
Ability To Work Productively With Others	1.4	3.7	7.1	29.0	27.7	31.1	100.0
Ability To Perform Well Under Pressure	2.3	3.2	6.1	28.4	28.8	31.1	100.0

5.1.8 Relationship Between Training and Employment

Real workplace application of skills acquired during formal training is an important consideration in the development of training curricula and programmes, which need to be current and relevant to the constantly evolving needs of a specific industry sector. If this relationship is not strong, skills mismatches are likely to occur.

Figure 14 summarises graduate responses on the extent knowledge, skills and competencies acquired during training are applied in their current jobs. Overall, about 40 percent of the graduates reported that the knowledge and skills acquired during their training are utilised in their current jobs. A 3.5 percent increase is visible when comparing responses from the 2015 cohort with those from the 2017 graduate cohort. Overall, less than 10 percent reported that knowledge and skills acquired during their training is not utilized at all in their current jobs.

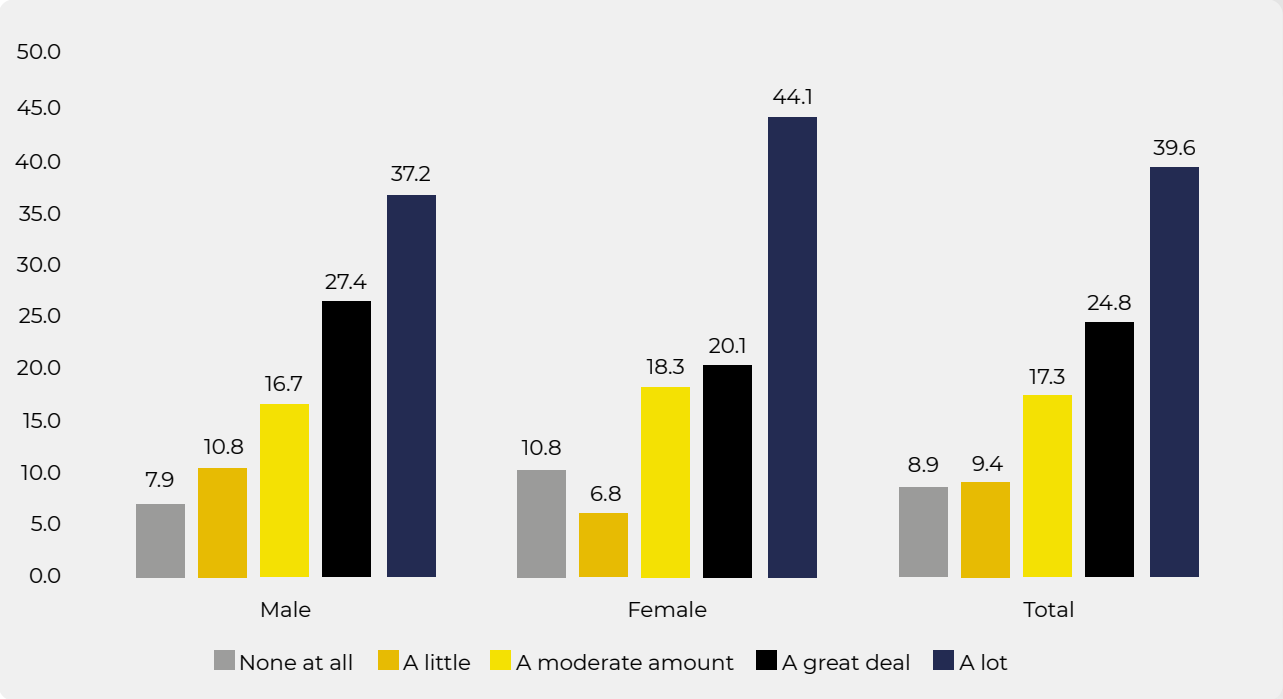


Figure 14: Employed TVET Graduates by utilization of knowledge and skills acquired during training in current job and sex

Furthermore, graduates were asked to motivate why they thought the knowledge and skills acquired during training are utilised in their current job. Table 16 shows that more than 22 percent of graduates reported that the skills and competencies attained as a trainee are applied during the practical execution of work, while theoretical knowledge was necessary to solve problems. More than 42 percent failed to respond to this question.

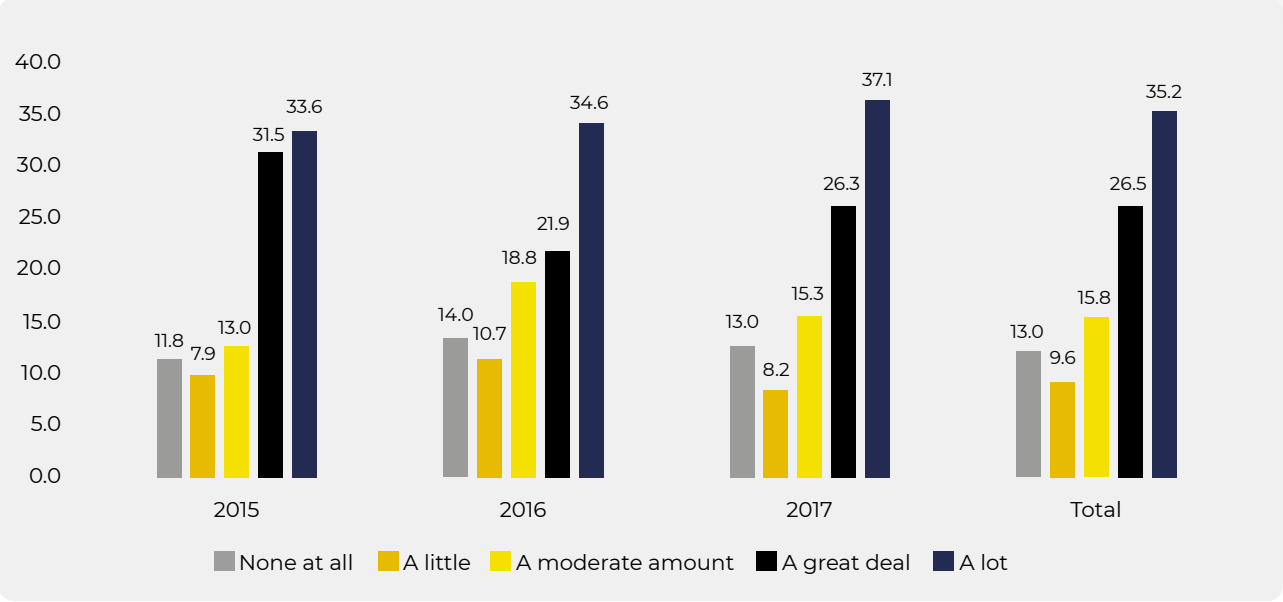


Figure 15: Employed TVET Graduates by utilization of knowledge and skills acquired during training in current job and sex

In terms of graduates' experiences on the appropriateness of qualifications for labour market needs, Table 17 shows that 40.6 percent considered NVC Level 3 qualifications to best match their current jobs, while about 17 percent selected NVC Level 5 qualifications as the better match.

Table 16: Employed TVET Graduates by skills/competencies required in current employment

Motivation on utilization of knowledge acquired in current job	Number	Percent
The skills attained as a trainee is expected to be applied during the execution of work	147	22.5
Theoretical knowledge is needed when doing problem solving	145	22.2
What is taught at the institution is what we apply at the workplace	107	16.4
Not related to what I studied	78	11.9
Not all the skills I attained from the TVET institution are needed in my current work	68	10.4
To execute the work on time as expected	58	8.9
To work independently	51	7.8
Total	**654**	**100.0**

Table 18 points to about 62 percent of graduates matching NVC Level 3 qualifications to the occupational area of 'Fitter and Turner', while about 53 percent matched NVC Level 3 qualifications with the 'Automotive Engineering' and 'Diesel Mechanic' occupational areas. About 71 percent matched NVC Level 5 qualifications with the 'Early Childhood Development' occupational area.

Table 17: TVET Graduates by qualification/degree level that matches best for current job and sex

Qualification/degree level matches best for current job	Male	Female	Total
	%	%	%
NVC L1	6.9	8.9	7.6
NVC L2	6.7	10.4	8.0
NVC L3	46.4	30.0	40.6
NVC L4	9.6	5.9	8.3
NVC L5	15.5	20.7	17.3
Other qualification	14.9	24.1	18.1
Total	**100.0**	**100.0**	**100.0**

Table 18: TVET Graduates by qualification/degree level that matches best for current job and trade

Trade completed	Qualification/degree level matches best for current job						
	NVC L1	NVC L2	NVC L3	NVC L4	NVC L5	Other	Total
	%	%	%	%	%	%	%
Electrical general	6.5	6.5	45.2	5.6	16.1	20.2	100.0
Automotive engineering, diesel mechanic	1.5	8.5	53.1	12.3	16.9	7.7	100.0
Brick laying and plastering	7.7	4.6	33.8	7.7	32.3	13.8	100.0
Plumbing and pipe fitting	13.9	5.0	41.6	6.9	6.9	25.7	100.0
Office Administration	11.4	7.4	31.3	6.3	16.5	27.3	100.0
Air conditioning and refrigeration	3.3	3.3	43.3	6.7	3.3	40.0	100.0
Hospitality and tourism	6.7	11.7	20.0	10.0	21.7	30.0	100.0
Boilermaker	3.3	5.0	55.0	8.3	15.0	13.3	100.0
Fitter and turner	6.1	3.0	62.1	6.1	7.6	15.2	100.0
Millwright	5.9	5.9	52.9	11.8	5.9	17.6	100.0
Building and civil	0.0	0.0	100.0	0.0	0.0	0.0	100.0
Instrumentation	0.0	0.0	44.4	11.1	22.2	22.2	100.0
Clothing production	14.3	0.0	21.4	7.1	28.6	28.6	100.0
Joinery and cabinet making	2.9	5.9	32.4	11.8	20.6	26.5	100.0
Early Childhood Development (ECD)	0.0	0.0	0.0	14.3	71.4	14.3	100.0
Welding and metal fabrication	4.5	6.8	45.5	18.2	11.4	13.6	100.0
Firefighter 1 and Hazard Awareness	0.0	0.0	0.0	0.0	100.0	0.0	100.0
HR Development	0.0	0.0	0.0	0.0	66.7	33.3	100.0
Logistics & Supply Chain	5.9	5.9	5.9	5.9	58.8	17.6	100.0
Theology	0.0	0.0	0.0	0.0	50.0	50.0	100.0

Trade completed	Qualification/degree level matches best for current job						
	NVC L1	NVC L2	NVC L3	NVC L4	NVC L5	Other	Total
	%	%	%	%	%	%	%
Avionics	0.0	0.0	0.0	100.0	0.0	0.0	100.0
Water Care	0.0	0.0	50.0	50.0	0.0	0.0	100.0
Construction engineering	40.0	0.0	30.0	30.0	0.0	0.0	100.0
Animal husbandry	0.0	100.0	0.0	0.0	0.0	0.0	100.0
Forklift driving	50.0	16.7	0.0	0.0	25.0	8.3	100.0
Counselling	0.0	7.1	42.9	7.1	14.3	28.6	100.0
Electronics	9.1	0.0	45.5	0.0	18.2	27.3	100.0
Hairdressing, cosmetology and therapy	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Frame Input Output Controller (FIOC)	0.0	0.0	100.0	0.0	0.0	0.0	100.0
Not stated	10.7	16.1	12.5	8.9	21.4	30.4	100.0
Total	**7.9**	**6.8**	**38.8**	**8.6**	**17.2**	**20.7**	**100.0**

As job seekers, TVET graduates often secure employment in areas for which they did not train. Table 18 summarises responses from such graduates as to why they were keeping jobs not closely related to their trade qualifications. A majority of 42.2 percent reported that they had not found an appropriate job yet. This implies that respondents choose their current jobs mainly because they could not secure any qualification-relevant opportunities.

Table 18: TVET Graduates by reason for choosing current job

Reason for choosing current job	Sum	%
I have not found an appropriate job (yet)	147	42.2
I receive a higher salary in my current job	25	2.2
My current job offers more security	47	4.1
My interests have changed	43	3.8
My current job allows a flexible time schedule	47	4.1
My current job allows me to work in a favoured geographical place	34	3.0
My current job allows me to take into consideration the interests of my family/children	84	7.4
Total	**1140**	**100.0**

More than 50 percent of the graduates indicated that their respective training courses were very or extremely useful for fulfilling their present professional tasks, for future professional development and career prospects, for the development of their personalities, and for the economic development of the country. About 49 percent reported that the TVET courses were very or extremely useful for finding an adequate job.

Table 19: TVET Graduates by Overall usefulness of TVET training

Overall usefulness of TVET training	Not at all useful	Not so useful	Somewhat useful	Very useful	Extremely useful	Not stated	Total
	%	%	%	%	%	%	%
For finding an adequate job after finishing your studies	4.9	3.7	10.4	30.5	19.0	31.5	100.0
For fulfilling your present professional tasks, if applicable	3.9	3.2	10.2	33.2	17.3	32.4	100.0
For your future professional development/career	2.8	1.6	7.0	33.0	23.9	31.7	100.0
For the development of your personality	2.4	2.0	6.1	34.2	23.7	31.7	100.0
For the economic development of your country	3.6	1.9	6.8	27.7	28.0	31.9	100.0

5.1.9 Work Orientation and Job Satisfaction

Satisfaction with work varies across individuals and how individuals view work. Work orientation may depend not only on satisfaction with various facets of their work, but also on their beliefs and values. Individuals who see their work as a job orientation are most concerned with material benefits, as their primary motivation for the work. By contrast, individuals who see their work as a career have a deeper personal investment and are motivated not only by monetary gain, but also by a desire for higher social standing, power, and self-esteem. Finally, for individuals who see their work as a calling, work is an end in itself, inseparable from their life. Their focus is not on financial rewards or advancement. They find fulfillment in their work and wish to make a difference in society.

Table 20 shows that 48.4 percent of the graduates indicated that they would like to get employed within the next three years. Furthermore, more than 20 percent reported that they would like to take a job more closely linked to the rea of training, achieve more secure employment, obtain a better chance of pursuing continuous learning, study part-time, or start their own business.

Figure 15 show that 39.3 percent of the graduates reported that they were very dissatisfied with their current job status and outlook.

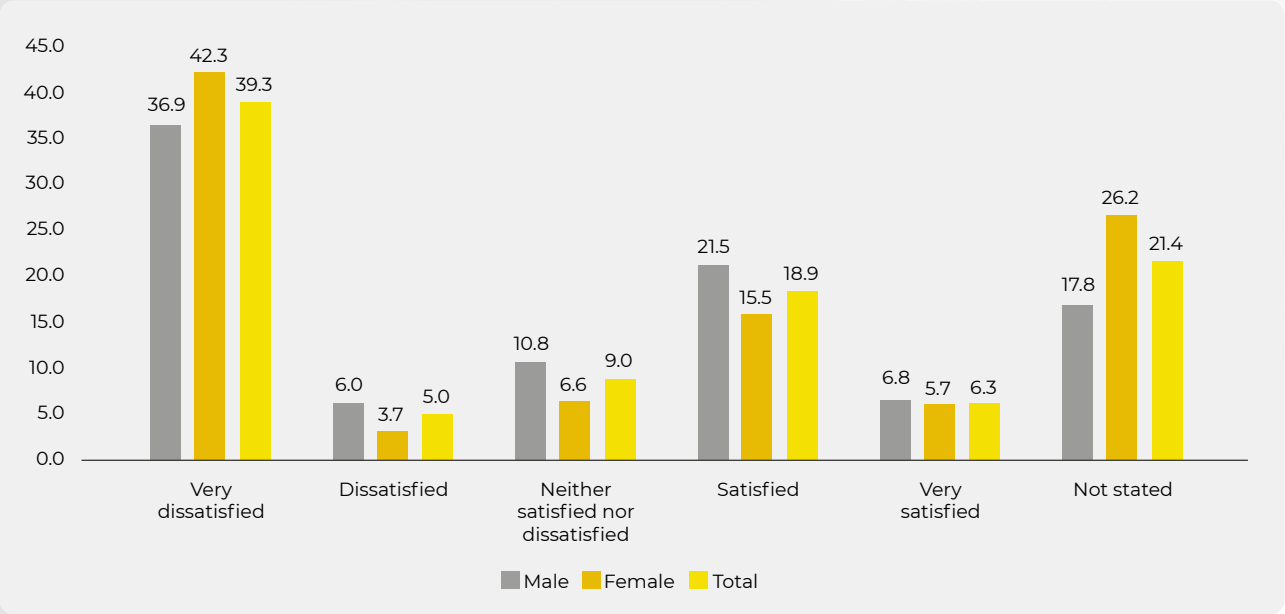


Figure 15: TVET Graduates by extent satisfied with current job situation and sex

5.1.10 Further TVET Training After Graduation

Figure 16 shows that 72.7 percent of the graduates highlighting that they did not undertake any further training after graduation. The same pattern can be observed among females and males.

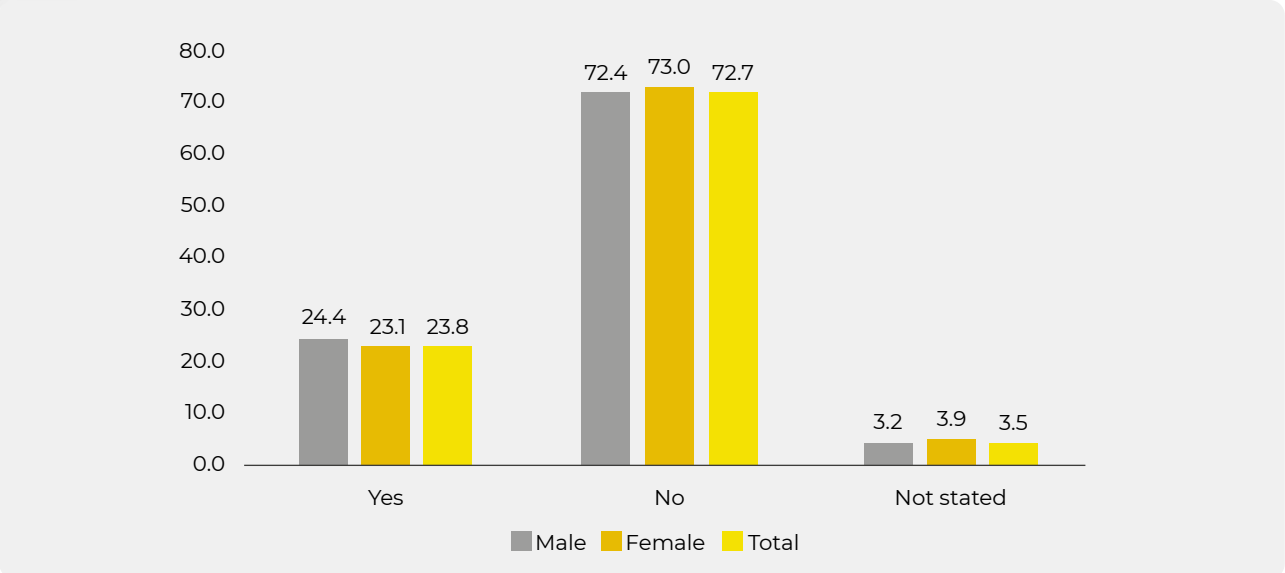


Figure 16: TVET Graduates by further TVET training after graduation and sex

Table 19 shows that 19.6 percent of the respondents reporting that they had successfully completed further training, 13.2 percent are in the process of completing further training, while 12 percent had abandoned further training courses, they had enrolled in.

5.1.11 Graduates' Recommendations on Important Changes to TVET Programmes

Asked about their thoughts on how quality in TVET can be improved, the graduate respondents offered a myriad of suggestions, as summarised below. (These are the recommendations of the graduate respondents, and not that of the study).

- The NTA should create platforms to connect employers and graduates.
- Training curricula should be upgraded to better meet current market standards.
- Institutions should aspire to offer courses at higher qualification levels.
- Institutions should invest in market-relevant training equipment and workshops.
- Introduce student exchange programmes between different institutions.
- The NTA must enforce mandatory job attachment for all occupational areas and levels
- Institutions should aspire to train trainees to become trainers (instructors).
- Institutions should upgrade classroom and hostel and accommodation infrastructure.
- Institutions should strive to attract trainers with vast practical and industry experience.
- Institutions should strengthen the STEM-aspect in all training offerings, including subjects such as 'Engineering Drawing', 'Mathematics' and 'Computer Literacy'.
- Graduates should be provided with equipment and well-resourced toolkits upon graduation.
- Training institutions not registered by the NTA should not be allowed to offer training.

5.2 Self Employed Graduates Survey

Another component of the study focused on those TVET graduates who have ventured into self-employment and who have established businesses of their own.

Summarising survey outcomes for this component, this section is divided into key categories, namely, graduate biographical information, business information, business challenges, employee information, as well as general information regarding social responsibilities and support.

5.2.1 Biographical Information

A total of 121 self-employed graduates were interviewed, 71.9 percent of whom were males, and 28.1 percent females.

Figure 17 presents the distribution of the self-employed graduate with respect to age group. The result shows that the majority (63.2% and 61.8%) of the respondents were in the age group 25 to 29 years for males and females, followed by those in the age group of 30 to 34 years, accounting for 23 percent of males and 20.6 percent of females. In terms of age groups with lower response rates, 2.3 percent male graduates who responded to the survey were in the age group 40 years and above, while 2.9 percent female graduates were recorded in the age group 21 to 24 years.

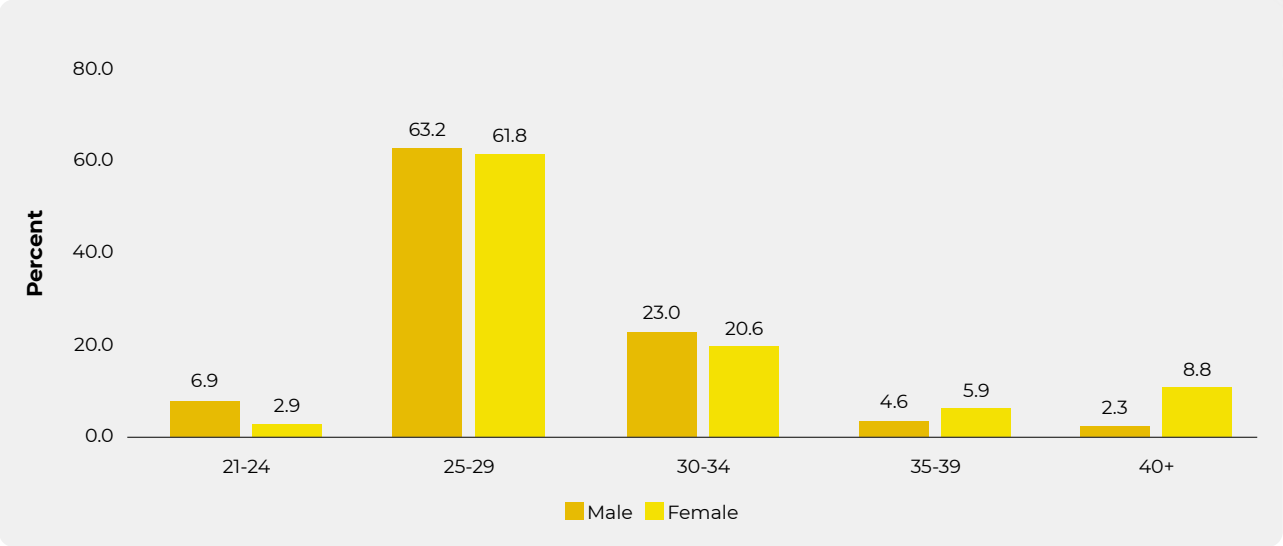


Figure 17: Percent distribution of the self-employed TVET graduate by age group and sex

The graduates were asked to indicate from which region they hailed, as well as the region where they currently reside as a usual place of residence. From Figure 19, with respect to the region of birth, the majority (36.4%) were born in Omusati, followed by Ohangwena and Oshana with 16.5 percent, each. With respect to the usual place of residence, the majority of the graduates (30.6%) indicated Khomas as their usual place of residence followed by 16.5 percent and 15.7 percent of the graduates who indicated Erongo and Omusati, respectively.

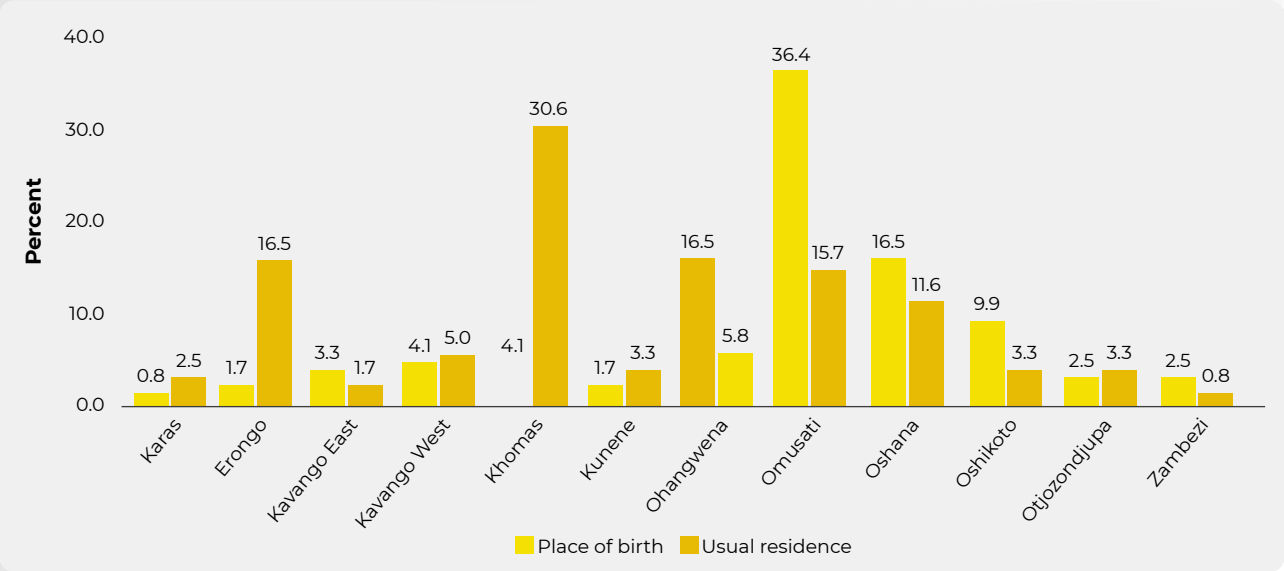


Figure 15: TVET Graduates by extent satisfied with current job situation and sex

In terms of occupational area/trade in which the self-employed graduate was certified, 'Plumbing and Pipefitting' (17.4%) ranked highest, followed by 'Bricklaying and Plastering' (12.4%), 'Electrical General' (10.7%), 'Clothing Production' (10.7%) and 'Diesel Mechanics' (8.3%).

Table 24: Distribution of trades completed

Trade completed	Number	Percent
Electrical general	13	10.7
Automotive engineering, diesel mechanic	9	7.4
Brick laying and plastering	15	12.4
Plumbing and pipe fitting	21	17.4
Office Administration	7	5.8
Air conditioning and refrigeration	4	3.3
Hospitality and tourism	5	4.1
Boilermaker	4	3.3
Marine Navigator	1	0.8
Diesel mechanic	10	8.3
Clothing production	13	10.7
Joinery and cabinet making	6	5.0
Welding and metal fabrication	4	3.3
Logistics & Supply Chain	1	0.8
Autotronic	1	0.8
Construction engineering	5	4.1
Counseling	2	1.7
Total	**121**	**100.0**

Males continue to dominate the traditionally gender-appropriate trades such as 'Bricklaying and Plastering' and 'Plumbing and Pipefitting' at 17.4 percent and 12.4 percent respectively. Ranked joint third with 'Electrical General' with 10.7 percent, 'Clothing Production' is dominated by female entrepreneurs.

Photograph 4: This photograph exposes Godfreyd Kakumo solar power plant in Windhoek. Godfryd sells electricity to his clients in the city. **Photo:** Hertha Uuyage 2019

Photograph 4: Photograph 4 present Frieda Heita an entrepreneur from Swakopmund venturing in clothing production. Frieda describes her business as small scale however sustainable but call for assistance to grow her business. **Photo:** Iyalo Iipinge 2019

5.2.2 Business Information

The survey further sought information on the status of the graduates' businesses. In particular, the self-employed graduates were asked to indicate the number of businesses in which they are engaged. It is observed from the result presented in Figure 20 that the majority owns a single business (87.4% males and 91.2% females).

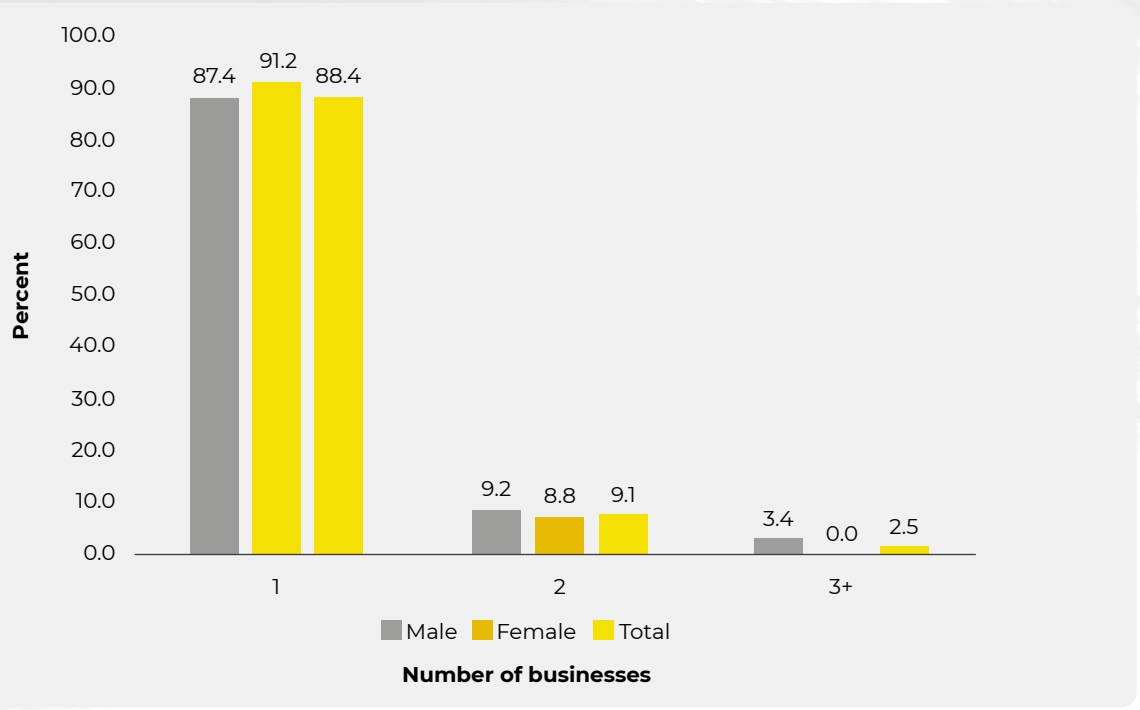


Figure 20: Percent distribution of the self-employed graduate by sex and number of business

The graduates were also asked to indicate as to whether they started their businesses immediately after graduation. The result presented in Table 25 shows that only 47.5 percent of the graduates who are self-employed started their businesses immediately after graduation. On the other hand, 52.5 percent of the graduates indicated to have not started their businesses immediately after graduation (Figure 21).

Table 25: Distribution of graduate by the status of starting a business

Did you start a business	Number	Percent
Yes	57	47.5
No	63	52.5
Total	**120**	**100.0**

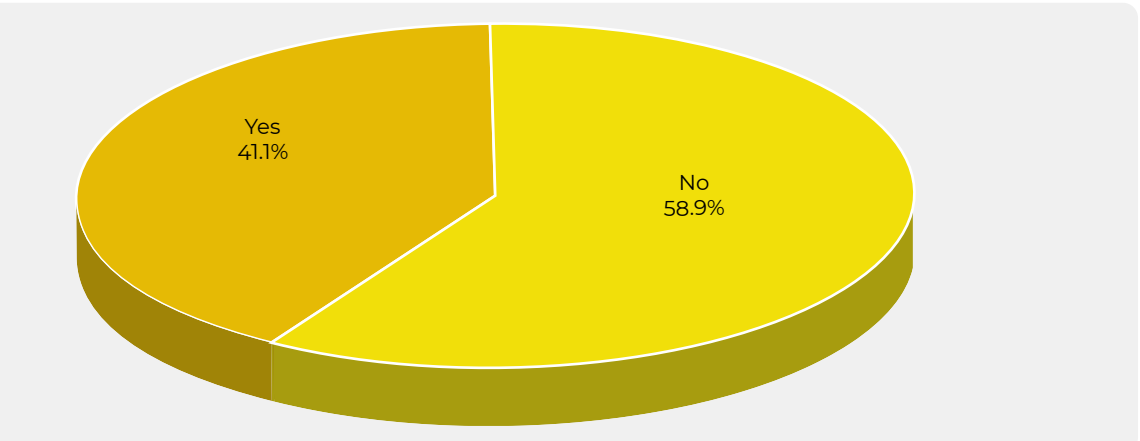


Figure 21: Distribution of graduate's status of employment when they did not start a business

From the 41.1 percent of graduates who indicated that they were employed (Figure 22), a relatively high majority (80.6%) indicated that they were employed in the private sector prior to establishing their own businesses, while 19.4 percent came from the public employment sector.

The majority of the graduates (61.2%) who started their own businesses did so because they were not employed. Similarly, other reasons for starting a business advanced by the graduates include the 'desire to be self-employed' (16.5%) and the 'need to support the family and improved standards of living'.

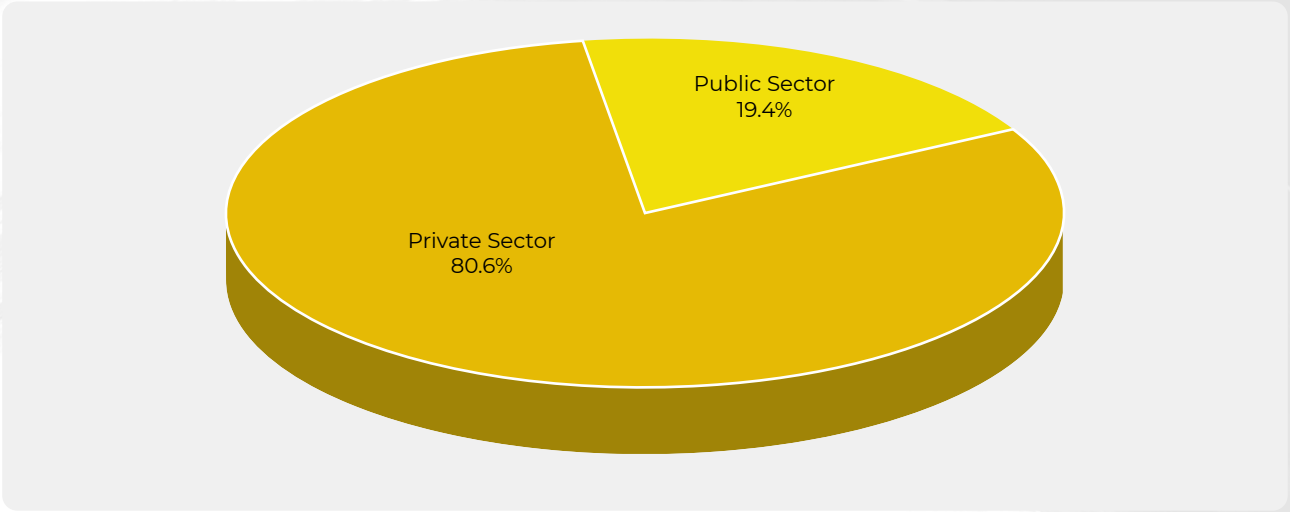


Figure 22: Distribution of the graduate sectors of employment

Table 26: Reasons that led to graduates starting a business

Challenges faced when starting own business	Number	Percent
Unavailability of funds to start the business	51	42.1
Trouble registering the company with the relevant authorities	3	2.5
Lack of tools/machinery and materials	27	22.3
Unavailability of contract jobs/tenders	6	5.0
Fewer customers	12	9.9
Lack of operating space/Workshop	6	5.0
Competition	12	9.9
Not stated	4	3.3
Total	**121**	**100.0**

With respect to the type of the business, the survey asked the self-employed graduates to provide a breakdown of their business operations. (outcomes are presented in Appendix II, Table A.II.1). General Construction (16,5%) ranked highest, followed by 'Plumbing and Pipefitting' (14.9%), 'Tailoring/Fashion Design/Sewing' (9.9%), 'Automotive Engine Repairs' (9.1%), 'Automotive Maintenance' (8.3%) and 'Electrical Installations' (7.4%).

Capacity building and entrepreneurship skills development are important considerations for self-employed TVET graduates in keeping their skill sets current and to keep track with market expectations. In this regard, the self-employed graduates were asked to indicate if they had attended any such programmes. Female self-employed graduates overwhelmingly (50%) indicated that they had attended management programmes only, whereas their male counterparts took part in leadership programmes (20%), management programmes (10%), as well as coaching and mentoring programmes (5%).

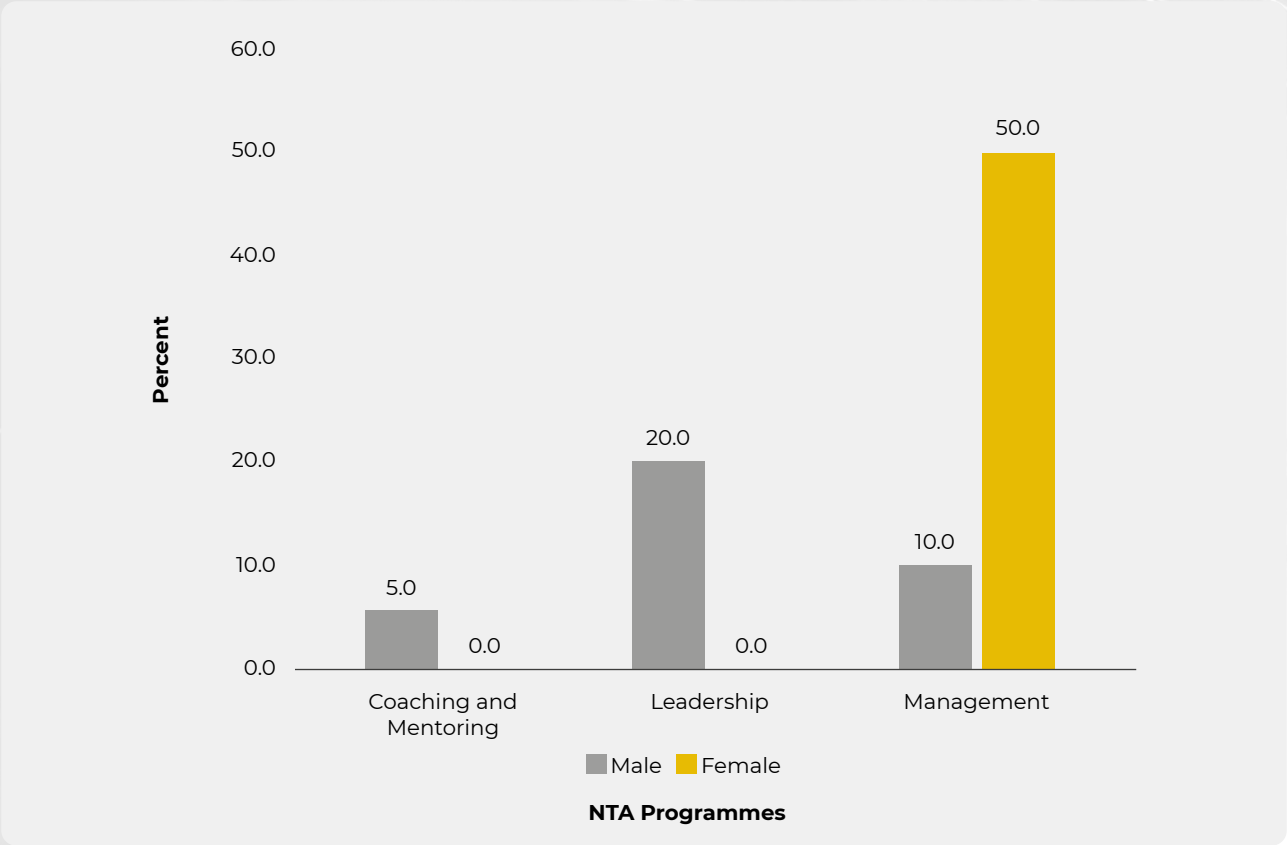


Figure 23: Distribution of self-employed graduate participation in NTA related programmes

Figure 24 show that 52.9 percent of the self-employed graduates indicated that they started their own business with only one attempt. About 15 percent of the self-employed graduates indicated that they started their own business with more than two attempts. More females (58.8%) compared to males (50.6%) reported that they started their business with only one attempt.

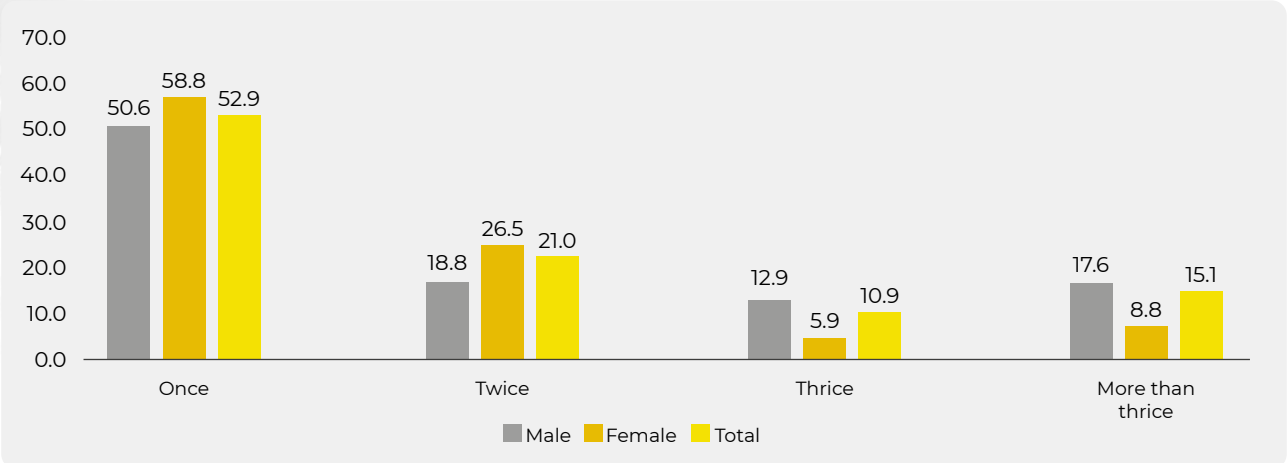


Figure 24: Self-employed by number of attempts to start a business

Out of those who indicated that they started their own business with more than one attempt, about 65 percent explained that the previous attempts did not succeed due to the unavailability of funds. About 11 percent of the self-employed graduates revealed that their previous attempts did not succeed due to a lack of tools/machinery. Less than 2 percent of the self-employed graduates cited a lack of operating and business space as a reason why their previous attempts were unsuccessful.

Self-employed graduates were asked to state the main challenges faced to start their own business. Table 27 shows that 42.1 percent of the self-employed graduates reported the unavailability of funds as their main challenge to start their own business. Furthermore, about 22 percent of the self-employed graduates cited a lack of tools/machinery as a main challenge.

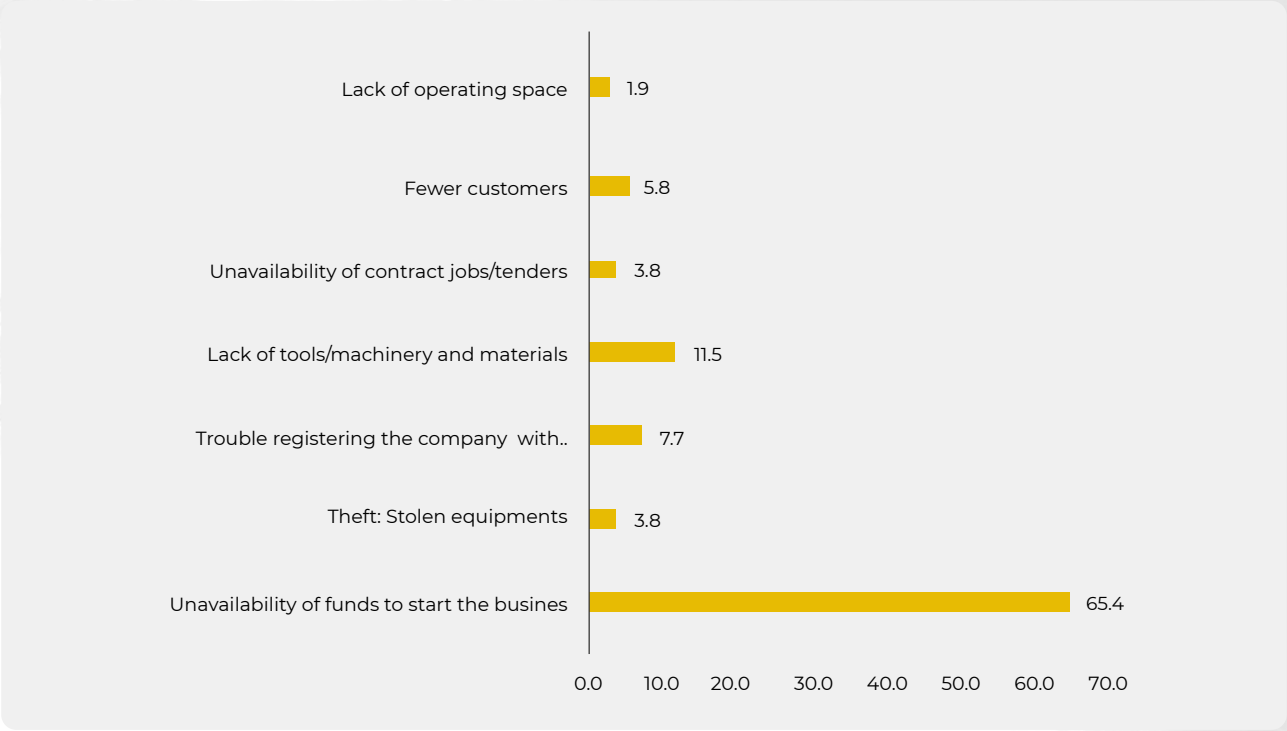
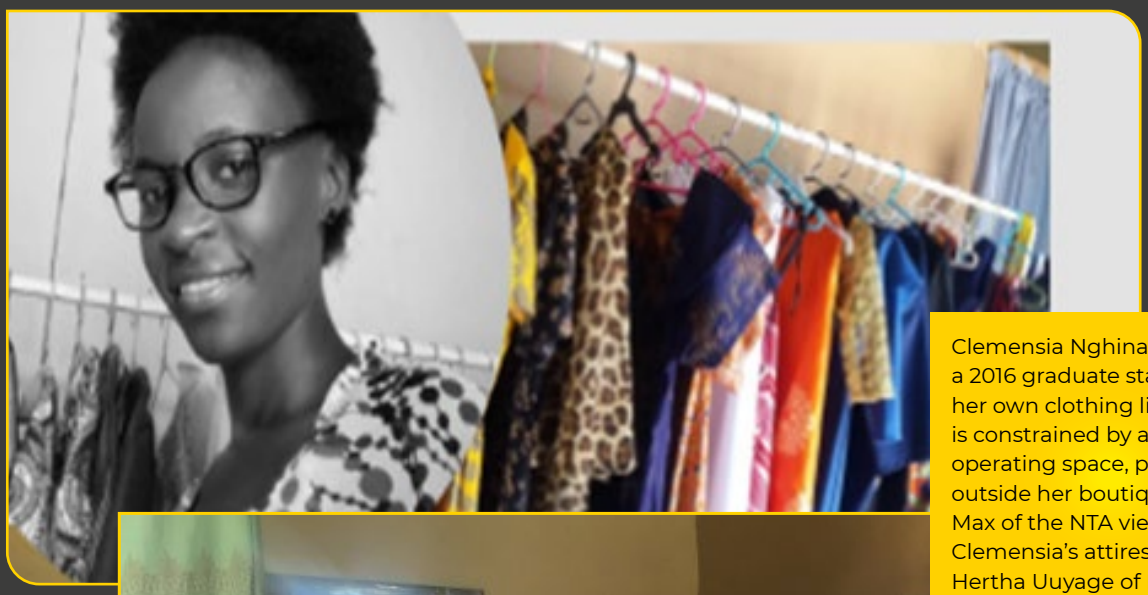


Figure 25: Self-employed graduates by explanation about previous attempts to start a business

Table 27: Self-employed graduates by challenges faced when starting own business

Challenges faced when starting own business	Number	Percent
Unavailability of funds to start the business	51	42.1
Trouble registering the company with the relevant authorities	3	2.5
Lack of tools/machinery and materials	27	22.3
Unavailability of contract jobs/tenders	6	5.0
Fewer customers	12	9.9
Lack of operating space/Workshop	6	5.0
Competition	12	9.9
Not stated	4	3.3
Total	**121**	**100.0**

A lack of operating space or workshop is another challenge facing self-employed graduates. The majority of respondents operate from unconducive settings; some from open spaces which pose threats to their equipment and material. Others work from boxed offices which prevent them from visibly marketing and displaying their product and service offerings (evident from photographs 5 and 6).



Clemensia Nghinamune a 2016 graduate started her own clothing line, but is constrained by a lack of operating space, posing outside her boutique. Paulina Max of the NTA viewing Clemensia's attires, while Hertha Uuyage of Heivencan looks on.

Photograph 6: In the picture is Hikerwa Johannes workshop. Johannes is venturing in general trading however lack a generally accepted office space and instead from this chaotic office.
Photo: Laimi Iita, 2019

Self-employed graduates were asked whether they were able to access funding during the start-up of their own businesses. Figure 26 shows that the majority (83.5%) indicating that they were not funded at the start-up phase. More females (91.2%) compared to males reported that they were not funded. Out of those who revealed that they were funded, 63.8 percent indicated that they used their own savings. About 27 percent indicated that they accessed funds from friends and family.

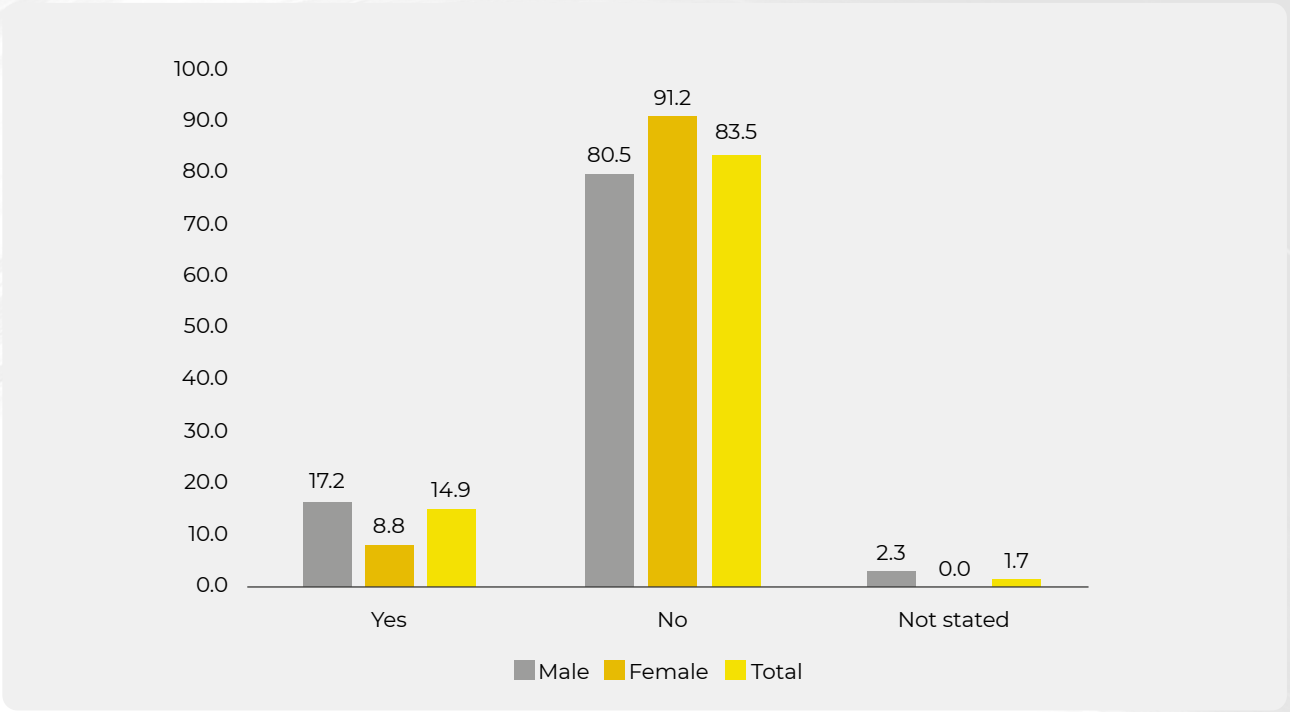


Figure 26: Self-employed graduates by funding during the start-up of business and sex

Self-employed graduates were asked whether they received equipment or livestock at the start-up stage. The figure below shows that 90.1 percent reported that they did not receive equipment or livestock at the start-up of their own businesses. More males (92.0%) compared to females (85.3%) indicated that they did not receive equipment or livestock.

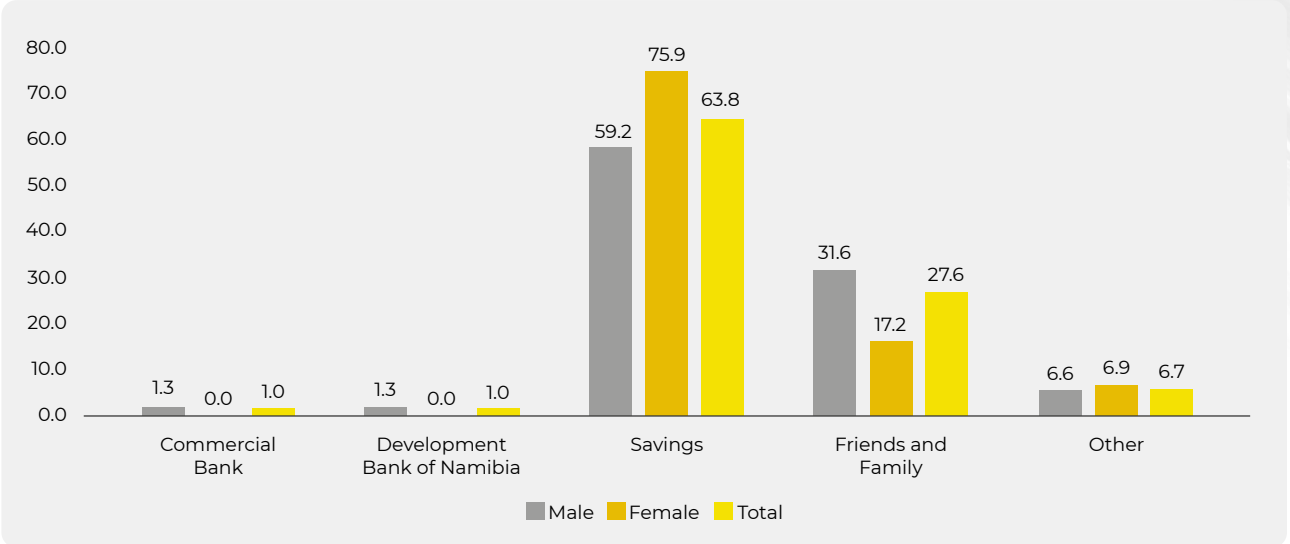


Figure 27: Self-employed graduates by source of funding and sex

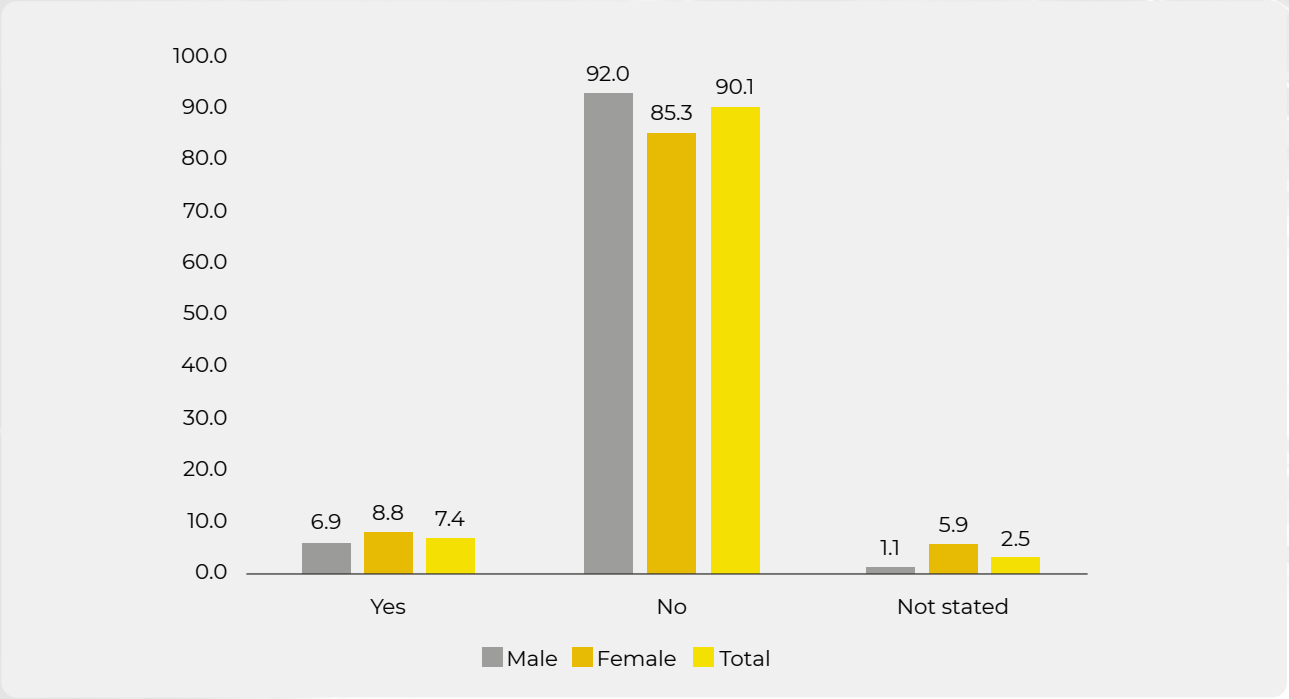


Figure 28: Self-employed graduates by whether they received equipment or live stock during the start-up of their own business and sex.

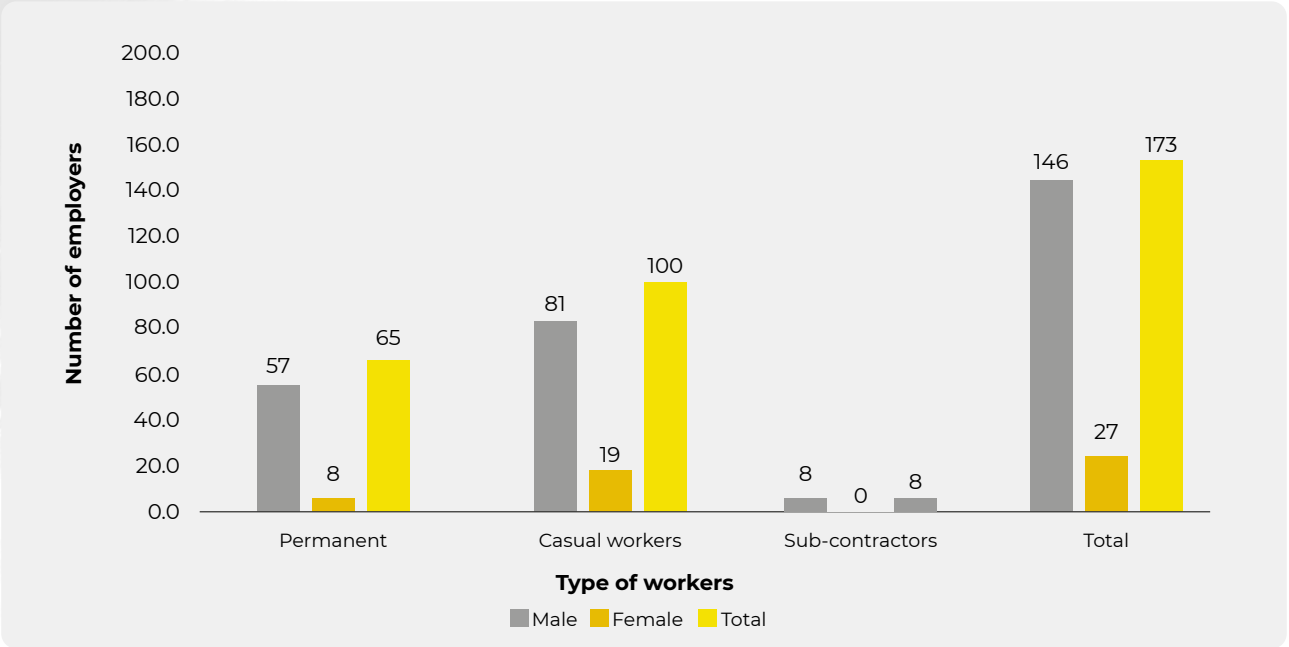


Figure 29: Types of business employees and sex

5.2.3 Graduates' Contribution Towards Employment Creation

Employees are valuable assets as they determine the productivity and profitability of a company. The self-employed graduates were asked to point out categories of employees currently employed at their businesses. It can be observed from Figure 8 that male casual workers (81%) ranked first, followed by permanent employees (57%) employees. By comparison, females seem to be underemployed, recording low percentages in the casual work (19%) and permannt work (8%) categories.

With respect to the aspect of training background, the results presented in Table 28 show that the majority of the employees (71.1%) were not trained at a TVET institution. This is in contrast with the 23.1 percent of the employees who were trained at a TVET institution.

Table 28: Employees training background

Employees trained at TVET	Male	Female	Total
	%	%	%
Not Trained at TVET institution	**64.4**	**88.2**	**71.1**
Trained at TVET institution	31.0	2.9	23.1
Not stated	4.6	8.8	5.8
Total	**100.0**	**100.0**	**100.0**

5.2.4 Business Competitors and Expansion

The majority (92.6%) of the self-employed graduates reported that they had competitors in their village, town or city. More females (94.1%) compared to males indicated that they experienced competitors in their village, town or city.

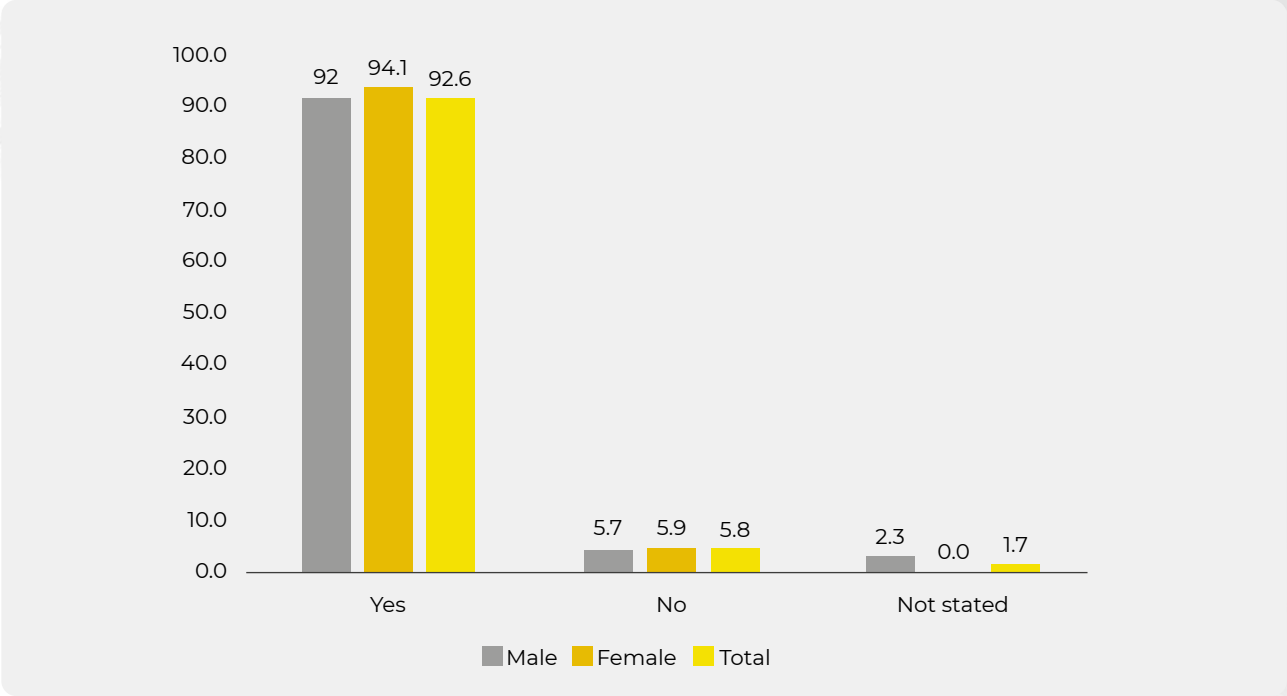


Figure 30: Competitors in village/town/city

About 59 percent of the self-employed graduates reported that the method used to align their business to remain competitive as good customer care, followed by marketing (14.5%).

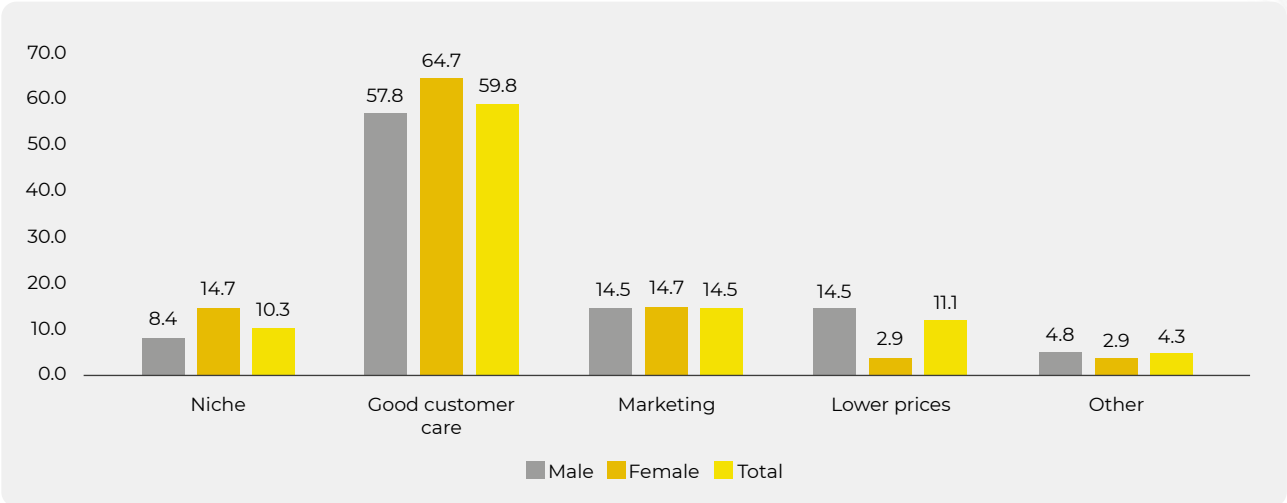


Figure 31: Methods of Alignment of business to remain competitive

Table 29 shows that 25.6 percent of the self-employed graduates indicated that decreasing customer numbers as one of the major challenges their businesses were encountering, followed by access to funds to finance running costs and purchase tools and equipment.

Major challenges:

- Funds to finance running costs and purchase tools and equipment.
- Late payments from customers, or refusal to pay.
- Inadequate and insufficient tools/machinery and materials.
- Unavailability of contract jobs and tenders.
- Fewer customers.
- Lack of operating space/workshops.
- Too much competition.
- Lack of transportation.

Table 30 shows that 34.7 percent of the self-employed graduates citing the use of social media advertising and marketing as a channel through which to promote their businesses and grow their customer base, followed by offering quality service and good customer care.

Table 30: Efforts to let your business grow

Efforts to let your business grow	Number	Percent
Social Media Advertising/Marketing	42	34.7
Offer quality service and good customer care	30	24.8
Lower prices/rates	7	5.8
Motivate workers to render quality service	3	2.5
Fostering good communication and relations with clientele/customers	10	8.3
Through hard work and commitment	13	10.7
Re-invest in the business	9	7.4
Not stated	7	5.8
Total	**121**	**100.0**

Figure 32 shows that the majority (58.3%) of the self-employed graduates revealing that the trade skills and competencies they acquired through training aiding their business growth.

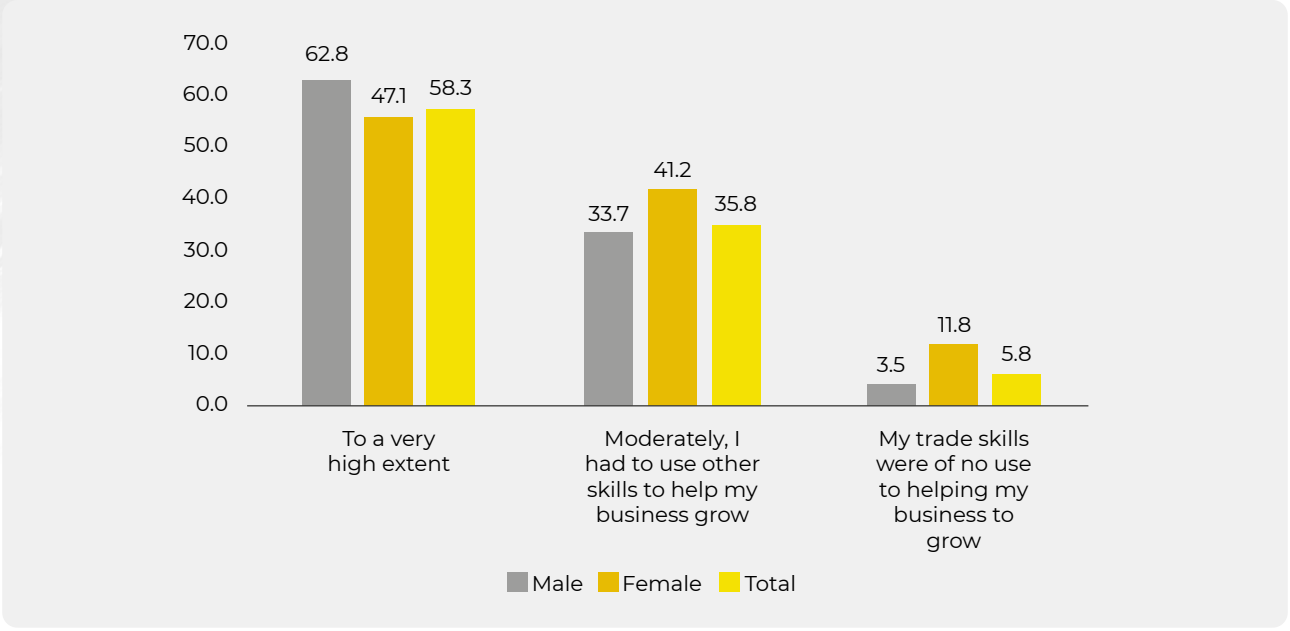


Figure 32: Extent to which trade skills helped business to grow

About 80 percent of the self-employed graduates reported they had plans to expand their businesses. The same pattern can be observed among both sexes.

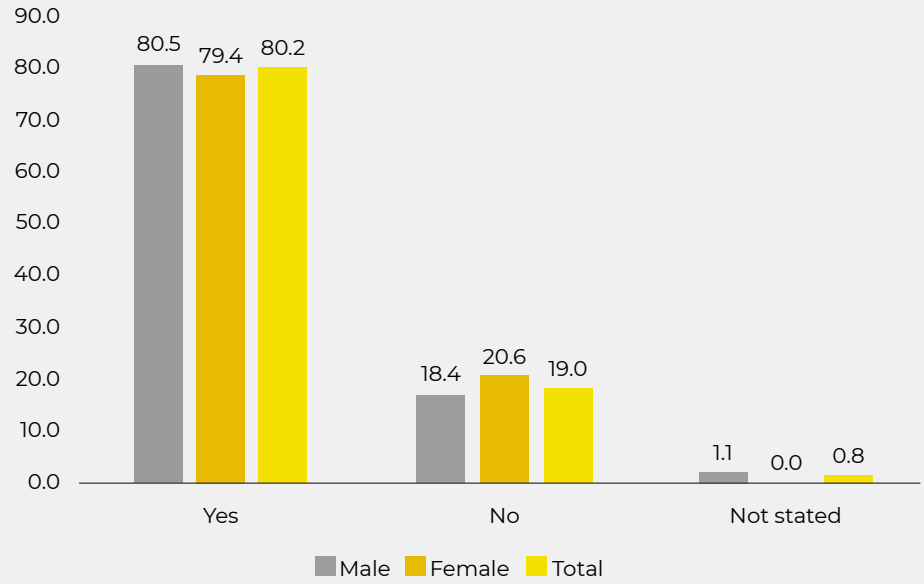


Figure 33: Planning to expand business

About 59 percent of the self-employed graduates revealed that the main reason why they wanted to expand their business was to create employment opportunities.

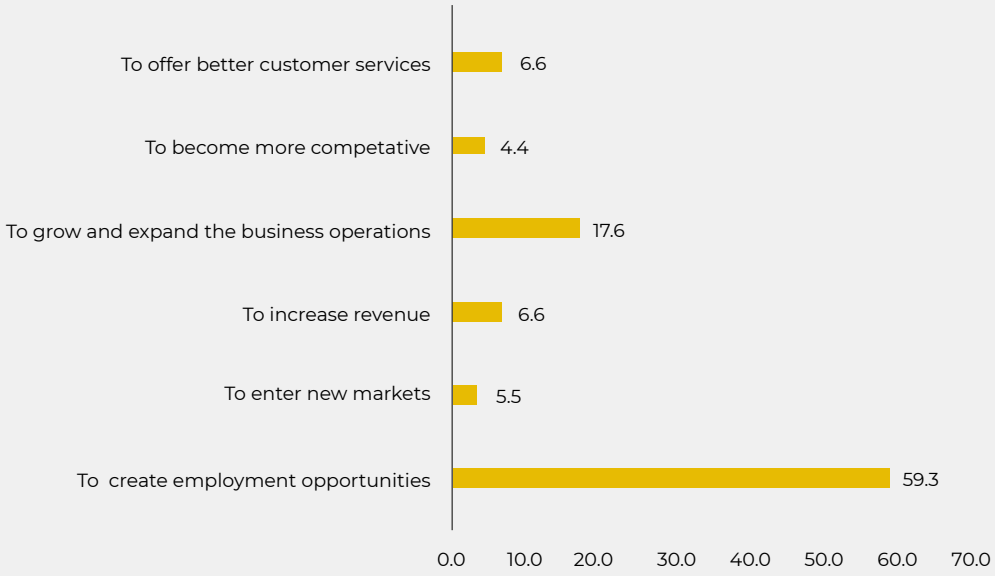


Figure 34: Reasons for expanding

5.2.5 Corporate Social Responsibilities and Suggestions

The majority (83.5%) of the self-employed graduates indicated that their business engaged in corporate social responsibility activities. More females (88.2%) than males (81.6%) reported that their businesses engaged in such initiatives.

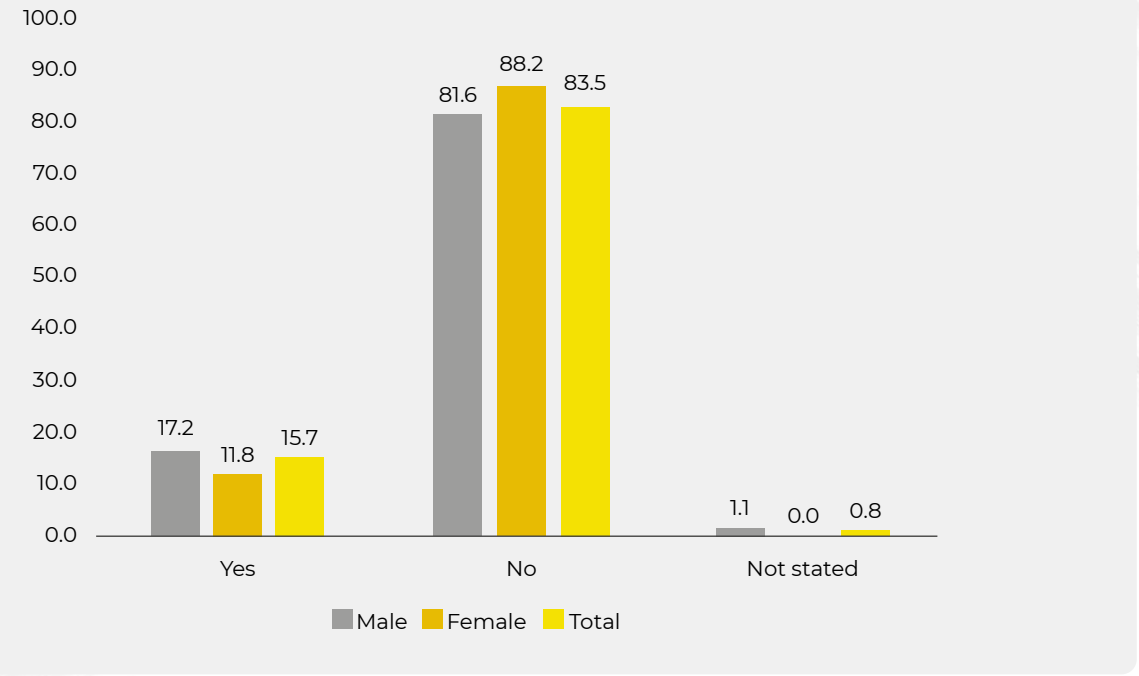


Figure 35: Business engage in Corporate Social Responsibilities

In terms of Government support, 35 percent of the respondents called for government backing insisting that financial support in the form of start-up capital should be provided to graduates, while 33 percent call for Government grants in the form of tools and equipment for their businesses.

Desired Government Support to TVET Businesses:

- Provide financial support in the form of start-up capital.
- Provide tenders and jobs.
- Provide tools and equipment grants.
- Empower start-ups instead of supporting entities that are already established.
- In partnership with private sector, devise opportunities such as sub-contracts.
- Facilitate and enhance cooperation between the private sector and SMEs.
- Support development and implementation of marketing strategies
- Support and facilitate entrepreneurial and management training
- Facilitate and coordinate SME sector-specific trade fairs.
- Establish and provide workshop space.

Less than 10 percent of the self-employed graduates suggested that TVET graduates take up entrepreneurial activities rather than seeking employment, as well as for the Government to come up with workshops to train TVET graduates on how to run businesses successfully.

Furthermore, they are of the opinion that the Government should provide grants in the form of tools and equipment for TVET businesses, whereas the NTA must aspire towards higher standards and qualification levels in the development of training programmes and curricula.

Other suggestions include introducing the area of 'Project Management' in course offerings to narrow the labour market gap between engineers and artisans; the Government to invest in training workshops to empower graduate entrepreneurs with skills and expertise to manage their businesses sustainably; and for communities to better support TVET businesses to promote economic growth.

5.3 Employers Survey Results

Employers who employ graduates are an important sub-component of the TVET Graduate Survey. As direct participants, their first-hand information and experience on the competencies, capacities and readiness of graduates are of utmost importance and provide a critical perspective.

In total, 42 employers were selected for this study, representing a diverse array of companies whose main activities include 'Sales Execution and Supply', 'Electrical Installations', 'Education', 'Office Administration', 'Hospitality and Tourism', 'Auto Maintenance and Repair', 'Masonry and Civil Works', 'Manufacturing and

Fabrication', 'Medical Services', 'Carpentry and Joinery', 'Mining' and 'Marine and Fisheries'. (see Appendix I, Table A.I.1 for the names of companies and Table A.I.2 (a) - (c) for the main activities carried out).

The employers were asked to indicate the total of graduates in their employment for the period 2015 to 2017. The result presented in Figure 36 indicates sustained growth in the number of graduates who found employment at the participating companies. The results further showed that male graduates outnumbered their female counterparts across the three years under review, with the minimum difference of 55 in favour of male graduates registered in 2016, and a maximum of 60 graduates registered in the year 2015.

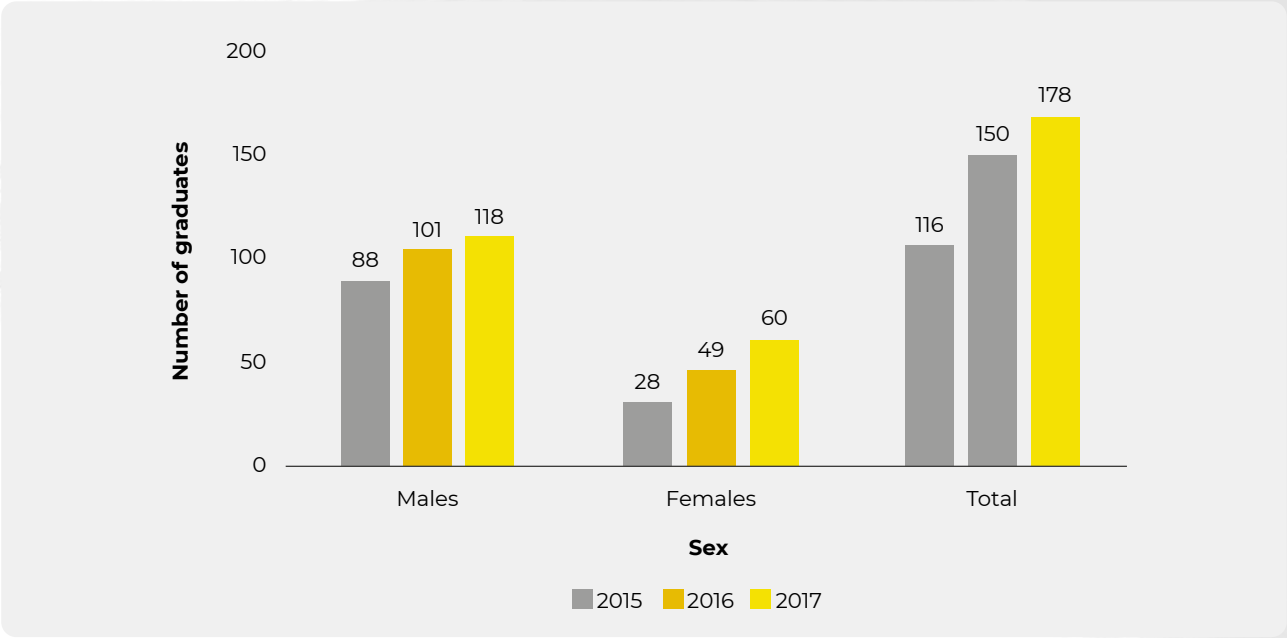


Figure 36: Number of TVET graduates employed by sex and year

The availability of a performance evaluation criterion for technical skills evaluation is an important intervention for tracking the graduates' performances in their respective work environments. The table below presents the proportion of employers who have indicated availability and accessibility of the performance evaluation criteria for the graduate. The table entries represent the within (column) percentage of the employers and the across (row) percentage, respectively. The majority of the employers (78.6%) indicated the existence of the performance evaluation criteria in their establishment, of which 53.7 percent are accessible.

Table 33: Proportion of employers who indicated availability and accessibility of performance evaluation criteria

Response	Performance evaluation criteria	Accessible	Total
Yes (column%) (row%)	33 **(78.6%)** (60.0%)	22 **(53.7%)** (40.0%)	55 **(66.3%)** (100.0%)
No	9 **(21.4%)** (32.1%)	19 **(46.3%)** (67.9%)	28 **(33.7%)** (100.0%)
Total	**42 (100.0%) (50.6%)**	**41 (100.0%) (49.4%)**	**83 (100.0%) (100.0%)**

Graduates' soft skills were rated by the employers using a 5-point Likert scale, whereby a score of one represent the lowest (unfavorable) rating and a score of five represent the highest (favorable) rating. The result presented in Figure 37 shows that the minimum ratings provided by the employers was two, expect for communication skills, where one employer rated the graduate an unfavorable rating of one. On the other hand, the maximum ratings provided by the employers against the graduate they employed was a five rating. On average, most employers have rated the graduate in their employment a favorable rating of four across the board, except for problem solving skills where on average the rating was a three.

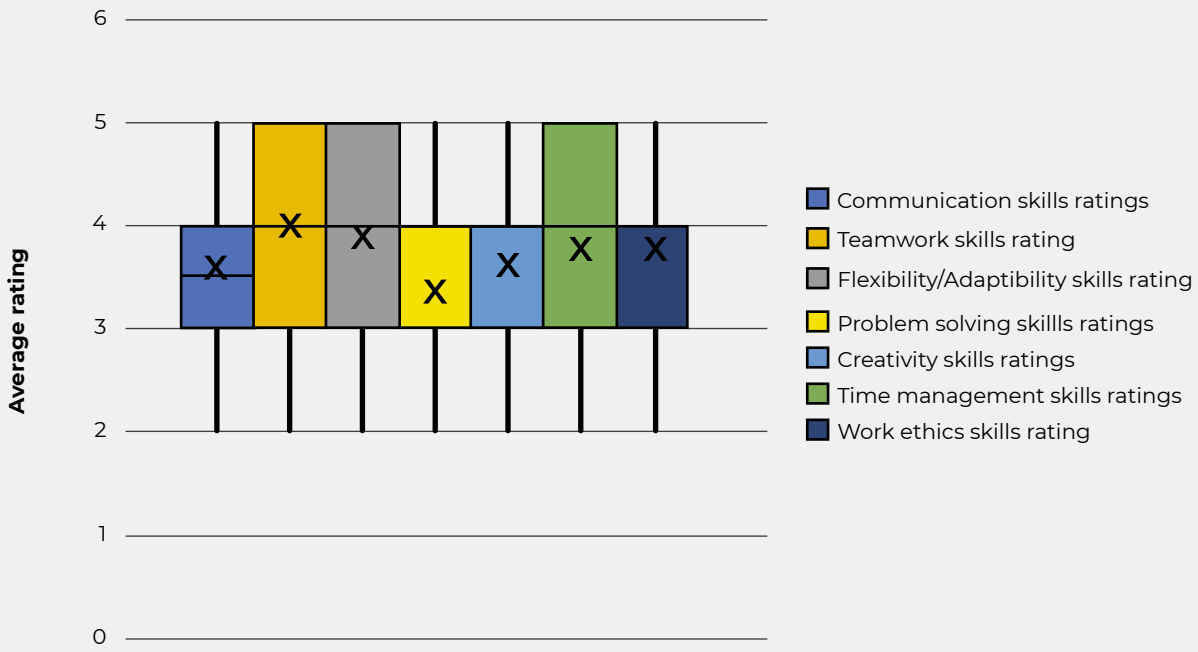


Figure 37: Employer's average ratings of the graduate's soft skills

Furthermore, the employers were asked to indicate as to whether their respective companies had graduate induction programmes in place. The majority of the employers (85.7%) indicated that their companies indeed facilitated induction (Figure 38). Furthermore, with respect to the type of graduate that they prefer, the overwarming majority of the employers indicated that they prefered those graduates with a job attachment background. In addition to providing the graduates in their employment with induction, the majority of companies (90%) attached mentors to graduates during the first days/weeks (Figure 39).

With regard to the expectations of the companies of graduates' competency levels and ability to use their attained skills (Appendix I, Table A.I.3), the employers provided the following top five expectations (percentage of employers who have advocated for the particular expectation provided in brackets):

- Ability to apply skills which they have acquired from training (26.2%).
- Familiarity with equipment and ability to work under limited supervision (26.2%).
- Demonstrated flexibility and the ability to adapt to a new environment (21.4%).
- Graduates should be possession of NVC Level 4 qualification, or higher (9.5%).
- No expectation at all (4.8%).

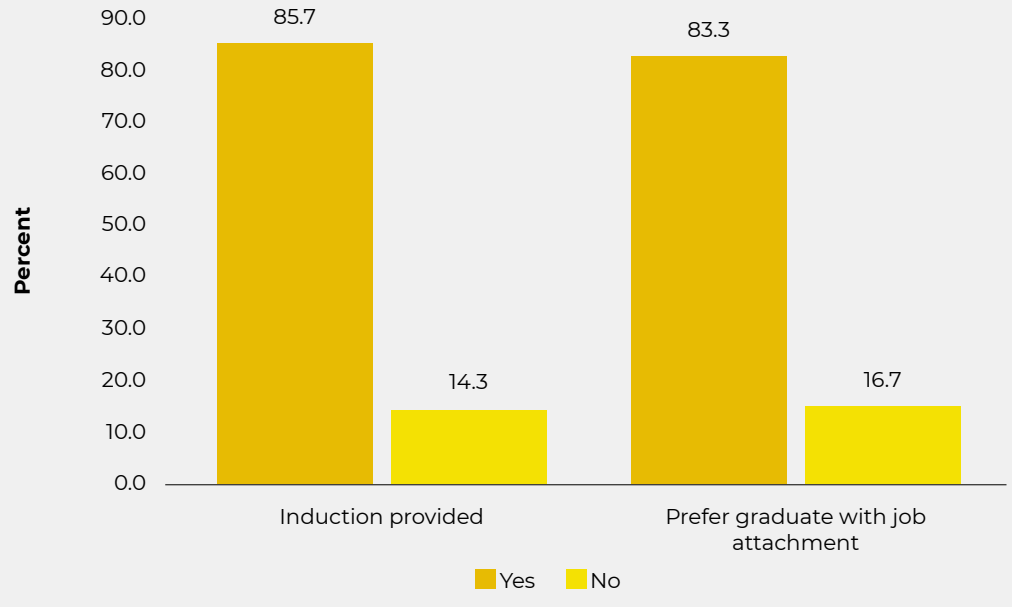


Figure 38: Percent of companies providing induction and their preference for graduate with job attachment

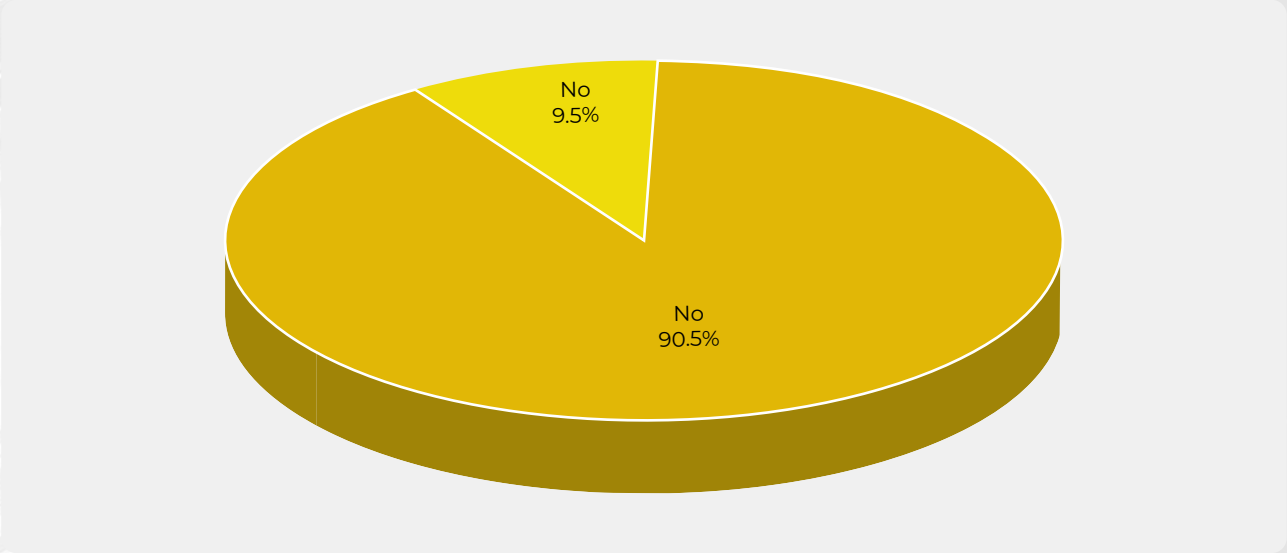


Figure 39: Percent distribution of companies that provides mentors for TVET graduate in the first days or weeks.

Knowledge application is an important measure in determining as to whether the trainees performing the task have grasped the required contents and skills to do the job. In addition, it can also be used as a measure to determine the quality and relevance of the training courses. In this regard, employers were asked to indicate if the graduates employed in their companies were being encouraged to apply their theoretical knowledge in the workplace also, as well as whether they had made contributions to improvements in the company's overall performance.

The result presented in Table 34 shows that the overwhelming majority of the employers indicated that graduates were encouraged to apply theoretical knowledge in the workplace (97.6%), and that graduates contributed to improvements in company performances (92.9%). The employers who indicated that the graduates contributed to improvements in company performances provided the following reasons: (percentage of employers attributed to a particular reason is provided in brackets) (refer to Appendix I, Table A.I.4 for complete list):

- They believe that graduates have contributed to improving company performance (42.9%)
- Graduates' work progress ran smoothly with limited challenges (38.1%)
- The company's revenue had increased as a result (9.5%)

Table 34: Proportion of employers who indicated encouragement to graduates to apply theoretical knowledge and whether they contributed to company performance

Response	Encourage graduate to apply theoretical knowledge	Graduate contributed to improvement to company performance	Total
Yes (column%) (row%)	41 **(97.6%)** (51.3%)	39 **(92.9%)** (48.7%)	80 **(95.2%)** (100.0%)
No	1 **(2.4%)** (25.0%)	3 **(7.1%)** (75.0%)	4 **(4.8%)** (100.0%)
Total	**42 (100.0%) (50.0%)**	**42 (100.0%) (50.0%)**	**84 (100.0%) (100.0%)**

Figure 40 below presents the percentage distribution of graduates by promotion and further training status, as indicated by their respective employers. It is observed that over half of the graduates (52.4%) from the 2015 – 2017 cohort, who were employed, received promotions. The main reason for promotion was 'outstanding performance', as advanced by 28.6 percent of the employers (Appendix I, Table A.I.5). On the other hand, 'no promotion opportunities' was cited as a reason for not promoting 47.6 percent of the graduates.

In contrast, a reverse trend was observed when it came to those graduates who were provided opportunities for further training. In particular, the result from Figure 4 shows that employers did not afford opportunities for further training to the majority of the graduates (61.9%). However, reasons submitted for the 38.1 percent who were granted such opportunities included *inter alia*, the 'need to gain knowledge in fields of study' (60.0%), as well as 'required to upgrade their skills'. (40.0%) (Appendix I, Table A.I.6).

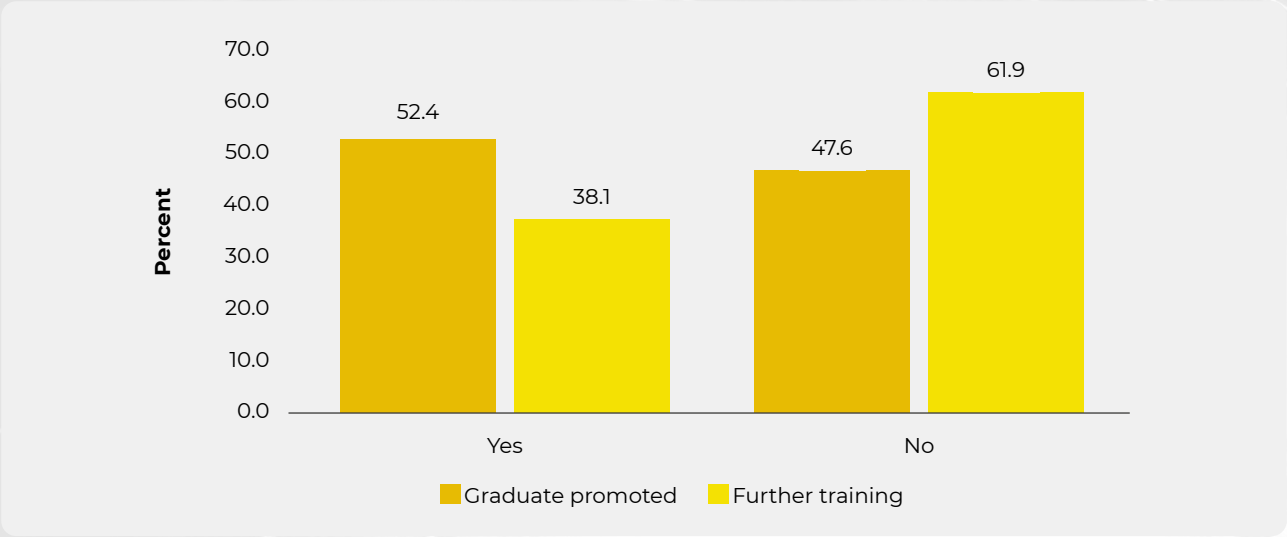


Figure 40: Percent distribution of TVET graduates by promotion and further training status.

Employers were further asked to indicate how long the graduates in their employment took to adapt to the work environment before taking up productive work. Most of the employers (40.5%) indicated that graduates took about a week to adapt (Figure 41). On the other hand, 26.2 percent and 23.8 percent indicated an adaptation period of one and three months respectively, while only 7.1 percent of the employers indicated an adaptation period of one year, before graduates became productive.

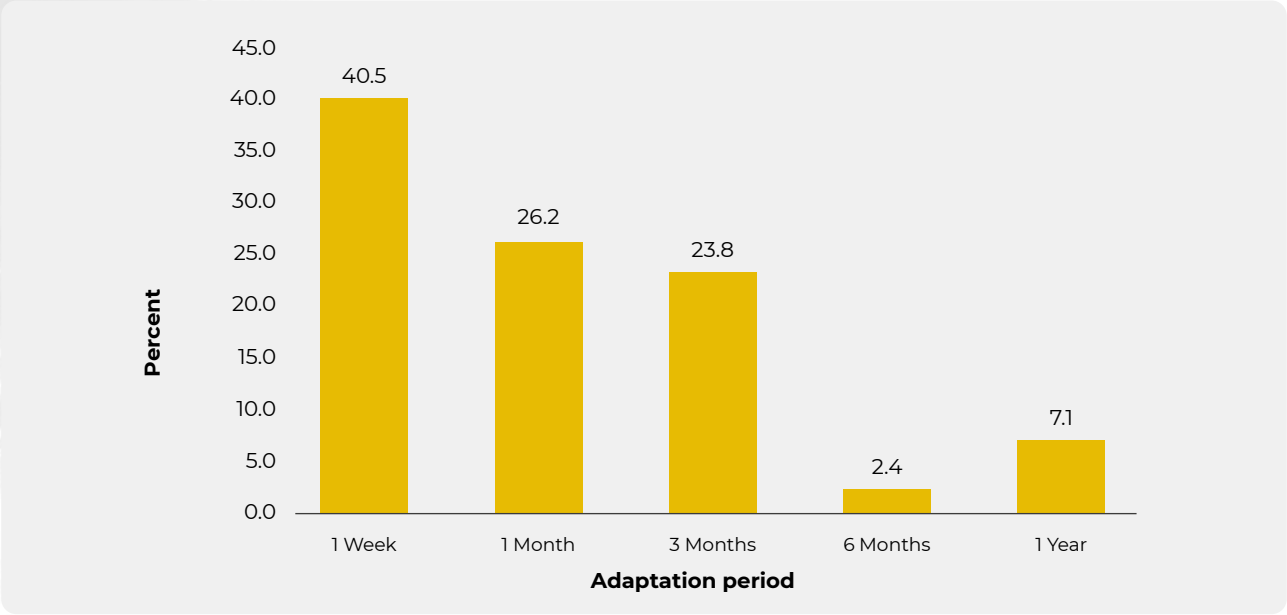


Figure 41: Percent distribution of TVET graduates adaptation period to their working environment and productive.

The uptake of skills is not only relevant in terms of those who received it, but critical to those who impart the knowledge to ensure absolute transfer has taken place. TVET institutions therefore play a critical role in this regard. It is against this background that employers were asked to indicate whether those competencies and skills transferred to graduates during their formal training programme were adequate for the current working environments in which they found themselves in.

It is observed from the result presented in Figure 42 that the majority (71.4%) of the employers felt that the competences and skills transferred during formal training were adequate. This majority (59.5%) of the employers indicated that the skills gained by the graduate during formal training was similar to those required for the job (Appendix I, Table A.I.7), pointing to the relevance of the training programmes. In contrast, only 28.6 percent of the employers indicated that the competencies and skills transferred were inadequate, because the graduates' current jobs were not in line with the trade they completed or studied.

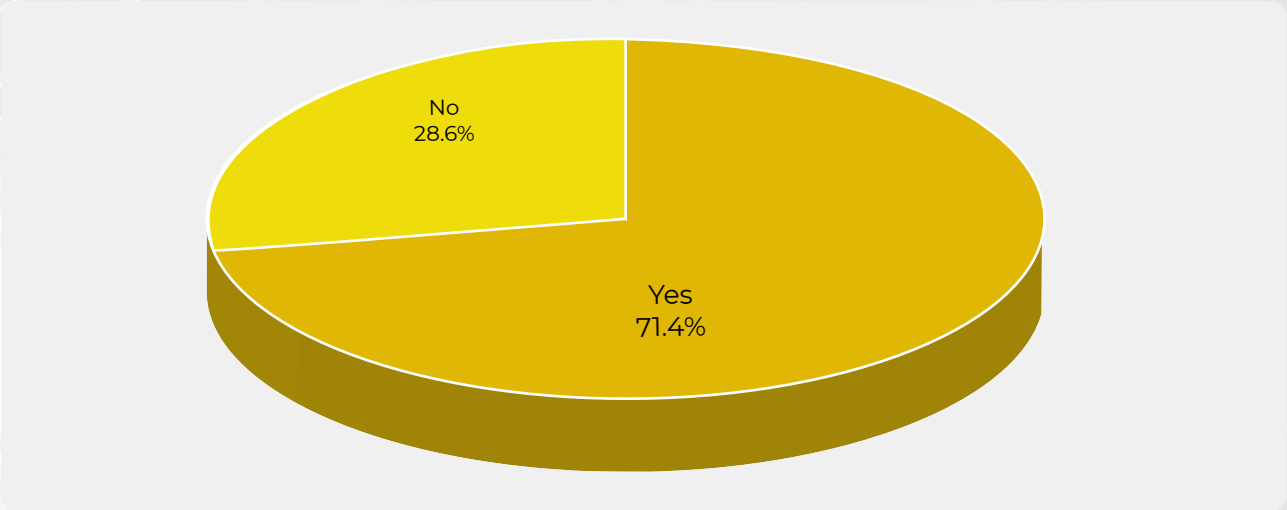


Figure 42: Percent distribution of adequacy of the graduate's competency skills transfer for the current working environment.

Employers were also asked to indicate as to whether they thought companies were doing enough in terms of taking in trainees for job attachment. From Figure 43 below, it can be observed that the majority (76.2%) of the employers felt that companies were doing enough in terms of taking in trainees for job attachment. However, the 23.8 percent of the employers who have indicated that companies were not doing enough to absorb trainees for job attachment cited a wide array of reasons. (Appendix I, Table A.I.8, with the percentage of employers who advanced the reason in brackets):

- There is just no time to train trainees (50.0%)
- The timeframes of TVET institutions is too short (40.0%)
- Budgetary constraints, as there is not enough funds to pay trainees (10.0%)

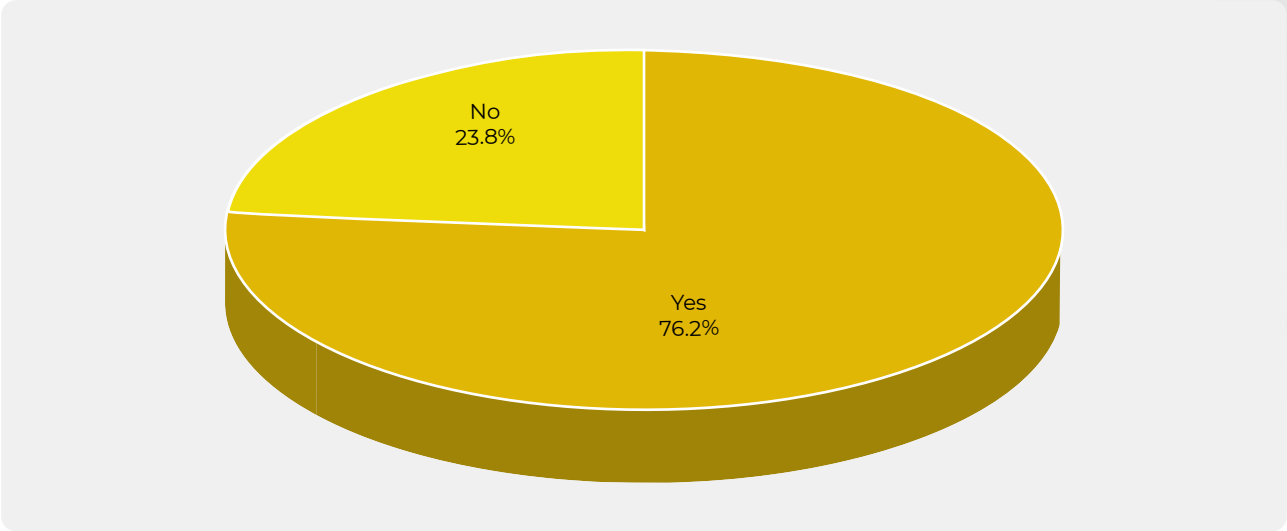


Figure 43: Percent distribution of the employers view as to whether employers are doing enough in terms taking up student for job attachments.

Finally, the employers where requested to submit suggestions as to what adjustments or improvements could be made to TVET programmes in Namibia. Below, is a summary of their input. (as extracted from table A.I.9, with the percentage of employers who have advocated for the particular suggestion in brackets).

- There is a need for the NTA to enforce more time on mandatory job attachment programmes for all trades in the TVET sector (19.0%).
- There is a need to grow and expand into higher trade qualification levels to allow for further training at the TVET institutions (14.3%).
- TVET institutions should improve in terms of practical components, training equipment, soft skills and campus space (14.3%).
- TVET curricula needs to be benchmarked to meet current market and industry standards (9.5%).
- TVET institutions should implement the compulsory use of computers in all trades (9.5%).

6. CONCLUSION

This graduate survey is the first of its kind in Namibia. Targeting TVET graduates who acquired trade certification from Level 1 to level 5 from 2015 to 2017 at TVET institutions countrywide, this survey was based on an updated sampling frame of 3,102 participants who graduated from 41 TVET institutions. The survey's outcomes serve to contribute to the strategic and planning objectives of the NTA, as custodians of Namibia's TVET sector, as per the provisions of its enabling legislation (VET Act of 2008).

The findings indicate that the majority of TVET graduates remain unemployed, while smaller fractions are either contractually, or occasionally employed. Securing employment is a challenging and extensive process for graduates. The high unemployment rates amongst graduates have driven them into self-employment, where again a myriad of challenges hamper and delay their progress, *inter alia* lack of access to start-up capital, businesses registration challenges, intensified market competition, lack of tools/machinery and material, non-availability of contract jobs/tenders, limited customer base. and lack of operating space/workshops, amongst others.

The findings underline a visible mismatch between graduate training outcomes and industry requirements and demand. Many employers share a sentiment of enhanced industry collaboration and curriculum transformation and renewal in order to ensure training relevance.

Key objectives of the study included the following:

- Providing information about the quality of TVET programmes offered at all NTA-registered and NQA-accredited TVET institutions in Namibia;
- Obtaining information on the transition of the graduates into the labour market;
- Reviewing the extent to which TVET graduates have managed to find gainful employment or self-employment in occupations directly related to their trade qualifications;
- Identifying challenges faced by both unemployed and employed graduates and their perception towards TVET; and
- Establishing the employment rates of TVET graduates – both in the formal and informal sectors.

Findings in this study are organised around three thematic/focus areas. namely:

a) TVET graduates from the 2015 – 2017 cohorts from 41 TVET institutions;
b) Self-employed graduates (entrepreneurs) from the same cohorts (2015 – 2017); and
c) Employers of the 2015 – 2017 graduates' cohorts.

6.1 TVET Graduates 2015 – 2017 Cohorts

The findings reveal that the quality of TVET programmes as very poor, and by and large, out of alignment with the market's demand. Although graduates have indicated satisfaction with the formal training they received, half the respondents remain unemployed. Despite the majority of graduates being Grade 12 holders, employers indicate that the formal training offered to graduates was in many cases obsolete in relation to the labour market's requirements.

The findings further reveal visible skills mismatches amongst graduates. This could be ascribed to deficiencies on the supply side and weakened collaboration with industry roleplayers who are of the opinion that training curricula require review and realignment. Curriculum transformation, however, requires a coordinated effort between all concerned stakeholders and society at large to address the present imbalances and ensure training relevance.

Trainer/instructor quality and experience is another pertinent challenge. About 35 percent of the respondents perceived the practical experience of trainer/instructor staff, as fairly poor. This implies that

the training curricula are askew to labour market demands. Bridging the gap, job attachment (although not mandatory) has practically prepared and orientated the majority of respondents (79%) to the demands of industry. In view of the fact that institutional support for attachment and job searches is correspondingly poor, graduates' transition into the labour market is quite arduous, with 50.1% of the respondents being unemployed.

Albeit that the majority of the employed respondents are employed in line with their trade qualifications, securing a regular job is a protracted and difficult process. As a result of this and other socio-economic circumstances, respondents are often compelled to remain switch their first employers. Newspapers advertisement is a successful method for securing gainful employment, while proof of job attachment also plays a role in graduate applicants securing employment. Employed graduates enjoy access to remuneration fringe benefits.

Despite the fact that the majority of employed respondents seem to prefer owning their businesses over being employed, graduates are constrained by a multitude of challenges, notably the limited access to start-up capital. A lack of finance, according to respondents, is also the main reason why their businesses in most cases failed to make it through the first year of establishment. To a large extent, efforts to secure government finance or TVET development initiative funds have failed and have consequently driven them out of business. Equally, graduates are challenged by a lack of machinery and materials, while others lack office and workshop space to operate from. A lack of entrepreneurial training has deprived them of expertise to formulate own business proposals and register own businesses, hence their calls for entrepreneurial training ito be incorporated into training curricula. Inclusively, over 24% are satisfied with their current occupations, while 39% have expressed discontent with their current jobs. The majority of graduates from the 2015 – 2017 cohorts graduates are by and large unemployed; hence, urgent interventions are of utmost importance.

Amongst others, the graduates recommend that the NTA create platforms to better connect graduates and employers, that TVET curricula be reformed to better meet current market standards and requirements, as well as institutions expanding their qualification offerings to higher levels to allow them to pursue further training at their *alma maters*. The graduates are further of the view that TVET institutions should invest in current and updated training equipment and that workshop spaces be enhanced. They also request for the introduction of trainee exchange programmes between different TVET institutions. Job attachment, according to graduates, should be a mandatory and should be strategically coordinated with key stakeholders.

Notwithstanding their perceptions on poor trainer/ instructor quality, graduates plea with TVET institutions to increasingly recruit trainers/instructors with vast and relevant practical and labour market experience. Other recommendations include the incorporation of subjects such as 'Engineering Drawing', 'Mathematics' and 'Computer Studies'within TVET institution course offerings, as well as to provide graduates with toolkits and equipment upon graduation.

6.2 Self-Employed Graduates (Entrepreneurs)

A total of 121 randomly sampled self-employed graduates in 17 trade areas is largely dominated by young graduates who have never been married (90%), in the age group categories of 25 to 29 (62.8%) and 30 and older (22.3%). Male and female are fairly equally represented.

The majority of the respondents (36.5%) were born in the Omusati, Ohangwena and Oshana regions. However, they currently reside mainly in the Khomas (37%), Erongo (20%) and Omusati (19) regions owing to the well-established and viable economic bases at strategic locations in these regions. Only in isolated cases (2.5%) do graduates own more than two businesses. The majority (88.4%) owns only one business. The two most common business operations are 'General Contractor' (16.5%) and 'Plumbing and Pipefitting' (14.9%). 'Office Administration' is the least common business operation with only 0.8%. Unemployment (61.2%) and the desire to be self-employed (16.5%) are major drivers for the establishment of own businesses.

Starting businesses is constrained by the unavailability of start-up funds, business registration constraints, a lack of tools/machinery and materials, an unavailability of contract jobs/tenders, decreasing customer bases, intensified competition and a lack of operating space/ workshops, amidst ambitious efforts to expand their businesses. Subsequently, many entrepreneurs depend on personal savings (63.8%) and friends and family support (27.6%).

Graduates feel that they are significantly contributing to the country's economic growth and development outlook. Hence, they call for improved Government support through availing start-up financing and incentivizing grants in the form of tools and equipment for TVET businesses. The self-employed further call for enhanced public and private collaboration - primarily to ensure training relevance and secondarily to ease the transition of graduates into the market. Other suggestions include workshop facilities, entrepreneurial and management skills training skills, and intensified career guidance and advocacy on TVET career options.

The graduate entrepreneurs also recommend that the NTA intensifies its engagement of industry stakeholders towards enhancing and improving current TVET training curricula and programmes that would better prepare

graduates for employment and entrepreneurship. They call on both private and public companies to support them, while at the same advocating for the introduction of project management and entrepreneurship components into TVET programmes to narrow the labour market gap.

6.3 Employers of the 2015 – 2017 Graduate Cohorts

A total of 42 employers from diverse business operations settings were interviewed.
According to the employers, graduates lacked the necessary skills and required excessive supervision to complete the tasks assigned to them. This skills mismatch, according to the employers, is not only the result of a deficiencies and shortcomings on the part of TVET institutions alone, but could be ascribed to employers, particularly those in the private sector, as well. The employers are of the opinion that the graduates should be flexible in adapting to new environments and demonstrate familiarity with all trade-specific equipment and tools.

Although numerous employers (97.6%) encouraged graduates to apply theoretical knowledge in the workplace, graduates in most instances are provided mentors. Regardless, 92.9% of the employers were in agreement that graduates had immensely contributed to their companies' performance, which have subsequently resulted into promotions for some.

The employers also invested in graduates enrolling for further training to upgrade their skills and gain more knowledge in related trades. The majority (40.5%) indicated that graduates took minimal time to adapt to new working environment and become productive. Notwithstanding their appreciation of the potential of job attachments to create gainful employment opportunities, many employers cited economic hardships and budgetary constraints, inadequate attachment timeframes as factors impacting adversely on attachment intakes.

Similar to the inputs of graduates and the self-employed entrepreneurs, the employers too called for enhanced and intensified collaboration between TVET institutions and industry stakeholders to better connect graduates and employers. Collaboration, however, requires a coordinated and sustained effort amongst stakeholders to address the present imbalance and enforce the creation of decent jobs with clear career pathways and fair contracts for TVET graduates.

Employers further called for curricula reform in order to meet current market standards, as well as to expand institutional course offerings to higher qualification levels. While advocating for the introduction of trainee exchange programmes between different TVET institutions, employers called for TVET institutions to bring about improvement as far as practical training, training equipment and soft skills training are concerned. Finally, the employers suggested for the NTA to enforce mandatory job attachment programmes for all TVET trades.

7. RECOMMENDATIONS

Owing to a number of challenges as highlighted, notably the low overall participation rate, attempting to draw generalisations and generalised conclusions from the outcomes of this TVET Graduate Tracer Survey, may not be exclusively informative and conclusive.

In this respect, the consultant is of the view that in establishing a clearer and broader understanding, a second, however, all-inclusive TVET Graduate Survey should be undertaken to provide a more accurate investigation of the status of Namibia's TVET graduates. Should the NTA, as the custodian of the country's TVET sector, is to make work of this recommendation, significant investment should be made in sensitising graduates to participate and share their feedback and input. The consultant further suggests that the NTA, in concert with TVET institutions, avail an updated sampling frame with a clear intent to safeguard graduates contact information – a shortcoming which has had a visible impact on this study.

Notwithstanding that the country's TVET sector is essentially supply-driven whereby institutions are producing for economic development; concerted efforts should be intensified to consider market-driven TVET as a method of developing high-skilled workers who can adapt to labour market demands.

Lastly, future studies should also explore saturated training areas (trades) in the labour market. This will avoid prioritising and producing graduates in saturated market areas.

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Appendix I

Table A.I.1: Employer's companies name

Number	Company Name
1	Baumann and Meier Workshop cc
2	Bearing Man Group Namibia Crush Plant
3	Bokomo Namibia Pty Ltd
4	Coca-Cola Namibian Bottling Company
5	Conserv Engineering Services
6	Cosdec Ondangwa
7	Delux Coffee Shop
8	Dr Nakanduungile Medical Practice
9	Dundee Precious Metals
10	Dunns Pepcor Specialist
11	E.B.E Maintanance Services
12	Embinda Fishing
13	Erongo Industrial Supply Services
14	Eshisha Microfinance (Pty) Ltd
15	Fisheries Observer Agency
16	Greg Motor Spares
17	Holzbau Carpentry Hess CC
18	Inexma Electrical Namibia Pty (Ltd)
19	Katutura Youth Enterprise Centre
20	MACNAM Caterberg
21	MAPAC Technical Training Institute
22	Midvaal Diesel and Turbo (Namibia)
23	Millenium and Refrigeration and Electrical Services
24	Namdeb Diamond Corporation Pty (Ltd)
25	Namibia Community Skills Development Foundation (COSDEC)
26	Namibia Tracks and Trails Pty (Ltd)
27	Namibian Diaries
28	Namibian Ship Dauries NAVY
29	Novanam (ltd)
30	Okohao Town Council
31	Olive Joy Clothing CC
32	Plastic Packaging Ongwediva
33	Plastic Packaging Pty (Ltd)
34	Pupkewitz Motor Division
35	Pupkewitz Nissan Oshakati
36	Roof of Africa
37	Stainless Steel Engineering CC
38	SWAKOP URANIUM
39	Ulli Services
40	United Africa Group (Pty) Ltd
41	Uukwangula Settlement Area [Oshana Regional]
42	Wanahenda Pharmacy

Table A.I.2 (a): Main activities performed at the employer's work place

Main Activities 1	Number	Percent
Auto Maintenance and Repair	3	7.1
Carpentry and joinery	1	2.4
Education	4	9.5
Electrical	6=	14.3
Finance	1	2.4
General works	1	2.4
Hospitality and tourism	1	2.4
Maintenance of instrumentations and equipment	1	2.4
Manufacturing and fabricating	3	7.1
Marine and fishing activity	2	4.8
Masonry and Civil Works	3	7.1
Medical services	1	2.4
Mining	3	7.1
Real estate	2	4.8
Sales execution and supply	9	21.4
Water purification and supply	1	2.4
Total	**42**	**100.0**

Table A.I.2 (b): Main activities performed at the employer's work place

Main Activities 2	Number	Percent
Education	1	2.4
Water purification and supply	1	2.4
Marine and fishing activity	2	4.8
Manufacturing and fabricating	2	4.8
Sales execution and supply	7	16.7
Electrical	2	4.8
Auto Maintenance and Repair	2	4.8
Carpentry and joinery	1	2.4
Maintenance of instrumentations and equipment	2	4.8
Masonry and Civil Works	2	4.8
Finance	1	2.4
Mining	1	2.4
Hospitality and tourism	3	7.1
Medical services	1	2.4
Office Administration	1	2.4
Not stated	13	31.0
Total	**42**	**100.0**

Table A.I.2 (c): Main activities performed at the employer's work place

Main Activities 3	Number	Percent
Water purification and supply	1	2.4
Marine and fishing activity	1	2.4
Manufacturing and fabricating	1	2.4
Sales execution and supply	3	7.1
Plumbing works	1	2.4
Auto Maintenance and Repair	3	7.1
Masonry and Civil Works	2	4.8
Hospitality and tourism	2	4.8
Office Administration	1	2.4
Not stated	27	64.3
Total	**42**	**100.0**

Table A.I.3: Expectations from company on graduate's competency levels and ability to use attained skills

Expectation	Number	Percent
They should have NVC L1	2	4.8
They should have NVC L2	1	2.4
They should have NVC L3	2	4.8
They should have NVC L4 or higher	4	9.5
They should be able to apply skill which they acquire from school	11	26.2
Need less supervision and familiar with all the equipment regarding technical skills.	11	26.2
Trainees should be able to adapt to a new environment and be flexible	9	21.4
No expectation	2	4.8
Total	**42**	**100.0**

Table A.I.4: Reason TVET graduates contributed to improvements in the performance of your company

	Number	Percent
Their work progress run smoothly with little troubles	16	38.1
They have improved the company performance	18	42.9
Company revenue has increased	4	9.5
Trainees performance are very limited interns of skill acquisition	4	9.5
Total	**42**	**100.0**

Table A.I.5: Reason Company provide graduates from 2015 – 2017 TVET institutions with promotions

Reason	Number	Percent
No promotion yet	20	47.6
Because their performance was outstanding	12	28.6
Promoted to a high position	4	9.5
Received a promotion with a salary increase	6	14.3
Total	**42**	**100.0**

Table A.I.6: Reason Company sent out graduates from TVET institutions for further training during the period 2015 – 2017

Reason	Number	Percent
To upgrade their skills	6	40.0
To gain knowledge in other fields of study	9	60.0
Total	**15**	**100.0**

Table A.I.7: Reason Competency skills transferred to graduates during study program adequate for current working environment

Reason	Number	Percent
Graduate's job is not in line with the trade they completed/studied	5	11.9
Skills gained during training similar to those required for the job	25	59.5
Takes time for graduates to adapt to the working conditions	3	7.1
Graduates are guided to do the job effectively	4	9.5
Graduate's struggle to cope to the working environment	5	11.9
Total	**42**	**100.0**

Table A.I.8: Reason think employers are doing enough in terms of taking up students for job attachments

Reason	Number	Percent
Economic crisis (there is no enough finance to pay students)	1	10.0
TVET Institutions time frame for the trade training is short	4	40.0
There is no time for training students	5	50.0
Total	**10**	**100.0**

Table A.I.9: Suggestion for adjustments or improvements for TVET study programs

Suggestion	Number	Percent
TVET institutions should form joint ventures with different companies so as to connect employers to graduates	3	7.1
Upgrade curriculum to meet current market standards	4	9.5
Increase trade levels to allow for further studies at those respective institutions	6	14.3
TVET Institutions should improve on their practical's, training equipment's, soft skills and the campus space	6	14.3
Introduce student exchange programs between different TVET institutions	3	7.1
NTA to enforce more time on mandatory job attachment programs for all trades in the TVET sector	8	19.0
TVET institutions should implement compulsory uses of computers in all trades	4	9.5
Introduce short courses on competency skills within the different trades, for the labour market preparation	1	2.4
No comments	7	16.7
Total	**42**	**100.0**

Appendix II

Table A.II.1: Breakdown of business operations

Business operations	Number	Percent
General Contractor: Building houses	20	16.5
Auto Repairs: engine overhaul and parts replacements	11	9.1
Auto Maintenance: Car service and fault finding	10	8.3
Tailoring: Fashion Design & Sewing	12	9.9
Sales: household appliances	2	1.7
Social Worker	2	1.7
Hospitality: Accommodation, Wine & Dine, Food delivery	6	5.0
General Plumber	18	14.9
Electric Installations: Wiring household and industrial properties	9	7.4
Multi-Purpose Printing: Printing, Copier, mailing and scanning	3	2.5
Metal Welding and Fabrication	7	5.8
Carpentry Works	3	2.5
Retail outlet	7	5.8
Maintenance of Electrical Appliances: Air Cons, Refrigeration	9	7.4
Office Administration	1	0.8
Not stated	1	0.8
Total	**121**	**100.0**

ANNEXURE A:

GRADUATES QUESTIONNAIRE

Economic Impact Assessment (Tracer Study) on Graduates from Technical Vocational Education and Training (TVET) Institutions, Namibia, 2015-2017

The Graduates' Questionnaire

NAMIBIA TRAINING AUTHORITY

HEIVENCAN Research and consultancy

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

INTRODUCTION

Dear Respondent

The Namibia Training Authority (NTA) is currently embarking upon an Economic Impact Assessment of TVET graduates who graduated from TVET institutions from 2015 - 2017.

The main aim of the study is to assess graduates employability after they completed their studies. Moreover the study will assess the quality of TVET programs offered, the transition of graduates into the labour market and identify graduates' challenges and perceptions on TVET programmes.

Your participation in this important survey of graduates will be highly appreciated and note that the information collected will be treated with strict confidentiality. Please find time to complete the questionnaire at your earliest convenience.

Thank you very much in advance for your kind participation and support.

SECTION A: BIOGRAPHICAL INFORMATION

A1. What is your gender?

1 Male
2 Female

A2. How old were you at your last birthday?

Age in years

A3. What is your region of birth?

1 ǁKaras
2 Erongo
3 Hardap
4 Kavango East
5 Kavango West
6 Khomas
7 Kunene
8 Ohangwena
9 Omaheke
10 Omusati
11 Oshana
12 Oshikoto
13 Otjozondjupa
14 Zambezi

A4. What is your usual residence?

1 ǁKaras
2 Erongo
3 Hardap
4 Kavango East
5 Kavango West
6 Khomas
7 Kunene
8 Ohangwena
9 Omaheke
10 Omusati
11 Oshana
12 Oshikoto
13 Otjozondjupa
14 Zambezi

A5. What is your current marital status

1 Never Married
2 Married
3 Divorced
4 Widow(er)
5 Separated
6 Other (please specify):
.....

A6. What trade did you complete? Please specify your trade.

.....

A7. What is your TVET highest qualification level?

1 NVC L1
2 NVC L2
3 NVC L3
4 NVC L4
5 NVC L5
6 Other (please specify):
.....

A8. Your education level before TVET Training?

.....

A9. State the institution where you did your TVET Training and the date of completion.

Institution	Year of Completion (date)

SECTION B: JOB ATTACHMENT AND WORK EXPERIENCE DURING COURSE OF STUDIES AT THE TVET INSTITUTION

B1. Have you undergone any job attachment during your course of studies (this does not refer to team projects, practical courses etc.)?

1 Yes
2 No

B2. If yes, was it a paid job attachment?

1 Yes
2 No

B3. How would you rate the following elements related to employment and work in your training programme?

	Poor	Good	Neutral	Very Good	Excellent
Preparation for work	1	2	3	4	5
Subject matters (Course contents) are up to date with regards to practical requirements	☐	☐	☐	☐	☐
Practical experiences of teaching staff	☐	☐	☐	☐	☐
Relationship between theory and practice	☐	☐	☐	☐	☐
Practice-oriented teaching contents	☐	☐	☐	☐	☐
Mandatory job attachments	☐	☐	☐	☐	☐
Offers for acquisition of key competencies	☐	☐	☐	☐	☐
Support of employment/job search	☐	☐	☐	☐	☐
Support of job attachments search	☐	☐	☐	☐	☐

SECTION C: EVALUATION OF STUDY CONDITIONS AND FACILITIES AT THE TVET INSTITUTION

C1. How would you rate the training conditions and provisions you experienced at the TVET institution?

	Poor	Good	Neutral	Very Good	Excellent
	1	2	3	4	5
Quality of classroom learning	☐	☐	☐	☐	☐
Trainees recreational facilities on campus	☐	☐	☐	☐	☐
Supply of learning materials (e.g. books,internet access)	☐	☐	☐	☐	☐
Opportunity for consultation with staff	☐	☐	☐	☐	☐
Job attachment programme	☐	☐	☐	☐	☐
Chances for trainees to have an influence on TVET institution policies	☐	☐	☐	☐	☐
Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)	☐	☐	☐	☐	☐
Quality of technical equipment	☐	☐	☐	☐	☐
Supply of training materials	☐	☐	☐	☐	☐
Quality of buildings	☐	☐	☐	☐	☐
Other (please specify):	☐	☐	☐	☐	☐
.....	☐	☐	☐	☐	☐

SECTION D: PERCEPTION OF TVET TRAINING

D1. Looking back, would you again choose the same trade?

1 Yes
2 No

D2. Please motivate your answer in D1

D3. Would you choose the same TVET institution again?

1 Yes
2 No

D4. Please motivate your answer in D3

D5. Overall, to what extent are you satisfied with your trade training?

Very Satisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied
1	2	3	4	5
☐	☐	☐	☐	☐

SECTION E: ECONOMIC ACTIVITY

E1. What is your current economic activity status?

1	☐	Regular job
2	☐	Self-employed/freelance work
3	☐	Occasional job (just to earn money)
4	☐	Job attachment
5	☐	Contract work
6	☐	Not employed, but searching for a job
7	☐	Other (please specify):.....

E2. How long have you searched for job after graduation?

1		Less than 1 month
2		1 to less than 3 months
3		3 to less than 6 months
4		6 to less than 9 months
5		9 to less than 12 months
6		More than one year

E3. Were you employed before your TVET training?

1 Yes
2 No

1		Less than 1 month
2		1 to less than 3 months
3		3 to less than 6 months
4		6 to less than 9 months
5		9 to less than 12 months
6		More than one year

SECTION F: EMPLOYMENT AND WORK

F1. If employed, provides us with your employer's details

Employer's Name	
Employer's Contact Details	
Physical Address	

F2. Is your current job in-line with your trade?

1 Yes
2 No

F3. How many jobs have you had altogether since graduation (including your current job)?

1	☐	One job
2	☐	Two jobs
3	☐	Three jobs
4	☐	More than three jobs

F4. What was the most successful method for finding a job? Choose only one answer.

1	☐	Replied to job ads/announcements (e.g. newspaper, internet, notice)
2	☐	With the help of family contacts of parents, relatives
3	☐	With help of personal contacts of friends, fellow students etc.
4	☐	Through independent contact to employers
5	☐	Through job attachments during my course of studies
6	☐	Through job attachments after graduation
7	☐	Through part-time jobs during study
8	☐	Through part-time jobs after graduation
9	☐	I was contacted by an employer
10	☐	Job fair
11	☐	Through registration at Ministry of Labour and Employment Creation
12	☐	Through private employment agencies
13	☐	Through internet (social) networks (e.g. Facebook)
14	☐	Through the careers centre of the TVET institution
15	☐	Through teaching staff at the TVET institution
16	☐	Other (please specify):.....

F5. Outline three of your main duties in your current job.

1 .....

2 .....

3 .....

F6. What kind of activities are carried out at your work place? What are the main functions?

1 .....

2 .....

3 .....

F7. What is your average monthly income?

Gross income refer to the amount of money you receive monthly as a salary from your main job before deductions.

1	☐	Less than N$ 500
2	☐	N$ 500 – 1000
3	☐	N$ 1001 – 1500
4	☐	N$ 1501– 2000
5	☐	N$ 2001 – 2500
6	☐	N$ 2501 – 3000
7	☐	N$ 3001– 4500
8	☐	N$ 4501– 5000
9	☐	More than N$ 5000

F8. What kind of fringe/other benefit(s) do you receive? Multiple answers are possible.

1	☐	Housing (subsidy, rent allowance)
2	☐	Transportation (car/transport allowance)
3	☐	Health (medical aid, insurances)
4	☐	Education and training (staff development, family study rebate)
5	☐	Retirement (pension, gratuity)
6	☐	Food
7	☐	Other (please specify):.....

SECTION G: WORK REQUIREMENTS

G1. To what extent are the following skills/competencies required in your current employment?

	None At all	A Little	moderate Amount	A great Deal	A Lot
	1	2	3	4	5
Mastery of my field/subject-specific knowledge	☐	☐	☐	☐	☐
Ability to develop new ideas and solutions	☐	☐	☐	☐	☐
Ability to assert my authority	☐	☐	☐	☐	☐
Ability to adapt to changing conditions	☐	☐	☐	☐	☐
Ability to mobilise the capacities of others	☐	☐	☐	☐	☐
Analytical thinking	☐	☐	☐	☐	☐
Willingness to question my and others' ideas	☐	☐	☐	☐	☐
Ability to work efficiently towards a goal	☐	☐	☐	☐	☐
Ability to organise my work processes	☐	☐	☐	☐	☐
Efficiency	☐	☐	☐	☐	☐
Ability to work productively with others	☐	☐	☐	☐	☐
Ability to perform well under pressure	☐	☐	☐	☐	☐

SECTION H: RELATIONSHIP BETWEEN STUDY AND EMPLOYMENT

H1 To what extent are the knowledge and skills acquired during your training utilized in your current job?

	None At all	A Little	moderate Amount	A great Deal	A Lot
	1	2	3	4	5
	☐	☐	☐	☐	☐

H2. Please motivate your answer in H1.

H3. In your opinion, which qualification/degree level matches best for your current job?

1 NVC L1
2 NVC L2
3 NVC L3
4 NVC L4
5 NVC L5
6 Other (please specify): .....

H4. If your job is not closely related to your trade qualification, why did you choose this job? State all that applies.

1	☐	I have not found an appropriate job (yet)
2	☐	I receive a higher salary in my current job
3	☐	My current job offers more security
4	☐	My interests have changed
5	☐	My current job allows a flexible time schedule
6	☐	My current job allows me to work in a favoured geographical place
7	☐	My current job allows me to take into consideration the interests of my family/children
8	☐	Other (please specify):.....

H5. Overall, how do you rate the usefulness of your training?

	Not at all useful	Not so Useful	Somewhat Useful	Very Useful	Extremely useful
	1	2	3	4	5
For finding an adequate job after finishing your studies					
For fulfilling your present professional tasks, if applicable					
For your future professional development/career					
For the development of your personality					
For the economic development of your country					

SECTION I: WORK ORIENTATION AND JOB SATISFACTION

I1. What changes in employment and further training do you intend to achieve within the next three years? Multiple answers possible.

	Not at all useful	Not so Useful	Somewhat Useful	Very Useful	Extremely useful
	1	2	3	4	5
To change my employer	☐	☐	☐	☐	☐
To obtain higher income	☐	☐	☐	☐	☐
To change my area of work assignment	☐	☐	☐	☐	☐
To restart full-time study	☐	☐	☐	☐	☐
To study part-time	☐	☐	☐	☐	☐
To start my own business	☐	☐	☐	☐	☐
To get employed	☐	☐	☐	☐	☐
To discontinue employment	☐	☐	☐	☐	☐
To achieve more secure employment	☐	☐	☐	☐	☐
To achieve better use of my knowledge	☐	☐	☐	☐	☐
To obtain a better chance of pursuing continuous learning	☐	☐	☐	☐	☐
To take a job more closely linked to my study	☐	☐	☐	☐	☐
I have no major changes in mind	☐	☐	☐	☐	☐
Other (please specify):.....	☐	☐	☐	☐	☐

I2. To what extent are you satisfied with your current job situation?

Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
1	2	3	4	5
☐	☐	☐	☐	☐

SECTION J: FURTHER TVET TRAINING AFTER GRADUATION

J1. Did you undertake any further TVET training after your graduation?

1	☐	Yes, go to J2
2	☐	No

J2. What is the status of your further studies?

1	☐	I have completed it successfully
2	☐	I am still studying
3	☐	I have stopped
4	☐	Other

SECTION K: Your comments and recommendations

K1. What important changes would you recommend for your TVET training programme?

Thank you for your

participation!

ANNEXURE B:

GRADUATES QUESTIONNAIRE

Economic Impact Assessment on Graduates from Technical Vocational Education and Training (TVET) Institutions, Namibia, 2015-2017

Self-Employed Questionnaire (Entrepreneurs)

NAMIBIA TRAINING AUTHORITY

HEIVENCAN Research and consultancy

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

SECTION A: BIOGRAPHICAL INFORMATION

A1: What is your gender?

1 Male
2 Female

A2: How old were you at your last birthday?

Age in years

A3 What is your current marital status

1 Never Married
2 Married
3 Divorced
4 Widow(er)
5 Separated
6 Other (please specify):
.....

A4. What is your region of birth?

1 IKaras
2 Erongo
3 Hardap
4 Kavango East
5 Kavango West
6 Khomas
7 Kunene
8 Ohangwena
9 Omaheke
10 Omusati
11 Oshana
12 Oshikoto
13 Otjozondjupa
14 Zambezi

A5. What is your usual residence?

1 IKaras
2 Erongo
3 Hardap
4 Kavango East
5 Kavango West
6 Khomas
7 Kunene
8 Ohangwena
9 Omaheke
10 Omusati
11 Oshana
12 Oshikoto
13 Otjozondjupa
14 Zambezi

A6 What was your trade of study?

A7 What is your highest TVET qualification?

1 NVC L1
2 NVC L2
3 NVC L3
4 NVC L4
5 NVC L5
6 Other (please specify): .....

A8 State the institution of study.

Institution	Commencement date (mm/yyyy)	Completion date (mm/yyyy)

SECTION B: BUSINESS INFORMATION

B1. How many businesses are you currently engaged in?

B2. Did you start a business immediately after graduation?

1 Yes

2 No

B3. If no in B2, were you employed before?

1 Yes

2 No

B4. If yes in B3, in which sector were you employed in?

1 Public Sector

2 Private Sector

B5. Please provide a breakdown of your business operations.

.....

.....

.....

B6. What led you to start your business?

.....

.....

.....

B7 Did you attend any of the following NTA related programmes? Please tick all that apply.

1		Entrepreneurship
2		Coaching and Mentoring
3		Leadership
4		Management

SECTION C: BUSINESS CHALLENGES

C1. How many times did you attempt to start your own business?

1		Once
2		Twice
3		Thrice
4		More than thrice

C2. If more than once, in C1, please explain what happened with your previous attempts.

.....

.....

.....

C3. What were the challenges faced when starting your own business?

.....

.....

.....

C4. Did you get any funding during the startup of your business?

1	☐	Yes
2	☐	No

C5. Please indicate your source of funding.

1	☐	Commercial Bank
2	☐	Development Bank of Namibia
3	☐	Savings
4	☐	Friends and Family
5	☐	Other, specify .....

C6. Did you get any equipment or live stock during the startup of your business?

1	☐	Yes
2	☐	No

SECTION D: BUSINESS EMPLOYEES

D1 How many employees are currently employed at your business?

	Males	Females	Total
Permanent			
Casual workers			
Sub-contractors			

D3 How many of this employees were trained at TVET Institutions?

SECTION E

E1 Are there any competitors in your village/town/city?

1		Yes
2		No

E2 How do you align your business to remain competitive?

1		Niche
2		Good customer care
3		Marketing
4		Lower prices
5		Other, specify .....

E3 What are the major challenges that you have been experiencing with your business?

.....

.....

.....

E4 What did you do to let your business grow?

.....

.....

.....

E5 To what extent has your trade skills helped your business to grow?

1		To a very high extent
2		Moderately, I had to use other skills to help my business grow
3		My trade skills were of no use to helping my business to grow

E6 Do you plan to expand your business? If yes, please provide reasons.

1	☐	Yes
2	☐	No

If yes please share with us?

.....

.....

.....

SECTION F

F1 Does your business engage in Corporate Social Responsibilities?

1	☐	Yes
2	☐	No

If yes please share with us?

.....

.....

.....

F2 What type of support do you suggest public and private sector to give to businesses?

.....

.....

.....

F3 What other thoughts and comments would you like to make?

.....

.....

.....

Thank you for your

time!

ANNEXURE C:

EMPLOYER QUESTIONNAIRE

Economic Impact Assessment on Graduates from Technical Vocational Education and Training (TVET) Institutions, Namibia, 2015-2017

Employers' Questionnaire

NAMIBIA TRAINING AUTHORITY

HEIVENCAN Research and consultancy

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

INTRODUCTION

Dear Respondent

The Namibia Training Authority (NTA) is currently embarking upon an Economic Impact Assessment of TVET graduates who graduated from TVET institutions from 2015 - 2017. The main aim of the study is to assess graduates employability after they completed their studies. Moreover the study will assess the quality of TVET programs offered, the transition of graduates into the labor market and identify graduates' challenges and perceptions on TVET programs.

Being an employer of some of these graduates, your views and opinions on your TVET employees will be highly appreciated. Your comments, with respect to their competencies and capacity to effectively execute their tasks will be crucial in our assessments on their ability to use their practical and theoretical knowledge in their workplace.
Your participation in this important survey will be highly appreciated and note that the information collected will be treated with strict confidentiality. Please find time to complete the questionnaire at your earliest convenience.

Thank you very much in advance for your kind participation and support.

SECTION A

A1 What is the full name of the company?

.....

.....

.....

A2. What kind of activities are carried out at your work place? What are the main functions?

1 .....

2 .....

3 .....

A3. How many graduates from TVET institutions has your company employed during the period 2015-2017?

	2015	2016	2017
Male			
Female			
Total			

A4. Is there a performance evaluation criteria for technical skills evaluation for graduates?

1	☐	Yes
2	☐	No

Is it accessible?

1	☐	Yes
2	☐	No

A5. How would you rate the following soft skills of the graduates that you have employed so far?

	Soft Skill	Score 1(low) to 5(High)
1	Communication	.....
2	Teamwork	.....
3	Flexibility/Adaptability	.....
4	Problem Solving	.....
5	Creativity	.....
6	Time Management	.....
7	Work Ethics	.....

A6. For this graduates, was induction provided for them?

1		Yes
2		No

A7. Would the company prefer a graduate with job attachment?

1		Yes
2		No

A8. What are the expectations from the company on the graduate's competency levels and ability to use their attained skills?

.....

.....

.....

A9. Did the company provide a mentor for the graduates during their first days/weeks.

1		Yes
2		No

Please give reason

.....

.....

.....

SECTION B

B1 Is the graduate encouraged to apply theoretical knowledge in the workplace?

1		Yes
2		No

B2 Have the TVET graduates contributed to improvements in the performance of your company.

1		Yes
2		No

Please give reason?

.....

.....

.....

SECTION C

C1 Did your company provide graduates from 2015 – 2017 TVET institutions with any promotions?

1	☐	Yes
2	☐	No

Please give reason?

.....

.....

.....

C2 Has your company sent out graduates from the TVET institutions for further training during the period 2015 – 2017?

1	☐	Yes
2	☐	No

If yes please specify

.....

.....

.....

SECTION D

D1 How long did it take for the graduates to adapt to their working environment and become productive?

1	☐	1 Week
2	☐	1 Month
3	☐	3 Months
4	☐	1 Year
5	☐	More than 1 year

D2 Were the competency skills transferred to the graduates during their study program adequate for the current working environment?

1	☐	Yes
2	☐	No

Please give reason

.....

.....

.....

D3 Do you think employers are doing enough in terms of taking up students for job attachments?

1	☐	Yes
2	☐	No

If no please explain more

.....

.....

.....

D4 What adjustments or improvements can you suggest for TVET study programs?

.....

.....

.....

Thank you for your

time!

ANNEXURE D:

FRAMEWORK FOR FUTURE TRACER STUDIES

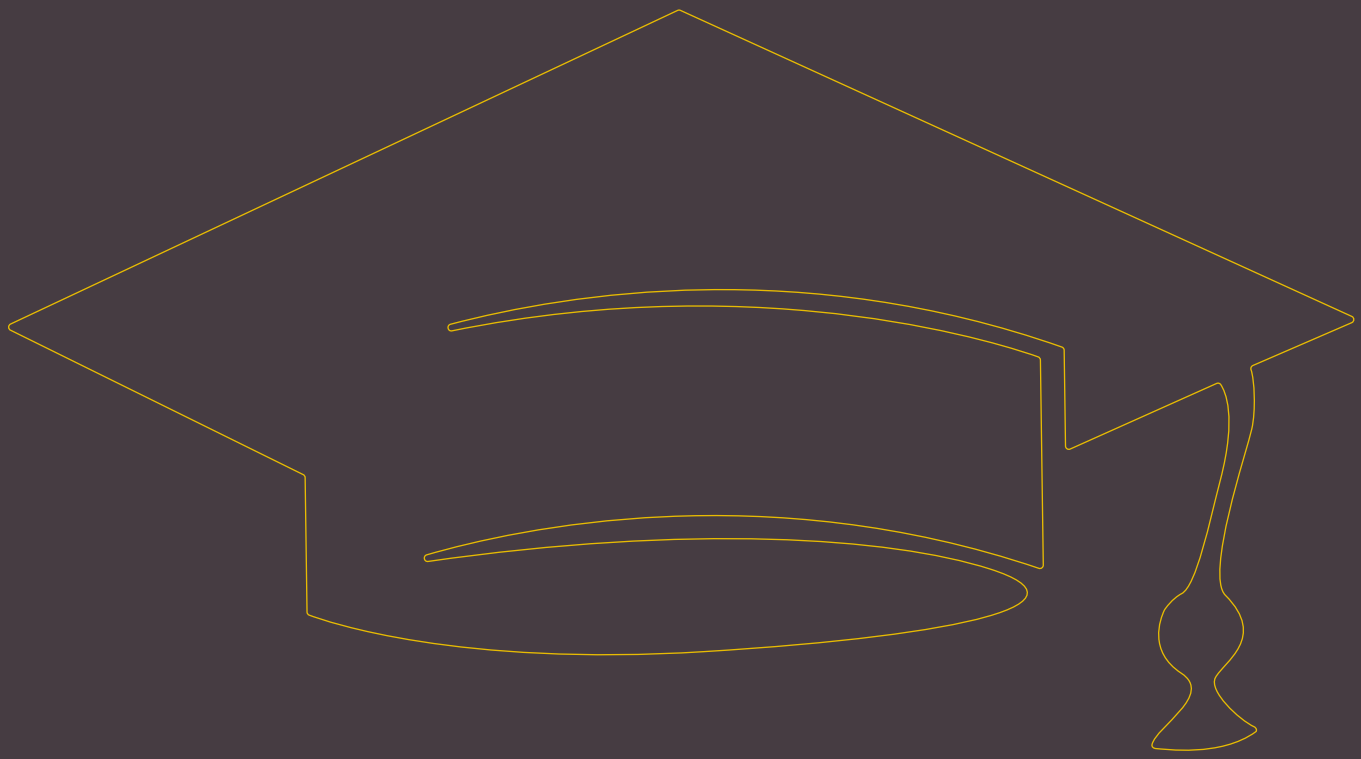
Economic Impact Assessment on Graduates from Technical Vocational Education and Training (TVET) Institutions, Namibia, 2015-2017

(Under finalization)

NAMIBIA TRAINING AUTHORITY

HEIVENCAN Research and consultancy

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH



NAMIBIA TRAINING AUTHORITY

PO Box 7407 Khomasdal, Windhoek, Namibia
NTA Village, Rand Street, Khomasdal, Windhoek
T: +264 (0) 61 207 8550 | F: +264 (0) 207 8551
info@nta.com.na
www.nta.com.na