

THE GAMBIA TECHNICAL TRAINING INSTITUTE

TRACER STUDY REPORT

2015 - 2016



International
Trade
Centre



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THE GAMBIA TECHNICAL TRAINING INSTITUTE: TRACER STUDY REPORT 2015 – 2016

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The views expressed herein do not reflect the original opinion of ITC. Mention of institutions and programmes does not imply endorsement of ITC. This document has not been formally edited by ITC.

CONTENTS

ACKNOWLEDGEMENTS	iii
TABLES	vi
FIGURES	vii
ACRONYMS AND ABBREVIATIONS	viii
1. EXECUTIVE SUMMARY	1
2. CONTEXT	2
2.1. Economic situation and constraints.....	2
2.2. TVET policy environment	3
2.3. The structure of the TVET Sector.....	4
3. ABOUT GTTI	5
3.1. Industry partnerships.....	6
3.2. Academic departments and TVET programmes	6
3.3. Enrolment data 2014-2018.....	6
4. TRACER STUDY METHODOLOGY	7
4.1. Objectives	7
4.2. Survey instruments	8
4.3. Target population and sample size	9
4.4. Data collection.....	10
4.5. Survey response statistics	11
4.6. Data analysis.....	14
4.7. Employer focus group and graduate life history interviews	15
5. TRACER SURVEY RESULTS	16
5.1. Employment outcomes.....	16
5.2. Access and equity	26

5.3. GTTI courses and student services.....	30
6. KEY FINDINGS AND RECOMMENDATIONS.....	37
6.1. Employment outcomes.....	37
6.2. Relevance of training to work requirements	38
6.3. Skills required for employment.....	38
6.4. Access and equity	39
6.5. Effectiveness of GTTI training programmes.....	39
6.6. GTTI advisory and support services.....	40
6.7. Recommendations	40
7. REFERENCES.....	42
8. ANNEXES.....	43
8.1. Annex A: TVET programmes at GTTI	43
8.2. Annex B: Graduate survey	47
8.3. Annex C: Employer survey.....	55
8.4. Annex D: Graduates' life history interview results	57
8.5. Annex E: Employer survey results	58
8.6. Annex F: Graduate survey - courses studied and lifelong learning results..	70
8.7. Annex G: Employer focus group discussion results	71

TABLES

Table 1: GTTI enrolment data 2014-2018.....	7
Table 2: Graduate survey Target Population	9
Table 3: Graduate survey response statistics (N=818)	11
Table 4: Graduate survey response by programme of study	12
Table 5: Employer survey response statistics (N=115).....	13
Table 6: Causes of graduate unemployment	17
Table 7: Reasons for choosing jobs not related to field of study.....	19
Table 8: Graduates' rating of usefulness of training received at GTTI	22
Table 9: Did you gain a business loan to start or expand your business?	24
Table 10: State of GTTI graduates' owned enterprises.....	24
Table 11: Graduate response on skills required in the workplace.....	24
Table 12: TVET participation based on household income levels.....	28
Table 13: TVET participation based on place of residence.....	28
Table 14: Graduates' rating of course of study conditions	30
Table 15: Graduates' evaluation of courses studied	31
Table 16: Graduates' perception of effectiveness of programmes.....	33
Table 17: Graduates' perception of GTTI's Advisory Services.....	34
Table 18: Length of GTTI's programmes	36
Table 19: Graduates' networking preferences	37

FIGURES

Figure 1: Adapted structure of TVET in The Gambia.....	4
Figure 2: Graduate response by graduation year	12
Figure 3: Employer survey response by industry	13
Figure 4: Employment status of graduates.....	16
Figure 5: Reasons for unemployment	17
Figure 6: Graduates' employment conditions	18
Figure 7: Graduates' sectors of employment.....	18
Figure 8: Graduates' current job satisfaction levels.....	19
Figure 9: Graduates' Employment by industry sector.....	20
Figure 10: Duration between graduation and finding first job	21
Figure 11: Relevance of Study to current job	22
Figure 12: Usefulness of training (rating mean values)	23
Figure 13: Graduates who are business owners	23
Figure 14: Graduates' rating of skills required for employment	25
Figure 15: TVET participation by gender.....	26
Figure 16: Equity and access based on physical ability and disability.....	27
Figure 17: TVET participation by age groups	27
Figure 18: Graduates' rating of study conditions (ratings mean values).....	31
Figure 19: Recommendations by graduates.....	32
Figure 20: Graduates' rating of course effectiveness (ratings mean values).....	33
Figure 21: Graduates' perception of GTTI's advisory services	35
Figure 22: Graduates' industry exposure	35

ACRONYMS AND ABBREVIATIONS

AAT	Association of Accounting Technicians
ABE	Association of Business Executives
BSTC	Banjul Skills Training Centre
CBOs	Community Based Organisations
C&G	City and Guilds
CSIT	Computer Science and Information Technology
CRR	Central River Region
CSV	Comma Separated Values
CV	Curriculum Vitae
FAETC	Further and Adult Education Teachers' Certificate
FTC	Full Technological Certificates
GAD	Goods Account Deficit
GBA	Greater Banjul Area
GDP	Gross Domestic Product
GGD	GTTI's Graduate Database
GOTG	Government of The Gambia
GSQF	Gambia Skills Qualifications Framework
GTHI	Gambia Tourism and Hospitality Institute
GTTI	Gambia Technical Training Institute
HDI	Human Development Index
KTP	Knowledge Transfer Partnership
LDC	Least Developed Countries
LRR	Lower River Region
MOHERST	Ministry of Higher Education Research Science and Technology
MOU	Memorandum of Understanding
MPC	Monetary Policy Committee

MSMEs	Micro, Small and Medium-sized Enterprises
NAQAA	National Accreditation and Quality Assurance Authority
NBR	North Bank Region
NDP	National Development Plan
NGOs	Non-governmental Organisations
NYSS	National Youth Service Scheme
NTA	National Training Authority
PAGE	Programme of Accelerated Growth and Employment
P E I	Pitman Examinations Institute
QTAFI	Questionnaires, Tables and Figures
RSA	Royal Society of Arts
RSTC	Rural Skills Training Centre
STEM	Science, Technology, Engineering and Mathematics
TVET	Technical and Vocational Education and Training
URL	Universal Resource Locator
URR	Upper River Region
WCR	West Coast Region

1. EXECUTIVE SUMMARY

As the premier TVET institution in The Gambia, GTTI draws on its mandate to provide technical and vocational skills training to address existing skills gaps and expedite national development. Within this context, the tracer survey draws impetus from the NDP 2018-2021 to promote youth participation in TVET. The objectives of this tracer study are to measure the labour market outcomes of 2015-2016 GTTI graduates, assess the effectiveness of GTTI's training programmes, understand the employability of graduates, and evaluate how access, quality and relevance of TVET contribute to graduate employability thereby informing the design of future training programmes.

The findings indicate a graduate employment rate of 57.9%. The implication of this therefore, is that graduate unemployment is in the double digits. This situation challenges the quality of the training inputs and by extension the employability of graduates and the effectiveness of the training programmes. However, the assessment of the effectiveness of GTTI training programmes facilitated the understanding that their overall effectiveness is located within the “*average to good rating*” range. This outlook notwithstanding, the quality of learning materials, availability and quality of technical equipment and work-based experience of teaching staff emerged as areas and inputs that require immediate quality improvements.

72.5% of graduates acknowledge applying the skills they learned at GTTI to varying degrees in the workplace. Another 66% and 78.6% find such skills useful for work and future career development respectively, thereby highlighting the link between GTTI training programmes and labour market requirements. The findings indicate that GTTI training programmes are socially and economically relevant to graduates. However, the employability skills acquired by graduates through GTTI training tend to be at basic or functional levels, thus diminishing the quality of training outcomes.

Accordingly, this report provides short and medium term recommendations to enhance employment outcomes of GTTI graduates, improve the effectiveness of training programmes and ensure equitable access to TVET for all Gambian youth, irrespective of gender, physical ability, location, or income background.

2. CONTEXT

2.1. Economic situation and constraints

The Gambia is currently undergoing economic and political transition. As the country's international isolation ended with the change of government in December 2016, Gambian government is now reimagining its national development priorities¹. It is estimated that The Gambia has a workforce of about 680, 000 people with a life expectancy of 60.5 years². This socio-economic profile, in concert with the size and quality of its workforce, determine the country's economic performance both regionally and globally.

With a GDP of \$1.038bn in 2016 and a population of about 1.9 million people in 2017, Gambia's GDP per capita is about \$534.30 representing 0.45% of GDP per capita growth from the previous year. The services sector makes the highest contribution to GDP with about 62.7% share of GDP³. Tourism and hospitality services sub-sector is a key foreign exchange earner and serves as the second largest employer behind agriculture. The agriculture sector accounts for 21.4% of GDP and employs over 31% of the country's labour force mainly in subsistence farming, husbandry and the fisheries subsectors⁴.

The industrial sector, which is dominated by small-scale manufacturing accounts for 15.9% of GDP. The relatively low contribution of the industrial sector to Gambia's GDP would therefore imply that The Gambia is import-dependent in a wide variety of household and industrial consumables. This import dependency situation triggers a wide range of economic disadvantages and increases the vulnerability to external shocks such as shifting hegemonic priorities, volatile global energy prices, global terrorism, regional and global pandemics, and emerging trends in the global data economy.

The Gambia currently uses the managed exchange rate system to ensure that the Gambian Dalasi remains competitive. Interest rate is currently fixed at 13.5% partly to stimulate growth through private sector borrowing for investment⁵. The prevalent high mortality rate of MSMEs has been attributed to lack of access to start-up or small business expansion capital. Another indirect consequence has been growth stagnation of the industrial sector and youth unemployment, estimated at 38% according to the 2012 The Gambia Labour Force Survey.

¹ Government of The Gambia, National Development Plan 2018-2021

² UNDP, Human Development Report ,United Nations ,(2017)

³ AfDB, OECD,UNDP African Economic Outlook,The Gambia 2016

⁴ AfDB, OECD,UNDP African Economic Outlook,The Gambia 2016

⁵ Central Bank of The Gambia, MPC Press Release May 31, 2018, CBG (2018)

2.2. TVET policy environment

The Gambia's TVET strategy draws on the Sustainable Development Goal 4 under the 2030 Agenda to promote "inclusive and equitable quality education and promote lifelong learning opportunities for all"⁶. The Government of The Gambia thus aims to pursue this goal by:

1. Ensuring that there is equitable access to affordable and quality TVET programmes;
2. Increasing the number of youth and adults with relevant skills for employment, decent jobs and entrepreneurship;
3. Eliminating gender disparity in education; and
4. Ensuring that all learners acquire the knowledge and skills needed to promote sustainable development⁷.

Within this context, TVET provision in The Gambia, as envisioned in the NDP (2018-2021) is a national strategic priority.

The Gambia TVET policy draws on the objectives and outcomes of the defunct PAGE (2012-2015), and the NDP (2018-2021). The Gambia National Industrial Policy and Strategy, ongoing National Micro, Small and Medium Enterprises (MSME) policy and Strategy dialogue, and the Tertiary and Higher Education Policy (2014-2023)⁸ all provide the policy context for implementation of TVET in The Gambia. Thus, the Gambian TVET policy environment has evolved from two dimensions - the strategy and the regulatory dimensions. While the strategy dimension draws on national development planning documents to lay the framework for TVET concept in The Gambia, the regulatory dimension offers guidelines for implementation using access, equity, quality, and relevance as governance criteria. The defunct National Training Authority (NTA) was established among other things to, regulate national vocational training qualifications, coordinate the quality of TVET programmes, align TVET courses with national occupational standards, and thus promote lifelong learning in The Gambia⁹. As part of the Government's effort to harmonize educational standards in the country, the National Accreditation and Quality Assurance Authority (NAQAA) has been established through an Act in 2015 with the mandate to review national occupational standards and align all professional, academic, and occupational training programmes with labour market requirements and national development priorities¹⁰.

⁶ UNDP, Sustainable Development Goals, UN (2015)

⁷ UNESCO, Implementation and monitoring of the UNESCO TVET Strategy (2016-21) and UNEVOC TVET Recommendations (March, 2018)

⁸ Tertiary and Higher Education Sector Policy 2014-2023 document.

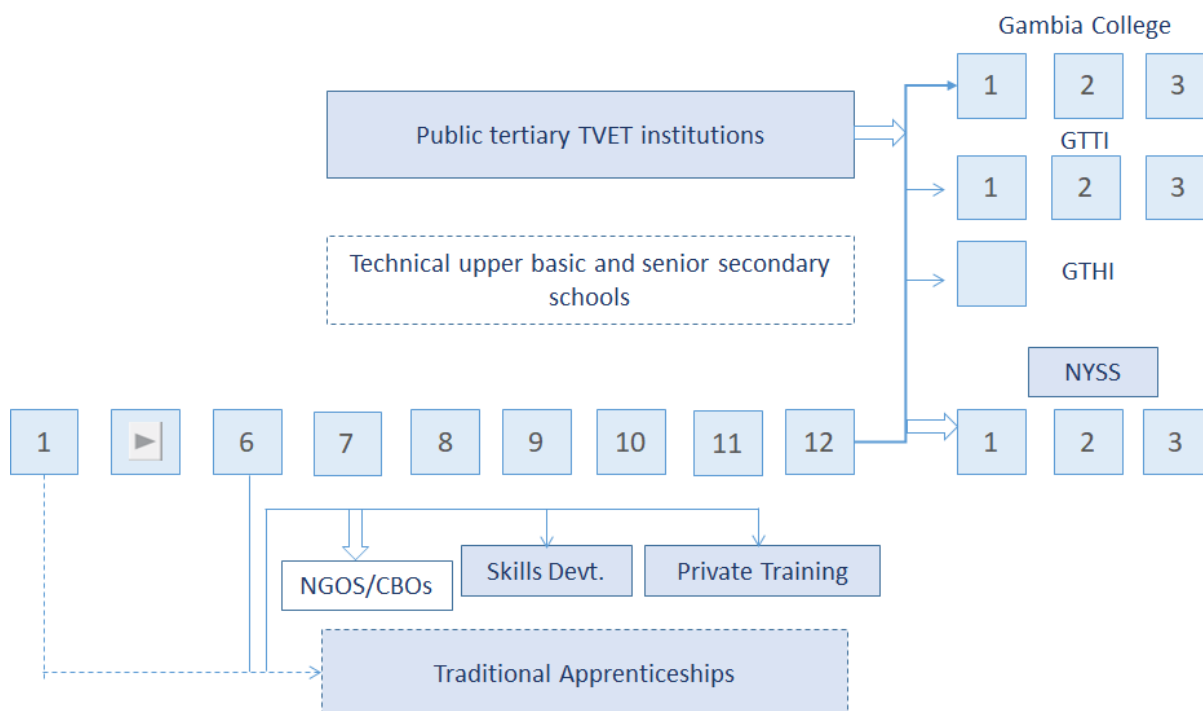
⁹ NAQAA, Employers' Skills Need Assessment Survey, NAQAA (2018)

¹⁰ Ibid

2.3. The structure of the TVET Sector

As shown in Figure 1, The Gambia's TVET sector consists of several actors, including basic and secondary schools, public tertiary TVET institutions, private tertiary TVET institutions, non-governmental and community-based organizations, enterprise-based providers, traditional apprenticeships, and government-funded institutions such as the National Youth Service Scheme (NYSS).

Figure 1: Adapted structure of TVET in The Gambia



Source: IBRD/World Bank (2011) and ITC, MOTIE, YEP and EU (2018)

The liberalization of the tertiary education sector has paved the way for active private sector participation in the sector. There are over seventy registered private sector providers that are currently operating in the sector providing courses in engineering, construction, architectural draftsmanship, business, IT, tailoring and fashion design, auto-mechanics, woodworking, carpentry and joinery, hairdressing, commercial vehicle driving and graphic design¹¹.

However, an informal TVET education system exists in the Gambia. These often take the form of traditional apprenticeships in auto mechanics, carpentry and joinery, welding and fabrication, sewing, carving and painting, jewelry making and commercial vehicle driving¹².

The Gambia Skills Qualifications Framework (GSQF) provide the framework for the harmonization of the skills acquired through informal apprenticeships with national skills and

¹¹ NAQAA, List of Registered Tertiary TVET providers in The Gambia, 2018

¹² World TVET database – The Gambia, UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, October 2015.

occupational standards. This is usually done through short TVET courses that are domiciled in accredited TVET institutions in the country. The GSQF which was implemented in 2006, has so far been implemented at the beginner and intermediate levels in the functional skills areas (English language and numeracy); tourism; agriculture and horticulture; motor mechanics; electrical installation of buildings; construction and civil works; carpentry; plumbing, road maintenance; and secretarial work¹³.

The Government of The Gambia therefore envisions a TVET sector that will empower Gambians, enhance employability and employment opportunities, and thus set the context for improved national productivity and development.

3. ABOUT GTTI

The Gambia Technical Training Institute (GTTI) is a publicly funded tertiary institution that was established by the 1980 GTTI Act. GTTI's statutory mandate is to provide sub-professional, technical and vocational training opportunities to address existing skills gaps of the country's workforce. Drawing on this mandate, GTTI is recognized as Gambia's premier TVET institution. GTTI provides external qualifications through strategic partnerships and franchises from the City and Guilds (C&G) of London, Royal Society of Arts, and Pitman Examination Institute (PEI). GTTI's strategic vision focuses on providing TVET education that guarantees equitable access, as well as quality and relevance. In this effort, the governance and management of the institute have maintained a focus on emerging trends in the global TVET environment and their implications for Gambia's own emerging realities.

Hence, over the years, GTTI has been expanding and adapting its portfolio of programmes to meet the evolving skills needs of Gambia's labour market and the overall human development aspirations of the country. For example, GTTI has introduced the Full Technological Certificates (FTC) programmes in engineering, construction, computer science and IT as well as vocational based business and legal studies programmes through internal awards and franchise arrangements with AAT, C&G, RSA, and ABE UK. In response to shifting national development priorities, the GOTG through the Ministry Of Higher Education, Research, Science and Technology (MOHERST), is currently working on transforming GTTI's status of a non-degree awarding tertiary TVET institution to the status of a technical university. In this regard, collaborative efforts of study tours for mentorship and resource mobilisation are ongoing.

¹³ Lahire, N, Johanson, R., Wilcox, R.T Youth Employment and Skills Development in The Gambia, African Human Development Series, IBRD/World Bank(2011)

3.1. Industry partnerships

As part of the efforts to improve the effectiveness and relevance of its programmes, GTTI is actively identifying, vetting, and selecting its industry partners. The main goal of this strategy is to form knowledge transfer partnerships (KTP) that will be mutually beneficial to the parties. Thus, participating companies and institutions will commit to working with relevant departments within the institute to provide work placement opportunities, and design, develop and deliver its TVET programmes. In return, industry partners will benefit from a large pool of technical expertise within GTTI and high quality graduates who can be leveraged in the development of innovative solutions to their operational and strategic challenges. Through this approach, GTTI has already signed memorandum of understanding (MOU) with a select group of construction companies in the country.

3.2. Academic departments and TVET programmes

The institute currently has six in-campus academic departments located at Kanifing, three off-campus skills training centres of which one is located in the capital city Banjul and two are located in the rural settlements of Mansakonko and Basse. These departments include: Engineering Department; Construction Department; Computer Science & Information and Communication Technology Department; Business Studies Department; Professional Development Department; West African Rural Development Department; Banjul Skills Training Centre (off-campus at Banjul); Rural Skills Training Centre (RSTC) Mansakonko and Julangel Skills Training Centre (Off-campus) at Basse. The TVET courses offered by each Department are listed in Annex A.

3.3. Enrolment data 2014-2018

The institute's enrolment data indicate a fluctuating pattern. However, there is an annual average enrolment increase of 15%. This trend mirrors departmental enrolment patterns. The Engineering, Construction and Computer Science and IT departments show annual enrolment trends that average 11.3%, 13% and 5% respectively. Enrolment in Engineering, Construction and Computer Science and Information Technology at the main campus in Kanifing constitute annual averages of 36%, 22%, and 8% of GTTI total enrolments respectively.

Table 1: GTTI enrolment data 2014-2018

	2014-15			2015-16			2016-17			2017-18		
	Total	M	F	Total	M	F	Total	M	F	Total	M	F
WARD	22	17	5	24	19	5	24	19	5	20	10	10
PDD	158	49	111	235	130	105	239	101	138	408	252	156
B/Studies	165	68	97	170	116	53	190	141	49	220	65	142
Construction	418	392	20	313	292	21	480	427	53	526	482	44
Engineering	659	628	31	547	509	38	715	656	59	855	784	71
CS & IT	116	91	25	150	113	37	141	102	39	129	100	29
RSTC- Mansakonko	9	8	1	68	56	12	102	86	16	65	53	12
BCBD	10	8	2	11	8	3	24	19	5	28	27	1
BSTC	42	39	3	187	23	164	131	110	21	168	150	18
Total	1599	1300	295	1705	1266	438	2046	1661	385	2419	1923	483

Banjul Skills Training Centre (BSTC) which is used as the entry platform for early school leavers most of whom have no formal qualifications has maintained a steady increase in enrolment since 2017. However, Rural Skills Training Centre (RSTC) in Mansakonko contributes only 3% of GTTI's annual enrolments.

4. TRACER STUDY METHODOLOGY

Tracer studies are widely utilized in the TVET sector as a valuable tool to improve the quality and relevance of TVET provision within a country or at an individual institution level. Most tracer studies focus on one homogenous group of graduates who completed their study at the same time. The previous tracer study conducted by GTTI was in 2013. The current tracer study focused on GTTI graduates in the period of 2015-2016.

4.1. Objectives

The objectives of the tracer study are to:

1. Measure the labour market outcomes of 2015-2016 graduates of GTTI;
2. Assess the effectiveness of the training programmes;
3. Understand the employability of TVET graduates from GTTI;
4. Evaluate how access, quality, and relevance of TVET programs contribute to employability of graduates; and
5. Inform potential future program design.

4.2. Survey instruments

The study used a combination of qualitative and quantitative data collection techniques. Quantitative data were collected mainly through graduate and employer surveys. The graduate survey was conducted by integrating pre-designed questionnaires on the open-source software QTAFI (Questionnaires, Tables, and Figures). Trained call centre staff used the telephone interview method to collect and store data on QTAFI in real time. This approach, which arguably is the first online graduate survey in The Gambia, relied entirely on the accuracy of GTTI's 2015-2016 graduate database. The employer survey was conducted through offline, self-administered questionnaires. Using official survey notification letters, the questionnaires were distributed to a sample of employers on site. The target population for the employer survey included employers who employ 2015-2016 graduates and those who recruited graduates that graduated before 2015. Qualitative data collection methods in the form of employer focus group discussions and graduate life history interviews were also used.

The graduate survey questionnaire was designed to address the survey objectives. Thus, structured questions were used to seek understanding of graduates' employment status, graduates' transition to employment, relevance of the course of study to workplace needs, and the conditions of study including facilities, equipment, and resources, teaching and student support services. The questionnaire was developed based on reference to other¹⁴ surveys of graduates in a range of contexts relevant to this study and recommendations by a number of international organisations.

The questions in the survey are designed to be closed response answers to make the administration and answering of the survey as simple as possible. QTAFI (Questionnaires, Tables and Figures), an open-source, web-based programme was used to host and administer the questionnaire online. QTAFI is designed specifically for tracer studies and is used by universities and TVET institutions in different countries for the design and administration and analysis of online questionnaires and surveys without the need for specialist IT knowledge.¹⁵ The survey questionnaire is provided in Annex B. It includes seven sections, which address complementary themes of the study.

The *Section A* of the survey prompts graduates to provide information on the course of study, the duration of study, and the qualifications obtained. *Section B* focuses on graduates' evaluation of their study experiences at GTTI. This section uses a bank of statements and a response scale to request respondents' evaluation of their study conditions, teaching and

¹⁴ Macchi, M., Jenny, B., and Wilhelm, K. (2009). Publication No. 7: Measuring education's path to prosperity, February 2009. Helvetas, Zürich, Switzerland

¹⁵ ETF, *Handbook, OTAFI – Online. For the administration of online surveys and online questionnaires*, ETF(2015)

advisory support services received, and relevance of study. *Section C* also uses a response scale to request information on respondents' satisfaction levels on their overall learning experience at GTTI. *Sections D and E* both use statement banks to assess graduates transition to work, employment status, occupation, and industry of employment respectively. Using a bank of statements and a response scale, *Section F* seeks to gauge respondents' views on any perceived gaps in the training they received at GTTI as well as the match between the learned skills and competences and work requirements. While *Section G* seeks to identify the motivations of those graduates who ventured into entrepreneurship in preference to paid employment, *Sections H and I* seek to assess graduates' motivation for study, as well as their perception of the usefulness of the training they received at GTTI. *Section J* assesses the extent to which graduates have embraced lifelong learning. *Section K* measures the TVET provisions of GTTI against the variables of equity and access by asking questions on such geo-demographic properties as gender, social status, age, and the equity grouping of graduates. *Section L* uses qualitative questions to invite suggestions and recommendations for those changes that graduates would like to see on GTTI's courses and general student support services.

Prior to the beginning of fieldwork, the questionnaire was piloted with a combined sample of seventy (70) people that were randomly selected from current students and the 2013 graduate cohorts. The pilot sample was made up of 35 current students and 35 graduates. While current students participated in the pilot via self-administration of the questionnaire, the select sample from the 2013 graduate cohort participated via telephone interviews. The pilot tested the questionnaire and the proposed approach to data collection. As a result, a few changes were made in *Section K*. The same approach was used in piloting the employer questionnaire. Ten employers from the banking, education and construction sectors participated in the pilot survey. The feedback showed that respondents understood all the questions hence no changes were recommended.

4.3. Target population and sample size

Table 2: Graduate survey Target Population

Item	Description	Number	%
Target population	Graduates who completed exit qualification between 2015/2016	1300	
Sampling and sample size	All graduates within the target population with valid and active telephone contact	818	63% of population
Timing of survey	Survey start date	3/21/2018	
	Survey end date	5/10/2018	

The target population for the graduate survey is GTTI graduates who studied exit qualifications between 2015-2016. With an annual average graduate population of 1000 and 65% of these being graduates with exit qualifications, the tracer survey target population was determined to be around 1300 graduates within the 2015-2016 graduate cohort. This group is targeted because it is believed their memory of the study programmes and institutional conditions and services will be fresh and reliable. The transition to the labour market and the educational experiences provided by GTTI over the last two to three years would have little variance. Hence, the target population's responses to the tracer survey questions would be deemed accurate, reliable, and representative of graduates' actual learning experiences at the institute. Using GTTI's graduate database, a sample size of 818 graduates was selected for the survey. This sample includes both male and female graduates that are drawn from the six geographic regions of the country and the disciplines of Business Studies, Construction, Engineering, Computer Science and Information Technology (CSIT), Law, Rural Development, and others.

For the supporting employer survey, the target population is employers of GTTI graduates from all industry sectors. The employer survey target population was not limited to employers of 2015-2016 graduates but includes employers of graduates from other graduate cohorts. Self-administered questionnaires were distributed onsite to a random sample of 115 employers across all industry sectors. Details of target populations and samples of the two surveys are presented in Table 2 and Table 5 respectively.

4.4. Data collection

The online graduate tracer survey was handled by ACE Communications Executive. The graduate survey relied primarily on telephone interviews, using details from GTTI's Graduate Database (GGD). ACE's technical team integrated and activated the survey questionnaire on QTAFI. Thus, in consultation with GTTI, a web address or a Universal Resource Locator (URL) that was linked to GTTI website was created. This approach served a dual purpose. Firstly, it enabled ACE's telephone interviewers to simultaneously conduct pre-booked interviews, capture and store graduate response data in real time. Secondly, it created a mobile-friendly direct access web-link through which respondents accessed the survey for self-completion. While the QTAFI digital interface permitted multiple logins, the design team ensured that access was restricted to the select sample from the 2015-2016 graduate cohort. This was done by using graduates' GTTI student numbers as their Unique Identification Number (UIN) for the survey. Adequate care was taken to ensure that graduates' Unique Identification Numbers were not linked to survey responses. They were only used for access codes or logins thus maintaining respondents' anonymity.

The processes undertaken for the graduate survey fieldwork included:

- 1/ Pre-field tasks such as sample cleaning, integrating and activating survey instrument on QTAFI.
- 2/ Training and briefing of telephone interviewers at ACE.
- 3/ Creating help-desk to provide respondents with information and guidance on access.
- 4/ Creating social media profile for the survey and buying ad spaces for survey publicity.
- 5/ Primary approach SMS: A standardised SMS was sent to graduates within the selected sample, directing them to the survey's web link.
- 6/ Data collection and monitoring of survey responses on QTAFI.
- 7/ Follow-up telephone calls and interviews with graduates who did not complete the survey online.
- 8/ Second round of telephone calls were held with graduates who either had "incomplete surveys" or deferred interview appointments.
- 9/ Data cleaning and data file preparation for analysis.
- 10/ ACE provided daily response updates to GTTI and made a minimum of three telephone contact attempts before passing a graduate on to "non-response" or 'declined participation" status.
- 11/ For the employer survey, questionnaires supported with explanatory notes were distributed to respondents' onsite. The information on the explanatory notes or/and letters detailed the preferred retrieval dates.
- 12/ Working within a 21-day timeframe, data from retrieved and returned questionnaires were cleaned and coded for data analysis.

4.5. Survey response statistics

Table 3: Graduate survey response statistics (N=818)

Item	Description	Number	%
Target population	Graduates who completed exit qualification between 2015/2016	1300	
Sampling and sample size	All graduates within the target population with valid and active telephone contact	818	63% of population
Timing of survey	Survey start date	3/21/2018	
	Survey end date	5/10/2018	
Total response	Total number of graduates who completed the survey	519	63%
Total response within target population	Respondents from the 2015/2016 graduate cohort with exit qualifications	466	89.8% (of total response)

Total response outside target population	Respondents who identified "other" as their graduation years	53	10.2% (of total response)
Total response by telephone interviews	Respondents who participated via telephone interviews	429	83% (of total response)
Total response via direct online access	Respondents who accessed the survey directly online	90	17% (of total response)
Basis of data analysis	Total respondent data	519	

In total, 519 graduates responded to the tracer survey, registering a 63% response rate. However, 466 responses which constitutes 89.8% of all responses met the target population criteria. 53 graduates which represents 10.2% of all responses indicated other years as their graduation dates. 429 graduates or 83% of all responses participated via telephone interviews. 90 graduates or 17% of all responses participated via direct online access. Data analysis was however conducted based on the total response data of 519 graduates. Table 3 provides a summary of the graduate survey participation statistics. Table 4 and Figure 2 below indicate graduate response statistics based on programme of study and years of graduation.

Table 4: Graduate survey response by programme of study

Respondents by programme of study		
Business	80.964	15.70%
Computer Science/IT	86.673	16.70%
Construction	129.75	25.00%
Engineering	161.928	31.20%
Law	28.545	5.50%
Rural Development	15.57	3.00%
Other	15.57	3.00%

As shown in Table 4, the majority of respondents studied courses in the hard skill areas of Engineering, Construction, and Computer Science and Information Communications Technology (CSIT). These disciplines accounted for a combined 72.90% of responses.

Figure 2: Graduate response by graduation year

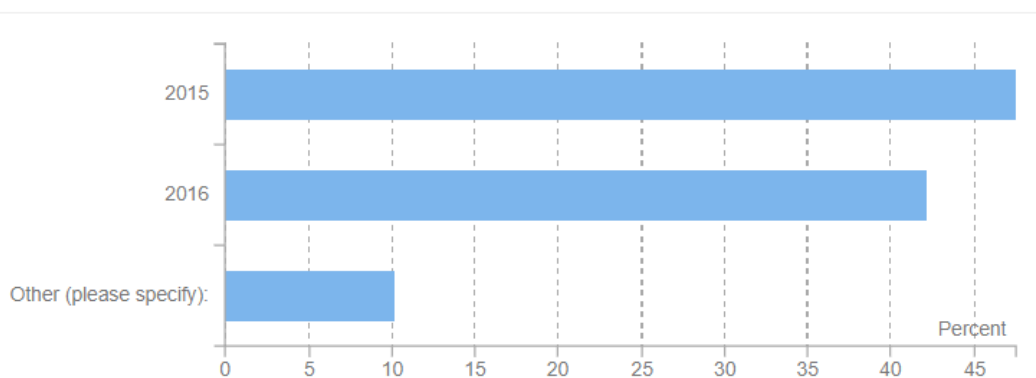
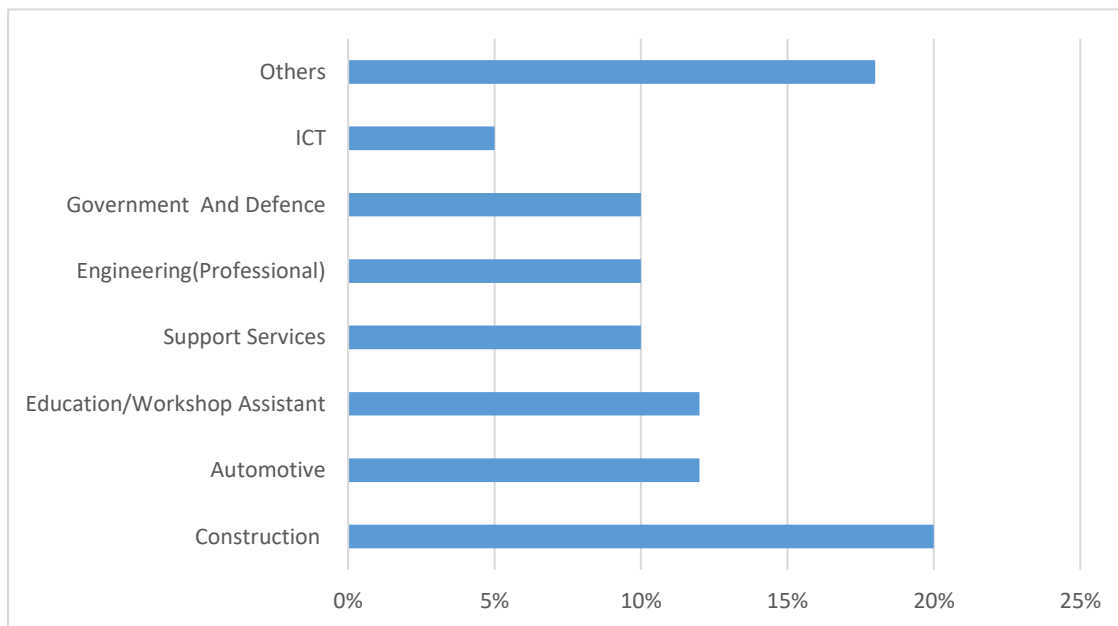


Table 5: Employer survey response statistics (N=115)

Item	Description	Number	%
Target population	Gambia based employers - public and private		
Sampling and sample size	Current and past employers of GTTI graduates irrespective of sector (no of questionnaires distributed)	115	
Timing of survey	Survey start date	04/04/2018	
	Survey end date	27/04/2018	
Total response	Number of completed and returned valid questionnaires	50	43.50%
Number of invalid questionnaires	Questionnaires with incomplete answers in one or more sections	15	13% (of total response)
Response by industry sector	Construction	10	20%
	Automotive	6	12%
	Education/Workshop assistant	6	12%
	Support Services	5	10%
	Engineering (Professional)	5	10%
	Government and Defense	5	10%
	ICT	4	5%
	Others	9	18%

Figure 3: Employer survey response by industry

Out of the 115 questionnaires that were distributed, 65 were returned or retrieved. This represents 57% of the selected sample. Out of the 65 returned or retrieved questionnaires, 15 were invalid for reasons that ranged from incomplete answers, random response patterns, to unanswered whole sections of the survey. Thus, number of completed valid questions stood at 50, representing a response rate of 43.50%. As shown in Table 5 and

Figure 3, the construction, automotive, and education and workshop assistant sectors accounted for 20%, 12% and 12% of the industry sectors of employers that participated in the survey, respectively. These are closely followed by the administrative and support services, engineering (professional) and government and defence sectors with each contributing 10% of respondent organisations. The information and communications sector and other sectors account for a combined 23% of employers that participated in the survey.

4.6. Data analysis

The graduate survey data analysis was conducted using the analysis tools on QTAFI. The survey ended when all graduates within the selected sample had been contacted during the three telephone contact rounds. This number of contact efforts enabled ACE team of telephone interviewers to identify and differentiate those graduates who had completed the survey from those whose status were later declared “declined participation” or “non-response”. This stage was reached within 38 days. Upon completing the data collection phase, data analysis tools on QTAFI were explored and used.

Although QTAFI offers the option of exporting survey data in the form of comma, separated values (CSV) document to other analysis platforms, the analysis tools within QTAFI were used in preference. This decision is informed by the understanding that the QTAFI analysis tools offer more simplified and time saving alternative when compared to exporting the CSV file to other external analysis platforms like R or SPSS, or STATA.

The survey instrument consists of different types of questions which include dichotomous questions, text input questions, Likert scale questions (the five point scale types), semantic differential scale questions, and multiple-choice questions. This understanding facilitated the choice of command prompts and display alternatives that were used by the data analysis team. Thus, the order of the questionnaire was followed to generate the analysis of responses that are displayed in auto-generated tables and charts. Preceding this was the use of auto-codes or question IDs (VARs) to facilitate the auto-generation of response trends and patterns. The percentage display of responses for all sections of the questionnaire and all question types was chosen in preference to the display of counts. This was supported by the use of charts and graphs to facilitate easy visualization of outcomes and relationship between variables.

The employer survey data was analyzed using Excel. To minimize data entry error, members of the data analysis team, took turns to independently verify data input accuracy. Following the order of the questionnaire, question IDs or codes were generated for all questions hence VAR1 to VAR 17. Taking note of the semantic differential questions on question 7, sub-codes

were used as question IDs. Hence, question 7 was coded from VAR7.1 to VAR7.10. Using this method the frequencies of response options were generated. Using the frequency and the total response number, the response percentages were generated and tabulated. For easy reading and interpretation, the response trend represented in the tables were visualized using the excel-generated charts (See Annex E).

4.7. Employer focus group and graduate life history interviews

Employer focus group discussion and graduate life history interviews were used to seek deeper insight on the motivations, opinions, and expectations that students and employers have of GTTI's courses and graduates respectively. Of the 19 employers that were invited to participate in the focus group discussion, eight (8) honoured the invitation from the transportation and storage, technical activities-legal, engineering, market research, construction, education, teachers, assistants, workshop assistants, Information and communication, automotive repair of motor vehicles and motorcycles, and facility management sectors. The discussion centred on four themes that were used to seek deeper insight on employers' views on GTTI's courses and graduates and overall expectations of the institute's training programmes. The themes include the effectiveness of GTTI training programmes, employers' expectations of GTTI graduates, work placement and procedure, and employers' assessment of the quality and relevance of GTTI training programmes. The employer focus group discussion results are given in Annex G.

Life history interviews were also used as an additional source of qualitative information. The exploration of learners' life history is a qualitative research method that provides an alternative to empirical methods for identifying and documenting learning patterns of individuals and groups. The main target of the life history interviews were those graduates who had taken part in the graduate survey by telephone or direct online access. Hence, the adopted sequential approach to data collection meant that the graduate and employer surveys, preceded the focus group discussion and the life history interview segments. Thus, fifty (50) of those graduates who had participated in the survey were identified and invited to participate in the face-to-face interviews. While this method was used as a means of collecting complementary information to the survey data, it facilitated in-depth understanding of graduates' choices to engage and continue with TVET as well as understanding of those socio-economic elements, which contribute towards their decision to engage in vocational training.

Thus, semi structured questions were used to explore graduates' motivation for technical and vocational training, their prior training histories, their socio-economic backgrounds and other

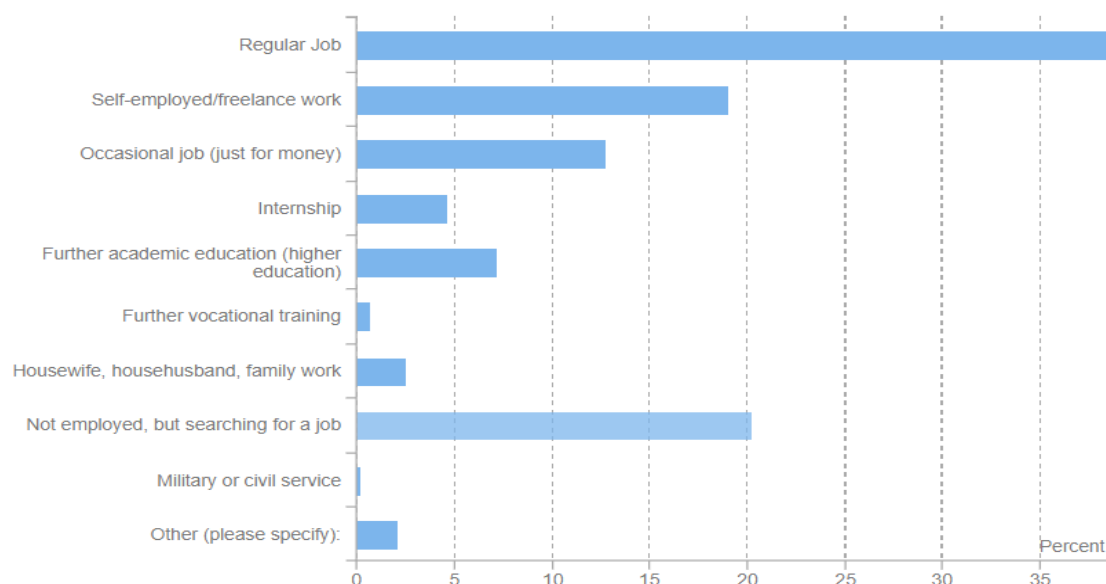
influences on their choice of vocational education. The interviews also explored graduates' evaluation of the quality and relevance of training received at GTTI, graduates' accounts of personal experiences during training, and their journey through training to employment. The results of the life history interviews are given in Annex D.

5. TRACER SURVEY RESULTS

5.1. Employment outcomes

One of the objectives of this study is to measure the labour market outcomes of the 2015-2016 GTTI graduates.

Figure 4: Employment status of graduates



As shown in Figure 4 above, 38.8% of graduates are employed in a regular job. Another 19.1% are engaged in self-employment or freelance work. 12.8% described their jobs as being “occasional” jobs and 20.2% described their current situation as being unemployed. Thus, 57.9% of graduates are either in regular paid employment or in self-employment/freelance work while 33% of graduates are either unemployed or do occasional work just to earn some money. The remaining 9.1% are either pursuing further studies, raising a family, or engaged in other unspecified activities.

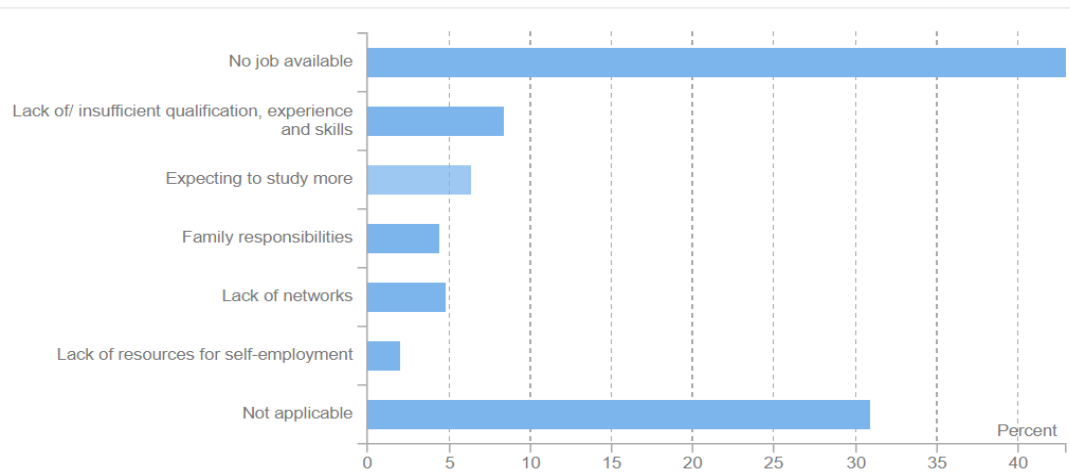
However, when graduates who are not currently in employment were prompted to state the perceived reason for being unemployed, 54.6% indicated “*I have never had a job* “. According to Table 6 below, “casual work that stopped” appears as the second highest cause of graduate unemployment, accounting for the unemployment status of 14.3% of graduates. Casual jobs are zero hour or no-contract jobs. However, as shown in

Figure 5 below, there are other factors that have contributed to graduate unemployment status. Insufficient number of job openings in the economy; insufficient training, lack of experience and skills; lack of networks; and lack of start-up resources are some of the reasons for unemployment among GTTI graduates.

Table 6: Causes of graduate unemployment

I had a job after graduating but it finished	9.2%
I had a job but it didn't meet my needs (too far away, low pay, hours of work)	9.7%
I had casual work that stopped	14.3%
I have never had a job	54.6%
Other (please specify):	12.2%

Figure 5: Reasons for unemployment



This part of the questionnaire used structured subjectivity to explore graduates' feelings about the causes of their unemployment situation. The response pattern indicates employment aspirations of graduates. As indicated in Figure 4, the majority of graduates obtain GTTI qualification as means of gaining paid employment. The entrepreneurship aspiration and involvement of graduates appear to be very low. While there is no empirical evidence on the factors responsible for graduates' lack of entrepreneurship ambition, one area that can be explored in future surveys is how TVET training at GTTI correlates with graduates' preferences between paid employment and entrepreneurship.

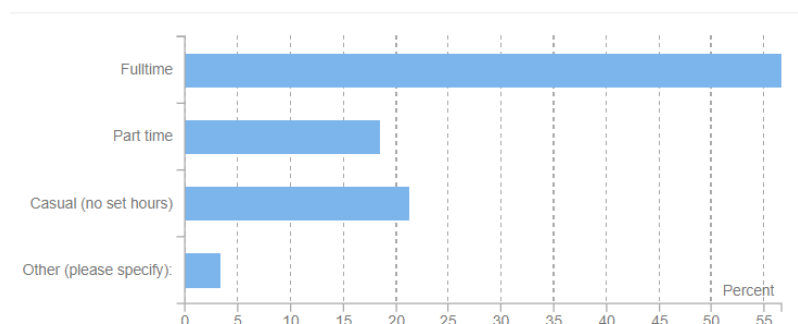
Figure 6: Graduates' employment conditions

Figure 6 shows the employment conditions of graduates. Of the graduates who are either in paid employment or in self-employment, 56.7% identified their jobs as full time while 18.6% work on part time basis. 21.3% do casual jobs with no set hours. 3.4% of graduates work under unspecified employment terms.

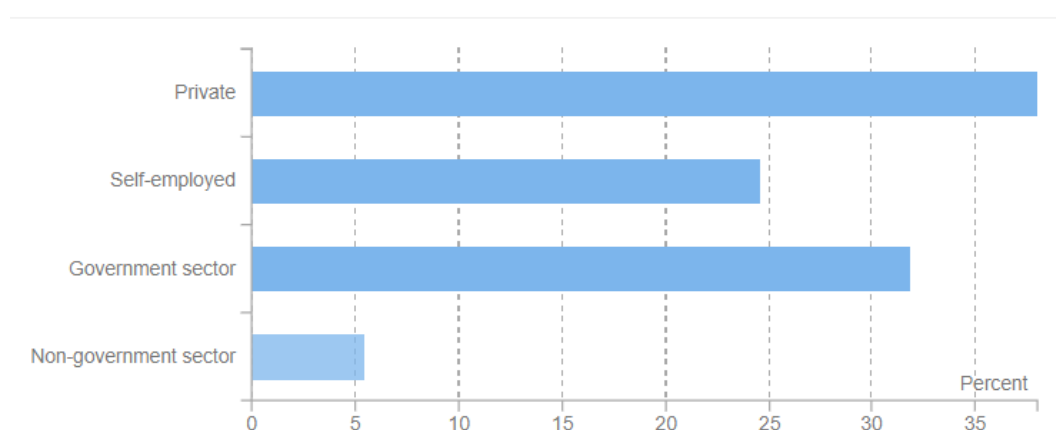
Figure 7: Graduates' sectors of employment

Figure 7 shows graduate employment by types of employer or sector. 38% of graduates identified the private companies or the private sector as their sector of employment. 31.9% are employed by government or other public sector agencies. The remaining 30% of graduates are either self-employed or work in the non-government sector. When graduate employment is further measured by industry sector, six sectors dominate graduate employment. These include the construction sector, the engineering sector comprising of the electricity, the gas, and air-conditioning repairs and supply, government and defence, administrative support services, and the wholesale and retail trade areas. These sectors employ 21.4%, 16.6%, 11.1%, 11.1%, and 5.5% of graduates respectively. The distribution of graduate employment by industry sector is shown in Figure 9.

Current job satisfaction levels of graduates

Figure 8: Graduates' current job satisfaction levels

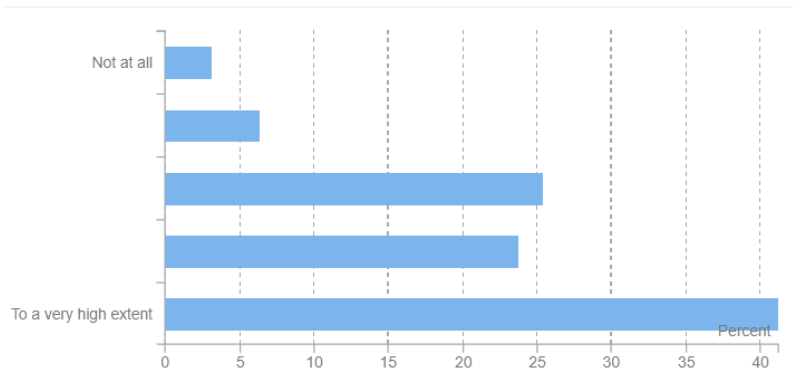


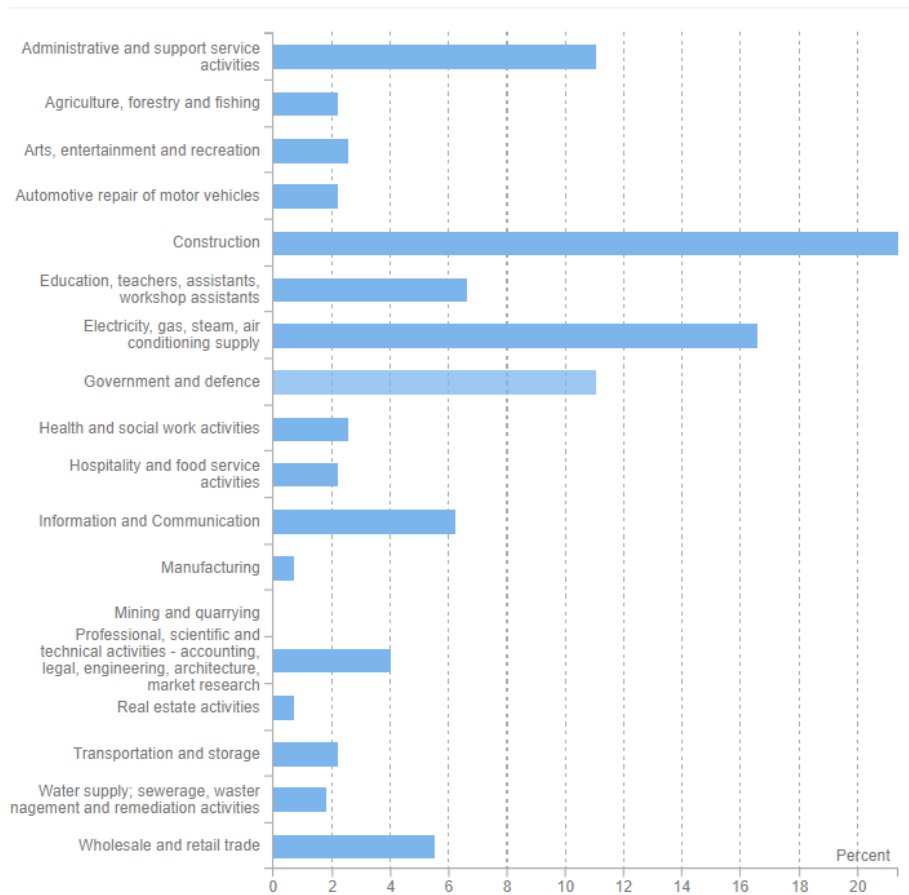
Figure 8 shows current job satisfaction levels of graduates. Of the 57.9% of graduates who are employed, only 41.3% indicated high level of satisfaction with their current jobs.

Table 7: Reasons for choosing jobs not related to field of study

The current job is only a temporary stepping stone	31.8%
Higher salary in the current job	12.4%
Job offers more security	7.0%
Interests have changed	10.9%
Current job allows a flexible time schedule	3.9%
Current job allows the person to work in a favored geographical place	0.8%
Current job allows the person to take into consideration the interests of their family/children	6.2%
Other reasons	45.0%

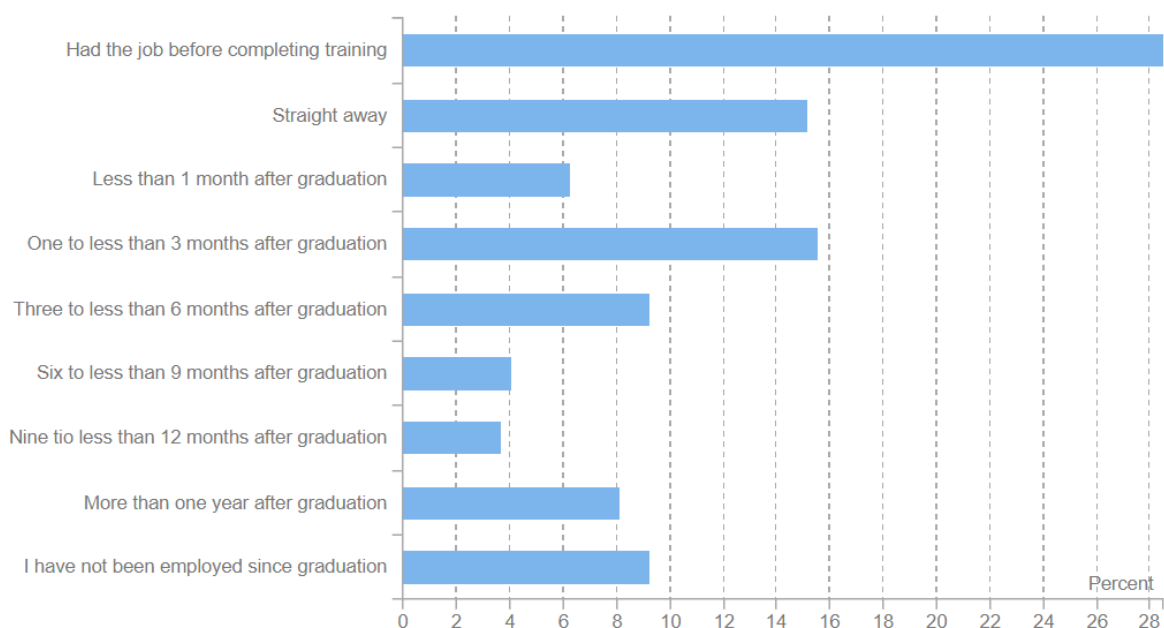
Table 7 indicates that graduates' employment pattern shows a trend of mismatch between graduates' disciplines of specialisation and their areas of employment. According to 31.8% of graduates, their current job is a temporary stepping-stone, while 12.4% of graduates are in their current job due to higher salaries and as per 10.9% of graduates their career and employment interests have changed over time.

Figure 9: Graduates' Employment by industry sector



Finding employment after training

Figure 10 shows that 28.5% of the graduates did not need to look for jobs because they had a job prior to training, while 15.2% found their first job immediately after graduation and 31.2% found their first job within the first six months after graduation. Another 15.9% of graduates indicated securing their first job between six months to one year after graduation and the remaining 9.3% of the graduates indicated not being in employment since graduation.

Figure 10: Duration between graduation and finding first job

Relevance of training to work requirements

Another objective of this study is to assess the effectiveness of GTTI training programmes and evaluate how access, quality and relevance contribute to employability. Thus, graduates were prompted to gauge the extent to which the knowledge and skills they learned during their study at GTTI are used in their current job. As shown in

Figure 11 below, 22.6% of graduates indicated that they use the knowledge and skills learned at GTTI to some extent in their present job and 52.6% indicated that they use such skills to a very high extent in their present jobs.

The relevance of graduates' training to employability, their current job and future career development was further explored when graduates were asked to use a rating scale of 1 to 5 (1 being the lowest and 5 being the highest) to rate the usefulness of their studies at GTTI based on their ability to find adequate job, the usefulness of their studies to their present jobs, and the usefulness of their studies to future career development.

Figure 11: Relevance of Study to current job

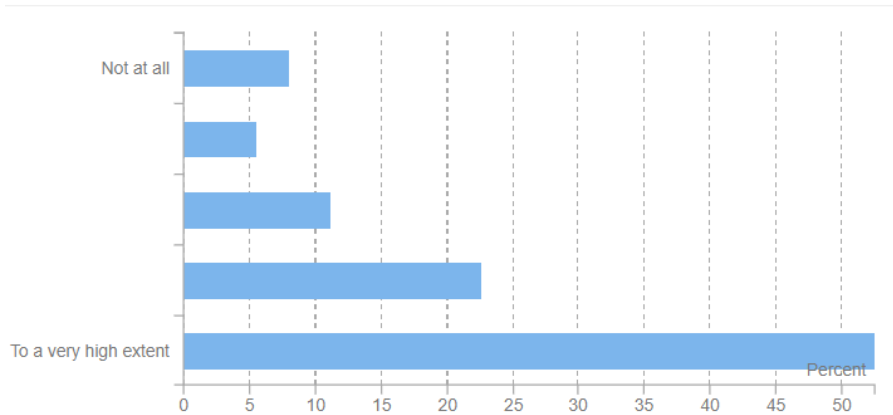


Table 8: Graduates' rating of usefulness of training received at GTTI

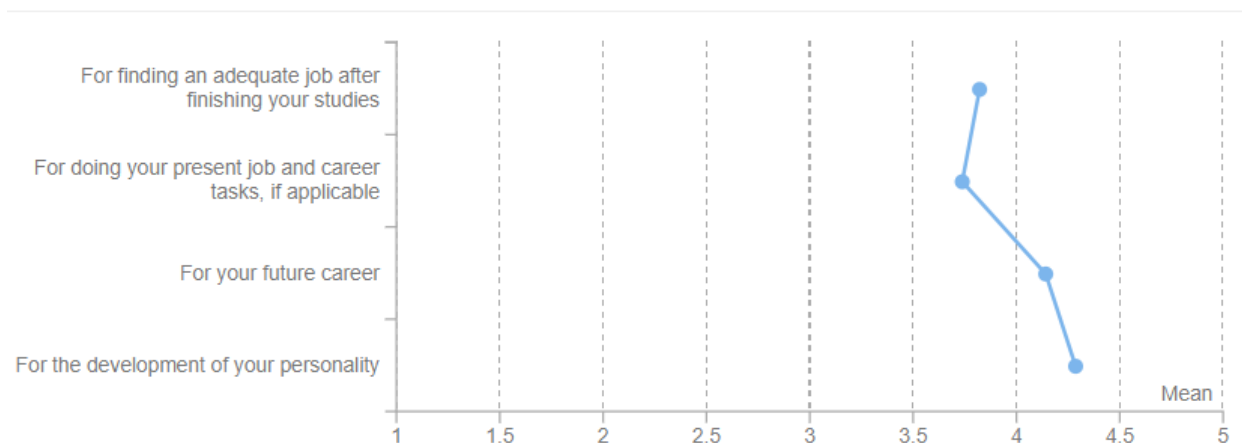
Measures of usefulness	Not at all (1)	2	3	4	Very useful (5)
Finding adequate work	11.60%	3.00%	18.80%	24.90%	41.70%
Relevance to present job	16.80%	4.90%	10.00%	24.60%	43.80%
Usefulness to future career	8.00%	2.70%	10.70%	24.40%	54.20%
Usefulness to personal development	5.40%	1.50%	10.90%	23.50%	58.80%

As shown in Table 8, for finding adequate work, a combined 66.6% of graduates found their training at GTTI useful in finding adequate work. Of this percentage, 41.7% rate their studies to be “very useful” in their ability to find adequate work. For the relevance to the present job rating, a combined 68.4% of graduates indicated finding their TVET training relevant to their present job. Of this percentage, 43.8% rated their studies to be “very useful” to their present job. This appears to support the 52.6 % (

Figure 11) who indicated that they use the skills and knowledge learned to a very high extent in their current job. In terms of future career development, 24.4% of surveyed graduates rated their training as useful while 54.2% rated their training as “very useful”.

Figure 12 shows the respective mean values for the response pattern in Table 8 above. Graduate response on the evaluated criteria indicate a mean value range of between 3.7 for usefulness of training to present job to an impressive 4.3 for the development of personality criteria. On both economic and social relevance, this outcome indicates good level of graduates’ satisfaction with the training they received at GTTI.

Figure 12: Usefulness of training (rating mean values)



While these outcomes are being interpreted as implicit endorsements for the relevance of GTTI training programmes, it should be noted however that a significant proportion of respondents gave very low ratings to their training at GTTI in all four criteria. A combined 33.4% of graduates rated the usefulness of their training to finding adequate work as being between 1 and 3. On the usefulness to present job criterion, a combined 31.7% as shown in Table 8, gave low usefulness rating as indicated. The future career development criteria attracted a combined low rating of 21.4%.

Graduates' in self-employment

Figure 13: Graduates who are business owners

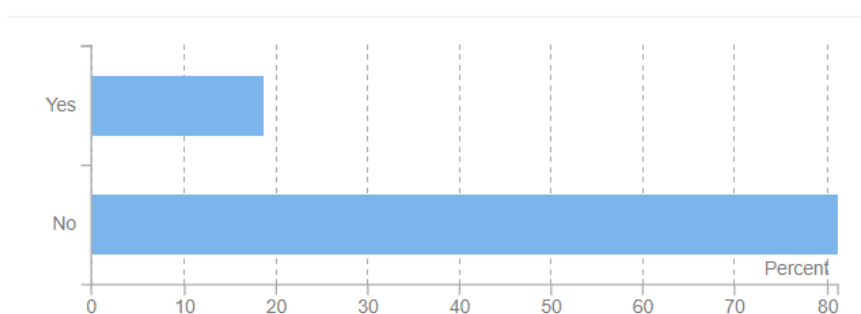


Figure 13 above shows that 19.1% of graduates are self-employed. However, according to Table 9, 87.5% of graduates who are small business owners had no access to start-up or business expansion loans. As shown in

Table 10, more than 55% of graduates who are business owners describe their enterprises as “struggling”. Only 20.5% described their businesses as successful. The potential future impact of low entrepreneurship success rate among graduates is another trend that requires further empirical investigation.

Table 9: Did you gain a business loan to start or expand your business?

Yes	12.5%
No	87.5%

Table 10: State of GTTI graduates' owned enterprises

Just started so not sure if it is successful yet	24.4%
Successful	20.5%
Struggling	55.1%
It is closing down	0.0%
Not sure	0.0%

Graduate skills required for paid/self-employment

Table 11: Graduate response on skills required in the workplace

Skills and competences	Not at all (1)	2	3	4	Very often (5)
Theory/Specialty knowledge	9.6%	4.1%	15.6%	23.00%	47.8%
Ability to develop new ideas	5.1%	4.0%	15.1%	23.2%	52.6%
Use of technology	17.9%	5.2%	18.7%	15.3%	42.91%
Adaptability	8.4%	2.6%	19.4%	27.5%	42.1%
Analytical Thinking	4.1%	2.6%	16.3%	27.3%	50.0%
Problem Solving	3.7%	3.00%	15.4%	27.3%	50.6%
People/Team skills	9.7%	19%	11.9%	22%	54.5%
Meeting Deadlines	6.7%	4.1%	12.4%	23.6%	53.2%

Table 11 shows a spectrum of skills that emerged as core requirements for work. These findings are consistent with the employer survey results. As highlighted in the next section, a significant majority of employers indicated that GTTI graduates require further improvements in most of these skills areas. While corroborating the findings of the graduate survey on the extent that these skills are required for work, the pattern of employer response indicate that GTTI graduates currently possess these skills but at unsatisfactory levels. Hence, the future design and development of courses should use these findings as reference points.

Figure 14: Graduates' rating of skills required for employment

Employer perspectives on graduates' skills

Complementing the results of the graduate survey, majority of the employers indicated that GTTI graduates work at the level expected of them (18% indicated strongly agree while 74% indicated agree). Employers further agreed that GTTI graduates use relevant skills and technology in the work place and they are able to solve work-based problems (see Annex E for employer survey results).

However, 78% of employers indicated that they would like to see GTTI graduates develop deeper subject knowledge. In addition, 72% and 74% of employers would like GTTI graduates to demonstrate higher abilities in developing new ideas and following instructions, respectively. According to 86% of employers, GTTI graduates will need to demonstrate improved abilities in the use of work-based technology. Moreover, 90% of employers would like graduates demonstrate better technical skills.

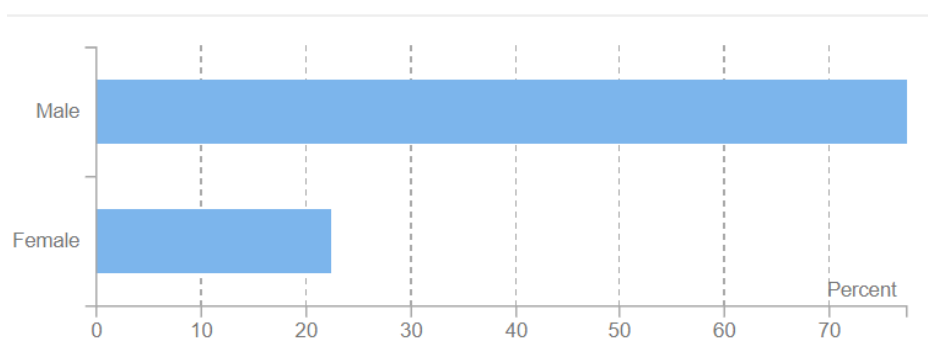
The evidence therefore suggests that while graduates have acquired relevant skills during training, these skills are not at satisfactory levels. This conclusion was further emphasized during the employer focus group discussions. When employers were prompted on whether GTTI graduates possess the right combination of skills required for work, there was consensus that GTTI graduates are stronger in theory than they are in hands-on practical work in construction, engineering, and ICT. These employability issues as expressed by employers are consistent with the scores on employer expectations of the skills and competence levels of GTTI graduates in the employer survey. Implicitly, these insights offer explanation on why such a significant number of graduates (see Table 8 above) would issue low ratings to the training they received on the basis of its usefulness to their ability to find adequate work, its relevance to their current jobs and their future careers.

5.2. Access and equity

The access and equity measures are important dimensions of the social relevance of GTTI courses. Thus, this section has been used to assess the extent to which there is equitable access to GTTI training programmes for graduates/learners on the basis of gender, age, income groups/backgrounds and place of residence or place of origin.

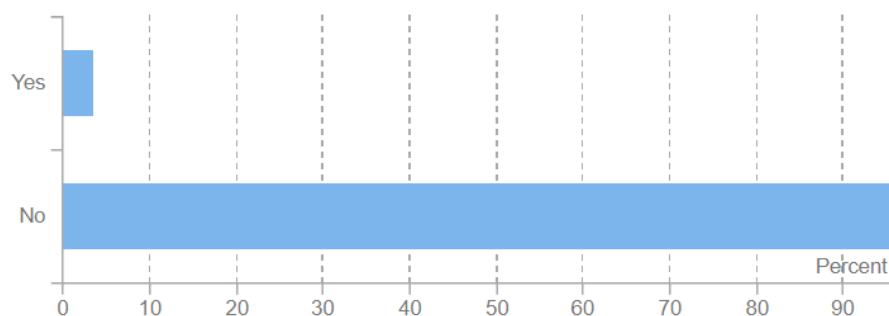
Gender equality

Figure 15: TVET participation by gender



The response pattern in Figure 15 indicate that 77.5%, and 22.5% of graduates are males and females respectively. This data is consistent with the enrolment trend that is given in Table 1. The enrolment data further shows that female participation rate in the hard skills areas of engineering, construction, and IT is 6%, 7.5% and 22% respectively. Efforts are required to improve active participation of young women in STEM education and TVET programmes.

As shown in Figure 16 below, when the equity and access to GTTI's programmes was measured on the basis of physical ability and disability, 96.4% of graduates did not associate themselves with any physical disability. Only 3.6% identified themselves as having various forms of physical challenges. Although, the nature and the effectiveness of the learning remedies that are provided for the physically challenged students and graduates has not been evaluated in this study, this result however, provides evidence that GTTI promotes equal opportunity for all learners to participate irrespective of different physical or mental abilities.

Figure 16: Equity and access based on physical ability and disability

TVET participation by age groups

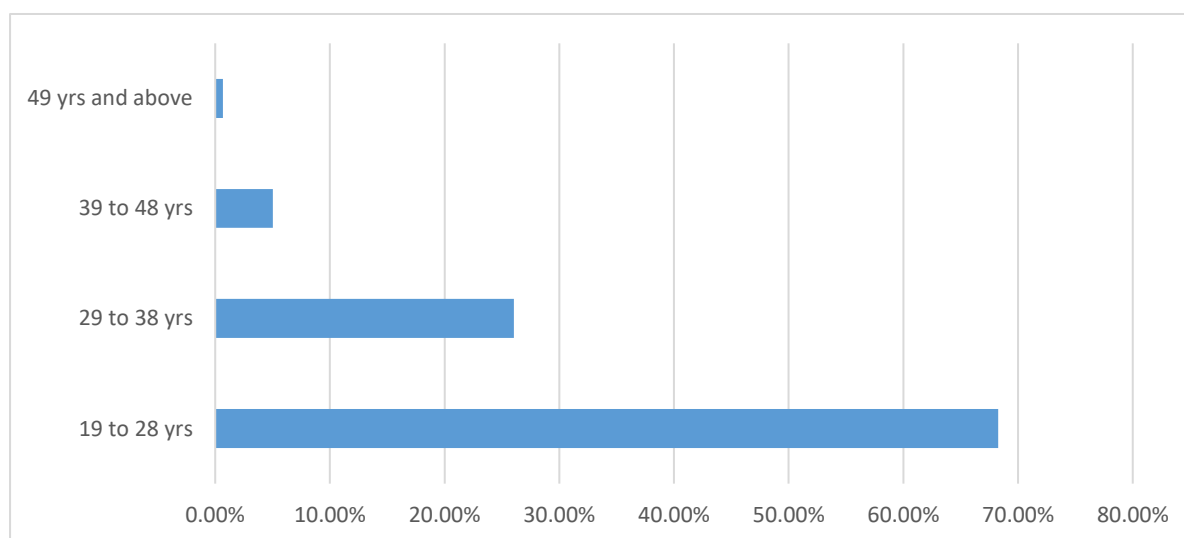
Figure 17: TVET participation by age groups

Figure 17 shows that a majority of GTTI graduates are within the age group of 19-28 years. This pattern is consistent with the attention that is being directed by Gambian government and its partners towards making TVET easily accessible to the Gambian youth population. Another pattern that emerged from this comparison of TVET participation by age groups is the significant number of people between the ages of 29 and 49 who choose TVET. The emergence of this trend facilitates insight on the expanding demand for TVET programmes beyond the traditional youth population. This trend also carries implication on the design, development, and delivery of TVET programmes. While the majority of youth aspire for TVET education in preparation for first-time job market entry, older applicants may be using TVET either as career change options or as avenues for switching from paid employment to self-employment. Hence, further research will be necessary to understand the underlying motivations of the trend of non-traditional TVET aspirants.

TVET participation by income groups

Table 12: TVET participation based on household income levels

High income household	2.2%
Middle income household	50.7%
Low income household	47.1%

Table 12 shows that more than half of those surveyed describe themselves as graduates whose household income fall within the middle-income threshold. This group represents 50.7% of graduates surveyed. Graduates who identified their household income level as being within the low-income threshold constitute 41.1% of all responses. Graduates from a high-income background only constitute 2.2% of TVET participants at GTTI. This survey outcome appears to be consistent with the insight gained from the graduate life history interviews. The mix of family income backgrounds that were given by graduates during face-to-face interviews include peasant farming; petty trading; low to middle level Government/Professional job-family; low to middle level Government/Professional/Tradesman-self-funded; self-funded(other). Among these, majority of graduates identified their household income sources as “low to middle level Government/Professional jobs-(family). The next dominant household income source as identified by graduates is the peasant farming group.

The significance of the emergence of this trend does not only lie on the knowledge of the social groups, which dominate GTTI’s graduate population. It also provides supporting insight on an implicit relationship between household income and educational aspirations. Thus, it underscores the emergence of factors with existing potentials to influence the low TVET participation of graduates from high-income backgrounds. This situation re-opens the debate on the extent of impact of negative perception of TVET on the social calibre of TVET aspirants. While this theme or debate mirrors some of the views expressed in extant research, this trend however, carries huge implications for the broader social and economic impact of TVET in The Gambia.

TVET participation by geographic area

Table 13: TVET participation based on place of residence

Greater Banjul Area	37.2%
West Coast Region	45.2%
North Bank Region	7.3%
Central River Region	4.7%
Lower River Region	3.3%
Upper River Region	2.4%

The pattern shown in Table 13 indicates that geographic origin is a major access and equity factor for TVET in The Gambia. With GTTI's main campus located in the Greater Banjul Area, 45.2% of graduates identify West Coast Region (WCR) as their region of origin. The WCR is a semi-urban administrative region with Brikama as its main town. With a distance of about 42 kilometres, travel from Brikama to Kanifing, where GTTI's main campus is located would take a minimum of one hour by public transport in normal traffic. This distance notwithstanding, graduates from this region registered the highest participation rate ahead of graduates from the GBA. Graduates from the GBA account for 37.7% of graduates surveyed. Graduates from North Bank Region (NBR), Central River Region (CRR), Lower River Region (LRR) where RSTC Mansakonko is located, and Upper River Region (URR), constitute a combined 20.6% of graduates surveyed.

This trend of TVET participation may not be unconnected with the distribution of GTTI's campuses nation-wide. This analogy draws support from the average enrolment data (see Table 1) for Mansakonko for the 2015 and 2016 academic years. Lower River Region where RSTC Mansakonko is located, accounted for 3.3% of all graduates. The Centre's average enrolment data for the same period is 3% of GTTI's total enrolments. The insight gained from this analysis is that current geographic location of GTTI's campuses is an impediment to access and equity in GTTI's programmes. This conclusion thus makes the case for a hypothetical relationship between proximity, access, and enrolment. However, with GTTI's main campus located within the GBA, the aforementioned hypothetical relationship between proximity, access and enrolment (participation) would logically influence the surveyed graduates participation statistics in favour of those from the GBA. Looking at the result of this survey, this appears not to be the case. Instead, survey findings indicate that graduates from the more distant WCR have higher participation data.

This trend does not nullify the perceived impact of proximity on access and enrolment (participation) especially when analysed from the specific context of the combined 20.6% participation of graduates from the other four regions. What this evidence would imply, therefore, is that proximity is not an independent variable in the maze of relationships that may be seen between participation as an outcome or dependent variable and other socio-economic influences. The decentralisation of training via satellite campuses in Mansakonko and Julangel, would enforce access convenience and thus bridge the proximity gap. However, such satellite campuses may not be the deciding factors in TVET enrolment and participation decisions.

5.3. GTTI courses and student services

This section analyzes the findings on the quality of GTTI courses and student services, covering aspects such as quality of lecturers, quality of teaching instructions, quality of teaching curriculum, and quality of teaching facilities and resources.

Course of study conditions and teaching services

Table 14: Graduates' rating of course of study conditions

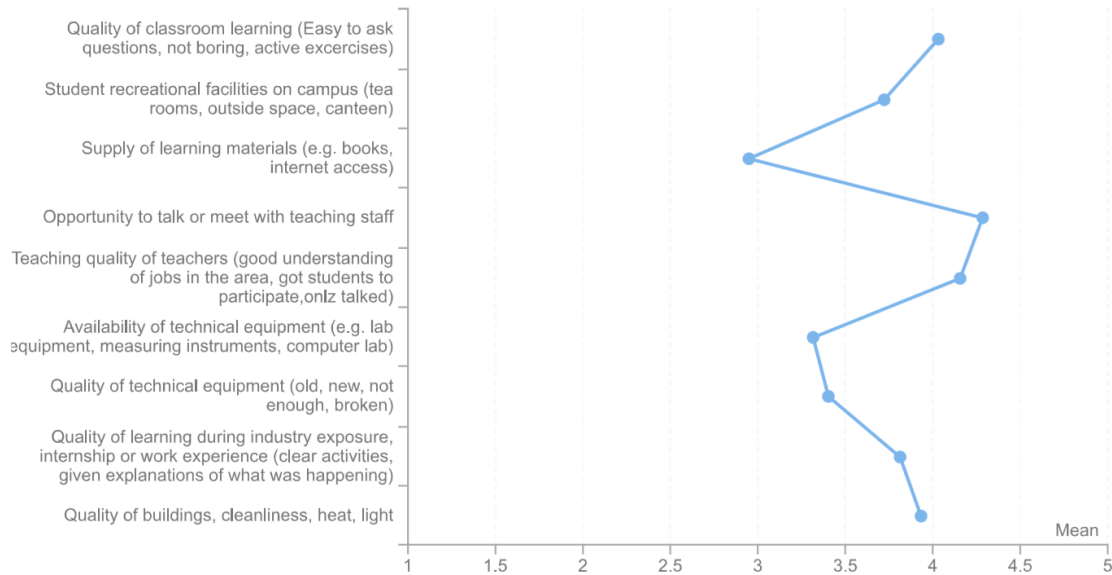
Study conditions	Very poor	Poor	Average	Good	Very good
Quality of classroom learning	0.90%	2.50%	19.70%	46.00%	30.70%
Recreational facilities	4.00%	5.60%	24.70%	45.70%	20.00%
Learning materials	14.10%	22.20%	29.20%	23.60%	10.90%
Opportunity to talk to lecturers	1.60%	2.30%	9.60%	38.80%	47.70%
Teaching quality of teachers	1.80%	3.40%	13.80%	39.10%	41.80%
Availability of technical equipment	9.30%	17.10%	23.50%	33%	17.10%
Quality of technical equipment	8.70%	14.40%	21.90%	37.70%	17.20%
Quality of internship experience	5.80%	5.50%	18.40%	42.30%	28.10%
Quality of buildings	4.40%	4.80%	18.30%	37.90%	34.50%

Table 14 and Figure 18 below show the comparative performance of the range of criteria that have been used to evaluate study conditions at GTTI. Figure 18 illustrates an overall performance mean that ranges from 3.0 for the supply of learning materials criterion to nearly 4.5 for the opportunity to talk or meet with teaching staff criterion. Thus, the graph portrays an overall rating outlook of "average to good" for study conditions at GTTI. This outlook notwithstanding, the composite scores for the supply of learning materials, availability of technical equipment, and quality of technical equipment criteria generated significantly poor outlook. Looking at Table 14, the evaluation of the quality of human resource inputs of the institute appear to have generated the best ratings where opportunity to talk to lecturers, teaching quality of teachers, and quality of classroom learning attracted the high ratings of 47.7%, 41.8% and 30.7% respectively. The opposite of this trend is indeed the case with supply of learning materials, quality of technical equipment, and availability of technical equipment.

Further analysis of graduates' ratings of study conditions and teaching services at GTTI can be seen in Table 15 and Figure 19. In Table 15, 67.19% of graduates liked everything about their study experience at GTTI. However, in Figure 19 a combined 46.36% of graduates would like more practical sessions to be built into the curriculum, "better" lecturers to be employed, and learning supported with better learning materials. This is consistent with the results of the

employer survey where employers appear to endorse graduates’ abilities at work but emphasized the need for further training in the same skills areas (see Annex E).

Figure 18: Graduates’ rating of study conditions (ratings mean values)

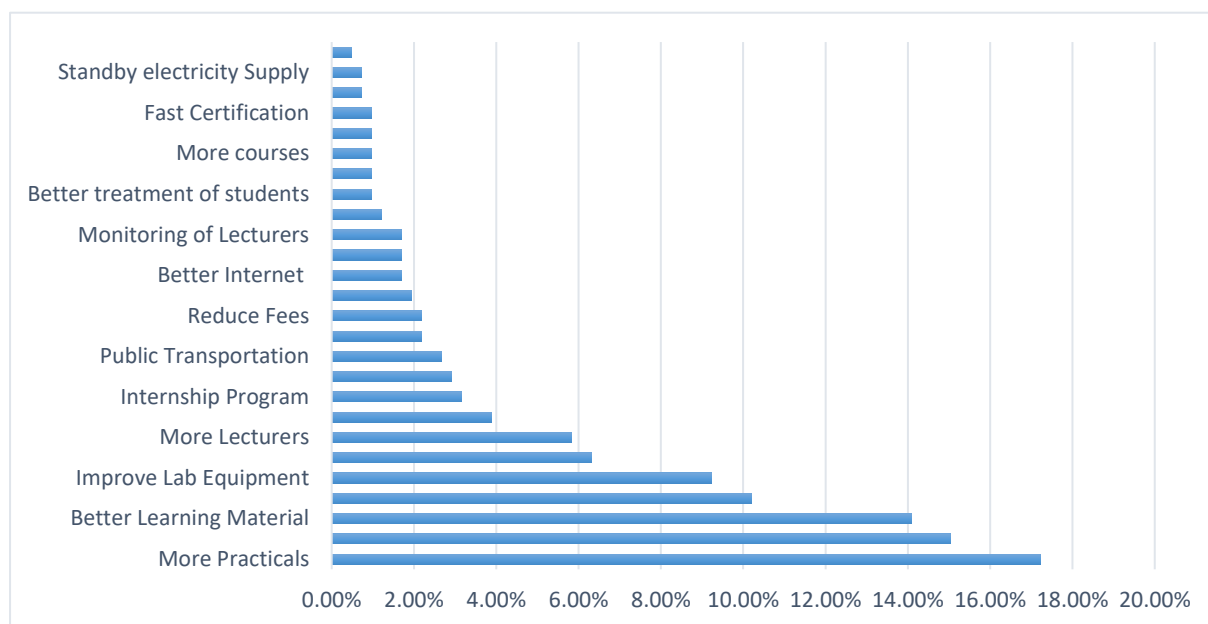


Although the overall rating of study conditions produced an “average to good” outlook , the potential impact of those factors that were rated significantly low on stakeholder impressions deserves further analytical attention. These can be mediating variables in students’ learning process as well as determinants of instituional image and reputation, not just to graduates but across the entire GTTI stakeholder spectrum.

Table 15: Graduates’ evaluation of courses studied

Nothing, everything was okay	67.19%
Lecturer - not on time/did not show	5.21%
Lecturer - inexperienced/not good	5.99%
Lecturer - not enough of them	1.04%
Lectures too difficult	1.82%
Certification lasts too long	1.04%
Crowded classes	1.04%
Bad classroom conditions	2.08%
Learning material/technical equipment inadequate, outdated	4.69%
Too much theory	5.21%
Too difficult	0.78%
Lack of public transportation	0.52%
Noisy surroundings	1.30%
Timetable issues	1.04%
Syllabus	1.04%

Figure 19: Recommendations by graduates



Effectiveness of GTTI's courses

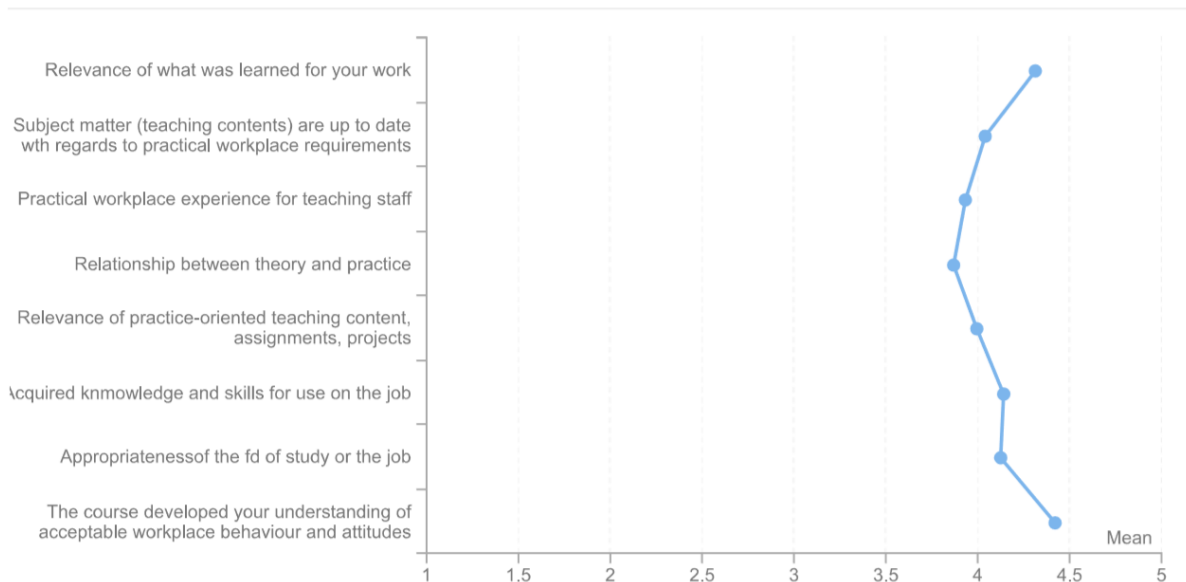
The measurement of how well the training received from GTTI prepared graduates for work is the measurement of the level of effectiveness of the training they received. Thus, the criteria shown in Table 16 were built into the survey instrument. The relationship between theory and practicals, the relevance of practice-based teaching and the relevance of what was learned were rated as “very good” by 47.7%, 41.80% and 30.70% of graduates respectively. Figure 20 shows the range of mean values that graduates’ ratings generated for each criterion. The mean values range from 4 for the relationship between theory and practicals to 4.5 for relevance of what was learned. The practical experience of staff criterion was rated poor by 36.6% of graduates. Another 29.20% rated it “average”. In a TVET environment, the evaluation of practical workplace experience of teaching staff makes the assumption that the achievement of high-calibre graduates as a TVET outcome must leverage the workplace experience of teaching staff as well as active industry linkages as inputs.

This analogy provides justification for the conclusion that the overall rating outcome of “good level effectiveness” of GTTI’s training courses, should not discount the threat that would be posed by a recurring perception of GTTI’s lecturers as inexperienced and poorly skilled in teaching work-based practical lessons.

Table 16: Graduates’ perception of effectiveness of programmes

Measures of course effectiveness	Very poor	Poor	Average	Good	Very good
Relevance of what was learned	0.90%	2.50%	19.70%	46.00%	30.70%
Subject matter	4.00%	5.60%	24.70%	45.70%	20.00%
Practical experience of staff	14.10%	22.20%	29.20%	23.60%	10.90%
Theory-practical relationship	1.60%	2.30%	9.60%	38.80%	47.70%
Relevance of practice-based teaching	1.80%	3.40%	13.80%	39.10%	41.80%
Acquired knowledge & skills	9.30%	17.10%	23.50%	33%	17.10%
Appropriateness of field of study	8.70%	14.40%	21.90%	37.70%	17.20%
Work place behaviour & skills	5.80%	5.50%	18.40%	42.30%	28.10%

Figure 20: Graduates’ rating of course effectiveness (ratings mean values)



Employers’ perspective on the effectiveness of GTTI courses

The result of graduates’ rating of the practical work-based experience of lecturers is consistent with the findings of employer focus group discussion. The evidence indicate a consensus among employers on the view that GTTI graduates lack exposure to practicals. This appears to be confirmed by the findings in Table 15 and Table 16 where factors like non-availability of technical equipment, low quality learning materials and low quality learning support and inexperienced teaching staff were identified as factors that impact negatively on the effectiveness of GTTI’s training courses.

Graduates' perception of the quality of GTTI's advisory and support services

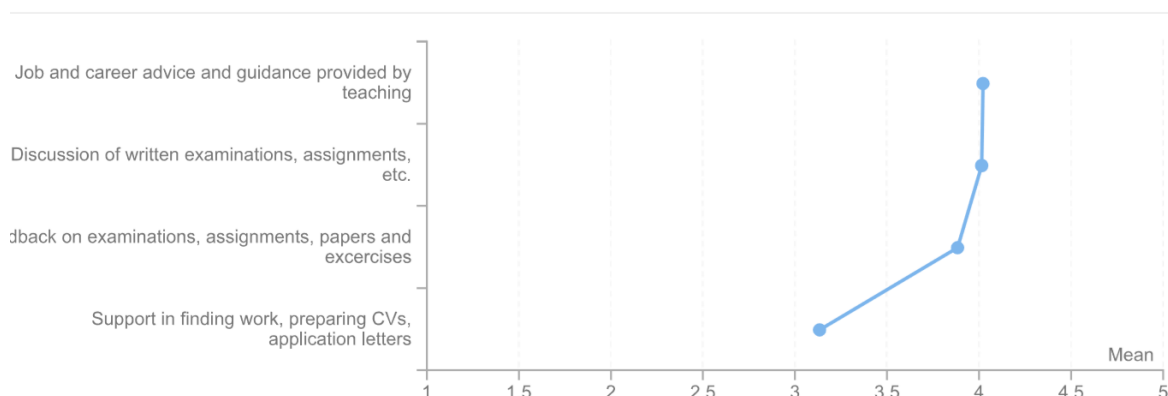
The quality of advisory and support services was evaluated based on four criteria. These include career guidance and counselling, discussion of exams and assignments by teaching staff, the quality and timing of feedback on assignments and exams, and the support learners receive for finding work. While 37.10% of graduates rated the institute's career guidance and counselling service as 'very good', 40.8% rated it as "good". This is a significant improvement when compared to graduates' rating of guidance and counselling service in the 2013 tracer study where 42% of graduates disagreed that the service was helpful to their career development. This rating pattern was repeated when the discussion of exams criteria was used. According to 33% and 46% of graduates the quality of support they received in preparing for exams and other forms of assessment were "very good" and "good" respectively. The quality of support GTTI offers graduates in finding work was rated the lowest as shown in Table 17 and 21 below.

Table 17: Graduates' perception of GTTI's Advisory Services

Advisory support	Very poor	Poor	Average	Good	Very good
Career guidance	4.20%	4.60%	13.20%	40.80%	37.10%
Discussion of exams	3.70%	3.50%	13.70%	46.10%	33.10%
Feedback on assignments	3.80%	6.80%	15.30%	15.80%	28.40%
Support in finding work	15.30%	19.50%	22.10%	23.00%	20.20%

Employment support services in the form of CV writing and preparing good application letters attracted a combined poor ratings of 34.80%. The service received a combined "good" rating of just 43% and 22.10% of graduates rating its quality as "average". While there is no empirical evidence yet of a relationship between the quality of GTTI's employment support services and graduate employment, note should however be taken that while 33% are currently unemployed, evidence in Table 6 indicate that 54.6% of these unemployed graduates "*have never had a job*". Figure 21 shows that graduates' rating of quality of GTTI's support and advisory service generated mean values that range from 3.2 for support for finding work to 4 for career guidance and exams and assessment support respectively.

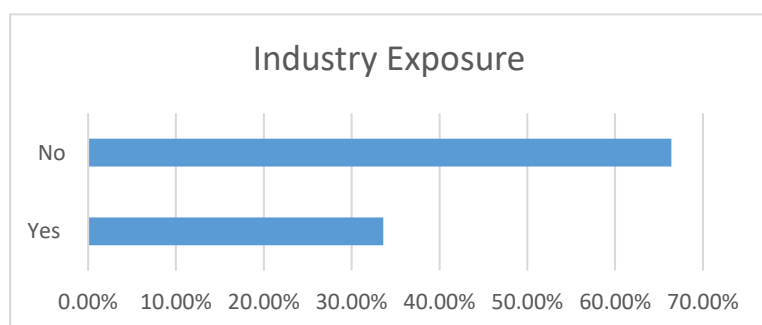
Figure 21: Graduates' perception of GTTI's advisory services



Industrial exposure and employment outcomes

Figure 22 shows findings on the level of industry exposure received by GTTI graduates during training. When prompted on whether their courses have industry exposure, internship or work experience, 66.4% of graduates indicated graduating without industry exposure or any form of work-based experience.

Figure 22: Graduates' industry exposure



Of the 33.6% who had industry exposure, 42.30% and 28.10% rated the experience as “good” and “very good” respectively (see Table 14). The role of industry exposure in graduate employment outcomes is highlighted in Figure 5. Where 13.2% of unemployed graduates attribute their unemployment situation to lack of experience or lack of networks. Further evidence to support the view of a relationship between industry exposure and graduate employment outcome is that 3.16% of graduates recommended it as an area of improvement for the institute (see Figure 19). 17.23% of graduates recommended exposure to practicals as an area that requires huge improvement. Industry exposure creates facilities for work-based practical experience. The implication of completing a TVET programme without industry exposure would strongly challenge any claim for effectiveness in the delivery of TVET courses.

Employer perspectives on industry exposure

Further evidence of a relationship between industry exposure and graduate employment and employability was generated from employer focus group discussion and life history interviews of graduates. Employers observed that current procedure in which students approach employers themselves or through NAQAA to solicit work placement is not effective. Evidence from employer focus group indicate that employers will be willing to enter into strategic partnership arrangements with GTTI to formalise the internship procedure and thus make it effective, efficient and inclusive. Although, there is no evidence on how the work placement arrangements were made for the 33% that had the exposure, the 66.4% non-participation rate challenges some of the equity gains highlighted earlier.

Length of course and employment outcomes

Table 18: Length of GTTI's programmes

Six months	3.2%
One year	31.6%
Two years	37.6%
Three years	27.6%

Table 4 earlier indicates that the surveyed graduates studied courses that are offered across seven departments. This includes courses from Business Studies, Computer Science and Information Technology (CSIT), Construction, Engineering, Law, Rural Development and others. As shown in Table 18, the study duration of these courses ranges from six months to three years. Table 4 further shows that the majority of respondents studied Engineering, Construction and CSIT where Technical Certificates and Diplomas are awarded after two years of study. Graduates who studied Technical Certificates and Diplomas account for a combined 82% of graduates (see Annex F).

Lifelong learning

The findings in Annex F indicate that 71.1% of graduates had no TVET education before enrolling at GTTI. Only 28.9% had TVET education experience prior to studying at GTTI. This trend may be driven by the dominant participation of young school leavers as shown in Figure 17 above. The response pattern by age group shows that 68.27% of graduates are within the age group of 19-28 where the majority would be young school leavers. Of the 28.9% who had prior TVET education experience, 66.68% of them studied certificates and diplomas in a broad range of areas that is dominated by IT, computer literacy and networking, business administration and electrical installation. When prompted on whether they have completed further studies since graduating from GTTI, 72.6% of graduates indicated that they have not

done further courses since graduating. Of the 27.4% who started further studies, 11.2% successfully completed their studies. 12.4% are still studying while 3.9% did not complete their chosen further studies. The results are given in Annex F.

Networking and other assistance

Table 19: Graduates' networking preferences

Newsletter	20.0%
Graduate meetings	44.2%
Support for a graduates' association (Alumni)	55.1%
I don't want to have contacts with the GTTI institution	16.2%

Graduates' response to the type of connection/contact that they would like to have with GTTI, indicate varying networking preferences across four contact options. As shown in Table 19, 55.1% of graduates would like to be contacted on issues relating to supporting GTTI's Alumni Association. 44.2% prefer to be contacted for other forms of graduate meetings while 20% would like GTTI to send them information through newsletters. 16.2% of graduates would not like to have any contact with GTTI.

6. KEY FINDINGS AND RECOMMENDATIONS

6.1. Employment outcomes

- 57.9% of graduates are either in regular paid employment or in self-employment/freelance work. Out of this 57.9%, 38% are engaged in paid employment while 19.1% are in self-employment or freelance work.
- 33% of graduates are unemployed. Of the 33% that are unemployed, 54.6% have never had a job.
- 43% of unemployed graduates attribute their unemployment status to insufficient number of job openings in the country. Others attribute their unemployment status to reasons that range from insufficient training, lack of experience and lack of networks, further studies and family reasons.
- Majority of GTTI graduates study to gain paid employment. The evidence indicates that only 18.7% are entrepreneurs.
- 56.7% of graduates are in full-time jobs while 18.6% work part-time. 24.7% do casual jobs or work under unspecified employment conditions.
- The private sector is the largest employer of GTTI graduates with 38% of graduates working in different industry sectors. Government employs 31.9% while the remaining 30% work in the non-profit sector or in self-employment including family-owned businesses.

- The construction and engineering sectors employ 38% of graduates. 22.2% work in defence and administrative jobs. The remaining 39.1% work in sectors that range from IT, education, wholesale and retail, transport and others.
- 56.4% of graduates found work between six months and two years after graduation. Others either had jobs before graduation or found work immediately after graduation.
- There is evidence of mismatch between graduates' jobs and their fields of study.
- Despite this mismatch between their current jobs and fields of study, a combined 64.3% of graduates indicated good to very high levels of job satisfaction.

6.2. Relevance of training to work requirements

- Unlike previous tracer surveys, there is no evidence of mismatch between the TVET programmes at GTTI and labour market requirements.
- 72.5% of graduates use the knowledge and skills gained from training to varying degrees in the workplace. While 22.6% of graduates indicated using such skills to some extent, 52.6% indicated using them to a very high extent.
- TVET programmes at GTTI appear to have a high degree of social and economic relevance to graduates. 66% of graduates found their training useful in finding adequate work. 68.4% indicated finding their training useful in their present job. A combined 78.6% rated their training useful for future career development. These outcomes thus highlight relevance of training as a factor of employability.
- However, a combined 33.4% of graduates gave the usefulness of their training in finding adequate work a low to average score of 1 to 3.
- 31.7% gave the usefulness of their training to their present job a low to average score of 1 to 3 and 21.4% rated the usefulness of their training to future career as low to average.

6.3. Skills required for employment

- Graduate employability is assessed on the basis of the extent to which graduates demonstrate competence in specialty knowledge in their disciplines, ability to develop new ideas, use of technology in the workplace, adaptability, work-based problem solving, team skills and meeting deadlines.
- The evidence shows that GTTI graduates possess the 'skills for work' at varying degrees. The evidence also shows that graduates acquire these skills at basic or functional levels and not at the expert levels that boost effectiveness and efficiency of work input.

6.4. Access and equity

- Male graduates have 50% higher participation rate than their female counterparts. While male participation accounts for 77.5% of graduates, female participation account for 22.5%
- Enrolment rate correlates positively with graduation rate at GTTI. Average enrolment for the 2015-2016 was 77.5% and 22.5% for male and female respectively.
- GTTI graduate population is dominated by the youth within the 19-28 year age group, constituting 68.27% of all graduates. There is a trend of rising TVET interest among non-traditional groups within the 29-38 year age group. The group constitutes 42.24% of all graduates.
- There appears to be a relationship between household income and TVET enrolment. 50.7% of GTTI graduates come from middle-income households and 47.1% from low income households. People from high-income households have very low interest in TVET, accounting for only 2.2% of all graduates.
- There is evidence of a relationship between proximity and access in TVET participation. 79.4% of GTTI graduates come from the West Coast Region (WCR) and Greater Banjul Area (GBA). The remaining 20.6% come from the other administrative regions in the country combined. However, proximity and access are not necessarily predictors in TVET participation behaviour. Instead, the evidence identify them more as mediators in TVET participation decision. The WCR which is further in distance than GBA in terms of proximity to GTTI main campus, accounts for 45.2% of GTTI graduates, which is 8% higher than for GBA.

6.5. Effectiveness of GTTI training programmes

- Study conditions at GTTI have an overall rating of “average to good”.
- However, the quality of learning materials is rated as poor, average, and good by 36.3%, 29.2% and 34.5% of graduates respectively. Availability of technical equipment is rated as poor, average, and good by 26.4%, 23.5%, and 47.10% respectively. The practical experience of teaching staff is rated as poor, average, and good by 36.35%, 29.20% and 34.5% of graduates respectively.
- A combined 81.07% of graduates would like to see improvements in the frequency and quality of practical lesson sessions, quality of lecturers, quality of learning materials, quality of classroom facilities, quality of laboratories, and quality of technical equipment.

6.6. GTTI advisory and support services

- GTTI career guidance and counselling services is rated by a combined 77.10% of graduates as good.
- The assessment support given to trainees is rated by a combined 79.2% as good.
- The quality and timeliness of feedback is rated by a combined 43.7% of graduates as good. 15.3% rated it as average while 10.6% rated as poor.
- GTTI employment support services is rated by a combined 43.2% as good while 22.10% rated it as average and 34.8% rated it as poor.
- Only 33.6% of graduates have access to industrial exposure. Of this number, 42.30% and 28.10% rated their industrial experience as “good” and “very good” respectively.
- Thus equitable access to work placement also emerged as an employability factor.
- Employers prefer to have formal work-placement partnerships with GTTI, and are reluctant to recognise and participate in current work placement procedures.
- Evidence emerged that the “perception of the quality” of study conditions and courses by both graduates and employers is an employability factor.

6.7. Recommendations

Drawing on the above evidence, GTTI can improve graduate employability and the effectiveness of its programmes by undertaking to do the following:

- Review curriculum for all programmes to ensure that programme specification is aligned with the identified skills for work and other labour market requirements.
- Ensure that all future programmes are designed with the identified skills and competences as core components of the curriculum.
- Review curriculum to increase time for practicals and methods to practicals especially in Engineering, Construction and IT programmes.
- Conduct skills audit for both teaching and administration support staff
- Design bespoke training programmes that would bridge the identified skills gaps. This would focus mainly in TVET pedagogical skills for teaching staff and TVET management skills for support staff.
- In seeking to strengthen the effectiveness of its programmes, GTTI should rethink its teaching methods in line with emerging themes and international best practices within the global TVET environment. Thus, there should be deliberate shift from traditional pedagogy to constructivism and explicit articulation of assessment standards and criteria.

- Relevant teaching technologies should be used to support the shift from lecturing to facilitative pedagogy.
- Review assessment and feedback policy to emphasize assessment approaches that support constructive pedagogy and timely feedback.
- Work with NAQAA to strengthen GTTI internal quality management system. This would emphasize clarity on quality standards and benchmarks across GTTI's TVET delivery value chain. These quality benchmarks would be enforced and communicated to all staff using multimedia channels. This will ensure that uniform standards of quality are maintained across all departments and campuses.
- Within the framework of a revised quality management strategy, GTTI will invest in procuring high quality training materials (reference materials and equipment)
- Strengthen and consolidate its industry linkages by broadening its partnerships to cover all sectors that are relevant to its training programmes.
- In addition to involving industry partners in curriculum design and delivery, inclusive work placement agreements should be signed with vetted industry partners to broaden work placement opportunities for graduates.
- Strengthen and professionalize student advisory and career guidance service.
- Continue to work with its funding partners to improve access and strengthen enrolment in the rural areas.
- Improve staff profile in all satellite campuses.
- Use strategic marketing to pursue resource mobilisation for the purchase of modern equipment and facilities.
- Conduct regular tracer surveys to monitor and evaluate the labour market outcomes of its graduates.

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8. ANNEXES

8.1. Annex A: TVET programmes at GTTI

Engineering Department	
Course	Duration
Tech. Cert. in Motor Vehicle. Sys	2 Years
Tech. Dip. in Motor Vehicle Sys.	2 Years
Cert. in General Eng. (Welding option)	2 Years
Dip. in General Eng. (Welding Option)	1 Year
Cert. in Electrical Installation	1 Year
Dip. in Electrical Installation	1 Year
Cert. in General Eng. (Elect /Electronic Option)	2 Years
Dip. in General Eng. (Elect/Electronic Option)	1 Year
Cert. in General Eng. (Mechanical, Option)	2 Years
Diploma in General Eng.(Mechanical Options) P/T	
Dip. in General Eng. (Mechanical Option)	2 Years
Cert. in Refrigeration & Air Co.	1 Year
Dip. in Refrigeration & Air Co.	1 Year
Welding & Fabrication (GSQ) Level 1	1 Year
Certificate in welding & Fabrication (GSQ 2)	1 Year
Electronic Engineering (GSQ) Level 1	1 Year
Electronic Engineering (GSQ) Level 2	1Year
Electrical Installation (GSQ) Level 1	1 Year
Electrical Installation (GSQ) Level 2	1 Year
Electrical Installation (GSQ) Level 3	1 Year
Motor Vehicle Mechanics (GSQ) Level 1	1 Year
Motor Vehicle Mechanics (GSQ) Level 2	1 Year
Motor Vehicle Mechanics (GSQ) Level 3	1 Year
Motor Vehicle Systems Electrics and Electronics	6 months
HND-Mechanical Engineering	2 Years
HND-Electrical/Electronic Engineering	2 Years
OND/Mechanical Engineering	2 Years
OND Electrical Engineering	2 Years
Cert. in Renewable Energy Eng. (Photo-Voltaic)	2 Years
Cert. in Motor Vehicle Body Work (Panel Beating)	2 Years
Solar (photovoltaic) installation and maintenance	6 months
Cert in Waste Management Technologies for Sustainable	
Development & Enterprise Skills	6 Weeks
GSQ Practical Competences (Modules)	6 Weeks
Certificate in Foundry Technology	2 Years
GSQ Practical Competence	
Electrical,	6 Weeks
Welding	6 Weeks

Automotive	6 Weeks
Welding	3 Months Day Release
Automotive	3 Months Day Release
Electrical	3 Months Day Release
Construction Department	
Course	Duration
Cert. In Architectural Technology	1 Year
Diploma in Architectural Technology	2 Years
Technician Certificate in Construction	1 Year
Certificate in Project Management	6 Months
Technician Diploma in Construction	2 Years
AutoCAD 2D, AutoCAD Architecture, Revit Structure & Architecture	3 Months each
Cert. in Plumbing & Gas Fitting	1 Year
Dip. In Plumbing & Gas Fitting	2 Years
Cert. in Trowel Vocation	1 Year
Dip. In Trowel Vocation	2 Years
Cert. in Timber Vocation	1 Year
Dip. In Timber Vocation	2 Years
Solar Water Heating System Part /Time	6 Months
Certificate in Painting and Decorating	2 Years
Diploma in Painting & Decoration	
HND-Civil Engineering & Architecture	2 Years
HND-Building Technology	2 Years
Cert. in Building Construction (GSQ) Level 1	
Cert. in Building Construction (GSQ) Level 2	
Cert. in Plumbing & Gas Fitting (GSQ) Level 1	
Cert. in Labour Intensive Technology (Pavement Construction)	6 Weeks
OND in Building Technology	2 Years
GSQ Practical Competence (Per Module)	
Tiling	6 Weeks
Block Brick and Concreting	6 Weeks
Carpentry and Joinery	6 Weeks
Painting and Decoration	6 Weeks
Banjul Skills Training Centre (GTTI Banjul Annex)	
Course	Duration
Feeder Programmes	
Pre-Vocational	1 Year
Pre-Commerce (Basic Business Studies)	1 Year
Pre-Technical Construction	1 Year
Pre-Technical Engineering Skills	1 Year
Training Areas	
Motor Vehicle Mechanics	2 Years
Outboard Motor Repairs & Maintenance	2 Years
Electrical Installation	2 Years

Welding & Fabrication	2 Years
Bicycle/Small Engine Repairs and Maintenance	2 Years
Professional Development Department	
Course	Duration
Cert. In Commercial Studies	1 Year
Dip. in Purchasing & Supply	1 Year
Adv. Dipl. In Purchasing & Supply	1 Year
Dip. Human Resource Development	1 Year
Advanced Diploma in HRD	1 Year
Dip. in Marketing	1 Year
Graduate Diploma in HRD	1 Year
Diploma in Entrepreneurship(TVET focused)	1 Year
Advance Diploma in Marketing	1 Year
Higher Teachers Certificate (HTC/HNC)	2 Years
FAETC Teachers Certificate Course	1 Year
Certificate in Law	1 Year
Graduate Diploma in Marketing	1 Year
Diploma in Law Part I	1 Year
Diploma in Law Part II	1 Year
Computer Science & ICT Department	
Course	Duration
Cert. in Software Application	
Cert. in Software Application (F/Track)	6 months
Dip. in Software Application	
Dip. In Software Application (F/Track)	6 Months
Cert. in Information Processing	
Dip. in Information Processing	
Cert.in Computer Engineering (Hardware and Software)	
HND-Computer Science	
West African Rural Development (WARD)	
Course	Duration
Diploma in Rural Community Development	1 Year
Community Development Foundation	6 Weeks
Human Relations and Development	4 Weeks
Economics and Development	4 Weeks
Management and Development	4 Weeks
Adv. Dipl. In Community Development	1 Year
Bachelor in Community Building & Design	
Course	Duration
Bachelor in Community Building & Design	4 Years
Business Studies Department	
Course	Duration
Secretarial Certificate	1 Year
Secretarial Certificate (Fast Track)	6 Months

Secretarial Diploma Part/Time	1 Year
Secretarial Administration Part-time	1 Year
Business Management Diploma. (F/ Time)	1 Year
Business Management Diploma (Fast Track)	6 Months
Business Management Higher Diploma (F/Time)	1 Year
Business Management Higher Diploma (F/Track)	6 Months
Business Management Graduate Diploma (F/Time)	1 Year
Financial Accounting Certificate (Full Time)	1 Year
Financial Accounting Certificate. (F/ Track)	6 Months
Financial Accounting Adv. Certificate (F/Time)	1 Year
Financial Accounting Adv. Certificate (F/Track)	6 Months
Financial Accounting Diploma	1 Year
Financial Accounting Diploma (F/Track)	6 Months
Financial Accounting 1	6 Months

8.2. Annex B: Graduate survey

A. Course of study

A.1 What year did you finish your course at GTTI?

2015	2016
------	------

A.2 What did you study?

Business
Computers & Information Technology
Construction
Engineering
Law
Rural Development (WARD)

A.3 What was the qualification level?

Certificate
Technical Certificate
Diploma
Technical Diploma
Short course
Other course of study (please specify):

A.4 What was your course title?

.....

A.5 What was the length of time of the course?

Six months
One year
Two years
Three years

A.6 Did you receive a qualification/ certificate?

Yes
No

B. Evaluation of study conditions

B.1 Did the course have industry exposure, internship or work experience during course of study?

Yes
No
If yes, how long?.....

B.2 How would you rate the study conditions, equipment and teaching services you experienced at GTTI?

Very poor	Poor	Average	Good	Very Good	
1	2	3	4	5	
					Quality of classroom learning, (easy to ask questions, not boring, active exercises)
					Student recreational facilities on campus, (tea rooms, outside space, canteen)
					Supply of learning materials (e.g. books, internet access)
					Opportunity to talk or meet with teaching staff
					Teaching quality of teachers (had a good understanding of jobs in the area, asked questions, got students to participate, boring, only talked)
					Availability of technical equipment (e.g. lab equipment, measuring instruments, computer lab)
					Quality of technical equipment (old equipment, new equipment, not enough to use, broken)
					Quality of buildings, cleanliness, heat, light

The quality of the learning during the industry exposure, internship or work experience (had clear activities to do, given explanations of what was happening)

B.3 How do you rate the advisory and guidance support in your course?

Very poor	Poor	Average	Good	Very Good	
1	2	3	4	5	
					Job and career advice and guidance provided by teaching staff
					Discussion of written examinations, assignments etc.
					Feedback on examinations, assignments, papers and exercises
					Support in finding work, preparing CVs, application letters

B.4 Rate how well the course of study prepared you for work?

Very poor	Poor	Average	Good	Very Good	
1	2	3	4	5	
					Relevance of what was learned for your work
					Subject matter (teaching contents) are up to date with regards to practical workplace requirements
					Practical workplace experience of teaching staff
					Relationship between theory and practice
					Relevance of practice-oriented teaching content, assignments, projects, exercises
					Acquired knowledge and skills for use on the job
					Appropriateness of the field of study for the job
					The course developed your understanding of acceptable workplace behavior and attitudes

C. Satisfaction with study

C.1 Looking back, if you were free to choose again to what extent would you choose the same course again?

Not at all				To a very high extent	
1	2	3	4	5	

C. 2 Looking back, if you were free to choose again to what extent would you choose GTTI?

Not at all				To a very high extent	
1	2	3	4	5	

C.3 How satisfied are you with the studies you completed at GTTI in 2015 or 2016?

Not at all				To a very high extent	
1	2	3	4	5	

D. After graduation

D.1 Did you start another course of study after the program above?

Yes and completed
Yes but did not complete
No – Go to Question D.3
Other (please specify):.....

D.2 Which organisation ran the course of study?

1. GTTI
2. Other (please specify):.....

D.3 Only answer if you did not look for employment after finishing your course: what were your reasons? More than one answer is possible.

I continued studying
I continued in a job I had prior to studying
I found a job without searching
I became self-employed / a freelancer
Other (please specify):

D.4 When did you start seeking a job? Exclude search for casual and vacation jobs

More than one month before graduation
At the time of graduation (one month before or after)
More than one month after graduation
Not applicable, no job search
Other (please specify):.....

D. 5 How did you search for your first job after graduation? Multiple answers possible

Replied to job ads/announcements (e.g. newspaper, internet, notice)
With the help of family contacts of parents, relatives
With help of personal contacts of friends, fellow students etc.
Speculative application – independent contact with employers
Through internships during my course of studies
Through internships after graduation
Through (side) jobs during study
Through (side) jobs during or after graduation
I was contacted by an employer
Job fair
Through the public job centre
Through private job agencies
Through internet (social) networks (e.g. Facebook)
Through the career centre of GTTI
Through teaching staff at GTTI
Not applicable, I have not searched for employment
Other (please specify):

D.6 What applied to your situation in the first six months after graduating? Multiple answers possible.

Employment
Self-employed/freelance work
Occasional job (just to earn money)
Internship
Further academic education (higher education)
Further vocational education/training
Housewife, househusband, family work
Not employed, but searching for a job
Military or civil service
Other (please specify):

E. Employment

E.1 Were you employed during your study? Can be full-time as well as part-time work; do not include internships.

Yes
No

E. 2 What describes your current situation? Multiple answers possible.

Regular job
Self-employed/freelance work
Occasional job (just to earn money)
Internship
Further academic education (higher education)
Further vocational training
Housewife, househusband, family care
Not employed, but searching for a job - Go to Question E.4
Military or civil service
Other (please specify):

E. 3 If you do have a job, is it:

Fulltime
Part time
Casual – no set hours
Other (please specify):.....

E.4 If you do not have a current job

I had a job after graduating but it finished
I had a job but it didn't meet my needs (too far away, low pay, hours of work)
I had casual work that stopped
I have never had a job – Go to question F.5
Other (please specify):.....

E.4 How many jobs (including your current one) have you had altogether since graduation?

No job, I have not been employed since graduation
One job
Two jobs
Three jobs
More than three jobs

E.5 Which area are you employed in?

Private
Self-employed
Government sector
Non-government sector

E.6 Which industry sector are you employed in

Administrative and support service activities
Agriculture, forestry and fishing
Arts, entertainment and recreation
Automotive repair of motor vehicles and motorcycles
Construction
Education, teachers, assistants, workshop assistants
Electricity, gas, steam, air conditioning supply
Government and defence
Health and social work activities
Hospitality and food service activities
Information and communication
Manufacturing
Mining and quarrying
Professional, scientific and technical activities – accounting, legal, engineering architecture, market research
Real estate activities,
Transportation and storage
Water supply; sewerage, waste management and remediation activities
Wholesale and retail trade

E7. What type of occupation

Managers/ business owner/ self employed
Technicians – ICT technicians, nurses,
Clerical support workers
Services and sales workers – Retail, Call Centre Operators
Craft and trades workers
Plant and machine operators, assembly workers
Other

F. Work requirements

F.1 How relevant was the course to your first job?

Not at all				Very much	
1	2	3	4	5	
					Skills learnt were necessary for the job
					Job requires lower level skill
					Job requires higher level skill
					Skills not applicable

F.2 To what extent are the following skills/competencies required in your current employment?

Not at all				Very often	
1	2	3	4	5	
					The theory field/subject-specialty knowledge
					Ability to develop new ideas and solutions
					Technology (using computers, lasers, etc)
					Ability to adapt to changing conditions
					Analytical thinking
					Problem solving skills
					Working as a member of a team or team leader
					Meeting deadlines and goals

F.3 What do you wish you had learnt as part of your course that would have helped you in your first job after completing the course?

.....

F.4 How long after completing your training did you gain your first job?

Had the job before completing training
Straight away
Less than 1 month after graduation
One to less than 3 months after graduation
Three to less than 6 months after graduation
Six to less than 9 months after graduation
Nine to less than 12 months after graduation
More than one year after graduation
I have not been employed since graduation

F. 5 If you are not employed, what is the main reason? After answering go to question I.1

No job available
Lack of/ insufficient qualification, experience and skills
Expecting to study more
Family responsibilities
Lack of networks
Lack of resources for self-employment

G. Entrepreneurship

G.1 Do you own your own business/ or work for yourself?

Yes
No – Go to question H.1

G.2 Did you gain a business loan to start or expand your business?

Yes
No

G.3 Would you describe your business as: (one answer only)

Just started so not sure if it is successful yet
Successful
Struggling
It closing down
Not sure

G.4 Does your business employ more than one person?

1-3 people
4- 6 people
7 – 8 people
More, please indicate number:

H. Relationship between work and study

H.1 If your job is not closely related to your course of study, why did you choose this job? Multiple answers possible.

The current job is only a temporary stepping stone;
Higher salary in the current job;
Job offers more security;
Interests have changed;
Current job allows a flexible time schedule;
Current job allows the person to work in a favoured geographical place;
Current job allows the person to take into consideration the interests of their family/children;
Other reasons.

H.2 To what extent are the knowledge and skills you learned during study used in your current job?

Not at all					To a very high extent
1	2	3	4	5	

I. Work orientation and job satisfaction

I. 1 What changes in employment and further education/training do you plan to achieve within the next three years? Multiple answers possible.

To change my employer
To obtain higher income
To change my work position
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
Other (please specify):
I have no major changes in mind

I.2 If employed. To what extent are you satisfied with your current job situation?

Not at all					To a very high extent
1	2	3	4		5

I. 3 Overall, how do you rate the usefulness of your studies?

Not at all useful					Very useful
1	2	3	4		5
					For finding an adequate job after finishing your studies
					For doing your present job and career tasks, if applicable
					For your future career
					For the development of your personality

J. Life long learning

J.1 Did you attend any vocational training/post-secondary school courses before your study at the GTTI?

Yes
No

J.3 What was the vocational training/post-secondary school courses. (Name, or field of study, certificate level)

.....

J.3 Have you started another course of study after the study at GTTI?

Yes, I have completed it successfully
Yes, I am still studying
Yes, I have stopped my further course of studies
No, I have not started a further course of studies

J.4 What are the (major-) subjects of your further studies

.....

K. Equity and access

K.1 What is your gender?

Male
Female

K.2 Do you have a disability

Yes
No

K.3 Are from a recognised disadvantaged group?

Yes
No
If yes, which one:

K.4 Are you a returning migrant?

Yes
No
If yes, how long were you away:

K. 5 In which year were you born?

□□□□

L. Suggestions and Comments

L.1 What kind of connection/contact do you wish to have with GTTI? Multiple answers possible.

Newsletter
Graduate meetings
Support for a graduates' association (Alumni)
I don't want to have contacts with the VET institution

L. 2 Was there anything did you not like about your study?

.....

L.3 What important changes would you recommend for GTTI or your study programme?

.....

L.4 What comments/suggestions regarding this questionnaire would you like to make?

.....

8.3. Annex C: Employer survey

1. Graduates work to the level expected in your workplace.

Strongly Disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

2. Graduates use relevant skills and technology in workplace tasks

Strongly Disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

3. Graduates are able to solve common work related problems

Strongly Disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

4. Graduates communicate effectively with supervisors, co-workers and clients/customers

Strongly Disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

5. Graduates are motivated and show initiative

Strongly Disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

6. Graduates have an appropriate attitude to work and are reliable and professional

Strongly Disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

7. Would you like to see GTTI graduates demonstrate more of the following skills? Multiple answers possible.

Not necessary	Some	Not sure	More	A lot more	
1	2	3	4	5	
					The theory field/subject-specialty knowledge
					Ability to develop new ideas and solutions
					Ability to follow instructions
					Technology (using computers, lasers, etc)
					More technical skills
					Ability to adapt to changing conditions
					Analytical thinking
					Problem solving skills
					Working as a member of a team or team leader
					Meeting deadlines and goals

8. Would you employ another GTTI graduate?

Yes
No

9. Have you ever taken an industrial exposure/ work placement student?

Yes
No

10. Would you take another industrial exposure/ work placement student?

Yes
No

11. Would you recommend GTTI courses to other people or businesses?

Yes
No

12. Has there been a impact on overall productivity or business performance since employing a GTTI graduate?

Yes
No
Not sure

13. Does the company currently have any job vacancies?

Yes
No

14. If yes, what sort jobs are available?

.....

15. Do you expect there will be job vacancies over the next 12 months?

Yes
No
Not sure

16. If yes, what sort jobs will become available?

.....

17. Which industry sector does the organization work?

Administrative and support service activities
Agriculture, forestry and fishing
Arts, entertainment and recreation
Automotive repair of motor vehicles and motorcycles
Construction
Education, teachers, assistants, workshop assistants
Electricity, gas, steam, air conditioning supply
Government and defence
Health and social work activities
Hospitality and food service activities
Information and communication
Manufacturing
Mining and quarrying
Professional, scientific and technical activities – accounting, legal, engineering architecture, market research
Real estate activities,
Transportation and storage
Water supply; sewerage, waste management and remediation activities
Wholesale and retail trade

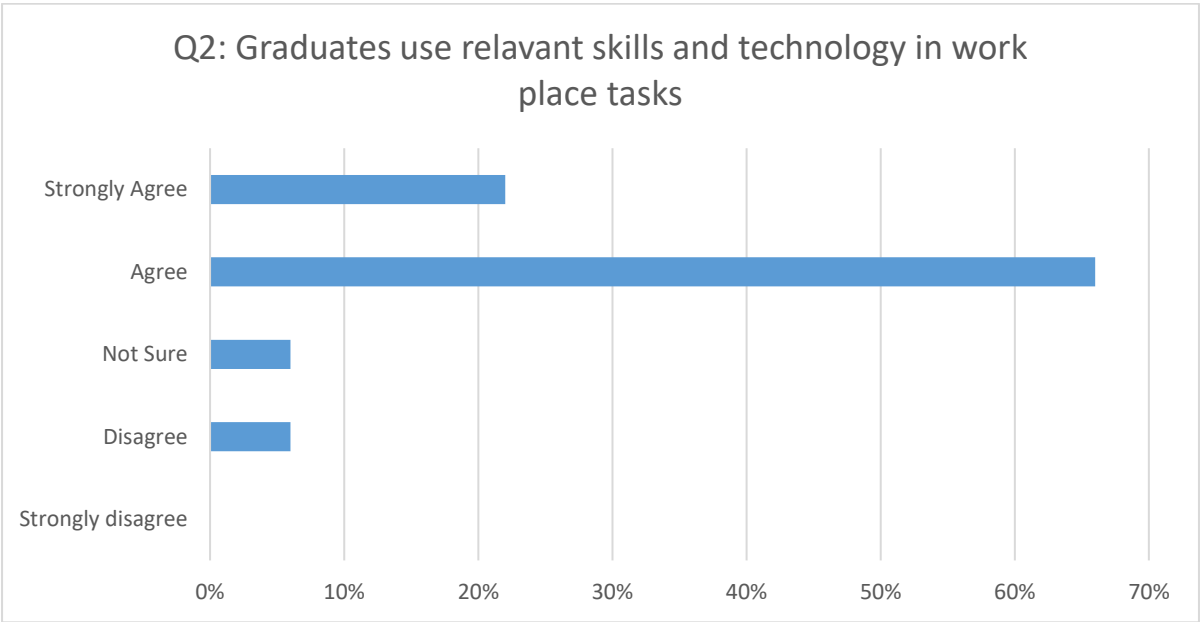
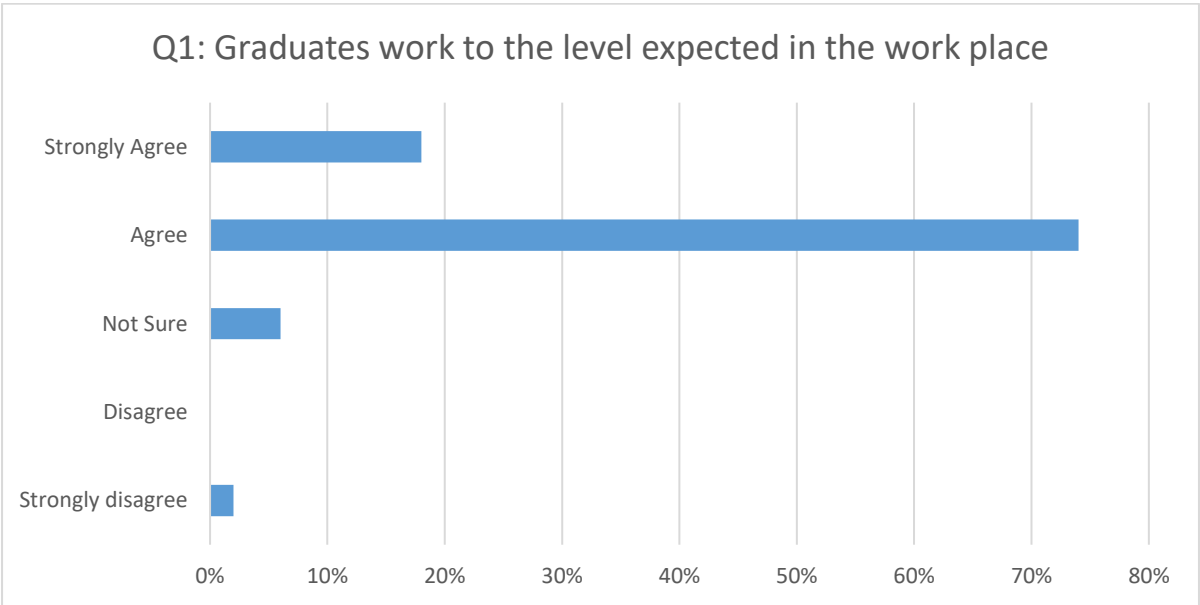
8.4. Annex D: Graduates' life history interview results

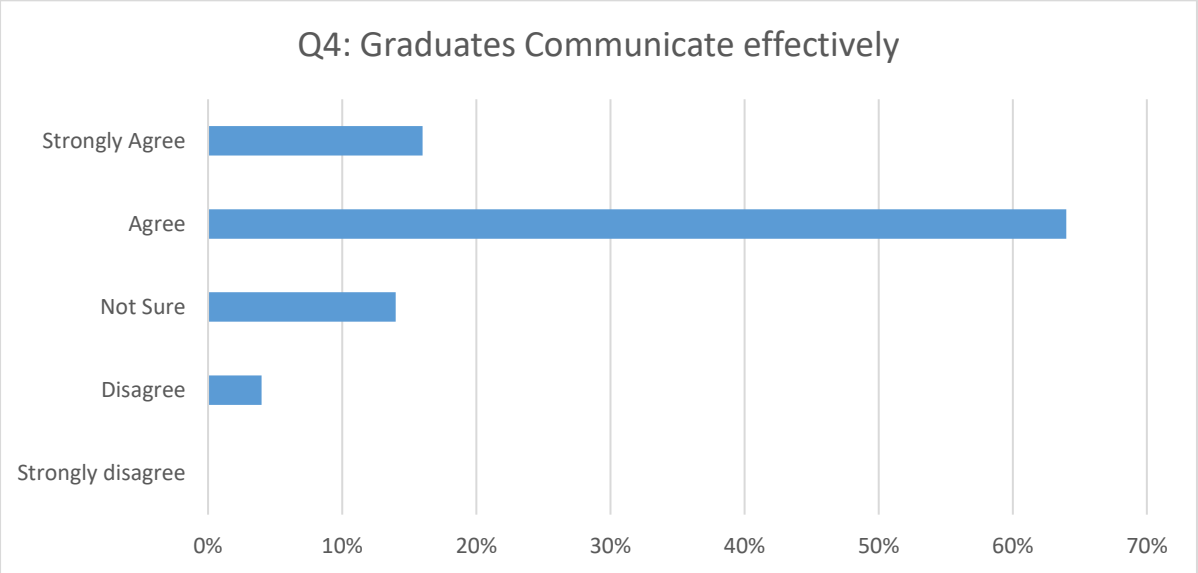
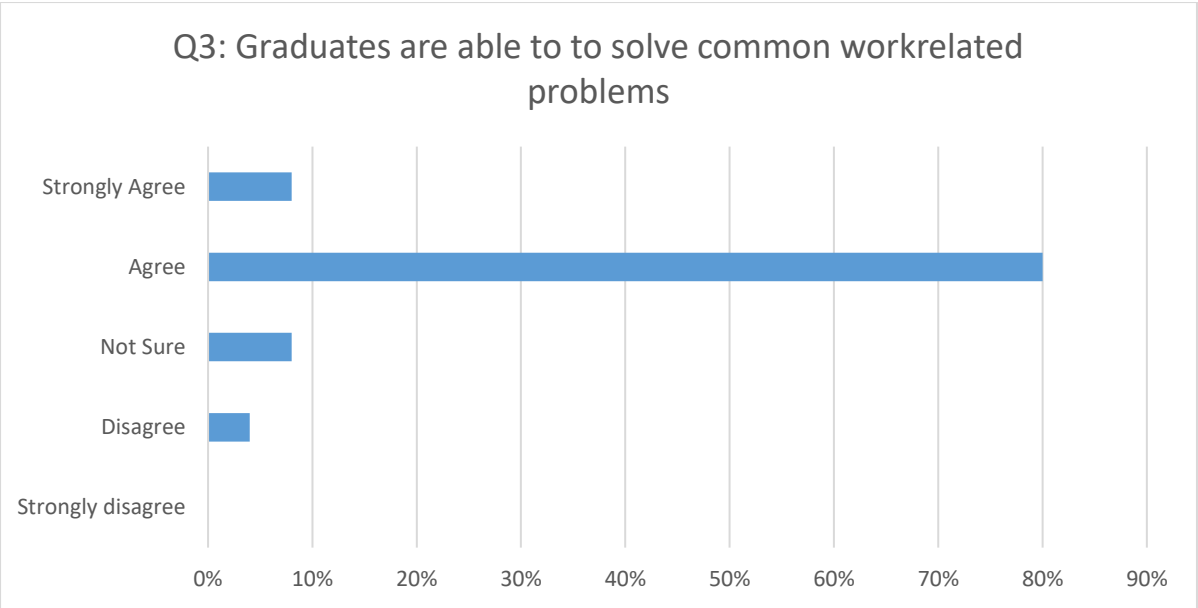
Life history interview data

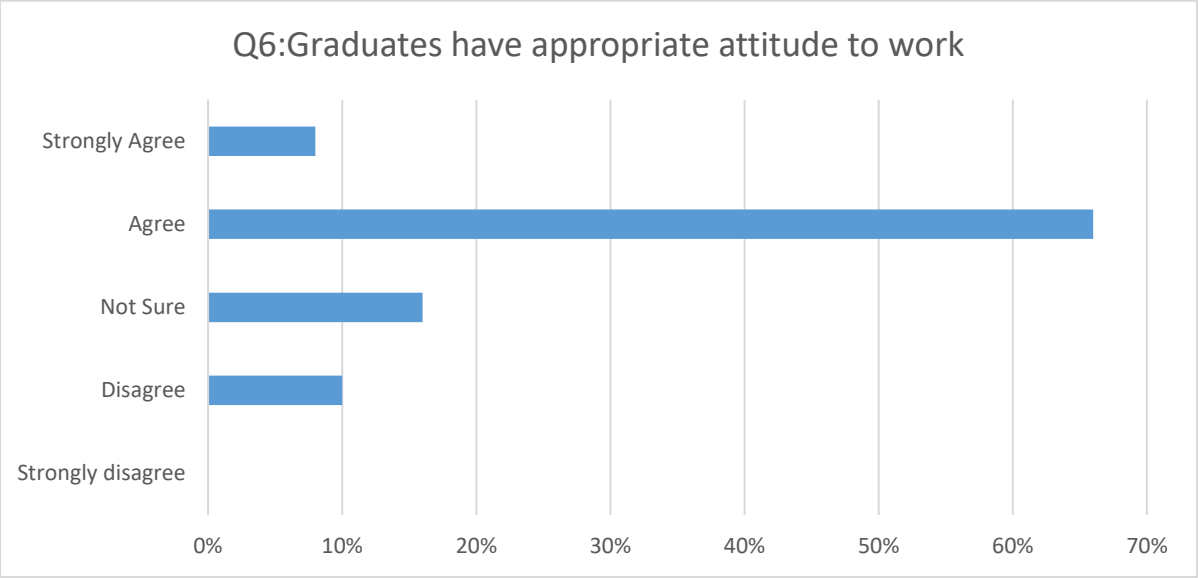
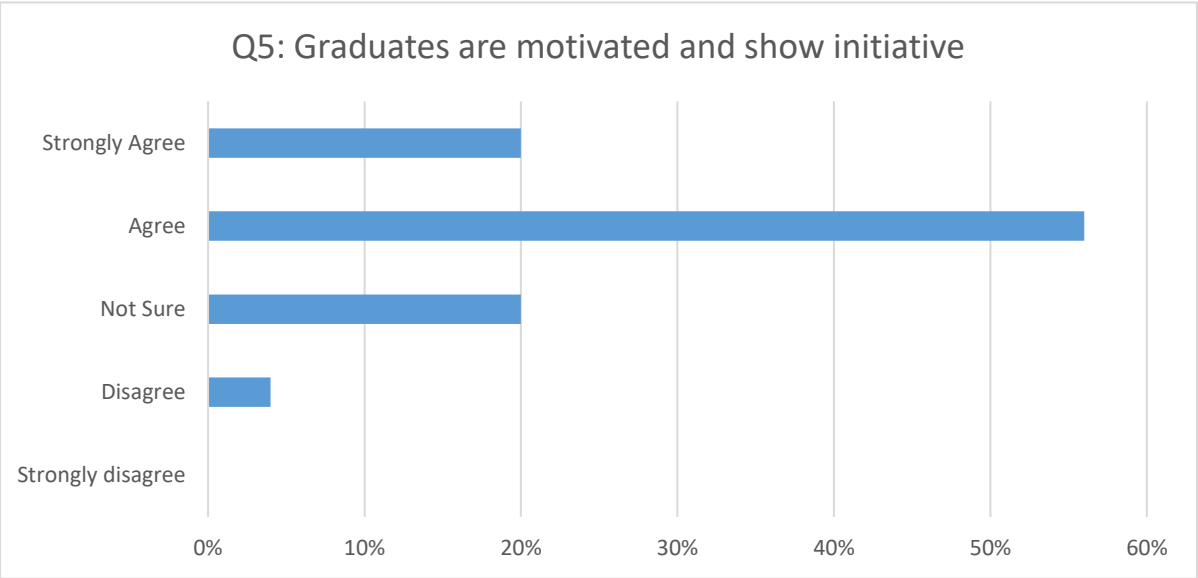
N =50	
Participants' course areas	
Engineering	15
Construction	11
IT	11
Management	6
Ward	3
Law	2
Business studies	2

Themes	Dominant/Recurring views
Family occupational background	Peasant farming; petty trading; Low to middle level Government/Professional job-family; Low to middle level Government /professional/Tradesman-self funded; self-funded(other)
Pre-TVET education	WASSC (O'levels); WASSC (O'levels) and other qualifications; GABECE (Basic education/middle school certification); Other.
Reference groups and enrolment	Family (dominant); Friends, Family & friends, none
Motivation for TVET training	Better job prospects (Dominant); Personal Development; Career/Study progression; Family/Peer influence
Best learning experience indices	Peer-to-peer Learning; Exposure to practical learning; Good lesson delivery method; Guided learning/assignments using the internet (online)
Programme relevance/quality evaluation	Lack of adequate exposure to practical learning (Dominant 1); Not enough competent teaching staff (Dominant 2); No Industrial exposure (Dominant 3); Lack of learning materials and equipment; Lack of adequate time for practical learning
School to work transition (challenges)	Few job openings; No industry contacts; Employer impression that GTTI graduates are poor in practical learning; No career guidance (to facilitate knowledge of job search techniques)
Unemployed duration	12-31 months (24 months dominant)
TVET impact on social status	Made significant impact
Income levels	Not enough
Future plans	Further study in same or related field; Secure employment ;Secure better employment; establish up own business

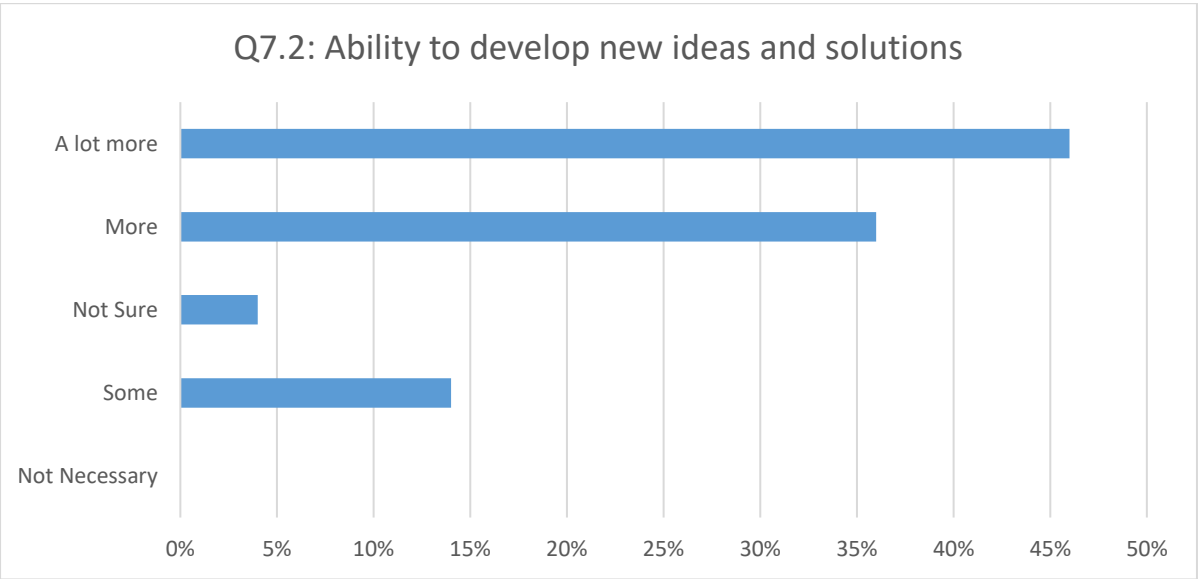
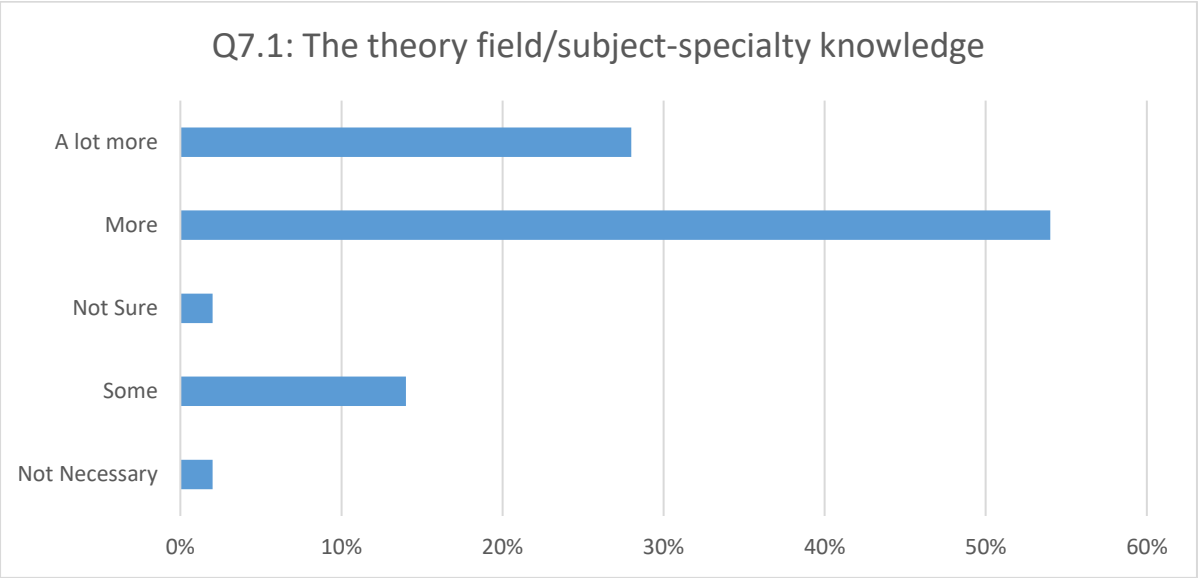
8.5. Annex E: Employer survey results

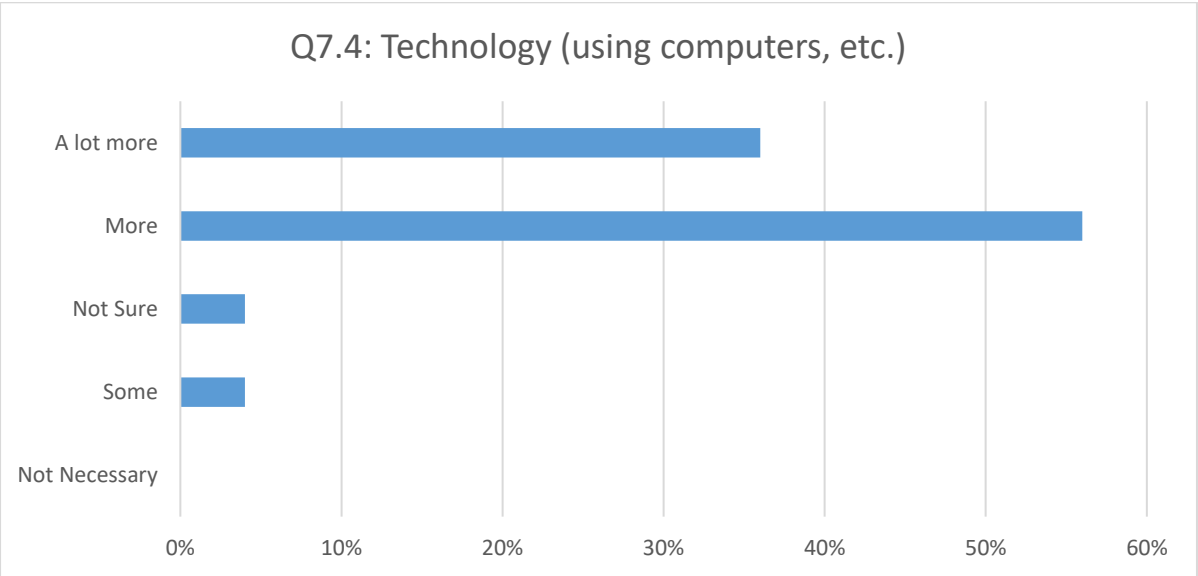
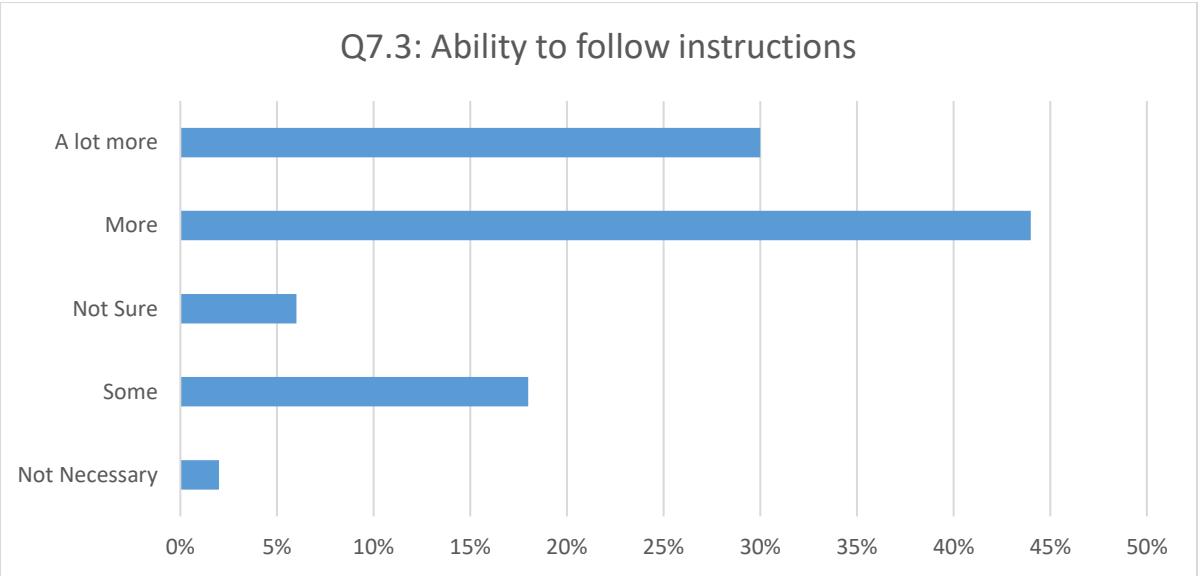


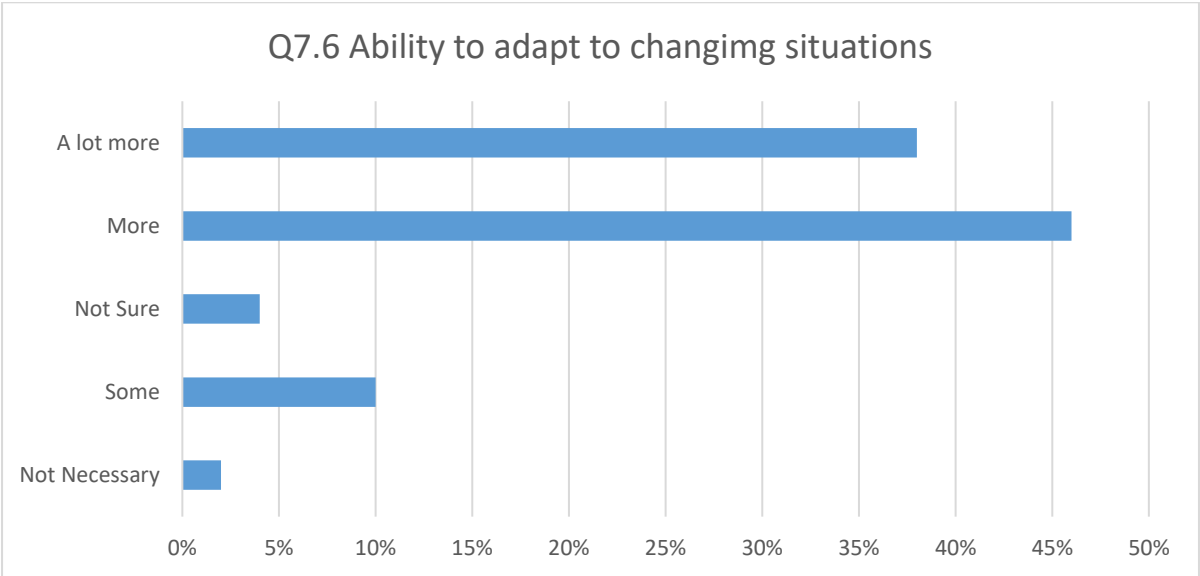
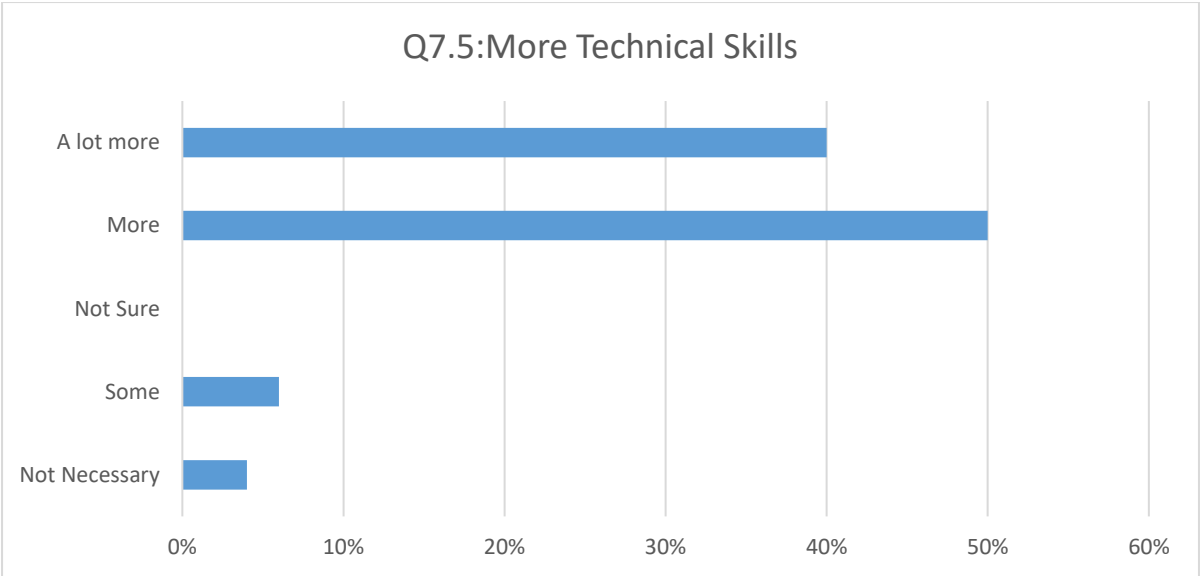


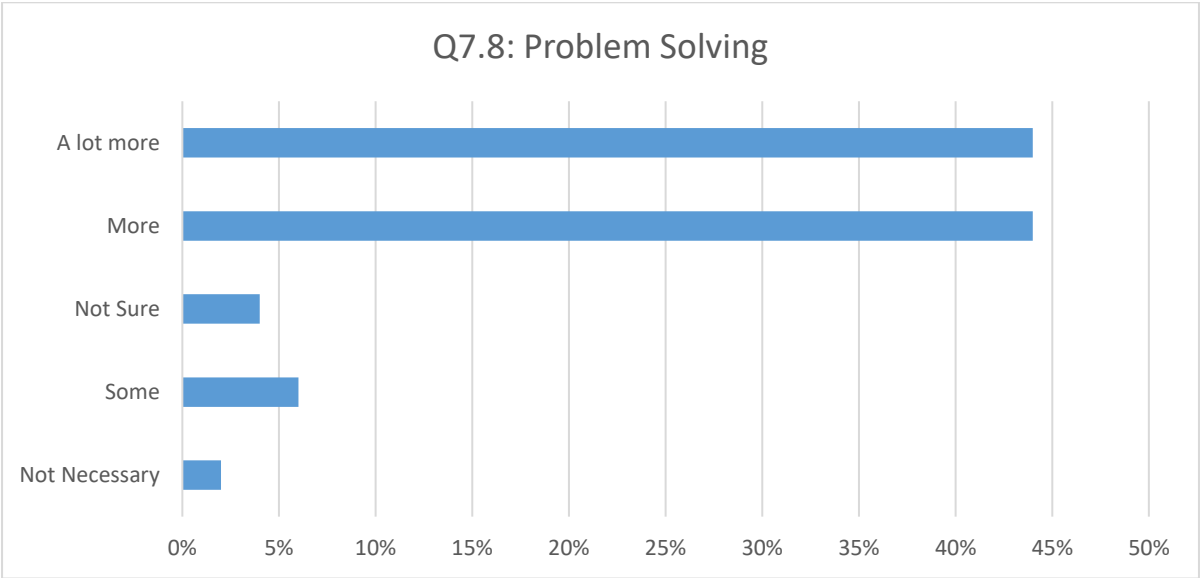
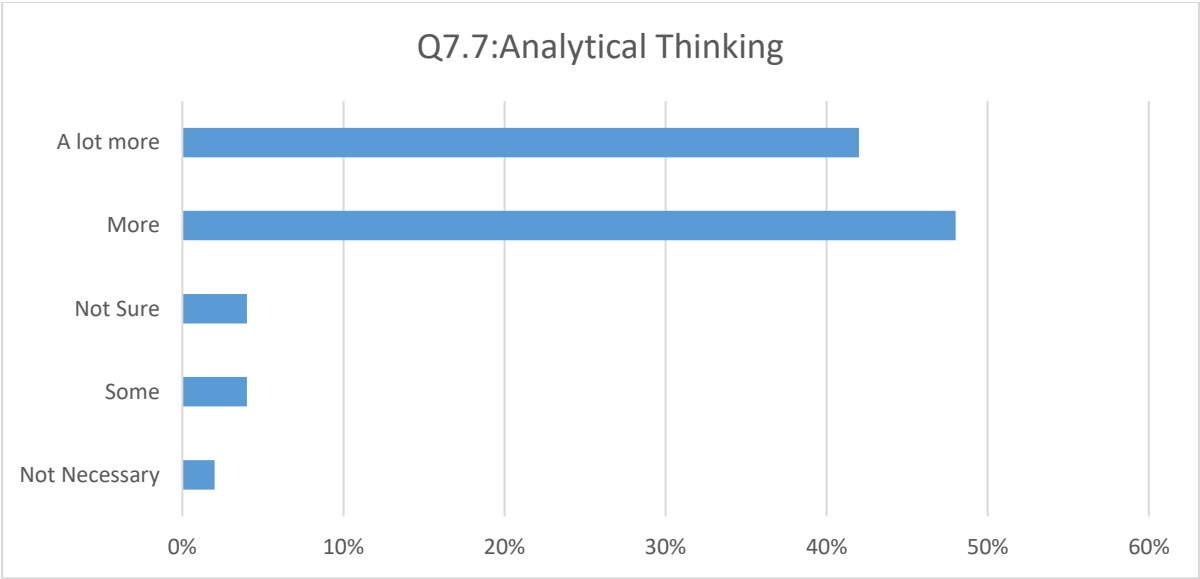


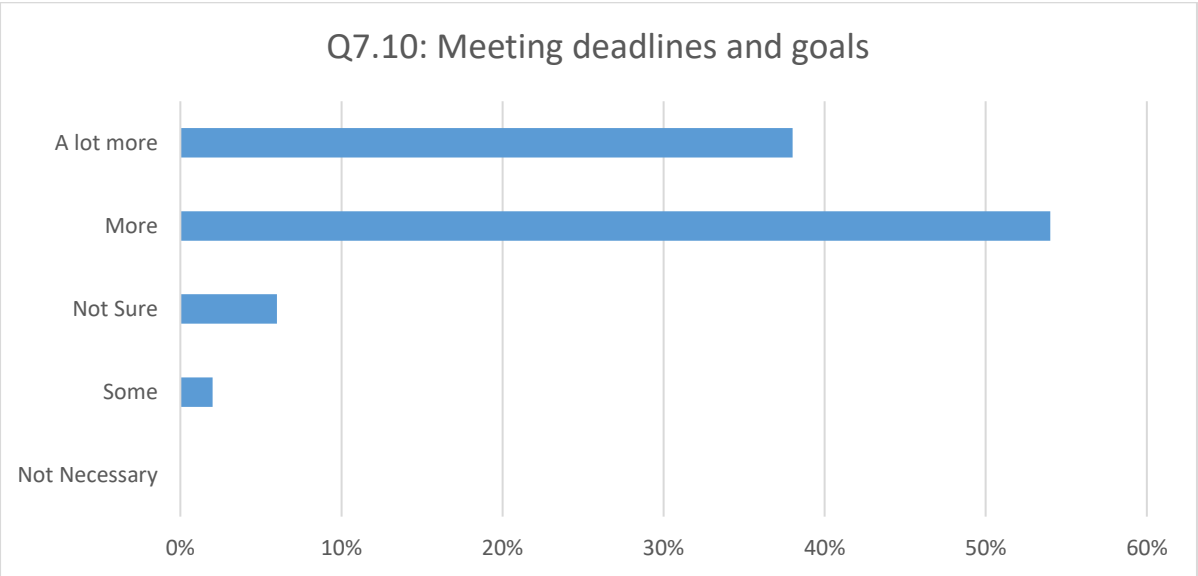
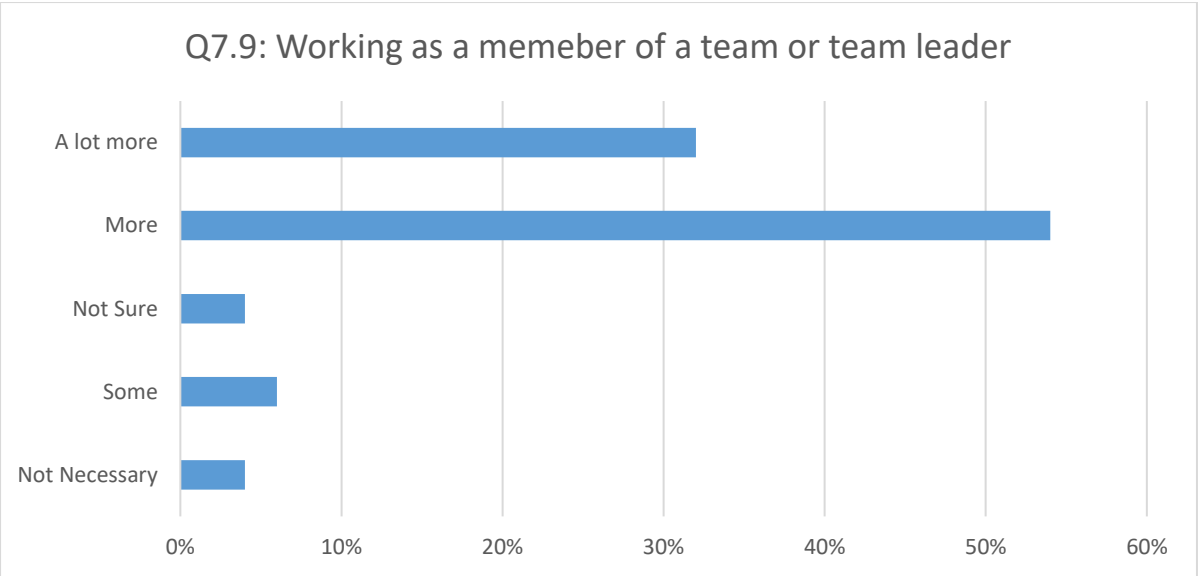
Q7: Would you like to see GTTI graduates demonstrate more of the following skills?

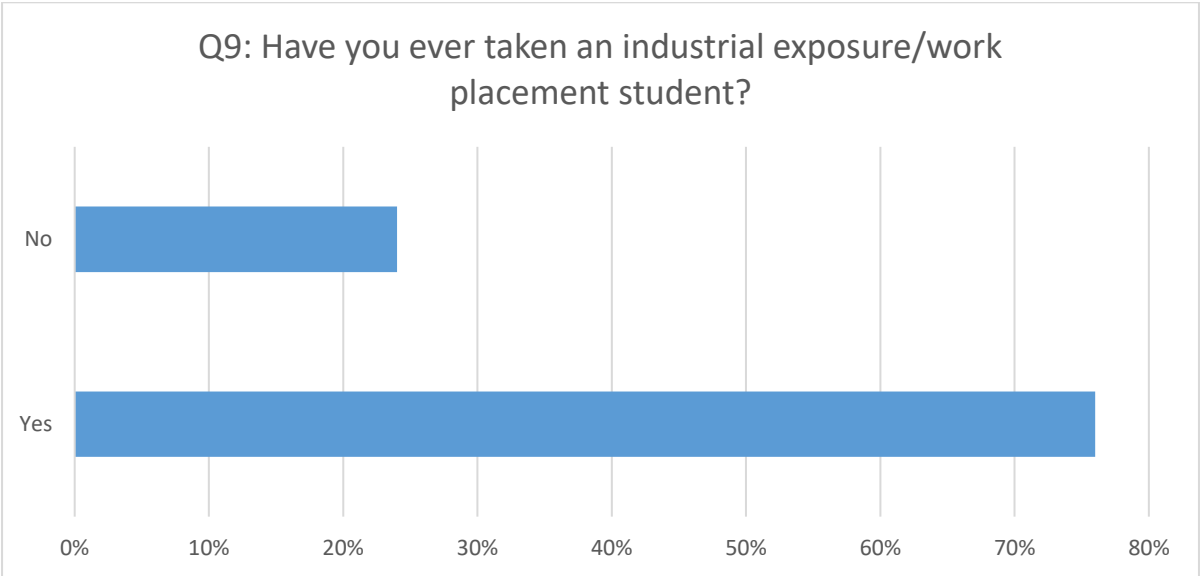
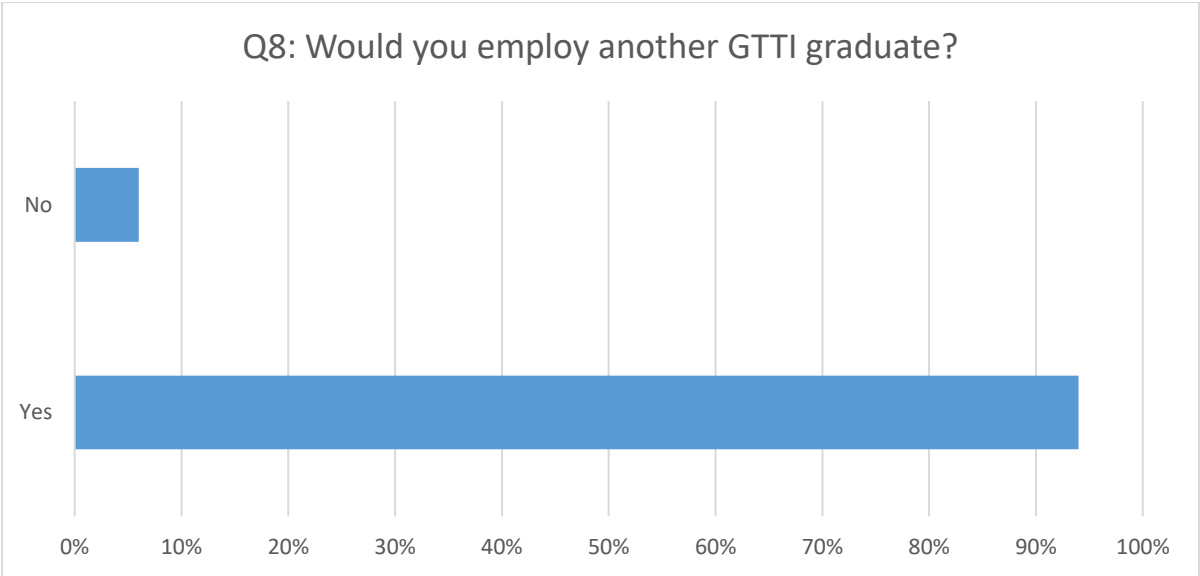


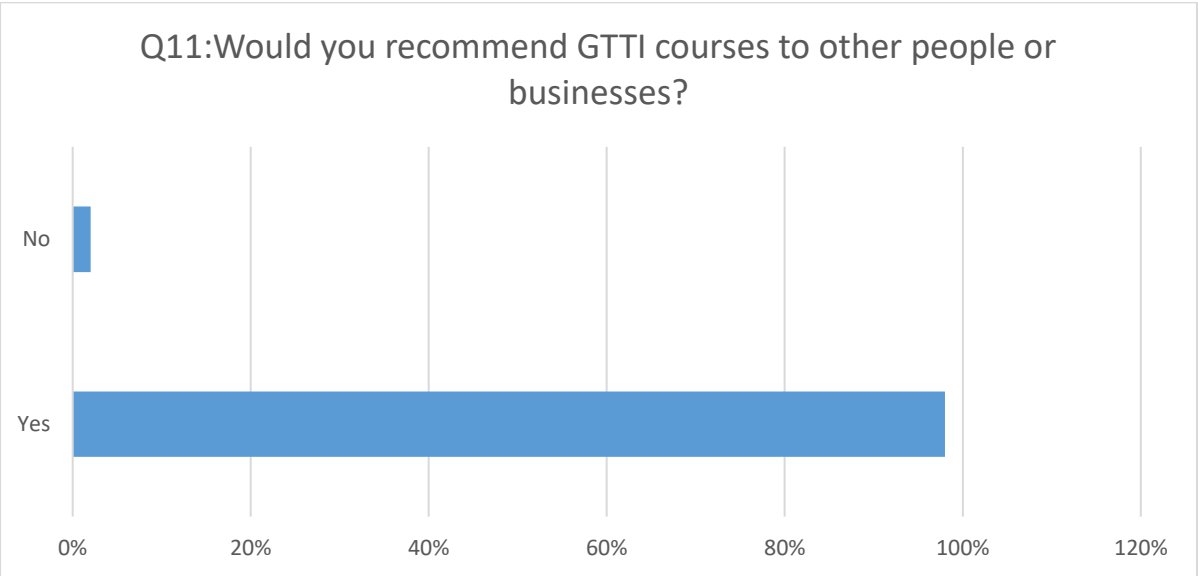
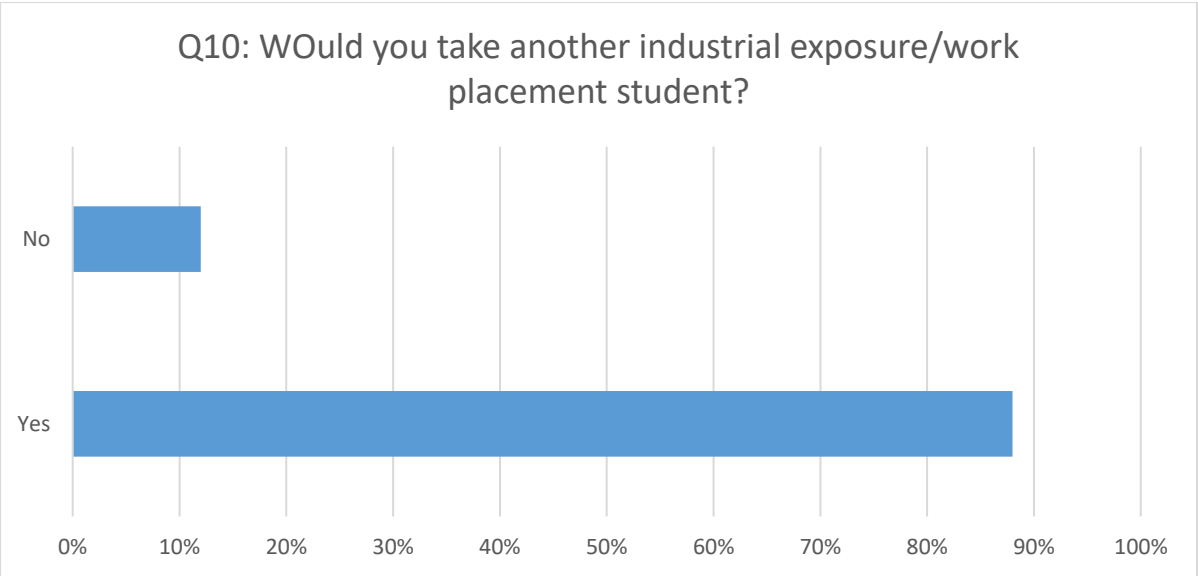


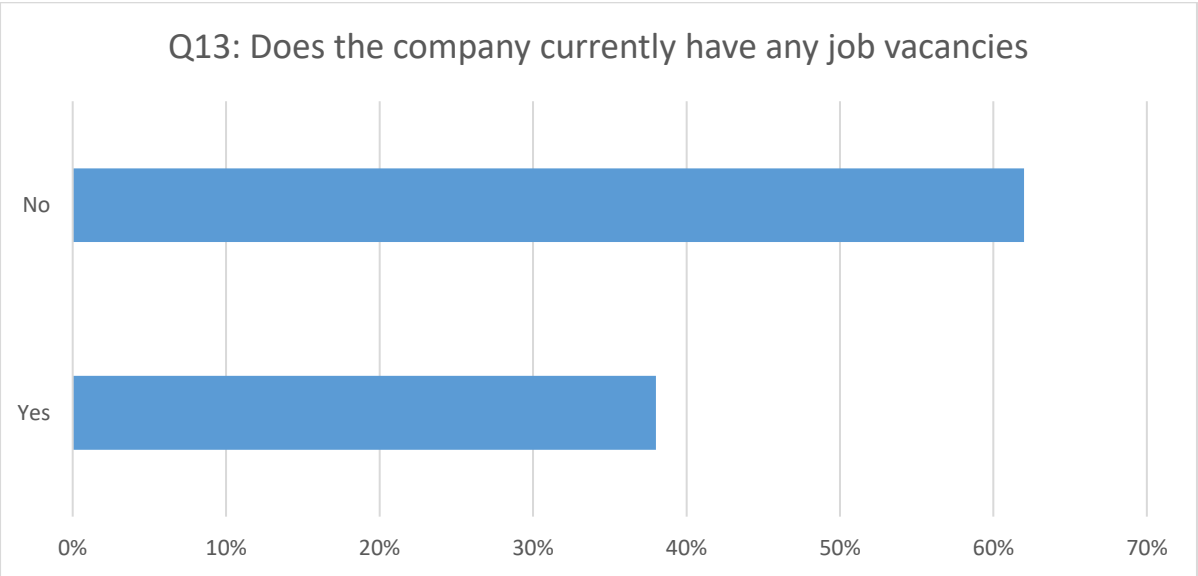
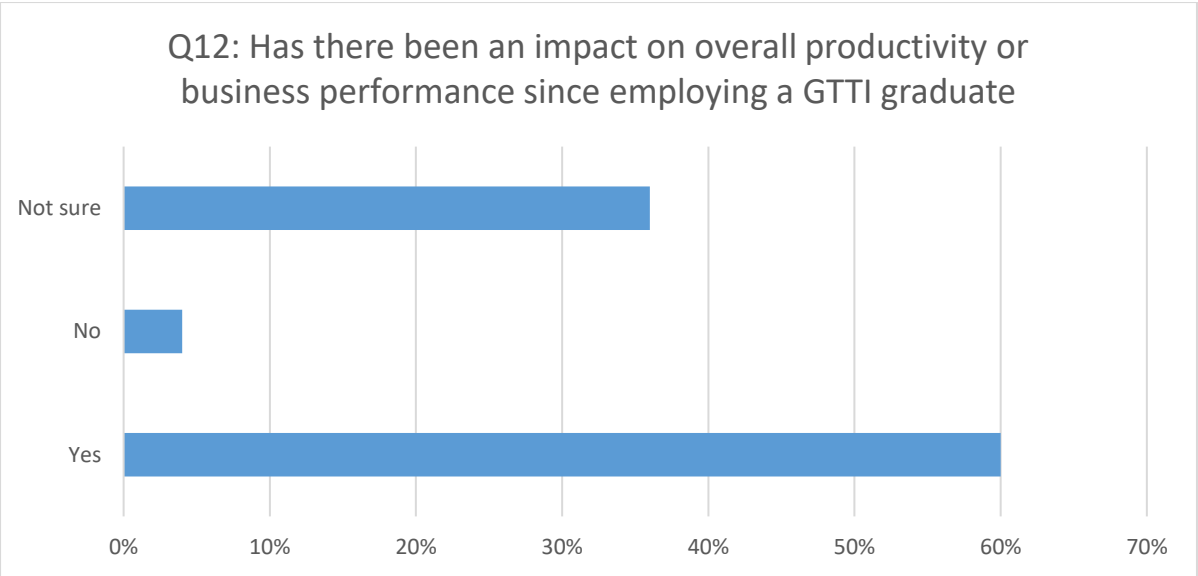






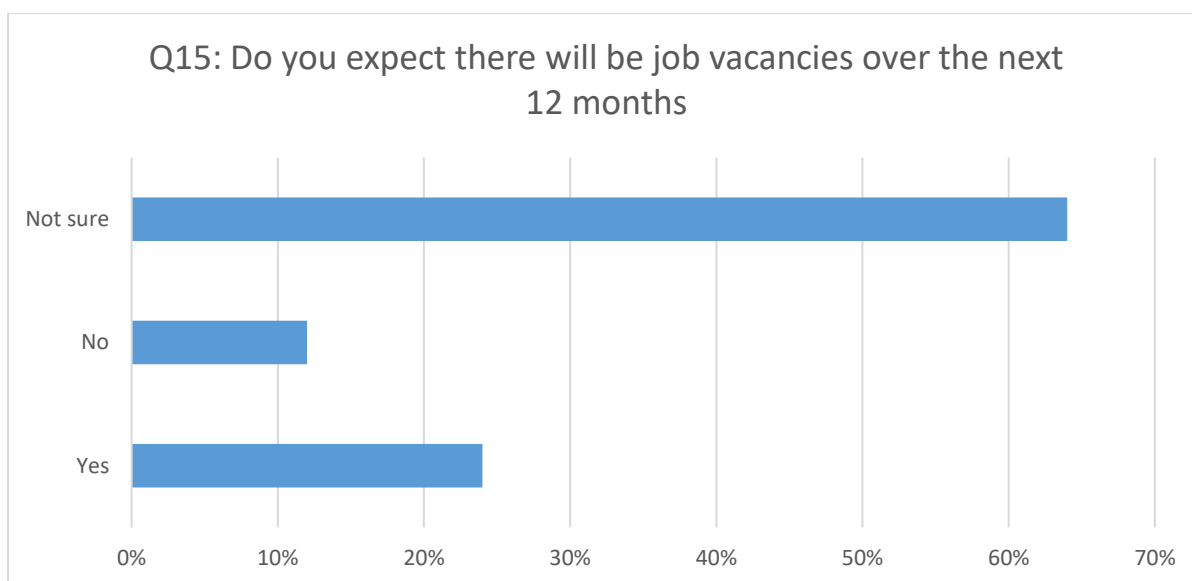






Q14: If Yes, What sorts of jobs are available?

- Construction
- Engineering
- Clerk
- Teacher
- Mechanic
- Professional Dev.
- Editor
- Accountant



Q16: If Yes, What sort of jobs will become available?

- Mechanic
- Teacher(Technical Subject Specialists)
- Technician
- Construction supervisors and draughtsmen
- civil engineering
- electrical engineering
- Architecture
- Printing and Binding

Q17: Which industry sector does the organization work?

Administration and support service activities	10%
Agriculture, forestry and fishing	2%
Arts, entertainment and recreation	0%
Automotive repair of motor vehicles and motorcycles	12%
Construction	20%
Education, teachers, assistants, workshop assistants	12%
Electricity, gas, steam, air conditioning supply	4%
Government and defence	10%
Health and social work activities	4%
Hospitality and food service activities	2%
information and communication	8%
Manufacturing	2%
Mining and quarrying	0%
Professional-Engineering	10%
Real estate activities	2%
Transportation and storage	0%
Water supply, sewerage, waste management	2%
Wholesale and retail trade	0%

8.6. Annex F: Graduate survey - courses studied and lifelong learning results

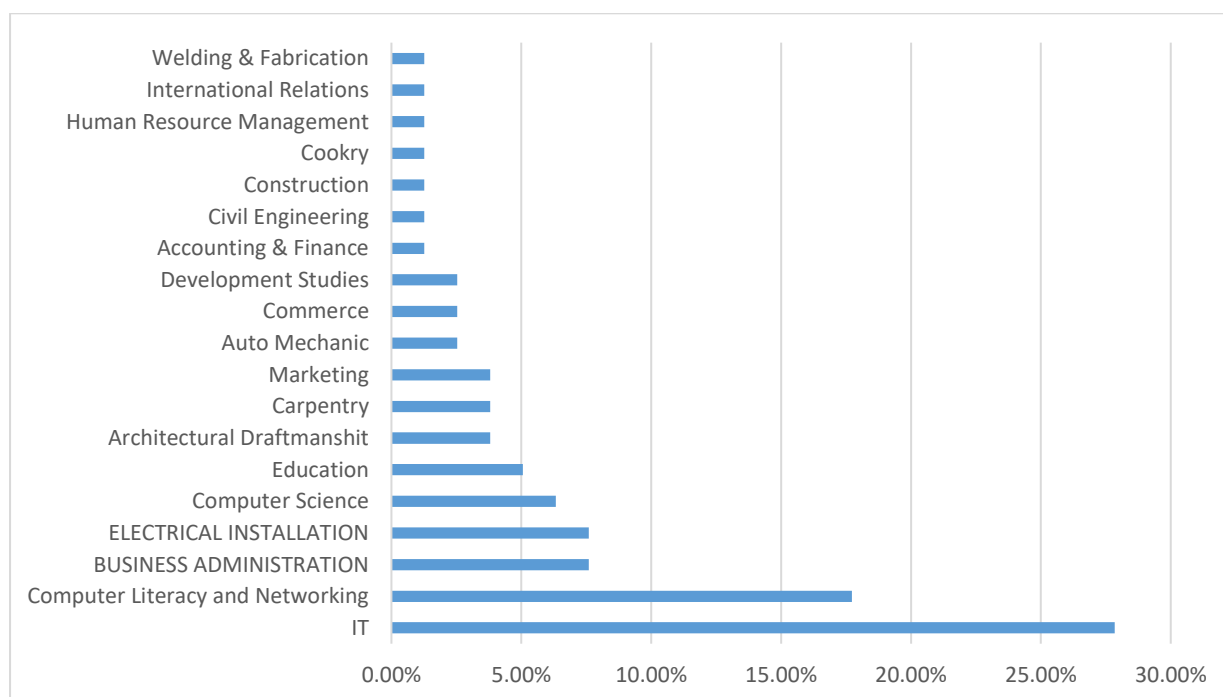
What was the qualification level?

Certificate	17.1%
Technical Certificate	5.8%
Diploma	59.6%
Technical Diploma	16.6%
Short Course	0.0%
Other Qualification (please specify):	0.9%

What was the length of time of the course?

Six months	3.2%
One year	31.6%
Two years	37.6%
Three years	27.6%

What did you study?



Have you started another course of study after the study at GTTI?

Yes, I have completed it successfully	11.2%
Yes, I am still studying	12.4%
Yes, I have stopped my further course of studies	3.9%
No, I have not started a further course of studies	72.6%

8.7. Annex G: Employer focus group discussion results

Participants' industry sectors

- Transportation and storage
- Technical activities-Legal, engineering, market research
- Construction
- Education, teachers, assistants, workshop assistants
- Information and communication
- Automotive repair of motor vehicles and motorcycles
- Facility Management

Themes	Participants' views
Theme 1: Effectiveness of GTTI Training programmes	
Discussion Point 1: Do GTTI graduates possess the right combination of skills required for work?	<p>"Skills are lacking. During interviews, they express theoretical knowledge well but show little knowledge of practicals". Practical skills are lacking; "practicals are always the problem with GTTI graduates"; No link between practicals and theory;" More theory, no practicals".</p> <p>"Two years ago, we recruited an IT graduate from GTTI as a solution to our IT challenges; his junior colleagues ended up teaching him IT. It was so disappointing".</p> <p>Graduates are also very weak in general problem solving, communications, and creative thinking.</p> <p>"We now hire temporary workers to do jobs that GTTI graduates were recruited to do"</p> <p>"There are a few good ones, though. Currently, our best engineering clerk is from GTTI. He is an exception".</p>
Discussion Point 2: In your view, what are the causes of these skills gaps?	<p>Lack of work experience; Lack of equipment and well equipped workshops and labs; No link between needs of employers and curriculum; Recruitment not using entry tests to measure ability; Poorly trained teaching staff ("You cannot employ Certificate or Diploma holders to teach Diploma students"). Mismatch between students' ability and courses offered. Lack of vocational career guidance at recruitment point ("People who lack entry qualifications in other institutions tend to come to GTTI").</p>
Discussion Point 3:What can be done to close these skills gaps	<p>Credit in English and Maths should be core entry requirements for all engineering, construction and IT courses;</p> <p>"Those with STEM background from secondary school perform better in TVET. GTTI should re-introduce admission entrance exams".</p> <p>Curriculum review-GTTI to form linkages with industry to review curricular to build link between training and industry needs;</p> <p>GTTI to recruit qualified and experienced tutors or lecturers. More practical sessions should be built into the curriculum and adequate delivery time allocated in delivery calendar. Priority should also be given to work placement.</p>

Theme 2 :Employers skills expectations of GTTI graduate (Employability)	
Discussion Point 1:What specific pre-work expectations do you have of GTTI graduates?	Minimum competency in graduate trade areas, Good communication skills (Report writing skills with emphasis of fluency in technical English); “Graduates need to write reports explaining task completion, look for technical help from management, or explain ongoing challenges on a technical repair task” survey skills, soil laboratory skills (road construction); basic IT skills (across all subject areas)
Discussion Point 2a: Evaluation of GTTI Graduates (Employability) - Subject Knowledge	They have theoretical knowledge of their disciplines but lack practical knowledge; “Some understand but others do not”; “They have neither theoretical knowledge nor practical knowledge”. “On subject knowledge, I’ll score them 5/10”; “I’ll score them 3/10”; “I’ll score them 5/10”.
Discussion Point 2b: Evaluation of GTTI Graduates (Employability) - Work-based Problem Solving	“Their problem solving ability in my view is very low”; “They lack experience and need constant guidance, so, I’ll score them 5/10”. “I’ll score them 3/10”; “I’ll score them 0/10”; “I’ll score them 4/10”. “I’ll score them 2/10”. “With low to average level subject knowledge, work based problem solving ability is weak”
Effectiveness of GTTI Training Programmes: Discussion Point 3: Work placement and procedure	“Current procedure in which students come to us to solicit work placement arrangements by themselves or through student union or through NAQAA is not effective”; “GTTI should contact employers directly to make work placement arrangements for graduates”; “Employers would be willing to work with GTTI on a formal partnership basis. This would enable employers collaborate with the Institute to monitor the progress of graduates”. “Quality of supervision during work placement should also be given priority. It provides the opportunity to assess students’ attitudes and other work related behaviour. This can only be achieved through formal arrangement between GTTI and employers” “Work placement should be done in the final year for a minimum duration of 3 months and a maximum duration of 1 year”. “We retained and offered employment to over 50% of our interns from GTTI.
Employers’ Assessment of the Quality, Relevance and Effectiveness of GTTI Training Programmes-Sentence Completion & brand personality test(Projective Techniques)	
“I think GTTI graduates are”:	“Not well equipped to work in any sector”; “Quite good and could be valuable assets to hiring institutions. They possess the qualification necessary to carry out the jobs” “Not up to what we expect them to be” “Outstanding” “Less privileged to do practicals” “Good but there are areas of improvement” “More theoretical minded than practical” “Not properly programmed during training”

<p>“GTTI Courses are”</p>	<p>“Lacking in content” “Relevant and development oriented” “Not up to standards” “Excellent” “Non-degree” “Good but need improvement in line with labour market needs. Our company would like a course in Logistics, Transport Management and Planning” “Basic courses that only prepare students for basic skills” “Not enough. There needs to be few added like Civil Engineering to match labour market”</p>
<p>“”If GTTI were a city, which city would it be in the world and why?”</p>	<p>“Lagos. Has potential but not utilizing it” “Banjul because it needs refurbishment” “Banjul. It needs to be rebranded and refurbished” “Banjul because of its contribution to national development” “Guanzhou, China because it has developed (evolved) over the last years” “Banjul. It lacks resources” “Freetown, Sierra-Leone”. Lots of hope that end in disappointment” “Freetown, Sierra-Leone. The resources are there but utilization is a challenge”</p>



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