Eswatini Educational Research Journal (ESWERJ)
Vol. 1 No. 1, 72-86 (June 2025)
ISSN: 3104-6223 (online)
Website: https://eswera.org/

Technical and Vocational Education and Training (TVET): Driving Youth Skills to Narrow the Economic Divide in Eswatini

Mamba, Caiphus Abasalom Fanny
Institute of Postgraduate Studies, University of Eswatini, Eswatini
Email: caiphusmamba@gmail.com

Asogwa, Vincent Chidindu
Department of Agricultural Education and Extension, University of Eswatini
Email: asovinchidi@yahoo.com
https://orcid.org/0000-0002-8743-0139

Mkhonta, Mlondi Makhosi
Institute of Postgraduate Studies, University of Eswatini, Eswatini
Email: mmmkhonta@gmail.com

Article History
Received: 8th December 2023
Accepted: 2nd May 2025
Published: 30th June 2025

Keywords
Economic growth, skills gap, youth, TVET, youth

***Corresponding Author**:
caiphusmamba@gmail.com

Abstract
The study explores the role of Technical and Vocational Education and Training (TVET) in addressing youth unemployment and economic disparity in Eswatini. TVET, established in 1999 under a 1989 UNESCO mandate, aimed to foster skills development and economic growth in developing countries. However, challenges such as poor global market performance and the COVID-19 pandemic have worsened Eswatini's economic situation, marked by declining government revenues and rising unemployment, crime, and social unrest. In response, the research examines how TVET can help bridge the economic divide among Eswatini's youth. A quantitative approach was used, employing a descriptive survey design. Data were gathered from lecturers across five TVET institutions using a validated questionnaire, with a strong reliability score (Cronbach's Alpha of 0.80). Analysis involved mean, standard deviation, and t-tests. Findings indicate that TVETs have significant potential to contribute to community development by equipping young people with practical skills for better employment prospects. The study recommends stronger partnerships between government and private sectors to enhance the effectiveness of TVETs. It also advocates for meaningful internship experiences and efforts to make TVET programs more appealing to young people. These steps could maximize the economic benefits of TVET initiatives and help address the socio-economic challenges faced by Eswatini's youth.

Introduction

Eswatini, like other countries in Southern Africa, experiences high numbers of unemployment and loss of job markets. Over the past few years, the economy of the country has been experiencing a slight decline owing to several factors including lack of industrial growth. These factors have contributed to an increase in the number of unemployed youth, even those who have university qualifications. Zgambo (2022) estimated the unemployment rate to be about 58.4%, and noted that among the Southern African member states, this unemployment rate ranked higher together with South Africa (57.4%) and Namibia (45.5%). The Covid-19 pandemic exacerbated the already weakened economies of these countries. In Eswatini a few

This is an open access article under the CC BY-NC-SA 4.0 license.

strategies have been put in place to resuscitate the economy post-Covid-19 and to narrow the skills gap among the country's youth.

In the Covid-19 Recovery Plan of 2020, it is recorded that the youth of Eswatini lack business ideas to participate in the economy (Government, 2020). This means that large numbers of senior secondary completers roam the streets of the country with virtually nothing to do. Quite recently (August 22, 2023), the Registrar of the University of Eswatini was quoted on national radio news and admitted that there was a notable decline in enrolment at the University. This is at the backdrop of high numbers of students who leave senior secondary schools in the country. One can only speculate and hope that these school leavers, if not qualifying to enrol in the country's academic institutions, then they should qualify for Technical and Vocational Education Training to gain skills in craftsmanship and artisanship.

In Eswatini, the top tiers of the education system comprise two separate streams of Post-School Education and Training; these being the tertiary education (academic universities and colleges) and Technical and Vocational Education and Training (TVET). It is in the TVETs where the school leavers who do not follow the academic route are expected to enrol to develop their craftsman and artisan skills which will ensure they can be absorbed into the labour market or start their own small business endeavours and income generating projects, as envisioned by The National Education and Training Improvement Programme 2018/19 – 2020/21 (MoET, 2012).

In the report on Proposed Rehabilitation and Expansion of Open and Distance Learning at Emlalatini Development Centre (2011), it is stated that the Emlalatini Development Centre (EDC) programme is meant to respond to one of the needs of the youth that have just graduated from senior secondary. This need is to up-grade their examination grades to improve chances for university and/or Technical and Vocational Education and Training and Skills Development (TVETSD) entry. Here, students improve their grades to continue with their tertiary education, including Technical and Vocational Education and Training institutions.

As such, there has been a steady increase of TVET institutions in the country in the past few years in response to the increasing emphasis on the role of education in preparing learners effectively for the world of work (UNESCO, 2018). This has been reported in the Eswatini Education Sector Analysis of 2021. However, the standard and the level of quality of the programmes delivered in these institutions had to be kept in check. Hence, to help raise the quality and relevance of TVET and tertiary education, the Eswatini Higher Education Council (ESHEC) was established in 2015 in terms of the Higher Education Act of 2013. The task was setting up a comprehensive quality assurance system and fostering high level knowledge workers necessary for stimulating the economy (https://eshec.org.sz/about-eshec/). In this regard, TVETs needed to strengthen their engagement with employers to improve the relevance of their training programmes to labour market needs and improve the employability of their graduates (WBG, 2021). Also, it is imperative that these programmes need to be enhanced to make them attractive to the youth and to support industry growth (Government, 2020).

The delivery of TVET education in the country is fragmented and comes in the form of public, private, NGO, community, and church providers (WBG, 2021). When it is in the form of public support, the national government either funds the programmes or subsidizes them. The other providers require that the individual student pay for these programmes. However, budget allocation to TVET is still very low in Eswatini when compared to the other countries in the Southern Africa Development Community (SADC) region. TVET financing sources include government grants, development partners' contributions, church support, student fees, industry

contribution, sale of services and other sources (Eswatini Economic Policy Analysis and Research Centre (ESEPARC), 2019).

Even though the tuition fee, in some cases, exceeds the trainees' monthly salaries, the youths are still eager to register for the courses, demonstrating that they recognize the importance of these courses to their career development (UNESCO-UNEVOC, 2021). For the most part, the youth who possess basic skills are observed to have a zeal to further their careers into areas of higher specialisation. This is evident in the enrolment by industry specialists back into local TVETs either for further skills development or for remediation. The Taiwan International Cooperation and Development Fund (Taiwan ICDF) is one such established programme seeking to bridge this gap.

The Taiwan ICDF sought to assist the Kingdom of Eswatini to cultivate a skilled workforce that meets the requirements of the labour market. Together with the Ministry of Education and Training in the Kingdom, the Taiwan ICDF has implemented the Technical and Vocational Education and Training Enhancement Project since December 2016. The workshop and laboratory facility, curriculum design and teaching quality at the ECOT and the VOCTIM have also been improved. The Project has been focusing on improving the teachers' capacity to deliver the knowledge and skills that meet the demands of the industry (TaiwanICDF, 2019). This project has also been expanded to include an informal vocational training system through an Up-skilling and Lifelong Training Scheme operated under a profit system. This ensures that graduates actually run a project without plunging the whole operation into the ground.

There are several Technical and Vocational Education Training centres in Eswatini which are under the jurisdiction of the Ministry of Education and Training through formal and non-formal centres. These centres are targeting the youth that is still of school going age, school-dropouts as well as youth that has completed senior secondary school, but could not follow the normal academia. At the high school level, sixteen (16) schools were established a pre-vocational stream from which students would train in vocations that include agriculture, design and technology, consumer sciences, as well as business studies. Each of the four regions of Eswatini has four such schools. At the post-school level, there are institutions established for vocational training. These include the Eswatini College of Technology (ECOT); the Vocational and Commercial Training Institute Matsapha (Gwamile VOCTIM); Eswatini Skills Centres – *Emlalatini Development Centre (EDC), Manzini Industrial Training Centre (MITC), Nhlangano Agricultural Skills Training Centre (NASTC), Siteki Industrial Training Centre (SITC), and Sebenta National Institute*; *Ekululameni Vocational Training Centre for people living with disabilities; and Mpaka Vocational and Training Centre*. Non-formal vocational education is delivered through the Rural Education Centres (REC) to students who dropped out of school. These are administered by the Principals of the schools who work with REC Coordinators. The Directorate of Industrial and Vocational Training (DIVT) is the only government institution that is responsible for conducting grade tests for the graduates of TVET institutions.

Statement of the Problem

The establishment of institutions of technology within a country is the driving force towards industrialisation and economic growth. Many countries post-World War II focused on improving their economies by pushing free trade and technological growth (Gonzalez, 2018), utilising the power of their nations possessed by their youth. Developing countries still lag in terms of development because they do not or are hesitant to tap the potential held by their youth. Eswatini is one such country, where there is a growing sense of discontent due to the failing

economy to provide jobs. In the year 2021, such discontent manifested into riots and looting across the country. The Covid-19 pandemic that still grasped the countries' economies did not make the situation any better either. A ray of hope for the country's youth lies with the Technical and Vocational Education and Training (TVET), whose institutions had been established across the country some years earlier. Although one of them – MITC – has been closed even long before the Covid pandemic of 2019, most are still in operation.

The establishment of the TVETs in the country ensured that the policy for improved access to education, even for those students who have dropped out of school, was upheld as outlined in The National Education and Training Improvement Programme (2018/19 – 2020/2021). However, it is intriguing that there is still limited access to such TVET programmes, although these are in place. The youths themselves are not yet convinced that TVETs can empower them to narrow their economic divide to the extent that some Policy-makers are beginning to doubt the efficacy of these programmes. The document continues to lament that there is a lack of data on those who have graduated from TVET programmes to observe the relevance of these programmes in the labour markets. This means that programmes meant to track these graduates have to be put in place to ensure that future adjustments and overhauls to these programmes is in line with respective industry dynamics.

With mastered craftsman and artisan skills, it is hoped that the youth graduating from these TVETs have a chance of being employable or have the necessary skills to start and run their own small businesses. It is with such skills and knowledge possessed by TVET graduates that the industries will be able to manufacture high-quality products and render services to the highest expectations. Once the youth of Eswatini possess high-quality relevant skills (Mayasari, Handayani, & Wahjono, 2019), they can be employed or be self-employed, and that will ensure they are the primary or grassroots contributors to the economy of the country, and they will be able to provide for their families.

Objectives

The objectives of this paper were to:

1. identify the role of TVETs in narrowing the economic gap among the youth of Eswatini
2. outline the courses to be taken in making the TVET programmes attractive to the youth of Eswatini
3. describe the level of exposure to the internship by TVET students for an acceptable level of mastery of required skills

Research Questions

1. What are the roles played by TVETs in helping the youth to narrow the economic gap in Eswatini?
2. Which courses of action need to be taken by public colleges to make TVET programmes more attractive to the youth of Eswatini?
3. How much exposure is required by interns from TVET colleges to master high-level skills for their better execution at the workplace?

Research hypotheses

Technical and Vocational Education and Training can play a significant role in helping the youth of Eswatini to narrow the economic divide by equipping them with contemporary skills for state-of-the-art production and ensuring that the programmes of study are attractive to more youth to encourage them to enrol.

H_{01}: TVETs do not play a significant role in helping the youth of Eswatini narrow the economic divide.
H_{02}: Public and private colleges need not make TVET programmes more attractive to the youth of Eswatini to encourage them to enrol.

Methodology

The current research was conducted in Eswatini in September 2023. Its focus was on the public Technical and Vocational Education and Training institutions found in the four regions of the country. A survey was carried out which employed the descriptive qualitative research method. To generate the data collection instrument themes and items, a desk review of TVETs and their functions was carried out. A questionnaire was then developed as a data collection instrument. Validation of the instrument was done by sending it to three experts for face and content. For internal consistency, a Cronbach's Alpha of .80 was determined. Lecturers from six (6) TVET institutions were sent copies of the questionnaire and asked to respond within fourteen (14) days. The target population (lecturers) was ninety-four (94). Since the population of lecturers in the TVETs was not proportional across the institutions, the stratified proportionate sampling method was employed, which is a probability, multi-stage sampling procedure (Freedman & Taub, 2006), to generate the sample population. This ensured even distribution of the sample population (76 lecturers) according to the population size of each institution. The data collected was then analysed in the Statistical Package for Social Sciences version 20.0 using means, standard deviations and *t*-test statistics. Selected socio-economic and demographic characteristics of the lecturers from these TVETs' were also described. Ethical considerations were taken into serious account. The cover letter on the questionnaire assured participants confidentiality of their responses. They were encouraged not to put any inscription on any part of the instrument which may be a link back to them. The questionnaire copies were locked away safely after data input into the statistical software was done until publication of the results, after which they were destroyed.

Findings and Discussion

Although a target of six (6) TVET colleges in the four regions of the country were sent copies of the questionnaire, only five (5) institutions participated. The response rate was 82.9% (63), which showed a non-response of 17.1% (13). The findings from the data analysis are outlined in the following sections.

Selected socio-economic and demographic characteristics of the respondents

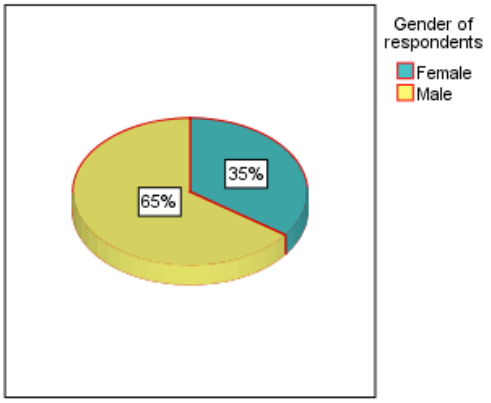
1. *Gender of respondents*

The results of the analysis in Table 1 and Fig. 1 shows that there were more male lecturers (41; 65%) teaching in the TVETs than female counterparts (22; 35%) who participated in the study. This may be a result of the fact that TVET institutions deal with programmes that have manual work for the most part and few office-related programmes such as commercials.

Table 1:
Gender of respondents

	Frequency	Percent
Female	22	35
Male	41	65
Total	63	100

Figure 1:
Composition of respondents by gender



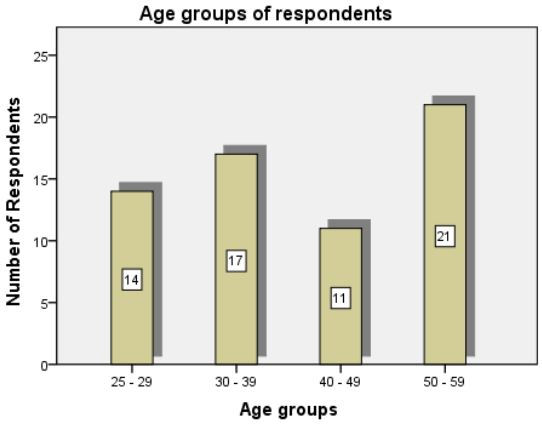
2. *Age of respondents*

There were more participants in the older age group of 50 – 59 years (21; 33.3%) as shown in Table 2 and Fig.2. This may be a result of the fact that the TVET institutions were established a few years ago, and those who were present when these institutions were established were still actively instructing. Also, craftsman and artisan disciplines are too wide and specialisation results in most personnel in these disciplines being absorbed by the private industries, leaving those that are at the lower, entry levels of the discipline to the public teaching sector where they lecture at institutions of vocations

Table 2:
Age of respondents

	Frequency	Percent
25 - 29	14	22.2
30 - 39	17	27.0
40 - 49	11	17.5
50 - 59	21	33.3
Total	63	100

Figure 2:
Composition of respondents by age groups of respondents



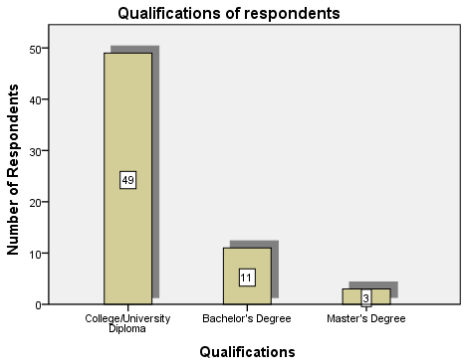
3. Qualifications of the respondents

In Table 3 and Fig.3, it can be observed that more participants were College or University Diploma holders (49; 77.8%) with very few Bachelors' and Masters' degree holders, 11 (17.4%) and 3 (4.8%) respectively. This means that it is still lecturers who started teaching in these institutions when they were in their infancy. The requirement to teach in these institutions at the time would have been just a diploma as it would have been the more common higher tertiary qualification.

Table 3:
Qualifications of respondents

	Frequency	Percent (%)
College/University Diploma	49	77.8
Bachelor's Degree	11	17.4
Master's Degree	3	4.8
Total	63	100.0

Fig. 3:
Composition of respondents by level of education (Qualification)



The role that TVETs need to play in helping the youth narrow the economic divide in Eswatini

Table 4 shows that participants univocally agreed that the TVETs play a pivotal role in helping the youth narrow the economic gap in the working population of Eswatini. Respondents agreed with a narrow dispersion on such ideas that TVETs need to ensure programmes are highly

productive to generate profit ($\bar{X}$=5.14; ***s***=1.05); provide permanent career counselling to inform and guide trainees regarding employment possibilities ($\bar{X}$=4.97; ***s***=1.06; and provide a robust transition programme to work, and during employment ($\bar{X}$=4.97; ***s***=1.11).

Table 4:
The role that needs to be played by TVETs to help youth narrow the economic divide in Eswatini

S/N	Items	$\bar{X}$	*S*	Decision
1	Establish loan pool for TVET graduates' business start-up financing	4.71	1.60	Agree
2	Establish incubation centres for graduates to work until financially stable to start their own business	4.71	1.46	Agree
3	Ensure TVET programmes are highly productive to generate profit	5.14	1.05	Agree
4	Encourage banks to open special accounts for TVET trainees to save profits at zero charges until graduation	4.75	1.47	Agree
5	Encourage graduates to form cooperative groups to access financial assistance from banks and other financial institutions	4.84	1.30	Agree
6	Ensure skills acquired by trainees are relevant to labour markets	5.19	1.20	Agree
7	Ensure skills acquired are relevant to the evolving fashion and styles to encourage demand	5.11	1.14	Agree
8	Ensure programmes lean more on practical skills rather than academic	5.17	1.17	Agree
9	Provide permanent career counselling to inform and guide trainees regarding employment possibilities	4.97	1.06	Agree
10	Provide a robust transition programme to work, and during employment	4.97	1.11	Agree
11	Provide entrepreneurial programmes that emphasise research for the demands of the market	5.08	1.14	Agree

Rating Scale: 1 = SD (Strongly Disagree); 2 = D (Disagree); 3 = SLD (Slightly Disagree); 4 = SLA (Slightly Agree); 5 = A (Agree); 6 = SA (Strongly Agree)
Note: $\bar{\mathbf{X}}$ = mean; and ***s*** = standard deviation

The courses of action that need to be taken by government and private companies to make TVET programmes more attractive to the youth of Eswatini

In Table 5, it can be observed that the respondents agree with narrow dispersions that the government needs to intensify vocational and training programmes ($\bar{X}$=5.2; ***s***=.93); increase public-private partnerships for better financing of TVET programmes ($\bar{X}$= 5.24; ***s***=.93); re-organise programmes to emphasise training especially for self-employment ($\bar{X}$=5.19; ***s***=.96); encourage health-focused vocational programmes to improve safety ($\bar{X}$=5.02; ***s***=.96); develop a robust follow-up programme to track performance and accomplishments of graduates from TVET's ($\bar{X}$=5.37; ***s***=.96); and incentivize (stipend) TVET programmes at internship to encourage youth to enrol ($\bar{X}$=5.52;***s***=.93). Cooperation of government with private partners usually yields positive outcomes in terms of improving intensity of vocational and training programmes as well as encouraging the companies to go a step further to incentivize internships to help interns face less financial challenges as internships continues (SDC, 2016).

Table 5:
Courses of action to be taken by government and private companies to making TVETs more attractive

S/N	Items	$\bar{X}$	*S*	Decision
1	Intensify vocational and training programmes	5.25	.93	Agree
2	Ensure TVET's have cutting-edge technology for high-end products	5.30	1.01	Agree
3	Include on-the-job training to increase the work experience of trainees	5.37	1.05	Agree
4	Increase training of trade-specific skills to improve specialisation	4.65	1.58	Agree
5	Increase public-private partnerships for better financing of TVET programmes	5.24	.93	Agree
6	Increase apprenticeship duration for trainees to master quality skills	4.84	1.18	Agree
7	Re-organise programmes to emphasise training specifically for self-employment	5.19	.96	Agree
8	Encourage health-focused vocational programmes to improve safety	5.02	.96	Agree
9	Encourage programmes that are attractive to young women and the disabled for their participation	5.00	1.20	Agree
10	Develop a robust follow-up programme to track the performance and accomplishments of graduates from TVET's	5.37	.96	Agree
11	Incentivize (stipend) TVET programmes at internship to encourage youth to enrol	5.52	.93	Agree

Rating Scale: 1 = SD (Strongly Disagree); 2 = D (Disagree); 3 = SLD (Slightly Disagree); 4 = SLA (Slightly Agree); 5 = A (Agree); 6 = SA (Strongly Agree)
Note: $\bar{X}$ = mean; and ***s*** = standard deviation

The exposure required by interns from TVETs to master skills for better execution of high-level services at the workplace

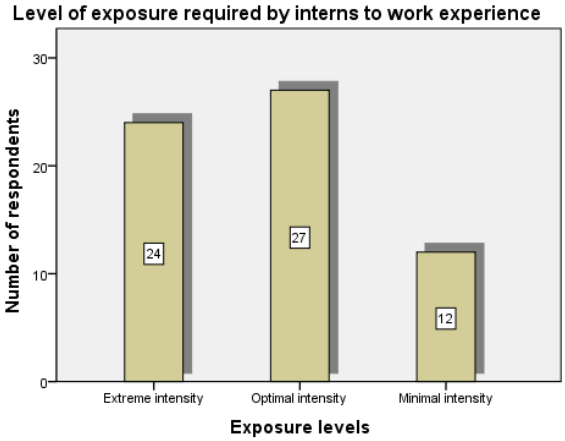
1. *Level of exposure to the work environment*

More respondents (27; 42.9%) believe that TVET interns need optimal exposure to the work environment to gain work experience as can be observed in Table 6 and Fig. 4. However, an almost equal number of respondents (24; 38.1%) believe these interns require extremely intense exposure to the work environment if they are to gain satisfactory work experience.

Table 6:
Level of exposure required by interns to work experience

	Frequency	Percent
Extreme intensity	24	38.1
Optimal intensity	27	42.9
Minimal intensity	12	19.0
Total	63	100.0

Figure 4:
Exposure levels required by interns to gain satisfactory work experience



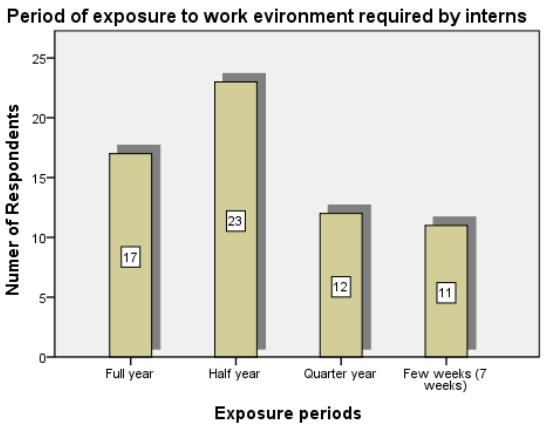
2. *Period of exposure*

More respondents (23; 36.5%) believe that interns need to be exposed for longer periods to workplace environments as can be observed in Table 7 and Fig. 5. Yet a notably higher number of the respondents (17; 27.0%) thought the interns require an even longer period (a full year) to be at the work place environment to master craftsman or artisan skills satisfactorily.

Table 7:
Period of exposure to work environment required by interns

	Frequency	Percent (%)
Full year	17	27.0
Half year	23	36.5
Quarter year	12	19.0
Few weeks (7 weeks)	11	17.5
Total	63	100.0

Figure 5:
Period of exposure needed by interns in the work environment



3. The tasks assigned to interns during internship

A large proportion of the respondents (57; 90.5%) believe that the interns from TVETs must work alongside the experts in the industry if they are to gain meaningful experience in the workplace. This can be observed clearly in Table 8 and Fig. 6.

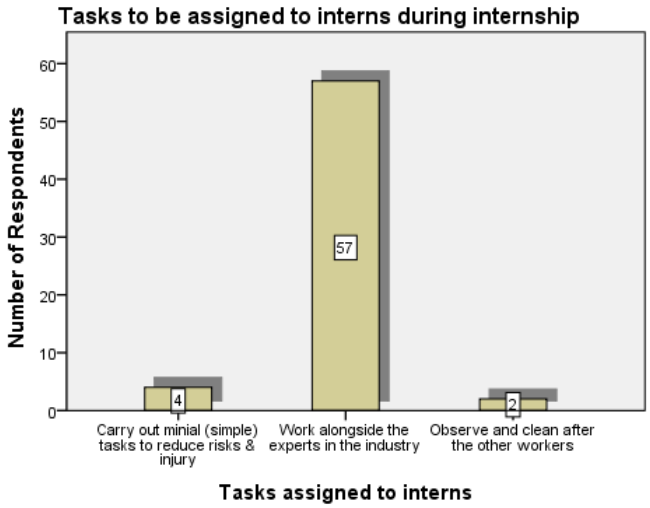
Table 8:

Tasks to be assigned to interns during the internship

	Frequency	Percent
Carry out menial (simple) tasks to reduce risks & injury	4	6.3
Work alongside the experts in the industry	57	90.5
Observe and clean after the other workers	2	3.2
Total	63	100.0

Figure 6:

Tasks to assign interns during internship



4. The workman hours required by interns

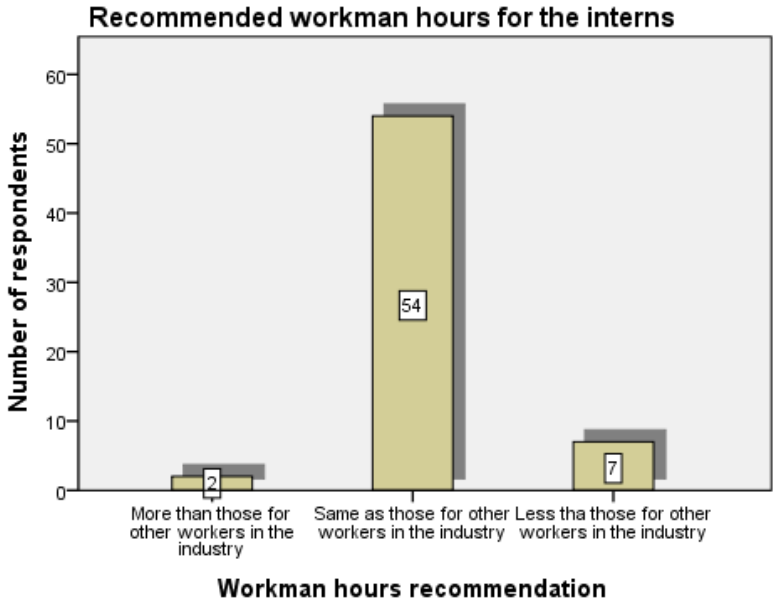
The respondents (54; 85.7%) believe that interns should be treated like all other workers in the industry by making them work the same number of hours during the internship. This can be observed in Table 9 and Fig. 7. Only two (2; 3.2%) respondents thought the interns should work more hours than everyone else in the industry to gain more experience.

Table 9:

The workman hours for the interns

	Frequency	Percent (%)
More than those for other workers in the industry;	2	3.2
Same as those for other workers in the industry;	54	85.7
Less than those for other workers in the industry;	7	11.1
Total	63	100.0

Figure 7:
Recommended workman hours for interns during internship



Hypothesis testing
On running the independent-sample *t*-test to determine whether respondents believed TVETs would play a role in helping the youth of Eswatini to narrow the economic divide, and if government and private companies need not make TVET programmes more attractive to the youth of Eswatini to encourage them to enrol, the results in Table 10 and 11 were obtained ($p < .05$, set *a priori*).

H_{0-1}: TVETs do not play a significant role in helping the youth of Eswatini narrow the economic divide.

The results show that there is a statistical significance in the lecturers' responses: t (62) = 12.741, p = .000. Thus, the null hypothesis (H_{0-1}) is rejected. This implies that the respondents believe TVETs would play a significant role in helping the youth of Eswatini to narrow the economic divide.

Table 10:
One-sample t-test for testing H_{0-1}

	Test Value = 3.5					
					95% Confidence Interval of the Difference	
Factor	t	df	Sig. (2-tailed)	Mean Diff.	Lower	Upper
Role played by TVETs	12.741	62	.000	1.468	1.238	1.699

H_{0-2}: Public and private colleges need not make TVET programmes more attractive to the youth of Eswatini to encourage them to enrol

The results show that there is a statistical significance in the lecturers' responses: t (62) = 22.853, p = .000. Thus, the null hypothesis (H_{0-2}) is rejected. This implies that the respondents

believe the government and private companies need to make TVET programmes more attractive to the youth of Eswatini to encourage them to enrol.

Table 11:
One-sample t-test for testing H_{0-2}

	Test Value = 3.5					
					95% Confidence Interval of the Difference	
Factor	t	df	Sig. (2-tailed)	Mean Diff.	Lower	Upper
Course of action	22.853	62	.000	1.659	1.514	1.804

Conclusion

The TVET colleges and their programmes in Eswatini would play a significant role in helping the youth gain craftsman and artisan skills that would enable them to find and secure employment and start their own small businesses. TVETs, if managed at a high productivity and profitable level, have the capacity to lead to a wide range of career opportunities for the youth, which help fill the skills gap in many job markets. Also, the findings show that local TVETs can play a key role in the economic growth and development of communities in Eswatini if more youth were to enrol and graduate from these colleges and programmes. This is true as they would be financially able to support themselves and their families in extension. It is, therefore, of crucial significance that the programmes in these colleges are made attractive to the youth. This can be made possible when government departments and private companies come together to fully support the youth enrolled in the TVETs and to provide on-the-job training in real work environments (Tripney, et al., 2013).

Recommendations

The following were recommendations made:

1. There is an urgent need for government and private sector collaboration to support TVETs and TVET students enrolled for craftsman and artisanal skills;
2. TVET trainees should be given enough exposure in internship programmes in local industries to gain a satisfactory level of mastery of craftsman and artisan skills required for high-end production;
3. The government need to upscale its initiatives to increase awareness to local youth of the importance and potential benefits of TVET training;
4. TVETs should function at high-level production using state-of-the-art technologies to ensure graduates master current and relevant craftsman and artisanal skills for profit-making projects; and
5. An in-depth study need to be conducted to help develop a robust follow-up programme to track the performance and accomplishments of graduates from TVETs to improve the relevance of graduates to current labour markets and trends.

Acknowledgements

The authors of this paper would like to thank Ms Nkambule Noncedo for her time and effort of proofreading the developing manuscript. We would also like to extend our appreciation to the lecturers of the five (5) TVET institutions who took time to provide responses when the questionnaire copies were sent to them. We thank you abundantly. We also extend our appreciation to Mr Mavuso Sifiso for ensuring the collection of the questionnaire copies from

the TVET institutions was done in time for analysis as time and manoeuvrability on the part of the researchers proved to be major limiting factors.

Conflict of Interest
The authors display no conflict of interest while carrying out and writing this article.

Authors' contributions
MCAF & AVC: Conception/design, development of data collection instrument, analysis, interpretation of data, revised manuscript (30%)
MMM & MCAF: Conception/design, data collection, analysis, interpretation of data, editing and first draft (20%)
AVC: Analysis and Interpretation of data (10%)
MCAF: Interpretation of data, first draft and revision (20%)
AVC: Interpretation of data, first draft and editing (20%)

References

Freedman, R., & Taub, S. (2006, 03 06). SAMPLING - A Practical Guide for Quality Management in Home and Community-Based Waiver Programs. The MEDSTAT Group, Inc. Retrieved 08 19, 2020, from https://www.nationalcoreindicators.org/

Gonzalez, D. (2018). Economic Development After World War II. Los Angeles Valley College.

Government, E. (2020). *Post COVID-19 Kingdom of Eswatini Economic Recovery Plan - Carving the path to a private sector-led economy.* Government of Eswatini.

Mayasari, R., Handayani, S., & Wahjono, &. H. (2019). Professional Competence of Vocational Teachers from the Graduates of Vocational Education Building Engineering Study Programme UNNES. *1st Vocational Education International Conference (VEIC 2019), 379.* Atlantis Press SARL.

MoET. (2012, July). The National Education and Training Improvement Programme. *"Improving the quality of education for sustainable and inclusive growth of Eswatini"*. Mbabane, Eswatini: The Ministry of Education and Training in collaboration with the European Union Support to Education Project.

SDC. (2016). Vocational skills development: key to employment and income - Insights into the SDC's cooperation in vocational skills development. (M. Sager, Ed.) SDC. Retrieved from www.fdfa.admin.ch/publication

TaiwanICDF. (2019). *Eswatini youths willing to pay for well-reputed TVET training courses.* Social Networks.

Tripney, J., Hombrados, J., Newman, M., Hovish, K., Brown, C., Steinka-Fry, K., & Wilkey, E. (2013, September). Technical and Vocational Education and Training (TVET) Interventions to Improve the Employability and Employment of Young People in Low- and Middle-Income Countries: A Systematic Review. Campbell Systematic Reviews. http:/doi:0.4073/csr.2013.9

UNESCO. (2018). Taking a whole of government approach to skills development. Place de Fontenoy, France.

Zgambo, A. (2022). Unemployment Disparities in Southern Africa: Empirical Evidence from Southern African Development Community Member States. (M. Ghani, Ed.) Stockholm: Södertörn University | School of Social Science.