



CAREER OPPORTUNITIES IN TRANSPORT EDUCATION IN NAMIBIA: AN EXPLORATORY ANALYSIS

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Abstract

Education, as a form of manpower development, prepares trainees for industrial-wide technical, workplace and academic skill competencies and management responsibility in the transport industry. It develops the trainee's personality, behavioural pattern, performance capacity without a reference to a specific job. Through transport education, knowledge, skills and attitudes are to be also acquired, while individuals are expected to have personal effectiveness competencies and management knowledge to be able to fit into any segment of the transport industry. The paper looks at the possible career prospects in Transport Education in Namibia and the likelihood effect on the economy development of the country. Methodology adopted is theoretical and descriptive in exploratory manner. This further incorporated few conceptual clarifications in the area of competency and others. Findings was however based on the evaluation of those



concepts, with possibilities that if adopted and effectively engaged, it will have positive effects of the socio, economic and cultural development of the country. The paper advocates for more efforts in getting more institutions offering transport graduate programmes to address the human capacity research gap in the discipline and profession in the country and its economic growth and development.

Keywords: Career, Opportunities, Transport, Education, Exploratory study

INTRODUCTION

The demand for transport professionals to manage transport and logistics functions is well known and documented. There are very old and emerging academic programmes that have been established, though in very few countries to produce such professionals in contrast to increasing demand for the professionals across the continent. Without doubt, the continent of Africa suffers from a relative scarcity in the supply of college graduates with appropriate skills that can allow them to manage transport matters in the respective domain, leaving the managerial and operational activities at the top level to the foreigners. Moreover, the African indigenously produced academia and high skilled professionals have been underrepresented in transport education and careers relative to the percentage of Africans in other sector of higher education and in the labour force. Without doubt, the number of independent colleges and universities with logistics and transport programmes in Africa and Namibia to be specific is very limited and only few offer transport degree programme or have a concentration on supply chain management and administration and basic logistics operation and management. This is despite the fact that the demand for transport education is on the rise, as well as transport demand of graduate by employers. Around the middle of 1990s, some studies (Oyesiku 1994; 2009) have reported that the growing demand for people in transport profession was increasing but the number of qualified students was at the same rate of demand primarily, because transport and logistics was academic and professional programmes were considered unpopular and those undergoing the programme are “Never To Do Well” group of students. During the said time, there was limited exposure to the potentials of transport and logistics major and therefore, there were no well-articulated career paths and opportunities (Oyesiku, 2016).

However, in the last one and half decades, there has been an increasing level of understanding regarding transport particularly in relation to managerial and government policies and decision making. This has led to increasing recognition of the discipline and practice of transport as a profession; and as an educational discipline that is fundamental to functional

efficiency of business and trade. Moreover, it was not until recent time that the government and business firms view transport as a strategic tool vital to the survival of business and governmental policies rather than a support function that any graduate can adapt to without requisite educational background. Obviously, an important factor that has led to the increasing recognition of transport and logistics as a profession and educational discipline and as such, accepted by the academia and industry particularly in the continent of Africa is the change in the global direction of economic growth and development. This includes deregulation not only in transportation industry but also to the entire economy, leading to the need for greater private participation in business by the organized private sector, regaining customer competition and more importantly, globalization of customer services, business and trade.

In the light of the above, the fundamental presupposition of the Transport education is predicated on the crucial need for more qualified and certified personnel with required skills and education to occupy varied Transport Managerial positions in both private and public sectors, as well as dependable intellectual, theoretical and Methodological foundations for the graduates as they move on their professional careers and assume increasingly challenging position in Transport management across the world. In other words, the programme will be designed to assist and endear prospective graduates in provision of timely solutions to the envisaged chaotic transportation scene, hence ensure reduction in mobility gap, as well as accessibility to all and sundry through application of modern operation techniques. It will equally provide detailed specific knowledge, conceptual, analytical and practical problem-solving skills in Transport administration, planning and other contemporary issues in Transport Management of the country. It is in the light of this that the paper examines the career opportunities in Transport education in Namibia, towards stimulating growth and development of the country.

LITERATURE AND CONCEPTUAL UNDERSTANDING

Transport in National Development

Transportation is a requirement for every nation, regardless of its industrial capacity, population size or technological development. Moving goods and people from one place to another is critical to maintaining strong economic and political ties between regions in the same state. How that movement takes place can be unique to location and technological development, but the requirement still remains. Transportation derives demand from the things that it moves – it is only a valid economic force if there are valuable things to transport. The ‘products’ moved through a transportation network could be grain silage, electronic or business executives. The cost of moving things from one place to another, whether it is measured in currency, fuel or animals, typically remains stable over time, meaning that the relative cost of transporting a

product decreases as the value of the product being transported increases. This phenomenon becomes important when examining nations with weak economies, like Namibia. If the relative value of the goods transported is low, the cost overhead for transportation is high. The reason for the relatively high cost of transport – and the low value of the products moved – is partially self-fulfilling. Because there are few valuable products to transport, there will be no transportation infrastructure to transport them. Equally, since there is no way to transport valuable products reliably and cheaply to places where they might be marketed, there is no incentive to produce valuable products. For an effective and complete transport system to be obtained there must be better avenues to access more knowledge and research that education and manpower development are expected to address (Oyesiku, 2016).

Roads, railways, buses, metros, taxis, bicycles, wagons, ports, ships, barges, inland waterways, airports, aircraft and the many combinations of these are diverse modes of transport to serve particular parts of a wide spectrum of needs that arise in moving freight and passengers. As trade had globalized and incomes have risen in many developing countries, the demand has mounted for all types of transport services and the infrastructure on which they rely. This more holistic view of transport supports both integrated urban passenger transport systems and efficient freight corridors to serve regional integration and international trade. Although roads have long been an essential component of all national transport systems usually consuming the greatest share of public and private transport investments, the projected expansion of demand for road transport in developing countries, Namibia no exemption, will also bring more traffic accidents, higher greenhouse gas emissions, increased urban congestion, and other adverse effects. Balanced investment in many modes of public transport can contribute to making cities work better: urban roads, railways and even non-motorized modes of transport all contribute most effectively when the service offered to the public is integrated to create physical connectivity, spatial coverage and ease of transfer. Cleaner, safer transport will translate to cleaner and safer cities, hence the relevance of transport education in any society (Oyesiku, 2016).

Perhaps, as a reminder, the economic, social, political, environmental and other roles of transportation in the society are gaining prominence. The economic perspective involves production, distribution of goods and services, which the people greatly depends upon (Mathew and Rao, 2006, p.31). Transport in this sense involves place, time and quality and utility of goods and services that depends on the need to overcome distance between two locations at a minimal cost for which an improvement in the transport system will ensure a reduction in the cost of the commodity. Thus, transportation makes it possible for consumers of goods and services to get what they demand for at a cheaper price and in good quality and in addition, an

efficient transportation system normally leads to an increase in the availability of goods and services at the right time there by increasing consumption of the goods and services at an affordable cost (Oyesiku, 2016).

Oyesiku, (2013), observed that with respect to the social role of transportation, effective mobility through availability of different modes has played a major role in a formation, size and pattern of all kinds of settlements particularly formation of urban centres. The urban centres and cities being the economic engine of growth of region and nation further provide the impetus for the growth of population and major trade centres. In addition, the use of more efficient transport system often leads to a reduction in the cost of mobility and enhances social interaction resulting in the emergence of viral economic special patterns.

Oyesiku (2009), opined that Transportation also plays an important role in the political and security development of any society by enhancing information and communication flow, thereby securing the geographical space of the area concerned. A secured administrative unit authenticates efficient administration of the unit. Transport being an enhancer of spatial interaction ensures effective movement of people, goods and services particularly military and security logistics. In terms of emergency, transportation and logistics are essential for the rapid movement of personnel which has a great implication for efficient service delivery and consequently for the development of the people and the society.

Oyesiku (2016) and Somuyiwa (2017), noted that, Transportation despite its significant role in the development of the society at the local and at the international also has its negative effect particularly in the area of safety, air and noise pollution and fossil energy consumption. To some extent, improvements of transportation system and increased varieties of transportation modes have consequences on loss of life, injuries and damages of properties. Indeed, a significant number of studies have pointed to the fact that death and disabilities resulting from transport accidents will rise from the 9th and 3rd ranking respectively between 1990 and 2020 in comparison with other diseases across the world. The increasing consumption of energy from the burning of fossil fuels by all modes of transport has been considered to be related to the explosion in several respiratory diseases and more importantly, in recent years to global warming and climatic change. The resultant effect of air and noise pollution from all transport modes has been continuously devastating with great consequences on both physical and psychological status of people, whilst imposing a huge economic cost on business and investment.

Somuyiwa, (2019) observed that the importance of drawing our attention to the role of transportation in the development of society is to the extent that the developing countries, particularly those in Africa, shared only limited aspects of the positive roles of transportation and

much of the negative aspects of the roles of transportation across the world. Transport and logistics education provides impetus in understanding this extent and can produce professionals at the policy and managerial levels. This will address the observed pattern of the inability of many countries in the continent to tap from the positive effect of transportation in the economic social and political development of the countries while at the same time, mitigate against the negative effect occasioned by lack of skills, contemporary knowledge and managerial decision drive presently witnessed.

Transport Competency

Like most recently emerging multidisciplinary and multi-dimensional profession in the past two decades, transport and logistics field is wide and varied. According to South African Department of Transport, the role of transport education is to include but not limited to the following: to identify shortages and training needs in the sector; create an environment for growth and development of the employees and by extension, the industry; to assist in the development and implementation of effective system for quality assurance and recognition of learners achievement with a view to encouraging the entry and retention of target groups into employment and entrepreneurship; to identify and develop relevant skills that are necessary for the employees as well as skills programmes that will ensure retention of jobs in the sector and to measure the effect of education and training on the continuous productivity and profitability of the sector.

In the literature (particularly Kisperska-Moron, 2010; GCIL, 2011; Pohlen, 2011), there are four important levels of competencies on the supply side of transport and logistics education. These are: Industry Wide Technical Competency (logistics planning and management, warehousing and distribution, transportation operations and management, technology application regulation and quality assurance, customer relationship management, health and safety and environment); Work Place Competency (team work, customer focus, planning and organizing, problem solving and decision making, working with tools and technology, scheduling and coordinating, checking, examining and recording and business fundamentals); Academic Competency (reading, writing, science technology engineering and mathematics (STEN), communication, listening and speaking, critical and analytical thinking and basic computer skills); and Personal Effectiveness Competency (interpersonal skills, integrity, professionalism, initiative, dependability and reliability, adaptability and flexibility and wiliness to learning) (Oyesiku et al, 2019).

These areas of competencies are directly related to multiple categories of the demand sides of transport and logistics education. Six of such sub categories are: Logistics operation

and management (transportation, storage, distribution, cargo and freight agencies); Industrial engineering (industrial production management, industrial engineering technicians; Warehouse and distribution labour (supervision of labourers and material movers, freight, stock and materials moving management, freight and cargo inspection, truck and ship loading supervision and management); Trucking (industrial truck and tractor operation, heavy and tractor-trailer truck driving supervision, light truck or delivery services supervision); Freight by rail (locomotive engineers and engineering supervision, rail yard operation and hustling, rail-road conductor services and yard master services); and Air service supervision (air cargo handling supervision) (Oyesiku 2016).

However, the focus of this study is actually the academic workplace and industrial wide technical competencies. It is arising from these that various career choices in transport can be positioned. It is important to note that transport education is planning, management and technical in nature and orientation. Therefore, educated transport experts and logisticians are expected or required to master the basic aspect of these three competencies. Of note is also the importance to differentiate between the different modes of transport out of three basic types, land (road, rail and pipeline), water (maritime, shipping and inland waterways) and air (aviation) in the discussion of transport career (Oyesiku, 2016: Somuyiwa, et al, 2019: Oyesiku, et al, 2019).

The land mode which is the means of transportation of large number of people, goods and services as well as public transport includes modes such as buses, taxis and trains. The following careers are available: fleet managers, engineers, coach operators, transportation managers, road traffic and safety managers, taxi fleet operators, taxi operation management, dispatchers, parkers and loaders, moving and lifting operators, courier services, warehousing manager, distribution manager, logistics manager, terminal manager, movement and storage material manager, inventory and control manager, pipeline engineer, pipeline construction engineer and project managers. The rail industry is of greater importance because of its transports over long distance, goods, passengers and livestock as well as hazardous and inflammable materials. To some extent like the road and freight industry, the rail industries may be divided into different areas such as technical operations and management. A further sub division can also be made in terms of station and train operations which include train control officers and train shunting personnel. Other careers within the rail industry include rail engineers (electrical, mechanical, civil and signalling), rail management, traffic control, wagon maintenance officers, flagman/ lamp-man, carriage maintenance officers (Oyesiku 2016).

The maritime industries is perhaps the most diversified, with numerous and varied transport system full of activities on vessels used on the sea and land based services. It is important to be mindful of the fact that water and maritime route are composed of oceans, coasts, ports, seas, lakes, rivers and channels. The maritime field therefore, offers a wide variety of careers for both local and international by nature and includes ship engineers, maritime lawyers, togged masters, marine pilots, harbour masters, and ship surveyors (Oyesiku and Gbadamosi, 2008). There are other port administration and management careers in the maritime industry which can be joined upon the possession of the requisite academic certificates.

Oyesiku et al (2016), noted that the air transport or aviation industry is perhaps the most technical and sensitive career option in transport and logistics. Though it deals with transportation of passengers, freight and other goods and services by air both for domestic and international services, it is particularly an area of transport profession that is often regarded as critical and where technical and operational skills are mostly scarce. Apart from pilot, air traffic control, aeronautical engineering and avionics engineering that are highly technical and specialized and require specialized skills. Other careers in the air transport industries include but not limited to airport management, air traffic services, aviation administration and enforcement, ground handling of services, flight dispatcher, weather services and general aviation maintenance personnel, engineers and technicians. In addition to these are the searches and rescue services, which is a supporting air transport career. This career can be taken as part of air transport or a specialization in the aviation industries.

In addition to these direct basic modal careers, there are also cross cutting careers in transportation which can stand on their own but which when adapted to transport industry will require additional training and education training and education. They include management (project, operation, human resources, marketing, budget control, environmental analysis and purchasing), engineering and planning which are drawn from fields such as civil and mechanical engineering, architecture, quality surveying, urban and regional planning, geotechnical services, road safety, and road traffic control and management. Of significant importance are transport economists and transport planners that are drawn from the field of economics, urban and regional planning and geography. These are basic data gathering, input and analysis experts who study various aspects of efficiency capacity utilization, productivity and economic structural organization of modes of transport and the interactions among various transportation systems. They are also important in the area of intermodal and multimodal interaction of systems such as buses, ferries, shipping, railways, etc.

Transport Education

Education, as a form of manpower development, prepares trainees for industrial-wide technical, workplace and academic skill competencies and management responsibility in the transport industry. It develops the trainee's personality, behavioural pattern, performance capacity without a reference to a specific job. Through transport and logistics education, knowledge, skills and attitudes are to be also acquired, while individuals are expected to have personal effectiveness competencies and management knowledge to be able to fit into any segment of the transport industry. Thus, with adequate transport education the saying "once a railwayman, always a railwayman" do not necessarily fit into modern training and manpower development in transport. It is for this reason that transport education is designed to cover knowledge of the industry as a whole; while training is designed to fit an employee for a particular task (Tilanus, 1997; FGN, 1993; 2003; Dept. of Transport, 2010)

Objectives of Transport Education

Somuyiwa, (2017) and Ogunsanya, (2004) independently noted the essence of Transport and Logistics education falls within the framework of the manpower training in order to equip students with adequate knowledge that can be utilized on the field and industry in order to innovatively contribute to national growth and developments. In other words, the development of Transport Education as a course of study in Namibian Universities and other higher institutions came with a view to solving myriads of transportation problems relating to the under listed, but not limited across various segments and modes of transport: Safety in transport services and operations; Reliability of transport service provision; Adequacy of transport service provision; Accident and traffic laws/ control of transport operations; Environmental friendliness of transport operations; Maintenance and management of transport infrastructure; Importation and exportation of goods; Transport planning and urban/rural land use; Terminals management (Seaport, Airport, Railyard, Bus stops, Container Depots, e.t.c); Managing movement of available modes of transport; Designing more technological means to improve transport systems; Management of vehicle operations for profitability in transport industries; Efficient utilization of transport assets, personnel and resources; and Administration and management of transport operations. Above all, quality education is the education that produces a complete person. Complete in the sense that the person is intellectually, morally, physically, emotionally and socially developed.

In view of all these, it is important to mention that Transport education is equally challenged with array of issues across many countries which are highlighted thus.

- Lack of Visibility of Transport and Logistics Education:

- Inadequate Intensive Internship Opportunities and Institution-Industry Collaboration:
- Increased Educational and Professional Alienation:
- Absence of Workable and Domesticated Transport Policy:
- None Domestication of International Charter of Institute of Logistics and Transport
- Un-Delineation Transport and Logistics as a Discipline and a Profession:
- Docility of Transport and Logistics Professional Body:
- Inadequacy of Qualified Academic and Teaching Staff with Right Skills:

Transport Education Demand and Supply

Expectedly, due to different academic and industrial structure of the countries in the continent, it is almost an impossible task to obtain wide ranging data on the demand side of transport and logistics needs in the continent. It is therefore difficult to quantify the demand side of the equation. Nevertheless, we can possibly explore how the needed workforce, or the demand would be met by educational institutions and training programmes being offered by the institutions, particularly as the transport industry is growing and developing.

It is also important to be mindful of the fact that there is no continent-wide available data to identify certificates, programmes or degrees offered as well as the completion rates and turnover of graduates each institution generates annually. This makes it difficult to quantify, just as we had with the demand side, the supply of the existing and potential workforce in the transport and logistics sector on the continent. We are then faced with identifying the exact demand and extent of supply of transport and logistics workforce now and in the nearest future. What further complicates this important evaluation of demand and supply of transport workforce and educational needs is the lack of Standard Occupation Codes (SOC) in the industry across the continent as well as Classification of Instructional Programs (CIP) codes which would normally be the underpinning by which we connect educational offerings with the jobs for which they provide workers (Alcock 1987).

Despite these challenges, transport education programmes in the continent provide the needed workforce that would meet the needs of the industry earlier noted. However, it is important to note that the nature of transport and logistics industry or sector importantly requires multiple occupation at all levels of competencies. The sector is multi-disciplinary and interdisciplinary and therefore many people in the workforce enter it without any of the listed certificates or degrees but with degrees from different disciplines and professions just to fill existing demand at all levels. As Oni and Okanlawon (2010), GCIL (2011) and Somuyiwa et. al.

(2011) independently remarked, cross-cutting academic and career background in transport or “cross-pollination” is not unique to the profession.

As noted elsewhere, contemporary educational and competency needs for transport employment demonstrate the need for tertiary institution education in the industry. A number of programmes are already addressing this demand and different levels of learning, some of which are not captured by the programmes in the tertiary institutions across the continent and not included in the modest inventory presented in this paper. Again, obtaining an inventory of educational institutions through a one-stop site or source is a daunting task, particularly as most of the programmes in institutions are less than two decade old. An inventory of some of the educational offerings transport and related programmes is stated in this study (Table 1) in Southern African Region. It is revealed that only one institution (Namibia University of Science and Technology (NUST) offers this professional training at Bachelor level in Namibia. The implication and other related matters around this programme are further discussed at other section.

Table 1. Transport and Logistics Education Institutions in Southern African Region

S/N	INSTITUTIONS	PROGRAMME	Diploma	B.Sc	M.Sc	Ph.D
SOUTH AFRICA						
1	University of Johannesburg, South Africa	Transport and Logistics	✓	✓	✓	✓
2	The Chartered Institute Of Logistics And Transport (South Africa)	Logistics And Transport	✓			
3	North-West University (Mafikeng Campus) South Africa	Transport and Logistics Management		✓	✓	
4	University of South Africa	Transport and Logistics Management; Transport Planning; Transport Engineering		✓	✓	
5	South African Maritime School And Transport College	Maritime Transport	✓			
6	Peninsula University Of Technology, Bellville	Supply Chain Management	✓	✓		
7	Ekurhuleni West College, South Africa	Transport and Logistics	✓			
8	University of KZN @, Scottsville & Durban	Transport Economics & Management; Maritime; Maritime Law	✓		✓	
9	Durban University of Technology	Maritime Studies; Maritime Engineering	✓	✓		

10	University of Pretoria, Pretoria.	Transport Engineering Transport Studies	✓	✓	✓
11	University of Stellenbosch, Matieland	Logistics Management; Transport & Logistics studies; Maritime studies Transport Engineering	✓	✓	✓
12	University of Cape Town,	Transport Studies; Maritime Law; Shipping Law	✓	✓	
13	University of Limpopo	Transport Management	✓		
14	Tswane University of Technology	Transport Engineering	✓	✓	✓
15	ATNS Aviation Training Academy	Air Traffic Control	✓		
ZAMBIA					
1	Copperstone University, NkanaWest, Zambia	Logistics & Transport	✓	✓	
2	National Institute Of Public Administration, Zambia	Logistics & Transport	✓		
3	Rotterdam University Of Applied Science	Logistics & Transport Management	✓		
4	ESAMI Business School, Zambia	Transport Economics & Logistics Management			✓
5	Zambia Information And Communications Technology College	Logistics & Transport Management	✓		
6	The University Of Africa Zambia	Logistics & Transport		✓	
Others					
1	University Of Botswana	Bachelor Of Business Administration (Logistics And Supply Chain Management)		✓	
2	Namibia University of Science and Technology, NUST	Bachelor of Transport Management		✓	

Table 1....

Sources: Department of Transport, 2010; <http://nces.ed.gov/ipeds/datacenter/>;
<http://www.onetonline.org/find/industry>; <https://datadirect.aacsb.edu/public/profiles/>

METHODOLOGY

Methodology for this study was purely theoretical, however with few descriptive analyses indicating pictorial representation of the respondents. Questionnaire was sent to few companies in Windhoek to express their views regarding the viability and suitability regarding the relevance of Transport Education towards achieving some socio-economic and cultural objectives in the country. Hence, Eighty (80) questionnaire was purposively administered on organisations that

cut across various sectors. It is a known fact and need not be over flogged that virtually all organisations involve in Transportation but in different ways. This in turn confirmed that Transport is a derived demand. In other words, the survey sought relevant information that attest to the need for the introduction and development of Transport Education programme. The findings from the need analysis survey are presented in the next section.

FINDINGS AND DISCUSSION

In line with the objective of the study, question was posed on the need for graduates of Transport education programmes in the Public/Private sector. The data collected revealed that transport is crucial to any organisation, for instance, it incorporates Traffic survey and planning, administration, Public Transport Operations and other vital areas of the wheel of civilization. The involvement of all organisations, is an indication that the importance of transport in all these cannot be underestimated due to the vital role that is played by Transport Department in the public and private sectors as this Department serves as a vehicle to facilitate and propel the government policies to the public, however and in line with the Development Goals of the Government, there is need for the higher learning institutions to work in tandem with the Namibia National Transport policy by producing enough highly qualified Transport experts in order to ensure smooth implementation and supervision of this document and Transport projects respectively, within the framework of Institutional, legal and Regulatory arrangements. Regardless of the sector, the findings the survey showed that Namibia is well endowed with resources, but it lacks the capacity and capability to integrate these unevenly distributed resources that are all over the country, which in turn can serve as an investment destination and other economic activities, hence the development and then the introduction of the Transport education at Institutions will greatly contribute to the capacity building in this area.

Similarly, the study considered the possibility of employment opportunities for graduates of Transport education in the country and it was revealed that there is a huge demand for qualified Transport education Graduates with desired qualities. However, currently, both private and public sectors indicated that they often make use of graduates of related disciplines to assist them with the operations, implementation and evaluation of Transportation strategies and issues. Hence the introduction of this Transport education will ease the dependency on non-qualified, uncertified and incompetent hands that will not discharge the duties as expected. It will also prevent the engagement of the service of consultants at exorbitant charges, which are in most cases, have to be from outside the country.

In addition to the above, figure 1, based on the study, revealed that there are career/Job opportunities for the graduates of Transport education. This is indicated by substantial

proportions of the respondents with 81%, while negligible 11% showed that there is no career or job opportunity and 8% are indifferent.

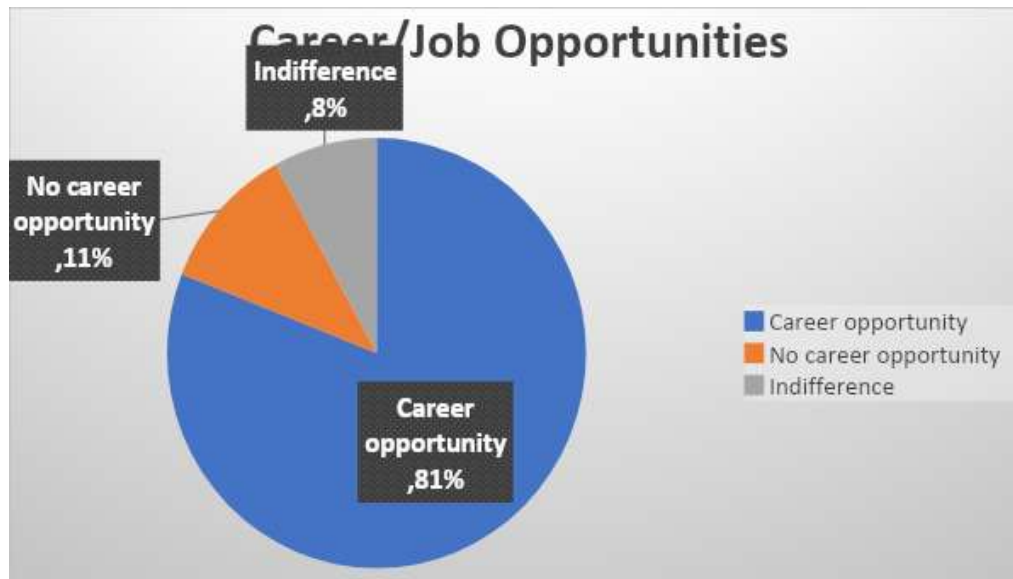


Figure 1: Career and Job Opportunities

The study further examined the expectations of both private and public sectors from graduates of Transport education, it is interesting to observe that, both the public and the private sectors recognized the fact that Transport as a discipline. Is the hallmark of all other developmental process. This was expressed within the fact that there is the need to make Namibian Transport sector to be efficient, effective and integrated, sustainable and inclusive Transport systems. This in turn, will accelerate the process of ensuring Namibia is a Logistics hub nation by 2025, within southern Africa Region as stipulated in the Namibian National Transport Policy document. Sequel to the aforementioned, there is need for Transport education graduates to be equipped with adequate skill and knowledge in the following and further ranked in Table 2 in the order of interest.

- Transport and Society
- Traffic Survey Analysis
- Intermodalism/Multimodality
- Public Transport Management (All modes)
- Transport for specialised needs (Vulnerables)
- Transport Insurance and Risk Management
- Transport Infrastructure and Planning

Table 2: Ranking of Critical areas needed in Transport sector in Namibia

Areas	% of Respondents from Sectors	Ranking
Transport and Society	18.7%	3rd
Traffic Survey Analysis	21.4%	1st
Intermodalism/ Multimodality	8.4%	7th
Public Transport Management (All Modes)	12.8%	5th
Transport for Specialised needs	8.4%	7th
Transport Insurance and Risk Management	11.6%	6th
Transport Infrastructure and Planning	18.7%	3rd

It is evidenced from the survey that the respondents noted, suggested and ranked vital areas in Transport management that will facilitate the development of Transport systems in Namibia, hence, enhance overall development of the country. This is reflected in the Ranking of these critical areas as presented in table 2. For instance, in the ranking column, Traffic survey analysis was highly ranked, and this is connected to the fact that, it is the basis of Transport scenarios in relation to Planning, Management and operations, irrespective of the modes. Indeed, its fundamental at resolving most transport problems in most urban and rural areas of any country. It is not equally surprising to note from the table 2 that Transport infrastructure and Planning as well as Transport and Society were the next in ranking. These are equally very crucial to the development of transport situations of any country. It is however noted that Intermodalism and Transport for specialised needs were ranked at the same value among the critical areas needed in the Transport sector in Namibia. It is important to stress that most respondents suggested Aviation and Rail mode of Transport, amongst others, as part of critical areas needed and to be studied. It must, nevertheless, be emphasized that these are incorporated in Public Transport Management that subsumes intelligent Transport Systems (ITS) which was ranked 5th among these critical areas. Above all, those highlighted critical areas, as well as suggested ones that are within the tenets of Transport studies, planning and Management that should be thoroughly addressed at curriculum planning and Development stage of Transport education.

Sponsorship of Students and Sustainability of the Programme

The study equally attempts to evaluate sponsorship of students and sustainability of Transport education in the country. This is done, bearing in mind the economic status of the country, hence the findings from the study revealed that substantial proportions of Organisations and industries contacted have largely expressed great interest to sponsor their staff members to be

enrolled on the programme. Similarly, it equally showed that the need to have highly qualified and certified Transport graduates within organisations has led to some of the Namibian organisations sending their staff members for Transport education Programmes out of the country, an exercise that is obviously expensive. Findings further indicated that 57% of the respondents, representing their organisations, affirmed that they would consider enrollment and sponsorship of their staff members for this Programme as this will be very economical and value added to their organisations. Ironically, 28% of the respondents indicated non willingness to sponsor students on this Programme while as 14% of the respondents were indifferent on the sponsorship issue as presented in figure 2.

Findings from the study further show that Transport education would be a great success and there has been a great interest and enthusiasm from the industry as well as from the public sector going as far as exhibiting willingness regarding the type of output-graduates they would expect from this Programme. More importantly, it is equally aimed at providing training background in the advancement of Transport systems and forge innovative and mutual productive relationship with industry and government and promote a high quality programme that guides and evaluates the future of transport research and development in Namibia, continent of Africa and global, as well as diversified society, by meeting the needs of students and society through diverse ways of qualitative education and cutting edge research. Hence, Transport education programme will foster investigation and research in the development and improvement of the transport sector of Namibia in particular and Southern Africa Region in general. This in turn will develop in the graduates of the programme a range of useful competences in employment and abilities that will enable them function efficiently and effectively, as well as equip students with requisite knowledge to offer result oriented professional advices and consultancy services in various settings, thereby, contributing to the overall aims and objectives of their respective organisations.

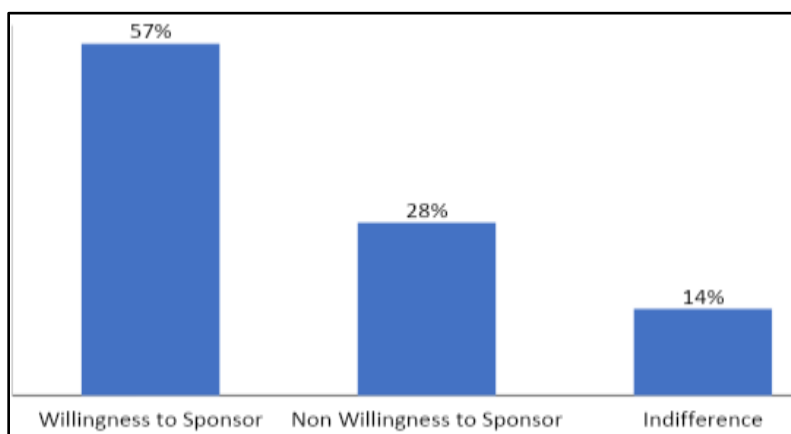


Figure 2: Sponsorship of students from Organisations

Similarly, the study analysed the projected market size of Transport education and it is revealed from the findings that the programme is sellable and if it is well developed and introduced, it will be a huge success, and in turn add value to any Institution that offers it due to the fact that many companies and individuals have expressed great interest in the Programme.

Mode of Study/Delivery for the Programme

The study equally takes a cursory look at the mode of the study and delivery of Transport education programme, it is revealed from the findings that, 28% of the respondent prefer Full time mode of study, 15% prefer a Distance Education mode of study. However, 57% of the respondents opted for Part-time as shown in Figure 3. This is hinged on the fact that, majority of the prospective students are working class and are likely to be sponsored by their various establishment as discussed earlier in the study.

Similarly, findings from the study, it is revealed that 25% of the respondents opted a research-based mode of delivery for this Programme. This is predicated on the fact that most of Namibian firms do not have skilled researchers as a result they heavily depend on the skills provided by consultants mainly coming from South Africa and other neighbouring countries. In the same vein, 20% indicated that they would prefer a course work-based mode of delivery, as revealed in Figure 4, while, 55% indicated that they would prefer a combination of coursework and research mode of delivery. This is alluded to the fact that the nitty gritty of the discipline will be appreciated and well understood.

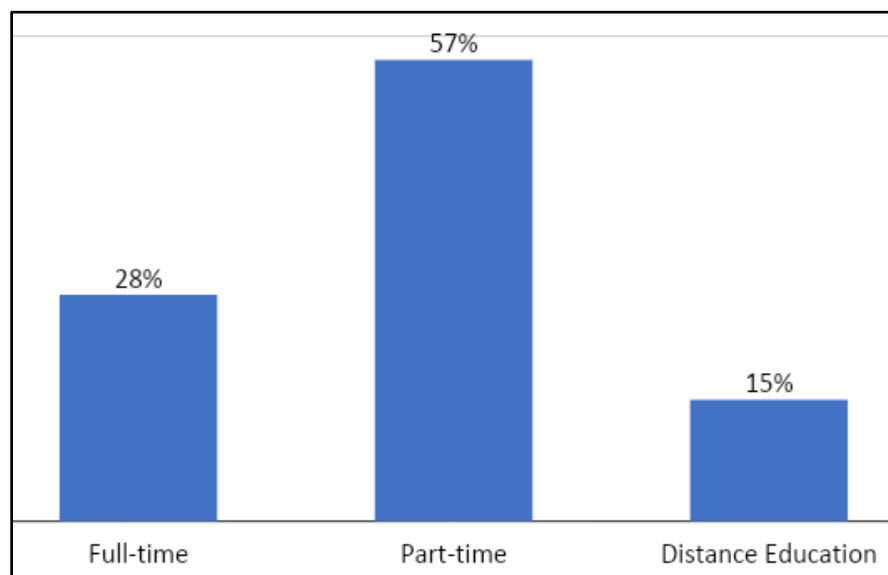


Figure 3: The Preferred Mode of study for the Programme

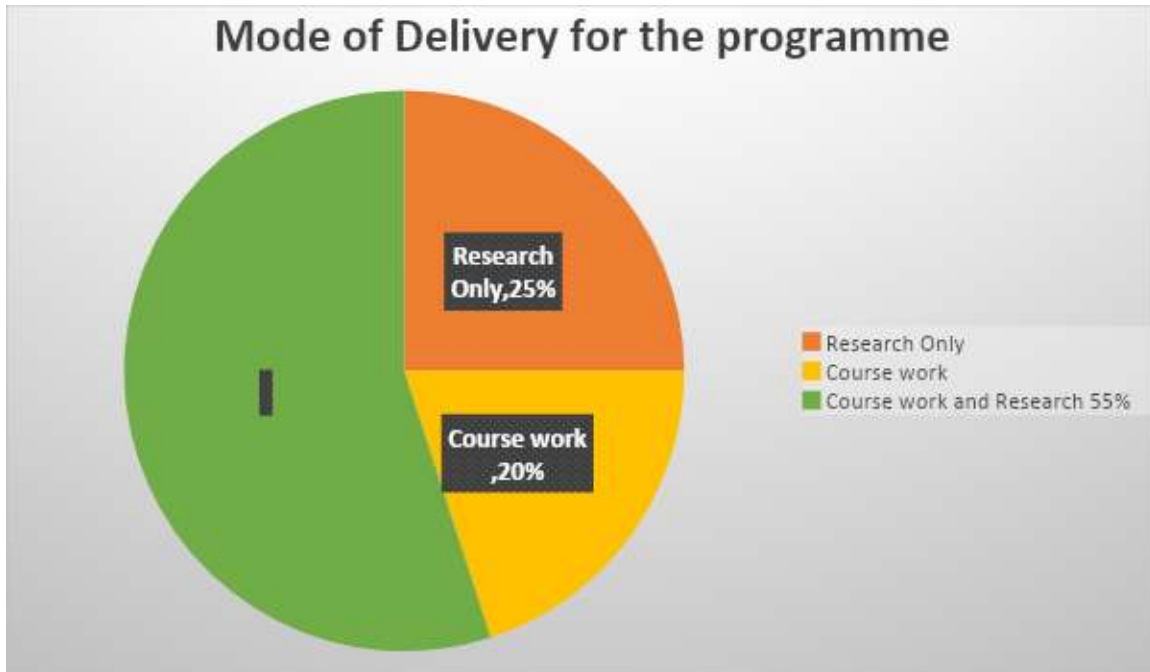


Figure 4: The Preferred Mode of Delivery for the Programme

CONCLUSION AND POLICY IMPLICATIONS

Professionalism through well-structured series of examinations and or higher degrees is fundamental to ensuring that practitioners are well endowed to operate within the tenets of the profession, and this has a bearing to the development of the country within which they exist.

Suffice it to stress that, Transport education is an integral process of manpower development and research in transport industry. To ensure that there is effective and efficient transport industry in any country and Namibia in particular, efforts should be made to employ candidates that are well trained with requisite competencies, train and retrain regularly employees in transport organisations and make the trainee more productive to meet the dynamic challenges inherent in their different jobs. Transport education for employees in the management cadre should be the ultimate. As Alcock (1987) remarked “good transport needs good well-planned training resources which are properly and fully used, good transport management needs something more – a good transport education”

Transport education needs more synergy with the transport industry/ Organisations/ agencies with more industrial support and collaboration. This will assist the academia to understand and recognise the problems being faced by the industry in the real world outside of theorized problems and which in turn will help direct research in areas of real need. Research funding and internship opportunities are other ways the industry can assist as the research

funding will increase and improve academic research which will in turn help solve industrial problems. Internship opportunities will help students experience real life challenges as opposed to only textbook knowledge which can only be of use when put to practice. All these could be achieved with the support of Government with proactive policy, effective planning and dynamic public services, regarding recruitment and employment of graduates of Transport appropriately.

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