



**REPUBLIC OF NAMIBIA**

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**MINISTRY OF HIGHER EDUCATION, TRAINING & INNOVATION**

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**ANNUAL REPORT**

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**2017/18**

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### **1. MINISTRY'S GENERAL INFORMATION**

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### **2. LIST OF ABBREVIATIONS/ACRONYMS**

<b>CEC</b>	Council for Education in Commonwealth
<b>GMO</b>	Genetically Modified Organisms
<b>HPP</b>	Harambee Prosperity Plan
<b>ICAN</b>	Institute of Chartered Accountants of Namibia
<b>IGF</b>	Intergovernmental Forum
<b>IUM</b>	International University of Management
<b>LGAMIS</b>	Loan Grant Application Management Information System
<b>MITSMED</b>	Ministry of Industrialization, Trade and SME Development
<b>MME</b>	Ministry of Mines and Energy
<b>NDP</b>	National development Plan
<b>NQA</b>	Namibia Qualifications Authority
<b>NSFAF</b>	Namibia Students Financial Assistance Fund
<b>NSI</b>	National System of Innovation
<b>NUST</b>	Namibia University of Science and Technology
<b>RPL</b>	Recognition of Prior Learning
<b>SAIMM</b>	Southern African Institute of Mining and Metallurgy
<b>RSTI</b>	Research, Science, Technology and Innovation
<b>TVET</b>	Technical Vocational Education and Training
<b>UNAM</b>	University of Namibia
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>VET</b>	Vocational Education and Training
<b>WIL</b>	Work-Integrated Learning

**YPC**

Young Professionals Council

### 3. FOREWORD BY MINISTER



It is my pleasure to present the Annual Report of the Ministry of Higher Education, Training and Innovation (MHETI) for the 2017/18 financial year. This report represents our achievements and challenges, as part of the continued efforts to build an expanded Tertiary Education and Training system, articulated in the Ministry's Strategic Plan.

I am therefore honoured to present the Ministry's performance outcomes for this reporting period despite the capacity constraints experienced within the Ministry in managing and ensuring effective administration and operational management processes. Even though 2017/18 proved to be a challenging year for the Tertiary Education and Training system, especially with regard to the sufficient funding of the university sector, 2018 culminated in a relatively smooth start to the academic year. The cooperation of public higher education institutions to limit fee adjustments for 2018 to 5%, and Government's funding for students from households with a family income up to N\$750 000 by means of grants and/or loans, have also assisted in creating a more stable environment.

Furthermore, I am confident that our approach towards the development of future generations in terms of new development programmes, will assist by directing support towards the transformation of teaching, learning and research functions, as well as enhanced quality, success and equity in universities. Due to the high demand for student accommodation, the MHETI is exploring options to consider entering into a Public Private Partnership (PPP) with reputable companies having experience in offering affordable accommodation to students. I am grateful for the local and global support

that the Ministry continues to receive, aimed at implementing key programmes to increase access and success within the system. A special word of thanks is also extended to our higher education institutions, as well as the support provided by labour and employers towards building an integrated and coherent Tertiary Education and Training system.

I hereby present this Annual Report of the Ministry of Higher Education, Training and Innovation to Parliament.

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**Itah Kandjii-Murangi, PhD, MP**

**Minister of Higher Education, Training and Innovation**

#### 4. PERMANENT SECRETARY'S OVERVIEW



The 2017/18 Annual Report marks the first report of the Ministry of Higher Education, Training and Innovation (MHETI) which reflects on the status of its financial management, as well as the achievements regarding predetermined objectives. During the reporting period, the Ministry remained focused on ensuring that challenges are addressed in a versatile and creative manner and that Namibians have access to education and training of the highest quality.

An extensive policy review was done by UNESCO (2016) on Higher Education, Training and Innovation with the aim in developing policies and programmes of the three pillars by assessing their current status, identifying strategic priorities and proposing alternative interventions responding to those priorities. The review of our plans during this reporting period place greater emphasis on the development and implementation of improved steering mechanisms, as well as teaching and learning support via all delivery programmes.

Namibia recognizes the establishment of a robust Technical Vocational Education and Training (TVET) skills base as a key element in its fight against poverty. Solid progress has been recorded in the ongoing transformation of the TVET Sector. Driving this transformation in increasing access to high-quality and relevant skills development and training opportunities is the Namibia Training Authority (NTA), an enterprise under the MHETI. Moreover, in order to obtain information on the Research, Development and Innovation landscape in Namibia in terms of input and output data, the Ministry through the National Commission on Research, Science and Technology (NCRST) embarked on the first ever Research and Experimental Development (R&D) and Innovation Surveys in 2016 to establish Science, Technology and Innovation (STI)



indicators. This was necessary to understand where we are as a country in terms of STI, to enable the country to formulate appropriate targets and initiatives.

The reported progress and achievements would not have been possible if it was not for the dedication and hard work of Senior Management teams of State Owned Enterprises (SOEs) and all staff in the Ministry.

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**Alfred Adriaan Van Kent, PhD**  
**Permanent Secretary**

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6.1      **Vision**      A highly skilled, innovative and competitive workforce

6.2      **Mission**      Accelerating the development of high level skills and competencies through equitable funding and access to quality higher education training and innovation.

6.3      **Values**      \* Integrity      \* Accountability      \*Innovation  
                         \* Teamwork      \* Professionalism

### 6.4      **Strategic Outcome-Orientated Goals**

By 2022, Namibia has to put in place an education system that responds to industrial needs, focusing on the following:

- Widen access to higher education through equity and inclusion;
- Improve quality of teaching and learning in universities;
- Strengthen research capacity at Higher Education Institutions;
- Promote private sector investment in higher education;
- Raise TVET's brand identity and profile;
- Make TVET more accessible;
- Offer TVET courses that improve the employment prospects of learners

## 7. LEGISLATIVE AND OTHER MANDATES

### 7.1 Constitutional Mandates

The Ministry of Higher Education, Training and Innovation (MHETI) came into existence following the inauguration of Namibia's 3rd President on the 21st of March 2015. The MHETI derives its legislative mandate from the supreme law of the Republic of Namibia, the Constitution, within the purport of Article 20:

- i. All persons shall have the right to education;
- ii. Primary education shall be compulsory and the State shall provide reasonable facilities to render effective this right for every resident within Namibia, by establishing and maintaining State schools at which primary education will be provided free of charge;
- iii. Children shall not be allowed to leave school until they have completed their primary education or have obtained the age of sixteen (16) years, whichever is the sooner, save in so far as this may be authorized by Act of Parliament on grounds of health or other considerations pertaining to the public interest;

All persons shall have the right, at their own expenses, to establish and to maintain private schools, or colleges or other institutions of tertiary education: provided that:

- a) such schools, colleges or institutions of tertiary education are registered with a Government department in accordance with any law authorizing and regulating such registration;
- b) the standards maintained by such schools, colleges or institutions of tertiary education are not inferior to the standards maintained in comparable schools, colleges or institutions of tertiary education funded by the State;
- c) no restrictions of whatever nature are imposed with respect to the admission of pupils based on race, colour or creed;

- d) no restrictions of whatever nature are imposed with respect to the recruitment of staff based on race or colour.

## 7.2 Legislative Mandates

Legislation	Provisions of Act	Relevant to the Minister of Higher Education, Training and Innovation
Higher Education Act, 2003 (Act No. 26 of 2003)	The National Council for Higher Education (NCHE) was established by Act of Parliament (Act No. 26 of 2003) to advise the Ministry on issues related to higher education. This Act prescribes the core service areas in higher education in which the Ministry of Higher Education, Training and Innovation (MHETI) has to perform. In other words, it specifies the core higher education functional responsibilities of MHETI.	Entire Act
Vocational Education and Training Act (Act No. 1 of 2008)	To establish the Namibia Training Authority, the Board of the Namibia Training Authority and the National Training Fund; to regulate the provision of vocational education and training; to provide for the funding of vocational education and training; to provide for the imposition of vocational education and training levy; to provide for the appointment of inspectors and designation of quality system auditors; and to provide for incidental matters.	Entire Act
Namibia Students Financial Assistance Fund Act, 2000 (Act No. 26 of 2000)	To empower the Minister to establish by regulation a policy framework for the granting of financial assistance to eligible students at approved institutions of higher education; and to provide for matters incidental thereto.	Entire Act
Namibia Qualifications Authority Act, 1996 (Act No. 29 of 1996)	To provide for the establishment and powers of the Namibia Qualifications Authority, and for matters connected therewith.	Entire Act
Research, Science and Technology Act,	Provide for the promotion, co-ordination and development of research, science and technology in Namibia; to establish the National Commission on Research, Science and Technology and the National Research,	Entire Act

2004 (Act No. 23 of 2004).	Science and Technology Fund; and to provide for incidental matters.	
University of Namibia Act, 1992	To establish the University of Namibia and to provide for its administration and control of affairs, for the regulation of its activities, and for matter incidental thereof.	Entire Act
Namibia University of Science and Technology Act 7 of 2015	To establish the Namibia University of Science and Technology; to provide for its constitution and objects; to provide for the administration and control of its affairs and the regulation of its activities; and to provide for incidental matters.	Entire Act

## 8. ENTITIES REPORTING TO THE MINISTER

The following entities/ State Owned Enterprises (SOEs) report to the Minister of Higher Education, Training and Innovation:

Name of Entity	Legislation	Financial Relationship	Nature of Operations
National Council of Higher Education	Higher Education Act, 2003 (Act No. 26 of 2003)	Transfer Payments	To advise the Ministry on issues related to higher education. It specifies the core higher education functional responsibilities of MHETI.
Namibia Qualifications Authority	Namibia Qualifications Authority Act, 1996 (Act No. 29 of 1996)	Transfer Payments	Accreditation of persons, institutions or organizations, or courses of instruction or training
Namibia Training Authority	Vocational Education and Training Act (Act No. 1 of 2008)	Transfer Payments	to regulate the provision of vocational education and training; to provide for the funding of vocational education and training; to provide for the imposition of vocational education and training levy; to provide for the appointment of inspectors and designation of quality system auditors; and to provide for incidental matters.
Namibia Students Financial Assistance Fund	Namibia Students Financial Assistance Fund Act, 2014 (Act No. 7 of 2014)	Transfer Payments	To empower the Minister to establish by regulation a policy framework for the granting of financial assistance to eligible students at approved institutions of higher education; and to provide for matters incidental thereto.
National Commission on Research, Science and Technology	Research, Science and Technology Act, 2004 (Act No. 23 of 2004).	Transfer Payments	Promotion, co-ordination and development of research, science and technology in Namibia.
University of Namibia	University of Namibia Act, 1992	Transfer Payments	To establish the University of Namibia and to provide for its administration and

			control of affairs, for the regulation of its activities and for matters incidental thereto.
Namibia University of Science and Technology	Namibia University of Science and Technology Act 7 of 2015	Transfer Payments	To establish the Namibia University of Science and Technology; to provide for its constitution and objects; to provide for the administration and control of its affairs and the regulation of its activities; and to provide for incidental matters.



## **PART B – PERFORMANCE INFORMATION**

### **9. MINISTRY OF HIGHER EDUCATION, TRAINING AND INNOVATION**

The mandate of the Ministry of Higher Education, Training and Innovation is to educate and train Namibians in order to attain the set national development goals as enshrined in Vision 2030 and develop research and innovation capacity in Namibia, and implemented through the five year National Development Plans. Namibia's long-term development framework calls for transforming the current resource-based economy to a knowledge-based industrialised economy. In an industrialised economy, a strong research, science, technology and innovation (RSTI) systems, underpinned by high level of skilled and professional workforce are key drivers of success and competitiveness.

The key focus of the Vote is to establish an efficient, effective and sustainable Vocational Education and Training (VET) system aligned with the current and future skills needs of the labour market. The programme will seek to ensure access, equity and quality in VET within the country.

### **10. HIGHER EDUCATION**

#### **10.1 National Council of Higher Education (NCHE)**

In terms of higher education coordination, a total of 179 participants from different higher education institutions were trained on the Programme Accreditation Sub-system. Subsequently, forty (40) programmes were submitted for academic accreditation review. Of these programmes, seventeen (17) were from UNAM and twenty-three (23) from NUST, awaiting accreditation decisions of the Council. Training on the process of registering private higher education institution was provided to four (4) private higher education institutions. In total four (4) private higher education institutions submitted applications for registration.



Implementation of the Funding Framework started with the budget of 2016/17. Unfortunately, the adverse economic conditions in the country led to unanticipated reduction in the indicative ceilings of the Higher Education vote (Vote 32) and compromised the systematic application of the Funding Formula.

External efficiency is evaluated through tracer studies of graduates, sometimes after they have completed studies. A tracer study (referred to as National Graduate Survey) was conducted in 2016/17, targeting graduates who completed their studies in 2012 and 2013. The three Universities, namely UNAM, NUST and IUM participated in the study. Data collection ended on 31 March 2017 and would be followed by analysis and Report building in the 2017/18 financial year.



In terms of information management, NCHE collected, processed and disseminated 2015 data from all the higher education institutions. Data is

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used for estimating subsidies to public higher education institutions as well as 2015 Namibia Higher Education Statistical Yearbook (available on the NCHE website). NCHE has entered into a Memorandum of Understanding with the Namibia Statistics Agency (NSA), to disseminate data through NSA portals but also to collaborate on research standards and activities. Such dissemination has not yet happened pending data quality assessment of NCHE data management processes by NSA. HEMIS has also collected 2016 data and the data is available for immediate use however the Statistical Yearbook is currently being compiled.

#### 10.1.1 National Graduate Survey

The National Graduate Survey, which was conducted in 2016/ 2017 for the graduates who completed studies in 2012 and 2013 at the local universities (UNAM, NUST and IUM) revealed that majority of the graduates were employed and were working in areas that are appropriate to their education level. It is also pleasing to note that the graduates have reported a close relationship between the field of study and area of work, which implies a high degree of relevance of the higher education to the industry requirements.

#### 10.1.2 Conference of Council for Education of Commonwealth in Namibia

For the first time in fifty years, the Council for Education of the Commonwealth (CEC) staged the Commonwealth conference, in Namibia. The Conference that was co-hosted by the University of Namibia and the National Council of Higher Education did not only attract a wide range of participants from Europe and other parts of the world, but also brought for the first time to Namibia, the Rt. Hon Patricia Scotland, the Secretary General of the Commonwealth. The Conference, which held a theme of '*Leading the Elephant out of the Bush – Education and Business Together Bridging the Gap*' highlighted the dynamic and symbiotic

relationship between education, employment, and economic development, which form the basis for a future of sustainable prosperity.

### 10.1.3 Streamlining of Accreditation and of Higher Education Institutions

In October 2016, Cabinet directed the Ministry of Higher Education, Training and Innovation and all public and professional quality assurance bodies to work together to streamline the process of accreditation and registration of institutions and training programmes. It is pleasing to note that this directive has been implemented and that a cooperation agreement has been entered into between the Institute of Chartered Accountants of Namibia (ICAN) and the National Council for Higher Education in the area of accreditation of academic programmes and registration of private higher education institutions in the field of Accounting. All professional bodies that operate in the higher education landscape in Namibia need to work with the public quality assurance bodies to find common grounds for the rationalization, harmonization and possible joint implementation of accreditation processes.

## 10.2 Namibia University of Science and Technology (NUST)



The Namibia University of Science and Technology (NUST) has continued to develop its programmes and qualifications, research capacity, and scholarship by providing teaching, service and solutions to society. The outcome of this combined effort is expressed in the form of the sterling work delivered by NUST students and graduates in employment locally and internationally.

Over the past year the University approved and implemented qualifications in critical areas that are in line with the National Development Plans and the Harambee Prosperity Plan. The qualifications cover areas such as:


- sustainable energy systems,

- human nutrition, and
- policy and regulations.

These are priorities for the Government of the Republic of Namibia.





## Turning The Old Power Station into an Attractive Lüderitz Waterfront Destination



**Lüderitz Waterfront flagship development project focuses on**




- Namibia University of Science and Technology (NUST) Satellite Campus
- Indoor & Outdoor Sports Centre
- Recreational Facilities
- Maritime Museum



**Namibia University of Science and Technology**  
expanding its footprint in the//Kharas Region  
NUST Satellite Campus coming soon to Lüderitz



**CONTACT DEVELOPER Direct via Email : [soraya@luderitzwaterfront.com.na](mailto:soraya@luderitzwaterfront.com.na) T: +264 63 202 702**

### 10.2.1 Employability of NUST Graduates

NUST, through innovative pedagogy and work-integrated learning (WIL) to expose students to work environments, as well as a strong focus on applied research, has continued to produce excellent graduates, which are therefore sought after by industry. The 2017 NCHE National Graduate Survey indicates that more than 80 percent of NUST graduates secured employment in various sectors in the country. Thus, keeping in mind that last year NUST graduated 1 900 students, of which more than a thousand were women, these graduates are already making a huge contribution to the growth and development of the economy.



### 10.2.2 Faculties are a Port of Call for Industries

The University's Faculties are a natural port of call for industries as they develop stronger working links with industry. For example, the Faculty of Engineering is conducting outstanding research and materials testing work for the mining and construction industries. Furthermore, mining companies to test rock samples for minerals, as well as materials used for local roads use the Faculty of Engineering's state-of-the-art laboratories.

Companies also use the university equipment for research purposes. The University, together with an international team from the Intergovernmental Forum on Mining, Minerals, Metals and Sustainable Development (IGF), has been supporting the Ministry of Mines and Energy's (MME) Small Scale Mining Division in carrying out a Mining Policy Framework Assessment for Namibia.

In a project funded by the Ministry of Industrialization, Trade and SME Development (MITSMED) NUST has successfully developed the Sector Growth Strategy for the Namibian Jewelry industry on coloured gemstones and associated value chains. NUST is now represented on the steering committee for the implementation of the Sector Growth Strategy for coloured gemstones facilitated by MITSMED.

The Faculty of Computing and Informatics has developed and launched the website of the Namibian Parliament. The Faculty has further collaborated with the Parliamentary Standing Committee on ICT and Innovation to create awareness of the current situation, implications and the roles of different stakeholders regarding cyber security in the country.

The Faculty of Human Sciences engages in activities that promote a reading culture in the country, particularly among rural schools. Short courses to train teachers in the English language have been developed

and rolled out. This effort is commendable given the heated debate about English and other languages in schools being one of the serious barriers for learners to progress effectively in their learning. This will go a long way in solving the problem of teaching languages in schools. The Faculty is also establishing an Interactive Technology Library.

The Faculty of Natural Resources and Spatial Sciences has been instrumental in assisting municipal and local governments to upgrade informal settlements in Tsumeb, Gobabis and in Windhoek. It is also advising the Ministry of Rural and Urban Development with the development of the new Town and Regional Planning Bill. Furthermore, a study entitled “Leasehold as a Vehicle for Economic Development - A case study of small-scale farmers in the Oshikoto Region, Namibia,” investigated the reasons for the low number of registered leaseholds and financial institutions rejecting long-term leaseholds over state land as collateral. This study will establish whether adjustments to the current policy are necessary to facilitate small-scale farming development.

Various NUST Faculties are involved in community projects such as feeding programme for students and learners in some of primary schools in Windhoek. It is clear that the Faculties are involved in work that supports the national development agenda.

### 10.2.3 Accolades awarded to NUST

Recently in 2017, as has been over the year years, the University and its students and staff received numerous awards. A few examples of these accolades and awards are mentioned below:

### 10.2.4 Institutional Awards

The Institution secured the first overall spot in two categories, namely: Higher Education/Tertiary Institution, and Most Innovative Companies/Institutions in Namibia and thus was awarded the respective PMR Diamond Awards

following the rating based on respondents' perceptions of the organization's customer service and satisfaction.

NUST once again won the Platinum Award as the Best Exhibitor in the Indoor Category at the Annual Windhoek Agricultural and Industrial Show. This was the first time in the history of the show that this Award was made in two successive years to the same organisation. NUST has established itself as one of the biggest exhibitors at this largest trade and exhibition showpiece of the country.

#### 10.2.5 Student and Staff Awards

- Four students from the Department of Mining and Process Engineering took part in an international student colloquium organised by the Young Professionals Council (YPC) and hosted by the Southern African Institute of Mining and Metallurgy (SAIMM). Two NUST students won prizes in two categories.
- The NUST Cybersecurity team scooped the Most Professional Team Award at the International Collegiate Cyber Defense Competition that was held at Highline Community College in the USA. Four teams were involved, namely Brigham Young University (USA), Politeknik Negeri Medan (Indonesia), University of Central Florida (USA) and NUST.
- NUST has been appointed to host the prestigious UNESCO Chair in Sustainable Water Research from Climate Adaptation in Arid Environments (awarded to Prof. Nnenesi Kgabi) for the next four years. This is the first time a UNESCO Science Chair has ever been hosted by Namibia. The other two have been in the human science disciplines. The Chair will function as a regional initiative for UNESCO through its International Hydrological Programme (IHP) and will play a key role in providing research on how government, institutions and communities

can sustainably manage and ensure easier access to clean water and sanitation.

- The Department of Agriculture and Natural Resources Sciences (Faculty of Natural Resources and Spatial Sciences) won first prize in the category of Research and Development at Namibia's prestigious Sustainable Development Awards. In addition, Professor Habauka Kwaambwa, Department of the Natural and Applied Sciences (Faculty of Health and Applied Sciences), secured the second spot.
- The above examples of students, staff and the Institution receiving prestigious awards and prizes signifies denote the recognition that NUST is accorded for its academic excellence and good leadership by local and international stakeholders.

Finally, NUST is committed to contribute significantly to the country's skills development through its substantial investment in its academic and short-term training programmes. Our continuous review of academic qualifications and support development directed meeting the needs of the students, catering for market needs. In addition, our research activities are aimed at contributing to the overall national economic growth.

### 10.3 University of Namibia (UNAM)

The year under review was characterised by a wholesale new UNAM leadership, both at governance and management levels; and by a larger number of students and lecturing staff. The changes were guided by policy and changes in the academic ecosystem.





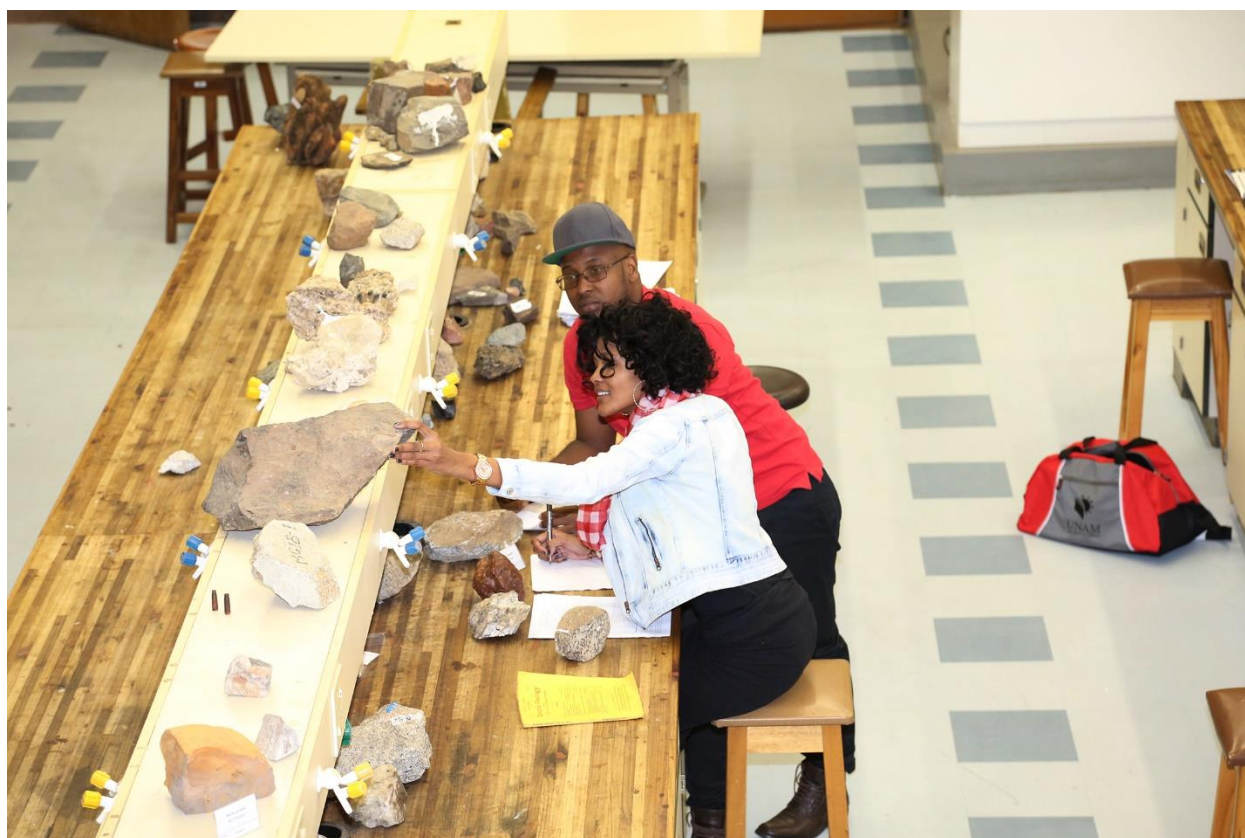
It is further pleasing to note that 79% of the new leaders are Namibians, the majority of whom are UNAM alumni. This is an affirmation that our aggressive and systematic capacity building effort is bearing fruit. It is also very humbling to note that more than 40% of the current UNAM leaders are women.

#### 10.3.1 Key Accomplishments

History was made when UNAM graduated its first batch of 35 locally trained **medical doctors** during its 24<sup>th</sup> graduation ceremony. This mammoth achievement held meaning for many Namibians in remote areas of our vast country. UNAM owes this success largely to the visionary leadership and farsightedness of its Founding Chancellor and Father of the Namibian Nation, H.E. Dr Sam Nujoma, who relentlessly advocated for a medical school. It is the same dream and vision that saw UNAM graduate more **engineers**, bringing them to a total number of 221 graduates since the inception of the state-of-the-art Faculty

of Engineering and Information Technology at the Eng. José Eduardo dos Santos Campus at Ongwediva in Northern Namibia.

A key development during the year under review was a visit by a delegation from the partner China University of Geosciences, Beijing, which has committed itself to provide the necessary assistance to establish a fully-fledged **School of Geosciences**. This coincides greatly with the financial commitment from the DeBeers Group, which specifically targets the **Southern Campus**.



In addition, the university also signed a Memorandum of Understanding with the Namibia Ports Authority, paving the way for partnership and comprehensive **research of the ecosystem and ecology of the Walvis Bay Lagoon**.

The University has also been at the centre of the development of the **Kavango-Zambezi Trans Frontier Conservation Area**, commonly referred to as KAZA TFCA, which came into existence via a treaty signed between Angola, Botswana, **ANNUAL REPORT 2017/18**

Namibia, Zambia and Zimbabwe. KAZA is Africa's largest conservation area, encompassing national parks, game management areas, communal conservancies on farmland – and a great deal of wildlife. It includes 75% of Africa's elephants and 18% of its lions, in an area of 520 000 square kilometres.

The newly established **Department of Wildlife and Conservation Management** at the **UNAM Katima Mulilo Campus** is a humble beginning for providing the much-needed academic foundation for the KAZA TFCA, complimented by the provision of animal health. Apart from creating an enabling trans-boundary conservation approach to promote migratory corridors for wildlife across international boundaries and reduce human wildlife conflict, academic instruction by UNAM will serve as a gateway for higher education and research of the five-member neighbouring countries.

### 10.3.2 International Collaboration

The university had **more than 210 active international partners** collaborating across all disciplines. The university received satellite data receiving equipment from the Monitoring for Environment and Security in Africa (MESA), an African Union and Southern Africa Development Community (SADC) programme to monitor floods, droughts, and wildfires, and it is to be used for research and education in the Department of Geography, Environmental Studies and History. UNAM also benefited from the **Turkish Development Cooperation Agency (TIKA)** through a donation of agricultural equipment to produce animal feed pellets at the **Neudamm Agricultural Campus**.

Strong **partnerships exist** with the Technical Universität Kaiserslautern in Germany, and Jomo Kenyatta University of Agriculture and Technology in Kenya, in the field of engineering; as well as with the Russian Academy of Architecture and Construction Sciences, and the Saint-Petersburg State University of Architecture

and Civil Engineering. Cooperation with these institutions include curriculum development, staff and student exchanges, as well as capacity building.

In an effort to **advance the health sciences**, the university collaborated with McMaster University in Canada, University of Turku in Finland, University of Lübeck – Research Centre Borstel in Germany, University of Stellenbosch, and the University of Pretoria. The University of California San Francisco continued to be a major partner in the Malaria Research Project alongside UNAM's Multidisciplinary Research Centre. Cardiff University in Wales continued to be a strong strategic partner with a vibrant multidisciplinary approach through the Phoenix Project, covering an extensive scope of collaboration.

Through international cooperation, the university continued with efforts to build much needed capacity in the areas of material science and metallurgy, agriculture, engineering and natural sciences through targeted postgraduate scholarships from the National University of Science and Technology of the Russian Federation, Humboldt University in Germany, China University of Geosciences, and Kogakuin University in Japan, amongst others.

UNAM also signed a cooperation agreement with the University of Porto of Portugal. This agreement paved the way for collaboration across many academic disciplines.

### 10.3.3 Research

The European Society recently awarded the International Diamond Prize to the University of Namibia for Excellence in Quality **for Quality Research (ESQR)**. UNAM was rewarded for its notable advancement in quality over the past five years.





The University of Namibia, the Ministry of Health and Social Services and a group of partners under the banner of the Namibia Malaria Elimination Research Partnership (NAMEP) recorded a remarkable **97% decline in malaria cases over the last decade**. During the review period, NAMEP launched a second phase of research that will catalyse greater progress in freeing Namibia of malaria by 2020. The announcement by Professor Percy Chimwamurombe of the **discovery of a new bacteria species from root nodules of local races of Maramba groundnut** and peanuts grown on subsistence farmers' fields in the Kavango region was appropriately published in the international Journal of Systematic and Evolutionary Microbiology.

UNAM also launched a programme to research the possibilities of making the **Impalila island a top tourist attraction**, taking into consideration its unique fauna and flora. Impalila Island is within the Kavango Zambezi Transfrontier Conservation Area (KAZA - TFCA).

Participation in the Screen TB, a successful European and Developing Countries Clinical Trials Partnership (EDCTP) project earned UNAM much acclaim. The project is a partnership between 14 Sub-Saharan African countries, 14 European countries and the European Union. UNAM participated in the trials through its School of Medicine and the Katutura State Hospital.

In terms of community engagement, the UNAM Multidisciplinary Research Centre in collaboration with the **Luderitz Benguela community embarked on a wind power demonstration project at the Southern town of Luderitz**. Purposed to provide affordable renewable energy to the sewing project of poor women at the town, the projects further aims to be replicated by many other regional and town councils nationwide.

UNAM's Zero Emissions Research Initiative (ZERI) successfully facilitated training in the region, with a key focus on **training Angolan farmers on mushroom cultivation in the Kwanza Sul Province**.

UNAM microbiology scientists joined others from seven sub-Saharan countries at the University of Pretoria and launched the African Soil Microbiology project. The three year USAID funded project aims to undertake **a broad scale survey of soil microbiology across the entire African continent**, using Next Generation DNA sequencing and computational technologies.

## 11. VOCATIONAL EDUCATION AND TRAINING

The Namibian Government's vision for *Vocational Education and Training (VET)* is a vision under which we need to aggressively invest in growing the local training market and free up more opportunities for quality training. It is a vision that appreciates the importance of quality technical and vocational training services as the most important driver in growing our economy. It is a vision under which a relevant, accessible and demand-driven national VET system becomes a prerequisite for all our efforts to create employment and fight poverty.

Currently, 27,132 trainees are enrolled for VET programmes at both public and private training institutions, countrywide. Towards ensuring that the goal of VET skills development, as articulated in the Harambee Prosperity Plan (HPP) is achieved, the following strategies and actions have been deployed:

### 11.1 VET Expansion

Implementation of a comprehensive VET Transformation and Expansion Strategy, with a 15-year implementation timeframe, has started in earnest. It is anticipated that the number of trainees in the VET system will increase from the current level of about 27-thousand to well over 100-thousand, at full implementation by 2031/32.

During the 2016/17 financial year, infrastructure extension/ expansion projects were concluded at Eenhana Vocational Training Centre in Ohangwena at a cost of N\$ 26 million; and at Rundu Vocational Training Centre in Kavango-East at a cost of N\$ 47 million. A new centre, Gobabis Vocational Training Centre was constructed at Gobabis in the Omaheke region at a cost of about N\$ 13.4 million. Further traction has been gained in expanding the public vocational training centre footprint to all 14 regions.

Groundbreaking ceremonies were staged for the construction of the Nkurenkuru Vocational Training Centre at Nkurenkuru in Kavango-West in

October 2017, and for the construction of the Kunene Vocational Training Centre, at Khorixas, in December 2017. Furthermore, plans are well under way to break ground for the construction of the Omuthiya Vocational Training Centre (Oshikoto) and the Keetmanshoop Vocational Training Centre (//Kharas) during the 1<sup>st</sup> quarter of the new financial year, while construction work to re-model existing infrastructure at the Kai//Ganaxab Training Centre at Mariental into a fully-fledged public vocational training centre for the Hardap region, is expected to commence in the 3<sup>rd</sup> quarter of the new financial year.

Of significance, as far as programmatic expansion is concerned, is the recent introduction of new national qualifications in the Agriculture sector. Local training institutions, public and private can now offer training in this important area. Such training has already commenced at the Rundu Vocational Training Centre in Kavango-East and the Zambezi Vocational Training Centre at Katima Mulilo.

## 11.2 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the process by which value is assigned to prior learning. RPL serves those individuals who possess experience and skills, but do not have the relevant formal qualifications, and who wish to obtain recognition for the experience and skills they possess. It is a means by which prior learning is formally identified, assessed and validated.

RPL and its important role in certifying competent, skilled and experienced technical and vocational practitioners, is recognised and leveraged in the technical and vocational skills development objectives of the Harambee Prosperity Plan, which sets a target of 2000 candidates to be certified during the first year of HPP period.

Three RPL assessment rounds were conducted to date, under which eligible candidates (including employers and employees) with proven work



experience were invited to apply for RPL assessment. In total, 3,631 RPL assessment applications in 29 different occupational areas were received, of which altogether 1,514 candidates were assessed, and of which 852 (56%) were certified. Furthermore, altogether 58 subject matter experts from both public and private sectors within different industrial areas have been certified as RPL assessors and mentors to support future assessment rounds at assessment centres countrywide.

### 11.3 Improve Quality of VET Provision

Improving the quality of VET provision depends on the extent to which the training curricula is interpreted and understood and the extent to which the trainers are prepared. Towards improving the competence levels trainers at the public vocational training centres, competence assessments were conducted for all trainers at these institutions.

Based on recommendations that emanated from this exercise, 600 trainers from public vocational training centres, state-owned enterprises, private training institutions have so far attended further, and upskilling training, as part of a comprehensive capacity-building programme, locally; and in countries such as Germany, Spain and India.

### 11.4 Improve the Image of Vocational Education and Training (VET)

Promoting and leveraging technical and vocational career paths and fighting the societal perception under which such career paths are stereotyped as low-status options with limited potential for career growth will remain a priority for the considerable future.

Following a highly successful inaugural VET National Skills Competition, held in September 2016, in Windhoek, Namibia took a team of seven competitors to partake at the WorldSkills Competition in Abu Dhabi, United Arab Emirates

from 14 to 17 October 2017. Preparations are already underway for the staging of the second National Skills Competition in September 2018, at which competitors are to be selected to represent our country at the 2019 WorldSkills Competition, in Kazan, Russia.

The year under review also saw the conclusion of a very successful advocacy campaign (Live Your Passion), under which 24 VET graduates were profiled as 'ambassadors' or 'champions' of VET. Under this campaign, weekly television programmes and print content advertorials were broadcast on NBC television and published in the New Era newspaper, respectively. The same content was also shared on a variety of social media platforms, including Facebook and YouTube. The campaign proved immensely popular amongst learners and out-of-school youth, who played a key role in sharing content and growing the campaign's social media following. Very soon, campaign material will be distributed to schools across the country, primary and secondary, to ensure learners can access this information. Planning towards a second season has also started in earnest.

### 11.5 Apprenticeship and Funding

In order to improve the quality of training, a Work Integrated Learning (WIL) Policy has been drafted and piloting is expected to commence in March 2018. The policy is inclusive of RPL, apprenticeship as well as job/industrial attachment. The Draft WIL Policy also includes incentive schemes for employers taking trainees and trainers on attachment, and addresses the notion of incorporating industry attachment as a credit-rated component of curricula. Industry attachment is also being included as credit bearing in ongoing qualification review and development processes.

Entrepreneurship support for VET graduates and current Level 3 trainees has commenced during the financial year under review. 128 trainees from five participating VTCs are partaking in an entrepreneurship coaching and

mentoring support programme. This includes coaching and mentoring, as well as incubation as far as practically possible.

#### 11.6 Development/Review of New/Existing National VET Qualifications

Of significance is the development of new national qualifications and unit standards for the Agriculture sector. The Rundu Vocational Training Centre in Kavango-East and the Zambezi Vocational Training Centre at Katima Mulilo have registered first trainee intakes in this very important national growth area.

## 12. SCIENCE AND INNOVATION

### 12.1 Major Achievements, Projects and Programme Outputs

- During the reporting period the National Commission on Research Science and Technology (NCRST) has launched the National Biotechnology, Testing, Training and Research Laboratory, the GMO reference laboratory will provide testing services for GMOs and GMO products which will ensure the full implementation of the Biosafety Act, 2006 (Act no. 7 of 2006).
- GMO testing is crucial to ensuring that only GMOs and GMO products that are approved for use in Namibia are indeed the one on the market to ensure safety of Products. The lab is also designed for research and training in the field of biotechnology. Thus, the lab will play a big role in building local capacity in terms of producing a cadre of professionals and researchers in the field of Biotechnology.

### 12.2 Fiscal Consolidation Program and Internal Measures

For the 2016/17 financial year, NCRST experienced a budget cut off 38% which caused many programmes and projects to be put on hold. Additionally, all new recruitments were put on hold to ensure fiscal consolidation.

### 12.3 Key priority programmes to be implemented in the FY 2018/19

- Implementation of the Biosafety Act to ensure comprehensive regulation of GMOs which will ensure food safety and security;
- Funding of innovation programmes that show potential to result in new products and services;
- Implementation of the National Space Science Policy which will enable Namibia to produce technologies, products and services to mitigate climate change and drought amongst others.
- Establishing the Namibia Journal for Research, Science and Technology to allow researchers and decision makers to keep up to date of developments in the different scientific fields and in so doing direct the countries resources in terms of research towards national priorities;
- Hosting the African School of Physics 2018 which aims to increase capacity development in fundamental physics and related applications in Africa that generates fundamental knowledge needed for future technological advancement that continues to drive economies;
- Implementation of the National Programme on Research, Science and Technology to address challenges and opportunities in the national innovation system;
- Implementation of the National Science, Technology and Innovation Portal to improve scientific and technological data collection for policy making and information dissemination to enhance scientific and technological advances.

### 12.4 Human Resources Capacity

The NCRST has embarked on a restructuring process to ensure optimal deployment and utilization of staff and consolidate overlapping functions. It is expected that the restructuring process will result in a significant

reduction in staff at management level, thus, reducing the overall personnel expenditure. In the meantime, filling of all vacant positions has been put on hold.

## 12.5 Key Achievements

- The Science, Technology and Innovation (STI) Policy and development of its Implementation Plan was finalized.
- The STI Policy is a framework policy that replaced the National Research, Science and Technology Policy of 1999. It aims at strengthening the country's National System of Innovation (NSI).
- The framework has been developed through a consultative process that stakeholders from all regions and sectors of Namibia to review the relevance and effectiveness of the National Research, Science and Technology Policy of 1999 and strengths and weakness of the NSI.
- The review process identified specific policy measures and related institutional adjustments that are required in order to strengthen the NSI to spur scientific research and technological innovation in the country.
- The Implementation of the STI Policy will seeks to operationalize and instrumentalize the role of driving Namibia's transformation for economic development.
- The Plan identifies Namibia's priority areas for investment in research, science, technology and innovation and will be in sync with the fifth National Development Plan (NDP5). The Plan responds to research priority areas, which address and contribute to solving the primary social and economic challenges of Namibia.
- As part of our continuous review of our regulatory framework, the NCRST has also come up with an Amendment Bill to the Research, Science and Technology Act, Act 23 of 2004, in an effort to make it relevant to the current national context and the international environment of RSTI. This Bill is due to be tabled to Cabinet shortly.

- NCRST has made deliberate efforts to enhance Professional and Technical Competencies in Science, Technology and Innovation (STI) by creating funding instruments for research and innovation projects including the funding of PhD and Masters students through the Ministry of Higher Education, Training and Innovation in priority research areas which address and contribute to solving the primary social and economic challenges of Namibia. To date, NCRST has invested N\$ 32 million in this programme. Moreover, the Commission has embarked on strengthening and diversifying our TVET sector to provide the requisite skills that are required for social and economic development. Due to financial constraints, some of the initiatives had to be halted.

## GRAPHIC PRESENTATION OF OUR ACHIEVEMENTS

### *Strategic Priority 1 - Creating an enabling policy and regulatory environment*

- Namibia National System of Innovation Report
- National Survey of Research & Experimental Data
- Draft Science, Technology and Innovation Policy
- Draft Implementation Plan for Science, Technology and Innovation Policy
- National Strategy for Science, Technology and Innovation (STI) Infrastructure
- Indigenous Knowledge System (IKS) Policy & Strategy
- Space Science Policy & Strategy
- Biosafety Regulations and Guidelines
- Guidelines for Registration of Researchers

## Strategic Priority 2 - Building research capacities and technical skills

### Number of Funded Projects Per Research Area

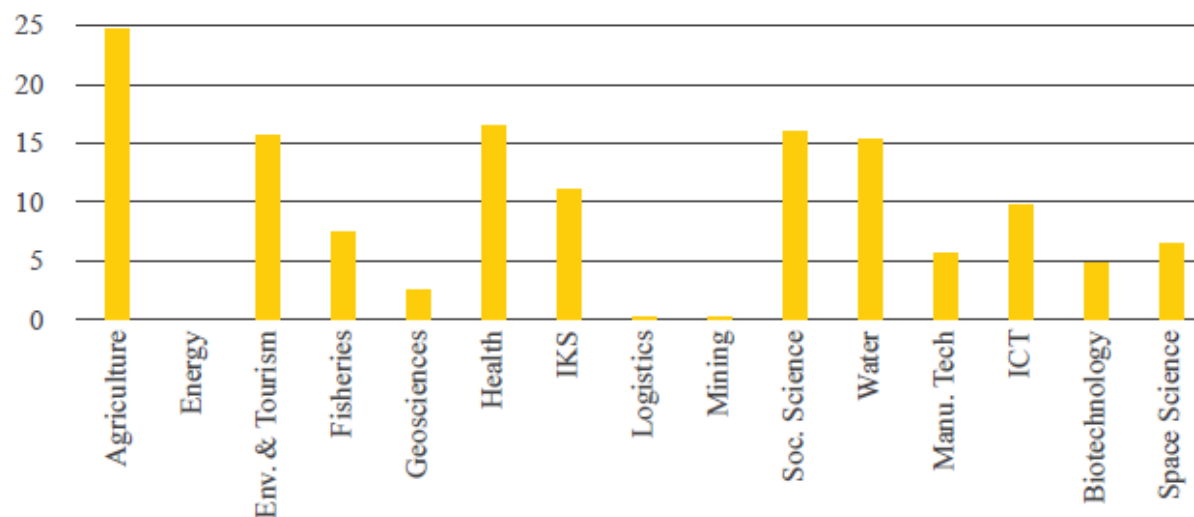


Table 4: Building Research Capacities and Technical Skills

- 1) Total Funds Spent/ Committed: N\$ 105'778'170.00
- 2) RSTI Infrastructure Survey
- 3) Renovation of the current Innovation Hub Building
  - Biotechnology Testing Training and Research Laboratory
  - DEMOLA-NAMIBIA Offices and Workshops
  - SAIS-II Offices
  - Science Exhibition Center

## Strategic Priority 3 - Promoting cooperation in research and innovation activities

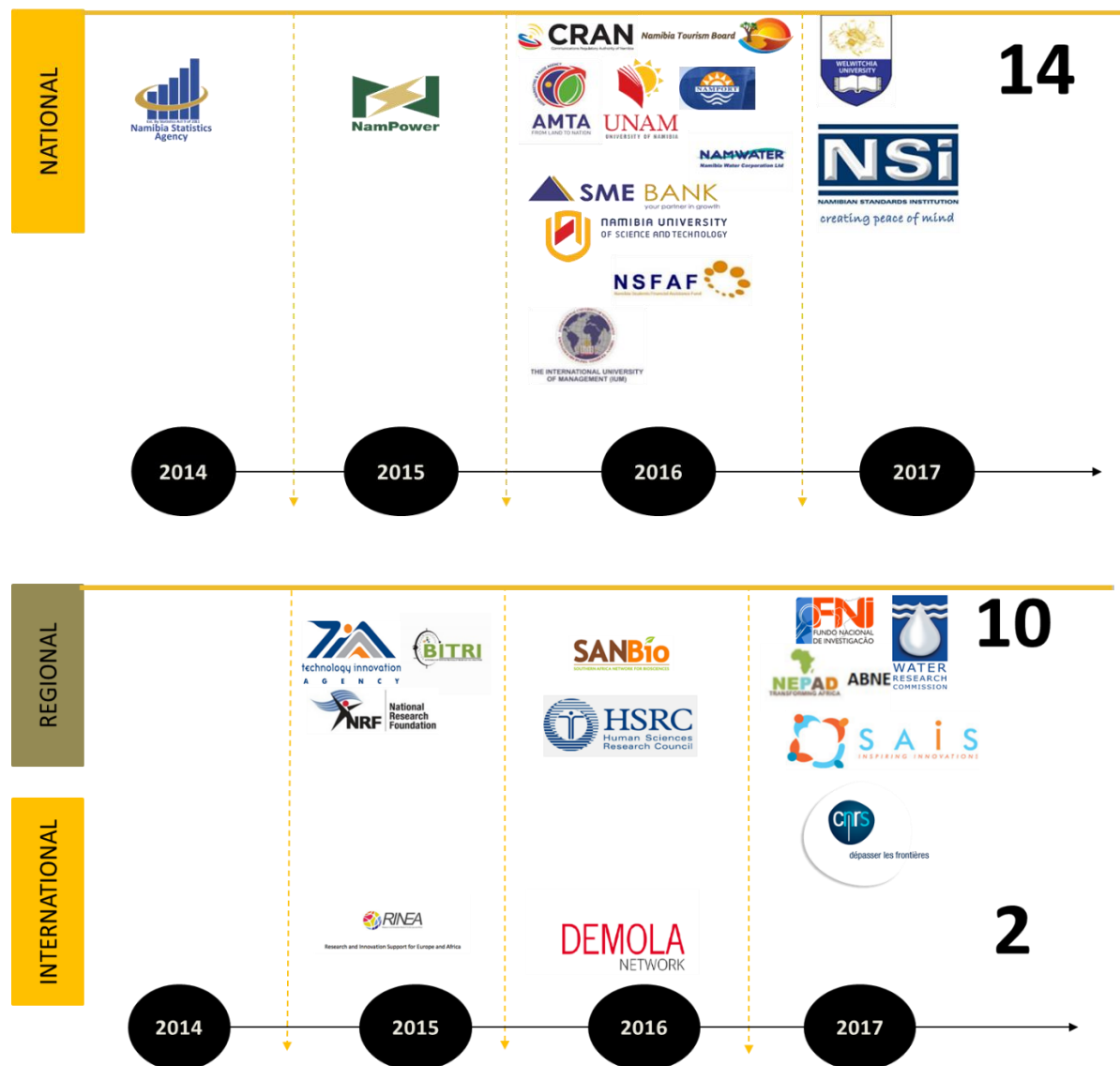


Figure 3: Partnership Cooperation



## Strategic Priority 4 - Disseminating scientific and technological knowledge



Figure 4: Science Fairs

## Strategic Priority 5 - Promoting innovation in the economic and social sectors

- DEMOLA Namibia Season I Completed
  - ✓ Six companies, 6 challenges and 30 talents
- DEMOLA Namibia Season II Completed
  - ✓ Two companies, 2 challenges and 11 talents
- Tech Stations Program Initiated
- Hosted a visit by various Tech Stations from RSA in collaboration with MITSMED and TIA
- Innovation Fostering Platform Developed and Implemented
  - ✓ Walk-in Interventions
  - ✓ Innovation Challenge Calls

### 12.6 Challenges

The current proportion of Namibia's GDP expenditure on research and development is around 0.35 percent, which grew from only 0.02 percent in the 1990s. For us to convert Namibia into a knowledge-based society, we must at least invest 1% of GDP in R&D. Therefore, as part of its fifth National Development Plan (NDP5), we wish to increase this expenditure to 1 percent of the GDP by 2022.

Science, Technology and Innovation in Africa requires the upgrading of science laboratories and the establishment of world class STI infrastructure, we have developed a National STI Infrastructure Strategy which aims at upgrading existing and STI facilities and constructing the National Research, Science and Technology (RSTI) Valley. This facility will house state-of-the-art research laboratories for conducting cutting edge and industrial research, as well as an Innovation Hub, where innovators can incubate their inventions and obtain assistance with technology transfer and commercialization. Ultimately, the Innovation Hub is meant to foster participation in entrepreneurship activities, and facilitate business development through incubation for start-ups. This project is expected to be completed in 2020. Once again, this project had to be put on hold due to funding constraints.

Furthermore, due to the severe budget cuts, the NCRST has been unable to meet its financial obligations to both students who were awarded grants, as well as our bilateral agreements.

### **13. STUDENT FUNDING**

The Namibia Students Financial Assistance Fund (NSFAF) was established in terms of enabling Act (Act 26 of 2000, as amended) with an object of providing financial assistance to eligible students to study and conduct research at approved institutions of higher learning.

For 2017 academic year, NSFAF received 25,762 applications. 15,317 applicants were successfully awarded whilst 10,445 were rejected due to non-eligibility. 14,524 of the awardees are for local institutions whilst 793 are pursuing their studies abroad.

The award reflects a good regional representation as compared to the number of applications received as indicated below:

Region	Total Applications received	Total Awards	Percentage of Total Awards	Regional Awards as a % of applications received
Erongo	1104	594	5.5%	54%
Hardap	571	153	1.4%	27%
Karas	555	228	2.1%	41%
Kavango East	1195	838	7.8%	70%
Kavango West	534	168	1.6%	31%
Khomas	3529	3067	28.5%	87%
Kunene	484	90	0.8%	19%
Ohangwena	1671	824	7.6%	49%
Omaheke	304	87	0.8%	29%
Omusati	2147	1035	9.6%	48%
Oshana	2081	1322	12.3%	64%
Oshikoto	1904	970	9.0%	51%
Otjozondjupa	850	306	2.8%	36%
Zambezi	911	488	4.5%	54%
Foreign	232	67	0.6%	29%
Junior Diploma Education	543	543	5.0%	100%
Undergraduate	18615	10780	1.0	
VTC	3791	3376		
Postgraduate	3356	1161		
	25762	15317		

**Table 1:** Regional Award Representation

To date NSFAF has supported 73 403 at different levels as follows:

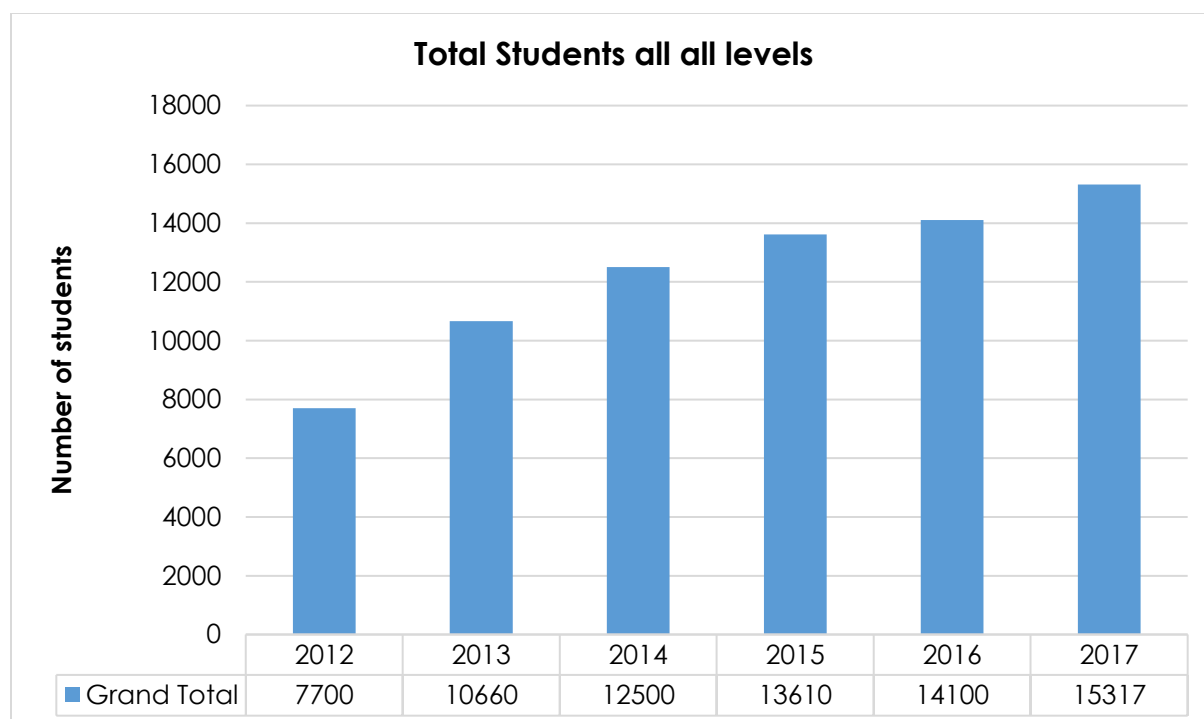
Year	Vocational Education	Under Graduate	Post Graduate	Grand Total
2017	3376	10780	1161	15317
2016	5030	8358	712	14100
2015	4952	6425	218	11595
2014	3878	5544	159	9581
2013	2993	8953	222	12168
2012	3890	6694	58	10642
<b>Grand Total</b>	<b>24119</b>	<b>46754</b>	<b>2530</b>	<b>73403</b>

**Table 2:** NSFAF support to students

### 13.1 Achievements

Some specific achievement for the period under review are as follows:

- Construction of NSFAF Head Office
- PMS institutionalization
- 35 position out of 104 remained vacant as a cost containment measure
- Recovery Policy is at an approval level
- Students Financial Assistance Policy is at approval level
- NSFAF product costing booklet for easy reference is developed
- Functional Loan Grant Application Management Information System (LGAMIS) (end to end student life cycle – from online application to recovery);
- Consistently increase in the student support:



**Table 3:** Total students at all levels

## 13.2 Key Challenges

Key challenges are:

- N\$1.7 billion misreported as lost – a roadmap to achieve an unqualified audit opinion deeds to be agreed upon
- Recovery
- Legacy Loans - incomplete data ranging from missing contracts, missing contact telephone numbers, missing residential addresses, payment history records, lack of distinction between loan or grant
- Cost of studying vs. Job Salary Scales (affecting ability for substantial pay back: average pay back p/beneficiary so far is between NAD 250 to NAD 500)
- Records Management
- Statement by the President at 2015 Poverty Conference "Students should not graduate with Debt"

- Implication of mandate to provide financial assistance to all eligible Namibians vs the dwindling resources / increase in number of Students vs decrease in the budget provision.
- Cash flow challenges hampering timely payments (fund are released in chunks)
- LGAMIS Enhancement;
  - ✓ Implementation of Means Testing due to limited resources;
  - ✓ Multiple payments;
  - ✓ Student Portal
- Confirmation of Budget allocation not made earlier enough to enable NSFAP to determine allocation for new intakes
- Institutional status and reporting lines remains not clear – in 2016 a communication was received that NSFAP will report to the Ministry of Finance. In December 2017 the institution was informed, through the media, that it will be integrated into the ministry of Higher Education, Innovation and Employment Creation.

### 13.3 The Way Forward

NSFAP is hopeful to achieve in the next year:

1. Enhanced LGAMIS.
2. Focused financial support to interventions that redress the human resource development needs of Namibia.
3. More equitable means of providing financial assistance in the form of scholarships and other products.
4. Improved recovery.

NSFAP wishes to continue contributing to the nation building objectives and the achievement of our common vision.

## 14. **QUALITY ASSURANCE [NATIONAL QUALIFICATION FRAMEWORK]**

### 14.1 Achievements

Quality qualifications remain essential for the attainment of national developmental goals. Firstly they contribute towards the provision of quality skills which in turn enhances the employability of graduates, ignite economic growth and even more importantly, quality qualifications and skills directly contribute to the country's global economic competitiveness.

In support of Government's growth and employment creation objectives, the Namibia Qualifications Authority (NQA) continues to assist institutions of learning to register and offer qualifications that are aligned to these efforts.

The NQA, primarily as a State Owned Enterprise and in its capacity as a forum for all matters relating to qualifications continues to deliver services to the Namibian nation. In 2017, 71% of the 179 qualifications registered on the National Qualifications Framework were in the fields of Business, Commerce, Manufacturing, Engineering and Technology. To date, approximately 44 institutions of learning are operating with full accreditation by the NQA. Accreditation plays an integral role in ensuring the creation of quality skills that are essential to the country's economic advancement.

### 14.2 Challenges

Education is a key growth driver and Namibia has made significant progress in establishing an excellent education system. In order to further elevate the country's education system, there is an urgent need to streamline the legal framework in line with international best practices. Of key importance, is to ensure that accreditation of training providers becomes compulsory in order to prevent unscrupulous individuals from operating bogus institutions of learning.



Communities are urged to collaborate with the Namibia Qualifications Authority in order to ensure that unaccredited, unreliable institutions of learning do not take root in any Namibian town or village.

Despite these challenges, the NQA remains committed to supporting the Government's objectives to improve the quality education and training. In this regard, the NQA has set standards for qualifications that are responsive to the needs of learners, employers and national developmental objectives as articulated in the National Development Plans and the Harambee Prosperity Plan.

Namibia is a proud member of SADC and contributes towards the enhancement of quality assurance in education in the region. In this regard, the NQA proudly represents Namibia on the SADC Qualifications Framework project, which aims to develop a streamlined qualifications framework that will enable learners to seamlessly move between institutions of higher learning in the region in pursuance of academic qualifications.

## **PART C - GOVERNANCE**

### **14. UGRADING GOVERNANCE STRUCTURES**

Efforts to upgrade governance structures and controls, and establish the NTA as a leader in ethical business conduct, continue to yield results. Following are some of the achievements during the period under review:

- Appointment of a local audit firm to conduct an independent annual audit and compile financial statements. The audit focused, amongst others, on measuring current practices against corporate governance best practices to improve and enhance the NTA's governance principles, structure and practices, taking the size and level of maturity of the organisation into account;

- Establishment of a fully operational internal audit division, co-sourcing with local auditing firm, Deloitte, which reports functionally to the Finance Committee, and administratively to the CEO;
- Review of the Delegation Framework, which aims at enhancing standards of accountability and responsibility in decision-making;
- Submission of NTA's 2016/17 Business Plan to the Minister of Higher Education, Training and Innovation three months before the end of the financial year;
- Annual review of the strategic and operational Risk Registers to ensure the NTA assesses and mitigates risks in a pro-active manner. Continuous risk assessment, in accordance with the approved Risk Management Framework, ensured effective risk responses and that emerging risks are identified; and
- Solid progress has been made in the establishment of a fit-for-purpose policy environment. Policies approved during the reporting period, include: IT Governance and Service Management Charter; ICT Security Management Policy; ICT Management and Usage Policy; Attraction and Retention Policy; Occupational Health and Safety Policy; Fleet Management Policy; Fraud Prevention Policy and Procedure.

#### 14.1 Regulatory Reform

Work has started in earnest, under the ambit of the MHETI, to address service delivery challenges caused by the overlapping of the NTA's regulatory mandate to register TVET institutions, with that of other sister organizations, including the Namibia Qualifications Authority (NQA) and the National Council for Higher Education (NCHE). This includes a review of the Government-gazetted Regulations for the Registration of Training Providers.

## PART D – FINANCIAL INFORMATION

### Overall Budget

	2016/17	2017/18	2018/19	2019/20	2020/21
	Actual	Estimate	Estimate	Estimate	Estimate
Operational Budget	2 668 307 171	3 808 253 868	3 559 519 498	3 666 305 000	3 776 294 000
Development Budget**	16 783 466	56 928 000	74 548 000	131 069 000	153 069 000
<b>Total</b>	<b>2 685 090 637</b>	<b>3 865 181 868</b>	<b>3 634 067 498</b>	<b>3 797 374 000</b>	<b>3 929 363 000</b>

### Table listing of programmes - activities and their respective cost therein

Programme number	Programme name	Activity Number (Main division number)	Activity Name (Main division)	2018/19	2019/20	2020/21
01	Coordination & Support Services	01	Policy Coordination	4 434 000	4 567 000	4 704 000
		02	Planning & Support Services	22 356 699	23 028 000	23 719 000
		06	UNESCO Related matters Liaison & Coordination	18 802 874	19 367 000	19 948 000

<b>02</b>	Vocational Education & Training	04	Vocational Education Training Coordination & Development	546 103 461	562 486 000	579 361 000
<b>03</b>	Higher Education	03	Higher Education Coordination & Development	2 967 158 798	3 056 174 000	3 147 859 000
<b>04</b>	Science, Technology and Innovation	05	Research, Innovation & Training Coordination Development	75 211 666	77 468 000	79 792 000

