



National Technical and Vocational Education and Training (TVET) Policy

Ministry of Higher Education,
Technology and Innovation (MHETI)
Government of the Republic of Namibia

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TABLE OF CONTENTS

FOREWORD	2
ACKNOWLEDGEMENTS	4
ACRONYMS AND ABBREVIATIONS	6
GLOSSARY OF CONCEPTS AND TERMS	7
EXECUTIVE SUMMARY	8
1. INTRODUCTION	9
1.1. Background	9
1.2. Reflection on the 2005 VET Policy Implementation	10
2. RATIONALE	12
3. POLICY ALIGNMENT	13
3.1. International Frameworks	13
3.2. Continental and Regional Frameworks	13
3.3. National Frameworks	14
4. GUIDING PRINCIPLES	16
5. POLICY DIRECTION	17
5.1. Vision	17
5.2. Mission	17
5.3. Policy Goal	17
5.4. Policy Objectives	17
5.5. Policy Strategic Areas	17
5.6. TVET Vertical and Horizontal Pathways Aligned to the National Qualifications Framework (NQF)	19
6 IMPLEMENTATION ARRANGEMENTS	20
6.1. Institutional Arrangements / Frameworks	20
6.2. Legal and Regulatory Arrangements	22
6.3. Resource Mobilisation	22
6.4. Monitoring and Evaluation Framework and Reporting	22
6.5. Advocacy and Dissemination (Communication Strategy)	22
REFERENCES	24

FOREWORD



Dr Itah Kandjii-Murangi (MP)

It is my distinct honour to introduce and present the National Technical and Vocational Education and Training (TVET) Policy.

While we aspire to be a knowledge-based and industrialised society, we need to ensure a sustainable TVET sector able to respond to the dynamics of our society, economy, and the imperatives of the Fourth Industrial Revolution (4IR).

A revised version of the 2005 Namibia Vocational Education and Training (VET) Policy, this policy articulates the need for a systematic rejuvenation of our country's TVET system to not only better align with global and regional developments, but to better respond to the ever-evolving demands of the labour market, as well.

Globally, the Third International Congress on Technical and Vocational Education and Training, held in Shanghai, China, resulted in a shared vision for transforming and revitalising TVET systems in order to realise its full potential as a contributor to employment and sustainable development.

Since then, TVET has been gathering global momentum and the United Nations' Education

2030 Agenda has devoted significant attention to TVET policy development to better leverage the sector's potential for helping citizens develop the skills they need for employment, decent work and entrepreneurship; and for addressing a myriad of demands of economic, social and environmental nature.

As part of our country's own response to these critical catalysts, MHETI sought technical assistance from the United Nations Educational, Scientific and Cultural Organization (UNESCO) to do a comprehensive assessment of the higher education, training and innovation landscape in Namibia.

This study resulted in a report "TVET, Higher Education and Innovation Policy Review - Namibia", which highlighted a number of challenges confronting Namibia's TVET sector and identified a number of strategic priorities to be addressed, which could guide public policies under the MHETI to reposition the TVET sector to become responsive to socio-economic demands.

Significant inroads have been made by the Namibia Training Authority, as the custodian of our country's TVET sector, in line with the provisions of

this institution's enabling legislation, the Vocational Education and Training Act, Act 1 of 2008.

These include inter alia, the establishment of a sound and sustainable training levy system; year-on-year increases in national annual TVET trainee intakes and throughput; diversification and registration of national TVET course offerings and qualifications; trainer upskilling; physical infrastructure expansion of public vocational training centres; re-introduction of apprenticeship; Recognition of Prior Learning; and intensified national TVET career advocacy programmes.

While taking cognisance of these achievements, a myriad of challenges continues to confront our TVET sector, amplifying the need for its continuous transformation. Fragmented curricula, lack of trainee access, inadequate funding and graduate quality continue to have an adverse impact.

A lack of a clearly defined articulation pathway for TVET qualifications and overlaps in the regulatory mandates of the MHETI-supervised NTA, the Namibia Qualifications Authority (NQA) and the National Council, for Higher Education (NCHE), exacerbate this situation.

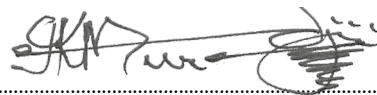
This revised policy aims to respond to these imperatives. It succinctly sets out the role TVET is expected to play in the attainment of specific sector-related national strategic objectives articulated in the Fifth National Development Plan (NDP 5) and the Harambee Prosperity Plans, as well as the overarching goals of economic growth, sustainability, equity and poverty alleviation, as captured in our country's macro-economic development strategy, Vision 2030.

“Why” is the most fundamental question in any transformation. In a world of unprecedented disruption, transformation today revolves around the need to generate new value - to unlock new opportunities, to drive new growth, and to deliver new efficiencies.

Transformation deals with the idea of discontinuous change. While it may generate threats to the status quo, it often also opens up a host of opportunities for strategic and measurable improvement.

In transforming our TVET sector and better position ourselves to attain our aspirations of an industrialised nation developed by its human capital, we therefore need to ensure that in transforming our TVET sector, we adequately address those challenges and gaps confronting us, whilst taking into consideration those realities peculiar to our context.

I am confident that this National Technical and Vocational Education and Training (TVET) Policy provides us with the necessary elements to do so. I thank each and every stakeholder who participated in its formulation.



Hon. Dr Itah Kandjii-Murangi (MP)
Minister of Higher Education, Technology & Innovation

ACKNOWLEDGEMENTS



Dr Alfred van Kent

The role Technical and Vocational Education and Training (TVET) can play in the repositioning of economies is well-documented. TVET holds the key to technological progress, rapid industrialisation, wealth creation and poverty reduction. Investing in TVET is investing in national socio-economic development.

This policy has been crafted on this very thesis that a fit-for-purpose national TVET sector can serve as a springboard for Namibia's development in the 21st century, and aid us in the realisation of our national economic development objectives.

At an implementation level, we know that in tackling this assignment, we can help make Namibia a better place for everyone. We are determined to make it so and take this policy agenda forward, towards our shared vision of an equitable, accessible and relevant TVET sector that focuses on the future and delivers quality of life for all. Effective partnerships between all those with a role to play stand central, in this regard. It remains easier said than done, however; and challenges are sure to arise.

We know the scale of the task we face and we appreciate that there are no quick fixes or easy

answers. We also must be vigilant to avoid repeating the mistakes of the past. However, we are confident that as a TVET fraternity, we will overcome. It will require a strong commitment from stakeholders, coupled with innovative ideas and approaches that are feasible - economically, socially, and environmentally.

As the Executive Director of the Ministry of Higher Education, Technology and Innovation, I recognise the elaborate and intensive consultations as a hallmark of the process to formulate this important national policy document and capture the important contributions and inputs of Namibia's TVET fraternity.

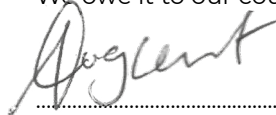
Gratitude is extended to the Minister, Hon. Dr. Itah Kandjii-Murangi, for her visionary foresight and guidance. Also, our appreciation goes to the staff of MHETI as well as the Namibia Training Authority for tirelessly working on this policy document. Furthermore, the completion of this project could not have been accomplished without the insights of renowned international TVET consultant, Mr. Werner Heitmann, contracted by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), under its Promotion of Vocational Education and Training (ProVET) Project.

Sincere appreciation is also offered to the Office of the Dean, Faculty of Human Sciences, and the Department of Technical and Vocational Education and Training of the Namibia University of Science and Technology for their valuable contributions. This undertaking could not have been possible without the participation and assistance of so many people whose names may not all be enumerated. The authors are deeply thankful to each and every participant, especially our training institution, industry and regulatory partners, for their enthusiastic participation in the consultative processes.

In overseeing and coordinating its implementation, we have confidence in this comprehensive TVET policy document with its clear sense of direction. The Ministry remains committed to rigorous monitoring and sound engagement, because we believe that it will allow this policy to retain its vitality over time.

This policy is an important asset to improve our country's productivity and competitiveness in a globalised economy. It is incumbent on all of us as stakeholders to make it work by continuing to learn from each other, identify best practices and find solutions to common problems.

We owe it to our country.



Dr Alfred van Kent
Executive Director

ACRONYMS AND ABBREVIATIONS

AU	African Union
CBET	Competency-Based Education and Training
CBO	Community-Based Organisation
COSDEC	Community Skills Development Centre
EU	European Union
HE	Higher Education
HPP	Harambee Prosperity Plan
ICT	Information Communication Technology
ILO	International Labour Organisation
ILS	International Labour Standards
ISC	Industry Skills Committee
LLL	Lifelong Learning
LMIS	Labour Market Information System
MEAC	Ministry of Education, Arts and Culture
MHETI	Ministry of Higher Education, Technology and Innovation
MLIREC	Ministry of Labour, Industrial Relations and Employment Creation
MSME	Micro, Small and Medium Enterprise
NAFTU	Namibia Federation of Trade Unions
NAMCOL	Namibia College of Open Learning
NCCI	Namibia Chamber of Commerce and Industry
NCHE	National Council for Higher Education
NDP	National Development Plan
NEA	Namibian Employers Association
NEF	Namibian Employers Federation
NIED	National Institute for Educational Development
NOPF	National Occupational Pathway Framework
NPC	National Planning Commission
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
NSFAF	Namibia Students Financial Assistance Fund
NTA	Namibia Training Authority
NTF	National Training Fund
NUNW	National Union of Namibian Workers
NUST	Namibia University of Science and Technology
NYS	National Youth Service
OBET	Outcomes-Based Education and Training
OECD	Organisation for Economic Cooperation and Development
PROVET	Promotion of Vocational Education and Training Project
RPL	Recognition of Prior Learning
SADC	Southern African Development Community
SDG	Sustainable Development Goal
TUCNA	Trade Union Congress of Namibia
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VTC	Vocational Training Centre
WIL	Work-Integrated Learning

GLOSSARY OF CONCEPTS AND TERMS

Apprenticeship	An apprenticeship is a training scheme which combines work and study by mixing practical on-the-job with classroom learning. The apprenticeship is done while working for an employer who helps the apprentice master their trade for an agreed period of time.
Competence	The application of knowledge and skills in context which is described using learning outcomes (Comment: Influenced by the competency-based approach used in the vocational sector. Main types of competences include affective, core and applied).
Competency-based Education and Training (CBET)	An approach to TVET in which knowledge, skills and attitudes are specified in order to define, steer and help to achieve occupational action standards. The CBET training approach involves the development of occupational standards and qualifications, curriculum design, instruction/delivery, and assessment, based on an articulation of learning outcomes or occupational action competencies.
Curriculum	A body of knowledge, skills and attitudes that emphasises the complex outcomes of an occupational learning process rather than mainly focusing on what trainees are expected to learn about in terms of traditionally defined subject content.
Employability	The capacity and willingness of workers to remain attractive for the labour market (supply factors), by reacting to and anticipating changes in tasks and work environment (demand factors), facilitated by human resource development instruments available to them (institutions).
Innovation	The process of effecting new or significantly improved goods, services, processes, marketing methods, organisational methods and the like, or translating an idea or invention into valuable goods, services, processes, marketing methods, organisational methods and the like.
Research	An undertaking intended to augment and extend knowledge in the scheduled fields through a disciplined inquiry or sectoral investigation. Includes the development, acquisition and transfer of expertise and technology, but excludes activities undertaken to which a legally recognised right of privilege applies.
TVET Qualifications Pathways	Defined and agreed TVET qualifications pathways specified and aligned to the National Qualifications Framework (NQF) considering Level 1 to Level 10 of the NQF.
Quality Assurance	Quality assurance is the ongoing, continuous process of evaluating, monitoring and improving the quality of a higher education sector, institution, or programme. Many higher education sectors make a distinction between internal quality assurance – where practices to improve quality take place within the university – and external quality assurance, which takes place outside of the university structure.
Skill	A bundle of knowledge, attributes and capacities that can be learnt and that enables individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.
Technical and Vocational Education and Training (TVET)	TVET is understood as comprising formal education and training and non-formal skills development relating to a wide range of occupational fields, production, services and livelihoods.
Trainee	A person qualified to undergo the training for the purpose of acquiring and developing job qualifications.
Work-Integrated Learning (WIL)	Work-integrated learning is an educational strategy that provides trainees with real-life work experiences where they can apply theoretical and practical skills in order to enhance their employability prospects.

EXECUTIVE SUMMARY

The Ministry of Higher Education, Technology and Innovation (MHETI) is the custodian of the National Technical and Vocational Education and Training (TVET) Policy and coordinates the policy development process.

This responsibility flows from the MHETI's mandate to regulate higher education and to promote TVET, as well as science, technology and innovation, in order to drive Namibia towards a knowledge-based economy.

Some of the aspects of this policy's predecessor, the Vocational Education and Training Policy of 2005, has been outlived by contemporary developments in the TVET sector. A need has therefore been identified to revise it to respond to international, regional and national TVET imperatives.

In ensuring alignment and compliance, the formulation took cognisance of Namibia's obligations under bilateral, regional and multilateral agreements such as the United Nation's Sustainable Development Goals (SDGs) and the African Union (AU) Agenda 2063, to which Namibia is party.

The main purpose of the National Technical and Vocational Education and Training (TVET) Policy is to support an expanded provision of quality-driven TVET programmes and courses to Namibian youth and adults.

Taking into consideration national development objectives articulated in Namibia's strategic national documents e.g., Vision 2030, Harambee Prosperity Plans and the Fifth National Development Plan (NDP 5), as well as the MHETI's political mandate, the policy is formulated within the confines of the Namibian Constitution and provides a framework for adjusting relevant laws to give effect to the stated goals, objectives, and strategies.

The policy's overarching goal is for the TVET sector to respond to current and future skills development imperatives in building a knowledge-based citizenry to make Namibia an industrialised nation and a globally competitive country. Objectives to be pursued through this policy have been identified which cut across the TVET value chain and its implementation strategies. For each objective, the policy clearly outlines strategic components with associated activities to achieve such objectives.

A number of key stakeholders have been identified who are crucial in the implementation of this policy, and their roles and responsibilities have been clearly set out to attain the policy objectives.

The success of implementing this policy shall be subjected to legal and regulatory arrangements enforced by laws. The MHETI will mobilise the necessary financial resources for the implementation of the strategies and activities as set out in this policy document.

In achieving the objectives of the policy, an implementation action plan has been developed. Accordingly, various Ministries and Agencies, as set out in the implementation plan, will be expected to integrate relevant programmes and activities in their annual institutional plans and report to the MHETI annually on the progress of implementation.

In further support of efficient and effective implementation, a communication strategy has been defined to ensure that the policy is adequately and timeously communicated to all stakeholders.

1. INTRODUCTION

Higher-level knowledge, skills and attitudes are indispensable for competitiveness in the global economy, where productivity is the basis for sustained economic growth and wealth accumulation. Without productivity gains, it is difficult to tackle, let alone decisively eradicate, income and material poverty.

Technical and Vocational Education and Training (TVET) is recognised as a source of knowledge, skills and attitudes needed to drive productivity in knowledge-based societies of the 21st century. Although often less acknowledged, TVET has a compelling social equity foundation for individuals, as well; whereas the sector can be a critical contributor to human capital development necessary for productivity, growth and wealth accumulation.

The Ministry of Higher Education, Technology and Innovation (MHETI) is cognisant of the important role TVET plays in human capacity and socio-economic development. Against this background, MHETI has prioritised the transformation of the TVET sector towards establishing it as a pillar for national development. Accordingly, the revision of the 2005 TVET Policy aims to consolidate the gains realised since the inception of the TVET sector in Namibia and further improve access, equity, quality, relevance, governance and management; and whilst integrating research and innovation issues through support to a well-coordinated TVET sector.

The revised policy aims to enhance the transformation and expansion of the provision of diverse quality-driven TVET programmes and courses to Namibian youth and adults. The policy draws its strategic priority from Namibia's Vision 2030, the Harambee Prosperity Plans, the Fifth National Development Plan, Namibia's Industrialisation Policy, the Growth at Home Strategy as well as from MHETI's political mandate. It is formulated within the confines of the Namibian Constitution and will provide a framework for adjusting relevant laws to give effect to the stated policy priorities, objectives, statements and strategies.

At present, the working age population in Namibia is increasing at an average level of 25,000 to 30,000 youth per year. Concurrently, the recent major increase shows a growing interest in TVET programmes and courses. However, the TVET sector is currently unable to meet the demand for TVET placements at both public and private TVET

providers. Furthermore, an aggressive expansion of new TVET providers is hardly feasible, given financial and time constraints. A paradigm shift from a pure centre-based training to a combined centre- and work-integrated TVET approach seems to be urgently needed.

1.1. Background

Since the attainment of independence in 1990, the Namibian Government has embarked on reforming the country's fragmented education and training sector, brought about by Apartheid and other socially unjust policies. Initial reforms of the education and training sector were geared towards addressing the past imbalances and to aligning the education and training sector to become responsive to the socio-economic needs of the country. One such reform was the adoption of the Namibia Vocational Education Training Policy (2005), which recognised the significant role of TVET in assisting people to acquire the skills needed by the economy and the world of work. Particularly, the policy recommended the following actions to overcome TVET barriers in the country:

- (a) Increase the engagement of the private sector in the TVET sector;
- (b) Improve the administration of vocational training centres (VTCs);
- (c) Introduce reforms concerning the financing of TVET and propose to fund TVET providers on the basis of performance and output;
- (d) Increase the capacity of TVET institutions to accommodate more students;
- (e) Enhance access to certification and qualifications through streamlining arrangements for the recognition of prior learning; and
- (f) Improve the coordination between community training centres and TVET pre-tertiary and tertiary institutions.

The VET Policy of 2005 also provided for a transition to a Competency-Based Education and Training (CBET) model focused on narrow unit standards-based training to align all qualifications to the new Namibia Qualifications Framework (NQF). CBET caters for a wide range of occupations across all economic sectors and not just for 'blue-collar' trades.

The implementation of the TVET reform process faced diverse challenges such as high failure and drop-out rates, leadership, governance and management challenges at VTCs, unresponsive curricula, poor-quality training, a shortage of proficient technical teachers/trainers, poor and obsolete facilities and equipment, and under-funded VTCs.

Stakeholder acceptance of CBET as a new thrust in TVET faced some challenges. The transition to CBET has been slow and remains incomplete. TVET graduates leave the sector not having acquired the necessary industrial skills and competence needed for the world of work.

This TVET Policy calls for the reform of the TVET sector to respond to the changing demands of the world of work, as well as the socio-economic demands of the country. Furthermore, the employability of TVET graduates remains a fundamental cornerstone of the TVET Policy, which must respond to those imperatives of the Fourth Industrial Revolution impacting the TVET sector.

1.2 Reflection on the 2005 VET Policy Implementation

Since the adoption and implementation of the 2005 VET Policy over a decade ago, a number of successes were recorded in the TVET sector. Some major successes are recorded below:

- a) Enactment of the Vocational Education and Training (VET) Act and Establishment of the Namibia Training Authority (NTA)

The Vocational Education and Training Act 2008 (Act No. 1 of 2008) was enacted and resulted in the birth of the NTA, during 2008. The NTA's mandate is set out as to advise the Minister responsible for TVET on national policy issues relating to TVET, as well as on any matter arising from, or connected to, the application of the VET Act. Since its establishment, the NTA has recorded significant progress in establishing a robust national TVET sector.

- b) Access and Expansion of Training Providers

Growing access to quality training opportunities has remained a challenge. A noticeable proliferation of private training providers has been recorded. Currently, a total of 85 private training providers are registered by the NTA.

Coupled with the expansion of public training providers across the country, significant growth has been recorded in the number of trainees which currently stands at around over 34,920. To

further increase access, a need has been identified to establish new public VTCs in all regions in the country, as per the NTA's TVET Transformation and Expansion Project.

- c) Introduction of Competency-based Education and Training (CBET) and Development of Unit Standards and Qualifications

A CBET curriculum was adopted for the TVET sector, although it is not fully implemented by all training providers. A total of 117 qualifications and 1,894 unit standards have been developed and are registered/in the process of being registered, on the NQF, varying from Level 1 to Level 6.

- d) Quality Improvement at Vocational Training Centres (VTCs)

Quality improvement at public VTCs remains paramount. As a result, trainers at public VTCs underwent various skills upgrading programmes - locally, regionally and internationally. Furthermore, public VTCs' equipment and infrastructure were upgraded over the years. This has resulted in an improvement of average trainee pass rates from 42% during 2014, to 68% during 2019.

- e) Qualification Assurance and Relevance of TVET Offerings

Industry engagement continued unabated towards ensuring the relevance of course offerings by training providers, both private and public. To this end, a total of 10 Industry Skills Committees (ISC) representing major economic sectors was established.

Additionally, industry experts are utilised as a source of market intelligence through the ISCs, which oversee the development of qualifications and unit standards, identify priority areas/occupations for skills development, and analyse the quality and quantity of training provision in different sectors, based on labour market intelligence.

- f) Recognition of Prior Learning (RPL)

A framework to recognise skills acquired outside the formal VET sector was also adopted to the extent that candidates can be assessed and certified for the competencies and skills they possess. To date, a total of 2,604 candidates were assessed, while 1,380 (53%) candidates were found to be competent in the various occupational areas they were assessed in.

- g) TVET Funding

While government was the only funding regime

towards the VET sector over the years, the VET Levy was introduced during 2014, which resulted in a total of 2,895 relevant employers with a monthly payroll of over N\$1 million registered with the NTA to contribute 1% of their payroll as a levy.

Significant to this development is that at the end of March 2020, a cumulative total of N\$2.2 billion was collected in levies (since the inception of the VET Levy programme in April 2014).

To date, over N\$479 million has been committed towards the implementation of training, catering for various industrial sectors in the country.

h) Partnerships and Re-introduction of Apprenticeship Scheme

In recognition of ensuring that partnership exists between the VET sector and industry, the NTA adopted a Work-Integrated Learning Framework that foresees the re-introduction of the apprenticeship training scheme and the setting of standards to implement industrial attachment and RPL in TVET.

To date, a total of 50 employer organisations are now participating in the apprenticeship scheme with a total of 500 registered apprentices.

i) TVET Career Advocacy

Negative societal stereotypes towards VET as an inferior education stream compared to general education remains a challenge.

To counter these perceptions, the NTA has introduced two main advocacy campaign vehicles namely, (a) The National Skills Competition (under the auspices of WorldSkills Namibia) and (b) The 'Live Your Passion' television and social media campaign.

Both these advocacy campaigns have had a visible impact in redressing the low status attached towards VET career options.

While the TVET sector recorded great strides over the years, many challenges still need to be addressed in leveraging the sector to better respond to the country's socio-economic demands, *inter alia*:

- The duplication and overlap of functions, especially regulatory functions, is still prevalent and affects efficiency and effectiveness in the TVET sector;
- The sector lacks a unified training model and strong links with the education sector because of the lack of a unified national training model;
- Lack of access to the TVET sector due to inadequate funding and inequities in financing between public and private providers;
- Graduates often do not meet the changing skills demands of the world of work;
- Relatively low pass rates;
- Inadequately trained TVET trainers;
- Negative societal perception of TVET careers; and
- Lack of articulation within the entire education and training sector.

It is therefore imperative to reform the TVET sector and to address some, if not all, of the challenges the sector currently experiences.

For a successful transformation of the sector, it is imperative that policymakers, stakeholders, provider managers/leaders, teachers and trainers, and trainees, recognise, understand and champion a process of adapting to change.

2. RATIONALE

Globally, TVET is increasingly rising to the top in policy debates and in the strategic and operational priorities of regional economic communities. The Third International TVET Conference in 2012, held in Shanghai, China, has been a pivotal turning point for TVET policy development.

Furthermore, the International Labour Organisation (ILO) argues that it has become apparent for countries to have an explicit National Skills Development Policy (NSDP) at hand.

The ILO further states that countries are formulating TVET policies to engage all stakeholders in a common vision for the TVET sector a country is intending to set up.

Countries are also facilitating and aligning national development frameworks and coherence with other policies, and proposing coordinated and planned actions and reforms to improve TVET outcomes and impact.

This includes the clarification of institutional arrangements for skills development sectors, anchoring existing good practices, and pledging political and collective commitment, while clarifying the roles and responsibilities of stakeholders.

Moreover, the dimension of relevant bilateral, regional and multilateral instruments such as the African Union (AU) Agenda 2063 and the Sustainable Development Goals (SDGs) of the United Nations (UN), augment expectations to revise the VET Policy 2005.

At a national level, these economic growth, sustainability, equity and poverty alleviation expectations manifest themselves in Namibia's national strategic objectives as articulated in the Fifth National Development Plan (NDP 5), the Harambee Prosperity Plans and Vision 2030.

UNESCO's *"TVET, Higher Education and Innovation Policy Review Namibia"* identified a number of strategic priorities to be addressed which could guide public policies under the MHETI for the TVET sector to become responsive to the socio-economic demands of Namibia.

While a need has been identified to review the more than decade-old policy, it is imperative to align this policy to the guidelines and principles of the ILO's International Labour Standards (ILS).

It is worth noting that policy documents are not cast in stone. Provision should be made to allow for revision on a continuous basis to reflect the current realities on the ground. To this end, this policy will be subjected to regular reviews and revision.

3. POLICY ALIGNMENT

This policy is aligned to global, regional, national and local contexts focusing on skills development initiatives. These perspectives include, among others, the following:

3.1. International Frameworks

The International Labour Organisation`s (ILO) Decent Work Country Programme II

Namibia is a Member State of the International Labour Organisation (ILO) that promotes social justice through its Decent Work Country Programme initiative, which advocates for the promotion of full and productive employment and decent work for all. It recognises the importance of skills development in generating employment, increasing productivity and competitiveness, and improving wages and income. This policy provides a platform for achieving these goals.

United Nations Sustainable Development Goals (SDGs)

Namibia is a signatory to the 17 United Nations Agenda 2030 for Sustainable Development Goals (SDGs). TVET provisions ensure the relevance of TVET not only for the world of work, but also to support lifelong learning, inclusion and economies' and societies' low-carbon transitions. In this sense the TVET sector needs to be transformed to maximise its potential. However, the TVET sector has also a strong influence on the other SDGs. In particular, the following international development goals of the 2030 Agenda relate to TVET:

- **Sustainable Development Goal 4:** Ensure inclusive, equal and high-quality education and promote opportunities for lifelong learning for everyone.
- **Sustainable Development Goal 5:** Achieve gender equality and empower all women and girls to self-determination.
- **Sustainable Development Goal 8:** Promote sustainable, inclusive and sustainable economic growth, full and productive employment and decent work for all.

3.2 Continental and Regional Frameworks

The African Union's Agenda 2063 reflects the desire of the continental body for shared prosperity and well-being, for unity and integration, for a continent of free citizens and expanded horizons, where the full potential of women and youth, boys and girls are realised. This African continental agenda seeks to realise, amongst others, the following:

- Strengthen TVET through scaled-up investments, establishment of a pool of high-quality TVET centres across Africa, foster greater links with industry and alignment to labour markets, with a view to improve the skills profile, employability and entrepreneurship of especially youth and women, and closing the skills gap across the continent.
- Youth unemployment to be eliminated, and Africa's youth guaranteed full access to education, training, skills and technology, health services, jobs and economic opportunities, recreational and cultural activities, as well as financial means, and all necessary resources to allow them to realise their full potential.

The Southern African Development Community (SADC) Protocol on Education and Training encourages its Member States to improve coordination between industries and TVET provider institutions, and strengthen reporting and coordination mechanisms that can integrate reports from the industry and TVET providers, as well as research and development in TVET. This policy shall improve coordination of the industry and TVET providers, monitoring and evaluation of TVET programmes, and strengthen research and development.

- Curriculum design and development to ensure quality and relevant vocational education and technical training and to move the vocational education and technical training sectors towards comparability, harmonisation and eventual standardisation.
- Joint development, provision and exchange of vocational education and technical training materials to improve and sustain the quality and relevance of vocational education and technical training.
- Exchange of experiences, ideas and information to broaden the knowledge base of vocational educators and technical trainers.
- Development of national examinations and accreditation sectors to move vocational education and technical training sectors towards harmonised, equivalent and eventually standardised certification.

3.3. National Frameworks

The Namibian Constitution is the supreme law of the country. Article 20 of the Namibian Constitution provides the following:

- All persons shall have the right to education.
- All persons shall have the right, at their own expense, to establish and maintain private schools, or colleges or other institutions of tertiary education.

The Vocational Education and Training Act, (Act No. 1 of 2008) provides among others the following:

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 imposition of a vocational education and training levy; to provide for the appointment of inspectors and designation of quality system auditors and to provide for incidental matters.

The Namibia Qualifications Authority Act, (Act No. 29 of 1996) provides among others for the establishment of the Namibia Qualifications Authority (NQA). The objects of the NQA are among others:

- To set-up and administer a national qualifications framework.
- To set the occupational standards for any occupation, job, post or position in any career structure.
- To set the curriculum standards required for achieving the occupational standards for a given occupation, job, post or position in any career structure.
- To accredit persons, institutions and organisations providing education and courses of instruction or training.
- To inquire into whether any particular qualification meets the national standards.

The Basic Education Act 2020, (Act No. 3 of 2020). The objects of the Act include *inter alia*:

- To promote and regulate free compulsory basic education.
- To ensure equitable inclusive quality education and lifelong learning.
- To promote and protect the right of learners to education.
- To provide for the establishment, accreditation, registration, governance and management of State and private schools and hostels.

The Higher Education Act 2003, (Act No. 26 of 2003). The objects of the Higher Education Act are amongst others, the following:

- To regulate higher education.
- To provide for the registration, deregistration and closure of private higher education institutions.
- To provide for the funding of public higher education institutions.

Research, Science and Technology (Act No. 23 of 2004). The objects of the Research, Science and Technology Act are amongst others, the following:

- To provide for the promotion, coordination and development of research, science and technology in Namibia

Namibia's Vision 2030 provides the long-term development framework for the country: "*To be a prosperous and industrialised nation, developed by human resources, enjoying peace, harmony and political stability*". Vision 2030 outlines the following three major objectives linked to this policy:

- Develop a diversified, competent and highly productive human resources and institutions, fully utilising human potential, and achieving efficient and effective delivery of customer-focused services which are competitive not only nationally, but also regionally and internationally.
- Transform Namibia into an industrialised country of equal opportunities, which is globally competitive, realising its maximum growth potential on a sustainable basis, with improved quality of life for all Namibians.
- Accomplish the transformation of Namibia into a knowledge-based, highly competitive, industrialised and eco-friendly nation, with sustainable economic growth and a high quality of life.

The *Harambee Prosperity Plans* as accelerated strategies for Vision 2030, have outlined the following targets to be attained:

HPP I

- To increase the number of qualified TVET trainers from 15,000 in 2015 to 25,000 by 2020.
- To improve the quality of TVET.
- To improve the image of TVET nationwide.
- Speed up TVET levy refunds to employers who train their employees.

HPP II

- Establish Educator's (Teachers') Professional Regulatory Body to improve the quality of training of Educators and prescribe minimum standards for the Profession (IECD Educators and Caregivers; pre- and primary; secondary; TVET instructors and Lecturers)
- Jointly with private sector, assess outcomes of the piloted Apprenticeship Programme (2018- 2020) and expand into a National Internship and TVET Apprenticeship Programme, with economic incentives for participating business commencing 2022.
- Complete construction of new Vocational Training Centres with production hubs at Khorixas, Nkurenkuru, Keetmanshoop and Omuthiya during the HPPII period.
- Establish Industry Skills Committees within all Universities to enable Private Sector contribution to curriculum reform, to pursue effective accumulation of requisite skills and demand-driven education system that is responsive to the economic transformation agenda, during 2022.

The Fifth National Development Plan (NDP 5) for the period 2017 to 2022 outlines under the social development pillar, the following goal: *"To build capable and healthy human resources. Quality human capital is crucial to optimising productivity and associated socio-economic benefits to citizens"*. The following targets are linked to this policy:

- Raise TVET's brand identity and profile.
- Make TVET more accessible.
- Offer TVET courses that improve the employment prospects of learners.
- Increase enrolment of TVET trainees to 50 000.
- Improve TVET trainee completion rate to 80%.
- Increase number of skilled/up-skilled TVET trainers/trainers to 3 000.

The following sector policies are also relevant to this policy

Sector	Policies
Ministry of Industrialisation, Trade and SME Development	• Growth at Home - Namibia's Execution Strategy for Industrialisation, which supports work-integrated learning to ensure that trainees and learners acquire the relevant practical skills and experience required by their future employers. • Industrialisation Policy – Promoting skills development as a panacea for the country's industrialisation agenda. • National Policy on Micro, Small and Medium Enterprises in Namibia – Advancing entrepreneurship training and education throughout all stages of formal education. • National Intellectual Property Policy and Strategy 2019-2024 - Framework conducive for innovation and competitiveness through IP generation, protection and commercialisation. • Namibia Financial Sector Strategy, SME Strategy – A proposal for MSMS Mentoring and Coaching Programme, 2016 – Promoting skills development for the SME sector.
Ministry of Sport, Youth and National Service	• National Youth Policy III – Aiming to address challenges undermining youth development in Namibia so that young Namibians can assume their rightful place in building a "united, inclusive and prosperous Namibian House".
Ministry of Gender Equality, Poverty Eradication and Social Welfare	• Social Protection Policy – Calling for support for quality vocational training, paid skills apprenticeships and internships for young women and men.
Office of the Prime Minister	• National Food and Nutrition Security Policy 2020 - Supporting skills development through the TVET sector, inclusive of skills development needed in the attainment of food security and nutrition.
Ministry of Higher Education, Technology and Innovation	• Research, Science and Technology Act (Act No. 23 of 2004) - providing for the promotion, co-ordination and development of research, science and technology in Namibia. • Draft National Science, Technology and Innovation Policy 2020 – Promoting research in TVET. • Namibia Space Science and Technology Policy 2021 - to build human and institutional capacity in space science and technology.
Ministry of Environment, Forestry & Tourism	• National Environmental Education and Education for Sustainable Development Policy – Placing emphasis on skills development in eco-entrepreneurship for employment creation purposes and the broader transition towards a green economy.
Ministry of Labour, Industrial Relation and Employment Creation	• Namibian National Employment Policy 2013-2017 - Achieving sustainable, productive and decent employment and income for all Namibians. Advocating for the strengthening of the education and training sector to deliver on the education and needs in line with the job industry requirements.
Ministry of Home Affairs, Immigration, Safety and Security	• National Migration Policy for Namibia – Advocating for job creation through skills development initiatives such as training and on-the-job training to curb rural-urban migration
Ministry of Mines and Energy	• Minerals Policy of Namibia - Encouraging and enhancing training in scientific and technical skills skill in the mining sector.

4. GUIDING PRINCIPLES

The government sees the TVET sector as a key part of the solution to a myriad of challenges, including poor growth, poverty, inequalities and youth unemployment.

However, for many of these challenges the potential of the TVET sector remains unrealised. In addressing the challenges confronting the TVET sector, a number of guiding principles are to be upheld.

The following guiding policy principles constitute the spirit and core basis upon which this policy was formulated:

(a) Fairness:

Fair or impartial treatment; lack of favoritism towards one side or another.

(b) Flexibility:

Accommodating different modes of delivery for the different needs of trainees.

(c) Gender Sensitivity:

Gender mainstreaming will be central in the implementation of this policy.

(d) Inclusivity:

In terms of gender, ethnicity, disability and other demographics.

(e) Innovation and Creativity:

The policy shall strive to promote creativity and adoption of new technologies.

(f) Partnership and Participation:

Fostering optimal and well-coordinated partnership and participation of diverse local and international partnership in implementation of an effective TVET sector in Namibia.

(g) Quality:

Training to be fit-for-purpose.

(h) Reliability:

The policy shall strive to deliver quality services consistently, in collaboration with stakeholders.

(i) Responsiveness:

The policy shall support programmes that are demanded by the stakeholders.

(j) Transparency and Accountability:

Stakeholders shall discharge their respective mandates in an open manner and take full responsibility for their actions.

5. POLICY DIRECTION

5.1. Vision

The TVET sector has set itself the following vision:

A TVET sector which promotes economic and employment growth through a focus on initial (pre-employment) and continuous TVET programmes and courses for the formal and informal economy.

5.2. Mission

The mission for the TVET sector is defined as follows:

To accelerate the development of occupational competence through equitable TVET financing and access to employment in the formal and informal economy.

5.3. Policy Goal

This policy shall ensure that it responds to the current and future skills development imperatives needed to build a knowledge-based citizenry to make Namibia an industrialised nation and a globally competitive country.

5.4. Policy Objectives

The following objectives are to be pursued through this policy's implementation:

- (a) To improve governance and management of the TVET sector;
- (b) To enhance quality and relevance of TVET programmes;
- (c) To increase access and equity in TVET programmes;
- (d) To promote research, innovation and entrepreneurship in TVET and its initiatives; and
- (e) To diversify sources of funding and equitable financing of TVET programmes.

5.5. Policy Strategic Areas

In addressing the challenges currently confronted by the TVET sector and meeting this policy's objectives, a number of strategies shall be adopted and implemented. The below strategies shall be pursued:

Policy Objective 1 – To Improve Governance and Management of the TVET Sector

Governance and management entails developing and instituting policies and regulations, and establishing structures to support effective implementation and monitoring of TVET programmes. Governance and management affect the effective implementation of TVET programmes.

Current challenges include a fragmented TVET structure, over-centralised governance structure, duplicated roles and responsibilities, weak management capacity, weak industry-based structures to support TVET, and a lack of autonomy amongst public TVET institutions.

The following strategies and activities are to be pursued, namely:

Strategy 1: Realignment of Mandates of Existing Agencies.

- (a) Conduct a national dialogue for key stakeholders to define the roles and responsibilities of agencies;
- (b) Review legal frameworks for the agencies;
- (c) Review the organisational structures of agencies; and
- (d) Implement realigned mandates

Strategy 2: Decentralisation of Governance and Management of Public TVET Centres.

- (a) Implement governance and management framework for Public TVET centres; and
- (b) Establish decentralised public TVET centres.

Policy Objective 2 – To Enhance Quality and Relevance of TVET Programmes

This entails the provision of TVET that is based on the standards industry demands. The sector is facing challenges to provide adequate quality and relevant skills.

These challenges include inadequately qualified technical teachers and trainers; curriculum developers and managers; technological disparities between industry and TVET provider institutions; a lack of consolidated quality in the management sector; weak linkages with the mainstream education sector; and weak mechanisms to communicate clearly defined pathways for TVET qualifications and how they align with the National Qualifications Framework (NQF).

Five strategies with associate activities are to be pursued, namely:

Strategy 1: Continuous Professional Development (CPD) of TVET Practitioners (Teachers, Trainers, Management and Staff).

- (a) Develop standards for technical teachers and trainers;
- (b) Conduct training needs assessments of technical teachers and trainers;
- (c) Develop and implement a continuous professional development (CPD) strategy; and
- (d) Regularly assess the skills of technical teachers and trainers.

Strategy 2: Upgrading of Facilities and Equipment at TVET Centres.

- (a) Create an asset inventory at all TVET institutions;
- (b) Upgrade facilities and procure equipment; and
- (c) Review training equipment maintenance plans for TVET centres.

Strategy 3: Developing and Implementing Curricula that Respond to Industry Needs.

- (a) Conduct industry technical skills needs;
- (b) Revise existing TVET curricula;
- (c) Harmonise TVET curricula; and
- (d) Implement revised curricula.

Strategy 4: Strengthening the TVET Quality Assurance System.

- (a) Establish TVET Examination, Assessment and Certification (TEAC) unit;
- (b) Develop E-learning platforms in TVET; and
- (c) Conduct regular monitoring and evaluation (M&E) in TVET.

Strategy 5: Enhancing On-the-Job Training Programmes.

- (a) Review Work-Integrated Learning framework; and
- (b) Implement Work-Integrated Learning regulations.

Policy Objective 3 – To Increase Access and Equity in TVET Programmes.

This is the notion of expanded service provision and increased efficiency in the provision of TVET in a fair and just manner.

The provision of equitable and accessible TVET faces a number of challenges that include limited access opportunities; low turn-up and high dropout rates; unattractiveness; inadequate infrastructure and training equipment; lack of

diversity in skills provision; lack of institutional capacity provision; and lack of integration into the mainstream education sector and other sectors of the economy.

Four strategies and corresponding activities are to be pursued, namely:

Strategy 1: Harmonising and Linking Pre-Vocational Education with TVET;

- (a) Strengthen pre-vocational education in secondary schools;
- (b) Strengthen relationships between schools and current VTCs and other TVET institutions in the regions;
- (c) Develop clear pathways for vertical and horizontal progression of education and training qualifications on the NQF;
- (d) Develop and publish entry requirements for TVET programmes; and
- (e) Expand the use of current clusters to link with TVET institutions (Cuban model as an example).

Strategy 2: Catering for Marginalised Groups and Persons with Disabilities to Access TVET Programmes.

- (a) Identify and profile barriers for marginalised groups and persons with disabilities to access TVET programmes;
- (b) Provide facilities and infrastructure to cater for marginalised groups and persons with disabilities to access TVET;
- (c) Integrate persons with disabilities in mainstream TVET;
- (d) Identify courses which cannot be undertaken by people with disabilities on the grounds of safety to themselves and others;

Strategy 3: Intensifying TVET Advocacy.

- (a) Identify and appoint TVET ambassadors; and
- (b) Conduct career guidance at schools

Strategy 4: Improving E-Learning Platforms.

- (a) Acquire relevant ICT infrastructure at TVET centres.

Policy Objective 4 – To Promote Research, Innovation and Entrepreneurship in TVET

Research and innovation involve data collection, data management and analysis for evidence-based policy making. A sound and enabling research environment will eventually assist the TVET sector to promote and support innovation and enhance productivity in organisations.

It will also assist in operationalising an effective TVET information management sector – the lack of which severely hampers evidence-based policymaking and the efficient use of scarce resources. This is evidenced by low adoption and application of appropriate technology in TVET; a lack of an integrated management information system; weak linkages among research institutions and training provider institutions and industry, and the lack of creativity and innovation in the sector.

Two strategies and corresponding activities are to be pursued, namely.

Strategy 1: Developing Research and Innovation Capacity in the TVET Sector.

- (a) Participate in national conferences/symposiums/fora;
- (b) Strengthen research capacity through the NUST TVET Faculty;
- (c) Establish technology business incubation centres; and
- (d) Establish Centres of Excellence in TVET.

Strategy 2: Strengthen TVET Management Information Sector (MIS).

- (a) Consolidate TVET (MIS).

Policy Objective 5 – To Diversify Sources of Funding and Equitable Financing of TVET Programmes

Funding and financing involve the mobilisation, management and disbursement of financial resources.

The implementation of TVET programmes has been affected by challenges associated with funding and financing which among others are: limited source of funding; lack of a well-defined funding and financing framework; weak public-private partnerships (PPP); weak checks and balances in the use of financial resources; and weak resource mobilisation mechanisms.

Three strategies and associated activities are to be pursued, namely.

Strategy 1: Exploring and Facilitating Alternative Funding Sources.

- (a) Develop a finance mobilisation framework;
- (b) Establish a TVET training fund administration; and
- (c) Disseminate and implement financing framework.

Strategy 2: Increasing Transparency and Accountability in Management of Finances.

- (a) Develop processes and instruments to ensure proper and efficient use of finances.

Strategy 3: Implementing a Standardised Financing Allocation Framework.

- (a) Develop a financing framework for TVET providers; and
- (b) Develop a performance score-card for TVET providers.

5.6. TVET Vertical and Horizontal Pathways Aligned to the National Qualifications Framework (NQF)

The section below provides insight towards the development of vertical and horizontal education and training pathways aligned to the NQF.

Qualifications are formal certification that are attained or a group of unit standards and/or outcomes of learning with a prescribed credit value that meet industry requirements for work. Most qualifications issued at successful completion of TVET programmes shall require trainees to have achieved a mix of relevant unit standards, as specified by the industry for the specific occupation.

- (a) TVET providers offer programmes that lead to qualifications within the NQF.
- (b) The NQF describes the different levels of education, training and qualifications that are offered by schools, TVET and tertiary education institutions in Namibia. There are 10 levels in the NQF with each level having a set of level descriptors. Levels range in complexity with Level 1 being the least complex and Level 10 being the most complex. The levels reflect the complexity of learning – they do not equate to ‘years spent in learning’, but instead reflect the content of the qualification. Generally, Levels 1 – 4 reflect senior secondary education and trade training; Levels 4 – 6 are equivalent to advanced trades, technical and business qualifications, and Level 7 and above equate with advanced qualifications of graduates and postgraduate standard.
- (c) Qualifications on the NQF are based on unit standards and outcomes of learning. These are the building blocks of qualifications. In the TVET sector, unit standards for particular occupations and industry areas are developed by the NTA, in consultation with industry, business, training providers and other experts. All unit standards have a credit value and a level which is confirmed during registration on the NQF. Unit standards may be awarded as standalone awards as these are registered separately on the NQF from NQF Level 1 to Level 10; unit standards may be registered with a credit value ranging between 1-120 credits.

6. IMPLEMENTATION ARRANGEMENTS

The MHETI recognises the diversity and complexity of the TVET sector and, based on that understanding, the implementation of this policy shall be aligned with other stakeholders in such a way that it facilitates establishment of strategic relationship and linkages among stakeholders by ensuring effective participation of all key stakeholders through a sector-based approach.

Key stakeholders include: Government Ministries, Offices and Agencies, private sector, development partners, academic and research institutions, non-governmental organisations, and the community at large.

6.1. Institutional Arrangements / Frameworks

Ministry of Higher Education, Technology and Innovation (MHETI)

The MHETI is the custodian of the TVET sector in Namibia, and assumes a pivotal role in the development and implementation of this TVET Policy. The Ministry provides policy direction and necessary support in areas such as strategy development, target setting, promulgation of TVET orders or by-laws, delineating a broad framework for courses, teaching and learning, and policy revision.

Also, the Ministry shall be responsible for regulating TVET financing, monitoring and evaluating the effectiveness of implementing agencies, as well as monitoring the success of the policy framework in relation to socio-economic developments.

The Ministry shall also create an enabling environment for TVET programme implementation, ensuring an effective governance structure linking and coordinating sub-sectors of education and training. This includes working alongside other ministries, and bodies such as the National Planning Commission, the Ministry of Trade and Industry, Labour and Social Welfare, Finance and autonomous/statutory/parastatal bodies especially the NQA and NCHE, Regional Education Forums and the National Education Advisory, and employers' organisations.

The Ministry shall also facilitate development of a uniform structure in the education sector in the country (inclusive of a TVET sub-sector) with horizontal and vertical articulation (including formal and informal training) with clear defined entry and exit levels in collaboration with key stakeholders such as NQA, NTA, NCHE, UNAM, NUST, TVET providers, etc.

Office of the Prime Minister (OPM)

The Office of the Prime Minister determines, conditions of service, specified categories of employment, designations attached to posts and ranks, numbers, grades and salary scales of public servants.

The Office of the Prime Minister, as custodian of Human Resources Management Policies, provides guidelines on the management of internship programmes in the public service which are aimed at providing trainees, with practical experience that will complement their acquired theoretical knowledge, classroom-based learning. These guidelines are also aimed at the enhancement of professional development for registration with professional bodies.

Ministry of Labour, Industrial Relations and Employment Creation (MLIREC)

The Ministry of Labour, Industrial Relations and Employment Creation (MLIREC) provides professional labour market services for the achievement of full, productive and decent employment.

The Ministry plays a pivotal role in the facilitation of technical skills to (TVET) training through psychometric assessment for selection of prospective candidates for TVET providers as well as the registration of jobseekers and the facilitation of their placement in various sectors through the Namibia Integrated Employment Information sector (NIEIS). The Ministry liaises with TVET-accredited institutions to submit list of graduates for registration on NIEIS, and facilitates placement in different sectors.

The Ministry collaborates with TVET providers and other tertiary institutions to address skills gaps as well as identifying and reskilling jobseekers through retraining, attachments and internship programmes.

Namibia Qualifications Authority (NQA)

The NQA take full responsibility for all quality assurance aspects in education and training in the country. NQA shall administer the NQF.

It also develop clearly defined pathways for TVET qualifications and link TVET qualifications to other qualifications pathways within the NQF.

It will also evaluate and recognise competencies learnt outside formal learning sectors. In addition, the NQA is responsible for evaluating foreign qualifications.

Namibia Training Authority (NTA)

The NTA shall be responsible to develop a national TVET sector that is to respond to the common good of the stakeholders, the government and the nation at large, based on national priorities. It promotes close collaboration between the industry and the TVET providers so that its strategic plans reflect the needs and priorities of industry.

It will work towards the development of an effective training market where both the private and the public sector have a role in training provision; both at high-level, advanced technical training, as well as at further education opportunities for the world of work and the community.

The NTA will enhance efficiency and productivity of publicly funded providers that can compete effectively in the training market.

The NTA shall be responsible for the management of the TVET Management Information System (MIS), manage the TVET research function, and perform the following functions for all occupations covered by the TVET sector, up to and including Level 5 of the NQF, in line with NQA policies and procedures:

- (a) develop standards and qualifications;
- (b) register assessors and conduct assessments including recognition of prior learning; and
- (c) issue certification.

The NTA shall also be responsible for the levy collection and disbursement as well as regulation of apprenticeship training and Work-Integrated Learning schemes.

Namibia Students Financial Assistance Fund (NSFAF)

The NSFAF continues to provide financial assistance to TVET trainees. This would form part of the student loan scheme. NSFAF shall secure funding from the state, the private sector as well as the philanthropist community and donors, and be responsible for the management and administration of such resources.

TVET Training Providers

The training providers constitute a host of public and private entities that are engaged in a range of high quality, relevant and flexible skills development programmes. They maintain a high-quality standard of teaching, learning and management of TVET facilities.

Training providers will seek accreditation with NQA for their institutions and programmes. They shall also provide regular feedback to trainees on their progress, and assist those with special difficulties. They shall also align their training programmes to industrial needs and promote innovation, creativity and entrepreneurship among trainees.

Employers

As part of the tripartite stakeholder's arrangement, employers are to ensure that they clearly express current and future skills needed, and requirements. They also contribute to the development and implementation of policies and strategies that are to create a vibrant and effective TVET sector for Namibia.

Employers shall make clear their needs for skilled and trained people in key business sectors and functions over the medium term, and contribute to the development and implementation of policies and strategies to create a vibrant and effective TVET sector for Namibia.

Employers shall further nominate able, committed, dedicated and skilled (technical) persons to serve on the NTA's Industry Skills Committees; Standards, Assessment & Certification Council; as well as bodies which serve in occupational standards development and support Work-Integrated Learning opportunities to trainees.

Trade Unions (inclusive of student associations)

These are important tripartite stakeholders representing the interest of the workers/employees. As employees' representatives, they are to ensure that the needs of TVET staff and trainees are addressed. They are to encourage and support TVET staff to develop their skills and gain recognised formal qualifications.

Unions shall ensure that the voice of vocational and technical staff on education and training is heard within companies and government, and encourage and support staff to develop their skills and gain recognised formal qualifications. Unions must identify skills development needs and opportunities among groups of staff as well as to participate and contribute to the curriculum development and review.

Civil Society

The Government fully recognises the inherent capacities of non-governmental organisations (NGOs) as well as community-based organisations (CBOs) to serve as key actors in the TVET sector development process.

Such organisations can facilitate local initiatives, use indigenous resources and technology, and mobilise rural people and community participation for sustained development, in particular in agriculture.

The government shall actively support the efforts of NGOs and CBOs in TVET sector development and shall assist them with policy-led interventions which shall contribute to the achievement of national and local development objectives.

Trainee and Guardians and Graduates

Guardians shall provide feedback on the relevance and standards of curriculum and teaching, encourage a learning culture and actively participate in ensuring each learner's success.

They also represent the interests of trainees at management boards/boards of trustees among others, and will encourage and motivate trainees to complete training programmes.

They will provide financial and moral support and assistance, urge on the will to learn and to further one's own career and improve one's quality of life, thereby contributing to the overall socio-economic development of Namibia. Guardians should make contributions to effective and quality teaching and learning.

6.2 Legal and Regulatory Arrangements

The Namibian Constitution is the supreme law of the country and provide citizens with rights to establish institutions of higher learning. The legal basis for the current TVET sector is the Vocational Education and Training Act 2008, (Act No. 1 of 2008).

The MHETI is currently the overseeing authority for the TVET sector. At present, four agencies share the responsibility to regulate and finance education and training: NQA, NCHE, NSFAP and NTA, established separately and at different times under the following Acts of Parliament:

- Namibia Qualifications Authority Act 1996 (Act No. 29 of 1996).
- Namibia Students Financial Assistance Fund Act 2000 (Act No. 26 of 2000).
- Basic Education Act 2020, (Act No. 3 of 2020).
- Higher Education Act 2003 (Act No. 26 of 2003).
- Research, Science and Technology Act 2004 (Act No. 23 of 2004).
- Vocational Education and Training Act 2008 (Act No. 1 of 2008).

This policy aligns with existing legal instruments. The current enabling legislation of the NQA,

NCHE and NTA will have to be amended to address duplicating and overlapping functions. Doing so will support efficiency in this policy's implementation.

6.3. Resource Mobilisation

The MHETI is the custodian of this policy and shall endeavour to mobilise adequate financial resources to attain the aspirations of the policy. Therefore, the MHETI will make funds available as per the corresponding MTEF period to be utilised to implement the activities as set out in the implementation plan.

MHETI shall also approach development partners to contribute through technical assistance or outright project funding.

6.4. Monitoring and Evaluation Framework and Reporting

The TVET sector under the leadership of the MHETI, like all other sectors, has a responsibility to develop a five-year TVET Implementation Plan. This plan has been developed by all relevant stakeholders based on priority areas and strategies identified in the forthcoming NDPs for the sector to address, and is by all measure a comprehensive implementation tool of the strategies of the TVET Policy and shall be utilised in monitoring and evaluating the results of this policy.

It is a Cabinet decision for various line ministries to report on a bi-annual basis, on the progress made in the implementation of the various sectoral plans.

These reports shall not only include the physical and financial execution rates, but shall also analyse the impact of the various strategies / activities on the sectoral targets, achievements of policy goals, objectives and strategies, as well as the overall national development goals.

It is envisaged that monitoring and evaluation of this policy shall take place at a frequency of once every six months. The TVET sector is expected to conduct a thorough assessment of the TVET Policy after every five years prior to a review exercise of the policy.

6.5. Advocacy and Dissemination (Communication Strategy)

This policy document is an important tool for guiding activities of all the players operating in the TVET sector, namely government, private sector enterprises, state-owned enterprises, employer federations, trade unions, TVET Boards and NGOs/CBOs, amongst other stakeholders.

It is thus imperative that this policy be communicated to all relevant players timeously for its effective and efficient implementation.

This makes the communication strategy an integral part of the policy's implementation process. The communication strategy serves to provide general and specific information on the TVET Policy, build the required partnerships between government and the private sector, civil society including local communities, indigenous people and the general public.

On adoption of this policy, a national awareness campaign shall be launched in both the electronic and print media in all local languages, in order to raise awareness of this policy document.

Ministries, Government Agencies and Offices at the central, regional as well as at constituency level shall be provided with hard copies of this policy.

Academic institutions, national libraries, community libraries, employer federations and trade unions, as well as other outreach partners shall also be provided with hard copies of the document for an extended reach to their members.

Furthermore, this policy document shall be made available for download via the internet on the website of the MHETI, NTA, TVET-related Boards, and any other relevant agencies.

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