



“Narrowing the skills gap through VET”

November 2011

Glossary of Terms

CBET	Competency Based Education and Training
DVET	Directorate of Vocational Education and Training
EFA	Education For All
ETSIP	Education and Training Sector Improvement Program
GRN	Government of the Republic of Namibia
ISC	Industry Skills Committees
ITP	Instructor Training Program
MCC	Millennium Challenge Corporation
MoE	Ministry of Education
NAMCOL	Namibian College of Open Learning
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
NTA	Namibia Training Authority
NTF	National Training Fund
ODL	Open and Distance Learning
PoN	Polytechnic of Namibia
RPL	Recognition of Prior Learning
SACC	Standards, Assessment and Certification Council
SOE	State-owned Enterprise
VET	Vocational Education and Training
VETMIS	Vocational Education and Training Management Information System
VTC	Vocational Training Centre
VTPs	Vocational training providers

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Introduction

The Context

According to the World Bank, developing countries need to improve productivity throughout their economies if they are to compete successfully in an era of rapid economic and technological change. Improved productivity requires not only capital investment, but also a work force that has the flexibility to acquire new skills for the new jobs created as the structures of economies and occupations change. The level of competence of a country's skilled workers and technicians is a key determinant of labour force flexibility and productivity. Skilled workers and technicians enhance the quality and efficiency of product development, production, maintenance, and they supervise and train workers with lesser skills. They are found in the modern wage sector, agriculture and the small unregulated enterprises of the informal sector, both rural and urban.

The responsiveness of skills training to the requirements of changing economies is crucial to national efforts to improve competitiveness. With severely constrained public budgets, nations must mobilise the training capacity of employers and improve the efficiency and effectiveness of public training. In many countries, this will require a fresh approach to the role of the government in ensuring that the skills needed for development are efficiently provided.

Faced with challenges such as high skill shortages, large numbers of low-skilled workers and a high unemployment rate, vocational education and training (VET) is vital to prepare individuals for today's society and ensure Namibia's future competitiveness and innovation.

Actions to improve vocational education and training help to provide the skills, knowledge and competencies are needed in the labour market. As such, they should be an essential part of Namibia's Education and Training programmes and are required to achieve the goals of Vision 2030.

Skills acquisition is vital for an economy to compete and grow, particularly in an era of economic integration and technological change. Skill needs are widespread in most developing countries – they are not only demanded by the modern wage sector but also by the agricultural and informal sectors. Vocational Education and Training (VET) is a direct means of providing workers with skills more relevant to the evolving needs of employers and the economy. A VET system should not only be efficient, cost-effective and equitable but must be linked directly to industry needs and requirements.

The causes of poor returns for training investment are complex and vary from country to country. In some cases expectations regarding the power of training programmes, especially those aimed at young people making the transition from school to work, have simply been unrealistic, largely because of the slow growth in skilled wage employment. In other cases inefficient administration has reduced the returns to public training investments. The quality and quantity of training by employers have also been limited by economic policies that distort the incentives to firms and individuals to invest in skills and, in partial consequence, by a low level of professional training capacity. Moreover, the training potential of employers and

private training organisations, both voluntary and profit-making, is generally ignored in public training policy.

Unrealistic expectations, inefficient administration and exclusion of the private sector have combined, in varying weight in Namibia, to limit the contributions of skills training to productivity and welfare.

In recent years skill shortages in the labour force have become a key challenge in the SADC region, suggesting that policies for continuous upgrading of skills of the workforce are increasingly important.

Unemployment in urban areas, Windhoek in particular, has increased rapidly over the past decade. Obtaining a junior/senior certificate alone does not guarantee any return to the youth of our country unless accompanied by some practical skills. This situation is becoming more apparent every year with thousands of Grade 10 and Grade 12 graduates roaming the streets looking for employment.

At present the formal education system concentrates on the attainment of academic qualifications with limited opportunities for skills-based vocational training.

Unfortunately, this approach makes the system far too selective. Those students that are successful at Grade 10 level are able to consider progressing to Grade 11 in the formal system or can choose to apply for the limited number of places available at the Vocational Training Centres (VTCs). Those who are unsuccessful and are unable to continue in the formal system can opt to further their secondary education through the non-formal education system or face the end of their personal education path and join the many unemployed.

As the country's principle provider of Open and Distance Learning (ODL) at secondary level, the Namibian College of Open Learning (NAMCOL) has made tremendous strides in assisting many of these youth to complete their secondary education. Since its inception, 300,000 learners have enrolled at NAMCOL with current pass rates of between 82-92%. However, most of these courses offered by institutions are academic in nature and appear not to fully meet all of the country's education, training and development needs as outlined in Vision 2030 and the Education and Training Sector Improvement Programme (ETSIP):2006-2013.

NAMCOL has identified VET as a critical part of their education policy agenda, yet in Namibia this issue has remained peripheral to the efforts to reform education and training systems. This paper presents available evidence on the extent and patterns of lifelong learning in VET and the introduction of new approaches. It argues that the introduction of Foundational skills, elementary VET programmes and new qualifications is important not only to meet the new skills demands but also to address a rapidly growing skills gap created by a slowly responding VET system.

The Need

To be able to make informed decisions on NAMCOL's future involvement in VET, it is essential that we have a common understanding of the current status of VET globally, in developing countries and in Namibia.

VET – a global perspective

It is accepted globally that investing in a strong, public VET sector is of the utmost importance in both knowledge-based societies as well as in developing countries.

The UNESCO Revised Recommendation on Technical and Vocational Education and Training states that: “Given the immense scientific, technological and socio-economic development, either in progress or envisaged, which characterizes the present era, particularly globalization and the revolution in information and communication technology, technical and vocational education should be a vital aspect of the educational process in all countries” (UNESCO, 2001).

The importance of VET lies in the fact that it enriches people for life and it provides the competencies which are necessary in any society. It is internationally recognised that societal and economic development depends on the strength of VET as it provides access to skills and entry routes into the labour market. For under-privileged and marginalised groups in particular, it can be an important route towards a better life.

Literature Review – supporting the global perspective

The Education International (EI) published their *Literature Review Vocational Education and Training* on 12 October 2009 as a means to address threats to VET from an academic point of view. The literature survey confirmed that governments use many excuses for not taking responsibility for public VET systems such as the complexity of the sector, because international agencies are telling them not to, because of a misunderstanding of the labour market, or because it is simply considered to be too expensive to make the needed changes.

The literature review also highlighted a number of challenges within the VET system. The most existential one is a problem of definition. As VET is provided over different levels which, in some countries, include from Level 1 up to Level 7 it is hard to clearly delineate it from sectors such as primary, secondary or even higher education. Secondly, the literature is not clear about the role of VET in social and economic development. It is clear that there is still some controversy surrounding the policies of the World Bank, which has placed VET quite strongly in contrast with general education, promoting an agenda of privatisation. On the other hand, VET is strongly associated with high growth rates in economies in South-East Asia as well as the industrialised world. Thirdly, a debate exists on the link between VET and the labour market. While this link is generally seen as important, the way of organising and planning it requires clarification. It is also important not to conceptualise VET as purely a labour market tool, but as an important public good in its own right. Finally, as EI is a representative organisation of employees in the education sector, there is the obvious question of the place and status of teaching personnel.

This literature review is a first attempt to summarise the main academic debates on VET. Through this exercise, it has become clear that:

- VET suffers from a lack of clear definition.
- VET is offered in many different levels and ways and varies according to the ways the local labour market is organised.
- It suffers from a competition in status with general academic education, emerging as “second choice” education. This problem is underlined by the approach taken by the international development community, which has prioritised general education and promoted an agenda of privatisation for VET.

The question of definition has a number of practical implications. First of all, it is important to note that any choice of definition will entail a gross simplification of reality. Not all VET systems around the world – or even in a single country – can be described in a few lines, as many nuances, which may arise will necessarily be omitted. Therefore, it will always be the case that a single definition may not be possible as some of the issues and problems may be ignored. Indeed, such a problem might apply if a definition is chosen that is built too much on the continental European model. Secondly, if the definition chosen is too general in nature, it risks being a tautology such as “education that prepares students for the labour market” (as all types of education aim to do).

Therefore, it might be a fruitful strategy to concentrate on the process of developing a definition of what VET is in the “real world” while at the same time adopting a vision of what VET is in the eyes of governments and industries, taking into account the problems mentioned above.

Literature developed by the World Bank on VET

A second influential strand of work originates from authors linked to the World Bank, who argue that while VET can be important for growing economies, the organisation of VET should be minimal, with strong private sector involvement both in terms of organising supply and creating demand.

As targets have been set for many of the education sectors – but not for VET – concerns over this sector, have nearly disappeared from the international development agenda.

The World Bank identified critical dimensions that can make VET cost-effective as a strategy:

- it should be focused on improving productivity;
- jobs must be available within the sectors in which the training are provided;
and
- produces workers with needed skills of acceptable quality.

Understanding the economic context in which training is delivered is therefore critical to the development of effective training policies and programs.

Not surprisingly, these are also the points of departure of the World Bank policy paper on VET. The policy paper focuses on four main strategies to improve VET provision, namely:

- i) Strengthening primary and secondary education;
- ii) Encouraging private sector training;
- iii) Improving effectiveness and efficiency in public training; and
- iv) Training and equity strategies (World Bank, 1991).

VET and Education for All

The Education For All (EFA) agenda was supported when Ministers met in Seoul in 1999 at the Second International Congress on Technical and Vocational Education (TVE) they adopted the goal of “Technical and Vocational Education for All” stating: TVET is one of the most powerful instruments for enabling all members of the community to face new challenges and to find their roles as productive members of

society. It is an effective tool for achieving social cohesion, integration and self-esteem (UNESCO, 1999).

At the same time, however, it can be questioned how the EFA agenda, adopted in Dakar in 2000, does contribute to VET. Goal three – “to promote learning and skills for young people and adults” – is the only goal that addresses some aspects of VET. The goal is not very concrete and it is certainly not as strong as the 1999 Seoul conclusions. Consequently it is interpreted in many different ways (UNESCO, 2009, p. 91). This could perhaps be the reason why VET is not mentioned in the Global Monitoring Report (ibid). However it could also be said that the focus on primary education in the EFA goals is likely to be the reason behind governments’ distraction from developing proper strategies for VET.

VET in Namibia

Since Independence, the Government of the Republic of Namibia has actively pursued policies to ensure education for all. Vision 2030 supports this by the drive of a totally integrated, unified, flexible and high quality education and training system which provides equal access to excellent educational and vocational training institutions that prepare Namibians to take advantage of the rapidly changing global environment, thus, contributing to the economic and social development of the citizens. This is supported by a system of continuing education. Barriers to access and participation imposed by the previous government have been dismantled. The Namibia Training Authority (NTA) was established through the promulgation of the Vocational Education and Training Act, 1 of 2008, to regulate and enhance the quality and provision of vocational education and training in Namibia.

Over the years, the VET system has been running in isolation from industry. The management system has been centralised and the only training providers have been the public Vocational Training Centres (VTCs), which had very little autonomy as institutions. This lack of autonomy has made them less able to respond to changing economic and technological conditions and to meet industry demands.

There have also been mismatches in demand and supply of skills to address the ever-growing skills shortages, and this has resulted in industry having less and less confidence in the public Vocational Education and Training (VET) system. VET qualifications have had little credibility and there has been almost no articulation of credits, which meant that trainees had to retrain and/or repeat subjects to get qualifications from other institutions.

As alluded to in the above section, unemployment has increased rapidly in the post-independence era. Namibia’s Vision 2030 Policy Framework (2004-73) highlights the 2001 census figures which show that the overall unemployment rate is 31%. The latest studies showed a rapid increase in unemployment which now stands at 51% unemployment rate according to a study conducted by the Ministry of Labour in 2010. This trend, which is foreseen to continue for some years to come, is a consequence both of declining productivity in rural areas (push factor) and the fact that employment opportunities are perceived to be better in urban areas (pull factors). The rate of formal employment creation in urban areas, however, has fallen way behind the actual demand for employment opportunities.

The efficiency of and effectiveness in the VET system of both human and capital resources was questionable and there was little accountability for the use (or

misuse) of public resources. Training costs were exceptionally high and unaffordable. The lack of credibility within the system made vocational training a “last choice” for trainees who could not get entry to other fields. Many trainees then also dropped out of VET programmes.

Although many workers in industry and business acquire their competencies and skills through work and on-the-job training, they have not had opportunities for their skills to be formally recognised and to get the extra training they need to become fully qualified and paid accordingly.

There are a number of initiatives under development to enhance the transparency, recognition and quality of competencies and qualifications, facilitating the mobility of learners and workers. These include the establishment of the National Qualifications Framework (NQF), the Namibia Qualification Authority (NQA), the Standards Assessment and Certification Council (SACC) and the Industry Skills Committees (ISCs).

The need for Vocational Education and Training

It is important to understand that a variety of factors contribute to the skills needed in industries. Training is also necessary for the individual development and progress of the employee, which motivates her/him to work for a certain organisation apart from “just for the money”. Training is required to update employees on market trends, changes in employment policies and other matters.

In Namibia there are critical factors that contribute to the increased need for training and development in organisations and industries. However the lack of information from high-level planning bodies (Ministries, NPC, Development Partners) makes it very difficult to realistically determine the current and future training needs. A clear example of this is the recent uranium mining boom in Namibia. According to the Chamber of Mines, every mining company setting up shop in Namibia had to import between 45%-55% of all their skills.

Other factors that need to be considered are:

Change. The word change encapsulates almost everything. It is one of the biggest factors that contribute to the need for training and development. There is in fact a direct relationship between the two. Change leads to the need for training and development and training and development leads to individual and organisational change, and the cycle goes on and on. More specifically it is the technology that is driving the need; changing how businesses function, compete and deliver. The question to be asked is; are our VTCs equipped to address these changes? The answer is no!

To only equip trainees with the practical skills is not what industry wants. Industry is clear that it needs employees who are flexible and equipped with technical skills and knowledge but also with the necessary/essential foundational skills. Industry not only needs high-level skills but is also seeking more entry level semi-skilled workers who have the desire and ability to take advantage of on-the-job training. VTCs train the same traditional trades according to the same old curriculum with little or no regard for whether employment even exists for their graduates. Furthermore, they fail to convey the importance of “soft” skills such as punctuality, hygiene, courtesy, assertiveness, and others that are desired by prospective employers.

Personal Development. Money is not the sole motivator at work and this is very true especially for the 21st century. People who work within organisations seek more than just employment out of their work; they look at holistic development of self. Spirituality and self-awareness for example are gaining momentum world over. Employees increasingly want more than just a pay cheque from their work; they want the opportunity to develop their potential.

Situational Analysis of VET in Namibia

Recognised importance of VET in Namibia

Towards the realisation of its Vision 2030, Namibia has embarked on several policies and initiatives for integrated and sustainable local, regional and national social and economic development. This includes the restructuring of the VET system. Namibia is reforming its technical and vocational education system to make it more effective and accessible to disadvantaged sectors of society, which in turn will foster the development of a skilled workforce for both modern industry and contribute to growth of self-employment and the informal and small and medium enterprise (SME) sectors of the economy.

The Government of Namibia acknowledges the importance of Vocational and Education Training and has put a series of actions in motion.

One major action was the enactment and implementation of the *Vocational Education Training Act*.

The *VET Act no 1 2008* set out to “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 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.”

Main objectives of the Act

The objects of this Act are:

1. To achieve an effective and sustainable system of skills formation that:
 - is aligned with the labour market;
 - provides the skills that are needed for accelerated development;
 - develops the competencies needed by young people for productive work and increased standards of living; and
 - promotes access, equity and quality in vocational education and training.
2. To establish a stable organisation and management system that:
 - clarifies roles in and responsibilities for vocational education and training; and
 - is accountable to Parliament through the Minister.
3. To establish and maintain a sustainable partnership between government, the private sector and civil society to resource the provision of vocational education and training.

The VET Reform process

The Government of Namibia through the Ministry of Education embarked on an Education and Training Improvement Programme (ETSIP). This plan spells out a whole new reform process for the Education and Training Sector. The major strategic objectives for the VET sector are:

Strategic Objective A: Strengthen the management capacity of the VET System

Component 1: Establish the Namibia Training Authority

Component 2: Management development at Vocational Training Centres

Strategic Objective B: Improve the quality of VET

Component 3: Establish competency based education and training

Component 4: Upgrade instructor qualifications and expand outputs

Component 5: Re-equip VTCs

Strategic Objective C: Mobilise resources for training and use them efficiently

Component 6: Establish the levy system

Strategic Objective D: Expand VET outputs to meet labour market demands

Component 7: Diversify and expand training provision

Important strategic reform process (NTA strategy)

The NTA Board through a proper strategic planning exercise and guidance from the Ministry of Education determined/established 31 strategic objectives. However, considering that the NTA was understaffed and not fully functional yet, the Board decided to set priorities and focus on the most critical strategic issues. The critical objectives were:

Establish NTA as an effective and well governed organisation

Priority Actions

1. Complete recruitment and induction process for management and staff.
2. Establish effective management information and finance systems.
3. Establish guidelines and delegations.
4. Effective servicing of Board, committees and ISCs and effective Board governance.
5. Effective responses to Minister and government needs and requirements.
6. Finalise Board Governance and Performance Agreements with the Minister of Education.
7. Establish a proper working environment at the NTA village.

Improve quality and consistency of outcomes

Priority Actions

1. Establish and effectively service Standards, Assessment and Certification Council (SACC).
2. Establish secretarial services for SACC on NTA premises.
3. Develop national unit standards, qualifications, curricula and training manuals for 10 occupations.
4. Develop training provider (TP) registration/accreditation regulations, policies, standards and processes.
5. Develop Recognition of Prior Learning (RPL) framework, regulations, policies and recognised assessor network.
6. Develop and agree MOU with NQA on provider registration/accreditation, credit transfer and articulation.

Effectively engage industry

Priority Actions

1. Establish and effectively service Industry Skills Committees (ISC).
2. Establish secretarial services for ISC on NTA premises.
3. Establish criteria for industry engagement based on structure and composition of Namibian industry and value add to industry.

Build VET Provider and Delivery Capacity (VTPs)

Priority Actions

1. Improve capacity of VTPs based on successful models through performance and funding agreements.
 - a) Management and staffing
 - b) Equipment
 - c) Information management systems and data
 - d) Governance
 - e) Performance agreements
 - f) Industry partnerships
2. Increase number of registered providers.
 - a) Companies
 - b) NGO\community based
3. Establish industry partnerships to increase and strengthen firm based training and industry attachments.

Develop new VET funding system and model

Priority Actions

1. Establish and effectively service National Training Fund Council (NTFC).
2. Establish secretarial services for NTFC on NTA premises.
3. Establish capacity and systems to administer Industry Training Levy with the assistance of MCC.
4. Develop transparent, cost based funding model for public and private providers.

The Proposal

Executive Summary

In general, vocational education and training forms a separate parallel system within the education system with its own institutions, programmes, and teachers. This situation tends to reinforce the perception of inferiority of the vocational track. It is therefore important to create articulation pathways between vocational education and general education.

It should be possible for learners who drop out of the school system to learn a trade to re-enter the formal vocational school system to upgrade their skills, on either a part-time or full-time basis. Similarly, regular vocational school students should be able to acquire relevant practical skills in the non-formal sector.

The ultimate aim of vocational training is employment. VET programmes therefore have to be linked to the job market. In this way, the socio-economic relevance of VET can be enhanced. As employment opportunities in the formal sector shrink, the acquisition of business management and entrepreneurial skills for self-employment becomes a major imperative in the design of vocational training programmes.

However looking at the industry intelligence obtained by a rapid mapping exercise conducted by the Industry Skills Committees, indicated below, the indications are clear that no VTC has responded yet to these urgent needs. Industry is desperate to obtain these urgent skills and competencies in order to avoid the situation where they have no other choice but to employ outside Namibia. For more detail consult the various surveys conducted by the NTA. See attached expression of interest advert of the NTA confirming the outcomes of the Industry mapping exercise. Annexure A In brief the following priority training needs are determined by the ISCs from various Industry Sectors.

Hospitality

A clear indication from this industry was a lack of Foundational skills. Issues that were raised are:

- lack of involvement and identification with the occupation;
- lack of planning capabilities leading to sloppy performance;
- lack of basic education;
- lack of personal grooming and appearance;
- improvement in guest relations and courtesy;
- foreign languages, in Namibia's case this is predominantly German;
- lack of interest in irregular working hours;
- lack of capability of logical thinking and planning; and
- lack of understanding principles of hospitality and connected cultural requirements.

Another general observation was the inadequate knowledge and level of computer skills. Finally it was mentioned very often that personality management, demeanour and courtesy are areas that also need attention.

Other skill areas that were identified as critical and a priority are:

- Chefs and Cooks;
- Housekeeping;
- Front office/Reception/Admin clerk;
- Tour Guides;
- Waitrons/Barkeepers;
- Handy man
- Shuttle drivers;
- Rangers; and
- Tour operators.

Construction and Water Supply Sector

According to the Construction sector, skills and occupations are not necessarily in short supply but there are a significant number of people doing the work that are underperforming or providing sub-standard work. It is recommended that the

programmes focus on entry Level Foundational skills and trainees must be equipped with entrepreneurial skills so that they can enter into the self-employment market. The Water Supply and Sanitation Sector requires:

- Industrial Pipe Fitters
- Sanitation Technicians
- Water Artisans
- Borehole Drillers

These occupations require a good Level 2 Plumbing and Pipefitting foundation that will assist the trainee, once successful, to articulate horizontally and vertically to other levels and qualifications as mentioned above.

Manufacturing Industry

Although this sector has no ISC yet and no survey has been conducted, various meetings were held with the sub-sector committees in the Automotive Industry. Some supporting letters were also obtained to give the necessary support to NAMCOL's initiative to train according to their needs. See attached letters.

There is a clear indication that the followings skills are urgently needed in this sector:

- Motor-mechanic L1-3
- Panel Beater L1-4
- Spray Painter L1-4
- General Welder L1-2

Business and Financial Services

Although this sector requires a greater number of qualified persons with mostly degrees or professional level skills to fill junior positions, there is a great need for lower level skilled workers. The data received for the most prevalent skills requirements in this sector are:

- Customer care
- Numeric/Mathematical skills
- General Computer literacy
- Knowledge of Financial Services Laws and products
- General Sales
- Office Administration
- Team Work
- Communication
- Computer Literacy (Specialist Programmes)
- Credit Control
- Secretarial

If the necessary support is given to NAMCOL certain gaps can be addressed immediately and others can be addressed over a longer period.

It is against this background that NAMCOL has identified the need to introduce training programmes aimed at enhancing employment (particularly self-employment) opportunities for adults and out-of-school youth, as well as upgrading the skills of employed (particularly self-employed) adults and youth. This development is in line with the College's broader mandate, outlined in ACT 1 of 1997, which requires the

institution to provide, amongst others, opportunities for adults and out-of-school youth to upgrade their professional and vocational skills, as well as their level of general education, to attain economic self-improvement and managerial skills for the sound management of inter alia, rural societies and non-governmental organisations. This developmental objective has been included in the College's Strategic Development Plan. With support NAMCOL can narrow these skills gaps and can supply the necessary demand driven skills needed by Namibia's growing industries.

With the necessary financial support NAMCOL can enrol more than 411 VET trainees from either school-leavers or school completers in 2012, 737 in 2013 and 737 in 2014. Programmes range from Foundational skills to higher VET skills programmes. The selection of programmes is based on sound industry intelligence and further consultations. Immediate priority programmes will include Motor-mechanics, Welding and Fabrication, Plumbing and Pipefitting, Office Administration including ICT. Further programmes to be implemented as funds are secured are; Panel Beating, Spray Painting, Hospitality (Front Office, Housekeeping, Food and Beverages), and Handyman (Plumbing/Welding and Plant Maintenance). Additional programmes will include a sound SME programme, job attachment and the Linkage Model.

The Namibian College of Open Learning (NAMCOL) is the largest Open and Distance Learning institution in the country offering study opportunities to adults and out-of-school youth. The College's mission is to provide opportunities for its learners to improve their educational levels through distance education. In the last 14 years of its existence, NAMCOL has enrolled over 300,000 adults and out-of-school youth into its various formal qualifications. The majority of these learners leave the College with a qualification that is geared towards accessing tertiary education institutions, and they are not necessarily prepared for the vocational stream of education.

It is a well-known reality in Namibia that most of the tertiary education institutions are restricted in terms of the number of learners they can admit on an annual basis. This situation leaves a number of secondary school leavers with very limited possibilities for either further education or chances for employment. Our unemployment figures are a clear testimony to this situation. The socio-economic consequences of this untenable situation has forced many institutions such as NAMCOL to take a hard look at what it is doing in terms of its mission, and what its moral response should be to address this situation.

Therefore this funding proposal is an effort by the College to seek financial assistance that will enable us to expand our programme offerings to include courses that will provide opportunities for adults and out-of-school youth to learn relevant market related knowledge and skills that meet the Industry needs, in the following vocations:

Phase 1

- Foundation Qualifications
- Office Administration/Front Office/Reception/Admin clerk (Including ICT)
- Automotive Mechanics
- Plumbing and Pipefitting
- Welding and Fabrication

Phase 2

- Panel Beating
- Spray Painting
- Hospitality (Front Office, Housekeeping, Food and Beverages, Food Preparation/Cooks and Waitrons/Barkeepers)

Phase 3 (Needs to be guided by ISC intelligence)

- Handyman training programmes
- Industrial Pipe Fitters
- Agricultural training programmes
- Business and Financial Services training programmes
- Retail training programmes
- Mining and Construction training programmes

The College intends to enrol 1,148 trainees in these trades (Phases 1 and 2) over the first two/three years. These are programmes envisioned for the immediate future. However, future training programmes (Phase 3) will focus on Agriculture training, Banking and Finance, and Mining and Construction programmes will be introduced gradually as funding permits.

It is our belief that by offering such courses our trainees will become more marketable in the industries and will also learn skills that will provide them opportunities for self-employment.

NAMCOL will support participants through all stages of the enterprise process, including:

- identifying opportunities to make money through the products of their labour;
- acquiring the knowledge and skills to do so; and
- developing this opportunity into a sustainable livelihood.

In order to attain these goals, the College will need financial assistance with the establishment of a TVET Unit at NAMCOL's Yetu Yama Centre as well as equipping existing facilities with tools and equipment needed to implement identified TVET programmes. Other downstream needs, for which financial assistance is sought, are further described in this project proposal. The total budget for the five year project is N\$81,229,076.95 with the following breakdown:

Year 1	N\$16,908,589.00
Year 2	N\$31,250,531.68
Year 3	N\$ 9,805,795.48
Year 4	N\$10,976,490.85
Year 5	N\$12,287,669.85

Therefore, the College requests for funding of N\$81,229,076.95 from the donor.

This proposal provides a brief introduction to NAMCOL and its activities, the problem that the College wishes to address through this project, the project goals and objectives, the beneficiaries, a description of the project itself, its work plan as well as a budget for implementation.

Background

The Namibian College of Open Learning (NAMCOL) is a non-commercial, parastatal institution, established by an Act of Parliament to contribute to the social and economic development of the nation by upgrading the educational levels of adults and out-of-school youths. When the College became fully operational in April 1998, it took over responsibility for a number of programmes that had previously been offered by different units within the Ministry of Education. Since that time, enrolments with NAMCOL have grown by over 60% and there are now over 31,000 learners registered for studies with the College. Over half of all candidates who sat for the Namibia Senior Secondary Certificate Examination in 2010 had prepared themselves through NAMCOL.

The College strives to be a world class institution of excellence, accessible to all. Relying on its committed and professional staff, NAMCOL offers education opportunities through innovative open and distance learning (ODL) programmes, as well as providing a range of quality services, in a sustainable manner. NAMCOL's *Mission Statement* reads as follows:

We are committed to providing wider access to educational services for our learners and other customers using a variety of open learning methods.

In 2011, NAMCOL had 90 permanent staff at its headquarters in Katutura and at seven regional and sub-regional offices. In addition, the College employed over one and a half thousand part-time and contract workers to deliver its programmes in roughly one hundred tutorial centres around the country. NAMCOL receives an annual subsidy from the Ministry of Education in respect of the Secondary Education Programme, but almost a quarter of its income is derived from enrolment fees, book sales and other sources. As a result of sound management and prudent financial policies over the past thirteen years, NAMCOL has been commended for good governance and has earned a reputation as a State-sponsored institution worthy of public trust. The College has also received a number of international awards for the quality and innovativeness of its self-instructional materials.

NAMCOL is best known for its Secondary Education Programme, which provides opportunities for those who cannot or do not wish to attend a conventional school to pursue qualifications at Junior Secondary Certificate (JSC or Grade 10) or Namibia Senior Secondary Certificate (NSSC or Grade 12) level. In addition, the College offers a range of post-secondary certificate and diploma programmes to facilitate the professional development of a variety of different groups. The curricula for these professional programmes have been developed after extensive consultations with employers to respond to specific needs in the labour market, and they are all accredited by the Namibia Qualifications Authority (NQA). NAMCOL also provides IT courses at its two Computer-Based Learning Centres in Katutura and Ongwediva. In 2009, the College took its first steps in the field of Technical and Vocational Education and Training (TVET) by offering a course in Office Administration for unemployed school leavers with support from the Namibia Training Authority (NTA). This programme is currently under review by the NTA and has therefore been discontinued. However, the College aspires to introduce more technical and vocational programmes and therefore makes this submission.

The key project team members who will implement this project are:

- Mr. H.V. Murangi, Director and overall responsible person, together with the management team;
- Mr. J.J. Nitschke, Deputy Director: Programmes and Materials Development – team leader;
- Mrs. F.N. Keendjele, Deputy Director, Management and Support Services;
- Mrs. P. Kamati, Deputy Director, Finance & Administration;
- Mr. C. Hess, Manager: Professional and Vocational Programmes;
- Mrs. N. Afunde, Manager: Learner Support; and
- Newly appointed staff as indicated in Annexure B. These staff members will be specifically tasked with implementing daily operational activities of the project.
- Short term Consultants (see input in budget).

Project Description

This document proposes the introduction of skill-based training programmes at the Yetu Yama Centre, located in Katutura (Windhoek) in order to meet the training needs of unemployed, out-of-school youth and adults. The idea is to develop the Yetu Yama into a fully-fledged multi-purpose centre for skills training. It is worth noting that the Yetu Yama centre was purpose-built as a technical/vocational training centre in the late 80s, but that the facility was never used for the intended purpose. NAMCOL's Head office was built on the same premises in 1997/98.

The proposed skills training intervention is to be based on the notion of education for production. As part of their training, trainees will be encouraged to produce goods and take part in the SME programme to market their services. This particular approach is aimed at achieving synthesis between training and work as well as to inculcate entrepreneurial attitudes and competencies that are essential for self-employment or starting a small business.

This programme will also form smart linkages with the private sector and industries and, through good partnerships, attach trainees on the job as part of their training pathway. Trainees will be constantly monitored while on job attachment to evaluate and track progress.

The main programmes are already registered on the NQF and are accredited by the NQA. This ensures vertical and horizontal articulation as well as insuring recognition of training by the Industry. Other add-on programmes like the Foundation and linkage model training will strengthen the basis of all qualifications. The Foundation qualifications are still in draft form but could be piloted with the necessary approval and support from the NTA. (See attached concept notes on SME, Linkage model and Foundation qualifications).

Project Justification

The development of Yetu Yama into a multi-purpose centre for skills training will contribute, in our view, towards the following:

- meeting Vision 2030 objectives;
- strengthening Governments efforts in the VET reform process;
- enhancing community skills training efforts in the country;

- broadening access to technical/vocational training opportunities in accordance with the Government's policy of Education for All;
- improving quality of life of the unemployed, out-of school youth;
- promoting a sense of belonging among out-of-school youth over a period of time; and
- fostering a culture of entrepreneurship among unemployed, out-of-school youth as well as self-employed adults through the education for production model and the linkage model.

Objectives

Primarily, this project aims to:

- develop sufficient capacity within early school leavers and other disadvantaged groups to find and create employment;
- equip young adults and out-of-school youth, who have the potential or inclination to contribute to their own welfare and quality of life, with the necessary skills that will enable them to initiate, organise, manage and control productive enterprises;
- increase the self-esteem of adults and out-of-school youth;
- provide training that will upgrade management, administrative, selling and marketing of skills of workers in the formal and informal sectors of the economy; and
- meet the priority skills needs of Industry and narrow the gap between demand and supply.

NAMCOL Stakeholders/Partners

Ministry of Education

The Ministry of Education is the government ministry that is responsible for determining the policies and direction of the educational system in Namibia. This Ministry is also responsible for Vocational Education and Training.

The Ministry of Education, spearheaded by the then Minister of Education and now, Prime Minister, led the drive for training for the development and growth of self-employment and the informal and SME sectors of the economy. Namibia's Community Skill Development Centres (COSDECs) have been at the forefront of the technical and vocational training among the most disadvantaged segments of the population. By introducing a research based approach to curriculum development, the COSDECs have used local market assessment and tracer studies to develop training programmes that are reflective of the real market opportunities available to their learners, as well as the areas that are most compatible with the target group.

The recognition of the many problems facing the vocational training system in Namibia, however, had led the Ministry of Education, to acknowledge that a different approach to formal vocational and technical training for modern industry and the SME sector was required. This approach must recognise the social, economic and political realities of both individuals and the private sector in Southern Africa. For this reason, the Ministry of Education began the process of establishing the Namibia Training Authority (NTA) to remodel the vocational training structure and curriculum to ensure its relevance, efficiency and quality.

Namibia Training Authority (NTA)

1. The NTA must advise the Minister on national policy on vocational education and training.
2. The NTA may advise the Minister on:
 - a. any matter arising from or connected with the application of this Act; and
 - b. any other matter concerning vocational education and training.
3. The NTA must:
 - a. develop and implement a strategic plan for vocational education and training to:
 - i. implement the national policy for vocational education and training; and
 - ii. increase access, equity and quality in vocational education and training.
 - b. promote the effectiveness and efficiency of vocational education and training in Namibia;
 - c. engage business, trade unions, training providers and other relevant stakeholders in building the vocational education and training system;
 - d. ensure that vocational education and training programmes and services meet the current and emerging needs of industry, business and the broader community;
 - e. encourage the development of vocational education and training opportunities for the youth and the unemployed; and
 - f. endeavour to increase employment and self-employment opportunities.
4. The NTA, in respect of vocational education and training and subject to the policies and procedures determined by the Namibia Qualifications Authority, may:
 - a. develop occupational standards, curriculum standards and qualifications;
 - b. accredit education and training providers and programmes;
 - c. register assessors, conduct assessments, including the recognition of prior learning and conduct quality audits;
 - d. issue awards and certificates; and
 - e. negotiate articulation arrangements between vocational education and training programmes and other education and training programmes.
5. The NTA may, for the purpose of promoting vocational education and training:
 - a. provide financial and technical assistance to employers, vocational education and training providers, employees, learners and other persons or bodies; or
 - b. fund vocational education and training programmes and projects:
 - i. identified in the national vocational education and training policy or the NTA's strategic plan for vocational education and training; or
 - ii. that the NTA considers necessary to achieve the objects of this Act.
6. The NTA may:
 - a. undertake research and conduct investigations in order to promote vocational education and training; and

- b. enter into agreements with any person or body for the provision of goods or services or the performance of functions that the NTA considers necessary to assist it:
 - i. in the exercise and performance of its powers and functions; and
 - ii. to achieve the objects of this Act.
7. The NTA may exercise such other powers and perform such other functions as are:
 - a. necessary to achieve the objects of this Act; or
 - b. conferred on the NTA by this Act or any other law.

Other relevant frameworks, stakeholders and regulating bodies

There are a number of initiatives under development to enhance the transparency, recognition and quality of competencies and qualifications, facilitating the mobility of learners and workers. These include the establishment of the Namibia Qualifications Framework (NQF), the Namibia Qualifications Authority (NQA), the Standards Assessment and Certification Council (SACC) and the Industry Skills Committees (ISCs).

National Qualifications Framework

The National Qualifications Framework is intended to be a register of all relevant and legal qualifications in Namibia. The NQF represents a set of agreements, rules and requirements that will:

- promote the consistent use of qualification titles;
- provide people with a clearer understanding of what a person holding a particular qualification has achieved;
- assist people to determine the similarities and differences between qualifications in Namibia;
- improve the harmonisation of the different education and training sectors, and their alignment with the worlds of work;
- give people greater assurance of the quality of education, training and assessment in Namibia; and
- enhance the reputation of Namibia's education and training systems in the regional, continental and international communities.

The scope of the NQF for Namibia has been designed to be comprehensive and inclusive.

The NQF spans all certification ranging from those awards offered whilst at school to those offered at university, reflecting certificates to doctoral degrees. The NQF is intended to be a central device in promoting and enhancing lifelong learning.

All attainment is potentially able to be recognised through the NQF. The NQF is premised on the notion of outcomes of learning. Once achieved to specified awarding standards, this attainment may be recognised through certification regardless of where, how or when learning took place.

Endeavouring to enhance education for all, the NQF will include recognition of current and past learning, whether in formal, non-formal or informal contexts – so long as required outcomes of learning have been demonstrated to awarding or performance criteria set by the body developing or sponsoring the qualification.

National Qualifications Authority

The Namibia Qualifications Authority was established through the NQA Act No 29 of 1996. The intended purpose of the NQA was to ensure that all Namibians were able to realise their potential in quality assured learning environments and achieve qualifications that were credible, legal, and relevant to Vision 2030 goals. A comprehensive and flexible NQF that reduced barriers to access and progression in learning and redressed past injustices was seen as key to the realisation of its vision.

The NQA has the following legislative obligations:

- set up and administer a national qualifications framework;
- set the occupational standards for any occupation, job, post or positions in any career structure;
- set the curriculum standards for achieving the occupational standards;
- promote the development of, or analyse, benchmarks of acceptable performance norms for any occupation, job or position;
- accredit persons, institutions and organisations providing education and courses of instruction or training;
- evaluate and recognise competencies learnt outside formal education;
- be a forum on matters pertaining to qualifications;
- establish facilities for the collection and dissemination of information in connection with matters pertaining to qualifications;
- enquire into whether any particular qualification meets the national standards; and
- advise any person, body, institution, organisation or interest group on matters pertaining to qualifications and national standards for qualifications.

Standards, Assessment and Certification Council

The Standards, Assessment and Certification Council has three broad sets of functions which are:

1. advisory functions;
2. determinative functions with outcomes reported to the NTA Board; and
3. research and promotional functions.

1. Advisory functions.

The SACC will provide the NTA Board with advice in the following areas:

- policy framework for unit standards, competency based curriculum, assessment processes including recognition of prior learning, learning and assessment materials, articulation and credit transfer, and certification;
- funding priorities for unit standards, curriculum and learning and assessment materials taking into account the industry's potential to contribute to the nation's international competitiveness, general economic well-being and community development;
- policies and strategies for the continuous improvement of unit standards, competency based curriculum, assessment processes including recognition of prior learning, learning and assessment materials, articulation and credit transfer, certification;
- assessment matters generally, including the establishment, approval and implementation of national assessment frameworks;

- development and implementation of the Namibia Qualifications Framework (NQF) within the VET system; and
- quality assurance and risk management arrangements in the national VET system.

2. Determinative functions with outcomes reported to the NTA Board.

The SACC manages the authorities delegated from the NQA to the NTA for:

- setting standards and qualifications;
- accrediting programs and providers;
- conducting assessments including recognition of prior learning; and
- issuing certification for all occupations covered by the vocational education and training sector, up to and including Level 4 in the National Qualifications Framework.

Specifically the SACC makes decisions and reports the outcomes to the NTA Board in the following areas:

- recommendations to the Board for approval of the outcomes of scoping studies conducted by the Industry Skills Committees and determining the number and industry/occupational coverage of the Industry Skills Committees;
- approval of occupational profiles, unit standards and qualifications, learning and assessment materials and competency based curriculum prepared by the Industry Skills Committees in line with NTA policy and procedures; and
- establishment and monitoring of the implementation of policy and procedures for the maintenance of unit standards, qualifications, learning and assessment materials, and competency based curriculum.

3. Research and promotional functions.

- commission and receive reports on emerging trends and developments on curriculum related matters in the vocational education and training sector; and
- market and promote vocational education and training to industry, schools, community organisations and public and private providers.

Industry Skills Committees

The VET Act, (Act 1 2008) places a duty on the Board of the Namibia Training Authority (NTA) to establish, “as standing committees of the Board, such Industry Skills Committees (ISCs) as the Board considers appropriate to assist the Board to meet the requirements for key industry sectors.”

The ISCs are a central part of the work of the NTA in securing a radical reform of the VET system to ensure that the system is driven by the demand side, that is by the needs of industry and business, rather being driven by the supply side, that is by the decisions of VET providers as to what should be available. This radical reform requires the active participation of senior people from industry and business. The role of the ISC is not to act as a technical working group of VET practitioners, but as a strategic body, identifying the skills and qualifications required for their industry sectors to develop and grow and thus contribute to the development of the economy

and the growth of employment opportunities described in Vision 2030. Members of ISCs are therefore senior figures from the relevant industries, that is, people with a broad strategic view of the current demands on and likely future developments in their industries. In addition, in order to avoid any conflicts of interest (whether real or perceived) members of ISCs are not current employees of any organisation which has the provision of training services as its core business.

Each ISC plays the lead role in three key areas of the radical reform of the VET system in relation to their industry sectors.

- Overseeing the work of the NTA staff in developing qualifications and the unit standards which are the building blocks for each qualification. The ISC plays a strategic role in determining the priorities for the development of qualifications, and in the quality assurance of the unit standards embodied in each qualification, in order to ensure that such qualifications and standards meet the needs of the relevant industry sector.
- Providing industry intelligence regarding current and future industry needs and regarding the effectiveness of the delivery of training programmes by training providers.
- Acting as “champions” amongst their peers in industry to promote increased investment in people as a keystone in improving productivity and business competitiveness.

Possible Partnerships or Donor agencies

Namibia Training Authority

The NTA is currently urgently seeking Training Providers in areas identified by NAMCOL as possible training programmes. Training Providers are requested to submit expressions of interest in programmes identified by the various ISCs as priority training areas. NAMCOL will table this submission to the NTA for funding to implement some of these programmes.

Namibia’s Millennium Challenge Compact

The MCA Namibia Compact, providing grant funding for public investments in Education, Tourism and Agriculture (livestock and indigenous natural products), was signed on 28 July 2008 between the Republic of Namibia and the US Government, acting through the MCC. An amount of US\$304.5 million will be available for development in the target sectors, over and above current Government allocations and assistance from other development partners.

The goal of Namibia’s MCA Compact is to reduce poverty through economic growth in the Education, Tourism and Agriculture sectors. To accomplish the Compact Goal of increasing income, the MCA Namibia Programme aims to achieve the following objectives:

- Increase the competence of the Namibian workforce (knowledge, skills and attitude); and
- Increase the productivity of agricultural and non-agricultural enterprises in rural areas.

The Compact aims to improve the quality of education and training for the underserved populations, and attempts to capitalise on Namibia’s comparative

advantages to increase the incomes of the poor Namibians, predominantly in the northern communal areas of the country.

The Education and Training Sector Improvement Program

The Government of Namibia embarked on a major diagnostic exercise with its donor partners, which culminated in the formulation of a comprehensive reform strategy for the education sector, The Education and Training Sector Improvement Program (ETSIP), which covers all of the investments and policy reforms needed over the next 15 years in a unified program.

The key elements of the ETSIP strategy are:

- pro-poor expansion of high quality senior secondary education, vocational education and training, tertiary education and training programmes;
- building system equity, quality and efficiency;
- strengthening system delivery capacity;
- strengthening the system's response to HIV/AIDS;
- strengthening the national knowledge and innovation system; and
- creating an enabling environment for the development of lifelong learning.

Funds are earmarked through the NTA to achieve all the goals identified by ETSIP.

Beneficiaries

The primary beneficiaries of the project will be:

- existing NAMCOL learners;
- unemployed youth and adults; and
- individuals (particularly self-employed) seeking to use the facilities to upgrade their skills.

The secondary beneficiaries of the project will be:

- employed youth and youth who would like to upgrade or better their skills in a particular competency;
- government relieving the unemployment crisis;
- industry supplying the necessary required skills; and
- individuals (particularly self-employed) seeking to use the facilities to upgrade their skills.

Proposed Programmes

Background information

As mentioned above, the ISCs are a central part of the work of the NTA in securing a radical reform of the VET system to ensure that the system is driven by the demand side, that is by the needs of industry and business, rather than being driven by the supply side, that is by the decisions of VET Providers as to what should be available.

The following ISCs have been established.

<u>Industry Sector</u>	<u>Industries Included</u>
Agriculture and Fishing	Livestock farming, Crop farming, Forestry and Logging.
Construction; Mining; Quarrying, Electricity, Gas and Water Supply	Construction, Mining; Quarrying, Electricity, Gas and Water Supply.
Business and Financial Services	Financial Intermediaries, Banks, Insurance, Real estate, Renting, and Business Services; other business services (securities, accounting firms, lawyers, etc.).
Hospitality and Tourism	Hotels, Restaurants, Tourism, Domestic work in private households.

The following ISCs need to be established:

<u>Industry Sector</u>	<u>Industries Included</u>
Manufacturing; Repair of Motor Vehicles; Arts and Crafts	Meat processing, Fish processing (on land), Dairy products, Grain mill products, Bakery products, Other food products, Beverages, Textiles, Clothing, Leather and leather products, Wood and wood products including furniture, Publishing and printing, Chemicals and chemical products, Rubber and plastic products, Non-metallic mineral products, Basic non-ferrous metals (copper and zinc), Fabricated metal products, machinery and equipment, Diamond cutting and polishing, other manufacturing industries, Arts and crafts, Repair of motor vehicles.
Communications	Post and courier activities, Telecommunications.
Wholesale and Retail	Wholesale and Retail
Transport and Storage	Railway transport, Passenger transport by road, Freight transport by road, Air transport, Port services, Airport services, Travel agents and tour operators, Other supporting and auxiliary transport activities.
Public Sector	Education, Public Administration, Defence, and Social Security.

Health and Social Services

Health and Social Work (includes human health, veterinary and social work), Community, Social and Personal Services (includes Sewage and refuse disposal and other community, social and personal service activities).

N.B. Coverage is closely related to groupings of industries used by the National Planning Commission in its statistical work and by the Ministry of Labour and Social Welfare in its conduct of regular Labour Force Surveys. This will help ISCs to gather important statistical evidence related to their areas of responsibility without the need for highly customised (and expensive) special surveys to collect basic data.

Mapping

Various Industry “mapping” surveys were conducted by the Hospitality; Business and Finance; Mining and Quarrying; Construction; Electricity and Gas Supply; and Water Supply and Sanitation Industry Skills Committees. Their findings on critical skill areas were defined and reports were submitted to the NTA for implementation and action.

NAMCOL has taken note of the required skills from the Industries and has therefore selected training programmes that will assist the Industries to meet these skill needs.

For more in-depth detail and information please consult the various ISC reports on their skill needs.

Employer Survey (GOPA 2009)

The employer survey indicated that employers are prepared to invest in training and a number of employers are investing in training at much higher rates than the norm. Those who were investing below the norm often recognised this but were not motivated to spend more for a variety of reasons, generally related to losing recipients of training to other employers who are not investing in training. The significant growth of private sector training providers in Namibia, funded primarily through the educational aspirations of individuals, is evidence of the preparedness of individuals to invest in their futures. A national standards system, accreditation of trainers and competency based assessment frameworks are all ingredients that can leverage extra private resources from employers and individuals (regardless of a levy system) if they are framed with these possibilities in mind.

Training focus areas for occupation and economic growth and demand

While there has been some employment shrinkage in the Namibian Labour Market since 1997 following economic and employment growth in 2000, the following economic sectors have had an aggregate growth in employment.

Employment growth in occupations derived from the Labour Force Surveys and HR Report

Major Category	Sub Categories	2005 baseline	Total new entrants required by 2012
Clerks (Clerical and Administrative Workers)	Specialist Clerical	14,296	12,476
	General Clerical	11,270	
Service Workers (including Hospitality and Tourism workers)	Specialist Service Workers	29,756	19,284
	General Service Workers	22,915	
Craft & Related Workers	Artisans	56,204	29,983
Plant and Machine Operators	Operators	17,453	12,163

Further analysis of the growth and decline in the occupation groupings revealed the following shifts in demand across the short- to medium-term.

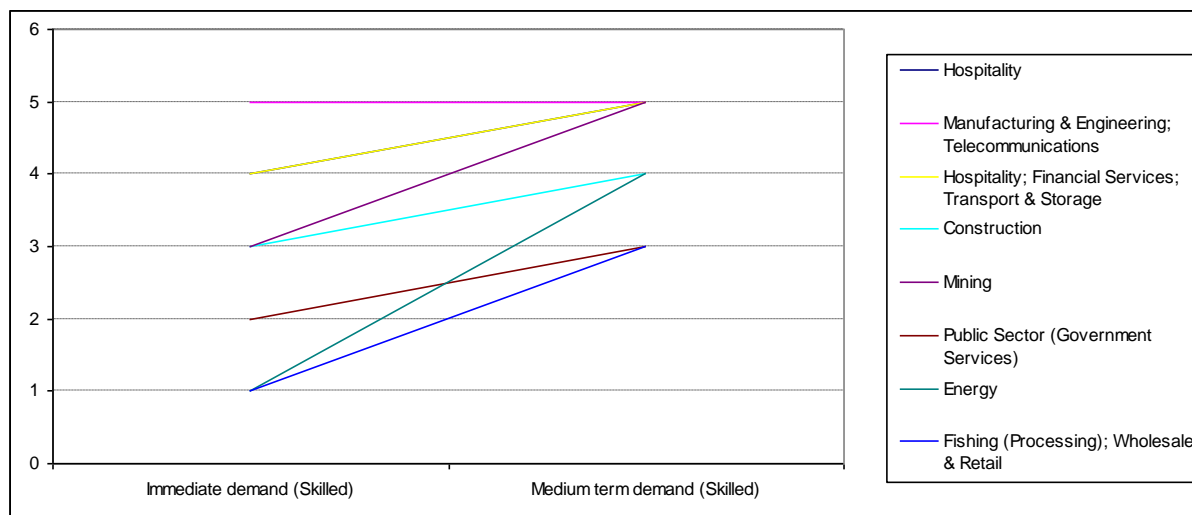
Global occupation focus areas for the short to medium term

Short-term occupation priorities	Medium-term occupation priorities
<ul style="list-style-type: none"> • Service, Shop and Market Sales Workers • Clerks (Clerical and Administrative Workers) • Craft and Related Trades Workers (including Artisans) • Plant and Machine Operators and Assemblers 	<ul style="list-style-type: none"> • Craft and Related Workers (including Artisans) • Service, Shop and Market Sales Workers • Clerks (Clerical and Administrative Workers) • Plant and Machine Operators and Assemblers

The following graphs illustrate that demand for skilled workers (across all the industry sectors surveyed) is expected to increase, except for manufacturing (including engineering) where demand is at a high level across both periods surveyed. The Energy (Electricity and Water), Wholesale, Retail and Repair sectors and the Mining sector reflect the biggest step change in demand for skilled workers from Low to Medium-High and Medium demand for the first two sectors respectively and from Medium to High demand for the Mining sector.

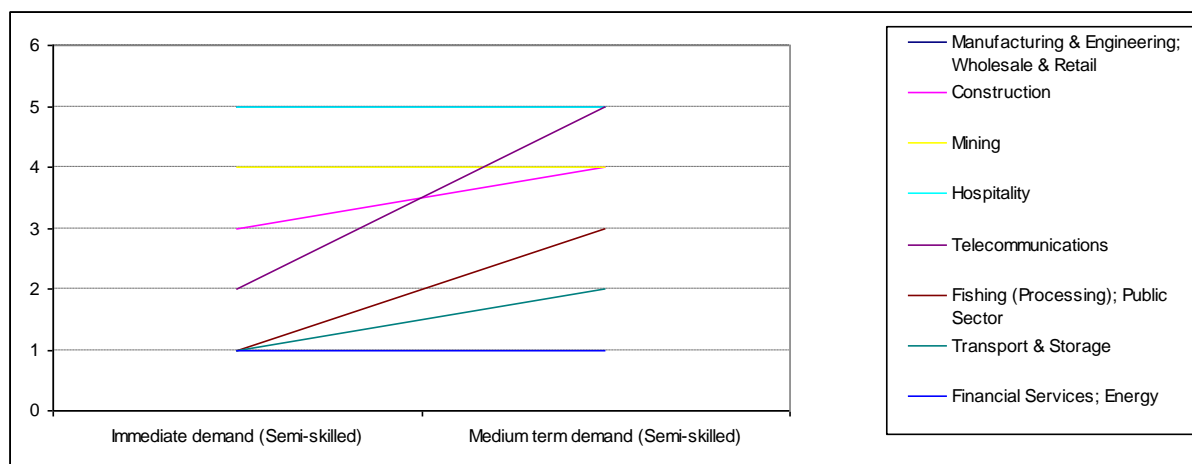
The demand for semi-skilled workers reflects a consistently High demand across the Hospitality sector and a Medium-to-High demand across the Mining and Manufacturing (including Engineering) sectors. The significant step change in demand lies in the Telecommunications sector with a slightly lower step change in demand in the Construction sector.

Changes in anticipated demand for Skilled Workers by Economic Sector



Demand legend: 5 = High; 4 = Medium-High; 3 = Medium; 2 = Medium-Low; 1 = Low

Changes in anticipated demand for Semi-Skilled Workers by Economic Sector



Demand legend: 5 = High; 4 = Medium-High; 3 = Medium; 2 = Medium-Low; 1 = Low

Programme Recommendations

Based on the above Industry intelligence the following training programmes are recommended as per Industry Sector.

Industry Sector	Qualifications
Foundation Qualifications	All enabling skills Level 1
Construction, Mining, Quarrying, Electricity, Gas, and Water Supply	Plumbing and Pipe fitting(Level 1-2)
Business and Financial Services	Office Administration(Level 1-3) ICT (Level 1-2)
Hospitality and Tourism	Front office (Level 2-3) Housekeeping (Level 2-3) Food Preparation (Level 2-3) Waitrons/Barkeepers (Level 2-3)

Manufacturing, Repair of Motor Vehicles, Arts and Crafts

Welding & Fabrication (Level 1-2)
Motor-mechanic (Level 1-3)
Panel Beater (Level 2-3)
Spray Painter (Level 2-3)

SME

Intermediate Entrepreneurial skills and Practical attachment

Linkage Model

Linking Entrepreneurial and Occupational skills

Programme Timelines

This project is developed over a five year period which consists of two Phases. Phases 1 and 2 during 2012-2016. Phase 3 will be determined based on the successful implementation of Phases 1 and 2 and on the availability of funding.

Highlights of Phase 1 – 2012-2016

- Establishing of four programmes:
 - i. Foundation Qualification
 - ii. Motor-mechanic
 - iii. Plumbing and Pipefitting
 - iv. Welding and Fabrication
 - v. Office Administration
- Completion of workshops and other facilities.
- Procurement of all required equipment for the four identified priority programmes.
- Successful implementation of selected programmes.

Highlights of Phase 2 – 2013-2016

- Establishing of three new programmes:
 - i. Hospitality
 - a) Front office
 - b) Housekeeping
 - c) Food Preparation
 - d) Waitrons/Barkeepers
 - ii. Panel -Beating
 - iii. Spray-Painting.
- Construction of new workshops and other facilities.
- Procurement of all required equipment for the new identified priority programmes.
- Successful implementation of selected programmes.

Programme Financial Implications

This project is based over a five year implementation period. Phase 1 will focus on implementing the Foundation, Motor-mechanic, Plumbing, Welding, Office Administration and SME workshop programmes. Phase 2 will focus on implementation of additional programmes comprised of Hospitality, Panel-beating and Spray-painting.

The total funding required to implement Phase 1 and 2 over a period of five years is N\$81,229,076.00

Financial Implications

Year	OPEX	CAPEX
Year 1	5,938,589.00	10,970,000.00
Year 2	8,760,531.68	22,490,000.00
Year 3	9,805,795.48	-
Year 4	10,976,490.94	-
Year 5	12,287,669.85	-

Staff: N\$600,000.00 year 1 (excluding training staff).

Equipment and machinery: included in capital cost.

Various fixed equipment and machinery are required for the implementation of the programmes. The total financial estimate for the procurement of equipment, tools and machinery is N\$ 5,395,000.00.

For more detail please consult attached budgets in Annexure C.

Implementation of training Programmes

The Foundation Qualification will be conducted over six months with two sessions per year for three groups of trainees.

The other programmes will be offered according to the prescribed timelines by the qualifications. (See timelines below). All these programmes will include a period for job-attachment. Trainees will not be allowed to be attached during their Level 1; attachments will be allowed after successful completion of Level 2. The planning and scheduling will be determined by the Management of NAMCOL.

Foundation Qualification

Per 12 months			Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	TOTAL
Programmes	No. Trainees	No Trainers													
Foundation qualification 1	40	1	20	20	20	20	20	20	20	20	20	20	20	20	40
Foundation qualification 2	40	1	20	20	20	20	20	20	20	20	20	20	20	20	40
Foundation qualification 3	40	1	20	20	20	20	20	20	20	20	20	20	20	20	40
Total	120	3	60	60	60	60	60	60	60	60	60	60	60	60	120
		Trainers	3	3	3	3	3	3	3	3	3	3	3	3	3

Auto mechanic

Per 12 months			Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	TOTAL
Programmes	No. Trainees	No Trainers													
Auto-mechanic L1	45	1	15	15	15	15	15	15	15	15	15	15	15	15	45
Auto-mechanic L2	24	1					12	12	12	12	12	12	12	12	24
Auto-mechanic L3	10												10	10	10
Total	79	2	15	15	15	15	27	27	27	27	27	27	37	37	79
		Trainers	1	1	1	1	2	2	2	2	2	2	2	2	4

Infrastructure/ Civil Construction

Per 12 months			Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	TOTAL
Programmes	No. Trainees	No Trainers													
Plumbing & Pipefitting Level 1	40	1	20	20	20	20	20	20	20	20	20	20	20	20	20
Plumbing & Pipefitting Level 2	15	1							15	15	15	15	15	15	15
Plumbing & Pipefitting Industrial Phase 2	0														
Total	55	2	20	20	20	20	20	20	35	35	35	35	35	35	35
		Trainers	1	1	1	1	1	1	2	2	2	2	2	2	2

Hospitality

Per 12 months			Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	TOTAL
Programmes	No. Trainees	No Trainers													
Front Office L2	30	1	15	15	15	15	15	15	15	15	15	15	15	15	30
Front Office L3	12								12	12	12	12	12	12	12
Housekeeping L2	30	1	15	15	15	15	15	15	15	15	15	15	15	15	30
Housekeeping L3	12								12	12	12	12	12	12	12
Food Preparation L2	30	1	15	15	15	15	15	15	15	15	15	15	15	15	30
Food Preparation L3	12								12	12	12	12	12	12	12
Waitrons/Barkeepers L2	30	1	15	15	15	15	15	15	15	15	15	15	15	15	30
Waitrons/Barkeepers L3	12								12	12	12	12	12	12	12
Total	168	4	60	60	60	60	60	60	108	108	108	108	108	108	168
		Trainers	4	4	4	4	4	4	4	4	4	4	4	4	4

Mechanical Engineering

Per 12 months			Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	TOTAL
Programmes	No. Trainees	No Trainers													
Welding Level 2	40	1	20	20	20	20	20	20	20	20	20	20	20	20	20
Welding Level 3	15	1							15	15	15	15	15	15	15
Total	55	2	20	20	20	20	20	20	35	35	35	35	35	35	35
		Trainers	1	1	1	1	1	1	2	2	2	2	2	2	2

Office Administration

Per 12 months			Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	TOTAL
Programmes	No. Trainees	No Trainers													
Office Administration L1	60	1	20	20	20	20	20	20	20	20	20	20	20	20	60
Office Administration L2	30	1					15	15	15	15	15	15	15	15	30
Office Administration L3	12										12	12	12	12	12
Total	102	2	20	20	20	20	35	35	35	35	47	47	47	47	102
		Trainers	1	1	1	1	2	2	2	2	3	3	3	3	2

PANEL-BEATING & SPRAY-PAINTING

Per 12 months			Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	TOTAL
Programmes	No. Trainees	No Trainers													
Panel Beating L1	45	1	15	15	15	15	15	15	15	15	15	15	15	15	45
Panel Beating L2	12	1					12	12	12	12	12	12			12
Panel Beating L2	12										12	12	12	12	12
Panel Beating L3	10												10	10	10
Spray Painting L1	45	1	15	15	15	15	15	15	15	15	15	15	15	15	45
Spray Painting L2	12	1					12	12	12	12	12	12			12
Spray Painting L2	12										12	12	12	12	12
Spray Painting L3	10												10	10	10
Total	158	4	30	30	30	30	54	54	54	54	78	78	74	74	158
		Trainers	2	2	2	2	4	4	4	4	4	4	4	4	4

NAMCOL way forward to introduce VET programmes

Programmes to offer

Foundational Skills/Enabling skills (Throughout Phase 1-3)

The Foundational Skills programmes would probably be the main focus area for NAMCOL to cater for the Grade 10 school leavers. The Foundation Qualification has been developed by the NTA and the consultation process with Public and Private sector was completed. The programme will be submitted to the NQA for registration on the NQF. NAMCOL will approach the NTA to pilot this programme in the middle of 2012 and fully integrate from 2013 in all VET programmes

The Foundation Qualification

The FQP is aimed at transitioning Namibians (primarily youth) into the workplace on an entry level basis or into an occupation-specific Vocational Education and Training (VET) area. In other words, the FQP is designed to develop the skills, knowledge, attitudes and values needed for Learning, Earning and Personal (LEAP) life management (the foundation required by Namibians to LEAP forward in life).

The FQP is not a technical training programme. Rather, it is a generic work readiness and personal self-management programme offering career guidance, entrepreneurship, workplace literacy and numeracy, computer training, employability skills, and learn-to-cope strategies.

The Programme's focus on enabling skills (learning to learn, reading, writing, numeracy, interacting with others, and information and communication technology), provides individuals with the skills to learn all other skills and the tools to function effectively at work, at home and in the community.

The Programme also features Foundational Learning Units which are collections of applied or integrated enabling skills targeting more specific or contextualised cross-cutting competencies. The Foundational Learning Units (FLUs) include financial literacy, workplace health and safety, career guidance and research, entrepreneurship and HIV/AIDS awareness.

Currently, the placement of the FQP in the NQF is under discussion. The three options being considered are:

- FQP becomes Level 1 and current occupation-specific Level 1 unit standards become part of the Level 2 qualification.
- FQP becomes a modularised workplace entry level qualification offered pre-Level 1 to transition learners into Level 1.
- FQP is offered pre-Level 1 and made available for training learners and workers who require additional up skilling addressing all or part of FQP content (unit standard based).
- FQP becomes part of the current Level 1 (enabling skills focus) complementing Level 1 occupation-specific unit standards.

Foundation Qualification Programme

Learning (Lifelong and Lifewide)

- Knowing myself and how I learn best.
- Developing learning strategies.
- Updating skills in a rapidly changing world.
- Building on prior learning and experience.
- Changing and adapting learning methods/environments as needed.

Earning

- Knowing myself.
- Making appropriate career choices.
- Engaging in entrepreneurship.
- Working safely.
- Functioning in a workplace culture.

Personal Life Management

- Knowing myself.
- Managing myself
- Reflecting.
- Dealing with change (flexibility and adaptability).
- Acting responsibly and ethically.
- Coping and surviving.

Enabling Skills

- Skills that allow you to learn all other skills.
- Skills that are relevant and beneficial to everyone.
- Skills addressed by all subjects.
- Transferable skills (learn them in one subject and apply them in others) that help you become (self) employable and a full participant in life.
- Skills needed to cope with and succeed in a complex and changing society.

Foundation Qualification Programme Highlights

- Hands-on: almost 350 tracked activities.
- Multiple Literacies: numerical literacy (numeracy), information literacy, computer literacy, financial literacy.
- Authentic: uses the numeracy, vocabulary, information displays and oral communication found in Namibian workplaces and communities.
- Computer Training: today's world is a computerised world.
- Integrated: group interaction, critical thinking, problem solving, decision-making, creative thinking and task planning.
- Offers career counselling and on-site job shadowing.
- Is hands-on with about 350 activities to support learning.
- Features multiple literacy's:
 - numerical literacy (numeracy): using, communicating and making sense of mathematics in work and daily life.
 - information literacy: reading, writing, navigating, organising and thinking critically about information.
 - computer literacy: using computers and related technology efficiently.
 - financial literacy: making appropriate decisions in managing personal finances.

- Incorporates the numeracy, vocabulary, information displays and oral communication used by Namibian workplaces.
- Includes computer training for all participants in recognition of the fact that today's world is a computerised world.
- Integrates group interaction, critical thinking, problem solving, decision-making, creative thinking and task planning.
- Uses a Namibian context.
- Encourages ownership of learning via the completion of activity deliverables checklists.

NQA/NTA accredited courses to be offered Phase 1-3

NAMCOL will also focus on catering for those successful in the Foundational skills programme for enrolling in other VET as well as those meeting entry requirements, Grade 12 with Maths and Sciences (increasing access to VET). All training packages (Qualifications, unit standards, curriculum, training materials and guides) are available from the NTA and are all registered as National Qualifications. See Annexure D.

1. Construction

- Building Maintenance (Phase 3)
- Shatter hand (Phase 3)
- Steel fixers (Phase 3)
- Welding Only Level 3 (Phase 1)
- Plumbing Only Level 2 (Phase 1)

2. Automotive

- Motor-mechanic Level 2 (Phase 1)
- Panel beater (Centre of Excellence) Level 3/4 (Phase 2)
- Spray Painter (Centre of Excellence) Level 3/4 (Phase 2)
- Small vehicle repairs (Tyre, exhaust, engine, etc.), Ideal SME programme (Phase 2)

3. Office Administration

- Basic ICT(Phase 1)
- Advanced ICT(Phase 1)
- Basic Office skills Level 2 (Phase 1)

4. Hospitality

- Front Office(Phase 2)
- Food Preparation(Phase 2)
- Housekeeping(Phase 2)
- Waiter and Bar Tendered(Phase 2)

5. Mining Sector(Phase 3)

- *Needs to be determined by ISC*

6. Finance and Banking(Phase 3)

- *Needs to be determined by ISC*

7. Business and Retail (Phase 3)

- Needs to be determined by ISC

8. Agriculture Sector(Phase 3)

- Needs to be determined by ISC

Non accredited programmes

1. Linkage Model (SME)

The Linkage Model is a competency-based training approach that promotes an entrepreneurial mind-set and the skills necessary to achieve sustainable livelihood. This “made in Africa” model developed by Bow Valley College in collaboration with its project partners, integrates technical skills, business skills and workplace essential skills (literacy, numeracy, and communications with a workplace focus).

The model is unique in that it approaches entrepreneurship training not as the delivery of *Start Your Own Business* and Small and Medium Sized Enterprise (SME) management “add-ons”, but as an on-going exercise in critical thinking, problem solving and decision-making. According to the Linkage Model, entrepreneurship is more than well-honed technical skills and enterprise management theory – entrepreneurship is *a way of thinking and approaching possibilities*. To accomplish this, a project-based, problem-solving methodology is used, one that focuses on:

- technical skills;
- critical thinking, problem-solving and decision making skills;
- design skills;
- SME management and organisational skills; and
- workplace literacy, document use, numeracy and communications skills.

In the Linkage Model, all training is delivered in a “real world” context. This means that actual customers and applied market research play a leading role in every project undertaken, and that costing and pricing, production planning, clearly defined design specifications, and quality control are integral components of the product generating process. Trainees address workplace essential (basic) skills and production-related business concepts in the same way entrepreneurs do – as integrated, contextualised aspects of SME activity. In the Model, technical, business and workplace essential skills are acquired through the design, development and evaluation of “sellable” products and services that respond to targeted market demands. The Linkage Model operates from the premise that entrepreneurial skills are gained as a result of working through a number of projects – trainees need to practice and apply what they learn to gain expertise.

The Linkage Model assumes not everyone can or will be self-employed. In this Model, training for employment and training for self-employment are not mutually exclusive. Skills learned via the Model allow learners to understand the importance of addressing product specifications, responding to customer needs, planning production, costing and pricing, conducting market research, and

producing quality outputs, awareness that can make workers more aware of bottom lines and better equipped to solve problems in the workplace.

Because the Linkage Model is a training delivery model it can be used with a wide range of technical and vocational subject areas. Implementation involves grouping technical skills into projects then inserting relevant business and workplace essential skills at appropriate integration points – a format that reflects what actually exists in the SME sector.

To ensure that programmes are relevant, technical skills are aligned with NTA unit standards (where relevant). In addition, workers in informal sector businesses are profiled to determine what kinds of reading, writing, document use, oral communication, numeracy, and computer use are required for success; this then allows programmes to be tailored to self-employment realities.

Those business skills that do not integrate into technical training are taught by a business instructor but only at a level considered practical and “real world”. For example, money in and money out, how to complete loan forms, basic business plans, how to source financing, savings plans, basic CV writing, how to perform in an interview with a potential funder, what questions need to be asked, etc. For more detail see Annexure E.

Accreditations and compliance

NQA requirements

Accreditation represents approval granted by the Council of the NQA under Section 13 of the NQA Act that:

1. specific courses offered by an education and training provider in Namibia meet acceptable standards;
2. the education and training provider has the ability to teach or deliver the specified courses; and
3. the education and training provider has the ability to assess the performance of learners taking the specified courses.

Accreditation by the NQA will give providers the right to award NQF qualifications or unit standard credits associated with their courses so long as national assessment conditions have been complied with.

Accredited providers are required to display the Certificate of Accreditation issued by the NQA when accreditation has been confirmed.

The Certificate will show the date on which accreditation will lapse. Accreditation is granted for a period of three (3) years at a time. Providers must apply for reaccreditation not later than at least three months before the expiry of the current date shown on the accreditation certificate.

Accreditation is granted for specified courses – the scope of accreditation. The relevant scope of accreditation must be displayed near the Accreditation Certificate. The scope for each provider can also be checked through the NQA.

NTA requirements

As per the VET Act all Training Providers in the VET sector need to be registered with the NTA. Registration entails:

- application to the NTA;
- desk review by NTA;
- compliance audits by NTA;
- completion of registration; and
- awarding of registration certificate.

Funds under this project will be earmarked for a consultancy to support NAMCOL to be accredited as a Training Provider for VET programmes.

Quality Management system

One major requirement for any Training Provider to be accredited is the status and readiness of their Quality Management System (QMS). NAMCOL needs to be supported to be compliant and a certain portion of the funds requested will be utilised to develop a comprehensive QMS.

Assessment and Certification

NAMCOL Assessment Centre

In the initial setup stage and first two years, NAMCOL will operate under the guidance and support of the NTA Assessment Unit. However NAMCOL will strive to become a registered assessment centre, be compliant and act as a National assessment centre for other Trainees trained by non registered assessment centres. NAMCOL will apply to the NTA and NQA to be registered as a National assessment centre once all compliance issues are met and the VET unit are fully established.

NAMCOL's Management will be responsible for the management of the internal assessment process. The NTA supports capacity building in the form of training of moderators, assessors and test material design.

External Assessment

Through good assessment, employers and other educators will have confidence that persons reported as having certain abilities through the award of a NQF qualification have demonstrated those abilities in the required conditions and to the required standards. The NQA promotes the adoption of accepted good practice in assessment design, administration and decision-making through:

- the Accreditation Standard in the Accreditation Regulations; and
- the registration requirements for qualifications and unit standards in the NQF Regulations.

The NQA has mandated the NTA to be responsible for all external assessments in the VET sector. NTA appoints external moderators and assessors and use national assessment instruments. All trainees completing the above programmes will be assessed through the NTA and the national recognised assessment process. All trainees' outcomes will be recorded on the National record of learning.

Certification

The NTA will be the awarding body and all certificates will be National Certificates.

Trainers

The lack of a pool of well qualified VET trainers is a challenge in Namibia. Generally most trainers were from GRN VTCs in the country and lack pedagogical and facilitations skills. As well, most have no industrial experience. Through this project NAMCOL intends to embark on capacity building by engaging a training provider to upgrade the necessary required skills of trainers. Programmes will include facilitation skills, assessor's skills, assessment design skills, general health and safety skills and technical competencies per occupation. In additions trainers will be required to complete a one-year on the job attachment to gain the necessary industrial knowledge and experience.

Supporting Trainees

Enrolment/Aptitude/entry level assessment

Prospective trainees will undergo a proper enrolment screening/selection process which will include an aptitude test and entry level psychometric test.

Registration

All trainees for these programmes will be registered with the NTA and will also apply for a student loan once they successfully complete the Foundation skills.

Student support Services

Numeracy

Most trainees lack the necessary numeracy and communication competencies. NAMCOL will make various means available to trainees to upgrade their skills. For example the library will be available for all trainees, various self-study materials will be made available, additional classes will be offered and interactive computer/tutor programmes will be installed in the computer labs to assist all trainees.

Career guidance

NAMCOL will use various means and programmes to introduce career guidance for trainees especially in the Foundation programmes to support and guide trainees to make the correct career choices.

Implementing NTA Student Support Packages

The NTA has developed a good student support package. NAMCOL will obtain these packages and make them available to trainees. Although these packages are self-paced, a trainer will be made available to support and guide trainees on the correct use of these package as well as giving the necessary training and teaching where required.

Role shadowing

This will be an absolutely new concept never used by any VTC. Trainees will be given the opportunity during the Foundation qualification period to be attached to

possible workplaces for a day or two, to experience first-hand what this occupation and job entails and this will assist the trainees to make the right career choice.

Entrepreneurial Support (SME)

SME and entrepreneurial programmes will be one of the projects priority focus points. Potential trainees will be selected to be part of the SME programme. Trainees will be trained on Entrepreneurial concepts, processes and risks. NAMCOL will establish a SME park on site (see attached drawing). Trainees will be able to shadow in a real SME environment. They will select a small scale entrepreneurial opportunity such as selling sweets and cool drinks, producing and selling burglar bars or doing office work. A proper concept paper will be developed upon approval of funding. See attached Annexure F for a concept note on the proposed SME process.

Industrial Liaising/Job attachment

The need to link training to employment (either self or paid employment) is at the root of all the best practices and strategies observed world-wide. One of the main focuses of this programme is to make sure that programmes that are on offer are market related and relevant. NAMCOL will also liaise with Industry and build a good sound relation with Private Sector to engage them in making job-attachment opportunities available for trainees. This should not be a problem if all programmes on offer are according to Industry needs and meet Industry expectations (quality and relevance).

VETMIS

NAMCOL will introduce and install the NTA's VETMIS system to track trainees' progress and to be able to report accurately on issues like enrolment numbers and breakdowns by gender, etc., as well as cost elements.

Facilities

Current situation

NAMCOL has three workshops built in the late eighties which have been used as store rooms. These workshops can easily be converted with minor changes and renovations to accommodate the three selected technical trade areas – Motor-mechanic, Plumbing and Pipefitting, and Welding and Fabrication. See attached budget for the required changes and renovations.

Recommendations

It is recommended that the following minor changes and additions are considered before training can start.

Plumbing Workshop

This workshop needs no addition internal changes accept for proper maintenance and renovations. It is recommended that an outside training area (cubicles) be constructed to assist trainees to simulate the real plumbing environment. See attached drawing, Annexure G.

Welding Workshop

This workshop needs minor changes to the welding cubicle and, as above, proper maintenance and renovations. A qualified registered supplier needs to be contracted to check and evaluate the gas installations and to make the necessary repairs.

Motor-mechanic Workshop

This workshop lacks training space. In addition to the recommended renovations and maintenance, an additional front entry which consists of a new entrance, two car working bay and one four post lift needs to be added. This can be achieved by extending the roof in front of the existing back entrance. See attached drawing Annexure G.

Future needs

Additional programmes need to be implemented that require specific training space, for example for Hospitality, Panel Beating and Spray painting.

Recommendations

It is recommended that additional training space be created for NAMCOL to offer these programmes. However there are no available buildings at the Yetu Yama campus and it is therefore recommended that an additional training centre for the Hospitality sector and two additional workshops to accommodate the Panel beating and Spray painting trades be built. See attached draft drawings of the required training facilities, Annexure G.

It is also recommended that NAMCOL should approach the NTA to utilise the catering and hostel facilities at the NTA for the proposed Hospitality training. A submission in this regard will be submitted to the NTA Board for consideration. This will be a huge cost saving exercise if these underutilised facilities can be made available to NAMCOL on a long term lease basis.

Equipment, Tools, Furniture

Current status

Although the Yetu Yama campus does have the necessary facilities for the three recommended trade areas there are no equipment tools and accessories. All needed equipment, tools and accessories must be procured before any training can take place.

Immediate needs

Please see attached the required equipment tool and accessories list for Motor-mechanic, Welding and Fabrication, Plumbing and Pipefitting, and Office Administration. All estimates are based on a number of 15 trainees per trade area.

Future needs

All required equipment, tools, accessories and utensils need to be procured for the implementation of Hospitality, Panel Beating and Spray Painting. See attached lists, Annexure H.

Staff requirements

Management and support staff

NAMCOL would like to establish the VET Unit as an independent Unit under NAMCOL's management structures. The Unit will be managed by a Head and will report directly to the NAMCOL's Deputy Director.

Additional supporting staff that needs to be recruited:

- 1 x Unit Manager
- 1x office support
- 1 x SME Officer
- 1 x asset management officer
- 2 x cleaner

Trainers

A total of 19 trainers will eventually be recruited. Only 11 trainers will be recruited in the first phase and another eight trainers will be recruited in Phase 2. See attached breakdown, Annexure 1. The following trainers will be recruited in Phase 1 and 2:

- 3 x Foundation Qualification teacher/trainers
- 2 x Motor-mechanic trainers
- 2 x Plumbing trainers
- 2 x Welding trainers
- 4 x Hospitality trainers
- 2 x Office Administration trainers
- 2x Panel-Beating trainers
- 2 x Spray-painting trainers

Trainee Numbers

A total of 411 Trainees will be recruited in Phase 1 and a total of 737 trainees after implementation of Phase 2. In most cases the courses are less than six months in duration and therefore allow NAMCOL to enrol two groups per programme in a year. See attached breakdown, Annexure 1.

The following is a break-down per training programme:

Phase 1

- Foundation Qualification 3 groups x 2 recruitments = 120 trainees
- Motor-mechanic Total number of 79 trainees to be recruited
- Plumbing Total number of 55 trainees to be recruited
- Welding Total number of 55 trainees to be recruited
- Office Administration Total number of 102 trainees to be recruited

Total trainees for Phase 1 = 411 trainees

Phase 2

- Foundation Qualification 3 groups x 2 recruitments = 120 trainees
- Motor-mechanic Total number of 79 trainees to be recruited
- Plumbing Total number of 55 trainees to be recruited

- Welding Total number of 55 trainees to be recruited
- Office Administration Total number of 102 trainees to be recruited
- Hospitality Total number of 102 trainees to be recruited
- Panel/Spray painting Total number of 158 trainees to be recruited

Total trainees for Phase 2 = **737** trainees

The focus will be to encourage female trainees to enrol in these VET programmes and it is hoped to enrol 45% female trainees in the three programmes.

Conclusion

This proposal is aimed at developing the Yetu Yama Centre into a multi-purpose centre for skills training over a period of time. A wide range of commercial, technical, and vocational programmes are proposed, of which all are currently on the priority list of the ISCs. Future programmes will only be based on the Industry needs to ensure employability and relevance. It is envisaged that this strategy would enable NAMCOL to further diversify its programme offerings and that it would ultimately enable trainees to find employment or create their own employment opportunities. This initiative will take NAMCOL a long way towards fulfilling its mission of providing wider access to quality educational services using a variety of open learning methods.

Annexures

Annexure A	Expression of Interest
Annexure B	Staff requirements
Annexure C	Budget
Annexure D	Programme information
Annexure E	Linkage model
Annexure F	SME concept
Annexure G	Drawings
Annexure H	Equipment list and estimates
Annexure I	Examples of National Qualifications
Annexure J	ISC Supporting letters
Annexure K	Timelines
Annexure L	ETSIP
Annexure M	Job-attachment