CORPORATE MANDATE

The Namibia Training Authority (NTA) was established in 2008 upon the promulgation of the Vocational Education and Training Act, Act 1 of 2008, as an enterprise of Government under the Ministry of Education to regulate and fund the provision of Vocational Education and Training (VET) in Namibia.

VISION

The NTA's vision is to establish itself as the port of call for Vocational Education and Training skills in Namibia.

MISSION

Consistent with our mandate as set out in the VET Act, the NTA's mission is to deliver quality Vocational Education and Training by sustainably facilitating organisational effectiveness, funding, regulation, training and related services provision and the collection of the Vocational Education and Training Levy.

VALUES

In the execution of the strategic plan framework and business plans, we strive to uphold the following core values and RAISE the bar as far as VET is concerned: RESPONSIVENESS; ACCOUNTABILITY; INTEGRITY; SERVICE DELIVERY; EXCELLENCE.

CORE BUSINESS

In line with the provisions of the Vocational Education and Training Act, Act 1 of 2008 and through promoting access, quality and equity in Vocational Education and Training as articulated in our 2013-2018 Strategic Plan, the NTA's endeavours are aimed towards:

- An organisational structure aligned to our strategy and populated with competent staff and systems;
- Sufficient, sustainable funding and disbursement to ensure quality Vocational Education and Training;
- An effective regulatory framework;
- Quality training and related services aligned with the needs of our stakeholders; and
- Effective administration of the Vocational Education and Training Levy.

As a State-Owned Enterprise, the NTA aligns itself through its 2013-2018 Strategic Plan towards supporting the national development objectives set forth in the Namibian government’s Vision 2030 macro-economic development plan and the Fourth National Development Plan (NDP4), which is the government’s fourth five-year plan (2012/13-2016/17).

NDP4 highlights that “Vocational Education and Training needs strengthening and expansion to better serve the current and emerging needs of skilled human resources in the country”. Accordingly, NDP4 requires increasing the immediate and long-term supply of skilled labour to alleviate the country’s skills needs.
Honourable Minister

It is my pleasure and privilege to present to you this Annual Report of the Namibia Training Authority for the period 1st of April 2012 to 31st of March 2013.

I thank you and your Ministry for the support we have received during the reporting period and trust you will find this report in order.

Yours faithfully,

Ester Anna Nghipondoka
Chief Executive Officer (Acting)
# Vision
To be the national port of call for Vocational Education and Training skills.

# Mission
To regulate and facilitate the sustainable delivery of quality Vocational Education and Training to the benefit of our stakeholders.

## Organisational Effectiveness
- Develop & Implement Monitoring & Evaluation Plan (M&E)
- Review organisational structure
- Populate structure with right skills
- Competence assessment for VET trainers at VTCs
- Upskill VET trainers
- Implement Performance Management System
- Develop and implement Talent Attraction & Retention Policy
- Implement Corporate Governance Roadmap
- Compliance with statutory governance requirements
- Maintain asset register
- Transfer all VTC assets to NTA
- Optimise utilisation of office space at NTA head office
- Expand VTC infrastructure
- Assess and replace training equipment in existing VTC workshops
- Conduct organisational IT system requirements assessment
- Develop and implement ICT strategy
- Implement organisational IT systems

## Funding
- Ensure adherence to all requirements
- State compelling case for each cost driver
- Secure donor funding through NPC and other agencies
- Optimise funding from other revenue streams

## Regulation
- Develop & review existing VET regulatory frameworks & systems
- Develop & review VET policies
- Implement VET regulatory frameworks & systems
- Ensure compliance to all regulatory frameworks & systems
- Develop and implement incentive scheme for high performing training providers
- Develop & implement national (CBET) blueprint
- Negotiate articulation between VET and other training programmes
- Establish partnerships with relevant regulatory partners, agencies or institutions

## Training & Related Services Provision
- Implement quick wins from VET Expansion Concept Paper
- Develop & implement VET Expansion Plan
- Develop a VET Apprenticeship Concept
- Implement Apprenticeship Concept
- Develop & implement VTC Transformation Plan
- Implement quick wins from Entrepreneurship Concept Paper
- Develop & implement VET Entrepreneurship Plan
- Build research capacity in VET sector
- Develop & implement a Research Strategy for VET
- Complete the development of Sector Skills Plans
- Develop strategies to respond to prioritised industry needs
- Phase in RPL in VET using CBET
- Improve assessment practices
- Roll-out assessment practices to accredited centres
- Conduct tracer studies
- Develop & implement plan for effective curriculum delivery
- Support capacity building for VET practitioners

## Administration of the VET Levy
- Register all eligible employers
- Develop and implement a compliance framework
- Develop and implement Standard Operating Procedures (SOPs)
- Invest funds in capacity building focused on key priority areas
- Disburse funds to employers in accordance with regulations and SOPs

## Stakeholder Engagement & Communication
- Develop & Implement VET Stakeholder Engagement Strategy
- Develop & Implement a strategy to promote the NTA and its services
- Develop & Implement a VET Advocacy Strategy

# Values
Responsiveness, Accountability, Integrity, Service Delivery, Excellence - RAISE
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FOREWORD BY THE
CHAIRPERSON
OF THE BOARD

It is with honour and humility that I present the Annual Report for the financial year - 1 April 2012 to 31 March 2013 – of the Namibia Training Authority. It has been a financial year that can aptly be described as a period of fluidity and change. A lot happened, and it happened at a considerable pace.

Our day jobs have been no less demanding, but the Board of Directors invested ample time and resources focusing on the longer term - taking time to identify themes and likely directions - particularly within the context of rapidly changing societal needs and training demands. We also tried to envisage the future and anticipate likely scenarios that will test our preparedness and resilience as a regulator and funder of Vocational Education and Training.

I am privileged to report success on the following fronts:

A NEW STRATEGY
A heightened commitment to improved training and related services delivery; organisational effectiveness; funding; regulation and the collection of the envisaged training levy underpin the 2013/14-2017/18 Strategic Plan of the Namibia Training Authority. This forms part of the drive by the Board to implement a comprehensive strategy for the organisation and our country’s Vocational Education and Training sector.

We are confident that through the effective implementation of this new strategy, we will lay the foundations for bold and ambitious improvements that over the next five years will fundamentally change the shape of Vocational Education and Training and related services in our country.

GOVERNANCE
We have set clear roles and responsibilities between the Board and management, to ensure effective corporate governance. Our relationship with management and other stakeholders is characterised by honesty, frankness and fairness in dealing with our staff and compliance with our laws.

Clear delegation of authority from the Board to subcommittees, and from the Board to the CEO and management were put in place. The CEO and management are accountable to the Board; responsible to manage the day-to-day activities of the organisation, implement board decisions, and ensure strict financial control and management.

The Board’s subcommittees assist it to carry the load to ensure that oversight responsibilities are not compromised. The chairpersons drive the agendas to ensure that the Board’s mandate and delegated authorities are carried out. All the committees have been fully functional and effective with members participating effectively and reporting to the Board regularly.

LEADERSHIP
The Board has provided effective leadership by reinforcing an organisational culture based on morality, honesty, transparency and ethical business practice. As we move into a new financial year, it remains critical that we establish and maintain a performance-oriented culture that fosters efficiency, effectiveness and commitment towards successfully transforming the provision of Vocational Education and Training in Namibia.

The Board stands in fiduciary duty to the NTA and has ensured that there is compliance with legislative and corporate governance requirements by management and staff, by providing strategic direction. We have mechanisms in place to ensure financial accountability and compliance and that policies are reviewed frequently.

FINANCIAL CONTROL AND OVERSIGHT
The Board has managed to identify and cut wasteful expenditure, and stopped projects, which were not in line with the objectives of the VET Act of 2008 and the Fourth National Development Plan (NDP4).

We have appointed forensic external investigators to investigate the financial affairs of the NTA and to identify what action needed to be taken to protect the organisation from loss or harm.

PERFORMANCE
We have put checks and balances in place to critically review all projects before implementation to establish whether they meet the objectives of the government as envisaged in the VET Act of 2008, NDP4 and Vision 2030.
We have agreed not to prioritise projects which do not address the national skills shortage and which do not support the skills development objectives of our industries.

WAY FORWARD

The Namibia Training Authority continues to assess the way forward vis-à-vis the skills development landscape. In the coming year we will continue to work with Government, industry, training providers, trainees and the community, to ensure that reforms of the VET system in Namibia meet the needs of participants and promote the skills essential to industry and productivity.

We have geared ourselves for the full implementation of the Vocational Education and Training Levy and anticipate it to become a driving force in re-engineering a new, relevant and sustainable funding regime for skills development in our country.

CONCLUSION

My fellow directors and I agree that the NTA remains pivotal to the transformation of our society. We acknowledge and appreciate the commitment and dedication of the NTA’s management and staff to the new strategic path. This must continue. We must all keep working so that our people can begin to experience the real benefits of high quality Vocational Education and Training, so that they too can contribute to the reconstruction and development of our country in meaningful ways.

Allow me to thank Mrs. Ester Anna Nghipondoka, the Acting CEO, who accepted the difficult task of taking control of the NTA and lead management and staff. She never hesitated in accepting to navigate the ship to ensure that it remains on course towards the destination as set by the Board, regardless of challenges.

We remain indebted to the Ministry of Education for the commitment, dedication and support rendered during the year. We also recognise the support of our international development partners, whose continued assistance remains vital to the realisation of our shared objectives.
Looking back at developments at the Namibia Training Authority over the past year, one has to express a sense of pride in being part of a team that has made such decisive strides towards the establishment of a Vocational Education and Training regime, relevant to the needs of our country and its people. We continue to believe that the NTA is the right vehicle towards productive employment and economic opportunity.

Guided by legislation and supported through stakeholder participation, we have made strong inroads in redressing our weaknesses and shortcomings towards establishing the Namibia Training Authority as a port of call under which Namibians from all walks of life are equipped with the right skills and attributes to compete in the changing and demanding markets that constitute our global economy.

To consolidate the gains made during the 2011/12 financial year, the Board of Directors set priority areas for 2012/13 and beyond under a new five-year strategic plan for the organisation. This vision is beginning to take shape in very real and concrete ways.

Despite constraints brought about by key vacancies at senior management level, we have made significant inroads towards realising our strategic objectives over the past financial year.

Towards maintaining an active policy of engagement with our wide array of stakeholders, specifically our industry partners and peers, we will continue to keep our stakeholders abreast of new developments in the Vocational Education and Training arena and involve them in our decision-making.

As a regulatory and funding body, we commit ourselves to helping our country achieve its set national goals. In this regard, the late Minister of Education, Honourable Dr. Abraham Iyambo and his successor, Honourable Dr. David Namwandi have rendered invaluable support to our endeavours.

We trust that this commitment and support will continue in years to come.

Ester Anna Nghipondoka
Chief Executive Officer (Acting)
The Board of Directors

The Board consists of eleven members appointed by the Minister. The Chief Executive Officer of the Namibia Training Authority is an ex-officio member. Members are drawn from the labour, education and industry sectors and the wider community on the basis of their experience and expertise.

Mr. Otto Nakasole Shikongo – Chairperson (Namibian Government)

Since 1988, Otto Nakasole Shikongo held numerous engineering related positions in the De Beers Group of Companies in Namibia, South Africa and Botswana, before moving to Debmarine Namibia as Operations Manager in 2002. He is a registered Professional Engineer (Namibia and RSA). He has a Master of Engineering degree (mechanical) from the University of Southampton - UK 1988 (with merit). He obtained a South African Mechanical Engineers Certificate of Competency in 1992 and completed a Senior Executive Programme with the London Business School in 2006. He is the Chief Executive Officer of Debmarine Namibia.

Ms. Hilya Nghiwete – Deputy Chairperson (Namibian Government)

Hilya Nghiwete holds a MBA-degree from CASS Business School for which she majored in Business-to-Business Marketing Strategy and Managing Strategic Change. In partial fulfillment of the degree, Nghiwete completed a research paper on behalf of the Namibia Tourism Board by analyzing the opportunities and challenges facing Namibia as a business tourism destination. With over 11 years of experience in the financial field, she has expertise in all aspects of Government budget preparation and control. She is currently the Executive Secretary of the Namibia Students Financial Assistance Fund, NSFAF, under the Ministry of Education.

Mr. Timothy Parkhouse (Labour Advisory Council)

Timothy Parkhouse has amassed considerable experience in the fields of Human Resources, Finance, Tourism and Hospitality and Small and Medium Enterprise (SME) Development. He sits on various committees including the Labour Advisory Council (since 2005) and the Standards, Assessment and Certification Council of the Namibia Training Authority. He is currently the Secretary General of the Namibian Employers Federation, having served in this position for more than 10 years.
GOVERNANCE

Ms. Florentia Amuenje (Labour Advisory Council)

Florentia Amuenje holds a BA (Hons) degree in Industrial Psychology from the University of Namibia, a Masters degree in Research Psychology from Rhodes University in Grahamstown, South Africa and a Masters in Business Administration degree from the University of Stellenbosch Business School. Amuenje has over ten years experience in the Human Resources field and is currently employed as Manager: Group Human Resources Development at First National Bank of Namibia Holdings. She has consulting experience in the fields of organizational development and human resource development.

Mr. Franz Gertze (Namibia Qualifications Authority)

Franz Gertze is currently the Chief Executive Officer of the Namibia Qualifications Authority. Gertze obtained a B.Ed (Hons) degree from the University of Namibia and a Master of Business Administration from MANCOSA. He also underwent further training in Quality Management in Germany. Gertze is a registered ISO Assessor and EFQM Consultant. He has amassed considerable experience in the Education and Training fields, especially in the remit of qualifications.

Ms. Loide Shaanika (National Union of Namibian Workers)

Loide Shaanika is well known in labour circles. She holds a Diploma in Education from the University of Namibia. Other qualifications include a Diploma in Labour from the University of Kwa-Zulu Natal and a Certificate in Collective Bargaining and Negotiations from the Canadian Labour College, Vancouver. Shaanika has been involved in the curricula development for pre-vocational subjects at the NIED and served as Circuit Facilitator of Physical Science and as a member of the Omusati Regional Education Forum. She is also a member of the Forum of African Women in Namibia, a council member of the Polytechnic of Namibia and serves as a member of the Central Committee of the National Union of Namibian Workers, NUNW.

Mrs. Melissa Shanjengange (Labour Advisory Council)

Melissa Shanjengange holds a BA (Hons) degree from the University of the Western Cape. She began her career as a History and Guidance teacher before becoming a Training Officer. She then moved to a Training Manager position in the retail industry after which she joined Namdeb as Training Manager. Her last position with the De Beers Group of Companies was that of Senior Group Human Resources Manager. Shanjengange currently holds the position of General Manager: Organisational Resources for Rio Tinto Namibia. She has amassed over 19 years of experience in the Human Resources field.
GOVERNANCE

Dr. Gilbert Likando (Namibian Government)

Gilbert Likando holds a PhD in Adult Education and is currently a senior lecturer at the University of Namibia. He has also served as the Deputy Research Coordinator for the Research and Publications Office of the Office of the Pro-Vice Chancellor: Academic Affairs and Research at the same institution. Likando has also been the Head of Department for the Department of Educational Foundations and Management from 2008 to 2010. He has over 18 years experience in teaching, research, consultancy and community service at university, national and international level.

Dr. Adv. Sakeus Akweenda (Labour Advisory Council)

Sakeus Akweenda obtained his LL.B (Hon) degree from the London School of Economics and Political Science (University of London) in 1982. An LL.M and PhD followed this in 1983 and 1989 respectively, at the same institution. Akweenda is currently in private legal practice as an Advocate of the High and Supreme Court of Namibia. He was admitted by the High Court of Namibia in 1997 and admitted as a Member of the Society of Advocates of Namibia in March 2008. He has over 22 years experience in the legal field as well as over 15 years teaching experience.

Mr Erastus Hoveka (Labour Advisory Council)

Erastus Hoveka has extensive experience in the financial and organisational leadership fields and is considered a leading Finance and Strategic Management Specialist. Hoveka also represents the NTA Board of Directors on the National Training Fund Council, NTFC. He holds a Masters degree in Business Administration (Distinction) and a Bachelors degree in Accounting from Bradley University, Illinois, United States. He is currently the Managing Director of Nedbank Namibia.

Mr Kosmas Muyenga (National Union of Namibian Workers)

Kosmas Muyenga obtained a Certificate in Media Practice and National Diploma in Public Administration from the Polytechnic of Namibia in 1999 and 2000, respectively. Muyenga then enrolled for a B.Tech degree in Public Management from the University of South Africa, which he obtained in 2005. Having been employed at the Namibia Broadcasting Corporation since 1987, Muyenga has amassed a wealth of experience and extensive knowledge in the broadcast field during his tenure at the national broadcaster.

Mr Erastus Hoveka (Labour Advisory Council)
GOVERNANCE
OVERVIEW

The Namibia Training Authority's framework of governance is set out in the Vocational Education and Training Act, Act 1 of 2008, which grants the Board overall responsibility for the management and control of the affairs of the NTA.

It does so in line with the three main objectives of the VET Act, which have been summarised as:
• Achieving an effective and sustainable system of skills formation aligned with the labour market and which provides the skills needed for accelerated development, productive work and increased standards of living.
• Establishing a stable organization and an efficient and effective management system that clarifies roles in and responsibilities for VET and is accountable to Parliament, through the Minister of Education.
• Establishing and maintaining a sustainable partnership between the Namibian government, the private sector and civil society to resource the provision of VET.

The Board of Directors consists of 11 members appointed on a three-year term by the Education Minister, subject to Section 15 of the State-Owned Enterprises Governance Act, as follows:
> Five members nominated by employer representatives on the Labour Advisory Council;
> Two members nominated by trade union representatives on the Labour Advisory Council;
> Three members representing the Government of the Republic of Namibia; and
> One member of the Council of the Namibia Qualifications Authority (NQA), nominated by that Council.

The Minister of Education appoints the Chairperson and the Vice-Chairperson from amongst the members. The Board administers and controls the affairs of the Namibia Training Authority by:
> Determining the policies and procedures of the Namibia Training Authority;
> Exercising control in general over the exercise of powers and the performance of the functions of the Namibia Training Authority; and
> Administering and controlling the National Training Fund.

Board Committees

For the period under review, the Board of Directors exercised its oversight function over the affairs and management of the Namibia Training Authority, through three committees.

> The Human Resources Committee:
The committee is tasked with overseeing the implementation of the NTA's overall human resources strategy and policies. The committee is chaired by Melissa Shanjengange.

> The Finance Committee:
The committee oversees financial performance and reporting. It advises the Board of Directors on matters related to, or posing a risk to the overall financial management of the NTA. It further ensures that identified risks are monitored and appropriate measures are put in place to manage those risks. Erastus Hoveka chairs the committee.

> The Technical Committee:
The committee's function is to manage the NTA's operational strategy to ensure that identified risks are monitored and appropriate measures are put in place to manage those risks. The chairperson of the committee is Franz Gertze.

The Board operates within the aforementioned overall strategic framework to develop and reform the VET system and exercise the strategic management of the work of the NTA. To assist it in this task, it has established, as mandated by the Act, a number of committees/councils. These are:
• Standards, Assessment & Certification Council (SACC)
The Council assists the Board of Directors in its task of developing and reforming the Vocational Education and Training system.
GOVERNANCE

OVERVIEW

The SACC advises the Board on the performance of standards, assessment and certification settings as set out in the VET Act of 2008. It therefore performs an invaluable role in overseeing the work of the NTA in relation to its regulatory functions.

Some areas of responsibility of the SACC include:
> Improving the quality of training provision;
> Monitoring outcomes and providing quarterly progress reports to the Board;
> Supporting the professional development of instructors, assessors and moderators;
> Developing policies on assessment methods, including Recognition of Prior Learning;
> Approving criteria for the accreditation of training providers;
> Approving the registration/deregistration of assessors and moderators;
> Endorsing unit standards developed by the Industry Skills Committees (ISCs);
> Developing and updating of cross-sectoral unit standards not focused on a particular industry sector and approval of cross-sectoral unit standards; and
> Endorsing qualifications and records of competence and liaising with the NQA on such matters, and any other matters referred by the Board.

• Industry Skills Committees
A major innovation of the VET Act of 2008, has been the establishment of Industry Skills Committees (ISCs) as standing committees of the Board. Comprised of senior and seasoned people from industry, the aim of the ISCs is to assist in the development of a Vocational Education and Training system aligned with, and driven by, the needs of industry.

The committees assist the Board to meet the requirements of industry through:
> Advice on current and future skills needs;
> Action plans to meet the skills needs in their industries;
> Assessing the adequacy of training provision within their industry sectors and, in consultation with the SACC, set priorities for development work to improve the quality, and effectiveness of training delivery;

> Programmes to secure greater commitment by employers, particularly Small and Medium Enterprises (SMEs), by investing in skills training and to raise awareness of the value of certificates issued, as part of the national competence-based qualifications framework;
> Overseeing the updating of unit standards and qualifications for training programmes in their respective sectors;
> Advising the NTA Board regarding the need for centrally developed curricula and training manuals; and
> Proposals to the SACC regarding the registration or deregistration of assessors for their sectors.

Ten committees are now fully operational:
> Mining & Quarrying, Construction, Electricity, Gas, Water Supply & Sanitation;
> Tourism & Hospitality;
> Financial & Business Services;
> Agriculture & Forestry;
> Fisheries & Maritime;
> Health Care and Social Services;
> Transport, Warehousing and Logistics;
> Wholesale and Retail Trade;
> Post and Telecommunications; and
> Manufacturing, Automotive Sales and Arts & Crafts.

• National Training Fund Council (NTFC)
The VET Act of 2008 mandates the establishment by the Board of Directors of the National Training Fund Council (NTFC). The Act also sets out a framework for the implementation of the Vocational Education and Training Levy, as part of the National Training Fund.

The appointment and operationalisation of the NTFC was carried out during the 2012/13 financial year. The Council assists the Board to control and administer the National Training Fund.

Membership of the NTFC consists of individuals with direct industry work experience, especially in fund management.
## ATTENDANCE OF BOARD MEETINGS

![Figure 2 - Attendance of Board Meetings](image)

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<th>Dr. Adv. Sackey Akweenda</th>
<th>Ms. Florentia Amuenje</th>
<th>Mr. Tim Parkhouse</th>
<th>Mr. Erastus Hoveka</th>
<th>Ms. Loide Shaanika</th>
<th>Mr. Franz Gertze</th>
<th>Ms. Melissa Shanjengange</th>
<th>Dr. Gilbert Likando</th>
<th>Mr. Kosmas Muyenga</th>
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<td>03 October 2012</td>
<td>Urgent Special Board Meeting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>17 October 2012</td>
<td>Special Board Meeting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>22 November 2012</td>
<td>Full Board Meeting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>05 February 2013</td>
<td>Special Board Meeting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>11 February 2013</td>
<td>Special Board Meeting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>12 February 2013</td>
<td>Board Retreat</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>28 March 2013</td>
<td>Full Board Meeting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>11</td>
<td>7</td>
<td>11</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

**KEY**
- ✓: Present
- A: Apologies
- T: Teleconference
MANAGEMENT

The Chief Executive Officer assumes overall responsibility for the carrying out of the resolutions of the Board and manages the affairs of the NTA and the Board, subject to the control and directions of the Board.

In the performance of these duties, the CEO advises the Minister of Education and the Board of Directors on matters pertaining to the overall development of the VET sector and the efficient and effective delivery of quality, accessible and equitable VET services.

The CEO is supported by a senior management team as per a new organisational structure for the NTA, approved by the Board during the period under review.
ORGANISATIONAL STRUCTURE

• Figure 3 - Organisational Structure
The Chief Executive Officer guides the overall policy and strategic direction of the NTA. As such, the CEO presides over all organisational, regulatory and supervisory operations to ensure the establishment of an efficient and effective organisation and a vibrant and relevant VET system.

In the performance of these duties, the CEO advises the Minister of Education and the Board of Directors on matters pertaining to the overall development of the VET sector and to the efficient and effective delivery of quality, accessible and equitable VET services.

> Company Secretary and Legal

Apart from providing legal and related services support to the NTA, the Company Secretary also renders secretarial and administrative support to the Board and its various committees.

> Public Relations, Marketing and Stakeholder Engagement

The NTA has made significant progress in establishing proper communication channels to ensure that stakeholders are kept informed and updated about programmes and activities. The introduction of a monthly electronic newsletter has proven very successful in this regard.

The Division has made significant progress in the implementation of a career guidance campaign aimed at changing attitudes and perceptions about VET with a special emphasis on gender roles and marginalised communities. In partnership with the various education directorates under the Ministry of Education, several regional educational career fairs have been attended to position VET as a career path of choice.

The Public Relations, Marketing and Stakeholder Engagement Division will continue to engage with stakeholders in an open process, with transparent purpose, goals, accountabilities, expectations and constraints. It aims to do so by balancing the participation and influence of all the NTA’s stakeholder groups.

> Internal Audit

The position remained vacant during the period under review.

Operations

During the period under review, the Operations Department coordinated, provided and maintained a wide range of Vocational Education and Training and related support services at the NTA. This was done in line with its departmental mandate to excel in providing such services and support to both internal and external customers, enabling the NTA to maximise its effectiveness and potential as a regulator and funder of Vocational Education and Training.

Under the approved organisational structure, a Chief Operations Officer (vacant), supported by a General Manager: Operations, led the department. It consists of the following divisions:

> VET Standards;
> Quality Assurance;
> Assessment & Certification;
> Policy and Planning;
> VET Implementation;
> VTC Transformation; and
> VET Programmes

Finance & Administration

As a service support department, the business of the Finance and Administration Department is largely to facilitate the achievement of the NTA’s strategic objectives.

The department consists of the following divisions:

> Corporate Finance;
> Information and Communication Technology; and
> Asset Management

The Department assumed the following responsibilities:

> Budget preparation and forecasting;
> Budget monitoring, control and support;
> Accounting and internal control processes for revenue and expenditure;
> Financial control and compliance;
> Financial and operational reviews/audits;
> Inventory management;
> Financial reporting;
> Fixed asset control;
> Approval control and security access; and
> Financial management and advisory services.

Human Resources

The Human Resources Department provided timely support and solutions, which addressed the NTA’s needs with the view to enhance organisational performance and strategy achievement.

This was done in line with its principal accountabilities, which included the following:
> Provision of Human Resources services and expertise;
> Establish, direct and maintain the Human Resources Division;
> Coordinate the facilitation of organisational development and talent management interventions;
> Increase efficiency and productivity throughout the organisation; and
> To be the ultimate custodian of employee relations practices.

National Training Fund

The approval of the Vocational Education and Training Levy implementation framework by the Minister of Education paved the way for the National Training Fund Department towards assuming its anticipated role as per the provisions of the VET Act of 2008 in administering the Vocational Education and Training Levy.

The department consists of the following divisions:
> Fund Administration & Disbursement
> Fund Collection
> Training Advisory Services

The immediate objectives of the National Training Fund Department are to mobilise additional resources for skills development and allocate funds to priority skills training area programmes that meet economic, technical and financial criteria.

Other responsibilities include:
> Stimulating more and improved enterprise-based training;
> Stimulating the development of a training market and enhance the capacity of private training providers;
> Instilling incentives for improved performance by public and private training providers; and
> Reducing skill shortages that impede enterprise growth.
Registration of Training Providers

The promulgation and gazetting of the Regulations for the Registration of Vocational Education and Training Providers: Vocational Education and Training Act, 2008 has rendered the necessary impetus to efforts by the NTA to ensure the delivery of quality-assured training services to the Namibian people.

The introduction of these regulations means that the NTA now has the tools required to regulate the training provider market and steer it in a direction that will promote improvements in quality and hopefully enhance access to quality training institutions.

Subsequent to the consideration and endorsement of the Standards, Assessment and Certification Council, the NTA had 23 registered training providers during the year under review.

The statistical data below summarise the status of applications submitted to the Quality Assurance Division, at the end of the period under review:

**Figure 5 - Training Institution Registration Applications - Summary**

- > Applications received 28
- > Pending applications with outstanding information 14
- > Applications withdrawn 3
- > Applications at Stage One Audit 10
- > Applications at Stage Two Audit 5
- > Applications approved 23

The Quality Assurance Division continues to be hampered by a lack of human resources, especially now that there is an urgent need to support training providers.

The majority of training providers are still struggling to meet the requirements stipulated and therefore require additional support to get them to understand and fulfil the requirements.

Supported by the Public Relations, Marketing and Stakeholder Engagement Division, the Quality Assurance Division also created awareness about the regulations to a wide scope of stakeholders. Various media awareness activities to sensitise stakeholders about the need to be registered were implemented. Educational and promotional material pertaining to the registration process has been circulated and continues to be circulated to various regions. The NTA has also been utilising trade fairs and agricultural shows to disseminate information on the regulations.
Registration and Accreditation of Assessors and Moderators

Assessment is managed through industry/occupation specific panels that are comprised of skilled experts in the various occupational areas. These panels include representatives from industry and are responsible for the development of national assessment tools and instruments.

Membership requirements are as follows:
> Up-to-date knowledge of the relevant industry and its practices;
> Knowledge of the unit occupational standards, qualification requirements, curriculum modules, trainee characteristics etc.;
> Sound understanding of Competency Based Education and Training (CBET) policies, procedures, principles and regulations;
> Knowledge of and skills in assessment development techniques and strategies; and
> Training and certification in supportive dimensions e.g. as assessor, moderator, designer or verifier.

The panels are responsible for the development, quality assurance, moderation, verification, review and maintenance of national assessment tools and instruments, including Recognition of Prior Learning (RPL) by avoiding conflict of interest at all times and strictly adhering to the Principles of Assessment. The NTA has developed a range of national assessment tools and instruments (materials) for a wide array of occupational areas for both the competency-based and modular assessment approaches. The assessment centres and assessors and or moderators who have been registered by the NTA can now administer these materials.

Significant progress has been made in the registration and accreditation of assessors and moderators, during the period under review. Lists of experienced and qualified assessors, moderators and assessment designers have been compiled.

These records are now being incorporated into the Vocational Education and Training Management Information System (VETMIS) to enable registration processes.

Awarding Certificates

After the endorsement for certification by the SACC of candidates, the results are being forwarded to Smith & Ouzman in the United Kingdom for personalisation, the incorporation of security features and the printing of statements of achievements and certificates.

In total 44,544 certificates have been issued within the said financial year for both assessment approaches, as indicated in the tables below.

*Figure 6: Overall Assessment Statistics for the 2012-2013 Financial Year - CBET*

<table>
<thead>
<tr>
<th>Assessed</th>
<th>Competent</th>
<th>Not-Yet-Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5366</td>
<td>2570 (48%)</td>
<td>2796 (52%)</td>
</tr>
</tbody>
</table>

*Figure 7: Overall Assessment Statistics for the 2012-2013 Financial Year - Modular*

<table>
<thead>
<tr>
<th>Assessed</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>3642</td>
<td>1884 (52%)</td>
<td>21758 (48%)</td>
</tr>
</tbody>
</table>
the assessment unit and assessment centres; pilot RPL; evaluate the pilot; report pilot results to stakeholders and replicate RPL nationally.

Acting on this need for RPL, the NTA and the NQA were assigned the responsibility for the development of an RPL policy. As a result, the National Policy on Recognition of Prior Learning was developed in 2010. Following the development of this national policy, the NTA, in consultation with stakeholders, developed an RPL Policy and Implementation Strategy for the VET Sector in consultation with stakeholders. The strategy makes provision for a pilot project prior to the national implementation of RPL.

The pilot phase of the Recognition of Prior Learning (RPL) Programme for Vocational Education and Training (VET) has been an 18 months exercise aimed at piloting RPL in the occupational areas of Hospitality, Tourism and Construction. The pilot consisted of four main phases i.e. the preparation phase (6 months), the execution phase (6 months), the review and consolidating phase and the fourth phase focussing on preparing for national implementation (6 months).

The main objectives of the Pilot Programme are to gain insights and experiences which will be useful when RPL is implemented nationally, especially with regard to developing methods and tools which will be required during the national implementation of RPL and also to find appropriate methods that could be used to evaluate and recognize existing knowledge and skills acquired at the workplace.

Major accomplishments during the period under review, include the following:
> The NTA Board approved the establishment of an RPL Programme Management Unit;
> The RPL policy, which was developed in consultation with stakeholders in the VET sector, was approved by the NTA Board for piloting purposes and is applicable to all stakeholders involved in VET;
> A work plan, which will direct the operations of the pilot phase for the period 2012-2014, was approved by the SACC in May 2012;
> The pilot programme is funded by Millennium Challenge Account Namibia (MCA-N) to the amount of N$ 2,031,700. Additional funding is provided by The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) through the Road Technical Training Unit (RTTU) for the road construction component and the NTA. Activities not funded by MCA-N or GIZ are funded by the NTA;
> To ensure buy-in from stakeholders on the RPL pilot and to determine the best way to select a representative group of RPL participants, consultations were held with the standing committees of the NTA Board including the SACC and the relevant ISCs, professional and employer bodies and the NQA; and
> Out of 105 tour guide applications, 77 candidates were selected, whereas 77 candidates were selected from 107 applications for hospitality.

During the next financial year, the RPL Programme Management Unit will focus on the completion of a number of activities, which will include the mentoring and assessment of all Tour Guide and Hospitality candidates, that will entail the assessment of portfolios of evidence, conducting competency conversations and assessing practical tasks. Other activities will include the verification of assessment results, the external evaluation of the RPL pilot programme and the finalisation of existing RPL documents, including the RPL Policy for VET, Portfolios of Evidence, Assessment, and other guidelines such as fee structures. Furthermore, the NTA anticipates to develop portfolios for five more occupations and train more assessors to develop and support RPL.

Industry Skills Committees

The ISCs as standing committees of the Board continued to render the required assistance to the NTA in the development of a VET system aligned with, and driven by, the needs of industry.

The year under review saw the operationalisation of a further five ISCs. These are:
> Health Care and Social Services;
> Transport, Warehousing and Logistics;
> Wholesale, Retail and Trade;
> Post and Telecommunications; and
> Manufacturing, Automotive Sales and Arts & Crafts.
New members have been inducted. Efforts continue unabated to make additional appointments to some committees where the NTA has found it difficult to identify and appoint senior and seasoned people from the various industry sectors.

Efforts to identify industry training needs and facilitate the development of sector skills plans have been intensified. Similarly, efforts to encourage greater industry participation by engaging employers, employees, unions and associations in the development of an effective VET system in Namibia, have also been deepened.

A number of industry consultative meetings were held to share industry-training priorities and elicit confirmation on training needs. Constructive feedback in most of the engagement activities has resulted in the NTA developing standards for training as required by the industry. Several meetings were also held with industry stakeholders to introduce and create awareness about the VET Levy.

### Developing Unit Standards & Qualifications

Following the identification of key priority areas by the ISCs in early 2012, the NTA had commenced with the development of new unit standards in various occupations.

Between January and August 2013, the NQA Council approved altogether 169 unit standards and 26 related qualifications for registration on the NQF in the following occupations:

#### Figure 8 - NQA Council Approved Unit Standards and Qualifications

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Unit Standards</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L1</td>
<td>L2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Heavy Equipment Operations</strong></td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td><strong>First Aid</strong></td>
<td>1</td>
<td>*N/A</td>
</tr>
<tr>
<td><strong>Road Construction &amp; Maintenance</strong></td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td><strong>Crane Operations</strong></td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td><strong>Foundational Unit Standards</strong></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotals</strong></td>
<td>11</td>
<td>78</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>169</td>
<td></td>
</tr>
</tbody>
</table>

*N/A - Not Applicable

The NTA has in collaboration with a number of key partners such as the Promotion of Vocational Education and Training (ProVET) Project, the Korea Research Institute for Vocational Education & Training (KRIVET) and the RTTU, started a number of projects to develop unit standards and qualifications in a number of identified occupations.

Together with the ProVET team, the NTA started with the development of unit standards and qualifications for Firefighter, Safety Officer, Sanitation Technician (operating and maintaining sewerage systems and treatment works) and Diesel Mechanics/ Heavy Plant Mechanics. Development started with profiling exercises in September 2013 and is expected to be completed before the end of 2014.

In order to build the pool of experienced people in the writing of unit standards in Namibia, a group of private candidates was trained in February 2012. They will be assigned to teams developing the above materials in order to get more practical skills and take up such important responsibilities in the future based on their proven abilities.
In collaboration with the KRIVET team, unit standards and qualifications will be developed in Heavy Plant Operations and Carpentry occupational areas.

**Assessment and Outcomes**

The NTA manages, directs, coordinates, oversees, monitors, evaluates and executes all activities with regard to assessment and certification processes in order to ensure functionality, sustainability and quality.

To this end, its Assessment Division has continued to engage industry and other stakeholders across all assessment and certification processes for credibility and customer satisfaction, and administered and coordinated the assessment and certification functions within the VET system.

**> Assessment Tools and Instruments**

All assessment tools and instruments for currently implemented programmes for the CBET and Modular Assessment Approaches have been put in place, whereas development and review processes, based on demand carried out for the CBET Assessment processes, continued unabated.

**Figure 9: Availability of Assessment Materials**

<table>
<thead>
<tr>
<th>Trade/Occupation</th>
<th>Level 1 (%)</th>
<th>Level 2 (%)</th>
<th>Level 3 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Mechanics</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Clothing Production</td>
<td>100</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Computing Fundamentals</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Joinery &amp; Cabinetmaking</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Metal Fabrication</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Office Administration</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Plumbing</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Food &amp; Beverage</td>
<td>0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Food Preparation</td>
<td>0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Front Office Operations</td>
<td>0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Housekeeping Operations</td>
<td>0</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>Lodge, Camp &amp; Guesthouse Operations</td>
<td>0</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Safari &amp; Tours Operations</td>
<td>0</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Foundational Communication Skills</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Foundational Numeracy Skills</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tour Guide</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**> National Assessment Processes**

National assessment processes had been concluded in line with predefined schedules, during the period under review. This was done by engaging qualified assessment designers, assessors and moderators. Verification was done by maintaining standards and principles of assessment.

Assessment coordinators have been in continuous communication with trainers, assessors and centre managers for guidance. Feedback inclusive of challenges and recommendations from all assessment processes were shared with vocational training providers for improvement purposes.

The tables below summarise statistics for both the CBET and Modular approaches of assessment during the 2012-2013 financial year.
### Figure 10: CBET Assessment Statistics

<table>
<thead>
<tr>
<th>Level</th>
<th>Candidates Assessed</th>
<th>Competent</th>
<th>Not-Yet-Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>620</td>
<td>343 (55%)</td>
<td>277 (45%)</td>
</tr>
<tr>
<td>II</td>
<td>378</td>
<td>237 (63%)</td>
<td>141 (37%)</td>
</tr>
<tr>
<td>III</td>
<td>95</td>
<td>46 (48%)</td>
<td>49 (52%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1093</td>
<td>626 (57%)</td>
<td>467 (43%)</td>
</tr>
</tbody>
</table>

### Figure 11: Modular Assessment Statistics

<table>
<thead>
<tr>
<th>Level</th>
<th>Candidates Registered</th>
<th>Candidates Assessed</th>
<th>Pass</th>
<th>Fail</th>
<th>Absent/Withdraw</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>87</td>
<td>47</td>
<td>39 (53%)</td>
<td>35 (47%)</td>
<td>13</td>
</tr>
<tr>
<td>II</td>
<td>152</td>
<td>134</td>
<td>95 (71%)</td>
<td>39 (29%)</td>
<td>18</td>
</tr>
<tr>
<td>III</td>
<td>372</td>
<td>334</td>
<td>189 (57%)</td>
<td>145 (43%)</td>
<td>38</td>
</tr>
<tr>
<td>Private LIII</td>
<td>232</td>
<td>219</td>
<td>76 (35%)</td>
<td>143 (35%)</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>843</td>
<td>734</td>
<td>399 (52%)</td>
<td>362 (48%)</td>
<td>82</td>
</tr>
</tbody>
</table>

### Figure 12: CBET Assessment Statistics

<table>
<thead>
<tr>
<th>Level</th>
<th>Candidates Assessed</th>
<th>Competent</th>
<th>Not-Yet-Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1222</td>
<td>306 (25%)</td>
<td>916 (75%)</td>
</tr>
<tr>
<td>II</td>
<td>711</td>
<td>459 (65%)</td>
<td>252 (35%)</td>
</tr>
<tr>
<td>III</td>
<td>94</td>
<td>34 (36%)</td>
<td>60 (64%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2027</td>
<td>799 (39%)</td>
<td>1228 (61%)</td>
</tr>
</tbody>
</table>

### Figure 13: Modular Assessment Statistics

<table>
<thead>
<tr>
<th>Level</th>
<th>Candidates Registered</th>
<th>Candidates Assessed</th>
<th>Pass</th>
<th>Fail</th>
<th>Absent/Withdraw</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>741</td>
<td>708</td>
<td>481 (68%)</td>
<td>227 (32%)</td>
<td>33</td>
</tr>
<tr>
<td>II</td>
<td>441</td>
<td>427</td>
<td>210 (49%)</td>
<td>217 (51%)</td>
<td>14</td>
</tr>
<tr>
<td>III</td>
<td>626</td>
<td>610</td>
<td>342 (56%)</td>
<td>268 (44%)</td>
<td>16</td>
</tr>
<tr>
<td>Private LIII</td>
<td>224</td>
<td>202</td>
<td>84 (41%)</td>
<td>119 (59%)</td>
<td>22</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2032</td>
<td>1947</td>
<td>1117 (57%)</td>
<td>831 (43%)</td>
<td>85</td>
</tr>
</tbody>
</table>
> Assessment Statistics March 2013 - April 2013

**Figure 14: CBET Assessment Statistics**

<table>
<thead>
<tr>
<th>Level</th>
<th>Candidates Assessed</th>
<th>Competent</th>
<th>Not-Yet-Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1287</td>
<td>607 (47%)</td>
<td>680 (53%)</td>
</tr>
<tr>
<td>II</td>
<td>446</td>
<td>338 (76%)</td>
<td>108 (24%)</td>
</tr>
<tr>
<td>III</td>
<td>148</td>
<td>79 (53%)</td>
<td>69 (47%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1881</td>
<td>1024 (54%)</td>
<td>857 (46%)</td>
</tr>
</tbody>
</table>

**Figure 14: Modular Assessment Statistics**

<table>
<thead>
<tr>
<th>Level</th>
<th>Candidates Registered</th>
<th>Candidates Assessed</th>
<th>Pass</th>
<th>Fail</th>
<th>Absent/Withdrew</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>175</td>
<td>168</td>
<td>83 (49%)</td>
<td>85 (51%)</td>
<td>7</td>
</tr>
<tr>
<td>II</td>
<td>208</td>
<td>198</td>
<td>90 (45%)</td>
<td>108 (55%)</td>
<td>10</td>
</tr>
<tr>
<td>III</td>
<td>383</td>
<td>381</td>
<td>189 (50%)</td>
<td>192 (50%)</td>
<td>2</td>
</tr>
<tr>
<td>Private</td>
<td>189</td>
<td>187</td>
<td>72 (39%)</td>
<td>115 (61%)</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>955</td>
<td>934</td>
<td>434 (46%)</td>
<td>500 (54%)</td>
<td>21</td>
</tr>
</tbody>
</table>

Pending registration processes for some vocational training institutions, mainly the former public vocational training centres, are negatively impacting on output figures. This is exacerbated by a lack of trainers, assessors, infrastructure, tools, equipment and job attachment opportunities.
FUNDING

The National Training Fund

In addition to improving the quality of training delivery and aligning the Vocational Education and Training system more closely with the labour market, the VET Act of 2008 also defined the objective of establishing and maintaining a sustainable partnership between the Namibian Government, the private sector and civil society to resource the provision of Vocational Education and Training. The Act therefore established a National Training Fund (NTF), consisting of:

- Funds allocated by Parliament for the purpose of the Fund, the NTA or the administration of the Act;
- Any education and training levies, interest and penalties paid by employers in terms of the Act;
- Any funds received by the NTA, including donations;
- Any interest earned on investments of the Fund; and
- Any funds to which the NTF might be entitled.

The Act also mandates the establishment of the NTFC to assist the NTA Board to control and administer the NTF and sets out a framework for the implementation of a levy as part of the NTF.

The Training Levy will be an important element in the NTF and will be managed by the Board Standing Committee, namely the NTFC. The NTA established the NTFC as a standing committee of the NTA Board and its membership consists of individuals with direct industry work experience, especially in fund management.

The Vocational Education and Training Levy

The NTA is taking a very measured approach to the development of the levy. It wishes to ensure that the levy implementation is efficient in terms of the way the levy is collected, disbursed and consequently, its impact.

The main aim of the introduction of a levy on employers is to generate income for the NTF. Revenue so generated will play a key role in supporting the concept of demand-led training through VET. The levy system will offer funding incentives to encourage employers to establish and maintain a training culture within their respective companies. In addition, the levy system will provide funding for specific sector initiatives that address current and projected scarce skills requirements.

A key element of the levy system is the appointment of a collection agent. Several institutions were considered such as the Social Security Commission, the Inland Revenue Commission, private collection agencies and the NTA itself. A cost-benefit analysis is being conducted to decide on the best available option.

A major factor critical to the successful implementation of the levy system is the involvement of key stakeholders such as industry in the development stages. In this regard, nine workshops were conducted in seven regions, where a number of proposals were presented for consideration and feedback received. In addition several meetings were conducted with employer representatives such as the Chamber of Mines (COM), Namibia Employers Federation (NEF), Namibia Manufacturers Association (NMA), and the Namibia Chamber of Commerce and Industry (NCCI). Individual meetings were also conducted with individual companies in the respective regions.

The following proposals were presented to the fora mentioned above:

1. The Inland Revenue Commission as the collection agent;
2. The Levy Rate will be 1.5% of employers’ annual payroll;
3. Charitable organisations and churches will be exempt from paying the levy;
4. Employers with an annual payroll of less than N$200,000 will be exempt from paying the levy;
5. Government or State bodies will be exempt from paying the levy.

Collected levies will be allocated to individual companies who have paid the levy and who can produce evidence that they have conducted training for their employees and for sector initiatives and interventions that have been identified as high priority areas in addressing VET requirements.

Legislative requirements in the form of regulations have been compiled as a result of feedback received from the above workshops and meetings. The recommendations
are also incorporated into the draft model, which will be presented to the Minister of Education for consideration.

Following the Minister’s deliberations on the levy model, another round of consultative workshops will be organised on a national basis with feedback being incorporated into the final model.

The NTA believes it is essential that the levy is developed in a way which will provide a real incentive for business and industry to raise both the volume and quality of the training received by their employees, in a way which supports training activities deemed a priority by industry, and in a way which rewards those who invest in raising the skills of their workforce.

The NTA also wishes to ensure that the levy operates in a way, which is seen as credible by industry. Credibility can only be achieved if the proposals are developed through a close and genuine partnership between industry and the NTA.

In this way the operationalisation of the levy will not be seen as an ‘unwarranted imposition’, as is often the case with other taxes, but rather as the basis for a sustainable and genuine partnership between the Namibian government, the private sector and civil society to resource the provision of Vocational Education and Training in Namibia, as envisioned in the VET Act of 2008.
SERVICE PROVISION

The Vocational Training Centres

The NTA has a complex mandate under which it is not only considered a regulator and funder of Vocational Education and Training, but also a service provider through the seven formerly state-owned Vocational Training Centers, which it inherited at its establishment, from the Ministry of Education.

The VET Act of 2008 tasks the NTA to lead these centers to semi-autonomy through a process of transformation. The NTA has established a dedicated division to manage the transformation of the VTCs into self-reliant vocational training providers.

During the year under review, the trainee intake increased by three percent as per the table below:

<table>
<thead>
<tr>
<th>Centres</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eenhana VTC</td>
<td>382</td>
<td>289</td>
</tr>
<tr>
<td>Okakarara VTC</td>
<td>417</td>
<td>349</td>
</tr>
<tr>
<td>Nakayale VTC</td>
<td>78</td>
<td>164</td>
</tr>
<tr>
<td>Rundu VTC</td>
<td>746</td>
<td>413</td>
</tr>
<tr>
<td>Valombola VTC</td>
<td>649</td>
<td>535</td>
</tr>
<tr>
<td>Windhoek VTC</td>
<td>580</td>
<td>1077</td>
</tr>
<tr>
<td>Zambezi VTC</td>
<td>497</td>
<td>423</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3,349</strong></td>
<td><strong>3,250</strong></td>
</tr>
</tbody>
</table>

The male-female ratio as per the aforementioned VTC intake numbers is indicated in the table below.

**Figure 17 - Gender Intake 2013 Split**

- **Figure 16 - Gender Intake 2013 Statistics**

VTC Managers completed a Management and Leadership Development Programme offered by the University of Stellenbosch Business School.

As at 31 March 2013, the management and control of the VTCs had not fully transferred to the NTA. The NTA performed only the following functions on the behalf of the VTCs during the year under review:

1. Verification, preparation and payment of employee salaries for five VTCs: Eenhana, Okakarara, Rundu, Valombola and Zambezi; and
2. Payment of operational and capital expenses for two VTCs: Okakarara and Valombola.
NAMIBIA TRAINING AUTHORITY
ANNUAL FINANCIAL STATEMENTS
FOR THE YEAR ENDED
31 MARCH 2013
Index

The reports and statements set out below comprise the annual financial statements presented to the stakeholder:

Contents

Directors’ Responsibilities and Approval
Independent Auditor’s Report
Directors’ Report
Statement of Financial Position
Statement of Comprehensive Income
Statement of Changes in Reserves
Statement of Cash Flows
Accounting Policies
Notes to the Annual Financial Statements

Page

33
34
35
36
37
38
39
40-44
45-55

The following supplementary information does not form part of the annual financial statements and is unaudited:

Detailed Income Statement

Page

56-58
DIRECTORS’ RESPONSIBILITIES AND APPROVAL

The directors are responsible for the preparation and fair presentation of the annual financial statements of Namibia Training Authority, comprising the statement of financial position at 31 March 2013, and the statements of comprehensive income, changes in reserves and cash flows for the year then ended, and the notes to the financial statements which include a summary of significant accounting policies and other explanatory notes, and the directors’ report, in accordance with International Financial Reporting Standards, and in the manner required by the Vocational Education and Training Act, 2008.

The directors are also responsible for such internal control as the directors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error, and for maintaining adequate accounting records and an effective system of risk management.

The directors have made an assessment of the ability of the entity to continue as a going concern and have no reason to believe that the business will not be a going concern in the year ahead.

The auditor is responsible for reporting on whether the annual financial statements are fairly presented in accordance with the applicable financial reporting framework.

Approval of annual financial statements

The annual financial statements of Namibia Training Authority as identified in the first paragraph, set out on pages 33 to 58, were approved by the board of directors on 09 December 2014 and were signed on its behalf by:

Chairperson of the Board

Chairperson of the Finance Committee
To the member of Namibia Training Authority.

We have audited the annual financial statements of the Namibia Training Authority, which comprise the statement of financial position as at 31 March 2013, and the statements of comprehensive income, changes in reserves and cash flows for the year then ended, and the notes to the financial statements which include a summary of significant accounting policies and other explanatory notes, and the directors’ report, as set out on pages 35 to 55.

Directors’ Responsibility for the Annual Financial Statements

The entity’s directors are responsible for the preparation and fair presentation of these financial statements in accordance with International Financial Reporting Standards, and in the manner required by the Vocational Education and Training Act, 2008, and for such internal control as the directors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor’s Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors’ judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Namibia Training Authority as at 31 March 2013, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards, and in the manner required by the Vocational Education and Training Act, 2008.

KPMG
Registered Accountants and Auditors Chartered Accountants (Namibia)
Per: V. Mugabo
Partner
Windhoek, 22 April 2015
30 Schanzen Street, Klein Windhoek, Windhoek.
The directors submit their report for the year ended 31 March 2013.

1. Review of activities

Main business and operations

The entity is engaged in providing funding and regulating the provision of vocational and education training. The entity operates principally in Namibia and reports to the Ministry of Education. The entity was established in terms of the Vocational Education and Training (“VET”) Act, 2008 and has no ordinary share capital.

Operations of the vocational training centres (“VTCs”)

In terms of section 49 (2) of the VET Act, all assets, rights, liabilities and obligations of the Vocational Training Board devolved upon and vested in the NTA from the date of commencement of the VET Act. Further, section 49 (4) of the Act states that the management and control of the State-owned VTCs registered in terms of section 38 of the National Vocational Training Act were to devolve upon the NTA from the date of commencement of the VET Act until such date as the centres are able to be transformed into self-reliant vocational education and training providers or until their operations are terminated by the NTA Board.

However, as at 31 March 2013, the management and control of the VTCs had not fully transferred to the NTA. The NTA performed only the following functions on the behalf of the VTCs during the year under review:

1. Verification, preparation and payment of employee salaries for five VTCs: Eenhana, Okakarara, Rundu, Valombola and Zambezi; and
2. Payment of operational and capital expenses for two VTCs: Okakarara and Valombola.

Consequently, the financial results disclosed in these financial statements do not include the results of the VTCs’ operations.

2. Events after the reporting period

The directors are not aware of any matter or circumstance arising since the end of the financial year which could materially impact these financial statements.

3. Directors

The directors of the entity during the year and to the date of this report are as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Otto Nakasole Shikongo</td>
<td>Namibian</td>
</tr>
<tr>
<td>Ms Hilya Nghiwete</td>
<td>Namibian</td>
</tr>
<tr>
<td>Dr Sakeus Akweenda</td>
<td>Namibian</td>
</tr>
<tr>
<td>Mr Erastus Hoveka</td>
<td>Namibian</td>
</tr>
<tr>
<td>Mr Timothy Parkhouse</td>
<td>Namibian</td>
</tr>
<tr>
<td>Dr Gilbert Likando</td>
<td>Namibian</td>
</tr>
<tr>
<td>Mr Franz Gertze</td>
<td>Namibian</td>
</tr>
<tr>
<td>Ms Florentia Amuenje</td>
<td>Namibian</td>
</tr>
<tr>
<td>Ms Melissa Shanjengange</td>
<td>Namibian</td>
</tr>
<tr>
<td>Ms Loide Shaanika</td>
<td>Namibian</td>
</tr>
<tr>
<td>Mr Kosmas Muyenga</td>
<td>Namibian</td>
</tr>
</tbody>
</table>

4. Auditors

KPMG Namibia will continue in office in accordance with section 31 of the Vocational Education and Training Act.
## STATEMENT OF FINANCIAL POSITION

At 31 March 2013

<table>
<thead>
<tr>
<th>Note</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N$</td>
<td>N$</td>
</tr>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Current Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property and equipment</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Intangible assets</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Non-Current Assets</strong></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Current Assets</strong></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>159,496,894</td>
<td>188,548,770</td>
</tr>
<tr>
<td><strong>Reserves and Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Reserves and Liabilities</strong></td>
<td>59,166,696</td>
<td>119,792,640</td>
</tr>
<tr>
<td><strong>Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Current Liabilities</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Retirement benefit obligation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Liabilities</strong></td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Deferred income</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Reserves and Liabilities</strong></td>
<td>564,000</td>
<td>564,000</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>99,766,198</td>
<td>68,192,130</td>
</tr>
<tr>
<td><strong>Total Reserves and Liabilities</strong></td>
<td>106,330,198</td>
<td>68,756,130</td>
</tr>
<tr>
<td><strong>Total Reserves and Liabilities</strong></td>
<td>159,496,894</td>
<td>188,548,770</td>
</tr>
</tbody>
</table>
# STATEMENT OF COMPREHENSIVE INCOME

For the year ended 31 March 2013

<table>
<thead>
<tr>
<th>Note</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N$</td>
<td>N$</td>
</tr>
<tr>
<td>Grant income</td>
<td>10 185,032,752</td>
<td>189,714,663</td>
</tr>
<tr>
<td>Other income</td>
<td>11 22,480,942</td>
<td>2,493,882</td>
</tr>
<tr>
<td>Expenditure</td>
<td>(276,346,543)</td>
<td>(193,185,760)</td>
</tr>
<tr>
<td>Deficit</td>
<td>(68,832,849)</td>
<td>(977,215)</td>
</tr>
<tr>
<td>Investment revenue</td>
<td>13 8,274,259</td>
<td>5,319,344</td>
</tr>
<tr>
<td>Finance costs</td>
<td>(67,354)</td>
<td>-</td>
</tr>
<tr>
<td>(Deficit)/ Surplus for the year</td>
<td>(60,625,944)</td>
<td>4,342,129</td>
</tr>
<tr>
<td>Other comprehensive income</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total comprehensive (loss)/income</td>
<td>(60,625,944)</td>
<td>4,342,129</td>
</tr>
</tbody>
</table>
STATEMENT OF
CHANGES IN RESERVES

For the year ended 31 March 2013

<table>
<thead>
<tr>
<th>Reserves</th>
<th>N$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance at 01 April 2011</td>
<td>115,450,511</td>
</tr>
<tr>
<td>Changes in reserves</td>
<td>4,342,129</td>
</tr>
<tr>
<td>Total comprehensive income for the year</td>
<td>4,342,129</td>
</tr>
<tr>
<td>Total changes</td>
<td>119,792,640</td>
</tr>
</tbody>
</table>

| Balance at 01 April 2012 |           |
| Changes in reserves      | (60,625,944) |
| Total comprehensive loss for the year | (60,625,944) |
| Total changes            | (60,625,944) |
| Balance at 31 March 2013 | 59,166,696  |
### STATEMENT OF CASH FLOWS

For the year ended 31 March 2013

<table>
<thead>
<tr>
<th>Note</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N$</td>
<td>N$</td>
</tr>
<tr>
<td>Cash flows from operating activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants from donors, government and other income</td>
<td>235,513,694</td>
<td>226,748,545</td>
</tr>
<tr>
<td>Cash paid to suppliers, employees and VTCs</td>
<td>(288,079,422)</td>
<td>(205,355,741)</td>
</tr>
<tr>
<td>Cash used in operations</td>
<td>(52,565,728)</td>
<td>21,392,804</td>
</tr>
<tr>
<td>Interest income</td>
<td>8,274,259</td>
<td>5,319,344</td>
</tr>
<tr>
<td>Finance costs</td>
<td>(67,354)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Net cash from operating activities</strong></td>
<td>(44,358,823)</td>
<td>26,712,148</td>
</tr>
<tr>
<td>Cash flows from investing activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase of property and equipment</td>
<td>(7,164,276)</td>
<td>(36,809,480)</td>
</tr>
<tr>
<td>Purchase of other intangible assets</td>
<td>(259,728)</td>
<td>(882,908)</td>
</tr>
<tr>
<td><strong>Net cash from investing activities</strong></td>
<td>(7,424,004)</td>
<td>(37,692,388)</td>
</tr>
<tr>
<td>Proceeds from shareholder for capital projects</td>
<td>28,000,000</td>
<td>34,500,000</td>
</tr>
<tr>
<td><strong>Total cash movement for the year</strong></td>
<td>(23,782,827)</td>
<td>23,519,760</td>
</tr>
<tr>
<td>Cash at the beginning of the year</td>
<td>141,920,645</td>
<td>118,400,885</td>
</tr>
<tr>
<td><strong>Total cash at end of the year</strong></td>
<td>118,137,818</td>
<td>141,920,645</td>
</tr>
</tbody>
</table>
ACCOUNTING POLICIES

1. Presentation of Annual Financial Statements
The annual financial statements have been prepared in accordance with International Financial Reporting Standards, and the Vocational Education and Training Act, 2008. The annual financial statements have been prepared on the historical cost basis, and incorporate the principal accounting policies set out below. They are presented in Namibia Dollars.

These accounting policies are consistent with the previous period.

1.1 Significant judgements and sources of estimation uncertainty
In preparing the annual financial statements, management is required to make estimates and assumptions that affect the amounts represented in the annual financial statements and related disclosures. Use of available information and the application of judgement is inherent in the formation of estimates. Actual results in the future could differ from these estimates which may be material to the annual financial statements. Significant judgements include:

Fair value estimation
The carrying value less impairment provision, of trade receivables and payables are assumed to approximate their fair values due to the short term nature of the trade receivables and payables. The fair value of financial liabilities for disclosure purposes is estimated by discounting the future contractual cash flows at the current market interest rate that is available to the entity for similar financial instruments.

Retirement fund obligations
In determining and assessing its retirement benefit obligations, the entity relies on various actuarial assumptions and calculations taking into account the employees’ expected average remaining working lives. These are set out in note 8.

1.2 Property and equipment
The cost of an item of property and equipment is recognised as an asset when:
> it is probable that future economic benefits associated with the item will flow to the entity; and
> the cost of the item can be measured reliably.

Property and equipment is initially measured at cost.

Costs include costs incurred initially to acquire or construct an item of property and equipment and costs incurred subsequently to add to, replace part of, or service it. If a replacement cost is recognised in the carrying amount of an item of property and equipment, the carrying amount of the replaced part is derecognised.

Property and equipment are depreciated on the straight line basis over their expected useful lives to their estimated residual value.

The useful lives of items of property and equipment have been assessed as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Average useful life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings</td>
<td>25 years</td>
</tr>
<tr>
<td>Office, tools and equipment</td>
<td>3 years</td>
</tr>
<tr>
<td>Furniture and fixtures</td>
<td>10 years</td>
</tr>
<tr>
<td>Motor vehicles</td>
<td>5 years</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>3 years</td>
</tr>
</tbody>
</table>
ACCOUNTING POLICIES

The residual value, useful life and depreciation method of each asset are reviewed at the end of each reporting period. If the expectations differ from previous estimates, the change is accounted for as a change in accounting estimate.

The depreciation charge for each period is recognised in profit or loss unless it is included in the carrying amount of another asset.

The gain or loss arising from the derecognition of an item of property and equipment is included in profit or loss when the item is derecognised. The gain or loss arising from the derecognition of an item of property and equipment is determined as the difference between the net disposal proceeds, if any, and the carrying amount of the item.

1.3 Intangible assets

An intangible asset is recognised when:
- it is probable that the expected future economic benefits that are attributable to the asset will flow to the entity; and
- the cost of the asset can be measured reliably.

Intangible assets are initially recognised at cost.

Intangible assets are carried at cost less any accumulated amortisation and any impairment losses.

The amortisation period and the amortisation method for intangible assets are reviewed every period-end. Amortisation is provided to write down the intangible assets, on a straight line basis, to their residual values as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Useful life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer software</td>
<td>3 years</td>
</tr>
</tbody>
</table>

1.4 Financial instruments

Classification

The entity classifies financial assets and financial liabilities into the following categories:
- Loans and receivables
- Financial liabilities measured at amortised cost

Classification depends on the purpose for which the financial instruments were obtained / incurred and takes place at initial recognition. Classification is re-assessed on an annual basis, except for financial assets designated as at fair value through profit or loss, which shall not be classified out of the fair value through profit or loss category.

Initial recognition and measurement

Financial instruments are recognised initially when the entity becomes a party to the contractual provisions of the instruments.

The entity classifies financial instruments, or their component parts, on initial recognition as a financial asset, a financial liability or an equity instrument in accordance with the substance of the contractual arrangement.

Financial instruments are measured initially at fair value.

For financial instruments which are not at fair value through profit or loss, transaction costs are included in the initial measurement of the instrument.

Subsequent measurement

Loans and receivables are subsequently measured at amortised cost, using the effective interest rate method, less accumulated impairment losses.
ACCOUNTING POLICIES

Financial liabilities at amortised cost are subsequently measured at amortised cost, using the effective interest rate method.

Trade and other receivables

Trade receivables are measured at initial recognition at fair value, and are subsequently measured at amortised cost using the effective interest method. Appropriate allowances for estimated irrecoverable amounts are recognised in profit or loss when there is objective evidence that the asset is impaired. Significant financial difficulties of the debtor, probability that the debtor will enter bankruptcy or financial reorganisation, and default or delinquency in payments are considered indicators that the trade receivable is impaired. The allowance recognised is measured as the difference between the asset’s carrying amount and the present value of estimated future cash flows discounted at the effective interest rate computed at initial recognition.

The carrying amount of the asset is reduced through the use of an allowance account, and the amount of the loss is recognised in profit or loss within operating expenses. When a trade receivable is uncollectable, it is written off against the allowance account for trade receivables. Subsequent recoveries of amounts previously written off are credited against operating expenses in profit or loss.

Trade and other receivables are classified as loans and receivables.

Trade and other payables

Trade payables are initially measured at fair value, and are subsequently measured at amortised cost, using the effective interest rate method. Trade and other payables are classified as financial liabilities at amortised cost.

Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and demand deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of changes in value. These are initially and subsequently recorded at fair value. Cash and cash equivalents are classified as loans and receivables.

1.5 Impairment of assets

The entity assesses at each end of the reporting period whether there is any indication that an asset may be impaired. If any such indication exists, the entity estimates the recoverable amount of the asset.

If there is any indication that an asset may be impaired, the recoverable amount is estimated for the individual asset. If it is not possible to estimate the recoverable amount of the individual asset, the recoverable amount of the cash-generating unit to which the asset belongs is determined.

The recoverable amount of an asset or a cash-generating unit is the higher of its fair value less costs to sell and its value in use.

If the recoverable amount of an asset is less than its carrying amount, the carrying amount of the asset is reduced to its recoverable amount. That reduction is an impairment loss.

An impairment loss of assets carried at cost less any accumulated depreciation or amortisation is recognised immediately in profit or loss.

1.6 Employee benefits

Short-term employee benefits

The cost of short-term employee benefits, (those payable within 12 months after the service is rendered, such as paid vacation leave and sick leave, bonuses, and non-monetary benefits such as medical care), are recognised in the period in which the service is rendered and are not discounted.

The expected cost of compensated absences is recognised as an expense as the employees render services that increase their entitlement or, in the case of non-accumulating absences, when the absence occurs.

The expected cost of profit sharing and bonus payments is recognised as an expense when there is a legal or
constructive obligation to make such payments as a result of past performance.

**Defined benefit plans**

**Severance benefits**
The entity accrues for severance benefits, which are payable in the event of either death or retirement at a specified age of an employee.

For defined benefit plans the cost of providing the benefits is determined using the projected unit credit method. Actuarial valuations are conducted on an annual basis by independent actuaries.

Past service costs are recognised immediately as an expense.

Actuarial gains and losses are recognised in the year in which they arise, in profit or loss.

The amount recognised in the statement of financial position represents the present value of the defined benefit obligation.

**1.7 Government and other grants**

Government and other grants are recognised when there is reasonable assurance that:
- the entity will comply with the conditions attaching to them; and
- the grants will be received.

Government and other grants are recognised as income over the periods necessary to match them with the related costs that they are intended to compensate.

Government and other grants related to assets, including non-monetary grants at fair value, are presented in the statement of financial position as deferred income at fair value and are recognised in profit or loss as revenue on a systematic basis over the useful life of the asset.

**1.8 Assessment income**

Assessment income is measured at the fair value of the consideration received or receivable and represents the amounts receivable in the normal course of business. Assessment income comprises fees paid by students to Vocational Training Centres for assessment to obtain certification for competencies achieved at each level of training.

**1.9 Investment income**

Investment income consists of interest earned on short term deposits held with financial institutions.

Interest is recognised, in profit or loss, using the effective interest rate method.

**1.10 Translation of foreign currencies**

**Foreign currency transactions**

A foreign currency transaction is recorded, on initial recognition in Namibia Dollar, by applying to the foreign currency amount the spot exchange rate between the functional currency and the foreign currency at the date of the transaction.

At the end of the reporting period:
- foreign currency monetary items are translated using the closing rate;
- non-monetary items that are measured in terms of historical cost in a foreign currency are translated using the exchange rate at the date of the transaction; and
- non-monetary items that are measured at fair value in a foreign currency are translated using the exchange rates at the date when the fair value was determined.

Exchange differences arising on the settlement of monetary items or on translating monetary items at rates different from those at which they were translated on initial recognition during the period or in previous annual financial statements are recognised in profit or loss in the period in which they arise.
When a gain or loss on a non-monetary item is recognised to other comprehensive income and accumulated in equity, any exchange component of that gain or loss is recognised to other comprehensive income and accumulated in equity. When a gain or loss on a non-monetary item is recognised in profit or loss, any exchange component of that gain or loss is recognised in profit or loss.

Cash flows arising from transactions in a foreign currency are recorded in Namibia Dollar by applying to the foreign currency amount the exchange rate between the Namibia Dollar and the foreign currency at the date of the cash flow.

2. New Standards and Interpretations

2.1 Standards and interpretations not yet effective

The entity has chosen not to early adopt the following standards and interpretations, which have been published and are mandatory for the entity’s accounting periods beginning on or after 01 April 2013:

IFRS 13 Fair Value Measurement

IFRS 13 will be adopted by Namibia Training Authority for the first time for its financial reporting period ending 31 March 2014. The standard will be applied prospectively and comparatives will not be restated.

IFRS 13 introduces a single source of guidance on fair value measurement for both financial and non-financial assets and liabilities by defining fair value, establishing a framework for measuring fair value and setting out disclosures requirements for fair value measurements. The key principles in IFRS 13 are as follows:

- **Fair value is an exit price**
- Measurement considers characteristics of the asset or liability and not entity-specific characteristics
- Measurement assumes a transaction in the entity’s principle (or most advantageous) market between market participants
- Price is not adjusted for transaction costs
- Measurement maximises the use of relevant observable inputs and minimises the use of unobservable inputs
- The three-level fair value hierarchy is extended to all fair value measurements

This new standard is not expected to have a significant impact on the entity.

IFRS 9 Financial Instruments

IFRS 9 (2009) Financial Instruments (effective date is 1 January 2009) - this standard addresses the initial measurement and classification of financial assets as either measured at amortised cost or at fair value. Financial assets are measured at amortised cost when the business model is to hold assets in order to collect contractual cash flows. All other financial assets are measured at fair value with changes recognised in profit or loss. For an investment in an equity instrument that is not held for trading, an entity may on initial recognition elect to present all fair value changes from the investment in other comprehensive income.

IFRS 9 (2010) retains the classification and measurement requirements in IAS 39 for financial liabilities. The standard however requires for financial liabilities designated under the fair value option (other than loan commitments and financial guarantee contracts), that the amount of change in fair value attributable to changes in the credit risk of the liability be presented in other comprehensive income. The remaining amount of the total gain or loss is included in profit or loss. However, if this requirement creates or enlarges an accounting mismatch in profit or loss, then the whole fair value change is presented in profit or loss.

Derivative liabilities that are linked to and must be settled by delivery of an unquoted equity instrument whose fair value cannot be reliably measured, are measured at fair value.

IFRS 9 will be adopted by the NTA for the first time for its financial reporting period ending 31 March 2019.

This new standard is not expected to have a significant impact on the entity.
NOTES TO THE
ANNUAL FINANCIAL
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3. Property and equipment

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cost</td>
<td>Accumulated</td>
</tr>
<tr>
<td></td>
<td>depreciation</td>
<td>value</td>
</tr>
<tr>
<td>Land</td>
<td>499,961</td>
<td>-</td>
</tr>
<tr>
<td>Buildings</td>
<td>23,695,847</td>
<td>(1,251,430)</td>
</tr>
<tr>
<td>Office, Tools &amp; Equipment</td>
<td>23,794,695</td>
<td>(11,196,260)</td>
</tr>
<tr>
<td>Furniture and fixtures</td>
<td>2,708,954</td>
<td>(401,295)</td>
</tr>
<tr>
<td>Motor vehicles</td>
<td>848,296</td>
<td>(485,256)</td>
</tr>
<tr>
<td>Computer Equipment</td>
<td>5,969,202</td>
<td>(3,695,393)</td>
</tr>
<tr>
<td>Assets under construction</td>
<td>4,860,09</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>57,002,864</td>
<td>(17,029,834)</td>
</tr>
</tbody>
</table>

Reconciliation of property and equipment - 2013

<table>
<thead>
<tr>
<th></th>
<th>Opening balance</th>
<th>Additions</th>
<th>Transfers</th>
<th>Scrapping</th>
<th>Depreciation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>553,414</td>
<td>-</td>
<td>-</td>
<td>(53,453)</td>
<td>-</td>
<td>499,961</td>
</tr>
<tr>
<td>Buildings</td>
<td>15,876,582</td>
<td>-</td>
<td>7,547,001</td>
<td>-</td>
<td>(979,166)</td>
<td>22,444,417</td>
</tr>
<tr>
<td>Office, Tools &amp; Equipment</td>
<td>16,802,191</td>
<td>4,970,811</td>
<td>-</td>
<td>(1,390,829)</td>
<td>(7,784,098)</td>
<td>12,598,075</td>
</tr>
<tr>
<td>Furniture and fixtures</td>
<td>1,597,892</td>
<td>402,921</td>
<td>-</td>
<td>(531,587)</td>
<td>(161,463)</td>
<td>1,207,936</td>
</tr>
<tr>
<td>Motor vehicles</td>
<td>1,324,581</td>
<td>-</td>
<td>-</td>
<td>(63,163)</td>
<td>(362,942)</td>
<td>962,642</td>
</tr>
<tr>
<td>Computer Equipment</td>
<td>2,888,395</td>
<td>960,662</td>
<td>-</td>
<td>(66,575)</td>
<td>(1,508,619)</td>
<td>2,273,863</td>
</tr>
<tr>
<td>Assets under construction</td>
<td>7,669,078</td>
<td>829,882</td>
<td>(7,547,001)</td>
<td>-</td>
<td>486,009</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45,920,133</td>
<td>7,164,276</td>
<td>-</td>
<td>(2,508,394)</td>
<td>(10,602,985)</td>
<td>39,973,030</td>
</tr>
</tbody>
</table>

Reconciliation of property and equipment - 2012

<table>
<thead>
<tr>
<th></th>
<th>Opening balance</th>
<th>Additions</th>
<th>Transfers</th>
<th>Depreciation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>499,552</td>
<td>53,862</td>
<td>-</td>
<td>-</td>
<td>553,414</td>
</tr>
<tr>
<td>Buildings</td>
<td>-</td>
<td>-</td>
<td>15,876,582</td>
<td>-</td>
<td>15,876,582</td>
</tr>
<tr>
<td>Office, Tools &amp; Equipment</td>
<td>1,471,798</td>
<td>19,662,166</td>
<td>-</td>
<td>(4,331,773)</td>
<td>16,802,191</td>
</tr>
<tr>
<td>Furniture and fixtures</td>
<td>329,773</td>
<td>1,518,165</td>
<td>-</td>
<td>(250,046)</td>
<td>1,579,829</td>
</tr>
<tr>
<td>Motor vehicles</td>
<td>306,476</td>
<td>376,694</td>
<td>-</td>
<td>(150,589)</td>
<td>532,581</td>
</tr>
<tr>
<td>Computer Equipment</td>
<td>563,723</td>
<td>3,540,406</td>
<td>-</td>
<td>(1,215,734)</td>
<td>2,888,997</td>
</tr>
<tr>
<td>Assets under construction</td>
<td>11,887,473</td>
<td>11,688,187</td>
<td>(15,876,582)</td>
<td>-</td>
<td>7,669,078</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15,058,795</td>
<td>36,809,480</td>
<td>-</td>
<td>(5,948,142)</td>
<td>45,920,133</td>
</tr>
</tbody>
</table>

Land and buildings:

Land comprise Erf 1238 Gobabis (Extension no.8), Erf 1239 Gobabis (Extension no.8), Erf 1240 Gobabis (Extension no.8), Erf 1241 Gobabis (Extension no.8), Erf 1242 Gobabis (Extension no.8), Erf 1252 Gobabis (Extension no.8) and Erf 1253 Gobabis (Extension no.8).
3. Property and equipment (continued)

Buildings comprise capital improvements made to properties owned by the Government of the Republic of Namibia, which are utilised by the entity as part of its operations. As per the Vocational Education and Training Act, 2008, these properties devolve upon and vest in NTA. However the title to these properties has not been transferred to the entity at 31 March 2013.

4. Intangible assets

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cost</td>
<td>Accumulated</td>
</tr>
<tr>
<td>Computer software</td>
<td></td>
<td>amortisation</td>
</tr>
<tr>
<td></td>
<td>1,044,023</td>
<td>(476,760)</td>
</tr>
</tbody>
</table>

Reconciliation of intangible assets - 2013

<table>
<thead>
<tr>
<th></th>
<th>Opening balance</th>
<th>Additions</th>
<th>Scrapping</th>
<th>Amortisation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer software</td>
<td>707,992</td>
<td>259,728</td>
<td>(68,887)</td>
<td>(331,570)</td>
<td>567,263</td>
</tr>
</tbody>
</table>

Reconciliation of intangible assets - 2012

<table>
<thead>
<tr>
<th></th>
<th>Opening balance</th>
<th>Additions</th>
<th>Amortisation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer software</td>
<td>-</td>
<td>882,908</td>
<td>(174,916)</td>
<td>707,992</td>
</tr>
</tbody>
</table>

5. Trade and other receivables

Assessment income receivable
Other receivables

6. Cash and cash equivalents

Cash and cash equivalents consist of:

Cash on hand
Bank balances

<table>
<thead>
<tr>
<th></th>
<th>3,500</th>
<th>2,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank balances</td>
<td>118,134,318</td>
<td>141,918,645</td>
</tr>
<tr>
<td></td>
<td>118,137,818</td>
<td>141,920,645</td>
</tr>
</tbody>
</table>
NOTES TO THE
ANNUAL FINANCIAL
STATEMENTS

7. Trade and other payables

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade payables</td>
<td>14,080,745</td>
<td>11,971,950</td>
</tr>
<tr>
<td>Sundry payables</td>
<td>-</td>
<td>654,975</td>
</tr>
<tr>
<td>Accrued leave pay</td>
<td>5,864,973</td>
<td>2,879,401</td>
</tr>
<tr>
<td>Accrued bonus</td>
<td>1,861,477</td>
<td>1,432,782</td>
</tr>
<tr>
<td>Accrued expense</td>
<td>334,557</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22,141,752</strong></td>
<td><strong>16,939,108</strong></td>
</tr>
</tbody>
</table>

8. Retirement benefits

Defined benefit plan

The entity provides severance pay benefits in compliance with the provisions in the revised Labour Act of 2007. Severance pay equals to at least one week's remuneration for each year of continuous service with the employer and is payable upon death whilst still in employment, retirement at the age of 65 or retrenchment of an employee. An actuarial valuation of the entity’s liability in respect of the provision for severance pay was performed on 19 September 2013 for the period ended 31 March 2013.

The financial effects of the obligation are illustrated below:

**Carrying value**

Present value of the defined benefit obligation-wholly unfunded

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(564,000)</td>
<td>(564,000)</td>
</tr>
</tbody>
</table>

**Movements for the year**

Opening balance

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>564,000</td>
<td>-</td>
</tr>
</tbody>
</table>

Net expense recognised in profit or loss

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>564,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>564,000</td>
<td>564,000</td>
</tr>
</tbody>
</table>

**Net expense recognised in profit or loss**

Current service cost

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>316,000</td>
</tr>
</tbody>
</table>

Past service cost

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>248,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-</td>
<td>564,000</td>
</tr>
</tbody>
</table>
NOTES TO THE ANNUAL FINANCIAL STATEMENTS

Key assumptions used

Assumptions used on last valuation on 19 September 2013.

<table>
<thead>
<tr>
<th>Assumption</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discount rates used</td>
<td>8.20%</td>
<td>8.85%</td>
</tr>
<tr>
<td>Expected salary inflation rate</td>
<td>6.70%</td>
<td>7.35%</td>
</tr>
<tr>
<td>Retirement age</td>
<td>65</td>
<td>65</td>
</tr>
</tbody>
</table>

The projected units method was used to value the liability. With this method the future benefits valued are projected using specific actuarial assumptions and the liability for in-service members is accrued over the expected working lifetime. The assumptions and methodology used on the actuarial valuation performed have been judged to be appropriate as at 31 March 2013.

Sensitivity analysis

The calculation of the severance pay liability is sensitive to the inflation and discount rate assumptions set out above. A one percentage point decrease in the salary inflation rate would decrease the past service costs by N$63,000 and decrease the current service cost by N$39,000. A one percentage point increase in the salary inflation would increase the past service costs by N$75,000 and an increase in the current service costs by N$47,000.

9. Deferred income

The deferred income represents remaining balance of funds received from the government for specific capital projects which had not yet been completed at period end as well as funding from other donors for which the conditions for the grant income have not yet been fulfilled.

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government funding for capital project</td>
<td>77,624,446</td>
<td>50,262,772</td>
</tr>
<tr>
<td>Lux development</td>
<td>-</td>
<td>990,250</td>
</tr>
<tr>
<td></td>
<td>74,624,446</td>
<td>51,253,022</td>
</tr>
</tbody>
</table>

10. Grant income

 Grants received               | 184,176,000 | 189,714,663 |
 Deferred grant income recognised | 856,752 | - |
|                                | 185,032,752 | 189,714,663 |
NOTES TO THE ANNUAL FINANCIAL STATEMENTS

11. Other income

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sundry creditor written off</td>
<td>-</td>
<td>242,264</td>
</tr>
<tr>
<td>Assessor Application Fees</td>
<td>2,850</td>
<td>1,350</td>
</tr>
<tr>
<td>Assessment Income</td>
<td>1,747,560</td>
<td>747,131</td>
</tr>
<tr>
<td>Hostel Fees</td>
<td>171,214</td>
<td>44,272</td>
</tr>
<tr>
<td>Lux Development</td>
<td>771,824</td>
<td>1,308,250</td>
</tr>
<tr>
<td>Sundry Income</td>
<td>186,697</td>
<td>48,072</td>
</tr>
<tr>
<td>Books and Training Manuals</td>
<td>376,153</td>
<td>102,543</td>
</tr>
<tr>
<td>Millenium Challenge Account grant</td>
<td>19,141,070</td>
<td>-</td>
</tr>
<tr>
<td>Levy Income</td>
<td>1,000</td>
<td>-</td>
</tr>
<tr>
<td>SDL - Employer Levies</td>
<td>7,025</td>
<td>-</td>
</tr>
<tr>
<td>Training Provider Registration Fee</td>
<td>59,100</td>
<td>-</td>
</tr>
<tr>
<td>Tender Manuals</td>
<td>16,450</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22,480,943</strong></td>
<td><strong>2,493,882</strong></td>
</tr>
</tbody>
</table>

12. (Deficit)/ Surplus for the year

(Deficit)/ Surplus for the year is stated after accounting for the following:

**Operating lease charges**

- Equipment
  - Contractual amounts

- Scrapping of assets
- Impairment on other receivables
- Depreciation and amortisation
- Employee costs
- Research and development

13. Investment revenue

- Interest revenue
  - Bank

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N$</td>
<td>N$</td>
</tr>
<tr>
<td></td>
<td>8,274,259</td>
<td>5,329,344</td>
</tr>
</tbody>
</table>
14. Cash used in operations

(Deficit)/Surplus for the year (60,625,944) 4,342,129

Adjustments for:
- Depreciation and amortisation 10,934,555 6,123,058
- Interest received 8,274,259 (5,319,344)
- Finance costs 67,354 -
- Impairment loss 2,577,281 238,000
- Movements in retirement benefit assets and liabilities - 564,000
- Movement in deferred income 1,628,576 (990,250)
- Changes in working capital:
  - Trade and other receivables (818,783) -
  - Trade and other payables 5,202,644 14,454,711

(52,565,728) 21,392,804

15. Auditors' remuneration

Fees 599,963 113,818

16. Commitments

The entity enters into various Service Level Agreements (SLAs) with training institutions to assist the institutions with funding for training. At year end, the entity had the following commitments in respect of contracts signed before period end for which the payments were due:

- Namibia Water Corporation - 2,622,000
- Southern Cross HCM centre - 203,243

- 2,825,243

17. Disbursements to VTCs

Rundu Vocational Training Centre 7,802,000 7,714,000
Windhoek Vocational Training Centre 12,565,036 11,116,000
Zambezi Vocational Training Centre 4,259,850 4,872,000
Okakarara Vocational Training Centre 135,632 -
Valombola Vocational Training Centre 55,241 -
Eenhana Vocational Training Centre 3,464,218 849,000

28,281,977 24,551,000
# NOTES TO THE ANNUAL FINANCIAL STATEMENTS

## 18. Disbursement to other training providers

<table>
<thead>
<tr>
<th>Provider Name</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Namibia Institute of Mining Technology (NIMT)</td>
<td>58,160,423</td>
<td>34,350,000</td>
</tr>
<tr>
<td>COSDEF</td>
<td>12,000,000</td>
<td>11,606,000</td>
</tr>
<tr>
<td>DAPP</td>
<td>2,812,328</td>
<td>2,792,000</td>
</tr>
<tr>
<td>Helmut Bleks</td>
<td>-</td>
<td>143,500</td>
</tr>
<tr>
<td>Namibia Power Corporation</td>
<td>399,000</td>
<td>248,220</td>
</tr>
<tr>
<td>Wolwedans Desert Academy</td>
<td>-</td>
<td>171,000</td>
</tr>
<tr>
<td>Tuwilika Training Institute</td>
<td>789,048</td>
<td>4,877,820</td>
</tr>
<tr>
<td>Institute of Management Sciences</td>
<td>808,704</td>
<td>5,690,790</td>
</tr>
<tr>
<td>Althea's Business Training and Community</td>
<td>26,656</td>
<td>677,475</td>
</tr>
<tr>
<td>NAMTEC</td>
<td>466,440</td>
<td>812,970</td>
</tr>
<tr>
<td>COSDEC Tsumeb</td>
<td>-</td>
<td>203,243</td>
</tr>
<tr>
<td>Hapas Educational Consultancy</td>
<td>454,896</td>
<td>1,625,890</td>
</tr>
<tr>
<td>Mendel Training</td>
<td>-</td>
<td>1,625,940</td>
</tr>
<tr>
<td>Centre for Training and Projects Development</td>
<td>424,008</td>
<td>812,970</td>
</tr>
<tr>
<td>TUCSIN</td>
<td>-</td>
<td>1,625,940</td>
</tr>
<tr>
<td>Katutura Community College</td>
<td>956,430</td>
<td>-</td>
</tr>
<tr>
<td>Polytechnic of Namibia</td>
<td>1,044,800</td>
<td>-</td>
</tr>
<tr>
<td>Africa Institutional Management Services (AIMS)</td>
<td>253,500</td>
<td>-</td>
</tr>
<tr>
<td>KAYEC Trust</td>
<td>1,470,000</td>
<td>722,00</td>
</tr>
<tr>
<td>Namibian Institute of Bankers</td>
<td>1,013,910</td>
<td>-</td>
</tr>
<tr>
<td>Namibian Maritime and Fisheries Institute</td>
<td>88,600</td>
<td>-</td>
</tr>
<tr>
<td>Namibia Water Corporation</td>
<td>4,379,748</td>
<td>1,629,742</td>
</tr>
<tr>
<td>Northern Cape Rural Fet College</td>
<td>72,276</td>
<td>-</td>
</tr>
<tr>
<td>Ondangwa Commercial College</td>
<td>1,620,000</td>
<td>-</td>
</tr>
<tr>
<td>Southern Cross Human Capital Management Centre</td>
<td>556,556</td>
<td>1,027,185</td>
</tr>
<tr>
<td>Triumphant College</td>
<td>2,231,220</td>
<td>-</td>
</tr>
<tr>
<td>Tulipohamba Training &amp; Assessment Institute</td>
<td>1,975,964</td>
<td>-</td>
</tr>
<tr>
<td>Industrial Craft Training Institute</td>
<td>290,000</td>
<td>-</td>
</tr>
<tr>
<td>Arthea's Business Training and Community Centre</td>
<td>239,904</td>
<td>-</td>
</tr>
<tr>
<td>International University of Management</td>
<td>742,108</td>
<td>-</td>
</tr>
<tr>
<td>ILSA Independence College</td>
<td>439,508</td>
<td>-</td>
</tr>
<tr>
<td>Namibia College of Open Learning</td>
<td>9,067,874</td>
<td>-</td>
</tr>
<tr>
<td>Ndemuunda Institute of Training</td>
<td>438,048</td>
<td>-</td>
</tr>
</tbody>
</table>

NOTES TO THE
ANNUAL FINANCIAL
STATEMENTS

19. Related parties

Relationships
Stakeholder with significant influence  Ministry of Education
Members of key management  Sven von Blottnitz
Richwell Lukonga
Ferdinand Ganaseb

Directors  refer directors’ report
Common control  Vocational Training Centres

Related party transactions

Grants received from the Ministry of Education
Operational expenditure  184,176,000  189,714,663
Capital expenditure  28,000,000  34,500,000

Compensation to directors and other key management
Short-term employee benefits  5,239,363  1,626,069
Post-employment benefits - Pension - Defined contribution plan  535,891  168,683
Termination benefits  654,975 -

6,430,229  1,794,752

20. Directors’ emoluments

Non-executive

2013
For services as directors  340,347  340,347

2012
For services as directors  141,001  141,001
NOTES TO THE ANNUAL FINANCIAL STATEMENTS

21. Financial assets by category

The accounting policies for financial instruments have been applied to the line items below:

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Loans and receivables</td>
<td>Total</td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>818,783</td>
<td>818,783</td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>118,137,818</td>
<td>118,137,818</td>
</tr>
<tr>
<td></td>
<td>118,956,601</td>
<td>118,956,601</td>
</tr>
</tbody>
</table>

22. Financial liabilities by category

The accounting policies for financial instruments have been applied to the line items below:

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Financial liabilities at amortised cost</td>
<td>Total</td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>22,141,752</td>
<td>22,141,752</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Financial liabilities at amortised cost</td>
<td>Total</td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>16,939,108</td>
<td>16,939,108</td>
</tr>
</tbody>
</table>
23. Risk management

Capital risk management

The entity’s objectives when managing capital are to safeguard the entity’s ability to continue as a going concern in order to provide returns for stakeholder and benefits for other stakeholders.

The capital structure of the entity consists of cash and cash equivalents disclosed in note 6, and equity as disclosed in the statement of financial position.

There are no externally imposed capital requirements.

There have been no changes to what the entity manages as capital from the previous year.

Financial risk management

The entity’s activities expose it to a variety of financial risks: market risk (including currency risk and cash flow interest rate risk), credit risk and liquidity risk.

Liquidity risk

Liquidity risk is the risk that the entity will not be able to meet its financial obligations as they fall due. The entity’s approach to managing liquidity is to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses. The cash management and liquidity risk management processes are aimed at ensuring that Namibia Training Authority is managing its cash resources optimally, has sufficient funds to meet its day-to-day financial obligations, is investing any surpluses in an appropriate way and has sufficient facilities in place to provide for its liquidity requirements.

The table below analyses the entity’s financial liabilities into relevant maturity groupings based on the remaining period at the statement of financial position to the contractual maturity date. The amounts disclosed in the table are the contractual undiscounted cash flows. Balances due within 12 months equal their carrying balances as the impact of discounting is not significant.

<table>
<thead>
<tr>
<th></th>
<th>2013 N$</th>
<th>2012 N$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade and other payables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At 31 March 2013</td>
<td>Less than 1 year 22,141,752</td>
<td>Between 1 and 2 years -</td>
</tr>
<tr>
<td>At 31 March 2012</td>
<td>Less than 1 year 16,939,108</td>
<td>Between 1 and 2 years -</td>
</tr>
</tbody>
</table>
NOTES TO THE ANNUAL FINANCIAL STATEMENTS

Interest rate risk

The entity is exposed to market interest rate risk as certain assets are on a floating rate basis.

The entity does not have a policy to manage interest rate risk.

The entity generally ensures that its exposure to changes in the interest rates is on a floating rate basis.

Analysed below is the interest rate risk profile on financial instruments exposed to interest rate risk:

Cash flow interest rate risk

<table>
<thead>
<tr>
<th>Financial instrument</th>
<th>Current interest rate</th>
<th>Due in less than a year</th>
<th>Due in one to two years</th>
<th>Due in two to three years</th>
<th>Due in three to four years</th>
<th>Due after five years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash in current banking institutions</td>
<td>3.25 %</td>
<td>118,137,818</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Credit risk

Credit risk consists mainly of cash deposits and cash equivalents. The entity only deposits cash with major banks with high quality credit standing. The entity has exposure to one counter-party as all cash and cash equivalents are deposited with one financial institution.

Financial assets exposed to credit risk at year end were as follows:

<table>
<thead>
<tr>
<th>Financial instrument</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>118,137,818</td>
<td>141,920,645</td>
</tr>
</tbody>
</table>

Foreign exchange risk

The entity operates deals with various foreign counterparts and is exposed to foreign exchange risk arising from various currency exposures, primarily with respect to the US dollar and the UK pound. Foreign exchange risk arises from future commercial transactions and recognised liabilities.

The entity does not hedge foreign exchange fluctuations.

Foreign currency exposure at the end of the reporting period

Liabilities

Trade payables, £13,492 payable 31 March

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>211,387</td>
</tr>
</tbody>
</table>
## DETAILED INCOME STATEMENT

For the year ended 31 March 2013

<table>
<thead>
<tr>
<th>Note</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N$</td>
<td>N$</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants received</td>
<td>184,176,000</td>
<td>189,714,663</td>
</tr>
<tr>
<td>Deferred grant income recognised</td>
<td>856,752</td>
<td>-</td>
</tr>
<tr>
<td><strong>Gross profit</strong></td>
<td>185,032,752</td>
<td>189,714,663</td>
</tr>
<tr>
<td><strong>Other income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees earned</td>
<td>75,550</td>
<td>-</td>
</tr>
<tr>
<td>Other income</td>
<td>22,405,392</td>
<td>2,493,882</td>
</tr>
<tr>
<td>Interest received</td>
<td>8,274,259</td>
<td>5,319,344</td>
</tr>
<tr>
<td><strong>Expenses (Refer to page 57-58)</strong></td>
<td>30,755,201</td>
<td>7,813,226</td>
</tr>
<tr>
<td><strong>Operating (loss) profit</strong></td>
<td>(60,558,590)</td>
<td>4,342,129</td>
</tr>
<tr>
<td>Finance costs</td>
<td>(67,354)</td>
<td>-</td>
</tr>
<tr>
<td><strong>(Deficit)/ Surplus for the year</strong></td>
<td>(60,625,944)</td>
<td>4,342,129</td>
</tr>
</tbody>
</table>

The supplementary information presented does not form part of the annual financial statements and is unaudited.
## DETAILED INCOME STATEMENT

<table>
<thead>
<tr>
<th>Operating expenses</th>
<th>Note</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising and promotions</td>
<td></td>
<td>(107,648)</td>
<td>(3,954,361)</td>
</tr>
<tr>
<td>Auditors remuneration</td>
<td>15</td>
<td>(599,963)</td>
<td>(133,818)</td>
</tr>
<tr>
<td>Bank charges</td>
<td></td>
<td>(96,270)</td>
<td>(97,213)</td>
</tr>
<tr>
<td>Cleaning</td>
<td></td>
<td>(497,968)</td>
<td>(140,703)</td>
</tr>
<tr>
<td>Computer expenses</td>
<td></td>
<td>(465,820)</td>
<td>(541,039)</td>
</tr>
<tr>
<td>Consulting and professional fees</td>
<td></td>
<td>(13,704,868)</td>
<td>(10,544,900)</td>
</tr>
<tr>
<td>Depreciation, amortisation and impairments</td>
<td></td>
<td>(13,511,836)</td>
<td>(6,361,058)</td>
</tr>
<tr>
<td>Donations</td>
<td></td>
<td>(4,824)</td>
<td>(23,305)</td>
</tr>
<tr>
<td>Employee costs</td>
<td></td>
<td>(81,171,134)</td>
<td>(43,894,557)</td>
</tr>
<tr>
<td>Entertainment</td>
<td></td>
<td>(25,002)</td>
<td>(10,250)</td>
</tr>
<tr>
<td>Subsistence and travel allowances</td>
<td></td>
<td>(4,405,184)</td>
<td>(4,076,427)</td>
</tr>
<tr>
<td>Disbursements to Vocational Training Centres</td>
<td>17</td>
<td>(28,281,977)</td>
<td>(24,551,000)</td>
</tr>
<tr>
<td>Disbursements to private and other training providers</td>
<td>18</td>
<td>(103,020,949)</td>
<td>(70,642,685)</td>
</tr>
<tr>
<td>Graduation ceremony</td>
<td></td>
<td>(154,574)</td>
<td>-</td>
</tr>
<tr>
<td>Vocational Training operational funding</td>
<td></td>
<td>(124,774)</td>
<td>-</td>
</tr>
<tr>
<td>Protective clothing</td>
<td></td>
<td>(104,903)</td>
<td>-</td>
</tr>
<tr>
<td>Training provider orientation</td>
<td></td>
<td>-</td>
<td>(90,897)</td>
</tr>
<tr>
<td>Sundry expenses</td>
<td></td>
<td>(39,192)</td>
<td>(28,543)</td>
</tr>
<tr>
<td>Fines and penalties</td>
<td></td>
<td>(117,401)</td>
<td>(1,448)</td>
</tr>
<tr>
<td>Exhibitions and sponsorships</td>
<td></td>
<td>(474,638)</td>
<td>(606,565)</td>
</tr>
<tr>
<td>Workshops and Seminars</td>
<td></td>
<td>(504,624)</td>
<td>(701,144)</td>
</tr>
<tr>
<td>Insurance</td>
<td></td>
<td>(391,853)</td>
<td>(351,300)</td>
</tr>
<tr>
<td>Lease rentals on operating lease</td>
<td></td>
<td>(418,175)</td>
<td>(474,705)</td>
</tr>
<tr>
<td>Legal expenses</td>
<td></td>
<td>(207,205)</td>
<td>(285,526)</td>
</tr>
<tr>
<td>Motor vehicle expenses</td>
<td></td>
<td>(706,957)</td>
<td>(478,883)</td>
</tr>
<tr>
<td>Learner assessment expenses</td>
<td></td>
<td>(213,603)</td>
<td>-</td>
</tr>
<tr>
<td>Small assets written off</td>
<td></td>
<td>(1,615,862)</td>
<td>(101,714)</td>
</tr>
<tr>
<td>Training and assessment materials</td>
<td></td>
<td>(2,470,767)</td>
<td>(3,640,801)</td>
</tr>
<tr>
<td>Placement fees</td>
<td></td>
<td>(439,689)</td>
<td>(1,368,676)</td>
</tr>
<tr>
<td>Postage</td>
<td></td>
<td>(237,681)</td>
<td>(62,508)</td>
</tr>
<tr>
<td>Printing and stationery</td>
<td></td>
<td>(1,839,128)</td>
<td>(2,227,776)</td>
</tr>
<tr>
<td>Sitting allowances- committees</td>
<td></td>
<td>(2,178,709)</td>
<td>(2,321,562)</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td></td>
<td>(1,026,275)</td>
<td>(549,753)</td>
</tr>
<tr>
<td>Research and development costs</td>
<td></td>
<td>-</td>
<td>(45,535)</td>
</tr>
<tr>
<td>Security</td>
<td></td>
<td>(1,284,036)</td>
<td>(1,536,829)</td>
</tr>
<tr>
<td>Staff welfare</td>
<td></td>
<td>(3,823,562)</td>
<td>(3,919,312)</td>
</tr>
<tr>
<td>Subscriptions</td>
<td></td>
<td>(51,956)</td>
<td>(46,241)</td>
</tr>
<tr>
<td>Telephone and fax</td>
<td></td>
<td>(2,337,853)</td>
<td>(1,991,632)</td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td>(1,327,073)</td>
<td>(959,546)</td>
</tr>
<tr>
<td>Travel - local</td>
<td></td>
<td>(2,685,753)</td>
<td>(2,532,099)</td>
</tr>
</tbody>
</table>

The supplementary information presented does not form part of the annual financial statements and is unaudited.
DETAILED INCOME STATEMENT

<table>
<thead>
<tr>
<th>Note</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N$</td>
<td>N$</td>
</tr>
<tr>
<td>Utilities</td>
<td>(4,762,759)</td>
<td>(3,911,449)</td>
</tr>
<tr>
<td></td>
<td>(276,346,543)</td>
<td>(193,185,760)</td>
</tr>
</tbody>
</table>

The supplementary information presented does not form part of the annual financial statements and is unaudited.
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Figure 11 - Modular Assessment Statistics - March 2012 - May 2012
Figure 12 - CBET Assessment Statistics - October 2012 - December 2012
Figure 13 - Modular Assessment Statistics - October 2012 - December 2012
Figure 14 - CBET Assessment Statistics - March 2013 - April 2013
Figure 15 - Modular Assessment Statistics - March 2013 - April 2013
Figure 16 - Gender Intake 2013 Statistics
Figure 17 - Gender Intake 2013 Split
GLOSSARY

Appeal
A formal request for investigation against the final outcomes of an evaluation process.

Assessment
The process providing assessment, verifying and judging evidence to decide whether a person has achieved a standard of performance. (See Competency-Based Assessment.)

Assessment Centre
A centre providing assessment services; where assessment (including recognition of prior learning (RPL) takes place. (See National Assessment Centre.)

Assessment Criteria
Assessment criteria defines what the trainee must do to demonstrate that a learning outcome has been achieved. Assessment criteria enables judgment to be made.

Assessment Designer
A person who designs and develops assessments to facilitate consistent, credible, reliable, fair and unbiased assessments of learning outcomes. The outcomes may be defined in a range of documents including, but not limited to, unit standards, exit level outcomes, assessment standards, curriculum statements and qualifications.

Assessment Instrument or Tool
The method used for gathering evidence of competence. The assessment tool contains both the instrument and the procedures for gathering and interpreting evidence. The instrument refers to the specific questions or activity used to determine competence, such as knowledge test or a checklist of practical performance. (A profile of acceptable performance and the decision-making rules for the assessor may also be included.) The procedures are the information or instructions given to the candidate and/or the assessor about the conditions under which the assessment should be conducted and recorded.

Assessor
The person who assesses a trainee’s work.

Attainment
A measure of a trainee’s performance in a required competency.

Audit
A comprehensive process of collecting evidence in the evaluation of a provider, its systems and processes to ascertain the provider’s ability to conduct quality training and/or assessment.

Audit Team
A select ‘floating’ team, comprising Namibia Training Authority (NTA) staff, subject-matter experts and field experts, who conduct audits and monitoring and evaluation site visits.

Benchmark
An actual measurement of performance against an established standard at defined points along the path toward the standard.

Candidate
A person who is registered with an awarding body for a qualification or unit.

Certificate
The record of attainment in a unit or qualification issued by an awarding body.

Certificate of Registration
A certificate in terms of regulation 5 of the Regulations Setting up the National Qualifications Framework for Namibia: Namibia Qualifications Authority Act 1996.

Certificate of Accreditation
A certificate of accreditation issued in terms of regulation 16 of the Regulations for the Accreditation of Persons, Institutions or Organisations: Namibia Qualifications Authority Act 1996.

Certification
The process by which a trainee successfully completes a prescribed assessment and is awarded a certificate at a qualification level.

Competency
Competencies are identified behaviours, knowledge, skills and attributes necessary to perform work activities to the standard expected in the workplace.

Competency Standard
See unit standard

Competency-Based Assessment
Acronym – CBA. The gathering, verifying and judging of evidence in order to decide whether a person has achieved a standard of competence.

Competency-Based Education and Training
Acronym – CBET. Training that develops the skills, knowledge and attributes required to achieve competency standards.
Competent
Having sufficient skills, knowledge, attributes or qualifications to perform a task.

Computerised Assessment Material Bank
Acronym- CAMB. A computerised test-item development and administration system through which all assessment tools and instrument must be stored, retrieved, moderated, revised, printed and safely and confidently kept.

Copyright Law
Refers to the legal rights of authors or publishers to control the use and reproduction of their original works.

Credit
A value assigned to a unit standard that reflects the relative time and effort required to complete its outcome. One credit equals 10 hours of notional learning time.

Curriculum
A set of written statements describing what a person needs to be taught in order to be competently assessed against a set of unit standards.

Curriculum Standard
See unit standards

Desktop Publishing
The process of producing publications using a computer and specialist software to lay out and produce typeset-quality documents for printing.

Editing
The process of making sure that the focus, structure, language, style and format of a publication suit its purpose and readership; and of preparing a publication that is clear, consistent, accurate and readable.

Element
An element is any one of the basic building blocks of a unit of competency that describes the key activities or elements of the work covered by the unit. Elements break up the outcome of learning (and/or work activity that will be formally recognised) into sub-outcomes that help to explain the title. When put together, the elements equate with the outcome of learning and/or activity described in the title. Elements may also make assessment of the title outcome more manageable and valid.

Evidence
Information on an individual’s performance that is gathered and matched against a unit standard to provide proof of competency.

External Assessment
Summative assessment conducted by a registered assessment centre that is not the registered provider of the training (see summative assessment).

External Assessor
A person registered with the Namibia Training Authority (NTA) and appointed by the Standards, Assessment and Certification Council (SACC) to have responsibility for formal assessment of a unit of competency.

External Moderator
The quality assurance person, appointed by and representing the awarding body, who confirms that the assessment processes have been valid, reliable and practicable, usually by reviewing the work of some or all trainees in a centre.

External Verifier
Someone appointed by the awarding body to confirm the work of an internal moderator and ensure accurate and consistent standards of assessment across centres and over time.

Feedback
Qualitative information about their performance given to trainees after an assessment.

Formative Assessment
Assessment that provides developmental feedback to a trainee, as well so the trainer, to allow them to adjustment their plans for future learning.

Industry Skills Committee
Industry Skills Committee (ISC) refers to a group of industry representatives, which provide the Namibia Training Authority (NTA) with strategic information on the training needs of a specific industry sector.

Instructional Design
A process by which training is designed, developed and/or improved through analysing training needs and systematically developing training materials and activities.

Instructional Material
Refers to items designed to serve as a major tool for assisting in the training and learning process. These items may be available in bound, unbound, kit or package form and may consist of curricula, training manuals or textbooks, training delivery guides, consumables, learning laboratories, slides, films and filmstrips, recordings, electronic media (instructional computer programs, online services, CD-ROM, DVD and so on) and other commonly accepted instructional tools excluding hardware.
Internal Assessment
Internal assessment (usually formative assessment) is always done internally by a provider. Summative assessment can also be internally conducted if the provider is registered as an assessment centre as well as a provider (see formative assessment).

Internal Assessor
An instructor, who is responsible for continuously assessing trainees’ knowledge, skills and attributes during training delivery, based on the curriculum requirements.

Invigilator
An individual who supervises the administration of an assessment to ensure that it is conducted in accordance with the regulations, in particular to prevent cheating.

Learning Outcome
Describes a key area of skill and knowledge that the trainee must have achieved in order to gain the competency described in the relevant unit standard. (Learning outcomes differ from learning objectives in that objectives are statements of intent rather than actual results).

Level
Represents the degree of complexity of the ability being described in the unit standard. The complexity is measured against set criteria or descriptors.

Level Descriptor
A level descriptor (or indicator) is one of the set of statements that describe the characteristics of qualifications at a particular level in the National Qualifications Framework (NQF).

The NQF in Namibia is made up of 10 levels; the ‘NQF levels”.
Each NQF level represents increasing increments in the complexity of learning associated with a qualification, ranging from simplest (NQF level 1) to most complex (NQF level 10).
The complexity of each NQF level is described in a number of statements that form the NQF level descriptors and which are elaborated in annexure A of the NQF Regulations of 2006.
These statements refer to such things as Knowledge and understanding (cognitive abilities) and the contexts in which these are used; Technical and scholastic skills and the contexts in which these are applied; Responsibilities for own actions and Accountabilities for own and others’ actions.

Moderation
The process of establishing that standards of trainee performance have been applied correctly and consistently between assessors, between centres and over time to make sure that assessments are valid, reliable and fair; and making adjustments to results were required to compensate for any differences in standard. Moderation is a process of re-examining the assessments against the assessment principles and processes.

Moderator
A person appointed by the Standards, Assessment and Certification Council (SACC) and registered with the Namibia Training Authority (NTA) to undertake internal and/or external moderation, with responsibilities for verifying national assessment, appeals and quality assurance of assessment processes.

Monitoring
The review of, and reporting on the awarding body’s quality assurance arrangements by the regulatory authorities or by the awarding body itself.

Monitoring & Evaluation
A process that helps improve performance and achieve results. Its goal is to improve current and future management of outputs, outcomes and impact. It is mainly used to assess the performance of projects and establishes links between past, present and future actions.

Namibia Qualifications Authority
The Namibia Qualifications Authority (NQA) is legally responsible for developing and maintaining the National Qualifications Framework (NQF) through setting standards and qualifications and assessment, including the Recognition of Prior Learning (RPL).

Namibia Training Authority
The Namibia Training Authority is the body legally responsible for regulating the provision of Vocational Education and Training (VET) and ensuring increased effectiveness and efficiency in producing a competent and employable workforce for an industrialised Namibia. The Board of the NTA was established under section 6 of the Vocational Educational and Training Act 2008.

National Assessment Arrangements
As the forerunner of national assessment, the National Assessment Arrangements contributed to guiding the development of assessment policy and strategy in Namibia.
National Assessment Centre
An organisation or institution accountable to an awarding body for the assessment arrangements leading to a qualification or units. A centre could, for instance, be an educational institution, training provider or employer, and it may operate across more than one organisation or site. (See assessment centre.)

National Assessment Panel
A panel comprising experts within an occupational area who are assigned to develop national assessment tools and instruments.

National qualification
A qualifications registered on the National Qualifications Framework (NQF).

National Qualifications Framework
Refers to an intended register of all relevant and legal qualifications in Namibia. The National Qualifications Framework (NQF) will promote the consistent use of qualifications titles and provide a clear understanding of what a person holding a particular qualification has achieved.

National Record of Learning
A national record of learning (NRL) refers to the accumulated credits of a trainee, which are placed on the National Qualifications Framework (NQF) after each assessment.

National Registration Database
A computerised system in which all trainees’ records within the Competency-Based Assessment (CBA) system must be kept and safeguarded.

National Unit Standard
Refers to a nationally registered statement for the outcomes of learning assessed, the type and quality of evidence that represents performance worthy of the award of credits, and the contexts in which that evidence should be demonstrated.

Notional Learning Time
Refers to all activities, not restricted to face-to-face delivery or contact time, relevant to attaining an outcome of learning. In determining credit values, learning time is “notional” as it is not linked to the time taken by an individual trainee, but to the time taken by a trainee typical of those seeking credits to meet the performance requirements to required standards.

Occupational Area
A job or profession that requires specialised knowledge/or skills.

Occupational or Job Profile
Describes what a competent worker does in a job. Refers to duties and tasks performed; knowledge, skills and attributes a worker should have; tools, equipment and materials used to perform tasks; and new trends in the job market.

Occupational Standard
See unit standard.

Performance Criteria
Performance criteria describes the evidence that must be considered in making an assessment decision. How well this evidence must be demonstrated is also stated. Collectively, the performance criteria represent what national stakeholders consider in an informed assessment decision that an element has been achieved. (See assessment criteria.)

Proofreading
Proofreading is the final stage of the editing process. It is so called because it comprises reading ‘proofs’ ready for printing. These days it may also comprise reading copy at earlier stages. A proofreader finds and corrects any errors, focusing on surface errors such as misspellings and mistakes in grammar and punctuation.

Provider
Any registered entity, whether a person or organisation (private or public), which offers Vocational Educational and Training (VET) programmes and/or assessment services. (See registered provider).

Provisional Accreditation
Accreditation granted subject to conditions, which must be fulfilled within a specified time frame in order to obtain full accreditation.

Qualification
Any award which represents the attainment, following a robust assessment process, of a coherent cluster of specified outcomes of learning to prescribed standards of performance.

Quality Assurance
Quality Assurance, or QA, is the continuous process of ensuring that the effective and efficient management of competency-based provision and assessment within the VET system.
Quality Check
The process of ensuring that the degree of excellence specified is achieved.

Quality Management System
A set of interrelated objectives and processes that providers use to direct and control how quality is defined, implemented and maintained in the provision of quality training and/or assessment.

Quality Manual
A document containing the policies, processes and procedures as well as the overall objectives and direction of the organisation.

Quality Requirements
Criteria set by the Namibia Qualifications Authority (NQA) to which a provider must consistently conform in order to get and retain registration and/or accreditation.

Quality Systems Auditor
A person appointed under section 45 of the Vocational Education and Training Act 2008 to monitor the conforming to any conditions of registration, accreditation of the regulations thereof.

Registered Provider
Any entity, whether a person, institution or organisation, which is registered by the Namibia Training Authority (NTA) and authorised to provide training (See provider.)

Registration
A process of formal recognition that an institution has met the minimum requirements for offering any vocational education, training and/or assessment of services.

Recognition of Prior Learning
Recognition of Prior Learning (RPL) is the recognition of the learning a person has acquired through previous training, work or life experience, which may be used to grant status or credit.

In the Namibian context, the term ‘Recognition of Prior Learning’ refers to the recognition of learning attainment previously certificated through appropriate (that is, accredited or quality assured) certification and/or attained abilities not previously certificated, perhaps because they were acquired outside the formal educational and training systems. The term thus includes knowledge, skills and attributes acquired through formal, non-formal and informal experiences.

Registration Criteria
A set of standards to which a provider must conform in order to be registered.

Revocation of Accreditation
The withdrawal of accreditation against evidence that a provider has failed to perform its functions in accordance with the set standards.

Self-Evaluation Form
A document that allows the provider to conduct a self-assessment of the institution, its services, its processes and governance before an audit.

Stakeholders
Refers to all persons, communities, companies, organisations, professional bodies or institutions that can or might contribute to the operations of the Namibia Training Authority (NTA) in building the Vocational Training System.

Standards, Assessment and Certification Council
The SACC is a legally established body, responsible for advising the NTA Board on all matters concerning standards, assessments and certification within the Vocational Education and Training system plus the priorities to be applied in development work in these areas.

Standards-Based Assessment
See assessment

Standards-Generating Body
Refers to any representative professional or occupation body that develops national unit standards and/or qualifications in accordance with the Namibia Training Authority (NTA) or Namibia Qualifications Authority (NQA) requirements.

Subject-Matter Expert
A person certified as competent against the specific NQF unit standards and/or qualification and who has at least 3 years of relevant on-the-job experience.

Summative Assessment
An assessment generally undertaken at the end of a learning activity or programme of learning that is used to make a judgment on the trainee’s overall achievement. A key purpose of summative assessment is to record, and often grade, the trainee’s performance in relation to the stated learning objectives of the programmes. (See external assessment).
Technical Check
The process of verifying the technical content of the documents developed to ensure that documentation is of good quality.

Technical Working Group
A Technical Working Group (TWG) is a group of technical experts nominated to give inputs in the area of their specialisation.

The ‘Act’

Trainee
A person registered with a provider to be trained and assessed against specific registered unit standards, qualifications and/or programmes within the VET system.

Trainee Achievement Portfolio
A Trainee Achievement Portfolio (TAP) is a portfolio issued to a learner within the VET system. It contains at least the following: general introductory information; the training manual(s); the process of assessment; the trainee’s progress against the registered standards; record of assessment activities; record of the detailed evidence produced by the trainee; and record of feedback between the trainer and trainee.

Trainer
A person who is registered with the provider to train and assess against specific registered unit standards, qualifications and/or programmes within the VET system. (Previously referred to as ‘instructor’.)

Training
The development and acquisition of skills, knowledge, attributes and competencies etc., as a result of the teaching and learning of vocational or practical skills and knowledge that relate to specific useful competencies.

Training Manual
A resource for trainees that provides the content and skills for learning in order for them to be able to do the job.

Unit Standard
A level of measure of achievement, devised by general consent; a statement of performance or outcome criteria. In the Namibia Qualifications Authority Act 1996, an occupational standard is defined as ‘a statement by the NQA describing the competencies required to fulfil the duties of an occupation, job, post, or position and the criteria to be used to determine that such competencies have been achieved’. The NQA act defines a curriculum standard as ‘a statement by the NQA describing a course of study leading to a qualification’. The term ‘unit standard’ is now used to refer to such standards.

Vocational Education and Training
Vocational Education and Training (VET) is post-compulsory education training, excluding degree and higher level programs delivered by higher education institutions, which provides trainees with occupational or work-related competencies and skills. Alternative terms used internationally include Technical and Vocational Education (TVET), Vocational and Technical Education Training (VTET), Technical and Vocational Education (TVE), Vocational and Technical Education (VTE), and Further Education and Training (FET).
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<tr>
<th>ACRONYMS</th>
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<td>AC</td>
<td>Assessment Criteria</td>
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<td>BEAR</td>
<td>Better Education for Africa’s Rise</td>
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<td>CAMB</td>
<td>Computerised Assessment Material Bank</td>
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<td>CBA</td>
<td>Competency-Based Assessment</td>
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<td>Competency-Based Education and Training</td>
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<td>COSDEC</td>
<td>Community Skills Development Centre</td>
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<td>COSDEF</td>
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<td>DVET</td>
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<td>ETSIP</td>
<td>Education and Training Sector Improvement Programme</td>
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<td>EVTC</td>
<td>Eenhana Vocational Training Centre</td>
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<td>HAN</td>
<td>Hospitality Association of Namibia</td>
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<td>ISC</td>
<td>Industry Skills Committee</td>
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<td>ITC</td>
<td>Information and Communication Technology</td>
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<td>KRIVET</td>
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<tr>
<td>LuxDev</td>
<td>Lux Development (Project NAM 347-Support to VET)</td>
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<td>M&amp;E</td>
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<td>MCA-N</td>
<td>Millennium Challenge Account- Namibia</td>
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<td>Ministry of Education</td>
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<td>NVTC</td>
<td>Nakayale Vocational Training Centre</td>
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<td>NEF</td>
<td>Namibia Employers Federation</td>
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<td>Okakarara Vocational Training Centre</td>
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<td>Polytechnic of Namibia</td>
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<td>SACCC</td>
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<td>State-Owned Enterprise Governance Council</td>
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