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# NAMIBIA TRAINING AUTHORITY

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## STRATEGIC PLAN 2019/20-2022/23

June 2018

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## 1. ABBREVIATIONS AND ACRONYMS

BP	Business Plan
BSC	Balance Score Card
CBET	Competency-Based Education and Training
GRN	Government of the Republic of Namibia
HPP	Harambee Prosperity Plan
ISC	Industry Skills Committee
IT	Information Technology
ITT	Indicator Tracking Table
KPA	Key Performance Area
M&E	Monitoring and Evaluation
MEAC	Ministry of Education, Arts and Culture
MHETI	Ministry of Higher Education, Training and Innovation
NDP	National Development Plan
NPC	National Planning Commission
NTA	Namibia Training Authority
NTF	National Training Fund
NTFC	National Training Fund Council
NTTC	National Trade Testing Centre
NQA	Namibia Qualifications Authority
QIP	Quality Improvement Programme
RPL	Recognition of Prior Learning
SACC	Standards, Assessment and Certification Council
SDP	Skills Development Plan
SO	Strategic Objective
SOP	Standard Operating Procedures
SP	Strategic Plan
SSP	Sector Skills Plan
SWOT	Strengths Weaknesses Opportunities and Threats
TA	Technical Author
TTES	TVET Transformation and Expansion Strategy
(T)VET	(Technical) Vocational Education and Training
TWG	Technical Working Group
VETMIS	Vocational Education and Training Management Information System
VTC	Vocational Training Centre
VTP	Vocational Training Provider
WIL	Work Integrated Learning

## **2. FOREWORD BY THE CHAIRPERSON OF THE BOARD OF DIRECTORS**

Since the adoption of its rolling five-year Strategic Plan in 2012, the Namibia Training Authority (NTA) has made strong inroads towards establishing itself as the national port of call for technical vocational training and skills. Supported by the Ministry of Higher Education Training and Innovation (MHETI), the NTA has consolidated its position as a state-owned enterprise mandated to lead the national aspiration towards appropriate skills development.

The rolling five-year approach continues to prove effective as it allows for thorough revisions and adjustments in keeping pace with the realities of a constantly changing environment. The current financial crisis, which has resulted in decreased budgetary resources required to give effect to strategic objectives, is a case in point.

However, in spite of these challenges, this SP continues to highlight those key activities fundamental in responding to the changing needs of our stakeholders. It also aligns well with national, and continental agendas and programmes on the Technical Vocational Education and Training (TVET) sector. Furthermore, those initiatives and action plans that support implementation take into consideration recent implementation experience and challenges.

As a dynamic and living document, this SP - as an organisation-wide blueprint for the development of the TVET sector - continues to remain a comprehensive enterprise, aimed at securing fundamental sectorial changes for our country. The Board of Directors has full confidence in its relevance as a tool that will continue to guide the NTA to realise the expansion and transformation of the TVET sector through the delivery of a technically capable and skilled national workforce.

We trust that this SP will continue to help instill a sense of focus and purpose amongst NTA employees and stakeholders alike, as we continue to redefine and provide relevance to the TVET sector. We are convinced that this SP is realistic and implementable, and that it will enhance the realisation of Namibia's aspirations for the TVET sector.

On behalf of the NTA Board, I present to you the NTA Strategic Plan for the period 2019/20 - 2022/23.

Yours in Technical Vocational Education and Training,

**Dr Raimo Naanda**  
**Acting Chairperson**

### **3. ACKNOWLEDGEMENT**

Similar to previous rolling NTA SPs, this SP (2019/20 - 2022/23) is grounded in collective input and cooperation from our wide array of sectorial stakeholders.

The development and revision of the SP required commitment and support of dedicated people. The NTA would not have been able to develop this document without the personal and professional commitment and support of many individuals, partners and network colleagues, who laid the foundation for the original and subsequent SPs. We express our sincere appreciation to all.

Our Board of Directors, under the able leadership of Acting Chairperson, Dr Raimo Naanda, continues to make an invaluable contribution in chartering a strategic path for our organisation. We thank our Board and acknowledge their leadership, support and commitment.

External stakeholder engagement and internal consultations have indeed instilled a strong sense of ownership over the SP, and all its critical facets. We continue to improve the efficacy to implement and review our rolling SPs on an annual basis, to ensure relevance and currency.

We acknowledge inputs obtained through respective international, continental and national programmes and agendas, from where we could deduce a sense of direction towards the development of technical and vocational skills for Namibia. These are inter alia: Namibia Vision 2030; NDP5; HPP; MHETI Strategy for the Transformation and Expansion of Quality Technical and Vocational Education and Training in Namibia; UNESCO's TVET, Higher Education and Innovation Policy Review – Namibia, and the African Union's Agenda 2063 for Sustainable Development Goals.

We remain committed amidst challenges, to realise the establishment of a TVET system that provides the technical and vocational skills our country needs to meet its development objectives.

**Jerry Raymond Beukes**  
**Chief Executive Officer**

## 4. HIGH LEVEL STATEMENTS

### 4.1 MANDATE

The Vocational Education and Training (VET) Act, No 1 of 2008, established the NTA, its Board and the National Training Fund (NTF); and seeks to regulate the provision of VET to provide for the funding of VET, the imposition of the VET Levy, the appointment of inspectors, the designation of quality system auditors, and for incidental matters. The objects of the VET Act are:

- (a) to achieve an effective and sustainable system of skills formation that –
  - (i) is aligned with the labour market;
  - (ii) provides the skills that are needed for accelerated development;
  - (iii) develops the competencies needed by young people for productive work and increased standards of living; and
  - (iv) promotes access, equity and quality in VET;
- (b) to establish a stable organisation and management system that –
  - (i) clarifies roles in and responsibilities for VET; and
  - (ii) is accountable to Parliament through the Minister; and
- (c) to establish and maintain a sustainable partnership between government, the private sector and civil society to resource the provision of VET.

### 4.2 MISSION

To regulate and facilitate the sustainable delivery of quality Technical and Vocational Education and Training (TVET) to the benefit of stakeholders.

### 4.3 VISION

To be the national port of call for Technical and Vocational Education and Training skills.

### 4.4 CORE VALUES

To guide organisational behaviour in the execution of the Strategic and Business Plans, we will strive to uphold the following core values to direct the work of the organisation:

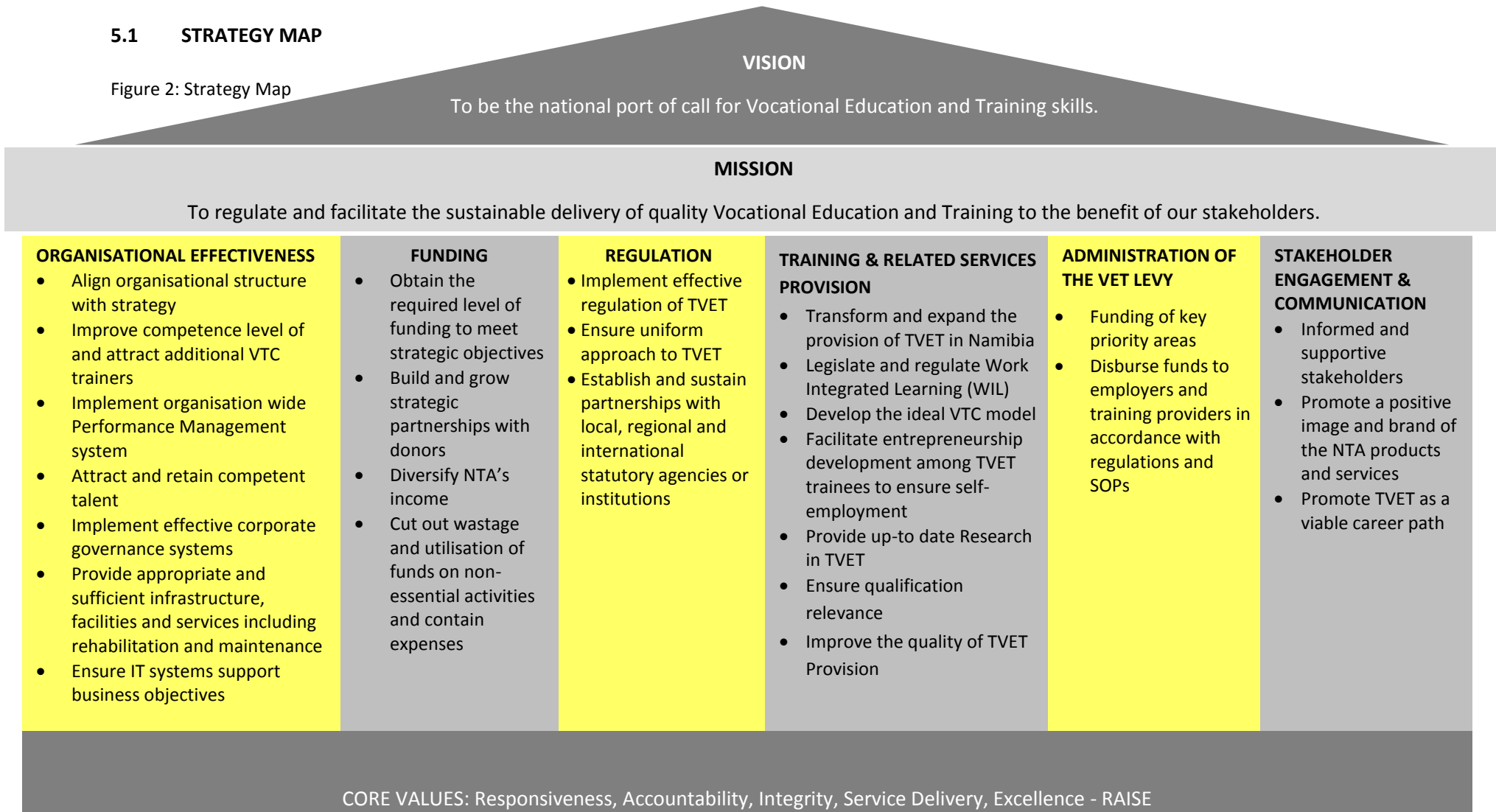
Figure 1 – Organisational Values

Values	Rationale
Responsiveness	We provide frank, impartial and timely feedback to the Government, stakeholders and partners.
Accountability	We work towards clear objectives in a transparent manner and accept responsibility for decisions and actions.
Integrity	We are honest, open and transparent in our dealings, to earn and sustain a high level of public trust.
Service Delivery	We are focused and are geared towards high levels of service delivery.
Excellence	We meet our mandate and deliver services in a manner that reflects a high level of excellence.
In the above sequence, the first letter in each of these core values spell the acronym <b>RAISE</b> , which in turn translates into an organisation-wide objective to <b>RAISE THE BAR</b> in as far as the delivery of TVET in Namibia is concerned.	

## 5. DESIGN OF THE STRATEGY

### 5.1 STRATEGY MAP

Figure 2: Strategy Map



## 5.2 KEY STRATEGIC AREAS, INITIATIVES AND RATIONALE

As depicted in the Strategy Map, the following six (6) key strategic areas drive this Strategic Plan over the next rolling five years:

Figure 3: Key Strategic Areas

Key Strategic Area	Strategic Initiative	Rationale
<b>1. Organisational Effectiveness</b>	An organisational structure aligned with the strategy and populated with competent staff and systems.	<ul style="list-style-type: none"> <li>• Misalignment of organisational structure to the SP would make realisation of SP improbable. Organisational structure should follow and support the SP. This weakness must be corrected to enhance realisation of strategic objectives.</li> <li>• NTA will apply continuous performance management to ensure that staff members perform in accordance with the strategic imperative.</li> </ul>
<b>2. Funding</b>	Sufficient and sustainable funding to ensure quality Technical Vocational Education and Training.	<ul style="list-style-type: none"> <li>• NTA is leveraging an existing strength by making it more comprehensive and efficient and to ensure that funding is generated from government, donor agencies, the VET Levy and other resources to support the fulfilment of its mandate.</li> <li>• As a national priority TVET must be adequately resources to enable it to contribute meaningfully towards national goals and objectives.</li> </ul>
<b>3. Regulation</b>	Effective regulatory framework in line with VET Act and continuously improved regulatory framework.	<ul style="list-style-type: none"> <li>• Establishing of a regulatory framework, policies, standards, directives and guidelines to ensure TVET is well administered and regulated is essential to the transformation, expansion and growth of the TVET sector.</li> </ul>
<b>4. Training &amp; Related Services Provision</b>	Quality training and services in line with identified needs of stakeholders and the industry at large, through TVET providers.	<ul style="list-style-type: none"> <li>• Limited resources (infrastructure/equipment/qualified trainers), due to exponential growth in trainee numbers, do not put the TVET provision network in a strong position to meet this objective.</li> <li>• Significant energy and resources will be directed towards transforming and expanding TVET provision in Namibia. This is to be achieved, inter alia, through infrastructure development, equipment provision, programme diversification and upskilling of TVET professionals.</li> <li>• NTA also aims to develop and support an entrepreneurial culture among TVET trainees.</li> </ul>
<b>5. Administration of the VET Levy</b>	Effective collection and disbursement of VET Levy in accordance with the VET Act.	<ul style="list-style-type: none"> <li>• Establish and maintain a sustainable partnership with GRN, private sector and civil society to resource and support the provision of TVET through a VET Levy, which is essential to the growth of the TVET sector.</li> </ul>
<b>6. Stakeholder Engagement &amp; Communication</b>	Effective stakeholder identification and engagement based on identified needs.	<ul style="list-style-type: none"> <li>• NTA continuously endeavours to be a responsive organisation through effective engagement and communication with key stakeholders.</li> </ul>



### 5.3 BALANCE SCORECARD (BSC) APPROACH

Kaplan and Norton introduced and popularised the Balanced Scorecard (BSC) approach to strategic planning in the 1990s. This SP draws heavily from the BSC approach. The BSC is premised on four areas/perspectives: Customer Service; Business Processes; Learning and Growth, and Financial perspective. The key strategic SP areas as depicted in the Strategy Map, relate to one or more BSC perspectives, as follows:

Figure 4: Key Strategic Areas vs BSC

Key Strategic Area	BSC Perspective
1. Organisational Effectiveness	Business Process; Customers; and Learning and Growth Perspectives.
2. Funding	Financial Perspective
3. Regulation	Business Process; Learning and Growth Perspectives
4. Training & Related Services Provision	Customer Perspective; Learning and Growth Perspectives
5. Administration of the VET Levy	Financial Perspective; Customer Perspective
6. Stakeholder Engagement & Communication	Customer Perspective

### 5.4 STRATEGY CONTEXT

Namibia seeks to transform into an industrialised and knowledge-based economy. The NTA is tasked with the responsibility of establishing an efficient, effective and sustainable TVET system aligned to the current and future skills needs of the labour market.

As a catalyst towards economic growth and development, the country has identified the need to implement an efficient and effective TVET system able to equip the youth with the skills required by the labour market to meet current and future needs. TVET prepares trainees/learners to participate in the economy through their creative and innovative skills.

In terms of NDP5, this will be realised, *inter alia* by:

- Offering TVET courses that improve the employment and entrepreneur prospects of trainees.
- Making TVET more accessible
- Raising TVET’s brand identity and profile
- Creating a pool of competent and skilled workers

## 5.5 NATIONAL AND CONTINENTAL AGENDAS AND PROGRAMMES

This SP has taken into consideration the provisions of key national and continental agendas and programmes, which call for the development and promotion of TVET as a means towards socio economic development and poverty eradication:

Figure 5: National and Continental Agendas and Programmes

Programme	Description
Vision 2030	Namibia will operate a totally integrated, unified, flexible and high quality education and training system that prepares Namibian learners to take advantage of rapidly changing environment including development in science and technology. There will be equal access to excellent education and vocational training institutions.
Fifth National Development Plan (NDP5)	NDP5 aims to reform the TVET sector so that it attracts a wider range of learners and prepares them effectively for jobs that are in high demand in the labour market. By 2022, Namibia is characterized by a knowledge-based society through expanded and transformed access to equitable, high quality TVET that meets the current and future demands of the labour force.
Harambee Prosperity Plan (HPP)	HPP has prioritised TVET which stems from a conviction that has recognised TVET as a source of skills, knowledge and technology needed to drive productivity in knowledge-based and transitional societies for the 21 <sup>st</sup> century. TVET has the potential to equip citizens with job/work-ready skills and has the potential to deal with the global challenges of youth employability and unemployment. Productivity is the basis for sustained economic growth and wealth accumulation. For Namibia to improve its global competitiveness, it is important that our citizens have the required TVET skills.
MHETI Strategy for the Transformation and Expansion of Quality Technical and Vocational Education and Training in Namibia	A transformed TVET System, is targeted at: <ul style="list-style-type: none"> <li>a) Aligning the training programmes and or trades to present and future industry demands;</li> <li>b) Exposing TVET trainees to integrated structured compulsory job attachment programmes and equip them with trade specific expertise and employability skills;</li> <li>c) Making entrepreneurship education and the use of technologies integral parts of TVET to increase job creation and self-employment opportunities (to reduce youth unemployment);</li> <li>d) Creating clearly articulated and approved upward training and education progression career paths for TVET graduates;</li> <li>e) Review and standardise TVET curriculum;</li> <li>f) Strengthening the links and relationships between industries in the regions and the training and educational institutions;</li> <li>g) Making centres quality production hubs and providers of specialised technical products and services; and</li> <li>h) Rebranding and dispelling the myth that TVET career path is sub-standard.</li> </ul>
Agenda 2063	This African continental agenda seeks to realise, amongst other, the following: <ul style="list-style-type: none"> <li>a) Strengthen TVET through scaled-up investments, establishment of a pool of high-quality TVET centres across Africa, foster greater links with industry and alignment to labour markets, with a view to improve the skills profile, employability and entrepreneurship of especially youth and women, and closing the skills gap across the continent</li> <li>b) Youth unemployment to be eliminated, and Africa's youth guaranteed full access to education, training, skills and technology, health services, jobs and economic opportunities, recreational and cultural activities as well as financial means and all necessary resources to allow them to realize their full potential.</li> </ul>
UNESCO TVET, Higher Education	In 2015 the MHETI requested UNESCO to review its policies and programmes by assessing the current status of the TVET and Higher Education sectors in the country. The following were the recommendations from the scoping mission:

and Innovation – Policy Review, Namibia	<ul style="list-style-type: none"> <li>a) Transform and expand the TVET, and diversify higher education;</li> <li>b) Improve quality of TVET;</li> <li>c) Promote research, innovation and entrepreneurship;</li> <li>d) Reduce inequality in the access to TVET;</li> <li>e) Engage employers and enhance responsiveness to labour market needs; and</li> <li>f) Review the institutional structure to fill policy gaps.</li> </ul>
UNESCO - Sustainable Development Goal 4 and 8 and TVET	<p>Namibia is a signatory to a number of United Nations Sustainable Development Goals (SDGs). The TVET sector is therefore tasked to ensure the implementation of SDG 4 and 8. SDG 4 proposes a transformative education vision, aspiring to “ensure inclusive and quality education for all and promote lifelong learning.” The vision stresses the right to education, the principles of equity, inclusiveness, and quality and the importance of lifelong learning. Particularly related to TVET, SDG 4, among other things, calls on Member States to ensure equal access to TVET programmes, to substantially increase the number of youth and adults with relevant skills for employment, decent jobs and entrepreneurship, and to eliminate gender disparities in education. Furthermore SDG 8 aims to “promote inclusive and sustainable economic growth, employment and decent work for all”. Such holistic visions challenges TVET to expand quality skills provisions and ensure skills relevance not only for the world of work, but also to support lifelong learning, inclusion and economies’ and societies’ low-carbon transitions. In this sense the need to transform the TVET sector to maximize its potential to contribute to not only the achievement of SDG 4 and SDG 8, but in a broader way, all SDGs, in the context of promoting sustainability, is of high relevance.</p>

## 5.6 STAKEHOLDERS

The NTA conducts its core business in collaboration with the following key stakeholders:

Figure 6: Stakeholders

#	Stakeholder/Group	Stake in Business	Role	Responsibility
1	VET Trainees	Direct Beneficiaries	Relevance, quality of training	Commitment to training
2	VET Graduates	Direct Beneficiaries	Employable skills	To be flag-bearers for VET
3	Employees (VTC and Head Office)	Employees	Job security, capacity development, personal growth	Commitment, performance to realise mandate
4	Board of Directors	Governance	Realisation of mandate	Effective governance, strategic direction
5	Ministry of Higher Education, Training and Innovation	Custodians of VET & Governance	Access, equitability, responsiveness, national development.	Financial support and guidance
6	VET Providers	Training	Support (e.g. technical, financial) & consistency w.r.t regulation.	Compliance, quality, information, accountability
7	VET Levy-paying employers	Levy Contributions	Transparency, consistency, effective disbursement, funding, relevance, need of skills	Compliance, timely information, honour commitments, feedback, RoI, interest in training, opp. for job attachments.

8	Non VET Levy - paying employers	Skills Development	Transparency, consistency, effective disbursement, funding, relevance, need of skills	Compliance, timely information, honour commitments, feedback, RoI, interest in training, opp. for job attachments.
9	Industry Skills Committees (ISCs)	Prioritisation of Skills Needs	Quality and relevance of training and qualifications	Participation, curriculum relevance, apprenticeship , sector intelligence
10	National Planning Commission (NPC)	Policy direction, development planning	Responsiveness to development imperatives. Effective implementation of donor projects	Support in attracting and maintaining donor agencies/development partners
11	National Training Fund Council (NTFC)	VET Funding	Responsiveness to national development imperatives, effective implementation of projects	Ensuring continuous and sustainable funding
12	Standard Assessment & Certification Council (SACC)	Assessment, certification, qualifications development	Policies and Regulations to govern national assessment and certification, as well as development processes	Quality control, guidance and advice
13	Ministry of State-Owned Enterprises	Regulator	Compliance	Guidance and support
14	Donor Agencies	Support Technical Support & Funding	Effective execution and impact, transparency, accountability, reporting, recognition.	Contribution to strategic NTA objectives and national development imperatives, funding
15	Partners on MoU with NTA	Mutual Assistance	Own interest	Support & responsibilities varies depending on type of partner
16	Suppliers/ Service Providers	Suppliers of Goods & Services	Contractual compliance, efficient payments, transparency, fairness	Accuracy, quality & timely delivery, contractual compliance
17	Ministry of Education, Arts & Culture	VET Advocacy	Access, equitability, responsiveness, national development.	Support and guidance
18	Namibia Qualifications Authority (NQA)	Education Partner	Interest as per MoU	Quality control; guidance; advice
19	National Institute for Educational Development (NIED)	Education Partner	Quality Service Delivery; Relevance of training and qualifications	Quality control; guidance; advice
20	National Council for Higher Education	Education Partner	Quality Service Delivery; Relevance of training and qualifications	Quality control; guidance; advice
21	Higher Education Institutions	Education Partner	Quality Service Delivery; Relevance of training and qualifications	Articulation Arrangements
22	General Public	Beneficiaries	Quality Service Delivery	Communication, feedback
23	General / Other Stakeholders	Varies	Varies depending on stakeholder type	Varies depending on stakeholder type

## 6. KEY STRATEGIC PERFORMANCE AREAS, STRATEGIC OBJECTIVES AND RELATED ACTIONS

### 6.1 KEY STRATEGIC AREA 1: ORGANISATIONAL EFFECTIVENESS

Key Performance Areas	Strategic Objective	Related Action
1.1 Skilled and Productive Staff	1.1.1 Align organisational structure with strategy	1.1.1.1 Review organisational structure
		1.1.1.2 Identify, prioritise and implement critical BPR aspects
		1.1.1.3 Populate organisational structure with right skills and competencies
	1.1.2 Improve competence levels of and attract additional VTC trainers	1.1.2.1 Conduct competence assessments for VTC trainers
		1.1.2.2 Up-skill VTC trainers as per ToT strategy
		1.1.2.3 Attract competent artisans from industry as TVET trainers
	1.1.3 Implement organisation-wide Performance Management system	1.1.3.1 Implement Performance Management System
		1.1.3.2 Conduct performance management workshops to create performance driven culture
		1.1.3.3 Conduct skills audit for relevance and upgrading where required
		1.1.3.4 Implement and review annual corporate training plan
1.1.3.5 Develop and implement annual staff wellness programme		
1.1.4 Attract & retain competent talent	1.1.4.1 Implement Attraction and Retention Policy	
1.2 Governance	1.2.1 Implement effective corporate governance systems	1.2.1.1 Close out findings proposed by auditors and Risk Assessments
		1.2.1.2 Ensure organisational compliance to all relevant statutory governance requirements
		1.2.1.3 Close out audit findings at VTCs that led to qualified audit reports
		1.2.1.4 Strengthen the internal audit function
		1.2.1.5 Strengthen risk management system
		1.2.1.6 Ensure compliance to Public Procurement Act
1.3 Infrastructure and Facilities	1.3.1 Provide appropriate/sufficient infrastructure/facilities/services including rehabilitation/maintenance	1.3.1.1 Strengthen the asset management system
		1.3.1.2 Transfer all former state-owned VTC properties to the NTA
		1.3.1.4 Develop a concept to expand Head Office building
1.4 IT Systems Development	1.4.1 Ensure IT systems support business objectives	1.4.1.1 Roll out implementation of ICT Strategy
		1.4.1.2 Implement (integrated) IT systems

### 6.1.1 ORGANISATIONAL EFFECTIVENESS – ACTION PLAN

KPA	SO#	Related Actions	Success Indicators	Baseline	Target				
				17/18	18/19	19/20	20/21	21/22	22/23
1.1 Skilled and Productive staff	1.1.1	Review organisational structure	Organisational structure reviewed	1	1	1	1	1	1
		Populate organisational structure with right skills	# of positions on organisational structure populated as per approved phased approach	323	361	399	437	475	513
			# of mission critical positions filled	208	219	234	249	259	270
		Identify, prioritise and implement critical aspects of the Business Process Review (BPR)	% of prioritised and critical aspects of the BPR implemented	40	50	60	70	80	100
	1.1.2	Conduct competence assessments for VTC trainers	# of VTC trainers assessed (cumulative)	170	-	-	200	250	-
		Continuously up-skill VTC trainers	# of VTC trainers up-skilled (non-cumulative)	432	140	160	180	200	250
		Attract competent artisans from industry as TVET trainers	# of industry artisans attracted into training (cumulative)	-	5	20	40	60	80
	1.1.3	Implement Performance Management System	% of performance agreements and appraisals signed	96	100	100	100	100	100
		Conduct performance management workshops to create performance- driven culture	% improved attitude towards PMS	10	30	40	50	70	80
		Conduct needs analysis	Annual needs analysis conducted	60	75	90	100	-	-
		Conduct skills audit for relevance and upgrading	Annual skills audit conducted	80	90	100	-	-	-
		Implement and review annual corporate training plan	Annual Corporate training plan reviewed	1	1	1	1	1	1
			% of corporate training plan executed	35	50	70	80	90	100
		Implement annual staff wellness programme	% satisfaction level gained by participating staff from the Annual Wellness programme	-	40	60	70	80	90
	% of employees who participated in wellness programme		225	200	230	280	320	350	
	1.1.4	Implement Attraction and Retention Policy	% of total staff turnover	2	1	1	1	1	1

KPA	SO#	Related Actions	Success Indicators	Baseline	Target				
				17/18	18/19	19/20	20/21	21/22	22/23
			% of staff turnover for mission critical positions	3	2	1	1	1	1
			# of staff on development programmes	31	35	40	45	50	60
			# of EXCO staff members on leadership development programmes	3	3	4	5	5	5
			# of staff on succession planning programme	0	5	10	15	20	25
1.2 Governance	1.2.1	Close out corporate governance findings proposed by auditors and risk assessments	% of compliance achieved	100	100	100	100	100	100
		Ensure organisational compliance to all relevant statutory governance requirements	% of statutory requirements adhered to timeously	100	100	100	100	100	100
		Close out audit findings at VTCs that led to qualified audit report	% of audit recommendations implemented within time	100	100	100	100	100	100
		Strengthen Internal Audit function	% of internal audit report recommendations implemented	79	100	100	100	100	100
		Strengthen risk management function	% of risk management function implemented	90	100	100	100	100	100
		Implement the Procurement Plan	%of contracts awarded as per procurement plan	-	80	100	100	100	100
			% of procurement completed within standard time as per procurement plan	-	100	100	100	100	100
1.3 Infrastructure and facilities	1.3.1	Strengthen and make the asset management system relevant	% GP fixed asset module/system implemented	50	70	90	100	100	100
		Transfer all former state-owned VTC properties to the NTA	# of properties transferred	0	0	0	2	4	5
		Implement the extension of Head Office building	Concept for the expansion of Head Office developed and approved	0	-	1	-	-	-
			% of expansion of Head Office project executed	0	0	0	20	80	100

KPA	SO#	Related Actions	Success Indicators	Baseline	Target					
				17/18	18/19	19/20	20/21	21/22	22/23	
				0						4
		Procure new, replace and standardise VTC training equipment	# of VTCs with training equipment standardised and procured	-	0	7	7	8		9
			% of obsolete equipment replaced and new standardised training equipment procured as per equipment audit plan	71	75	75	85	95		100
1.4 IT systems development	1.4.1	Roll out implementation of ICT strategy	ICT strategy reviewed approved by Board	0	1	1			1	1
			% of ICT strategy implemented	0	20	50	100	100		100
		Implement integrated system	MIS functioning	-	5	9	9	9		9
			MS Dynamics GP implemented and integrated to VETMIS	0	0	1	1	1		1



## 6.2 KEY STRATEGIC AREA 2: FUNDING

Key Performance Areas	Strategic Objective	Related Action
2.1 Government funding optimisation	2.1.1 Obtain the required level of funding to meet strategic objectives	2.1.1.1 Adhere to all budget and financial requirements
		2.1.1.2 Secure state funding to support TVET Transformation and Expansion Strategy (TTES)
2.2 Donor funding optimisation	2.2.1 Build and grow strategic partnerships with donors	2.2.1.1 Secure and implement donor funding through NPC and other agencies to support TTES.
2.3 Other sources of funding	2.3.1 Diversify NTA's income streams	2.3.1.1 Optimise funding from other revenue streams, apart from Government and current donors
2.4 Optimal utilisation of available funds	2.4.1 Cut out wastage and utilisation of funds on non-essential activities and contain expenses.	2.4.1.1 Review expenditure items on a quarterly basis to ensure that costs are reduced and or contained.

**6.2.1 FUNDING – STRATEGIC ACTION PLAN**

KPA	SO#	Related Actions	Success Indicators	Baseline	Target				
				17/18	18/19	19/20	20/21	21/22	22/23
2.1 Government funding optimisation	2.1.1	Adhere to all budget and financial requirements	% of board budget cycle deadlines met	100	100	100	100	100	100
			% of GRN cycle deadline met	100	100	100	100	100	100
			% of budget execution rate	87	95	95	95	95	95
		Secure funding from State to support TTES in line with NDP5	% of NTA required funding to support TVET expansion secured (phased)	10	25	30	15	5	0
2.2 Donor funding optimisation	2.2.1	Secure and implement donor funding through NPC and other agencies to support TVET expansion	# of donor-funded projects secured and implemented with direct alignment to TTES	4	5	5	6	6	7
2.3 Other sources of funding	2.3.1	Optimise funding from other revenue streams	% of total operating budget secured through other revenue streams	3	4.5	4.5	4.5	5	5
2.4 Optimal utilisation of available funds	2.4.1	Review expenditure items on a quarterly basis to ensure that costs are reduced and or contained.	Quarterly review of the expenditure items and budget	4	4	4	4	4	4

**6.3 KEY STRATEGIC AREA 3: REGULATION**

<b>Key Performance Areas</b>	<b>Strategic Objective</b>	<b>Related Action</b>
3.1 Regulatory Framework	3.1.1 Implement effective regulation of TVET	3.1.1.1 Develop/review and implement TVET regulatory frameworks and systems
		3.1.1.2 Collaborate with MHETI on the development and review of national TVET policies
		3.1.1.3 Ensure compliance to all regulatory frameworks and systems
		3.1.1.4 Develop and implement an appraisal scheme to incentivise TVET TP
	3.1.2 Ensure uniform approach to TVET	3.1.2.1 Implement CBET reform outcomes and recommendations
		3.1.2.2 Negotiate articulation between vocational education and training programmes and other training programmes
3.2 Regulatory Relationships	3.2.1 Establish and sustain partnerships with local, regional and international statutory agencies or institutions	3.2.1.1 Establish partnerships with relevant regulatory partners, agencies and institutions.

6.3.1 REGULATION – STRATEGIC ACTION PLAN

KPA	SO#	Related Actions	Success Indicators	Baseline	Target				
				17/18	18/19	19/20	20/21	21/22	22/23
3.1 Regulatory Frameworks	3.1.1	Develop/review and implement VET regulatory frameworks and systems	# of regulatory frameworks and systems developed including Work Integrated Learning (WIL)	2	1	1	1	1	0
			# of regulatory frameworks and systems reviewed (Registration of Training Providers and Levy Framework)	0	2	0	0	1	1
			# of VET regulatory frameworks & systems implemented	2	4	4	4	4	4
		Collaborate with MHETI on TVET policy development/ review	# of national TVET policies reviewed	0	2	-	-	-	2
		Implement all regulatory frameworks and systems	% of registered training providers complying with the provisions of the registration regulatory framework	90	90	90	90	90	90
		Develop and implement appraisal scheme to incentivise TVET TP	Appraisal scheme developed and adopted	0	1		-	-	-
			# of training providers benefitting from the incentive scheme	-		5	10	15	20
		Implement the CBET reform outcomes and recommendations	% of CBET reform recommendations implemented	52	60	80	90	100	-
			# of training providers training on CBET qualifications	37	40	45	50	55	60
			# of training providers training at levels 4-6 (scope expansion)	13	15	17	20	22	25
		Negotiate articulation between VET and other training programmes	# of articulation agreements concluded and being implemented	1	1	1	-	-	-
		3.2 Regulatory Relationships	3.2.1	Establish and sign partnership agreements with relevant regulatory partners, agencies or institutions	# of partnership agreements concluded operationalised (cumulative)	6	9	12	15

**6.4 KEY STRATEGIC AREA 4: TRAINING AND RELATED SERVICES PROVISION**

<b>Key Performance Areas</b>	<b>Strategic Objective</b>	<b>Related Action</b>
4.1 Transform and expand TVET Training Market	4.1.1 Transform and expand the provision of VET in Namibia	4.1.1.1 Support SoE providers as part of the TTES
		4.1.1.2 Implement key priority projects in TTES aligned to the HPP and NDP5
		4.1.1.3 Increase TVET enrolment
	4.1.2 Legislate and regulate Work Integrated Learning (WIL)	4.1.2.1 Develop a Policy Framework for Work Integrated Learning (WIL)
		4.1.2.2 Pilot the implementation of WIL
	4.1.3 Develop the ideal VTC model	4.1.3.1 Identify different VTC models focusing on self-reliance of VTCs. 4.1.3.2 Develop and ensure implementation of VTC business plans
4.2 TVET Entrepreneurship Development and Implementation	4.2.1 Facilitate entrepreneurship development among TVET trainees to ensure self-employment	4.2.1.1 Engage other agencies to secure funding for tools and equipment to TVET entrepreneurial graduates
4.3 Research in TVET	4.3.1 Provide up-to date Research in TVET	4.3.1.1 Provide timely up-to-date and reliable statistical data
		4.3.1.2 Review and implement priority occupations in high demand aligned to the SSPs and the SDP 1
		4.3.1.3 Conduct tracer studies
4.4 Training and Skills Development	4.4.1 Ensure qualification relevance	4.4.1.1 Review/Develop unit standards and qualifications in accordance with prioritised industry needs
		4.4.1.2 Develop and implement a phase-in and phase-out plan (curriculum harmonisation)
		4.4.1.3 Sensitise TPs, monitor and ensure implementation of NQF registered standards
		4.4.1.4 Review/develop training materials in line with developed unit standards and qualifications
		4.4.1.5 Implement Recognition of Prior Learning (RPL)
		4.4.1.6 Improve assessment practices
		4.4.1.7 Roll out assessment practices to accredited centres
4.5 Quality of Training	4.5.1 Improve the quality of TVET provision	4.5.1.1 Develop plan for effective curriculum delivery
		4.5.1.2 Implement curriculum delivery plan(improve completion rate)
		4.5.1.3 Implement ToT capacity building initiatives for TVET providers

#### 6.4.1 TRAINING AND RELATED SERVICES PROVISION – STRATEGIC ACTION PLAN

KPA	SO#	Related Actions	Success Indicators	Baseline	Target				
				17/18	18/19	19/20	20/21	21/22	22/23
4.1 Transform and expand TVET Training Market	4.1.1	Support SoE providers as part of the TTES	# of SOE providers supported as part of TTES	5	5	6	6	7	7
		Implement key priorities in TTES aligned to HPP & NDP5	# of key priorities in TTES projects implemented	11	11	12	12	13	13
		Increase TVET enrolment (in accordance with NDP5 & HPP)	# of trainees enrolled at TVET providers	32 120	32 000	36 000	39 000	42 400	43 000
		Develop a Policy Framework for Work Integrated Learning (WIL)	Policy Framework for WIL developed and ready for implementation.	1	1	-	-	-	-
		Pilot the implementation of WIL (apprenticeship component)	# of apprentices in WIL programme	220	300	300	300	350	350
			# of apprentices graduated	-	20	50	220	240	260
			# of employers participating in WIL programme	20	25	25	25	30	30
	# of trades included in WIL programme		20	20	20	20	25	25	
	# of inductions sessions for mentors conducted		2	2	2	2	2	2	
	4.1.2	Implement VTC governance structures	# of monitoring visits conducted	20	25	25	25	30	30
# of VTC Advisory Committees operational			6	7	7	9	10	11	
	4.1.3	Identify different VTC self-reliance models	Develop a concept paper towards the model VTC	-	1	-	-	-	-
		Develop and ensure implementation of VTC business plans	# of VTCs with adopted Business Plans	-	7	7	9	10	11
4.2 VET Entrepreneurship Development and Implementation	4.2.1	4.2.1.1 Engage other agencies to secure funding for tools and equipment for TVET entrepreneurial graduates	# of trainees funded, mentored and/or supported with equipment/skills	128	TBD	130	150	170	180
4.3 Research in VET	4.3.1	Build research capacity in the TVET sector	# research capacity building initiatives undertaken	6	8	9	10	-	-
		Review and implement priority occupations in high	# of Sectors Skills Plans developed/reviewed	12	-	12	-	-	-

KPA	SO#	Related Actions	Success Indicators	Baseline	Target				
				17/18	18/19	19/20	20/21	21/22	22/23
		demand aligned to the SSPs and the SDP 1	% of VET skills priorities implemented	100	100	100	100	100	100
		Tracer studies conducted regularly	# of Tracer studies conducted	0	1	-	-	1	-
4.4 Training and Skills Development	4.4.1	Review/Develop unit standards and qualifications in accordance with prioritised industry needs	# of existing occupations with qualifications reviewed	9	11	13	15	20	25
			# of occupations that received new qualifications	16	17	21	26	32	40
		Review/develop training materials in line with developed unit standards and qualifications	# of occupations with reviewed training programmes & tool lists	6	9	12	15	17	23
			# of occupations with newly developed training programmes & tool lists	1	5	13	18	21	25
			# of occupations with reviewed/developed training manuals	0	1	3	7	12	16
		Implement Recognition of Prior Learning (RPL)	# of RPL candidates found competent and certified	854	600	700	800	900	1000
			# of occupations assessed through RPL	28	30	30	32	32	34
		Improve assessment practices	Turn-around time (months) for issuing certificates	2	2	2	2	2	2
		Roll out assessment practices to accredited centres	# of accredited training providers capacitated to conduct summative assessment	9	15	15	20	20	25
4.5 Quality of Training	4.5.1	Implement the curriculum delivery plan	% competence rate (CBET)	56	65	65	70	70	80
			% pass rate for modular courses (NTTC)	54	65	65	70	-	-
			# of new programmes implemented as part of programme diversification	2	4	6	8	10	12
			# of programmes implemented at higher levels (levels 4-6)	26	30	35	40	45	50
			# of activities infused into TVET standards and curricula as part of value addition from WSN activities	-	4	5	6	7	8

KPA	SO#	Related Actions	Success Indicators	Baseline	Target				
				17/18	18/19	19/20	20/21	21/22	22/23
			% recorded improvement in the TVET system as part of value addition from WSN activities	-	70	75	85	90	95
		Develop TVET Practitioners Capacity Building Strategy	Implement TVET Practitioners Capacity Building Strategy	-	1	-	-	-	-
			# of TVET trainers trained as per TVET Practitioners Capacity Building Strategy	615	700	800	1500	2500	3000
			# of new TVET trainers trained	6	10	12	15	17	20



**6.5 KEY STRATEGIC AREA 5: ADMINISTRATION OF THE VOCATIONAL EDUCATION AND TRAINING LEVY**

<b>Key Performance Areas</b>	<b>Strategic Objective</b>	<b>Related Action</b>
5.1 Levy Disbursement	5.1.1 Disburse funds according to regulations	5.1.1.1 Funding of key priority areas 5.1.1.2 Disburse funds to employers and training providers in accordance with regulations and SOPs

### 6.5.1 ADMINISTRATION OF THE VET LEVY – STRATEGIC ACTION PLAN

KPA	SO #	Action	Success Indicator	Baseline	Targets				
				17/18	18/19	19/20	20/21	21/22	22/23
5.1 Levy Disbursement	5.1.1	Funding of key priority areas	% of funds committed for key priority interventions	80	95	95	95	95	95
			% of funds spent on key priority interventions	45	60	65	70	75	85
			# of trainees funded under key priority interventions	3 579	4 500	5 000	5 500	7 000	10 000
			# of trainees funded from MHETI budget allocation	13 700	14 000	14 500	15 000	15 500	16 000
			# of beneficiaries supported as per SDP1	3 579	3 800	4 000	4 500	5 000	5 500
		Disburse funds to employers and training providers in accordance with regulations and SOPs	% of Employer Training Grant applications evaluated	55	100	100	100	100	100
			Timely disbursement of grants to qualifying employers and training providers (days)	15	14	14	14	14	14

## 6.6 KEY STRATEGIC AREA 6: STAKEHOLDER ENGAGEMENT AND COMMUNICATION

Key Performance Areas	Strategic Objective	Related Action
6.1 Stakeholder Engagement	6.1.1 Informed and supportive stakeholders	6.1.1.1 Implement VET Stakeholder Engagement Strategy
6.2 Public Relations & Communications	6.2.1 Promote a positive image and brand of the NTA, its products and services	6.2.1.1 Implement NTA Marketing Strategy
6.3 VET Advocacy	6.3.1 Promote TVET as a viable career path	6.3.1 .1 Implement VET Advocacy Strategy

### 6.6.1 STAKEHOLDER ENGAGEMENT AND COMMUNICATION – STRATEGIC ACTION PLAN

KPA	SO #	Action	Success Indicators	Baseline	Targets				
				17/18	18/19	19/20	20/21	21/22	22/23
6.1 Stakeholder Engagement	6.1.1	Implement VET Stakeholder Engagement Strategy/Plan	% of Stakeholder Engagement Strategy/Plan implemented	60	70	90	100	100	100
			Conduct Stakeholder Perception and Satisfaction Survey	0	1	-	1	-	1
			Stakeholder Engagement Strategy reviewed	0	1	-	1	-	1
6.2 Public Relations and Communications	6.2.1	Implement the NTA Marketing Strategy	% of Strategy implemented	100	100	100	100	100	100
			Strategy reviewed	1	1	1	1	1	1
6.3 VET Advocacy	6.3.1	Implement VET Advocacy Strategy	% VET Advocacy Strategy implemented incl. rebranding of VTCs	100	100	100	100	100	100
			VET Advocacy Strategy reviewed	1	1	1	1	1	1
			# of competitors participating in the National Skills Competition	-	145	-	165	-	180
			# of experts participating in the National Skills Competition	-	90	-	100	-	110
			# of competitors taking part in the WorldSkills competition	5	-	10	-	15	-
			# of school learners visiting the National Skills Competition	-	12 000	-	13 000	-	14 000

## 7. CRITICAL SUCCESS FACTORS

The following are factors critical to the successful implementation of this SP:

- a) Effective leadership at Board, EXCO, Management and VTC levels;
- b) Adequate funding for key projects over the SP and key strategy levels like the TTES;
- c) Continued advocacy at MHETI level to ensure TVET remains a national priority area;
- d) Effective stakeholder engagement and management;
- e) Retention of key staff and upskilling of trainers;
- f) Organisational culture and appropriate mindset change for NTA as a high performing SOE;
- g) Effective Performance Management System;
- h) Undertaking of periodic monitoring, evaluation and reporting on planned activities, outputs, outcomes; and
- i) Government commitment and support of development partners.

8. SP CYCLE, IMPLEMENTATION, MONITORING, EVALUATION AND REPORTING

