

WHOLESALE AND RETAIL TRADE SECTOR SKILLS PLAN

Namibia



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Version 3



NAMIBIA TRAINING AUTHORITY

MESSAGE FROM CHIEF EXECUTIVE OFFICER

We are pleased to present you with the Sector Skills Plan (SSP) for the Wholesale and Retail Trade (W&RT) sector. The purpose of this W&RT Sector Skills Plan is to devise a “roadmap” to create a skilled workforce and improve productivity in the sector.

Sector skills planning is a relatively new process for the Namibia Training Authority (NTA). We have therefore adopted a developmental approach to this process. We have aligned the SSP with existing industry strategies that support government’s national policy goals located in *Vision 2030*, *NDP4* and the *National Human Resources Plan: 2010 – 2020*. The SSP is intended to provide vital intelligence and recommended actions for implementing skills development in the W&RT sector at a vocational education and training (VET) level.

Over the last few months we have consulted widely with stakeholders. Many who attended our workshops and focus group sessions participated enthusiastically in the SSP deliberations. We are very encouraged by this, and would like to build strong stakeholder partnerships. The SSP is a living document that should be subject to continuous change and improvement. It should be owned by the sector stakeholders.

We have asked the research team to produce a user-friendly plan that will be easily read, understood and applied. The intention is not to write a thesis or peer-reviewed academic journal, but rather to produce a document that will be used by all interested organisations and individuals. We want practitioners and managers in the workplace to read the document. We will achieve this without compromising the integrity of the research.

The primary target audience are employers, managers, unionists, public policy-makers and planners, researchers, career counsellors and education managers as well as others who have an interest or stake in this sector.

We have made a strong start by putting a workable plan on the table for skills development in the W&RT sector. We are committed to improving the skills of workers and new entrants.

Let’s join hands and take this sector to new heights.

We hope you contribute to the further development of the SSP in future iterations.

Best wishes!

Mr Jerry Beukes
Acting Chief Executive Officer
Namibia Training Authority

ACRONYMS

COSDECs	Community Skills Development Centres
GDP	Gross Domestic Product
HET	Higher Education and Training
ISC	Industry Skills Committee
KPF	Key Priority Fund
NQF	National Qualifications Framework
NTA	Namibia Training Authority
NTF	National Training Fund
SMMEs	Small Medium and Micro Enterprises
SSP	Sector Skills Plan
VET	Vocational Education and Training
VTC	Vocational Training Centres
W&RT	Wholesale and Retail Trade

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1. WHOLESALE & RETAIL TRADE SECTOR PROFILE

1.1 INTRODUCTION

The Wholesale & Retail Trade (W&RT) Sector Skills Plan is a “roadmap” to address skills development priorities in the sector. It provides a concise profile of the sector, identifies occupations and skills in demand, analyses training provision, determines skills development challenges and devises an action plan for improving the skills of the workforce.

The SSP is a guide for the NTA, employers, trade unions, training providers, public entities, civil society, international partners and local communities to understand the skills priorities in the W&RT sector and interventions needed for upskilling employees and owner managers.

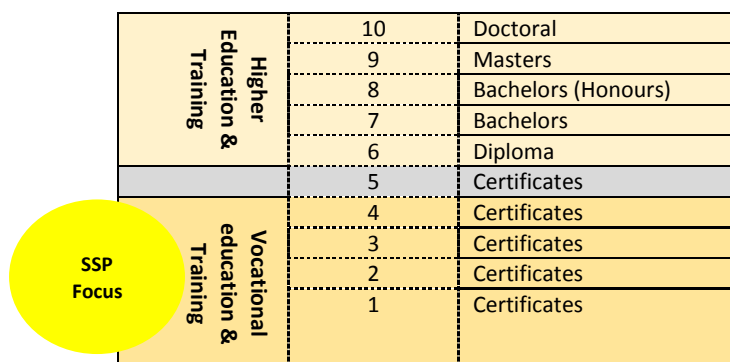
The NTA has established a designated Industry Skills Committee (ISC), consisting of sector representatives, to oversee and ensure that the SSP resonates with the skills priorities of the sector.

1.2 SCOPE

This SSP is developed under the banner of the Namibia Training Authority (NTA), which is mandated for establishing an efficient, effective and sustainable Vocational Education and Training (VET) system for Namibia. The NTA seeks to ensure access, equity and quality in VET for all citizens.

This SSP focuses on Vocational Education and Training (VET), which is the remit of, and VET levy window for, the NTA. Higher Education and Training (HET) falls outside the scope of this SSP.

The VET focus is illustrated by the following:



Higher Education & Training	10	Doctoral
	9	Masters
	8	Bachelors (Honours)
	7	Bachelors
	6	Diploma
Vocational education & Training	5	Certificates
	4	Certificates
	3	Certificates
	2	Certificates
	1	Certificates

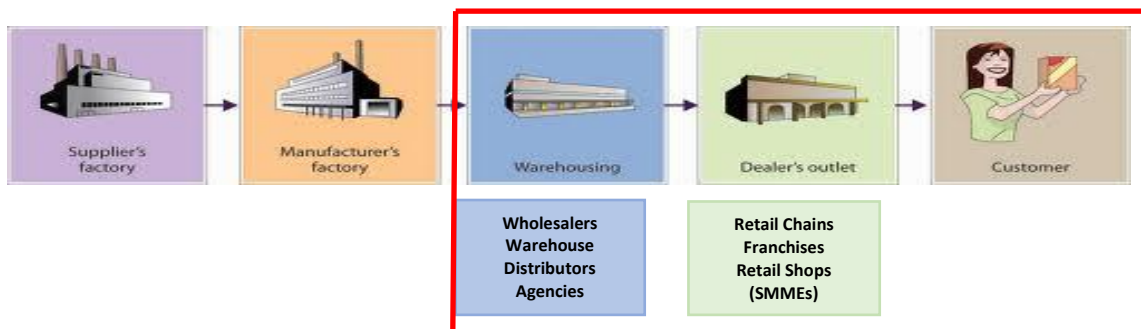
1.3 SECTOR DEFINITION

The scope of sector coverage for this sector skills plan is the following:

SCOPE OF COVERAGE
All wholesale activities
All retail activities

1.4 WHOLESALE AND RETAIL TRADE VALUE CHAIN

A typical W&RT value chain is shown below:



1.5 ECONOMIC PERFORMANCE

The W&RT sector contribution to gross domestic product (2009-2014) at current prices¹ is indicated below:

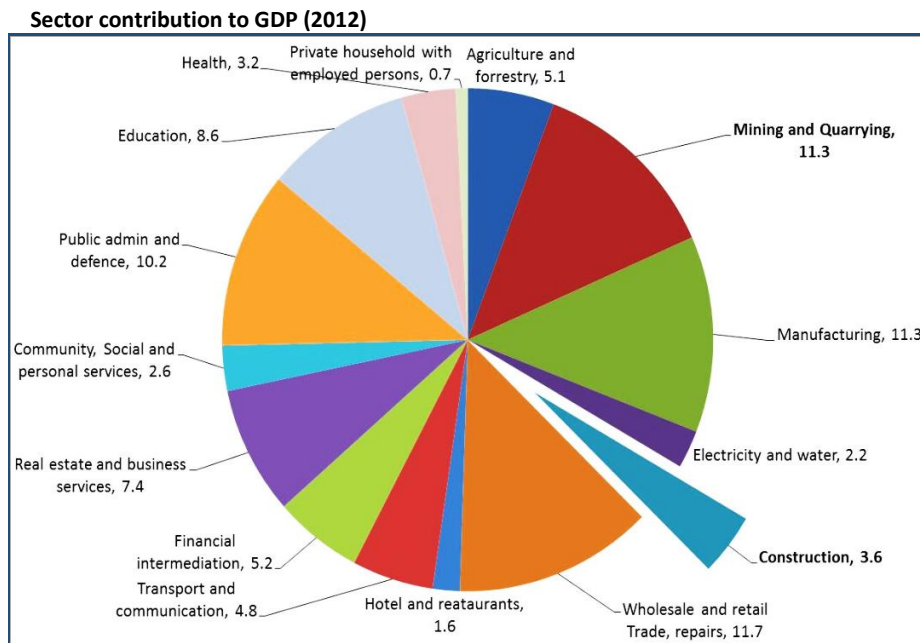
GDP (N\$) Millions	2009	2010	2011	2012	2013	2014
Current Prices	8 610	9 711	10 538	12 585	14 346	15 911

Source: Bank of Namibia. 2014. Quarterly Bulletin

- There is a progressive increase in GDP year-on-year at current prices.

¹ Bank of Namibia. 2014. Quarterly Bulletin.

Sector contribution to GDP in 2012²:



Source: National Human Resource Plan (2012)

- The W&RT sector's contribution to GDP in 2012 is 11.7%.

1.6 LABOUR MARKET

According to the National Labour Force Survey (2012)³, employment in the W&RT sector is as follows:

Industry	Female		Male		Both sexes	
	Number	%	Number	%	Number	%
Wholesale/Retail Trade	37 843	12.6	36 962	11.2	74 805	11.9
Other Sectors	262 547	87.4	292 742	88.8	555 289	88.1
TOTAL (All Sectors)	300 390	100	329 704	100	630 094	100

Source: National Labour Force Survey (2012)

- There are 74 805 employees in the sector, with employment comprising 11.9% of total employment.
- 1 in 8.5 workers in the labour force are employed in the W&RT sector.

² National Human Resource Plan (2012)

³³ National Labour Force Survey (2012)

1.7 CHANGE DRIVERS

This section discusses factors which drive change in the W&RT sector and influence it to change in particular ways.

Skills Shortages

This gap exists in varying degrees in the sector. Professionals need to keep pace with the rapidly evolving retail management processes and operations, demanding customers, etc. The lack of compliance to minimum wages, casualisation of labour, permanent temps, poor working conditions, lack of incentives and benefits, and the emergence of attractive alternate career options also aggravate skills shortages.



Focus on pivotal learning programmes. There is a shortage of graduates emerging from VET institutions, while most businesses have had to develop significant in-house training capacity in order to continue developing skills. Focus on developing middle management cadres.

Small Enterprise Development

Small Medium and Micro Enterprises (SMMEs) should build a sustainable business model given that the gestation period for success in the retail sector is long. Sustainable product pricing, offering products that imply longevity, expanding operations in a calibrated but determined manner.

Hawkers are a vulnerable group since many are women with little family support. A major characteristic of hawkers is their mobility since they traverse on foot.



Learning programmes for SMMEs; voucher training schemes; toolkits; on-the-job training; industry clusters; mentoring and coaching.

SMME Strategy for skills development.

Technology

Digital revolution: The retail industry is in the midst of a customer revolution. The key drivers of this customer revolution are the rapid adoption of mobile devices, digital media and tablets equipped with shopping apps. Failure to deliver puts retailers at risk of becoming irrelevant.

Online retailing: Growth in internet access is speeding up as the market gets more competitive. High-end retailers are giving e-commerce much attention, with most focus on non-food goods. A rising trend is online price comparison, booking and purchasing followed by in-store collection.



Learnerships must engage with new mobile technologies.

Training is required in digital media, social networking and marketing.

Development of talent pipelines to harness customer strategies.

Employees require knowledge, training and tools to facilitate multi-pronged shopping.

Consumer Power

Consumer Power: Consumers are placing pressure on companies to demonstrate a commitment to sustainability, fair business practice, decent work, food labelling and employment equity.



There should be a strong focus on customer services and care.

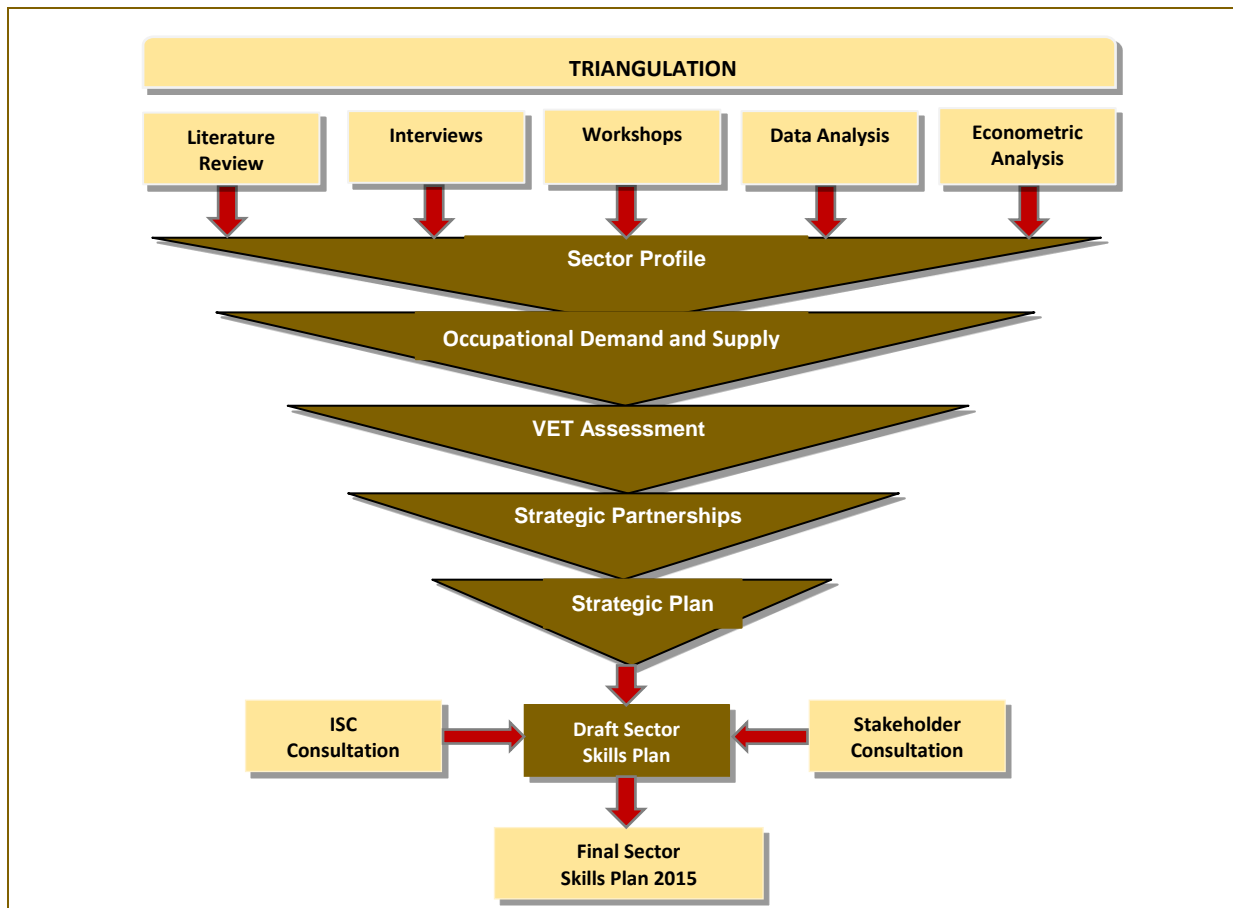
Issues such as ethics, corporate sustainability and eco-labelling should be prioritised.

1.8 RESEARCH DESIGN AND METHODOLOGY

A well-considered research design, using appropriate methods, is essential to identify and anticipate occupational shortages in designated industries. The design is based on a mixed

method approach, which brings together different research methods. This approach uses qualitative and quantitative research techniques.

The research design was set out as follows:



Multiple data sources were used in order to identify occupational shortages and skills gaps in the labour market.

- Information was gathered on the occupational labour market, demand and supply of occupations, skills gaps, VET assessment and strategic partnerships to develop a strategic plan for the sector.
- Stakeholder consultations took place at all stages in the SSP development cycle.

2. SKILLS DEMAND

2.1 INTRODUCTION

This section identifies occupations in demand in the W&RT sector. It also list short skills programmes required in the sector.

2.2 OCCUPATIONS IN DEMAND

Through wide stakeholder consultations, a number of occupations in high demand in VET and in HET in the sector were identified. Although the SSP focuses on VET, we have identified occupations in high demand that requires training at HET level for completeness of the plan.

Stakeholders and the Industry Skills Committee for Wholesale and Retail Trade took the view that “less is more”. Rather than identify and develop a multitude of qualifications for each and every occupation in the W&RT sector, which would require substantial financial resources, time and effort, it was decided to identify occupations in high demand.

These occupations in high demand should be common across W&RT firms and should enable graduates to move relatively easily from small to large firms and vice versa.

Hence, a limited number of occupations were identified. Having identified these occupations, it would be necessary for the sector to develop national qualifications for them.

Occupations in high demand in the HET sector generally require a minimum of 3 to 6 years tertiary education depending on the occupation. The table below provides a list of occupations that are in high demand in the HET sector:

Higher Education Occupations in Demand
Financial Manager
Accountant
Operations Manager
Marketing and Sales Manager
HR Manager
IT Manager
Systems Analyst
Customer Service Manager
Retail Analyst
Business Analyst
Food Technologist
Food and Beverage Manager

We have identified 16 occupations in high demand in the VET sector. In addition, stakeholders felt there was a need to ensure that employees in elementary positions are also able to access national qualifications.

The majority of employees in the W&RT sector workforce are employed in elementary occupational positions such as cashiers, self-packers, cleaners, etc. There is a need to ensure that this segment of the workforce is an integral part of the national skills system, implying that they should have access to qualifications on the NQF.

It is therefore proposed that a *Certificate in Wholesale and Retail Operations* should be developed at NQF Level 2 to give access to a national qualification to employees in elementary occupational positions irrespective of firm size, geographical position of firm and position of employee in the firm. This is in essence the purpose of the NQF.

This will give elementary workers a career pathway to better positions in either the firm or sector. Employees in elementary positions can move vertically up the National Qualifications Framework.

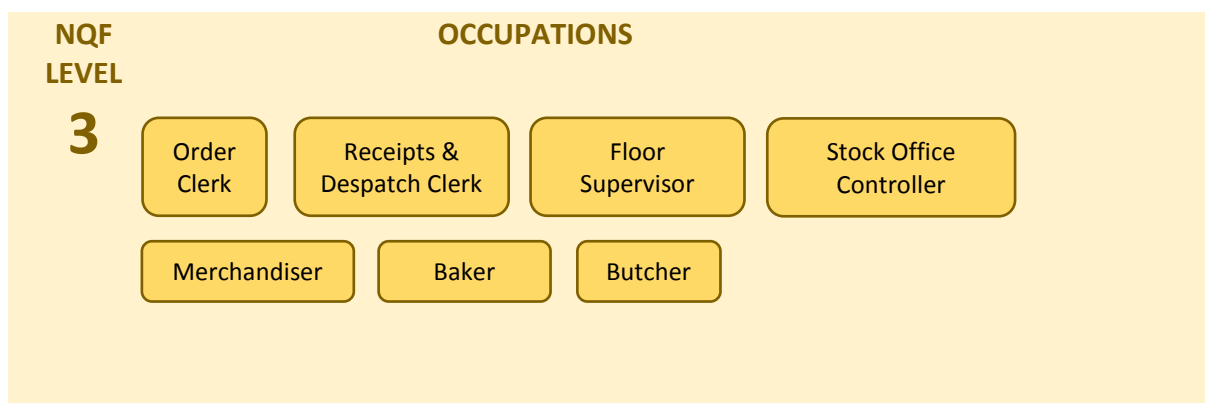
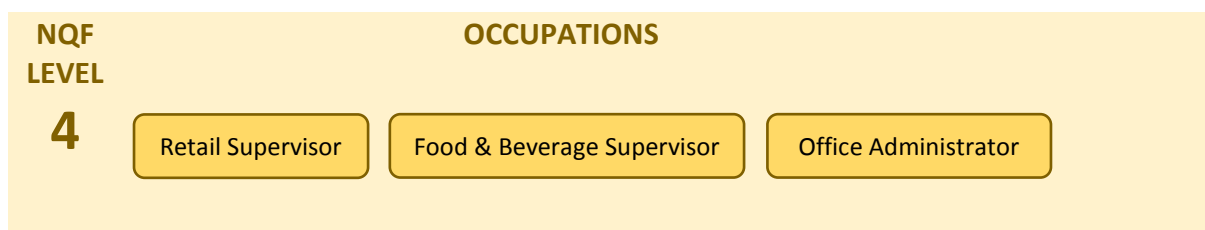
Some of the training areas identified at workshops for a *Certificate in Wholesale and Retail Trade Operations (NQF 2)* include, but are not limited to the following:

- Introduction to wholesale and retail operations
- Understanding the store
- Customer care
- Business communication
- Financial literacy
- Computer literacy
- Interpersonal skills
- Occupational health and safety
- Managing self

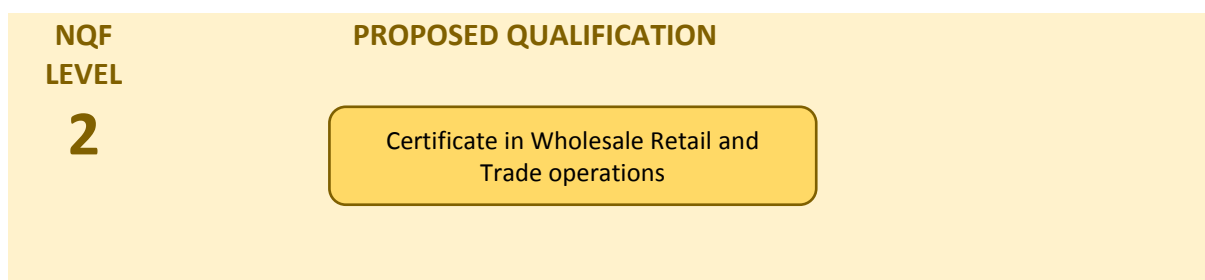
The following occupations in the VET sector were identified as high in demand:



It was agreed to remove Retail Buyer from the list



Add Read Merchandiser, Business Administrator and Sales Marketing at level 3



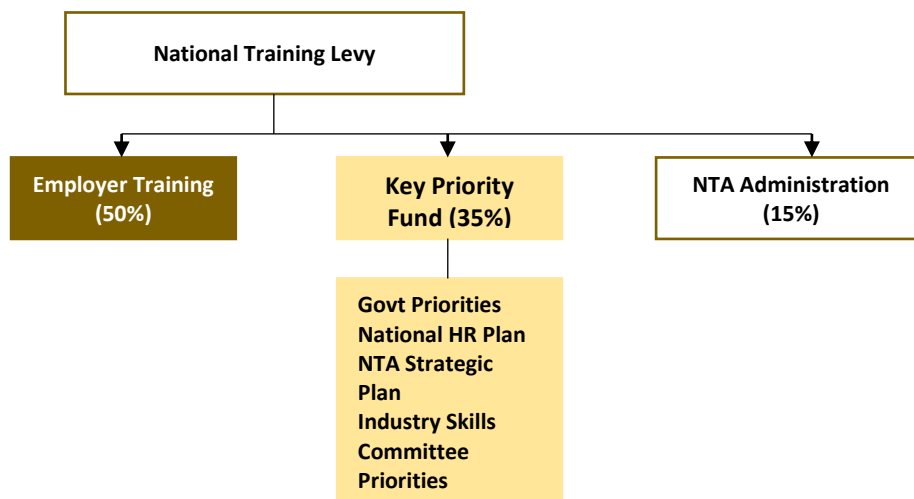
2.3 SKILLS PROGRAMMES

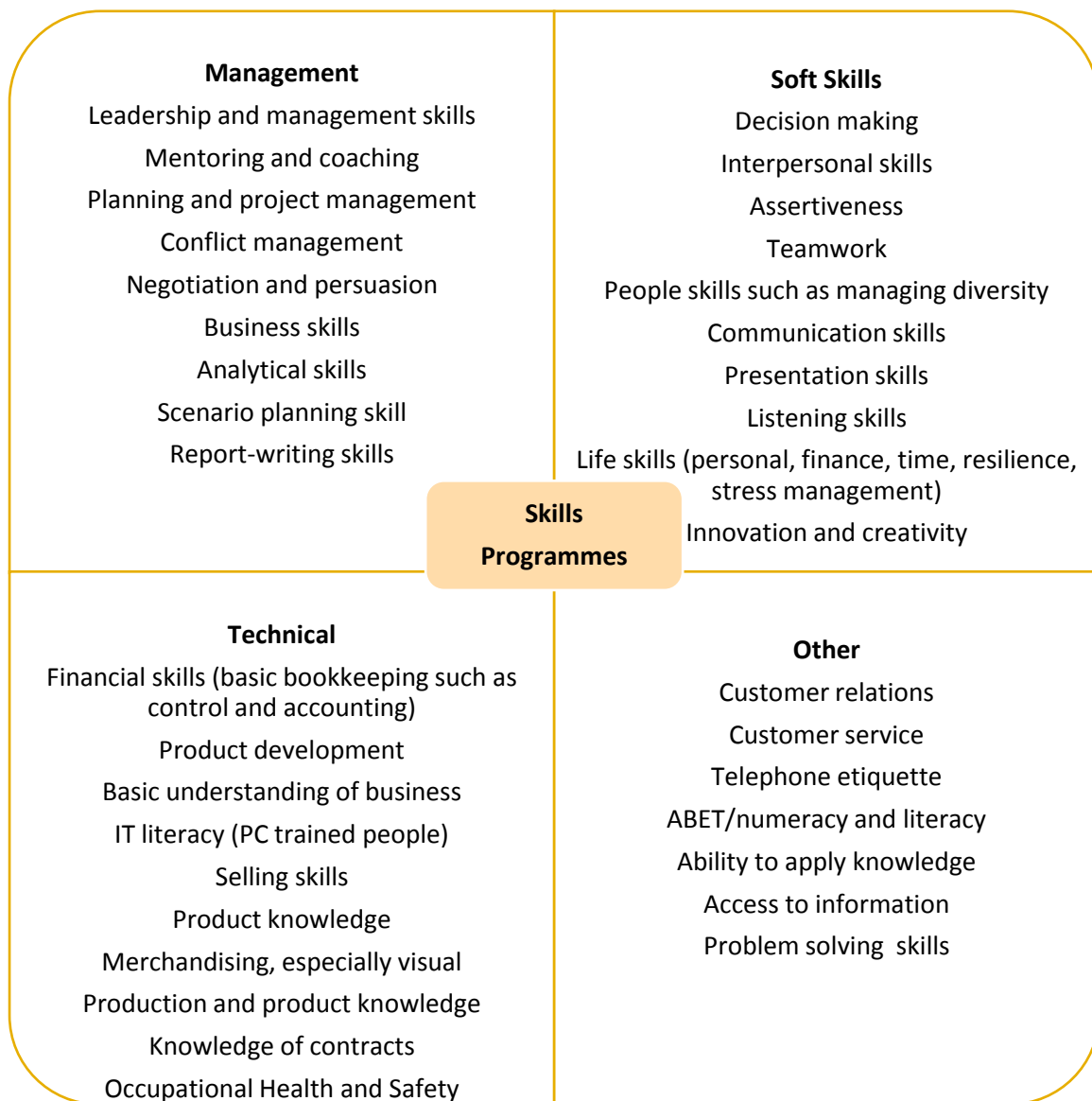
Skills programmes below are categorised into management, soft skills, technical and other. These categories cover the scope of skills programmes in the sector. Such programmes can be offered either in-house or externally. Skills programmes should ideally be customised to meet the specific processes of individual firms in the sector.

Skills programmes are funded through the Employer Training Grant (50%) of the National Training Levy. The *VET Act 2008* makes provision for the establishment of a National Training Fund (NTF) which imposes a training levy of 1% on employers' total payroll. Employers operating within the borders of Namibia with an annual payroll of N\$ 1 million or more are subject to the payment of the levy.

The fund may only be applied to (*Section 26*):

- Provide financial and technical assistance;
 - Fund VET programmes and projects;
 - Fund expenditure incurred by the NTA in the performance of its functions;
 - Fund any other expenditure by the NTA or the Board in performing its functions; and
 - Fund any other expenditure authorised by the Act.
- The NTF works as follows:





2.4 FUTURE SKILLS

There are two major trends influencing the W&RT sector. These trends are impacting on occupations, jobs and skills development.

The following trends are identified:

Information Technology: Online retailing is expected to grow globally. Staff should be computer literate and able to use the management information systems. W&RT firms are also required to invest in IT to remain competitive. All operations in a modern W&RT firms are IT-enabled.

The impact of IT on retailing is depicted below: (it is noted that the table should be indicated that is for future use...)

Technology Components Required by Retailers						
Retail Business Processes	Supporting IT Infrastructure e-Retail Software Developer e-Retail Operations Manager					
Planning and Forecasting	Financial Planning and Forecasting	Merchandise Planning and Forecasting			Supply Chain Management	Business Solutions & Analytics e-Retail Analyst Business Analyst
Purchasing	Vendor Management	Purchase Order Management	Merchandise Management	Item Catalogue Management		
Logistics	Distribution Centre Management	Logistics Management	Channel Management	RFID Technology		
Storage	Warehouse Management	Returns Management	Replenishment Management			
	Inventory Management	Dispatch Management	Stock Transfer Management			
Marketing & Sales	Point of Sales Solutions e-Retail Front-End Developer	E-Commerce Solutions e-Retail Sales & Marketing Manager e-Retail Marketing Manager e-Retail Marketing Assistants				
Support Systems	Knowledge Management				MIS	
	Financial Management	Human Resource Management		Loyalty schemes and programmes	Legal and Contracts Management	
Customer Relationship	Customer Relationship Management					

Ethical Retailing: consumers are seeking environmentally friendly alternatives to food consumption, for example, organic food production, energy saving and reduction in carbon footprint. Good corporate governance is also important. This has implications for all employees in the sector.

3. SKILLS SUPPLY

3.1 INTRODUCTION

This section examines the supply of skills to the W&RT sector. The primary focus will be the types of programmes offered by VET providers. The objective is to assess the adequacy of skills supply to the sector in the context of skills demand needs.

3.2 TRAINING PROVIDERS AND PROGRAMMES

Namibian Institutions and their programmes are accredited by the Namibia Qualifications Authority (NQA). As at 11 November 2014, the following institutions offering W&RT related programmes⁴ at VET level were accredited by the NQA in terms of the *Institutions or Organisations (Act 29 of 1996) and Government notice 124, August 2006*.

Institution	Programme
Africa Institutional Management Services (AIMS)	National Vocational Certificate: Office Administration <i>NQF Level 1</i> National Vocational Certificate: Office Administration <i>NQF Level 2</i>
Business School of Excellence	National Certificate in Logistics Management <i>NQF 5 (RSA)</i>
DAPP (Development Aid from People to People) Vocational Training School	National Vocational Certificate in Business Service (Level1) (Office Administration) National Vocational Certificate in Business Service (Level 2) (Office Administration)
ILSA Independent College	ICM (Institute of Commercial Management) (UK Based Qualifications) Diploma in Accounting & Finance Advanced Diploma in Accounting & Finance Certificate in Business Studies Diploma in Business Studies Advanced Diploma in Business Studies Diploma in Human Resource Development Advanced Diploma in Human Resource Development
Institute for Open Learning (IOL) Trustco North	Certified Junior Bookkeeper (National Certificate Bookkeeping) <i>NQF Level 3</i> Certified Junior Office Administrator (Certificate in Office Administration) <i>NQF Level 4</i> Certified Senior Bookkeeper (Further Education and Training Certificate in Book-keeping) <i>NQF Level 4</i> Certified Senior Officer Administrator (Higher Certificate in Office Administration) <i>NQF Level 5</i> Certified Technical Accountant (National Diploma in Technical

⁴ This list excludes support programmes for the health and social services sector such as office administration, business management, IT, etc.

Institution	Programme
	Financial Accounting) <i>NQF Level 5</i>
International University of Management (IUM)	<p>Certificate of Administration: Business Administration <i>NQF Level 5</i></p> <p>Certificate of Administration: Business Information Systems <i>NQF Level 5</i></p> <p>Certificate of Administration: Finance Management <i>NQF Level 5</i></p> <p>Certificate of Administration: HIV/AIDS Management <i>NQF Level 5</i></p> <p>Certificate of Administration: Human Resource Development and Management <i>NQF Level 5</i></p> <p>Certificate of Administration: Marketing Management <i>NQF Level 5</i></p> <p>Certificate of Administration: Small Business Management <i>NQF Level 5</i></p>
International Training College – Lingua Consultancy Services (ITCL)	<p>Certificate in Accounting & Finance (Level 4)</p> <p>Certificate in Information Technology (Level 4)</p> <p>Certificate in Business Administration (Level 4)</p> <p>Diploma in Business Administration (Level 5)</p> <p>Certificate in Human Resource Management (Level 4)</p> <p>Certificate in Office Administration (Level 4)</p> <p>Diploma in Office Administration (Level 5)</p>
Katutura Community College (KCC)	<p>National Vocational Certificate in Business Services (Office Administration) <i>NQF Level 1</i></p> <p>National Vocational Certificate in Business Services (Office Administration) <i>NQF Level 2</i></p> <p>National Vocational Certificate: Office Information Communication and Technology (ICT) <i>NQF Level 1</i></p> <p>National Vocational Certificate: Business Services (Office Administration) <i>NQF Level 3</i></p>
Monitronic Success College	<p>Diploma in Business Management (Level 5)</p> <p>Diploma in Business Management (Level 6)</p> <p>Diploma in Accounting and Finance Management (Level 5)</p> <p>Diploma in Information Technology (Level 5)</p>
Namibian College of Open Learning (NAMCOL)	Certificate in Business Management <i>NQF Level 3</i>
National Youth Service (NYS)	<p>National Vocational Certificate in Business Services (Office Administration) Level 1</p> <p>National Vocational Certificate in Business Services (Office Administration) Level 2</p>
Rundu Vocational Training Centre	<p>National Vocational Certificate in Business Services (Level 1) (Office Administration)</p> <p>National Vocational Certificate in Business Services (Level 2) (Office administration)</p> <p>National Vocational Certificate in Business Services (Level 3) (Office Administration)</p>
Triumphant College	<p>Certificate: Accounting and Finance (IOCM) Level 4</p> <p>Diploma: Accounting and Finance (IOCM) Level 5</p> <p>Diploma: Business Studies (IOCM) Level 5</p>

Institution	Programme
Zambezi Vocational Training Centre	National Vocational Certificate in Business Services (Level 1) (Office Administration) National Vocational Certificate in Business Services (Level 2) (Office Administration) National Vocational Certificate in Business Services (Level 3) (Office Administration)

- There are no wholesale and retail trade (W&RT) qualifications registered on the National Qualifications Framework (NQF) at the VET level. It is evident that the most common qualifications offered by accredited VET providers are office administration, business management and business services.
- This, in effect, means that supply-side provision by VET providers is not responding to the demand for skills by employers. As a result, occupational skills mismatches are prevalent in the sector.
- VET providers do not offer qualifications for the W&RT sector. Therefore, an opportunity exists to enable VET providers to get involved in training in the sector. This will also ease the training load of employers, who are compelled to provide training in the absence of provision from VET providers.
- Envisaged W&RT qualifications require training and assessment by VET providers and firms. Ideally, the theoretical component should be offered by VET providers and the practical by firms. This requires a co-operative approach to delivering training programmes.
- Large firms in the sector tend to offer in-house training or use the services of training providers.
- SMMEs make up the majority of firms in the sector. Training is generally on-the-job, informal and unstructured. SMMEs are ill-equipped to deliver training to national industry standards because they lack the resources.
- The geography of Namibia and the location of firms also makes it difficult for employees to attend courses at training establishments in the main centres. There is little enthusiasm among employees for distance learning.

3.3 VOCATIONAL TRAINING PROVIDERS

- The VET system is implemented with the intention of addressing skills shortages in the country.
- VET providers comprise of vocational training centres (VTCs), COSDECs, parastatals and private providers.
- Currently, there is no provision for accrediting firms as workplace training providers to offer the work-based training.
- We have examined the business plans (2014-2017) of the 7 public VTCs, namely:
 - Eenhana VTC;
 - Nakayale VTC;
 - Okakarara VTC;
 - Rundu VTC;
 - Valombola VTC;
 - Windhoek VTC; and
 - Zambezi VTC.
- It appears that none of the VTCs offer W&RT qualifications. The only programmes offered are office administration and basic IT training.
- There is a need for VET providers to offer W&RT sector qualifications leading to occupations and employment.
- A concerted effort is needed to develop the capacity of VET providers to offer W&RT qualifications or part qualifications. This includes supporting VET training providers with the following:
 - identifying qualifications to be offered;
 - training of instructors;
 - development of learning materials and assessment instruments; and
 - equipping facilities.
- A key challenge is to create strong working partnerships between VET institutions and firms in the sector.

4. SKILLS DEVELOPMENT PRIORITIES

4.1 INTRODUCTION

Based on the findings in section two (skills demand) and section three (skills supply), this section discusses skills development priorities for the W&RT sector. There are a myriad of challenges facing the sector. The emphasis in this section is to discuss priority skills development challenges.

4.2 SKILLS DEVELOPMENT CHALLENGES

CHALLENGE 1: DEVELOP OCCUPATIONALLY-DIRECTED PROGRAMMES FOR THE W&RT SECTOR

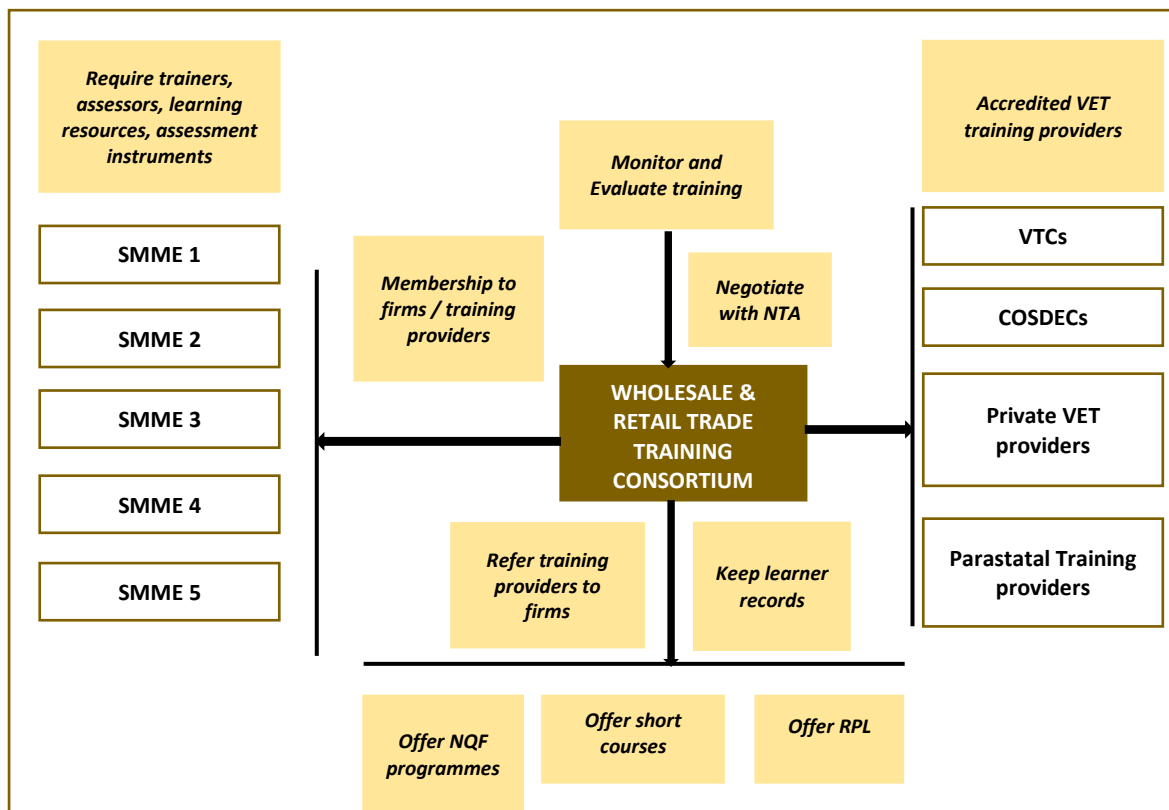
- The public and private VET providers are not geared to address the training needs of the W&RT sector. They offer programmes in office administration, business management, business administration and IT. These institutions do not provide W&RT programmes in the sector at a VET level.
- We have identified 17 national qualifications that should be urgently developed. These are occupationally-directed training programmes, leading to occupations and employment that should be offered by VET providers.
- National qualifications should be developed to train people to work in the following occupations in the wholesale and retail trade sector:

NQF 2	NQF 3	NQF 4	NQF 5
Elementary level positions (Certificate in Wholesale and Retail Trade Operations)	Order Clerk	Food & Beverage Supervisor	
	Receipts & Despatch Clerk	Retail Supervisor	Retail Manager
	Stock Office Controller	Office Administrator	Supply & Distribution Manager
	Read Merchandiser		Warehouse Manager
	Baker		Small Business Manager
	Butcher		Service Station Manager
	Floor Supervisor		

CHALLENGE 2: ESTABLISH A TRAINING CONSORTIUM IN THE W&RT SECTOR

- A major challenge encountered by small and medium-sized firms (SMMEs) is the requirements for accreditation of training programmes which is onerous, time-consuming, resource-heavy and very costly. SMMEs are also not in a position to develop training resources, assessment instruments and learning strategies which requires a high level of curriculum expertise in specialised areas.
- To overcome this constraint, there is a need to establish a W&RT training consortium that will accommodate firms who are unwilling, or unable, to seek accreditation with the NTA.
- A wholesale and retail trade training consortium will be established as a non-profit entity.
- The consortium will use the services of accredited VET training providers (public and private) that want to offer training to firms in the W&RT sector.
- Accredited training providers who are part of the consortium will possess learning resources, assessment instruments, registered trainers, assessors and moderators who will offer training to firms.
- SMMEs can join the consortium as members. They can procure the services of accredited training providers for all the training. Alternatively, they can take some responsibility for training and assessment, but this entails registering experienced employee trainers and assessors. The SMME should be accredited as workplace training providers, meaning that they have the facilities to provide relevant workplace training.
- Firms will pay for training services to training providers in the consortium. There are various funding models that can be employed in this respect. The consortium will reach all regions of the country.

- A proposed W&RT Training Consortium is illustrated as follows:



CHALLENGE 3: PROMOTE CAREER GUIDANCE TO ATTRACT YOUTH TO THE W&RT SECTOR

- There is a need to attract young people to work in the W&RT sector.
- They should be informed of the following:
 - what the sector is about;
 - what jobs and careers are available in the sector;
 - the various careers pathways that can be pursued;
 - training programmes and providers;
 - opportunities in the sector; and
 - the benefits of working in the sector.
- A starting point should be to target guidance teachers in schools and VET institutions to promote careers in the sector.

CHALLENGE 4: SUPPORT VET PROVIDERS TO OFFER OCCUPATIONALLY-DIRECTED QUALIFICATIONS IN THE W&RT SECTOR

- VET providers are not offering programmes in wholesaling and retailing trade currently. This space is being filled by private consultants who offer short courses.
- VET providers should provide training in the W&RT sector. They should be geared to address occupational shortages in the country.
- VET providers should provide the theoretical component of the qualification, whilst the practical component should be provided by firms. The practical component should be a structured training programme.

CHALLENGE 5: CONDUCT SKILLS RESEARCH IN THE W&RT SECTOR

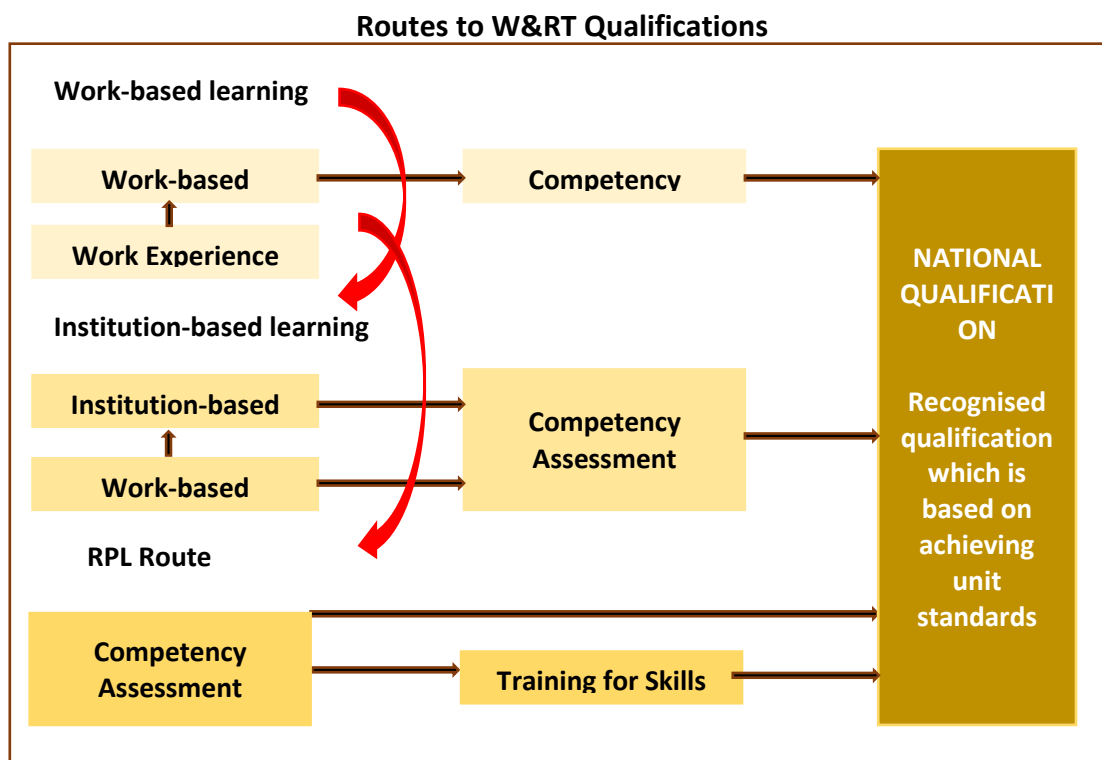
- The NTA should conduct industry skills research, gather statistics and disseminate findings.

CHALLENGE 6: SUPPORT FIRMS WITH TRAINING IN THE W&RT SECTOR

- A Training Package should be produced and given to all employers in the sector who want to provide work-based training, possibly in partnership with VET providers. It would consist of the following:



- It is recommended that the Training Package be obtainable in hard copies, CDs and via the internet.
- Provision should be made for the following training:
 - “Train-the-Trainer Course”
 - Assessor, moderator and verifier training
 - RPL training
- It is recommended that a Training Package be offered in various ways leading to national qualifications through various training routes:



- There are diverse routes to achieve national qualifications: institution-based, work-based and RPL. A hybrid approach would involve combining the 3 routes in varying degrees.
- It is recommended that there should be management skills training for owner managers in the following areas: wholesaling & retailing; sales & marketing management; eBusiness; customer service; financial management; entrepreneurship; small business management; IT; human resources; leadership and people management.

5. ACTION PLAN

The Action Plan for the W&RT sector is as follows:

NO	ACTIVITIES	INDICATORS	PARTIES	DUE DATES
PRIORITY 1: DEVELOP OCCUPATIONALLY-DIRECTED PROGRAMMES FOR THE W&RT SECTOR				
1.1	Qualifications should be developed for occupations in high demand in the sector.	<ul style="list-style-type: none"> ▪ 17 national qualifications should be developed. ▪ The number of trainees enrolled in national qualifications should be increased annually. 	NTA / training providers / employer Bodies/ labour Unions/	TBA
1.2	Short courses should be accredited and recognised.	<ul style="list-style-type: none"> ▪ Short skills courses are accredited. ▪ Train-the-trainer / Assessor / moderator/ verifier / RPL practitioner courses are offered to the sector. 	NTA/NQA	TBA
1.3	A national training programme for small business managers should be offered to the sector.	<ul style="list-style-type: none"> ▪ A voucher scheme should be developed to enable small business managers/owner managers to undergo training. 	NTA	TBA
PRIORITY 2: ESTABLISH A TRAINING CONSORTIUM IN THE W&RT SECTOR				
2.1	A training consortium should be established in the W&RT sector	<ul style="list-style-type: none"> ▪ Concept paper on training consortium. ▪ Workshops to inform stakeholders of the business model. ▪ Business Plan produced and implemented. ▪ Training providers join consortium. ▪ SMME firms join consortium. 	NTA / employer bodies/ training providers	TBA
PRIORITY 3: PROMOTE CAREER GUIDANCE TO ATTRACT YOUTH TO THE W&RT SECTOR				
3.1	Develop a Career Guide for the W&RT sector.	<ul style="list-style-type: none"> ▪ A Career Guide is produced. 	VET providers NTA	TBA

NO	ACTIVITIES	INDICATORS	PARTIES	DUE DATES
3.2	Train a small group of facilitators to conduct workshops based on the Career Guide.	<ul style="list-style-type: none"> Number of facilitators trained. Career Guide disseminated to all secondary schools and VET providers. 		TBA
3.3	Career Guide distributed at Career Fairs.	<ul style="list-style-type: none"> Number of career fairs attended in a year. 		TBA
PRIORITY 4: SUPPORT VET PROVIDERS TO OFFER OCCUPATIONALLY-DIRECTED QUALIFICATIONS IN THE W&RT SECTOR				
4.1.	VET providers should offer W&RT training programmes in partnerships with firms.	<ul style="list-style-type: none"> Number of VET providers accredited. Number of trainers, assessors and moderators registered. Number of firms accredited as workplace training providers. 	NTA / training providers /firms / NQA	TBA
4.2	Expand trainee access to national qualifications in the W&RT sector.	<ul style="list-style-type: none"> W&RT training programmes are offered using a range of delivery modes (full-, part-time, distance and blended). 		TBA
4.3.	Develop training programmes to grow the pool of VET instructors and improve the subject knowledge of the W&RT sector.	<ul style="list-style-type: none"> Workshops are held to improve the knowledge of instructors of the W&RT sector. 		TBA
PRIORITY 5: CONDUCT SKILLS RESEARCH IN THE W&RT SECTOR				
5.1	Conduct research in the sector.	<ul style="list-style-type: none"> Conduct an occupational profiling exercise in the sector. Conduct research on SMMEs in the sector. Conduct research on VET levy grants given to W&RT firms. 	NTA	TBA
5.2	Review and update sector skills plan.	<ul style="list-style-type: none"> SSP is updated annually. 		TBA
PRIORITY 6: SUPPORT FIRMS WITH TRAINING IN THE W&RT SECTOR				
6.1	Support enterprise development in firms in the sector.	<ul style="list-style-type: none"> Firms and training providers should have access to a Training Package obtainable in hard copies, CDs and online. Firms should be given vouchers for the following training: 		TBA

NO	ACTIVITIES	INDICATORS	PARTIES	DUE DATES
		<ul style="list-style-type: none"> -“Train-the-Trainer Course” -Assessor, moderator and verifier Training -RPL training 		