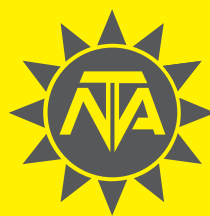




# Skills Development Plan for the VET Sector (2016 – 2020)



NAMIBIA TRAINING AUTHORITY





[www.nta.com.na](http://www.nta.com.na)

## MESSAGE FROM THE ACTING CHIEF EXECUTIVE OFFICER

The Skills Development Plan for the Vocational Education and Training (VET) Sector (2016-2020) offers a short to medium-term perspective. It defines a desired destination and identifies the role different sectors of society need to play in reaching that goal. It serves five broad objectives:

1. Providing overarching goals for what the broader VET sector wants to achieve;
2. Building consensus on the key obstacles to achieving these goals and on what needs to be done to overcome those obstacles;
3. Providing a shared strategic framework within which more detailed planning can take place to advance longer-term goals set out in our country's macro-economic development strategies;
4. Creating a basis for making choices about how best to use limited resources.

The Namibian economy remains constrained by a severe lack of skills and the skills development system, as a whole, has not yet achieved what was expected. It is therefore of utmost importance for this plan to enhance increased access to training and skills development opportunities and achieve the fundamental transformation of inequities linked to class, race, gender, age and disability, in our society.

This plan draws on lessons learned from the past and on intelligence provided by the NTA's industry stakeholders, most notably its various Industry Skills Committees (ISCs). It is aimed at ensuring improved access to quality learning programmes, increased relevance of skills development interventions and building strong partnerships between stakeholders and social partners.

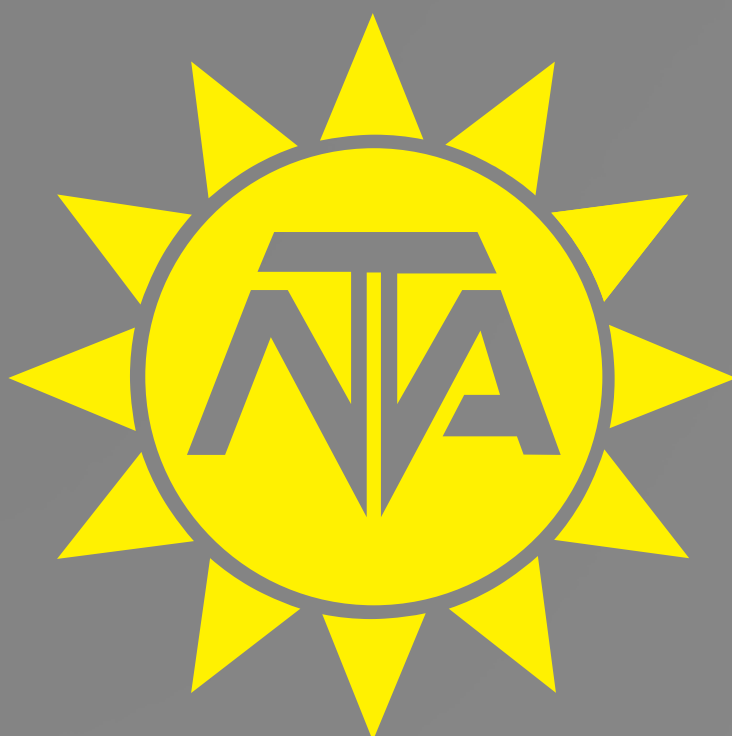
For our country to achieve high levels of economic growth and address our social challenges of poverty and inequality, we must work together to invest in education and training and skills development to achieve our vision of a skilled and capable workforce to support inclusive economic growth.

Effective implementation will require a constant desire to improve. Many important building blocks have been put in place. The NTA will continue to play a leading role in ensuring that the goals and objectives of this plan are realised. However, implementation remains a collective responsibility - to varying degrees, responsibility lies with all the stakeholders and partners in skills development. Together, we all need to find innovative ways of working together to improve the efficiency, quality and, crucially, the impact of education, skills development and training.

I am confident that this plan provides a unique opportunity for our country to achieve some of its goals towards an integrated education and training system over the short to medium term. I am also confident, now more than ever, that by working together as partners in technical and vocational training, we can indeed overcome the obstacles we face and achieve the skills revolution Namibia so urgently requires.

Yours in Vocational Education and Training,

**Jerry Beukes**  
**Acting Chief Executive Officer**



[www.nta.com.na](http://www.nta.com.na)

## ABBREVIATIONS AND ACRONYMS

ATCs	Apprenticeship and Traineeship Committees
CBO	Community-Based Organisation
COSDEC	Community Skills Development Centre
ETSIP	Education and Training Sector Improvement Programme
ISC	Industry Skills Committee
M&E	Monitoring and Evaluation
NAMCOL	Namibia College of Open Learning
NDP	National Development Plan
NEET	Not in Employment, Education and Training
NGO	Non-Governmental Organisation
NHRP	National Human Resource Plan
NODSOM	Namibia Occupation Demand and Supply Outlook Model
NTA	Namibia Training Authority
NTF	Namibia Training Fund
NQA	National Qualifications Authority
NQF	National Qualifications Framework
OHSE	Occupational Health, Safety and Environment
QA	Quality Assurance
RPL	Recognition of Prior Learning
SADC	Southern African Development Community
SDP 1	Skills Development Plan 1
VET	Vocational Education and Training
VETP	Vocational Education and Training Provider
VTC	Vocational Training Centre
VTP	Vocational Training Provider

# CONTENTS

1.	INTRODUCTION	7
2.	UNEMPLOYMENT CHALLENGE	8
3.	RESEARCH METHODOLOGY	9
4.	OCCUPATIONS IN HIGH DEMAND	11
	4.1 A List: Cross-Cutting Occupations	11
	4.2 B List: Industry-Specific Occupations	11
	4.3 Critical Occupations List (C List)	14
5.	SUMMARY OF ESTIMATED FINANCIAL IMPLICATIONS FOR OIHD	15
6.	IMPLEMENTATION OF IDENTIFIED OIHD	15
7.	MONITORING AND EVALUATION	16



# 1. INTRODUCTION

The *Skills Development Plan 1: 2016-2020* for the VET Sector (hereunder referred to as SDP 1) is a guiding framework for investing in skills development priority areas.

SDP 1 is aimed at ensuring improving access to quality VET, increased relevance of skills development interventions and building strong partnerships between stakeholders and social partners. For our country to achieve high levels of economic growth and address our social challenges of unemployment, poverty and inequality, we must work together to achieve a skilled workforce to support an inclusive growth path. We must also address the challenges of skills shortages and mismatches that we face as a country and improve productivity in the economy.

SDP 1 aligns with national agenda by aligning with the following:

- o Vision 2030 – Namibia should join the ranks of high income countries and afford all its citizens a quality of life that is comparable to that of the developed world<sup>1</sup>.
- o NDP<sub>4</sub> – Linking VET to priority areas of tourism, logistics, mining, and manufacturing.
- o Namibia's Industrial Policy – Develop partnerships between the worlds of education, training and work, by involving social partners in planning for the provision of education and training.
- o The National Human Resources Plan - address unemployment and skills shortages, and contribute to competitiveness of domestic firms for increased private sector growth and improved performance.
- o Education and Training Skills Improvement Programme - enhance the sector's contribution to the attainment of strategic national development goals, and to facilitate the transition to a knowledge-based economy .

The Plan is a product of extensive research and stakeholder consultations (refer to Annexure A) and is preceded by the development of 12 Sector Skills Plans (SSPs) covering the entire spectrum of the Namibian economy.

SDP 1 belongs to all Namibians and represents a shared commitment to work together to improve the human potential of all our people.

---

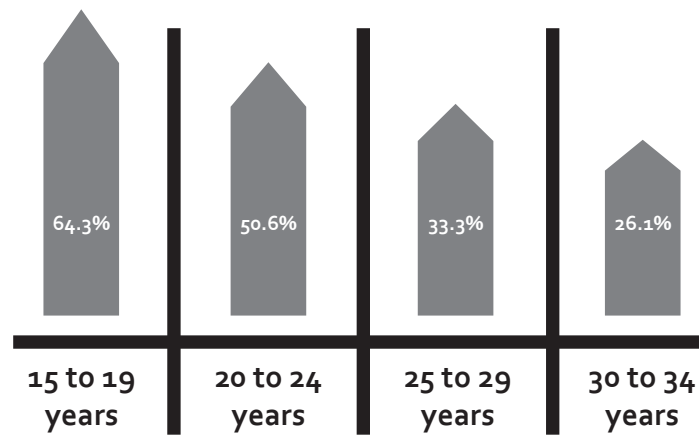
<sup>1</sup> Office of the President. 2004. Vision 2030. December, Windhoek.

<sup>2</sup> Government of Namibia. 2007. Education and Training Sector Improvement Programme (ETSIP): Phase 1 2006-2011. February, Windhoek.

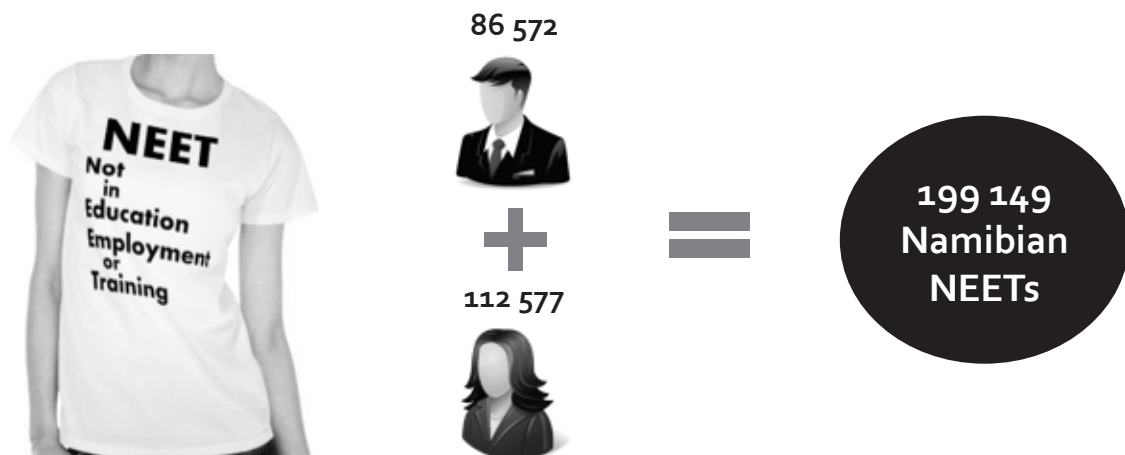
<sup>3</sup> Namibia Statistics Office. 2013. Namibia Labour Force Survey Report, December: Namibia.

## 2. UNEMPLOYMENT CHALLENGE

One of our country's greatest challenges is to address unemployment. The Labour Force Survey of 2014 shows that unemployment rates measured by the broad definition of employment (inclusion of discouraged workers) sit at 28.1% of the population. The unemployment rate by age group for youth is as follows:



These figures should be considered, in particular, in respect of the age group 15-24 years. The Not in Education, Employment and Training (NEET) rate is therefore intended to reflect those youth who are not part of the labour force for reasons other than education and training<sup>3</sup>:



<sup>3</sup> Namibia Statistics Office. 2013. Namibia Labour Force Survey Report, December: Namibia.

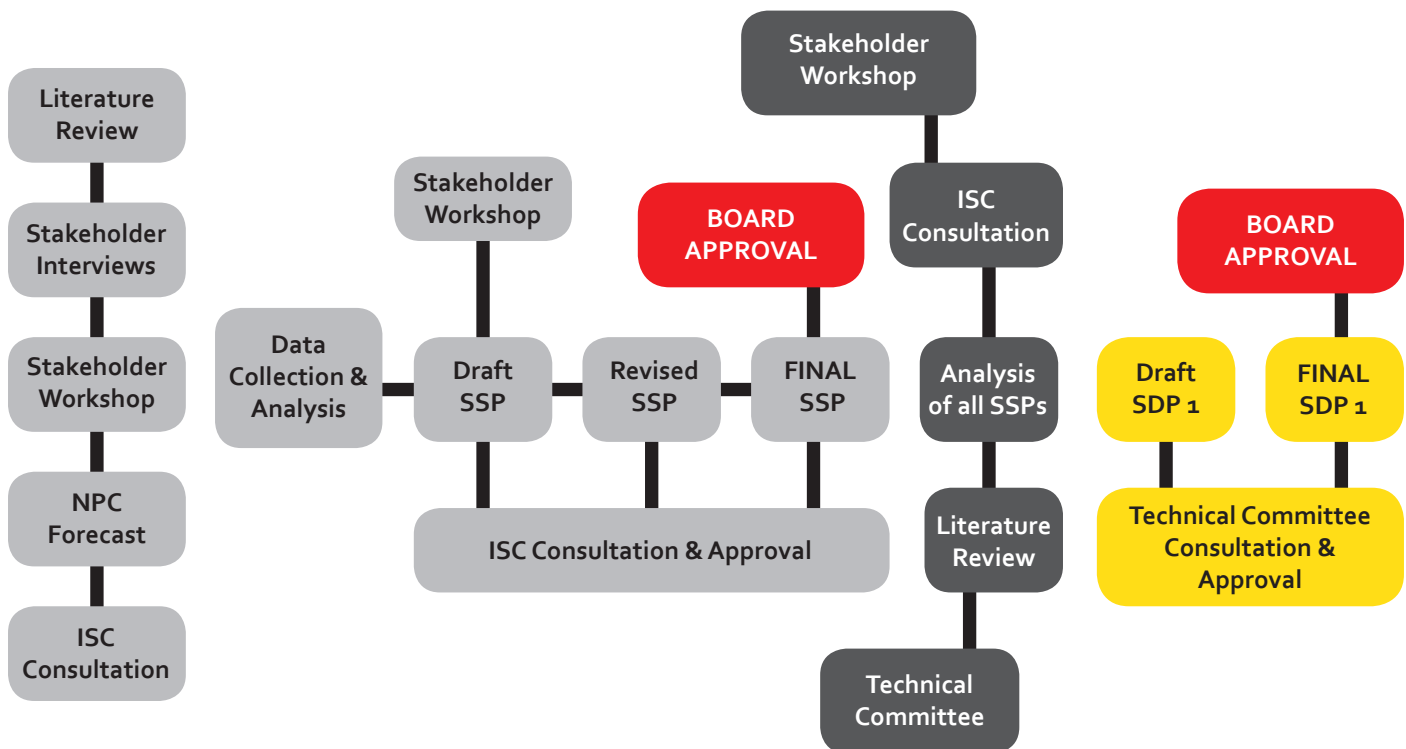


### 3. RESEARCH METHODOLOGY

The research methodology for developing SDP 1 consisted of developing 12 Sector Skills Plans to identify occupations in high demand:

NO.	SECTOR SKILLS PLAN
1	Construction
2	Energy, Water and Sanitation
3	Finance and Business Services
4	Fisheries and Maritime
5	Health Care and Social Services
6	Mining and Quarrying
7	Manufacturing and Related Industries
8	Postal Services and Telecommunications
9	Tourism and Hospitality
10	Transportation, Warehousing and Logistics
11	Wholesale and Retail Trade
12	Agriculture and Forestry

The research process culminating in SDP 1 is characterised by extensive stakeholder consultations as depicted in the diagram below:



One of the key outputs derived from developing Sector Skills Plans is the identification of Occupations in High Demand (OIHD) for each industry sector. This results in the formulation of a list of OIHD. This is necessary to create a demand-driven VET system, support job creation, develop careers and reduce skills mismatches in the labour market.

The list of Occupation in High Demand for Namibia should be used to inform:

- o supply-side VET planning
- o developing responsive qualifications and courses
- o offering a relevant national course mix
- o prioritising VET funding
- o supporting VET expansion
- o identifying key priority projects

This plan makes a genuine attempt to expand and strengthen the provision of VET for all people, in all occupations, but reasonably, priority should be given to occupations in high demand (OIHD) to improve labour market outcomes.

The criteria for identifying an Occupation in High Demand (OIHD) are the following:

- *Entry to the occupation requires at least 3 years of formal education and training.*
- *There is a tendency for the person to work in the occupation for which they have studied in the majority of cases.*
- *Shortage of people in this occupation in the firm impacts significantly on the company.*
- *It is a hard-to-fill vacancy – more than 3 months to find suitable candidate.*
- *There is plausible research evidence in the industry sector to identify a particular occupation as an Occupation in High Demand.*
- *A professional body or recognised employer body or trade union operating in the sector identifies a particular occupation as a scarce skill.*

---

<sup>4</sup>**Occupation** - set of similar job tasks clustered together, e.g. teacher, nurse, electrician or doctor.

---

## 4. OCCUPATIONS IN HIGH DEMAND

We have limited the number of occupations on the Lists for the purpose of prioritisation sequentially. It does not mean that if an occupation is not on the Lists they are not needed. Such occupations are most likely to be contained in the Sector Skills Plan Lists which are long. Since we cannot fund the roll-out of all occupations identified in Sector Skills Plan immediately, we should focus on what we can do in the short-term to make these occupations accessible to trainees on a much wider scale. Once we have succeeded, we can move on to other occupations identified in the Sector Skills Plans.

### 4.1 A List: Cross-Cutting Occupations

**A LIST (CROSS-CUTTING):** This is a cross-cutting list which effectively represents OIHD that are common across many industry sectors.

No	Occupation in High Demand	NQF Level	Registered Qualification
1	VET Instructor	6	Yes
2	Air Conditioning & Refrigeration Mechanic	1 to 4	Yes
3	Panel Beater & Spray Painter	1 to 4	No
4	Plumber & Pipe Fitter	1 to 4	Yes
5	Book Keeper	5	Yes
6	Electrician (General)	1 to 4	Yes
7	Supervisor (General)*	4-5	No
8	Millwright	1 to 4	Yes
9	Solar Technician	4 to 5	No
10	Office Administrator	4 to 5	No
<b>Total estimated financial implication for cross-cutting occupations: N\$ 46.5 Million</b>			

### 4.2 B List: Industry-Specific Occupations

**B LIST (INDUSTRY-SPECIFIC):** The second is a list of OIHD that is specific to a particular industry.

#### 4.2.1 Construction

No	Occupation in High Demand	NQF Level	Unit Standard Qualification
1	Construction Foreman	5	No
2	Carpenter & Joiner	1 to 4	Yes
3	Bricklayer & Plasterer	1 to 4	Yes
4	Floor Layer & Tiler Setter	1 to 4	Yes
5	Roofer	1 to 4	Yes
<b>Total estimated financial implication for this sector: N\$ 15 Million</b>			

#### 4.2.2 Energy, Gas, Water and Sanitation

No	Occupation in High Demand	NQF Level	Unit Standard Qualification
1	Riggers (mining, oil and gas)	1 to 3	No
2	Waste Water Plant Operator	1 to 3	Yes
3	Electrical Mechanician	1 to 4	Yes
4	Mechanical Mechanician	1 to 4	Yes
5	Instrumentation Mechanician	1 to 4	Yes
<b>Total estimated financial implication for this sector: N\$ 23 Million</b>			

**4.2.3 Finance and Business Services**

No	Occupation in High Demand	NQF Level	Unit Standard Qualification
1	Data Administrator	4	No
2	Insurance Agent	4 to 5	Yes
3	Legal Secretary	5	Yes
4	Real Estate Agent	5	Yes
<b>Total estimated financial implication for this sector: N\$ 10 Million</b>			

**4.2.4 Fisheries and Maritime**

No	Occupation in High Demand	NQF Level	Unit Standard Qualification
1	Deck Officer	Class 5/6	Yes
2	Engineering Officer Class	Class 4	Yes
3	Bader Mechanic	1 to 4	No
4	Cook	1 to 2	No
5	Crane Operator	4	Yes
<b>Total estimated financial implication for this sector: N\$ 13.4 Million</b>			

**4.2.5 Health Care and Social Services**

No	Occupation in High Demand	NQF Level	Unit Standard Qualification
1	Pharmacist Assistant	4-5	No
2	Enrolled Nurse	1	Yes
3	Early Childhood Development Practitioner	4	Yes
4	Community Health & Social Service Extension Worker	4	No
<b>Total estimated financial implication for this sector: N\$ 16.5 Million</b>			

**4.2.6 Mining and Quarrying**

No	Occupation in High Demand	NQF Level	Unit Standard Qualification
1	Riggers	1 to 3	Yes
2	Electrical Engineering Mechanician	1 to 4	Yes
3	Mechanical Engineering Mechanician	1 to 4	Yes
4	Instrumentation Mechanician	1 to 4	Yes
<b>Total estimated financial implication for this sector: N\$ 11.75 Million</b>			

\* Occupations such as Manager, Supervisor and Foreman require qualifications and/or technical proficiency at Level 4 or 5, but also require additional work experience/exposure.

**4.2.7 Manufacturing and Related Industries**

No	Occupation in High Demand	NQF Level	Unit Standard Qualification
1	Dress maker/Garment maker	1 to 3	Yes
2	Welder (coded) and Metal Sheet Worker	1 to 3	Yes
3	Auto Electrician	1 to 4	Yes
4	Mechanic (Petrol/Diesel)	1 to 4	Yes
5	Fitter & Turner	1 to 4	Yes
<b>Total estimated financial implication for this sector: N\$ 18.75 Million</b>			

**4.2.8 Postal Services and Telecommunications**

No	Occupation in High Demand	NQF Level	Unit Standard Qualification
1	Database, Systems & Network Administrator	4-5	No
2	Broadcasting, Planning & Implementation Technician	4-5	No
3	Web Developer (Multi-Media)	4-5	No
4	Transmission and Network Technician	4-5	No
5	ICT Network Support Technician	4-5	No
<b>Total estimated financial implication for this sector: N\$ 6.25 Million</b>			

**4.2.9 Tourism and Hospitality**

No	Occupation in High Demand	NQF Level	Unit Standard Qualification
1	Housing Keeping Supervisor	1 to 3	Yes
2	Front Office Supervisor	1 to 3	Yes
3	Handyman	1 to 4	No
4	Tour Guide	2 to 5	Yes
5	Chef	1 to 5	Yes
<b>Total estimated financial implication for this sector: N\$ 9.75 Million</b>			

**4.2.10 Transportation, Warehousing and Logistics**

No	Occupation in High Demand	NQF Level	Unit Standard Qualification
1	Supply & Distribution Manager*	5	No
2	Planner	5	No
3	Freight Handler	1 to 3	No
4	Railway Braker and Signaller	n/a	No
5	Load Controller	4	No
<b>Total estimated financial implication for this sector: N\$ 26.1 Million</b>			

\* Occupations such as Manager, Supervisor and Foreman require qualifications and or technical proficiency at Level 4 or 5, but also require additional work experience/exposure.

#### 4.2.11 Wholesale and Retail Trade

No	Occupation in High Demand	NQF Level	Unit Standard Qualification
1	Merchandiser	3	No
2	Retail Buyer	4 to 5	No
3	Baker	1 to 3	No
4	Store Manager	5	No
5	Retail Supervisor	4	No
<b>Total estimated financial implication for this sector: N\$ 15 Million</b>			

#### 4.2.12 Agriculture and Forestry

No	Occupation in High Demand	NQF Level	Unit Standard Qualification
1	Farmer (Crop/Livestock)	1 to 4	No
2	Skilled Agricultural Worker	1 to 4	No
3	Machine Operator	1 to 3	No
4	Skilled Forestry Worker	1 to 4	No
5	Machine Operator	2 to 4	No
<b>Total estimated financial implication for this sector: N\$ 36.1 Million</b>			

### 4.3 Critical Occupations List (C List)

Critical Occupations, as distinct from Occupations in High Demand, are occupations that are regularly needed in various economic sectors as part of normative changes in the labour market.

**C LIST (CRITICAL OCCUPATIONS):** C LIST refers to critical occupations needed in the labour market. It may include occupations with less than three years formal training.

No	Occupation in High Demand
1	Heavy Plant Operator (Crane, Hoist and Fork Lift Operator)
2	OHSE Officer
3	Fire & Rescue Worker
4	Emergency Care Practitioner
5	Truck Driver (Heavy Duty)
6	Cook (Level 1 and 2)
7	Receptionist
8	Secretary
9	Office Administrator
10	Hair Dresser
<b>Total estimated financial implication for this sector: N\$ 40.5 Million</b>	

## 5. SUMMARY OF ESTIMATED NUMBER OF BENEFICIARIES FOR OIHD

No	Occupation in High Demand	Number of Beneficiaries
1	Cross cutting priority interventions	1,300
2	Construction	500
3	Energy, Gas, Water and Sanitation	425
4	Finance and Business Services	400
5	Fisheries and Maritime	270
6	Health Care and Social Services	500
7	Mining and Quarrying	200
8	Manufacturing and Related Industries	375
9	Postal Services and Telecommunications	250
10	Tourism and Hospitality	250
11	Transportation, Warehousing and Logistics	525
12	Wholesale and Retail Trade	500
13	Agriculture and Forestry	770
14	Critical occupations	1,300
	<b>Totals</b>	<b>7,565</b>

## 6. IMPLEMENTATION OF IDENTIFIED OIHD

The implementation of the above identified Occupations in High Demand will be executed using the following approaches:

- 6.1 Procure training from local accredited Training Providers;
- 6.2 Procure training from accredited Training Providers in the SADC region;
- 6.3 Develop qualifications where none are registered on the National Qualifications Framework;
- 6.4 Upgrade workshops and machinery of Training Providers to offer identified priority training, where required;
- 6.5 Where required, support Training Providers with the procurement of training equipment, safety gear and tools towards attaining their registration and accreditation status;
- 6.6 Establish apprenticeship and traineeship schemes;
- 6.7 Engage stakeholders (employers) to identify candidates for Recognition of Prior Learning (RPL); and
- 6.8 Support Training Providers to offer RPL.

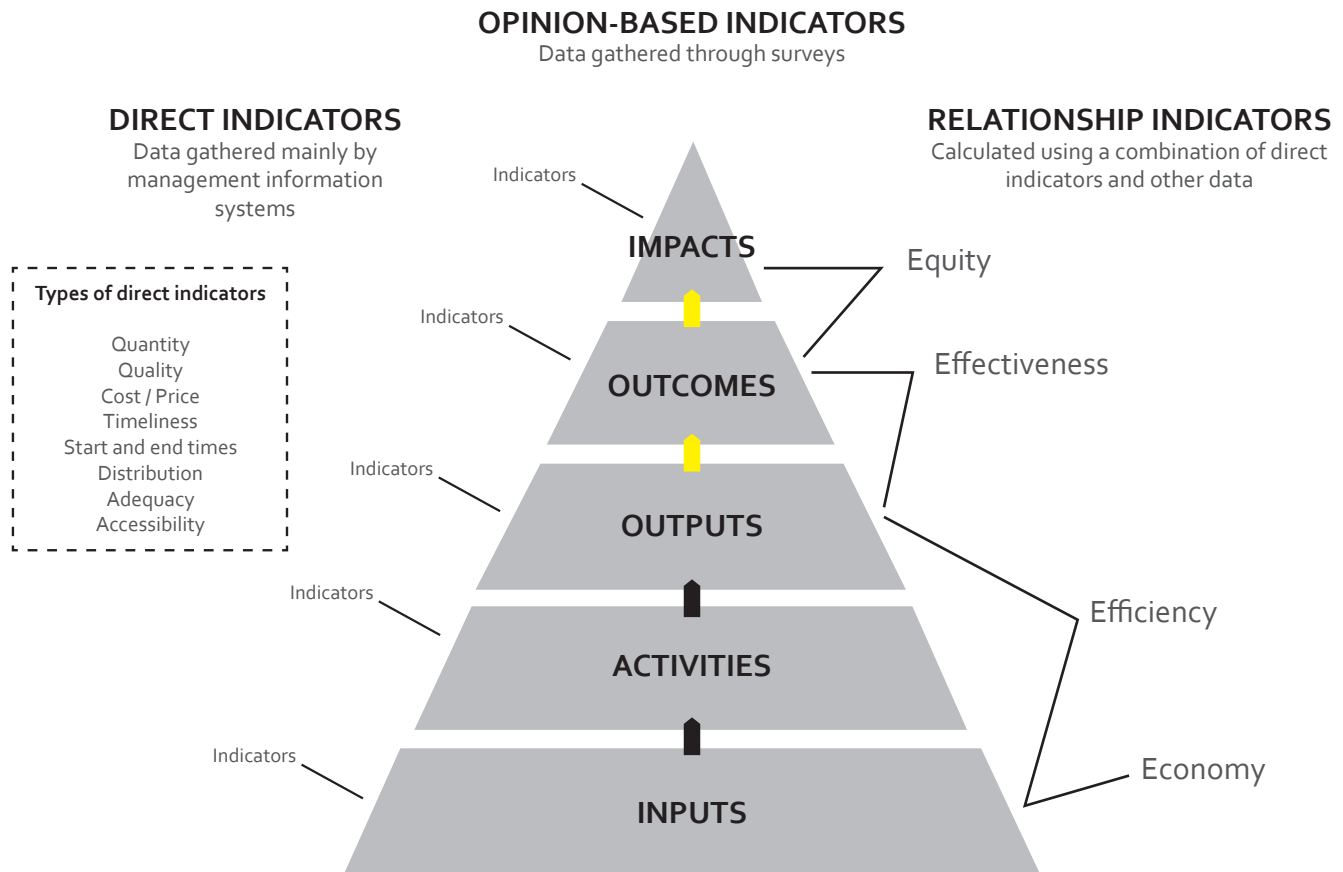
A comprehensive implementation/action plan has been developed to ensure execution. All proposed interventions will be underpinned by an M&E mechanism with regular reporting.



## 7. MONITORING AND EVALUATION

The NTA will ensure effective monitoring and evaluation (M&E) of the plan through a quarterly M&E process. The management will report to the NTA Board on progress against targets in the plan on a bi-annual basis.

The M&E model that will be applied is the following:



A balanced scorecard will be developed as per the above model for measurement purposes.



[www.nta.com.na](http://www.nta.com.na)



[www.nta.com.na](http://www.nta.com.na)





**NAMIBIA TRAINING AUTHORITY**

**P O Box 70407, Khomasdal, Windhoek, Namibia, NTA Village, Rand Street, Khomasdal, Windhoek**  
Tel: +264 (0) 61 207 8550, Fax: +264 (0) 207 8551, Website: [www.nta.com.na](http://www.nta.com.na) E-mail: [info@nta.com.na](mailto:info@nta.com.na)