



NAMIBIA TRAINING AUTHORITY



**Skills Development Plan
for the Technical Vocational
Education and Training Sector 2
(2022 – 2026)**

Executive Summary

For Namibia to achieve higher levels of economic growth and to address the social challenges of poverty and inequality, intensified investment in education and training and skills development is required. Namibia's economy remains constrained by a severe lack of skills and the skills development system, as a whole, has not yet achieved what was expected

In a context of dynamic and complex labour markets, gathering intelligence on current and future skills needs can support better matching of training and jobs, becomes of paramount importance. In recent years, better understanding of labour market needs and skills matching have featured high on Namibia's policy agenda, driven by both rapid technological advances and global competition.

Skills matching can also help reduce unemployment, particularly among young people. It helps build a better life for individuals by improving employability, social mobility and inclusion. There are many different ways to assess the scale and nature of changing skills demand. Skills supply also has several facets.

The *Skills Development Plan for the Technical Vocational Education and Training Sector 2 (2022-2026)* (abbreviation: SDP2) 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 and overarching objectives:

1. Providing overarching goals for what the broader TVET 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 Namibia's macro-economic development strategies; and
4. Creating a basis for making choices about how best to use limited resources.

It is therefore of utmost importance for this plan to enhance increased access to training and skills development opportunities, to in turn strengthen the process of transformation of inequities linked to class, race, gender, age and disability, in our society.

Analyses of skills demand and supply and possible mismatches can take many different forms. A sectoral approach to such matters is defined as one which looks at changing skills needs from the perspective of a particular sector. The term 'sector' is used here to define specific areas of economic activity, the subdivisions used for analysis and classification in an economic system.

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.

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, all Namibians need to find innovative ways of working together to improve the efficiency, quality and, crucially, the impact of education, skills development and training. SDP2 belongs to all Namibians and represents a shared commitment to work together to improve the human potential of all our people.

Abbreviations and Acronyms

ILO	International Labour Organisation
ISC	Industry Skills Committee
ISCO	International Standard Classification of Occupations
KPO	Key Priority Occupation
M&E	Monitoring and Evaluation
NAMCOL	Namibia College of Open Learning
NASCO	Namibian Standard Classification of Occupations
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	National Training Fund
NQA	National Qualifications Authority
NQF	National Qualifications Framework
OHSE	Occupational Health, Safety and Environment
OIHD	Occupation in High Demand
QA	Quality Assurance
RISDP	Regional Integrated Strategic Development Plan
RPL	Recognition of Prior Learning
SADC	Southern African Development Community
SDG	Sustainable Development Goal
SDP 1	Skills Development Plan 1
SDP 2	Skills Development Plan 2
SHEQ	Safety, Health, Environment and Quality
TVET	Technical and Vocational Education and Training
TVETP	Technical and Vocational Education and Training Provider
VTC	Vocational Training Centre
VTP	Vocational Training Provider

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1. Introduction

The **Skills Development Plan 2: 2022 - 2026** for the TVET Sector (hereunder referred to as SDP2) is a guiding framework for investing in skills development priority areas and is aimed at improving access to quality TVET, increasing the relevance of skills development interventions and building strong partnerships between stakeholders and social partners. SDP 2 aligns well with Namibia’s macro-economic development agenda:

- **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 world¹.
- **Fifth National Development Plan (NDP5)** – TVET is a key economic enabler under the Social Progression pillar.
- **Harambee Prosperity Plan (HPP)** –TVET Transformation and Expansion Strategy includes a special focus on increasing access, improving the quality of outputs and changing the public image of TVET.
- **Namibia Industrial Policy** – Partnerships between the worlds of education, training and work, by involving social partners in planning for the provision of education and training.
- **National Human Resources Plan** - Addresses unemployment and skills shortages and contributes to competitiveness of domestic firms for increased private sector growth and improved performance.
- **Education and Training Skills Improvement Programme** - Enhances the TVET sector’s contribution to the attainment of strategic national development goals, and facilitates the transition to a knowledge-based economy².

2. Unemployment Challenge

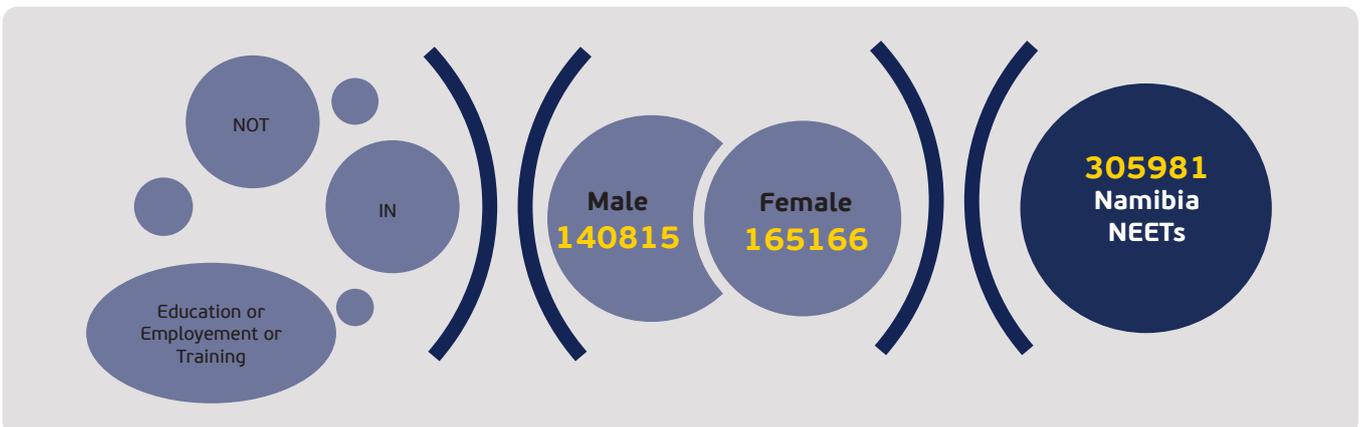
Unemployment remains one of Namibia’s greatest challenges. The Labour Force Survey of 2018 highlights unemployment rates measured by the broad definition of employment (inclusion of discouraged workers) of 33.4% of the Namibian population. The unemployment rate by age group for youth is as follows:



In particular, these figures should be considered 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.

¹ Office of the President. 2004. Vision 2030. December, Windhoek.

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



3. Implementation of SDP1

SDP2 builds on the outcomes of its predecessor, the 2016-2020 Skills Development Plan 1 (SDP1), which was designed to increase the relevance of skills provision and improve access to quality training opportunities, in key prioritized areas, considering the current and future impact of such areas on Namibia's economic and social development.

Devised in 2015, SDP1 collated the key findings and recommendations emanating from a range of developed Sector Skills Plans (SSPs), commissioned by the Namibia Training Authority (NTA), in partnership with its various Industry Skills Committees (ISCs).

In fact, SDP2 is a protraction of SDP1, which complemented the recently published Human Resource Development Plan, with the goal of honing in on critical TVET skills required for the sustainable development of individual economic sectors.

To ensure complete implementation of the SDP1, each of the 10 industry sectors, through collaboration with their respective ISC, selected a 'top five' of occupations to be trained or in which qualifications needed to be developed for future training, leading to approximately 50 key priority occupations targeted for training improvement through the plan period.

During the implementation phase of SDP1, the NTA committed to its core mandate to work in concert with its industry stakeholders especially the Industry Skills Committees (ISCs) towards the objective of achieving a skilled workforce that will support inclusive economic growth. It singled out key and high-demand occupational areas, coupled with estimations of the required number of people to be trained over the implementation period, through support to be rendered under the Vocational Education and Training Levy's Key Priority Training Grant funding window.

The NTA engaged the ISCs and other stakeholders to gather intelligence in terms of training provision, quality and industry uptake.

Through implementation of SDP1, the following outcomes were realized:

- The NTA was able to constitute the functions of the ISCs that spearheaded the implementation of SDP1 and worked very closely with industry stakeholders.
- A significant number of Qualifications and Unit Standards were developed for diverse sectors such as Wholesale and Retail, Finance and Business, ICT, Transport and Logistics, Agriculture and Forestry.
- Procurement of training services outside of the country was very expensive and time consuming in terms of management. Trainees were sent to South Africa which incurred training, travel, accommodation, stipend, and insurance costs.
- The ISCs maintained ownership of training interventions by bridging the gap between the Training Providers (TPs) and the industry in terms of addressing the training needs in the country. The ISCs adopted a participatory strategy whereby they conducted several on-site visits and engaged the TPs to establish the challenges facing their progress. The ISCs played a critical role of linking the TPs to the industry.
- A number of labour market research activities were undertaken in order to inform the work of the ISCs which involved a Skills Validation Exercise and a Market Scan by the ISCs with the industry, guided by the relevant Sector Skills Plans. These activities assisted the NTA in identifying new sets of occupations that form part of SDP 2.
- The ISCs oversaw the introduction of Recognition of Prior Learning (RPL) and Apprenticeship during the implementation of the Working Integrated Learning (WIL) pilot project.
- The NTA conducted a Tracer Study that targeted the cohort of TVET graduates who acquired

trade certification from Level 1 to 5 from 2015 to 2017 at TVET institutions countrywide. This survey was based on an updated sampling frame of 3,102 participants who graduated from 41 TVET institutions. The survey's outcomes serve to contribute to the strategic and planning objectives of the NTA, as custodians of Namibia's TVET sector, as per the provisions of its enabling legislation (VET Act of 2008). The survey was designed to:

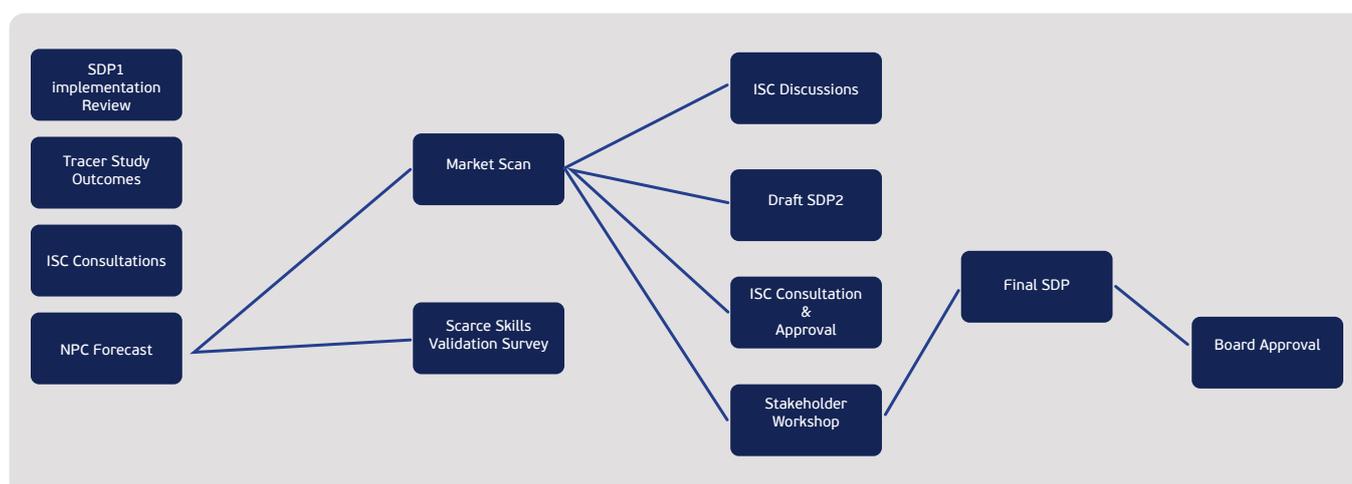
- Obtain information about the quality of TVET programmes offered through all registered and accredited TVET providers in Namibia;
- Obtain information on the transition of graduates into the labour market;
- Review the extent to which TVET graduates have managed to find gainful employment or self-employment in occupations directly related to their training/competencies;
- Identify challenges faced by both employed and unemployed graduates and their perception towards TVET; and
- Establish the employment rates of TVET graduates, both in the formal and informal sectors.

Numerous challenges were encountered in the implementation of SDP1:

- Increased fragmentation of the TVET Sector. TVET sector was penetrated by so many role players that were not registered with NTA and posed challenges to NTA as a regulator and funder to regulate them.
- Misalignment of training skills. The TPs course offering stays the same while the industry's skills needs demands change often and quickly due to the emerging skills needs in the labour market.
- A shortage and slow development of qualifications declared as high demand by industry. A new qualification, such as in wholesale and retail, took almost 3 years to develop and begin to implement, by that time industry demands may have changed.
- Lack of preparedness of TPs to respond to the industry skills needs demands.
- Lack of responsiveness in terms of Job Attachment and Apprenticeship under the WIL Policy implementation.
- Lack of accelerating implementation of training in trades considered critical to ensure that those in high demand are filled at a reasonable and sustainable rate. Critical occupations are occupations that are regularly needed in various economic sectors as part of normative changes in the labour market.
- Lack of an in-depth analysis of the actual pace of implementation and impact of the SDP1 hindered the acceleration or balancing the inflow and outflow of trainees from the training regimes into the job market.

4. Methodology

The development of SDP2 adopts a *Sectoral Approach to Skills Anticipation* method, utilising a combination of the results from a Scarce Skills Validation Survey and an ISC Stakeholders Consultation on skills gaps.



One of the key outputs derived from the review of SDP1, Market Scan, Skills Validation Survey and other desktop reviews is the identification of Key Priority Occupations (KPO) for each industry sector. This results in the formulation of a list of KPO. This is necessary to create a demand-driven TVET system, support job creation, develop careers and reduce skills mismatches in the labour market.

The list of Key Priority Occupation for Namibia should be used to inform:

- demand-driven TVET planning versus current supply side trends;
- the development of responsive courses and qualifications;
- offering a relevant national course mix;
- prioritising TVET funding;
- supporting TVET expansion; and
- identifying key priority projects.

This plan makes a genuine attempt to expand and strengthen the provision of TVET for all people, in all occupations, but reasonably, priority should be given to key priority occupations to improve labour market outcomes.

The criteria for identifying a Key Priority Occupation are the following:

- Shortage of Skills in the Labour Market identified through the Scares Skills Validation Survey (2019) and verified by the ISCs.
- Increase in demand for Existing Skills as indicated in national development agenda such as NDP5 and HPP.
- Existing set of skills, however, there is no training standards and no formal training taking place. An opportunity for RPL and Apprenticeship.
- There is a tendency for the person to work in the occupation for which they have studied in the majority of cases as evidently found in the Tracer Study 2020.
- Shortage of people in this occupation in the firm impacts significantly on the company.
- Evolving Skills that are responding to the 4th Industrial Revolution (4th IR).
- A professional body or recognised employer body or trade union operating in the sector identifies a particular occupation as a scarce skill.
- Time taken to fill key roles through advertising or 'headhunting'.

5. Alignment with the United Nations Sustainable Development Goals (SDGs)

Namibia is committed to Agenda 2030 and has fully absorbed the SDGs into the NDP5, and the corresponding accelerating tool, the Harambee Prosperity Plan (HPP) 2016-2020. The NDP5 was launched deliberately a year after the adoption of the SDGs to ensure that national processes benefit from the global discussions on the new development agenda. Accordingly, in implementing its national development agenda, Namibia is simultaneously working toward the realisation of the global Agenda 2030, Africa Agenda 2063 and the SADC Regional Integrated Strategic Development Plan (RISDP). With the SDG overview and the Namibian context in mind, developing a national skills development plan that guides career paths and scarce funding towards reaching the development goals is a strategic imperative.

Accordingly, the SDP2 aligns the occupational targets to the economic SDGs so that the social goals can also be achieved. A successfully implemented TVET system ultimately aims to address SDG1 (No Poverty), SDG2 (Zero Hunger), and SDG3 (Good Health and Wellbeing). These goals are achieved through addressing SDG4 (Quality Education).

Then the cascade opens into occupational areas. For example, Water Care or Water and Sanitation qualifications address SDG6 (Clean Water and Sanitation). Agricultural qualifications address SDG12 (Responsible Consumption and Production), which is cross-cutting; as well as SDG15 (Life on Land). Fisheries and maritime qualifications and resulting occupations address SDG14 (Life below Water). All the qualifications consider SDG5 (Gender Equality), and new and reviewed curricula address SDG7 – (Affordable and Clean Energy) and SDG8 (Decent Work with Economic Growth), while remaining cognisant of SDG13 (Climate Action).

What are the Sustainable Development Goals?

'The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

The 17 SDGs are integrated—that is, they recognise that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

Through the pledge to 'Leave No One Behind', countries have committed to fast-track progress for those furthest behind first. That is why the SDGs are designed to bring the world to several life-changing 'zeros', including zero poverty, hunger, AIDS and discrimination against women and girls.

Everyone is needed to reach these ambitious targets. The creativity, know-how, technology and financial resources from all of society is necessary to achieve the SDGs in every context'.

6. Occupations Aligned to International Classification Standards

The International Labour Organisation (ILO) is the United Nations specialised agency which promotes social justice and internationally recognised human and labour rights.

The ILO has developed a resource called the 'International Standard Classification of Occupations, ISCO-88', which is a four-level hierarchically structured classification tool that allows all jobs in the world to be classified into 436 unit groups. These groups form the most detailed level of the classification structure and are aggregated into 130 minor groups, 43 sub-major groups and 10 major groups, based on their similarity in terms of the skill level and skill specialisation required for the jobs.

Such grouping allows for the production of relatively detailed, internationally comparable data, as well as summary information for only 10 groups at the highest level of aggregation. Each group in the classification is designated by a title and code number and is associated with a definition that specifies the scope of the group. The definitions also summarise the main tasks and duties performed in occupations included in the group and provide a list of the occupational groups included or, in the case of unit groups, examples of the occupations.

Classifications of occupations are used in national contexts for the collection and dissemination of statistics from sources such as population censuses, labour force surveys and other household surveys, employer surveys and other sources. They are also used by governments and companies in activities such as matching jobseekers with job vacancies, educational planning, reporting of industrial accidents, administration of workers' compensation, and the management of employment-related migration.

Underpinning the national consultations required to develop the NTA's Skills Development Plan 2 is the requirement to identify key priority occupations, where possible, from the standardised lists created by the ILO and then adopted, and to some degree adapted, by the Ministry of Labour in the publication of the Namibian Standard Classification of Occupations (NASCO-96).

Although the ILO publication is dated as 2012, and the NACSO as 1996, both publications have identified a series of cascading groups that guide sector stakeholders with respect to placing certain occupations in the correct group, often with similar sector-specific occupations.

Respondents to the various NTA 'sectoral skills needs' surveys and occupational mapping exercises might have defined their key priority occupations using a more modern description that is pertinent to their job descriptions e.g., enumerators might now be called data analysts. Therefore, SDP2 has cross referenced those suggested occupations with the NASCO and ISCO documents to ensure that the suggested occupations are allocated to the correct or closest sub-group code number. This allows interrogation of the draft SDP2 by stakeholders, using the sub-group code numbers to confirm the correct description and to review the skills needs and occupations of the sub-group.

For example, when the building and related trades stakeholders say that they need more 'electricians', then the SDP2 will help to guide them to, for example:

- 713 Electricians
- 7130 Electricians (General)
- 7131 Electricians (Installation and Appliance)
- 7132 Electricians (Maintenance and Industrial).

(Although there are many more electricians listed e.g., ship, stage, studio, aircraft, locomotive etc.)

7. Employability Skills for TVET

Recent literature suggests that business and industry representatives in both developed and developing countries have expressed considerable dissatisfaction with the general level of preparedness of prospective entry-level employees.

Employers usually find that they have: (i) unclear direction and goals with very little understanding of their career path; (ii) low self-confidence and poor motivation; (iii) low level of academic accomplishment with very inadequate basic skills; (iv) lack of drive and enthusiasm for the work; (v) undeveloped leadership potential; (vi) inadequate preparation for work; and (vii) unrealistic salary and benefits expectations.

SDP2 is, therefore, advocating for the integration of employability skills for all key priority occupations identified in this document.

8. Promotion of Entrepreneurship and Innovation

Sustainable entrepreneurial skills are vital for the promotion of economic and social progress for both developed and developing societies. Hence, TVET trainees need adequate entrepreneurial exposure to become artisans who can satisfy the current and future market demands.

TVET curricula should not only seek to equip trainees with occupational skills and attitudes for seeking employment, but also with entrepreneurial capabilities for turning their occupational skills into feasible, viable and sustainable industrial entities. SDP2 is therefore promoting for the establishment of incubation centres where aspiring SMEs can be accommodated under coaching and mentorship programmes.

9. Key Priority Occupations

9.1 A List: Cross-cutting Occupations

This cross-cutting list represents Occupation-in-High-Demand (OIHD) common across sectors.

No	Occupation in High Demand	ILO ISCO Classification	NQF Level	Unit Standard Qualification	New/ Continuing Occupation	Estimated Required Trainee Numbers by 2026
1	Customer Care Services	4222	N/A	No	New	15,000 ³
2	Employability Skills	1316	N/A	No	New	15,000 ⁴
3	Entrepreneurship	1317	N/A	Yes	Continuing	15,000 ⁵
4	Environmental for sustainable development	2133, 2263,	TBD	No	New	5,000
5	Supervisory Skills	4160	5 & 6	Yes	Continuing	1,500
6	Upskilling of instructors/trainers	3321	5&6	Yes	Continuing	240

9.2 B List: Industry-Specific Occupations

The following are lists of OIHD specific to a particular industry.

9.2.1 Mining, Construction, Energy, Gas, Water and Sanitation

Prioritised Occupations						
No	Occupation in High Demand	ILO ISCO Classification	NQF Level	Unit Standard Qualification	New/ Continuing Occupation	Estimated Required Trainee Numbers by 2026
1	Solar Equipment Maintenance Installer (renewable energy)	3131	3	Yes	Continuing	200
2	SHEQ Officer	2263	TBD	No	New	100
3	Riggers (mining, oil and gas)	7215	4	Yes	Continuing	50
4	Drilling Technician	8113	TBD	No	New	50
5	Architectural Stonemasonry (tiles markers etc..)	7116	TBD	No	New	20
6	Oil and Gas Transferrable Skills	8113	TBD	No	New	20

³ To be integrated in all vocational courses

⁴ Ibid

⁵ Ibid

9.2.2 Business and Finance

Prioritised Occupations						
No	Occupation in High Demand	ILO ISCO Classification	NQF Level	Unit Standard Qualification	New/ Continuing Occupation	Estimated Required Trainee Numbers by 2026
1	Project Management	2419	TBD	No	New	140
2	Financial Advisor	2412	TBD	No	New	240
3	Real Estate Agent	2412	4	Yes	Continuing	250
4	Accounting Technician	2411	TBD	No	New	260
5	Risk Management Practitioner	2412	TBD	No	New	160
6	Insurance Intermediary	3411	4	Yes	Continuing	1000

9.2.3 Fisheries and Maritime

Prioritised Occupations						
No	Occupation in High Demand	ILO ISCO Classification	NQF Level	Unit Standard Qualification	New/ Continuing Occupation	Estimated Required Trainee Numbers by 2026
1	Ports and Harbour Operations	3141	TBD	No	New	120
2	Marine Tourism	3111	TBD	No	New	60
3	Maritime Operations	3141	TBD	No	New	100
4	Fishing Operations	3141	TBD	No	New	100
5	Marine and Navy Engineering	3114	TBD	No	New	100

9.0.4 Health Care and Social Services

Prioritised Occupations						
No	Occupation in High Demand	ILO ISCO Classification	NQF Level	Unit Standard Qualification	New/ Continuing Occupation	Estimated Required Trainee Numbers by 2026
1	Occupational Health & Safety Officer (Supervisor)	3257,3258	3-5	Yes	Continuing	1000
2	Sports & Fitness Professional	3422, 3423	TBD	No	New	600
3	Nutritionist	2265	TBD	No	New	175
4	Firefighter & Rescue Operator	5411	3-5	Yes	Continuing	750
5	Beauty Therapist (Hair-dressing)	7535,5142	2 - 4	Yes	Continuing	1000

9.0.5 Manufacturing, Automotive Sale, Arts and Crafts

Prioritised Occupations						
No	Occupation in High Demand	ILO ISCO Classification	NQF Level	Unit Standard Qualification	New/ Continuing Occupation	Estimated Required Trainee Numbers by 2026
1	Automotive Engineer (Vehicle Collision Repair & Spraypainting)	71131,7231	1-4	Yes	Continuing	200
2	Automotive Engineer (Automotive Mechatronics)	2152,7431, 7421	1-4	Yes	Continuing	300
3	Leather Worker	7318	TBD	No	New	150
4	Clothing Designer	7531,2163	1-2	Yes	Continuing	500
5	Manufacturing (Dairy Processing)	9329	TBD	No	New	100

9.0.6 Postal and Communication

Prioritised Occupations						
No	Occupation in High Demand	ILO ISCO Classification	NQF Level	Unit Standard Qualification	New/ Continuing Occupation	Estimated Required Trainee Numbers by 2026
1	ICT Technician	3511	2-3	Yes	Continuing	100
2	Database, System & Network Administrator	3512	4	Yes	Continuing	200
3	Web Developer	3541	5	Yes	Continuing	200
4	Broadcasting, Planning & Implementation Technician	3521	4	Yes	Continuing	200
5	Cellphone Technician	3113	TBD	No	New	120

9.2.7 Tourism and Hospitality

Prioritised Occupations						
No	Occupation in High Demand	ILO ISCO Classification	NQF Level	Unit Standard Qualification	New/ Continuing Occupation	Estimated Required Trainee Numbers by 2026
1	Facility Maintenance (Technician & Worker)	4224	2-3	Yes	Continuing	500
2	Conservancy Manager	1439	TBD	No	New	50
3	Tour Guide (National & Local)	5152	1-4	Yes	Continuing	150
4	Transfer Driver	8321	1-3	Yes	Continuing	250
5	Chef	5131	4-5	Yes	Continuing	150

9.2.8 Transport, Logistics and Warehousing

Prioritised Occupations						
No	Occupation in High Demand	ILO ISCO Classification	NQF Level	Unit Standard Qualification	New/ Continuing Occupation	Estimated Required Trainee Numbers by 2026
1	International Trade (Trade Policy Analyst)	2419	TBD	No	New	140
2	Freight Handler	9333	3-5	Yes	Continuing	600
3	Aircraft Maintenance Technician	7232	TBD	No	New	35
4	Supervisory Skills	4160	N/A	No	New	1500
5	Rail Vehicle Technology	5112	TBD	No	New	140

9.2.9 Wholesale and Retail

Prioritised Occupations						
No	Occupation in High Demand	ILO ISCO Classification	NQF Level	Unit Standard Qualification	New/ Continuing Occupation	Estimated Required Trainee Numbers by 2026
1	Merchandiser	5242	1-3	Yes	Continuing	3500
2	Store/Branch Manager	1224	5-6	Yes	Continuing	465
3	Retail Supervisor (Frontline)	5222	3-4	Yes	Continuing	750
4	Distributors	5221	4	Yes	Continuing	375
5	Retail Supervisor (Operations)	5222	3-4	Yes	Continuing	750

9.2.10 Agriculture and Forestry

Prioritised Occupations						
No	Occupation in High Demand	ILO ISCO Classification	NQF Level	Unit Standard Qualification	New/ Continuing Occupation	Estimated Required Trainee Numbers by 2026
1	Farmer (Crop & Horticulture Production)	9211,9214	1-3	Yes	Continuing	2000
2	Agriculturalist - SME Management	3359,6210,3143	TBD	No	New	550
3	Agriculturalist - Bush Control	3359,6210	TBD	No	New	550
4	Farmer (Animal Husbandry)	9212	1-3	Yes	Continuing	2000
5	Machinery Operator/ Farm Mechanic	7233,2144	1-3	Yes	Continuing	1000

10. Implementation of Identified Key Priority Occupations

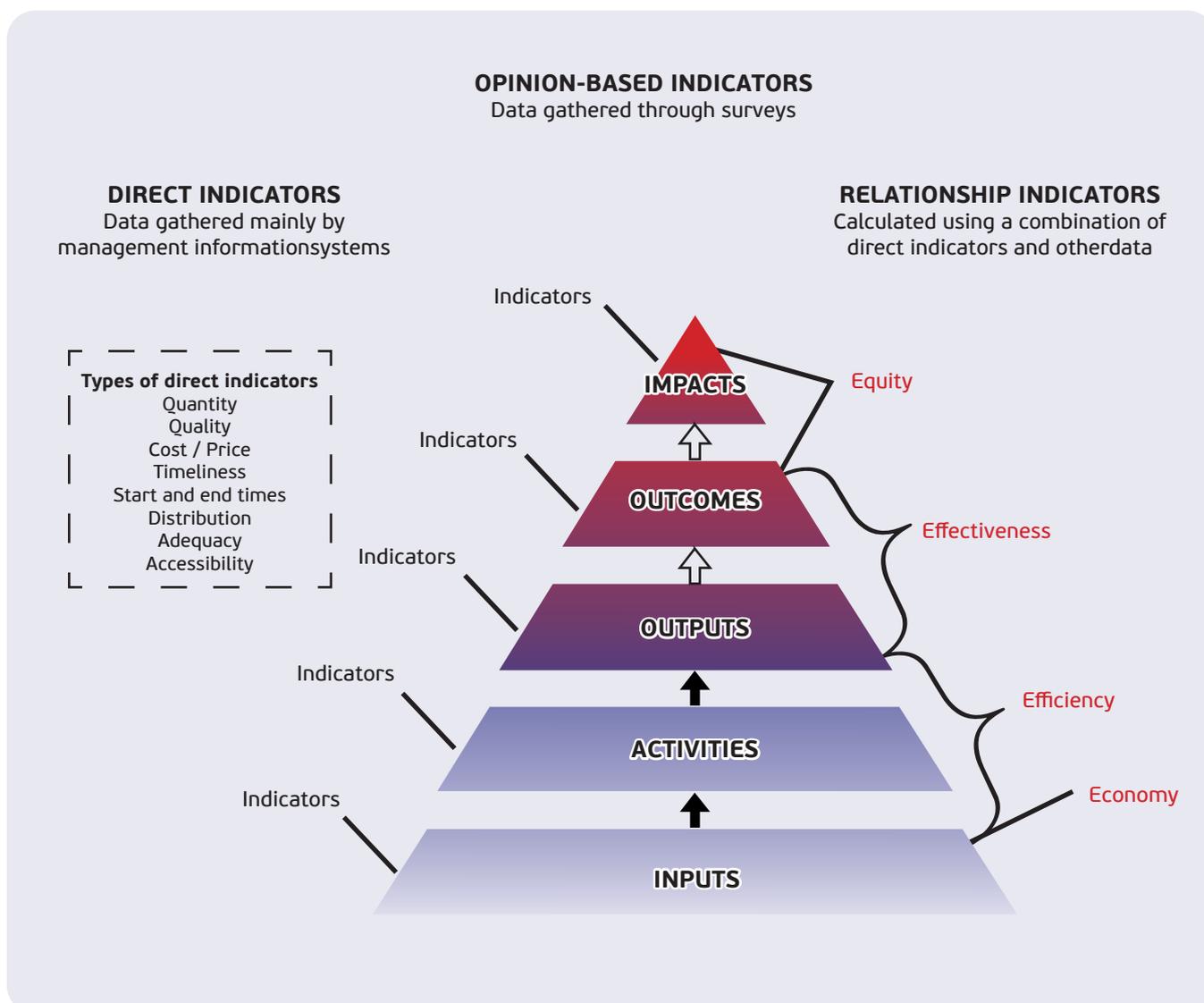
The identified key priority occupations are to be implemented as follows:

- Develop qualifications where none are registered on the NQF;
- Procure training from local accredited TVETPs;
- Where required, upgrade TVETP workshops and machinery;
- Where required, support TVETPs with procurement of training equipment, safety gear and tools towards attaining their registration and accreditation status;
- Establish apprenticeship and traineeship schemes;
- Engage stakeholders (employers) to identify candidates for Recognition of Prior Learning (RPL); and
- Support TVETPs to offer RPL.

Interventions are to be underpinned by a thorough monitoring and evaluation mechanism.

11. Monitoring and Evaluation

The NTA will ensure effective monitoring and evaluation of the plan through a quarterly 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 depicted below:



Sector 5 – Manufacturing, Automotive Sales, Arts and Crafts			
Priorities	5.1 Automotive Engineer (Collision Repair & Spray-painting)	200	
	5.2 Automotive Engineer (Mechatronics)	300	
	5.3 Leather Worker	150	
	5.4 Clothing Designer	500	
	5.5 Manufacturing (Dairy Processing)	100	
Sector 6 – Mining, Quarrying, Construction, Energy, Water and Sanitation			
Priorities	6.1 Solar Equipment Maintenance Installer (Renewable Energy)	200	
	6.2 SHEQ Officer	100	
	6.3 Riggers (Mining, Oil & Gas)	50	
	6.4 Drilling Technician	50	
	6.5 Architectural Stonemasonry	20	
	6.6 Oil and Gas Transferable Skills	20	
Sector 7 – Postal and Telecommunications			
Priorities	7.1 ICT Technicians	100	
	7.2 Database, System and Network Administrator	200	
	7.3 Web Developer	200	
	7.4 Broadcasting, Planning and Implementation Technicians	200	
	7.5 Cellphone Technicians	120	
Sector 8 – Tourism and Hospitality			
Key Priorities	8.1 Facility Maintenance	500	
	8.2 Conservancy Manager	50	
	8.3 Tour Guide (National & Local)	150	
	8.4 Transfer Driver	250	
	8.5 Chef	150	
Sector 9 – Transport, Wholesale and Logistics			
Priorities	9.1 International Trade (Trade Policy Analyst)	140	
	9.2 Freight Handler	600	
	9.3 Aircraft Maintenance Technician	35	
	9.4 Supervisory Skills	1,500	
	9.5 Rail Vehicle Technology	140	
Sector 10 – Wholesale and Retail Trade			
Priorities	10.1 Merchandiser	3,500	
	10.2 Store/ Branch Manager	465	
	10.3 Retail Supervisor (Frontline)	750	
	10.4 Distributor	375	
	10.5 Retail Supervisor (Operations)	750	



NAMIBIA TRAINING AUTHORITY

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