



TVET COUNTRY PROFILE NAMIBIA



Table of Contents

Introduction	1
Policies	1
Governance	2
<i>Implementing Structures</i>	2
TVET Institutions	3
<i>TVET types</i>	3
Funding sources	3
Private sector engagement	3
<i>Private sector authorities</i>	4
Informal TVET systems	4
<i>Teacher training</i>	4
Statistics	4
Infographic	5
Sources	6

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Introduction

The Vocational Education and Training (VET) system in Namibia aims to help people obtain the necessary knowledge and skills needed in a new economy. Namibia's strategy to develop the economy is based on a knowledge-based economy (KBE). To be economically productive in a KBE, people will need to acquire the necessary skills and knowledge to compete in the global economy.

The Ministry of Higher Education, Technology, and Innovation (MHETI) is responsible for and contributes to the government's objective to respond to the needs of the changing economic conditions and the aim to promote skills development in various emerging sectors of employment, such as tourism and computing.

This paper highlights a country-level overview of the TVET system in Namibia, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET and to improve TVET reform and quality.

Policies

The policy or policies guiding TVET legislations is The Vocational Education and Training Act of 2008 which regulate the provision of vocational education and training. In addition to the legislation, the Fifth National Development Plan (NDP5) is the Namibian government's fifth five-year plan (2017/18 – 2021/2022) to achieve its development objectives set forth in Vision 2030. The promotion of VET in Namibia is supported by a number of strategies and policies such as the Namibia Vocational Education Training Policy (2021) which guide the development of vocational education and training.

The following documents provide contextual information on the education system and economic indicators in Namibia as they relate to the TVET implementation and policy.

- **Vision 2030** - anticipates the transformation of the Namibian economy into an industrialised and knowledge-based economy. It challenges the country to implement an efficient and effective TVET system that is able to equip the youth with the necessary skills required to enter the labour market. In this context, the Namibia Training Authority (NTA) is tasked with the responsibility of developing an efficient, effective, and sustainable TVET system aligned with the current and future skills needs of the labour market. One of the NTA's aims is to ensure access to equity and quality in TVET in Namibia.
 - To develop a diversified, competent, and highly productive network of human resources and institutions, fully utilising human potential, and achieving efficient and effective delivery of customer-focused services that are competitive nationally, regionally, and internationally.
 - To transform Namibia into an industrialised country of equal opportunities, which is globally competitive, realises its maximum growth potential on a sustainable basis, and provides improved quality of life for all Namibians.
- **The Namibia Vocational Education Training Policy (2021)** - The policy's overarching goal is for the TVET sector to respond to current and future skills development imperatives in building a knowledge-based citizenry to make Namibia an industrialised nation and a globally competitive country. Objectives to be pursued through this policy have been identified which cut across the TVET value chain and its implementation strategies. For each objective, the policy clearly outlines strategic components with associated activities to achieve such objectives.
 - Increase the engagement of the private sector in the TVET system.
 - Improve the administration of vocational training centres (VTCs).
 - Introduce reforms concerning the financing of TVET and propose to fund TVET providers on the basis of performance and output.



- Increase the capacity of TVET institutions to accommodate more students.
- Reform TVET curricula through the introduction of competency-based education and training (CBET).
- Enhance access to certification and qualifications through streamlining arrangements for the recognition of prior learning; and
- Improve the coordination between community training centres, TVET pre-tertiary and tertiary institutions.
- **The Fifth National Development Plan (NDP5) of 2017/18 – 2021/2022** - tis the Namibian government's fifth five-year plan to achieve its development objectives set forth in Vision 2030. NDP5 is focused on structural transformation and modernization. Over the next five years (2017-2022), Namibia will focus on attaining four high level goals:
 - Achieve inclusive, sustainable development growth
 - Build capable and healthy human resource
 - Promote good governance through effective institution
- **The Vocational Education and Training (VET) Act No. 1 (2008)** - To establish the Namibia Training Authority, the Board of the Namibia Training Authority, and the National Training Fund.
 - to regulate the provision of vocational education and training.
 - to provide for the imposition of a vocational education and training levy.
 - to provide for the appointment of inspectors and designation of quality system auditors and to provide for incidental matters.
- **The Education Act No. 16 (2001)** - provides for an accessible, equitable, qualitative, and democratic education system and has established a number of key government education bodies. The Act also guarantees all citizens free basic education until grade 12.

- **The Namibia Qualifications Authority Act No. 29 (1996)** - provides for the establishment of the Namibia Qualifications Authority (NQA) whose task it is to oversee education and training on the national, regional, and local levels.

Governance

The Ministry of Higher Education, Technology, and Innovation (MHETI) is the custodian of the National Technical and Vocational Education and Training (TVET) Policy and coordinates the policy development process. This responsibility flows from the MHETI's mandate to regulate higher education and to promote TVET, as well as science, technology, and innovation, to drive Namibia towards a knowledge-based economy.

The Ministry provides policy direction and necessary support in areas such as strategy development, target setting, promulgation of TVET orders or by-laws, delineating a broad framework for courses, teaching and learning, and policy revision. Also, the Ministry shall be responsible for regulating TVET financing, monitoring, and evaluating the effectiveness of implementing agencies, as well as monitoring the success of the policy framework in relation to socio-economic developments.

Implementing Structures

The Ministry facilitate development of a uniform structure in the education sector in the country (inclusive of a TVET sub-sector) with horizontal and vertical articulation (including formal and informal training) with clearly defined entry and exit levels in collaboration with key stakeholders such as NQA, NTA, NSFAP and TVET providers,

- **The Namibia Training Authority (NTA)** aims to ensure that young Namibians are trained to meet the needs of industries in the country. Its role is:
 - To be the driving instrument in transforming TVET into a dynamic component of Namibia's pursuit of higher standards of living through industrialisation and the development of a knowledge-based economy.



- To ensure constantly increasing effectiveness and efficiency of vocational education and training in producing a competent and employable workforce for an industrialised Namibia.
- To develop appropriate policies on vocational education and training in response to emerging priorities for skills development.
- To provide guidance in the interpretation and operationalisation of VET policy.
- To monitor regional and global developments in VET and apply these as appropriate to the Namibian VET system. The NTA operates through:
 - The National Training Fund Council which assists the NTA to control and administer the National Training Fund and sets out a framework for the implementation of the Vocational Education and Training Levy, as part of the National Training Fund.
 - The Standards, Assessment and Certification Council which assists the NTA in its task of developing and reforming the TVET system; and
 - The Industry Skills Committees comprised of senior people from industry, which aims to align the TVET systems to the needs of industry.

- **Namibia Qualifications Authority (NQA)** - The NQA take full responsibility for all quality assurance aspects in education and training in the country.
- **Namibia Students Financial Assistance Fund (NSFAF)** - The NSFAF provide financial assistance to TVET trainees. This would form part of the student loan scheme.

TVET Institutions

TVET institutions contribute to the development of skills and knowledge that are relevant to the needs of the industry. Students must register and seek accreditation from the NTA before they can study. TVET providers

support and encourage students to reach their potential and provide them with skills required in the labour market. TVET institutions follow the guidance and direction given to them by their Boards of Trustees and the NTA.

The NTA officially launched the regulations for the registration of vocational education and training providers in March 2013. The regulations are a major step in the NTA's strategy to improve the quality and sustainability of training in Namibia.

TVET types

TVET institutions and responsible ministry

Public/Private Vocational Training Institute (63)

A list of registered training providers and their course offerings and contact details can be accessed on this NTA portal: [Registered Training Provider Portal](#)

Funding sources

- **The National Training Fund (NTF)** is managed by the NTA and is focused on supporting the development of skilled and technical vocational education and training in Namibia. It is also used to mobilise additional funds for training areas that meet the country's economic, technical, and financial constraints. The National Training Fund is composed of:
 - Government funds.
 - Money collected by the NTA, including donations.
 - Any interest earned on investments of the Fund; and
 - A VET Levy which is collected from employers.

Private sector engagement

Through The private sector has an important role in TVET and its implementation. It is committed to contributing to the development of skills and training programmes that are aligned to the needs of the private sector. The private sector help develop and implement policies that will promote the training and employment of skilled and trained individuals in Namibia.



Private companies hire staff members with job related competencies. They provide or support the development of these skills within the company or in consultation with trade unions. They offer appropriate apprenticeship/attachment programmes and establish links with nearby schools, training centres and colleges.

Members of trade unions and other business groups help employees develop skills and find training opportunities in their companies. They also establish links with schools and colleges to promote vocational and technical training.

Other organizations which play a role in TVET include:

Private sector authorities

Namibian Employers' Federation - The NEF advocates on Public Policy and endeavors to influence the laws and regulations with respect to labour relations and in the interest of the Namibian.

Informal TVET systems

Despite the presence of a significant informal sector, particularly in the subsistence sector, there is no documentation on informal TVET in Namibia.

Non-formal TVET programmes are mainly focused on the unemployed youth, women, and the disabled. They are funded by various non-government organizations and private sectors.

Adult literacy programmes and distance learning courses are also available at all levels of education. At the tertiary level, the Centre for Open and Continuing Learning (COLL) provides a variety of courses aimed at helping students maintain their employment.

Non-formal programmes are usually run by non-profit organizations such as or public institutions. They provide training at levels 1 and 2, which can be carried out in a year or less. Community Skills Development Centres (COSDECs) offer short-term TVET programmes.

COSDEC courses in particular require no prior qualification, except for a few trades in highest demand such as information and communications technology (ICT) and hospitality and tourism. The Namibian College of Open Learning (NAMCOL) also offers courses in non-formal training.

Teacher training

Teachers and trainers in Egypt are governed by the Cadre Law of 2006, which sets out the expectations and incentives for teachers and trainers in TVET settings. Teachers and trainers in TVET are classified into the following categories:

- Teachers who provide instructions in subjects or practical skills that are recognised as part of technical or vocational programmes.
- Instructors who work in training institutions, focusing mainly on occupational preparation and skills training.
- Trainers, often known as “in-house trainers,” who work for the private sector and help with work-based programmes.

Statistics

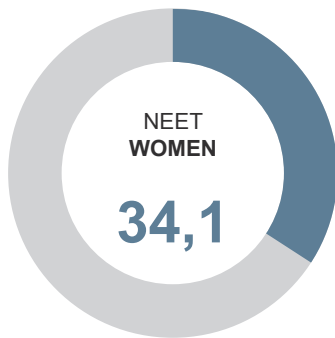
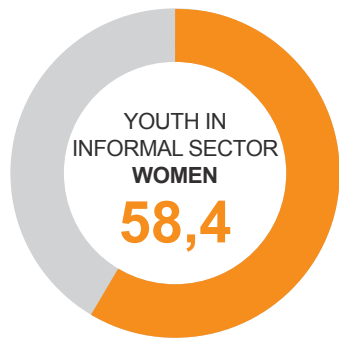
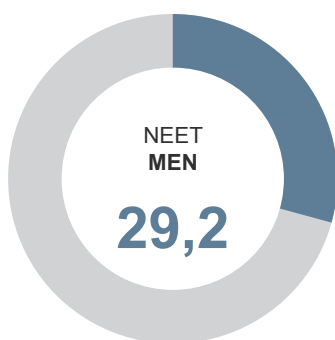
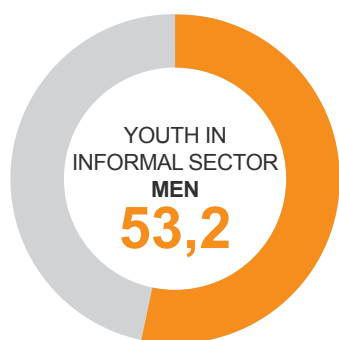
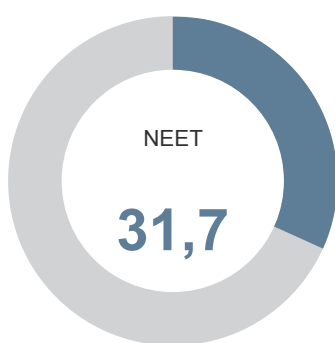
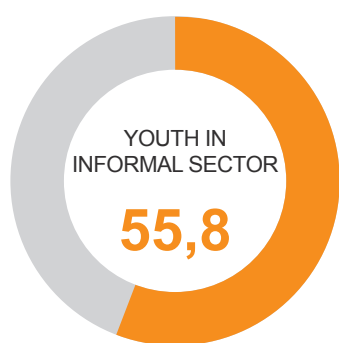
This section presents an overview of demographic and socioeconomic trends relative to progress made against the goals of the education system in Namibia from 2015 to 2021. Youth in this publication refers to persons aged 15-24 years. All data presented here has been extracted from ILOSTAT.



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TVET-COUNTRY LEVEL OVERVIEW NAMIBIA



YOUTH IN POPULATION

19,3%

YOUTH IN FORMAL SECTOR

29,3%

GOOD PRACTICES

Lessons learnt, resources and skills associations

<https://aspyee.org/page/good-practices>





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