**Mapping practical tools that facilitate the implementation of work-based learning**

**In the Republic of Namibia[[1]](#footnote-1)**

**‘Training Implementation Plan template supporting the delivery of work-integrated learning (WIL) in Namibia’[[2]](#footnote-2)**

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| **Tools** | Training Implementation Plan template introduced to support the delivery of work-integrated learning (WIL)[[3]](#footnote-3) programmes in Namibia. |
| **Tool focus** | The tool, used as an annex to Namibian Training Authority (NTA) funding agreements[[4]](#footnote-4) signed with employers, records information related to NTA supported WIL programmes, ensuring that criteria related to Namibia Training Authority (NTA) WIL procedures and guidelines are being included in programme planning. |
| **Target group** | Employers planning to hire apprentices, prospective apprentices/trainees, TVET providers (TVETPs) partnering employers in the delivery of apprenticeships, industry mentors, NTA officials. |

**TVET in Namibia**

**Introduction**

Namibia’s economic growth is threatened by its dependency on low productivity sectors, a vulnerability that has manifested itself with high levels of youth (15-34 age group) unemployment, measured at 46.1% in 2018[[5]](#footnote-5). The need to utilise Namibia’s human resource through an efficient and effective TVET system is captured in the country’s ‘Vision 2030’ which anticipates the transformation of the Namibian economy into an industrialised and knowledge-based economy. Vision 2030 is being delivered through a series of National Development Plans, which include TVET objectives related to:

* Increased enrolment, resourcing, capacity and provision
* Linking to key priority sectors and enhanced pathways to general education
* Enhanced sector leadership, management and quality
* Increase private sector engagement in the TVET system to promote relevance and credibility
* Improved financing, including linking funding to performance and outcomes
* Introduction of competency-based education and training (CBET)

The Government of Namibia (GoN), through the Ministry of Higher Education, Technology and Innovation (MHETI), is committed to enhancing TVET quality and relevance through the introduction of more effective models of Work Integrated Learning (WIL), which is equitable in definition to work-based learning.

This includes the National TVET Policy, MHETI (2021), with the objective to establish a sector defined by; increased private sector engagement, improved administration, performance linked funding, access and inclusion, utilisation of RPL models and enhanced linkages between TVET and the wider education sector[[6]](#footnote-6). Namibia’s strategic vision for WIL is now been translated into reality through the design of Namibia’s Work Integrated Learning Policy[[7]](#footnote-7), which is being developed under the leadership of the Namibian Training Authority (NTA)[[8]](#footnote-8). This includes the realisation of WIL policy objectives linked to[[9]](#footnote-9):

* Establishing a WIL framework for the TVET system (employers, trainees, providers)
* Promoting increased TVET access and inclusion
* Introducing financial incentives for employer engagement in apprenticeships and industrial attachments
* Utilising Namibia’s vocational education and training (VET) levy to promote quality WIL delivery and models
* Increasing TVET credibility and relevance to address skills mismatches and facilitate the transition to employment

To support the realisation of these objectives, NTA have developed a series of WIL guidelines and procedures. These guidelines seek to embed models of employer engaged WIL that are funded through Namibia’s employer levy and governed by NTA administered framework.

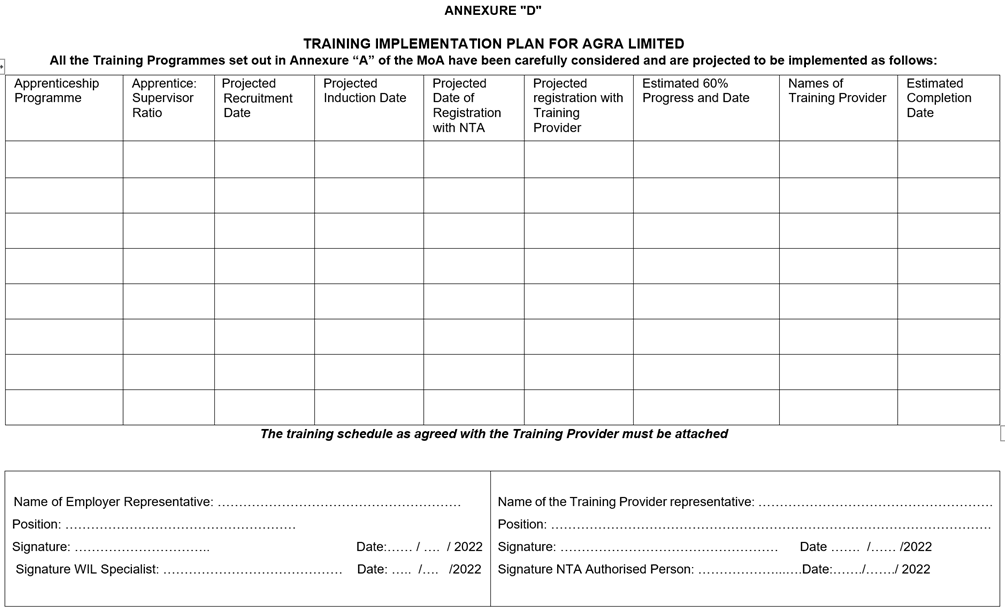
**The tool: WIL Training Implementation Plan Template**

**Background**

Training Implementation Plans, presented in an annex to WIL funding agreements between NTA, employers and TVETPs, have been developed by NTA to facilitate the implementation of WIL procedures and guidelines (these guidelines are described in a separate initiative report developed through this study).

Training Implementation Plans support employers, and their TVETP partners, to understand criteria for the development of quality WIL programmes, through:

* Joint sign off by both employer and training provider (TVETP) representatives, which ensures that WIL programmes are been developed collaboratively as defined in the guidelines.
* Approval by an ‘NTA authorised person’ which means that learner registration and programme design meets NTA guidelines.
* Provides a guide for employers as they develop apprenticeship training programmes that are aligned with NTA guideline requirements. This includes recording of information linked to:
  + Supervisor/apprentice ratios: NTA guidelines specify minimum supervisor/apprenticeship ratios to ensure training safety and quality.
  + The recording of data related to recruitment, induction and, TVETP and NTA registration dates will help to ensure that employers are meeting key criteria linked to the funding of WIL subject to; NTA approval of apprenticeship agreements, workplace induction, identification and communicating of skills gaps by employers for TVETPs and setting training implementation plans.
  + The recording of data linked to key programme milestones (recruitment, induction, registration, progression, completion) to align funding traches with trainee success and progression.
* Linking of apprenticeships to aligned training programmes through; joint agreement with a TVETP representative, the attachment of a training schedule, and names of training providers. As per NTA guidelines, training schedules need to be jointly agreed between employers and TVETPs in terms of duration and practical/theoretical input based on a 70:30 ratio, and estimated costs.



**Pros and Cons**

**Pros**

* The tool provides a practical guide which will help to support and guide employers in the development of effective training programmes.
* The use of NTA WIL policy criteria in implementation plans’ fields will help to ensure that employers (and partners) are developing programmes aligned with guidelines and funding requirements. The tool provides an example of how policy can be translated into practice.
* The introduction of TVETP requirements in the planning from will ensure that employers have considered how they can establish TVET sector partnerships that support the development of appropriate training schedules, embedding of theoretical input and the effective costing of WIL programmes.
* The recording of apprenticeship/supervisor ratios will promote the safety and quality of WIL programmes and ensure that employers are adhering to minimum supervision requirements.
* Recording data linked to recruitment, induction, registration (TVETP and NTA), progression and completion will help to formalise WIL and that apprentices progress is being monitored and recorded.
* Registration will also address some of the challenges associated with recording WIL in the informal sector.
* The use of the ‘Apprenticeship: Supervisor Ratio field will directly ensure that employers are meeting NTA WIL Guidelines requirements through assigning an appropriate supervisor resource to meet training and safety needs.
* The use of a progress check (60%) field will also ensure that the template supports the allocation of funding to reflect apprentices’ progression. This will allow NTA to monitor progress to reflect the utilisation of funding ‘tranches.’ This will allow them to utilise levy funding to drive target outcomes.

**Cons**

* Some stakeholders will need further development for them to fulfil their allocated roles and a more descriptive document, highlighting how the different fields could be populated could further engage stakeholders.
* The tools focus on the registration process and pre delivery requirements but further fields related to how WIL is delivered, monitored and assessed could add additional value.
* The plan provides a valuable tool for the recording of planning activities there is a need for follow up reviews to confirm their actual implementation.
* The document could include a process plan describing the stages in its completing, approval and monitoring.

**Source:**

* Namibia <https://www.giz.de/en/worldwide/323.html>, GIZ, (last accessed 01.07.22)
* National Technical, Vocational Education and Training Policy (MHETI 2021)
* National Training Authority ‘Funding Agreement’ (Annexure D ‘Training Implementation Plan for Agra Limited’)
* Procedures and guidelines for the implementation of work-integrated learning policy in TVET (NTA 2020)
* TVET, Higher Education and Innovation Namibia (UNESCO 2016) <https://unesdoc.unesco.org/ark:/48223/pf0000245818> (last accessed 01.07.22)
* Work Integrated Learning (WIL) (NTA 2019)
* World TVET Database, Namibia (UNEVCO 2015) <https://unevoc.unesco.org/wtdb/worldtvetdatabase_nam_en.pdf> (last accessed 01.07.22)

1. Throughout this paper, the African Union abbreviation – Namibia – will be used. [↑](#footnote-ref-1)
2. Disclaimer: This publication was produced with the financial support of the European Union and the German Federal Ministry for Economic Cooperation and Development. The views and opinions expressed herein are those of the authors or persons cited and do not necessarily reflect the official policy, view or position of AUDA-NEPAD, the European Union or the German Federal Ministry for Economic Cooperation and Development. The terms used herein and the presentation of material therein do not imply any endorsement by AUDA-NPAD, the European Union or the German Federal Ministry for Economic Cooperation and Development. Information in this book is offered in the understanding that it does not contain legal, financial or other forms of professional advice. Although the author has made great efforts to ensure the accuracy of the content, errors and omissions may occur. [↑](#footnote-ref-2)
3. Namibian TVET sector uses the term ‘Work-integrated learning’ to describe work-based learning models which will be applied in this report [↑](#footnote-ref-3)
4. National Training Authority ‘Funding Agreement’ (Annexure D ‘Training Implementation Plan for Agra Limited’) [↑](#footnote-ref-4)
5. GIZ Namibia <https://www.giz.de/en/worldwide/323.html> [↑](#footnote-ref-5)
6. National Technical, Vocational Education and Training Policy (MHETI 2021) [↑](#footnote-ref-6)
7. Procedures and guidelines for the implementation of work-integrated learning policy in TVET (NTA 2020) [↑](#footnote-ref-7)
8. Namibia Training Authority (NTA) national agency tasked with the responsibility of developing an efficient, effective and sustainable TVET system [↑](#footnote-ref-8)
9. Procedures and guidelines for the implementation of work-integrated learning policy in TVET (NTA 2020) [↑](#footnote-ref-9)