



This action is funded by the European Union

ANNEX 1

to the Commission Decision on the Annual Action Programme 2015 in favour of the Republic of Namibia to be financed from the 11th European Development Fund

Action Document for Support to Vocational Education and Training

INFORMATION FOR POTENTIAL GRANT APPLICANTS

WORK PROGRAMME FOR GRANTS

This document constitutes the work programme for grants in the sense of Article 128(1) of the Financial Regulation (Regulation (EU, Euratom) No 966/2012), applicable to the EDF by virtue of Article 37 of Regulation 2015/323 in the following sections concerning calls for proposals: sections 5.3.1.

1. Title/basic act/ CRIS number	Support to Vocational Education and Training CRIS number: NA/FED/037-859 financed under the 11 th European Development Fund(A envelope)
2. Zone benefiting from the action/location	Namibia The action shall be carried out at the following locations: in Ohangwena, Omusati and Oshana regions in northern Namibia.
3. Programming document	11 th EDF National Indicative Programme 2014-2020 and the Joint EU Response Strategy for Namibia
4. Sector of concentration/ thematic area	Education and skills development
5. Amounts concerned	Total estimated cost: EUR 9 125 000 Total amount of EDF contribution: EUR 9 000 000 (13% of NIP) This action is co-financed by potential grant beneficiaries for an indicative amount of EUR 125 000
6. Aid modality(ies) and implementation	Project Modality Direct management – grants – call for proposals Indirect management with the German Agency for International

modality(ies)	Cooperation (GIZ). Direct management: grants - call for proposal			
7. DAC code(s)	11330 - Vocational training			
8. Markers (from CRIS DAC form)	General policy objective	Not targeted	Significant objective	Main objective
	Participation development/good governance	<input checked="" type="checkbox"/>		
	Aid to environment	<input checked="" type="checkbox"/>		
	Gender equality (including Women In Development)		<input checked="" type="checkbox"/>	
	Trade Development	<input checked="" type="checkbox"/>		
	Reproductive, Maternal, New born and child health	<input checked="" type="checkbox"/>		
	RIO Convention markers	Not targeted	Significant objective	Main objective
	Biological diversity	<input checked="" type="checkbox"/>		
	Combat desertification	<input checked="" type="checkbox"/>		
	Climate change mitigation	<input checked="" type="checkbox"/>		
	Climate change adaptation	<input checked="" type="checkbox"/>		
9. Global Public Goods and Challenges (GPGC) thematic flagship	Not applicable			

SUMMARY

The project presented here addresses some of the key issues confronting the vocational education and training system in Namibia. Although industry/private sector is involved at different levels of the Vocational Education and Training (VET) system, such as identification of skills shortages and prioritisation of training initiatives, development of training standards, assessment processes, and delivery of training, it appears that a lack of industry-relevant VET programmes still persist in particular in relation to the main economic sectors outlined in Namibia's National Development Programme IV, such as Agriculture, Tourism, Manufacturing and Logistics. The poor quality of training programmes, the limited numbers of graduates, the inadequate number of training places for school leavers and out of school youth seeking skill development opportunities, the persistent under representation of some groups including females in vocational training, and the perception that vocational and technical education is a second-rate alternative to a purely academic tertiary education are further backlogs in the current system.

This Action Document has been prepared in close consultation with the National Planning Commission, the Namibia Training Authority (NTA) and the German Agency for International Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit - GIZ). The project should assist the NTA to achieve some of the key objectives in its Strategic Plan for 2014/15 - 2018/19, particularly in relation to Key Focus Area 1 – Organisational Effectiveness and Key Focus Area 4 – Training and Related Service Provision. Germany is the lead donor in the sector and has supported sector reforms and strategy development over recent years. Its implementing agency, GIZ, carries out the "Promotion of Vocational

Education and Training project (PROVET) ", which is focused on strengthening the core processes in VET programme design and delivery. Industry and private sector relevance of VET is a core objective pursued by PROVET.

The overall objective of the present project is to increase access to and improve the quality and relevance of VET in Namibia. Through the establishment of a Training Hub, comprising a cluster of existing vocational training centres and a sustainable VET information and awareness raising campaign, increased access for disadvantaged groups to a wide range of short courses and training programmes that are geared towards the need of the community and country at large, will be achieved. The establishment of the Training Hub is supported by a range of enabling measures including the establishment of a model for private sector engagement, enhanced management and trainer capacity, the introduction of demand-oriented VET qualifications and short courses and strategic procurement of equipment, building works and e-learning facilities, with the purpose to enhance job opportunities and career development. The project is complementary to the one carried out by Germany/GIZ based on a clear sub-sectoral division of labour as agreed when preparing the Joint EU Response Strategy for Namibia.

Acronyms and Abbreviations

BEAR	Better Education for Africa's Rise
CBET	Competence Based Education and Training
COSDEC	Community Skills Development Centres
GIZ	German Agency for International Cooperation
ISC	Industry Skills Committee
KAYEC	Katatura Youth Enterprise Centre
KRIVET	Korean Research Institute for Vocational Education and Training
MCA	Millennium Challenge Account
NANTU	Namibia National Teachers' Union
NCCI	Namibia Chamber of Commerce and Industry
NCTU	National Congress of Trade Unions
NDP	National Development Plan
NEF	Namibian Employers' Federation
NIED	National Institute for Educational Development
NIMT	Namibian Institute of Mining and Technology

NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
NTA	Namibia Training Authority
NTF	National Training Fund
NUNW	National Union of Namibian Workers
PROVET	Promotion of Vocational Education and Training (project funded by the German Government and implemented by GIZ)
SME	Small and Medium Enterprises
SSP	Sector Skills Plan
TUN	Teachers Union of Namibia
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VET	Vocational Education and Training
VETMIS	Vocational Educational and Training Management Information System
VTC	Vocational Training Centre (Vocational Training Provider administered by the NTA)

1 CONTEXT

1.1 Sector / Thematic Area

The sector addressed in this action is Vocational Education and Training and the thematic area is Education and Skills Development. There has been no significant change in the context since the preparation of the programming document.

1.1.1 Public Policy Assessment and EU Policy Framework

The broad policy and strategic directions for the vocational education and training sector are shaped by three key documents: Vision 2030, the National VET policy and the NTA Strategic Plan for 2014/15 - 2018/19.

Vision 2030, which emanates from the Office of the President, sets the broad directions for skill formation in the country with the aim of transforming Namibia into an industrialised economy. The series of National Development Plans (NDPs), the latest of which is NDP4, set out more detailed prescriptions for skill formation, including identification of the key sectors of the economy earmarked for development and the associated need to boost the provision, quality and access to vocational training. The National Human Resources Plan, produced by the National Planning Commission, identifies in broad terms the skills needed for Namibia to achieve the objectives of Vision 2030 and the various NDPs.

Against this background the Namibia Training Authority (NTA), which has delegated authority from the Ministry of Education to regulate the national VET system, has established and implemented a national VET policy and a strategic plan that envisages a shift from a supply to a demand-driven, private-sector led VET system, based on sector skills plans for key industry sectors and competency-based education and training. The sector skills plans, the first of which is for Agriculture, provide the labour market intelligence that the Industry Skills Committees need to advise the NTA on the skill development initiatives and interventions required in their respective sectors. Furthermore, the policy mandates the NTA to manage the Training Levy, which was introduced in April 2014, and is designed to boost both VET funding and participation in the formal VET system.

More recently, the Ministry of Education has rejuvenated its involvement in the VET sector by introducing a revised curriculum for Basic Education that includes a strong emphasis on pre- vocational education. Taken together, these three documents, which are reasonably well coordinated, define the overall policy and strategic direction for the VET system in Namibia.

Namibia's policies and strategies for VET reform are consistent with European Union (EU) policies and commitments, such as the Agenda for Change, the communication on a stronger role of the private sector in achieving inclusive and sustainable growth or the aid effectiveness agenda (Paris Declaration, Accra Agenda for Action, Busan Partnership for Effective Development Cooperation). The key pillars of these, namely private sector participation, commitment to local ownership of development initiatives, inclusive partnerships, delivering results, and capacity development, are evident in NDP4 and the NTA VET policy and strategic plan. In this context, NTA's recent moves to introduce a Vocational Educational and Training Management Information System (VETMIS) system and a monitoring and evaluation framework are highly consistent with the focus on delivering results.

A key area in which further work is required to harmonise VET reform in Namibia with the EU's aid objectives is the mainstreaming of cross cutting issues, such as gender and HIV &

AIDS. GIZ, through the PROVET project, has put forward a comprehensive series of recommendations and initiatives directed at ensuring that both the NTA and public and private VET providers promote inclusion particularly in relation to gender, HIV & AIDS, and persons with disabilities.

1.1.2 Stakeholder analysis

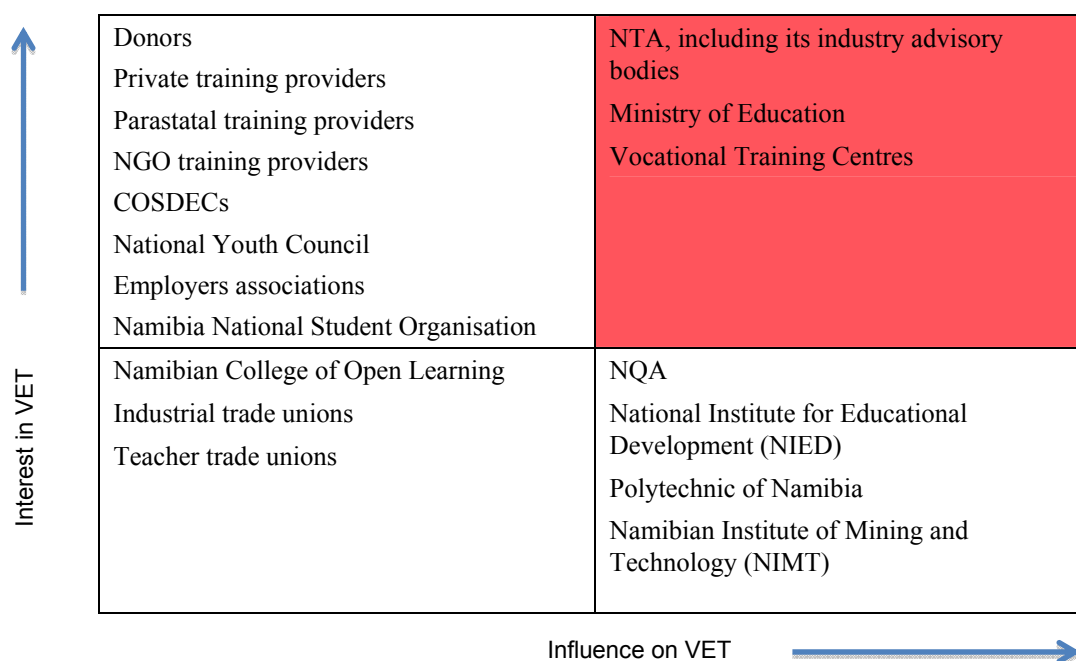
The key stakeholders in the national vocational education and training system include:

The Ministry of Education	Responsible for overall education and training policy with particular responsibility for pre-vocational training in the school system.
NTA	Responsible for regulation of the national VET system, management of network of Vocational Training Centres and administration of the training levy.
Namibia Qualifications Authority (NQA)	Responsible for accreditation of training providers and registering qualifications on the National Qualifications Framework.
Polytechnic of Namibia	Responsible for training of VET instructors and providing higher level technical qualifications that articulate with lower level VET programs.
Namibian College of Open Learning	Responsible for provision of online and distance VET entry level programs.
National Institute for Educational Development	National curriculum development agency with responsibility for development of pre-vocational curriculum.
Donors	Includes Germany (GIZ as implementing agency), UNESCO (BEAR project) and the Millennium Challenge Account (MCA).
Private Training Providers	Commercial training providers responsible for delivery of training programmes.
Vocational Training Centres (VTCs)	The national network of NTA-managed training centres responsible for delivery of training program.
Namibian Institute of Mining and Technology	A semi-autonomous vocational training center.
Community Skills Development Centres (COSDECs)	Government operated network of community training providers offering VET programs to disadvantaged groups.

Parastatal training providers	In-company training units established within semi government bodies.
National Youth Service	National youth organisation that offers entry level VET programmes.
Teachers Unions	The two national teacher unions, NANTU and TUN, which represent the industrial interests of VET trainers especially those employed in government training centres.
Industrial union bodies	The two most important trade unions organisations, NUNW and NCTU, representing the interests of workers in skills development discussions.
Employers association	The two leading, employer associations, NEF and NCCI, representing the interests of employers in skill development discussions.
Namibia National Student Association	National organisation representing the interests of trainees currently undertaking training predominantly within the Vocational Training Centres.

Figure 1 provides a preliminary analysis of the interest and influence of the main stakeholders in the national VET system. The stakeholders in the red square, the NTA, Ministry of Education and the VTCs, have high interest as well as high influence in the national VET system and are therefore important stakeholders.

Figure 1: Analysis of interest and influence of key stakeholders on the national VET system



The national network of VTCs administered by the NTA and the individual teachers and principals employed at these Centres are an influential group. Experience suggests that any move to implement VET reform needs to take into account the views of this group as they have a significant impact on facilitating or impeding reform. There is a large group of stakeholders who have an active interest in the sector. These include employers' associations, non VTC training providers and donors such as the EU and GIZ. These groups tend to have a keen interest in the sector but relatively limited influence. Another important group is the State owned education focused institutions, including the NQA, the Polytechnic of Namibia, the NIED, the NIMT, the semi-autonomous training provider, which have moderate interest in the national VET system but can have a significant influence on policy making, strategic planning and implementation of VET reforms and programmes. While the teacher and industrial unions are stakeholders in the system both their influence and interest seems to be relatively low.

1.1.3 Priority areas for support / problem analysis

A well-educated and appropriately skilled population is a precondition for Namibia's transition to an industrialised and knowledge based economy as envisioned in Vision 2030. Despite significant investment in vocational education and training under previous NDPs, the training system is unable to meet the nation's skill needs.

NDP4, which was released in May 2011, argued that the provision of vocational education and training is a '*... serious challenge in Namibia. ... While the number of VET and community skills development centres gradually increased under the NDP3, quality remains a concern.*' In response, NDP4 argued for: (1) VET programs to be linked to NDP4 priority areas, (2) increased VET provision, (3) the introduction of competency-based education and training, (4) improved trainer training, and (4) upgrading of the equipment and infrastructure in VET centres.

There are 34 vocational training providers in the country that are registered with the NTA. However there is a significantly larger number of non-registered training providers. These include the 10 COSDECs, NGO sponsored training centres, parastatal skills development centres, public and private training providers. In spite of the growth in the number of training providers many young people cannot access the training sector, females tend to be underrepresented in VET programmes, opportunities for up- skilling existing workers are very limited, and there are skill shortages in key occupational areas that restrict business development and growth.

The key constraints and associated priority areas for support in the VET system in Namibia include: (1) a need for leadership and management capability development in VET institutions, particularly the government funded VTCs, (2) a shortage of skilled trainers with industry experience who have higher-level technical competencies, (3) limited industry / community engagement, (4) relative absence of VET programs that address industry / community skill development needs, and (5) the need to strategically re-equip workshops and rehabilitate training facilities to support the implementation of the new qualifications that reflect industry training requirements.

2 RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
VET sector financing A training levy has been introduced in the VET sector that is expected to raise approximately NAD 220 million per year. The Government of the Republic of Namibia, through the Ministry of Education, might consider reducing funding to the VET sector as result of the introduction of the levy. This may limit the capacity of the NTA to implement key aspects of its strategic plan. The risk is high as data in the current Medium Term Plan indicates that the budget allocation to the VET sector is expected to contract by NAD 14 million between 2105/16 and 2016/17.	H	<ul style="list-style-type: none"> There are established criteria for the allocation of funds collected through the training levy. The capacity to redirect funds may be limited by this arrangement. The Training Levy has been implemented with the support of key industry stakeholders. Redirecting the funds to cover recurrent expenditures may reduce industry support for the scheme. Appropriate funding for the sector and sub-sectors will be an item of discussion in the framework of the sector policy dialogue
Shift in NTA strategic directions There is a risk that the NTA may shift its strategic focus away from issues to do with VET expansion and addressing quality and access issues in the VET sector.	L	<ul style="list-style-type: none"> The NTA has been fully consulted on the project and has provided no indication that the project is at odds with the NTA's strategic plan. Improving VET quality and access in VET is a major priority for the NTA and the Ministry of Education. Addressing quality issues in VET is a priority area in NDP4.
Capacity of NTA to absorb a major project There is a risk that the NTA's capacity to manage and actively participate in the project may be limited due to a lack of expertise and competing commitments, including the implementation of the Authority's strategic plan and involvement in other donor related projects, such as the GIZ initiative.	L	<ul style="list-style-type: none"> Engagement of a competent project manager should minimise demands placed on the NTA Linking the project outcomes to key NTA objectives, such as VET expansion, means that project should assist the NTA to achieve its strategic objectives. Ensuring that the project complements other donor activity, particularly the PROVET Project sponsored by the German Government, will reduce the chances of duplication of efforts and ensure that the outcome of the project complements the activities of other donors.
Assumptions		

The two key assumptions are that the NTA will (1) take ownership and responsibility for the project, and (2) retain its current commitment, as expressed in its Strategic Plan for 2014/15 – 2018/19, to expand VET provision including addressing quality and access issues in relation to VET programmes.

3 LESSONS LEARNT, COMPLEMENTARITY AND CROSS-CUTTING ISSUES

3.1 Lessons learnt

The EU has been a significant contributor to the recent reforms in the national VET system in Namibia. The EU has been involved under the 9th and 10th European Development Funds (EDFs) in the support of the Education and Training Sector Improvement Programme, a comprehensive plan to modernise the Namibian education and training sector, which included providing support for the establishment of the NTA. This involved assisting with the formulation of the legislation to establish the Authority, the curriculum review which led to the implementation of competency based education and training in the sector, and the early work on the formulation of the Training Levy.

Some of the key lessons that have emerged from this involvement include: (1) ensuring that VET reform does not run ahead of the capacity of key VET institutions, such as the Vocational Training Centres, to absorb change; (2) the need to maintain a strong focus on capacity building at both central and institutional level; (3) the importance of not adopting a “one size fits all” approach to supporting the development of VET providers, and (4) the need to promote local ownership and control of VET system reform, and (5) the need to engage industry/private sector in the design and delivery of VET training programmes.

3.2 Complementarity, synergy and donor coordination

In early 2014, the NTA established a donor coordinating committee. This committee, which operates out of the office of the Chief Operating Officer, will progressively assume responsibility for coordinating donor support to the VET sector.

In March 2013, the EU partners, representing the largest providers of aid to Namibia, agreed on a Joint EU Response Strategy for Namibia in order to enhance the effectiveness and impact of European development cooperation. The priority areas identified for support by EU development partners are fully aligned to NDP4. The EU and Germany will primarily support education and skills. Germany, under the focal area of sustainable economic development, is supporting vocational education and training. While the German support to VET is rather systemic and with coverage at national level, the EU will focus on the region and thus contribute to national activities positively impacting the regional level, while lessons learned at regional level will be up scaled to national level. France, Portugal and Spain will continue to provide support to culture and language programmes. The EU will intervene in the areas of early childhood development / pre-primary education and vocational education and training while Germany will focus on building the capacity of the formal vocational training sector.

Under the 11th EDF, the EU will focus on providing support to improve quality and access in the VET sub-sector. It is envisaged that this will complement the work that is currently being undertaken or planned by the NTA and its other donor partners.

The GIZ, through the PROVET project, which is the largest donor supported project, is working with the NTA to advance vocational education and training in Namibia with the objective to ensure that industry demand for vocational qualifications in selected sectors is increasingly covered. The project also addresses crosscutting issues such as gender, HIV & AIDS, and disability. The GIZ- PROVET initiative has four strategic components. These are:

(1) *Supporting private and public training providers in the implementation of demand-oriented training programmes* – this component focuses on providing advice and training to VET sector management, VET trainers, members of the community and the private sector at large. This intervention will enable stakeholders to effectively fulfil their role in a competency-based training and working environment. Based on industry-defined Sector Skills Plans (SSP) demand-oriented training programmes for skilled and semi-skilled workers are identified and developed. The strong involvement of private sector, small/medium enterprises and industry associations is part of the key concept in the identification and development of skills standards (competency standards) leading to national recognised qualifications. Under the latest reforms of the Namibian Competency Based Education and Training (CBET) system, the PROVET project assists in designing and developing flexible training programmes with multiple entry and exit points at different National Qualifications Framework (NQF) levels that will provide enhanced access to short-term and long-term VET training programmes and create pathways for lifelong learning.

(2) *Strengthening key elements in the VET core process* - this component is directed at assisting the NTA in training of trainers, strategic data capturing (VETMIS), and the implementation of supportive measures for the establishment of an independent, local VET market. Capacities of interested private and public training providers will be enhanced in offering high-quality programmes leading to certification of national qualifications. Crosscutting issues such as gender, HIV & AIDS, and inclusion of disabled persons become of significant importance in this component.

(3) *Supporting funding conditions for industry prioritised training programmes* – this component aims to improve mechanisms for funding training and continuing education priorities through the Training Levy. Therefore, capacity building of staff at the National Vocational Training Fund (NTF) is one of the focal areas. The collection and transparent disbursement of funds from the NTF shall be regarded as decisive action to improve the trust between government and business and to finance the national training priorities. While the success of the NTF is determined on whether the funds are used properly, it is equally important that these funds are properly managed and controlled. Accordingly, the project will support the NTF to validate and bill the collected charges, ensure compliance measures and monitoring, handle the disbursement of funds from the charges for enterprise in-house training and advise companies on in-house training programmes that may be eligible for funding.

(4) *Fostering private sector engagement in the development of demand-oriented training* – this component is designed to strengthen the involvement of industry in the planning, implementation and monitoring of training. Although major industry sectors are represented by Industry Skills Committees (ISCs) their involvement in the Namibian VET system still needs to improve. The project will help in the revision of the Terms of Reference of the ISCs and support their regular activities to ensure adequate participation of industry in the development of vocational training provision. In collecting data for specific expertise

required, the ISCs will be advised in the development, evaluation and continuous updating of SSPs.

The PROVET project is the first phase of an overall programme of nine years agreed between the Governments of Namibia and Germany. PROVET's initial 30-month duration extends to September 2017.

The Millennium Challenge Account (MCA) has also been an active participant in the sector. The MCA Namibia programme has focused on three key activities. These are: (1) supporting the improvement and expansion of the network of COSDECs; (2) assisting with the establishment and management of the national Training Levy; and, (3) providing Competitive Grant Funding for priority training that would include vocational training programmes and tourism training, as transitional support prior to the NTF having sufficient operational capacity and resources. This support has come to an end in 2014.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Korean Research Institute for Vocational Education and Training (KRIVET) are also providing assistance to the NTA through the 'Better Education for Africa's Rise' (BEAR) Project, which is focused on improving developing standards, curriculum and learning materials, supporting curriculum implementation and upgrading trainer skills.

3.3 Cross-cutting issues

The key cross cutting issues to be addressed through both components of this project are gender, HIV&AIDS and disability.

A key focus of this project is to boost access to vocational training for all underrepresented groups of learners. Females are generally underrepresented in VET programmes in Namibia. For example, females comprise 41.2% and 46.3% of enrolments at Windhoek and Rundu VTCs, respectively.

The Training Hub, which will be developed through Component 1, will pay particular attention to tackling the issues identified in the study on mainstreaming gender in VET that was undertaken by the GIZ-PROVET. In summary, the study concluded that:

- most VET institutions do not have policies with regard to gender in terms of trainee intake or engagement of instructors;
- gender issues are not considered in mainstream VET curriculum;
- there is no systematic data collection by the NTA or VTCs on gender issues;
- while there is a national policy on HIV & AIDS (2007) and a national policy on HIV & AIDS in the education sector (Ministry of Higher Education, Training and Employment Creation 2003) the NTA does not have an explicit policy on HIV & AIDS and few VET institutions have policies in this area;
- There is a lack of focus on behaviour change in HIV & AIDS programmes provided in VET institutions.

4 DESCRIPTION OF THE ACTION

4.1 Objectives/results

The overall objective is to contribute to a well-educated and skilled society in Namibia that plays an active role in the social and economic development of the country. The specific objectives of this action are to increase equitable access to and completion of VET programmes and improve VET quality to ensure provision of labour market oriented skills and competencies. The results of this project will be:

- the establishment of a Training Hub, comprising a small cluster of vocational training centres, that is focused on raising the quality and improving access to vocational training in a cluster of regions (Component 1);
- the design and implementation of information and awareness raising campaigns to increase stakeholder and community awareness of vocational education and training and labour market opportunities (Component 2).

4.2 Main activities

Component 1 - Establish a Training Hub that is focused on raising the quality and improving access to vocational training in a cluster of vocational training centres.

Under this component a Training Hub comprising Valombola, Eenhana and Nakayale VTCs will be formed. Out of the 8 VTCs under the auspices of the NTA these three centres have been carefully selected based on the expected degree of socio- economic benefits in the country. They are located in Namibia's north, in the most densely populated regions of the country, where economic activities and job opportunities are larger than elsewhere in the country. This proposal is consistent with the European Commission's Communication on 'A stronger role of the private sector in achieving inclusive and sustainable growth in developing countries'. The three centres had a total enrolment of 1 008 trainees in 2013 with 63 trainees at Nakayale VTC, 315 at Eenhana VTC and 630 at Valombola VTC. The total population of the three regions in which these Centres are based was 665 286 people in 2013 or 31.4% of the national population. Given the above it appears that the current training provision is inadequate and there is scope to develop more market-sensitive training provision in the region with the aim of improving employment/self-employment opportunities for new entrants, existing workers and those who lack access to the labour market. It is envisaged that any new training provision that is developed through the hub will reflect the skill development priorities identified in the SSP that are under development by the ISCs of the NTA. NTA is also carrying out a labour market analysis, which is supported by the GIZ within the PROVET project. Given the extensive analysis that has already been undertaken, it is recommended that the current project draws on this existing work rather than commission new labour-market analysis. This will avoid unnecessary duplication of effort.

It is envisaged that a key outcome of this intervention would be to assist the three VTCs to improve access to and participation in VET programmes in their respective regions. The Training Hub would also have a clear focus on improving the quality of VET provision and providing a 'toolkit' that the NTA and its donor partners could use in the long-term to support VET development and/or expansion in other regions of the country.

Nakayale and Eenhana VTCs are relatively new organisations and provide ‘greenfield sites’ for the development of new approaches to the management and delivery of VET programmes. On the other hand, Valombola VTC is an established institution that has performed below expectations and has had ongoing problems in relation to offering quality VET programmes. Given this situation it is unlikely that a ‘one size fits all approach’ would be taken to Centre development and improvement. Rather the Training Hub would work with each Centre to establish a unique development plan that is coordinated with other members of the hub. Through the hub the Centres would be encouraged to engage in joint planning, professional development and resource sharing.

It is envisaged that the Training Hub will provide management support to the Centres in three key areas: organisational leadership and management, financial management, and programme development and implementation. This support would be provided in the form of:

- a team of training advisers, with direct expertise in turning around low performing VET institutions and guiding the development of new VET institutions, who would provide mentoring and coaching support to the management teams at each institution;
- a twinning arrangement with an established VET provider operating in a mature competency based system abroad that has the capacity to provide training and staff exchanges for management and teaching staff in the participating VTCs.

The hub, which would comprise the senior management of the three Centres with support being provided by the team of training advisers, would focus on:

Capacity building of VET teachers/managers

- building leadership and management capacity within the participating VTCs (complements GIZ-PROVET activity). This would be achieved through targeted coaching and mentoring provided by the team of training advisers and undertaking training and work experience with the twinning organisation.
- boosting VET trainer quality (complements GIZ-PROVET activity) through building the technical skills of in-company and VTC trainers and their ability to apply CBET methodologies, such as clustering unit standards for delivery and assessment, applying self-paced and self-directed learning strategies, managing workshops with trainees undertaking training at different levels, and delivering and assessing in workplace contexts. It is envisaged that the hub could become a demonstration site for CBET implementation and may provide a focal point for VET teacher training. This could be augmented by the proposed twinning arrangement with a training centre that could facilitate trainer training and staff exchanges.
- providing a platform for in-service training and job attachment of pre-vocational subject (pre-voc) teachers from general education schools under the NIED curriculum as part of the educational reform spearheaded by the Ministry of Education.

Improvement of quality of VET

- expanding VET programmes at Nakayale and Eenhana VTCs in key industry sectors with identified skills shortages, namely Agriculture, Sustainable Energy - Solar Technology, Hospitality, Municipal Services, Community Services. This will improve access to training and ensure that quality CBET training programs are provided that reflect local industry and community needs in line with the NTA’s VET expansion programme and the current SSPs. A key focus here would be to establish a demand driven program profile with the

Centres offering CBET programs that lead to employment or self-employment (Entrepreneurs) opportunities in the local economy.

- improving VET programme quality (complements GIZ-PROVET activity) in a limited number of identified priority industry / occupational areas at Valombola VTC with a view to ensuring that the Centre is able to offer quality training programs incorporating CBET principles, including flexible entry and exit, Recognition of Prior Learning, a focus on outcomes, competency based assessment and pathways, in these areas up to NQF level 4. The key focus here would be to ensure that the Centre is able to deliver quality CBET training programmes in a limited range of industry / occupational areas. These would serve as benchmarks for other teaching departments in the Centre
- providing pathways between training programmes to progress from one (NQF) level to the next higher level within the education hub. This means that learners currently enrolled at Nakayale and limited to level 2 programs only can further their studies at Valombola or Eenhana at higher levels.
- supporting strategic equipment purchasing and building works that are directly linked to program expansion at Nakayale and Eenhana VTC and programme improvement at the Valombola VTC.

Involvement of key stakeholders in the community and private sector

- establishing a model for private sector engagement to assist in design and delivery of training programmes, e.g. job attachment programmes. The envisaged private sector involvement, which is in line with the EU Communication on ‘A stronger role of the private sector in achieving inclusive and sustainable growth in developing countries’, may include but is not limited to public private partnerships –, cooperation with industry associations, industry representatives, SME, informal sector, and the Namibia Chamber of Commerce and Industry (complementary GIZ-PROVET activity).
- establishing a model for articulation arrangements with community-based training centres (e.g. COSDEC, KAYEC) and further education institutions (e.g. Polytechnic of Namibia, University of Namibia – Northern Campus) to create pathways for lifelong learning.

Increased Access to VET programs

- providing a selected number of e-learning programmes (e.g. Hospitality, Office Administration, Municipal Services, Community Services) to increase access and quality of VET programmes. The e-learning facility provides substantial benefits and offers unique opportunities towards education and training by creating a learner-centred, self-directed and self-paced learning platform for a range of people, who are already in employment, seeking employment, want to further their studies and others. The e-learning platform will have, again, a model character for other similar interventions in VET in Namibia. The development of e-learning courses will create opportunities for existing enterprises and job creation for new enterprises in the future VET market (complements GIZ-PROVET activity).
- Applying information and communication technologies to improve access to VET programmes.
- Implementing a model for embedding crosscutting issues, particularly gender, HIV & AIDS, and disability in VET programmes (complements GIZ-PROVET activity).
- Building community knowledge and awareness of VET through an active community education campaign, directed at trainees, schools, parents and employers, within the area

served by the Training Hub.

Component 1 is clearly linked with the VET Expansion Programme that is a core component of the NTA strategic plan for 2014/15 – 2018/19.

Component 2 - Design and implementation of information and awareness campaigns to increase stakeholder and community awareness of VET and labour market opportunities

Negative attitudes and perceptions mask the benefits that people gain from participating in VET programmes. This component focuses on providing information and raising awareness about the value of VET to new and existing workers, industry, trade unions, schools, trainers and the community. These campaigns are to be accompanied by reliable information about the local and regional job opportunities in particular the sectors and the industries that will be drivers for employment in the future (in connection with the labour market analysis provided by GIZ within the PROVET project).

The NTA has identified the poor public perception of VET as a major impediment to boosting participation in the VET sector. It is envisaged that this component will complement the information and awareness raising activities that are indicated in the NTA's current strategic plan. While the NTA's activities will necessarily be focused at the national level, the activities to be funded through this component will largely be directed at promoting VET within the Training Hub.

The promotion of training opportunities will be done through information, advice and guidance on career opportunities, to enable adults, young people, as well as their parents and carers, to make thoughtful and well-informed choices about their next steps in VET and also in the phase when people finish training and look for jobs.

The information needs of different groups will be defined, the gaps in current information provision will be identified, and the most appropriate approaches for providing information to different target audiences, including traditional electronic and print media as well as web sites and various forms of social media, will be determined.

Targeted information services could also be developed inside the hub in order to provide support for career guidance and job placement.

Using ideas and recommendations gathered from a range of stakeholders, a communication strategy will be developed. This will:

- Outline the key messages to be conveyed, including information and guidance on the new pre- vocational programmes in schools, pathways that link schools, VET and higher education, the value of nationally recognised VET qualifications, the benefits of competency based training, and the career and work options in the four industry sectors identified in the NDP as priority areas, namely: logistics, tourism, manufacturing and agriculture. Tools and methodologies developed could be extended to other sectors;
- define the messages to be promoted to particular target groups;
- identify the key channels, including electronic and print media, social media, workshops, and community forums to be used for communicating with different groups, such as parents, learners, workers and trainers;
- develop appropriate information tools in order to provide methodological support to professionals involved in this sector such as training providers, community organisations and other groups who can provide VET information, advice and guidance activities;

- promote e-learning platform and open access resources for access to VET programmes and short-courses in demand;
- define an evaluation strategy to assess the impact of the campaign.

4.3 Intervention logic

The overall objective of the project is to contribute to a well-educated and skilled society in Namibia that plays an active role in the social and economic development of the country. The specific objectives of the action are to increase access to and improve the quality of Vocational Education and Training to ensure provision of labour market oriented skills and competencies in Namibia.

It is envisaged that these objectives will be achieved through the establishment of a Training Hub (Component 1), comprising Nakayale, Eenhana and Valombola VTCs, which offer demand orientated VET qualifications and short courses that are based on CBET principles. Further, information and awareness raising campaigns (Component 2) will be designed to raise awareness of all learners of VET programs and promote the value of attaining nationally recognised qualifications and enhancing career and job opportunities.

The changes proposed in this action will lead to improvements in the quality of VET provision through: (1) ensuring that best practices are shared amongst VTCs in the Training Hub, (2) sharing expertise in VET management and training across VTCs in the Training Hub; (3) facilitating sharing of training related resources, including equipment and instructional materials, across VTCs in the Training Hub, (4) stimulating innovation and new approaches to institutional management and programme design and delivery of VET programmes, (5) reducing waste and duplication of effort by better decision making and a broader understanding of the bigger picture of activity, and (6) increased economies of scale make the hub a more attractive option for the establishment of a twinning arrangement with an international VET institution with expertise in CBET based VET programs as well as providing a more attractive option for investment by donors, the private sector and the NTF in quality improvement activities.

The changes proposed in this action will lead to improvements in access to VET through: (1) increased capacity for trainee enrolments through the provision of more diverse, industry focused VET qualifications and short courses, (2) the development of pathways between the VTCs in the Training Hub and other community and further education institutions, and (3) stimulating interest and providing improved information at community level about vocational education and training.

The key assumptions underpinning the intervention logic are: (1) the private sector recognises the benefits of participation in the management of VET institutions and VET programme development, (2) the NTA is supportive of the establishment of the Training Hub, (3) increased awareness results in the development of positive attitudes towards VET, and (4) a twinning agreement can be recognized with a suitable international VET provider that will lead to quality improvements in both institutional management and programme provision in the VTCs in the Training Hub.

5 IMPLEMENTATION

5.1 Financing agreement

In order to implement this action, it is foreseen to conclude a Financing Agreement with Namibia as referred to in Article 17 of Annex IV to the ACP-EU Partnership Agreement.

5.2 Indicative implementation period

The indicative operational implementation period of this action, during which the activities described in section 4.2 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of entry into force of the Financing Agreement.

Extensions of the implementation period may be agreed by the Commission's authorising officer responsible by amending this decision and the relevant contracts and agreements; such amendments to this decision constitute a non-substantial amendment in the sense of Article 9(4) of Regulation (EU) 2015/323.

5.3 Implementation modalities

5.3.1 Grants: call for proposals (direct management)

The VET information and awareness raising campaign is envisaged to be implemented through grant contracts following one call for proposals.

(a) Objectives of the grants, fields of intervention, priorities of the year and expected results

The objective of the grants shall be the design and implementation of information and awareness campaigns about the value of VET to new and existing workers, industry, trade unions, schools, trainers and the community.

These campaigns will be directed at promoting VET within the Training Hub. Targeted information services will also be developed inside the Hub to provide career guidance and job placement after completing VET. Close cooperation with the three VTCs will be ensured.

The promotion of training opportunities will be done through information, advice and guidance on career opportunities, to enable adults, young people, as well as their parents and care-takers to make thoughtful and well-informed choices about their next steps in vocational education and training.

Information needs of different groups shall be defined as well as the gaps in current information provision shall be identified. The most appropriate approaches for providing information to different target audiences will be designed, including traditional electronic and print media as well as web sites and various forms of social media, and will have to be indicated (promoting e-learning platform for access to VET programs and short-courses in demand).

An evaluation strategy to assess the impact of the campaigns will also be developed.

(b) Eligibility conditions

In order to be eligible for a grant, the applicant must be a legal person and be non-profit-making organisation established in Namibia and be directly responsible for the preparation and management of the action, not acting as an intermediary. The applicant should be able to demonstrate to have regularly carried out activities in the field of information and awareness campaigns for Technical Vocational Education and Training at least during the past two years prior to the submission of the proposal.

(c) Essential selection and award criteria

The essential selection criteria are financial and operational capacity of the applicant.

The essential award criteria are relevance of the proposed action to the objectives of the call; design, effectiveness, feasibility, sustainability and cost-effectiveness of the action.

(d) Maximum rate of co-financing

The maximum possible rate of co-financing for grants under this call is 80% of the eligible costs of the action.

In accordance with Articles 192 of Regulation (EU, Euratom) No 966/2012, if full funding is essential for the action to be carried out, the maximum possible rate of co-financing may be increased up to 100 %. The essentiality of full funding will be justified by the Commission's authorising officer responsible in the award decision, in respect of the principles of equal treatment and sound financial management.

(e) Indicative timing to launch the call

It is expected to launch the call late 2016 or early 2017.

5.3.2 Indirect management with a Member State agency

A part of this action is envisaged to be implemented through indirect management with the German Agency for International Cooperation (GIZ) in accordance with Article 58(1)(c) of Regulation (EU, Euratom) No 966/2012 applicable by virtue of Article 17 of Regulation (EU) 2015/323. This implementation entails management and operationalisation of Component 1, described in section 4.2 of this document. This implementation is justified because GIZ (1) has established expertise in managing national VET related projects, (2) is the largest donor operating in the VET sector in Namibia, and (3) the activities described in this action complement the PROVET project which is currently being implemented by GIZ and which are consistent with the beneficiaries current strategic plan.

The entrusted entity would carry out the following budget-implementation tasks: GIZ will be entrusted to provide all experts required under budget item 1 (section 5.5 in this document) either from their own pool of experts or through external contracting. GIZ will also be entrusted to procure works, supplies and services under budget item 2 following their standard competitive procurement procedures. Further, GIZ will be entrusted to set up the administration of the training hub under budget item 3.

5.4 Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply.

The Commission's authorising officer responsible may extend the geographical eligibility in accordance with Article 22(1)(b) of Annex IV to the ACP-EU Partnership Agreement on the basis of urgency or of unavailability of products and services in the markets of the countries concerned, or in other duly substantiated cases where the eligibility rules would make the realization of this action impossible or exceedingly difficult.

5.5 Indicative budget

Item	EU Contribution (amount in EUR)	Indicative third party contribution, in EUR
5.3.2. Component 1 - Establish a Training Hub that is focused on raising the quality and improving access to vocational training in a cluster of vocational training centres composed of (indirect management):		
Budget item 1		
Capacity building programmes for trainers		
Capacity building programmes for managers		
Technical expertise		
Twinning arrangements.		
Sub total for budget item 1	3 400 000	
Budget item 2		
Facilities rehabilitation and upgrading		
Establishment of e-learning facility		
Strategic equipment purchase.		
Sub total for budget item 2	3 200 000	
Budget item 3 - Administrative and operational support for Training Hub		
Salaries and on costs - Administrative staff		
Communication expenses (i.e.: Internet, telephone, postage)		
Operational expenses (i.e.: local travel, photocopying, IT, vehicles)	468 000	
Budget item 4 - Delegation agreement		
Management fees and project advisory services (7% of EUR 7.6 Million)	532 000	
Total budget for Component 1 (indirect management)	7 600 000	
5.3.1. Component 2 - Design and implementation of information and awareness campaigns to increase stakeholder and community awareness of VET and labor market opportunities (direct management)		
VET information and awareness raising campaign and visibility (call for proposals)	500 000	125 000
Total budget for Component 2	500 000	125 000
Others		
Evaluation and Audit	150 000	
Contingencies	750 000	
Total	9 000 000	125 000

5.6 Organisational set-up and responsibilities

The action supports the NTA in improving the quality of VET provision and increasing access to VET programmes for all groups and to enhance job and career opportunities.

Through the proposed Delegation Agreement, GIZ will support the management and the development and implementation of the Training Hub that is to be focused on Nakayale, Eenhana and Valombola VTCs, which are located in the Ohangwena, Omusati and Oshana regions of northern Namibia.

The Grants will be awarded to non-government organisations and other eligible grantees with expertise in conducting promotional activities in the education and training sector.

The total value of the Delegation Agreement (EUR 7 600 000) complements the current German Government contribution to the VET sector in Namibia, which is managed by GIZ, of EUR 10 000 000. This means that the total value of EU / German Government intervention in the VET sector in Namibia is EUR 17 600 000. This is in addition to the current operational budget of the NTA of NAD 466,700 million (2014-2015).

The NTA will supervise and monitor the implementation of the different components and result areas of the project ensuring that they are well coordinated and contribute to the overall project objective of improving quality and access in VET and enhancing job opportunities in the country.

The role of the NTA will be predominantly strategic and will focus on setting goals, providing feedback on project implementation. With regards to component 2, the NTA will be consulted and involved in preparing the Guidelines for the call of proposals and will also take part in the evaluation as a member of the evaluation committee.

A Project Steering Committee will be set to supervise the implementation and execution of the project, chaired by the NTA, with the technical support of GIZ. The EU Delegation in Namibia will also be a member of this Committee.

5.7 Performance monitoring and reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process and part of the implementing partner's responsibilities. To this aim, the implementing partners shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the logframe matrix. The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

5.8 Evaluation

Having regard to the nature of the action, a mid-term evaluation may be carried out for this action via independent consultants contracted by the Commission.

The Commission shall inform the relevant implementing partners at least 60 days in advance of the dates foreseen for the evaluation mission. The implementing partners shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation report shall be shared with the partner country and in particular with NTA. The implementing partners and the Commission shall analyse the conclusions and recommendations of the evaluation and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

The overall budget allocation for evaluation and audit is EUR 150 000. Indicatively, one evaluation service contract may be concluded under a framework contract in the first half of 2018.

5.9 Audit

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audits or expenditure verification assignments for one or several contracts or agreements.

The overall budget allocation for evaluation and audit is EUR 150 000. Indicatively, one contract for audit services shall be concluded under a framework contract in the 4th quarter of 2020.

5.10 Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in, respectively, the financing agreement, procurement and grant contracts, and delegation agreements.

The Communication and Visibility Manual for European Union External Action shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations.

GIZ will also have to carry out visibility activities under the Delegation Agreement and the grant(s) for the awareness raising campaigns will also contain provisions to give visibility to the EU project.

APPENDIX - INDICATIVE LOGFRAME MATRIX

The activities, the expected outputs and all the indicators, targets and baselines included in the logframe matrix are indicative and may be updated during the implementation of the action without an amendment to the financing decision. The indicative logframe matrix will evolve during the lifetime of the action: new lines will be added for listing the activities as well as new columns for intermediary targets (milestones) when it is relevant and for reporting purpose on the achievement of results as measured by indicators.

	Intervention logic	Indicators	Baselines 2013	Targets up to 2020	Sources and means of verification	Assumptions
Overall objective: Impact	The overall objective is to contribute to a well-educated and skilled society in Namibia that plays an active role in the social and economic development of the country.	1. % of employed males and females who have post-secondary schooling. 2. National employment rate for women and men.	9.4%(M) 9.7% (F) Year: 2012 Source: NSA 68.2%(M) 77.1% (F) Year: 2012 Source: NSA	n/a n/a	• National statistical reports from Namibia Statistics Agency	• Continued GRN commitment to human resource development goals in NDP4 and the NHRDP
Specific objective: Outcome	The specific objectives are to increase equitable access to and completion of VET programs and improve VET quality to ensure provision of labour market oriented skills and competencies.	1. Total male and female enrolled in VET programs.* 2. Number of male and female graduated from VET programs.* 3. Number of NTA registered / NQA accredited VET training providers. 4. Number of NQF registered VET unit standards.*	11,515 Year: 2013 Source: NTA 5,486 Year: 2013 Source: NTA 38/27 in Year: 2014 Source: NTA / NQA 943 Year: 2014 Source: NTA	24,944 Year: 2017 Source: NTA 19,200 Year: 2017 Source: NTA n/a 1400 Year: 2017	• Annual business plans of VTCs • VETMIS statistics • NQA register of accredited providers	• Continuation of existing level of MOE funding for VET sector programs
Outcomes	Training hub established.	1. Development plan for Training Hub, including twinning agreement with international VET provider with expertise in CBET, is established. 2. Organisational and governance arrangements for Training Hub approved by NTA and operationalized. 3. Unique 4-year NTA approved development plans are produced to support business plans for VTCs in the Training Hub.	n/a n/a n/a	1 1 3	• Business plans, including development plans of VTCs in the Training Hub • Twinning agreement contract or MoU	• NTA support for Training Hub • Twinning agreement can be realised with a suitable VET provider

Outcomes	Model for private sector engagement by in VET program design, delivery and evaluation.	1. Action plans for implementation of NTA stakeholder engagement plan developed by the three VTCs participating in the Training Hub.	0	3	<ul style="list-style-type: none"> Stakeholder surveys Minutes of industry meetings Program reports 	<ul style="list-style-type: none"> Private sector recognises benefits of participation in VET programs
		2. Action plans are executed as evidenced through industry engagement in program design, development and evaluation activities.	0	3		
	Training needs of VET managers and trainers within the training hub identified and appropriate skill development activities in line with CBET principles designed and delivered.	1. % of managers and trainers with personal development plans (PDP) that include developing awareness of CBET principles and cross cutting issues such as gender, AIDS and HIV and disability.*	n/a	100%	<ul style="list-style-type: none"> NTA competency assessment report of VET Trainers Training needs analysis report Training completion and evaluation reports Project reports Personal Development Plans (PDP) PDP evaluation reports 	<ul style="list-style-type: none"> Trained staff continue to work within the training hub for a reasonable period after training
		2. % of managers and trainers (M/F) who have undertaken professional development in line with PDP.*	n/a	70%		
		3. % of trainers and managers assessing professional development activities as 'useful' against rating scale.*	n/a	80%		
	Demand orientated VET qualifications and short courses offered at the training hub in line with CBET principles in cooperation with the private sector.	1. Number of VET qualifications and short courses offered in line with CBET principles through the Training Hub that address skill needs at national and community level.	n/a	5 quals. 10 short courses	<ul style="list-style-type: none"> Business plans of VTCs in the Training Hub Tracer studies ISC SSPs Labour market analysis reports NTA VETMIS Stakeholder satisfaction surveys 	<ul style="list-style-type: none"> VET qualifications and unit standards are registered on the NQF NQA short course policy is approved
		2. % of VET qualifications and short courses supported through the use of information and communications technology (e-learning).	n/a	50%		
		3. % of employers assessing training as 'useful' against agreed rating scale.	n/a	75%		
	Strategic equipment, building works and e-learning facilities for the training hub procured to support provision of VET qualifications and short courses.	1. % of training areas that meet occupational health and safety (OHS) standards and program requirements.	n/a	100%	<ul style="list-style-type: none"> NTA tools and equipment lists OHS audit reports NTA quality audit reports Asset registers NTA CAPEX reports 	<ul style="list-style-type: none"> NTA procurement processes are timely and cost effective
		2. % of programs that have required equipment, including IT software and hardware.	n/a	100%		
		3. % of training facilities rehabilitated and upgraded according to NTA identified needs within agreed budget.	n/a	100%		
	Information campaign to increase stakeholder and community awareness of VET.	1. Information needs assessment of different stakeholder and community groups is carried out.	n/a	1	<ul style="list-style-type: none"> Pre and post surveys in targeted areas and stakeholder groups Pre and post focus groups Needs assessment reports 	<ul style="list-style-type: none"> Increased awareness results in development of positive attitudes towards VET
		2. Change in stakeholders' knowledge and perception of value of VET programs, including programs, pathways and career information offered by Training Hub, has been enhanced.				