

# POSTAL SERVICES & TELECOMMUNICATIONS SECTOR SKILLS PLAN



January 2015  
Version 2



NAMIBIA TRAINING AUTHORITY

## MESSAGE FROM CHIEF EXECUTIVE OFFICER

We are pleased to present you with the Sector Skills Plan (SSP) for the Postal Services and Telecommunications (PS&TC) sector. The purpose of the Postal Services and Telecommunications SSP is to devise a “roadmap” to create a skilled workforce and improve firm-level service delivery.

Sector skills planning is a relatively new process for the Namibian Training Authority (NTA). We have therefore adopted a developmental approach to this process. We have aligned the SSP with existing telecommunications sector strategies that support government’s national policy goals located in *Vision 2030*, *NDP4* and the *National Human Resources Plan: 2010 - 2025* of Namibia for inclusive growth and development of the country. The SSP is intended to provide vital intelligence and recommended actions for implementing skills development in the PS&TC sector.

Over the last few months we have consulted widely with stakeholders. Many who attended our workshops and focus group sessions participated enthusiastically in the SSP deliberations. We are very encouraged by this, and would like to build strong stakeholder partnerships. The SSP is a living document that should be subject to continuous change and improvement. It should be owned by the sector stakeholders.

We have asked the research team to produce a user-friendly plan that will be easily read, understood and applied. The intention is not to write a thesis or peer-reviewed academic journal, but rather to produce a document that will be used by all interested organisations and individuals. We want practitioners and managers in the workplace to read the document. We will achieve this without compromising the integrity of the research.

The primary target audience are employers, managers, unionists, public policy-makers and planners, researchers, career counsellors and education managers as well as others who have an interest or stake in this sector.

We have made a strong start by putting a workable plan on the table for skills development in the PS&TC sector. We are committed to improving the skills of workers and new entrants. Let’s join hands and take this sector to new heights.

We hope you contribute to the further development of the SSP in future iterations.

Best wishes!

**Ms Ester Anna Nghipondoka**  
**Acting Chief Executive Officer**  
**Namibia Training Authority**

## ACRONYMS

CRAN	Communications Regulatory Authority of Namibia
COSDEC	Community Skills Development Centre
GDP	Gross Domestic Product
HET	Higher Education and Training
ISC	Industry Skills Council
KPF	Key Priority Fund
NCC	Namibian Communications Commission
NMH	Namibia Media Holding
NPTH	Namibia Post and Telecom Holdings
NQA	Namibia Qualification Authority
NTA	Namibia Training Authority
NTF	National Training Fund
PS&TC	Postal Services and Telecommunications
SSP	Sector Skills Plan
TN	Telecom Namibia
VET	Vocational Education and Training
VTC	Vocational Training Centre

# CONTENTS

MESSAGE FROM CHIEF EXECUTIVE OFFICER .....	1
ACRONYMS .....	2
<b>1. SECTOR PROFILE .....</b>	<b>4</b>
1.1 INTRODUCTION .....	4
1.2 SCOPE.....	4
1.3 INDUSTRY DEMARCATION .....	5
1.4 BACKGROUND .....	5
1.5 KEY ROLE-PLAYERS.....	6
1.6 SECTOR PERFORMANCE .....	7
1.7 LABOUR MARKET .....	8
1.8 RESEARCH DESIGN AND METHODOLOGY .....	8
<b>2. SKILLS DEMAND.....</b>	<b>10</b>
2.1 INTRODUCTION .....	10
2.2 SHORT COURSES .....	10
2.3 OCCUPATIONS IN DEMAND.....	11
<b>3. SKILLS SUPPLY .....</b>	<b>13</b>
3.1 INTRODUCTION .....	13
3.2 TRAINING PROVIDERS AND PROGRAMMES.....	13
3.3 VOCATIONAL TRAINING CENTRES .....	14
3.4 CENTRE OF EXCELLENCE.....	15
<b>4. SKILLS DEVELOPMENT PRIORITIES.....</b>	<b>16</b>
4.1 INTRODUCTION .....	16
4.2 VET LEVY .....	16
4.3 SKILLS DEVELOPMENT CHALLENGES .....	17
<b>5. MEDIA .....</b>	<b>26</b>
5.1 INTRODUCTION .....	26
5.2 BACKGROUND.....	26
5.3 LEGISLATION .....	26
5.4 CHALLENGES .....	27
5.5 SKILLS DEMAND .....	27
5.6 SKILLS SUPPLY.....	27
5.7 NMH TRAINING CENTRE .....	28
<b>6. ACTION PLAN .....</b>	<b>30</b>

# 1. SECTOR PROFILE

## 1.1 INTRODUCTION

The Postal Services and Telecommunications SSP is a “roadmap” to address skills development priorities in the sector. It focuses on profiling the sector, identifying skills in demand, analysing supply-side education and training provision, determining skills priorities and putting together an action plan for improving the skills profile of the workforce.

The SSP serves as a guiding framework for the NTA, employers, trade unions, training providers, public entities, civil society, international partners and local communities to spell out the priorities for upskilling workers in the sector.

The NTA has established a designated Industry Skills Council (ISC), consisting of sector representatives, to oversee and ensure that the SSP resonates with the skills priorities of the sector.

## 1.2 SCOPE

This SSP is developed under the banner of the NTA which is mandated with the responsibility of arranging an efficient, effective and sustainable Vocational Education and Training (VET) system for the country. The NTA seeks to ensure access, equity and quality in VET for all citizens.

Therefore, this SSP focuses on VET, which is the remit of, and VET levy window for, the NTA. Higher Education and Training (HET) will be mentioned briefly in this SSP, but only to ensure that the sector is viewed in its totality. HET thus fall outside the scope of this SSP.

In terms of the National Qualification Framework (NQF), the SSP will focus on VET:

Higher Education & Training	10	Doctoral	Certificates	Diploma	Degrees
	9	Masters			
	8	Bachelors (Honours)			
	7	Bachelors			
	6				
	5				
Vocational education & Training	4	SSP Focus			
	3				
	2				
	1				

### 1.3 INDUSTRY DEMARCATION

According to the *International Standard Industrial Classification of All Economic Activities (ISIC)*<sup>1</sup>, the scope of the sector coverage for PS&TC is as follows:

DIVISION	GROUP	CLASS	DESCRIPTION
<b>Division 53</b>	<b>Postal and Courier Activities</b>		
	531	5310	Postal activities
	532	5320	Courier activities
<b>Division 61</b>	<b>Telecommunications</b>		
	611	6110	Wired telecommunications activities
	612	6120	Wireless telecommunications activities
	613	6130	Satellite telecommunications activities
	619	6190	Other telecommunications activities

Source: UNO Revision 4

### 1.4 BACKGROUND

The Namibian telecommunications market is served by a single fixed-line network operator, Telecom. As a monopoly, Telecom Namibia enjoys a market share of 100% in fixed telecoms. The company was established in 1992 and is wholly government owned through Namibia Post and Telecom Holding Limited. Namibia had 145 400 fixed-line connections and 2 million mobile subscribers at the end of December 2010<sup>2</sup>.

Namibia has two mobile operators, MTC (managed by Portugal Telecom – 34% shareholding) and TN Mobile (formerly Cell One and Leo, now owned by Telecom Namibia). In December 2010, the 2 million mobile subscribers in Namibia represented an increase of 28.2% over 2009, giving the country a mobile penetration of 87%<sup>3</sup>.

*The Communications Commission Act of 1992*, amended in 1995, created the Namibian Communications Commission (NCC) as the country's telecommunications regulator. Following the *Communications Act 8 of 2009*, the Communications Regulatory Authority of Namibia (CRAN) superseded the NCC as the communications, broadcasting and postal services sector regulator as of May 2011<sup>4</sup>.

The contribution of the telecommunication sector to the Gross Domestic Product has steadily increased over 18 years. Prices have more than halved for mobile telephony and internet access, and broadband has found its way to Namibia in mobile and fixed versions. Lower prices and increased consumer welfare has provided operators with more profits and reasons to invest.

<sup>1</sup> United Nations, 2008, ISIC, Revision 4

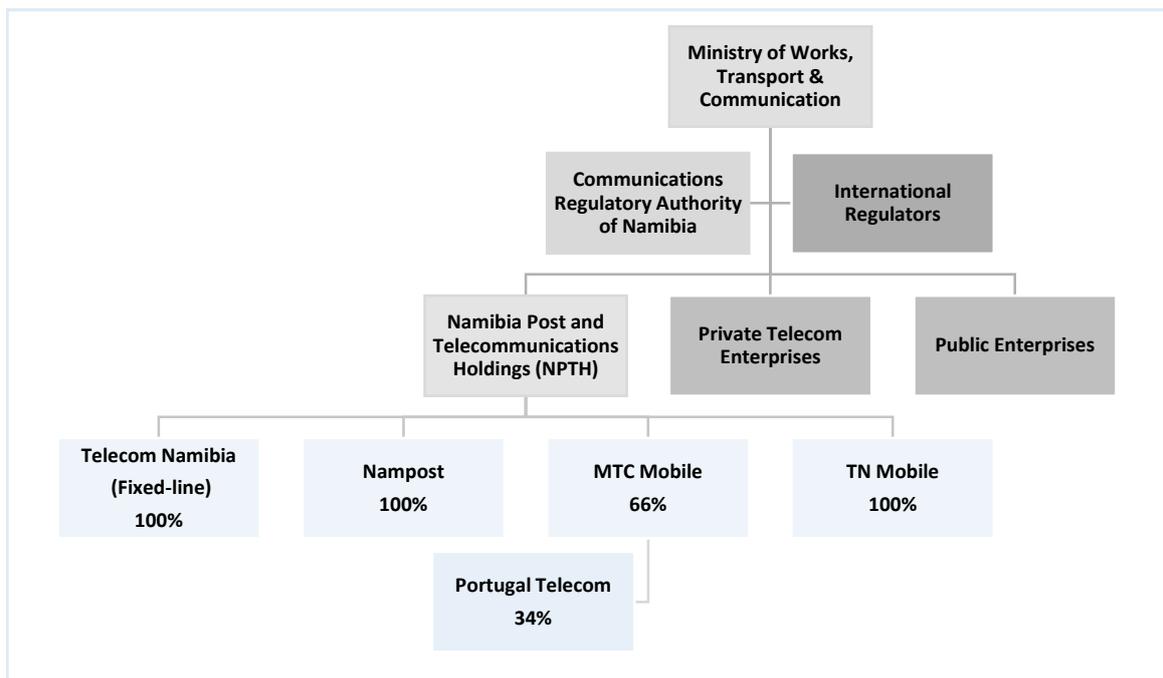
<sup>2</sup> CRAN, 2014, Telecommunications sector performance review: market report, Namibia.

<sup>3</sup> ibid

<sup>4</sup> ibid

Fixed-line services are still a monopoly of TN, but as a member of the World Trade Organisation, the government plans to open the telecom sector to full competition. TN entered the lucrative mobile market as the third player with a CDMA network but was put on hold by the industry regulator, the NCC, until a new communications law was enacted which, among other issues, addresses fixed-mobile convergence. The telecommunications regulatory environment is perceived by stakeholders as having drastically improved, yet still requires improvement to be evaluated as efficient<sup>5</sup>. To date, CRAN has awarded 14 telecommunications service licenses on a service and technology neutral basis.

## 1.5 KEY ROLE-PLAYERS



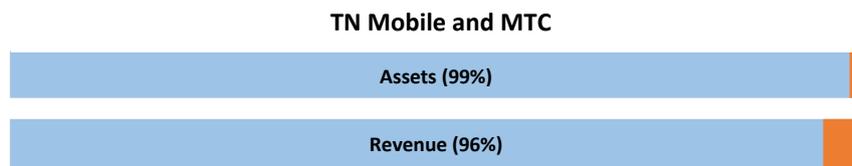
- Namibia's state-owned postal service Nampost is also 100% owned by Namibia Post and Telecommunications Holdings (NPTH). Nampost provides a country-wide postal service through 120 post offices and offers attractive savings vehicles for small investors.
- The Namibian telecoms market is served by 2 dominant players, one state-owned fixed and backbone operator, Telecom, and one partly-owned state mobile operator, MTC.
- Namibia and two mobile operators: MTC and TN Mobile. A state-owned holding company, Namibia Post and Telecommunications Holdings (NPTH), holds 100% of Telecom Namibia and 66% of MTC, 34% of which is owned by Portugal Telecom.

<sup>5</sup> MTC Annual Report (2013), Namibia.

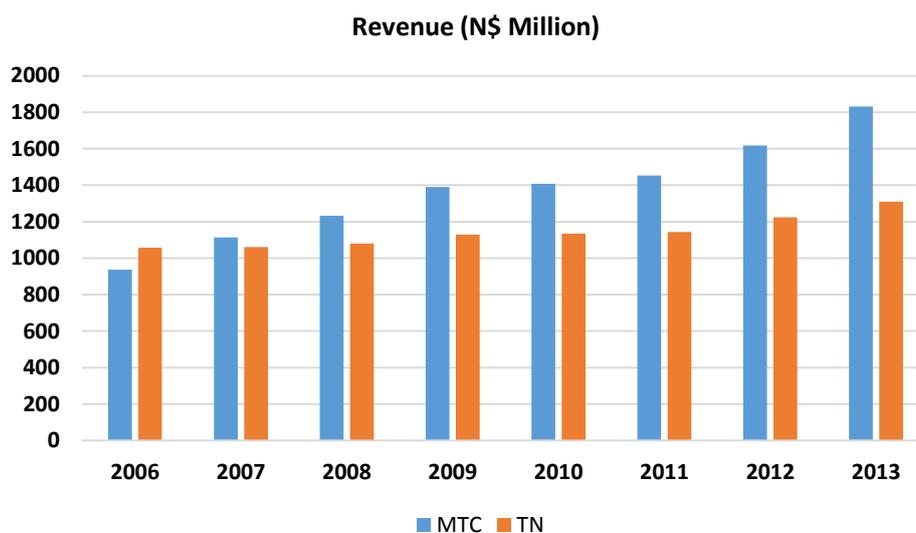
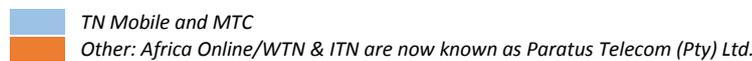
- NPTH also holds 100% of Nampost. Until 2011, Leo was 100% owned by Egypt's Orascom but was taken over by its creditor banks Nedbank Capital and Investec before being sold to Telecom Namibia. Both mobile operators are therefore now majority-owned by the State.
- The main event that shaped the competitive telecommunications landscape in Namibia has been the takeover of Leo by Telecom Namibia Limited. Namibia is now back to the in pre-liberalisation era of 2005 with only two telecommunications operators offering national voice services, both of which are majority state owned or entirely state owned. A major concern is thus whether the takeover has led to reduced competition and higher consumer prices.

## 1.6 SECTOR PERFORMANCE

Namibia's telecommunications sector is highly concentrated with two dominant operators - MTC and Telecom Namibia - accounting for more than 99% of the assets and 96% of revenues.



Source: CRAN (2014)



Source: CRAN (2014)

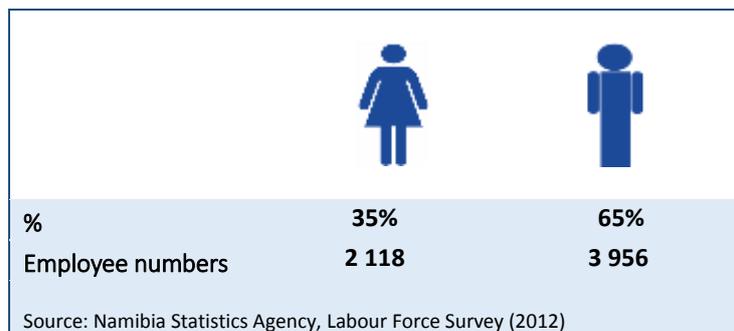
- MTC’s revenues increased consistently during the past eight years. The year 2010 saw the slowest revenue growth with only 1.2%, which can be attributed to a decrease in termination rate revenues.
- Telecom Namibia shows marginal growth in revenues over the past eight years with noticeably higher increases in 2009, 2012 and 2013. The 2012 and 2013 increases were due to increases in data revenue of about 20% in both years<sup>6</sup>.

## 1.7 LABOUR MARKET

The PS&TC sector is relatively small in terms of employee size. Postal services is a stable sector that is unlikely to grow beyond its normal annual increase in size.

Telecom Namibia has commenced with staff retrenchment to reduce operating expenses.

Employee numbers in the sector are as follows:

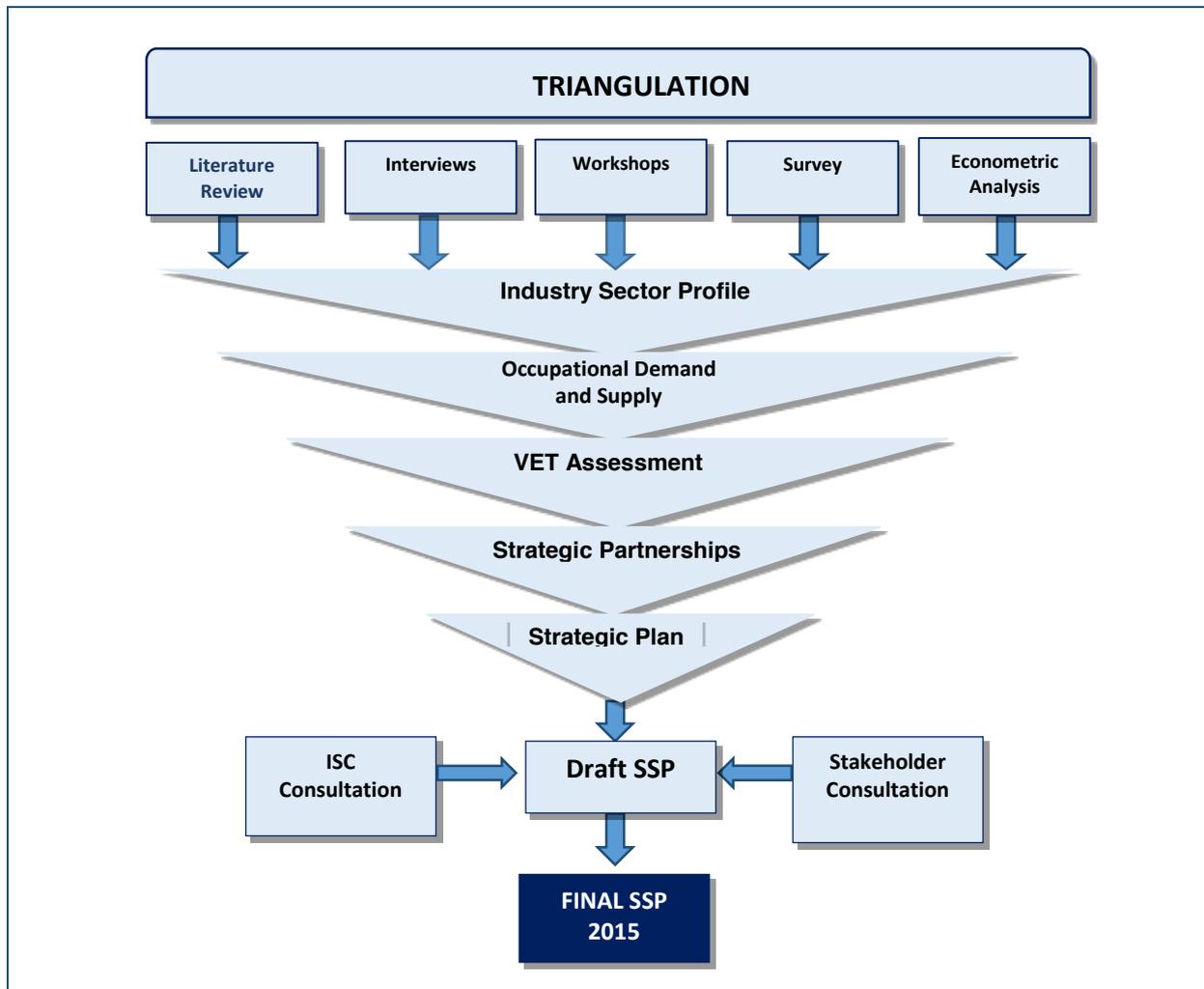


## 1.8 RESEARCH DESIGN AND METHODOLOGY

A well-considered research design, using appropriate methods, is essential to identify and anticipate occupational shortages in designated industries. The design is based on a mixed method approach, which brings together different research methods. This approach uses qualitative and quantitative research techniques. The chosen method was intended to ‘triangulate’ different information sources to identify occupational skills shortages. This ensures the credibility and legitimacy of the SSP.

<sup>6</sup> CRAN, 2014, Telecommunications sector performance review: market report, Namibia.

The research design was set out as follows:



multiple data sources were used in order to identify occupational shortages and skills gaps in the labour market.

- Information was gathered on the occupational labour market, demand and supply of occupations, skills gaps, VET assessment and strategic partnerships to develop a strategic plan for the sector.
- Stakeholder consultations took place at all stages in the SSP development cycle.

## 2. SKILLS DEMAND

### 2.1 INTRODUCTION

This section examines the demand for skills in the PS&TC sector. Attention is given to the various types of occupations and training programmes needed in the sector. The purpose of this section is to determine the extent of skills demand for particular occupations and training programmes.

As mentioned earlier, the focus of this SSP is on Vocational Education and Training (VET). Where Higher Education and Training (HET) issues are discussed, it is intended for completeness of the plan.

This section provides information on skills demand or skills shortages for 2015 and 2020. These findings are supplemented by interviews, meeting, workshops and a literature study with a view to provide a holistic picture of skills shortages in the sector.

### 2.2 SHORT COURSES

In terms of short courses, the following are broad areas of intervention for employed workers in the telecommunications sector for professional development:

Helpdesk operation
Client support
Network administration
Network engineering
Software development
Games development
Systems analysis and design
Database administration
Multimedia development
Technical support
Troubleshooting
Web development

## 2.3 OCCUPATIONS IN DEMAND

This SSP focuses on occupations that fall within the VET band (NQF Level 1 to 4). Although NQF Levels 5 to 10 relate to HET, NQF Level 5 is generally a grey area that results in overlaps between the mentioned bands. In the diagram below, we have developed a Career Path Matrix to identify occupations in demand in PS&TC. The sector has three primary areas of specialisation namely: operations, technical and sales and service. The diagram below depicts the various jobs at different NQF levels within each of these disciplines.

Operations	Technical	Marketing, Sales and Service	NQF Level	Band
<b>Telecommunications &amp; ICT</b>			<b>6+</b>	<b>Higher Education &amp; Training</b>
Project Manager Economist Supply and Distribution Manager System Analyst	Computer Network and Systems Engineer Telecommunications Engineer Network Engineer Electrical Engineer Electronics Engineer Computer Software Engineer Network Operator Centre Technician Telecommunication Network Planner Security Specialist Radio Frequency Engineer ICT Trainer IP Design Engineer ICT Software Engineer ICT Security Specialist Web Designer	Account Manager Customer Service Manager		
<b>Postal Services</b>				
Postmaster				
<b>Telecommunications &amp; ICT</b>			<b>5</b>	<b>HET &amp; VET</b>
Team Leader Customer Service Representative Installation/ Maintenance/	ICT Support Technician Network Support Technician Broadcasting Planning & Implementation Technician Telecommunications Planning & Implementation Technician	Retail Store Manager Sales and Marketing Contract Manager		
<b>Postal Services</b>				
Administrator				
<b>Telecommunications &amp; ICT</b>			<b>4</b>	<b>Vocational Education &amp; Training</b>
Database Administrator Network Administrator Office Administrator Project Administrator System Administrator	Electrician (Heavy Current) Electrician (Light Current) Core Network Technician Transmission Network Technician Mobile Network Technician Mobile Application Platform Technician Maintenance Technician Hardware Technician Repair Technician Hardware Technician	ICT Sales Assistant ICT Technical Support Assistant Sales Consultant Contract Administrator ICT Customer Support Officer		

<b>Operations</b>	<b>Technical</b>	<b>Marketing, Sales and Service</b>	<b>NQF Level</b>	<b>Band</b>
<b>Postal Services</b>				
Front Desk Worker				
<b>Telecommunications &amp; ICT</b>			<b>2/3</b>	
Helpdesk Operator	Telecommunications Worker Installation Technician Cellphone Repairer Cabling Worker	Clerk		
<b>Postal Services</b>				
Mail Clerk Postal Clerk Postman Sorter				

### 3. SKILLS SUPPLY

#### 3.1 INTRODUCTION

This section examines the supply of skills to the sector. The primary focus will be the types of programmes offered by education and training providers to the sector. Where possible, enrolment and graduate numbers will be provided. The purpose of this section is to determine the adequacy of skills supply to the sector in the context of skills demand considerations.

As mentioned in earlier sections, the focus of this SSP is on VET. Where HET are discussed, it is intended for completeness of the plan.

#### 3.2 TRAINING PROVIDERS AND PROGRAMMES

Namibian Institutions and their programmes are accredited by the Namibia Qualifications Authority (NQA). As at 11 November 2014, the following institutions offering telecommunications related programmes<sup>7</sup> at VET level are accredited by the NQA in terms of the *Institutions or Organisations (Act 29 of 1996)* and *Government notice 124, August 2006*.

Institution	Programme
Institute of Information Technology (IIT)	Certificate: Hardware & Software Technician Certificate: Network Support Technician Certificate: Professional Office Computing Diploma: Hardware & Network Support Technician Diploma: Information Communication Technology Diploma: Advanced Information Communication Technology Diploma: IT Server Administration Diploma: PC Engineering
Institute for Open Learning (IOL) Trustco North	International Computer Driving Licence (ICDL) – Not Namibian Qualification
International Training College – Lingua Consultancy Services (ITCL)	Certificate in Information Technology (Level 4)
Monitronic Success College	Diploma in Information Technology (Level 5) Certificate in Electrical and Electronic Technology (Level 4) Diploma in Electrical and Electronic Engineering (Level 5) Certificate in Telecommunication Engineering (Level 4) Diploma in Telecommunication Engineering (Level 5) Certificate in Electrical Installation (Level 4) Diploma in Electrical Installation (Level 5)
National Youth Service (NYS)	National Vocational Certificate in Information Communication Technology (Computing Fundamentals) Level 1
Rundu Vocational Training Centre	National Vocational Certificate in information Communication Technology (Level 1 ) (Computing Fundamentals )
Triumphant College	Certificate: Electrical and Electronic Engineering Certificate: Telecommunications Systems Diploma: Electrical & Electronic Engineering
Zambezi Vocational Training Centre	National Vocational Certificate in Information Communication Technology (Computing Fundamentals ) Level 1

<sup>7</sup> This list excludes support programmes for the health and social services sector such as office administration, business management, IT, etc.

- The above list consists of training programmes that are related to the telecommunications sector.
- IIT, Monitronic Success College and Triumphant College offer programmes directly related to the telecommunications sector.
- There are 2 VTCs offering computer literacy programmes at NQF 1. Clearly, there is a need for VTCs to develop programmes that can support the telecommunications sector in a meaningful way.
- In sum, there is a need for discussion between employers and training providers to align demand-side need of the sector with the supply of training.

### 3.3 VOCATIONAL TRAINING CENTRES

- The VET system is implemented with the intention of addressing skills shortages in the country, particularly technical skills at elementary and support levels.
- VET providers in Namibia consist of both state and private institutions.
- The NTA currently oversees the VTCs. Until a few years ago, vocational training was not yet in the focus of the Ministry of Education and substantially underfunded. Even though this has changed recently, most vocational training is still carried out informally in the enterprises without any formal diploma issued for the learner or quality standards being set.
- Graduates of public and private VET institutions generally transition directly to the labour market.
- In addition, Community Skills Development Centres (COSDECs) graduates also seek employment. However, COSDECs offer mainly unaccredited skills programmes.
- We have examined the business plans (2014-2017) of the 7 public VTCs, namely:

Eenhana VTC;  
 Nakayale VTC;  
 Okakarara VTC;  
 Rundu VTC;  
 Valombola VTC;  
 Windhoek VTC; and  
 Zambezi VTC.

- It appears that none of the VTCs cater for core training directly related to the sector. The only programmes offered can best be described as of a support nature such as the following: office administration & computer literacy.

### 3.4 CENTRE OF EXCELLENCE

The gap between academia and industry in Namibia's telecommunications, information and technology sector is being narrowed with the establishment of a Centre of Excellence at the University of Namibia by telecommunications giant Telecom Namibia.

The two parties signed a memorandum of understanding in July 2009, in terms of which Telecom committed to setting up the information and communications technology centre of excellence at the country's national university.

Telecom has so far equipped the centre with 10 computers, a server, Cisco switches and routers and office equipment. It will also provide at least four research scholarships to promising Namibian masters and doctoral telecommunications and IT students. The facility aims to provide a world-class research environment, as well as offering technical solutions to industry problems while equipping students with valuable skills.

The Namibian centre's opening is expected to plug the dire shortage of qualified telecommunications and information technologists in Southern Africa. The country is faced with many challenges - from rural connectivity to animal movement control. These are all situations which require ICT solutions and challenge students to embark on research through this centre to come up with solutions. The programme will not only provide solutions to government and the private sector but also enable students to acquire much-needed experience.

The facility will encourage staff and students to contribute intellectual capital such as research, patents and technological inventions. The centre has the intent to encourage students to commercialise academic innovations into the marketplace, exchange ideas, and prepare technology students for the entrepreneurial workplace." The centre will offer opportunities for research students at the centre to undergo internship training at Telecom and academics to do sabbaticals in its telecommunications and IT divisions.

## 4. SKILLS DEVELOPMENT PRIORITIES

### 4.1 INTRODUCTION

Based on the findings of section two (Skills Demand) and section three (Skills Supply), this section outlines skills development priorities for the sector. There are a myriad of challenges facing the sector which will be too numerous to mention. Therefore, the emphasis in this section is to focus on priority skills development challenges.

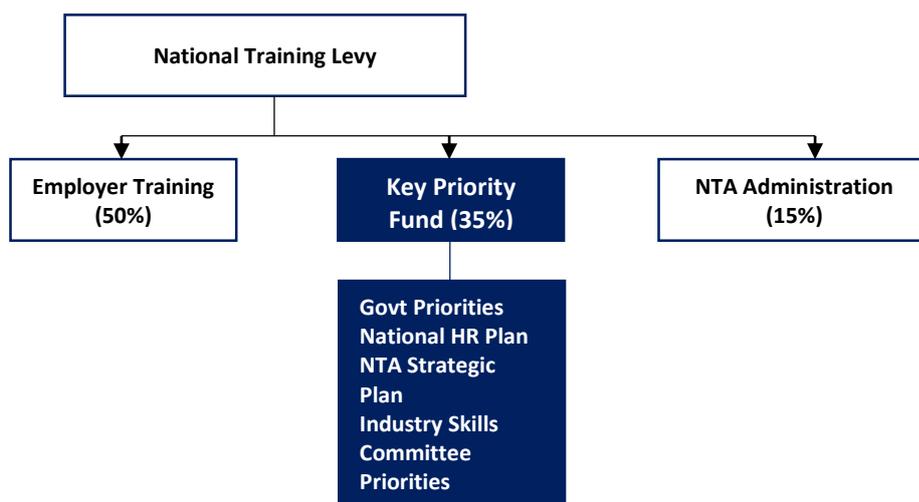
As mentioned in earlier sections, the focus of this SSP is on VET. Where HET issues are discussed, it is intended for completeness of the plan.

### 4.2 VET LEVY

The VET Act 2008 makes provision for the establishment of a National Training Fund (NTF) which imposes a training levy of 1.5% on employers' total payroll. Employers operating within the borders of Namibia with an annual payroll of N\$ 350,000 or more are subject to the payment of the levy. The fund may only be applied to (Section 26):

- Provide financial and technical assistance;
- Fund VET programmes and projects;
- Fund expenditure incurred by the NTA in the performance of its functions;
- Fund any other expenditure by the NTA or the Board in performing its functions; and
- Fund any other expenditure authorised by the Act.

The NTF works as follows:



- Employers pay levies of 1.5% of their payroll between September and March.
- Employers are reimbursed 50% of their payroll on submission of training evidence in April.

- All unclaimed employer training monies and 35% of National Training Levy are apportioned to the Key Priority Fund (KPF) for sector skills priorities.
- This SSP will inform the KPF to improve the skills base and productivity of the sector.
- Employers are expected to use their employer training levy wisely to benefit employees, since the KPF is earmarked for projects sector-wide.

### 4.3 SKILLS DEVELOPMENT CHALLENGES

#### CHALLENGE 1: DEVELOP OCCUPATIONALLY-DIRECTED PROGRAMMES WITH CLEARLY FORMULATED CAREER PATHWAYS

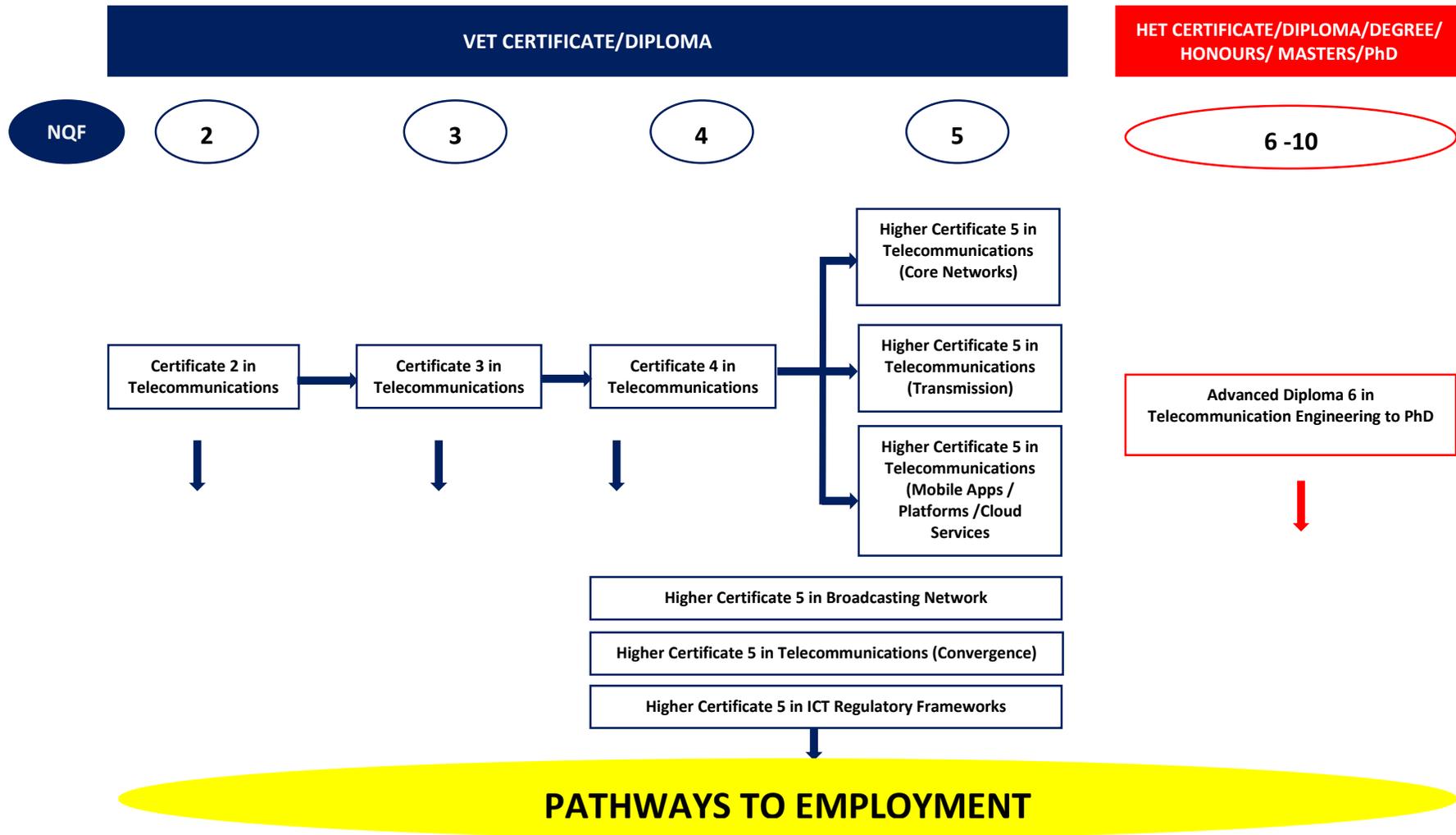
- The public and private VET institutions, with the exception of a few, are currently not geared to provide education and training services for the sector. The programmes they offer that have some relation to the sector are office administration, business management, business administration and IT. These institutions do not appear to provide any core programmes needed in the sector at a VET level.
- We therefore propose that VET institutions should be encouraged to offer occupationally-directed programmes that align with the needs of the sector. Such programmes should be part of a career pathway that would enable workers to progress to higher levels in the occupational hierarchy.
- Keeping in mind that a number of qualifications in telecommunications are currently registered on the NQF (*refer to section 3*), it is necessary to develop further qualifications at VET levels. As a start, we have identified 7 qualifications that should be offered by VET institutions to ensure alignment with the skills needs of employers in the sector:

No	Qualification Description	NQF Level	Duration (Years)
1	<b>Certificate 2 in Telecommunications:</b> <i>A general qualification for the Telecommunications Technical Stream. Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.</i>	2	1
2	<b>Certificate 3 in Telecommunications:</b> <i>A general qualification for the Telecommunications Technical Stream. Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.</i>	3	1
3	<b>Certificate 4 in Telecommunications:</b> <i>A general qualification for the Telecommunications Technical Stream. Performance in a broad range of skilled applications including requirements to evaluate and analyse current practices, develop new criteria and procedure for performing current practices and provision of some leadership and guidance to others in the application and planning of the skill.</i>	4	1

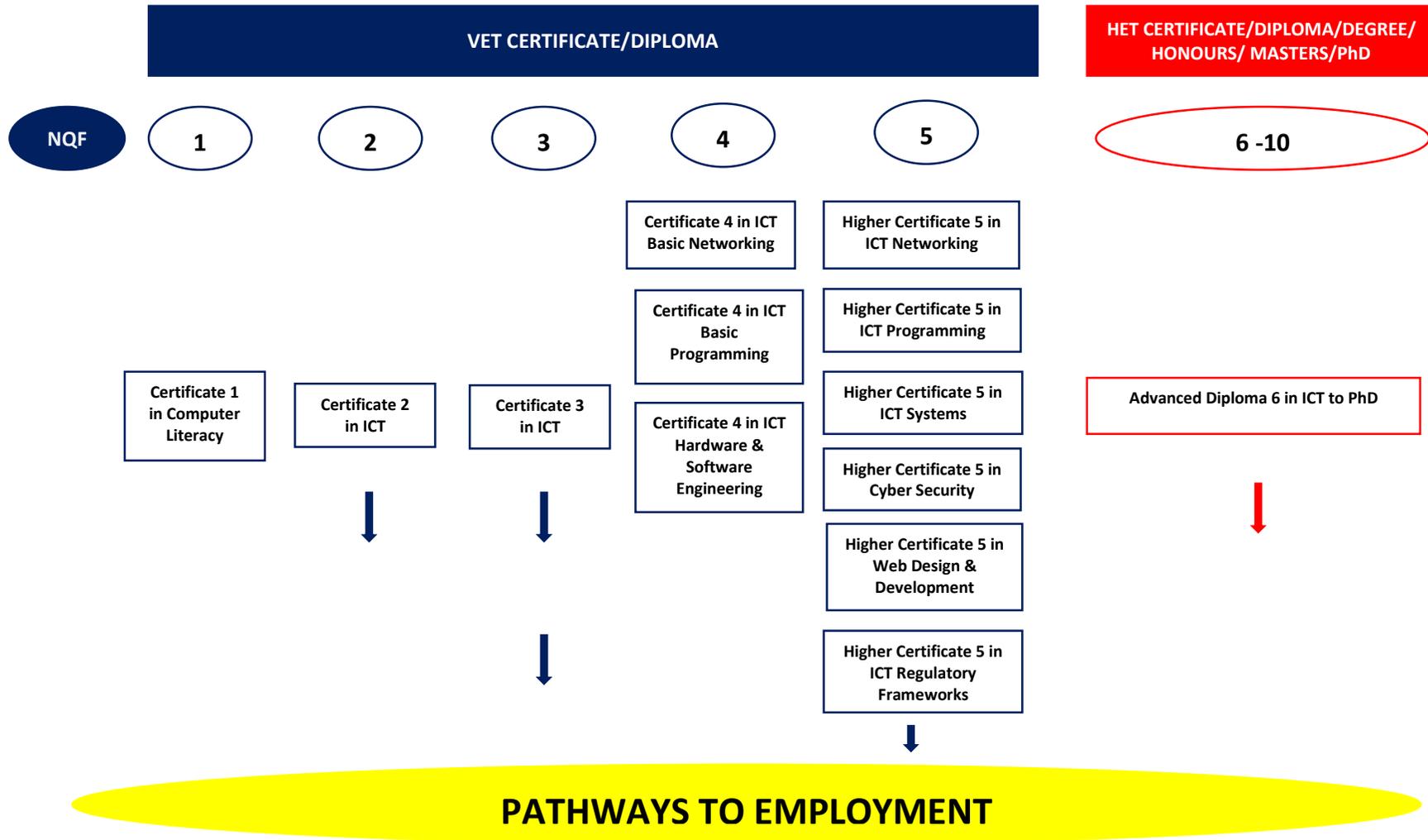
No	Qualification Description	NQF Level	Duration (Years)
4	<b>Diploma 5 in Telecommunications:</b> <i>A general qualification for the Telecommunications Technical Stream. The self-directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.</i>	5	1
5	<b>Certificate 2 in Telecommunications (Cabling):</b> <i>A general qualification for the Telecommunications Technical Stream. Performance of a prescribed range of cabling functions involving known routines and procedures and some accountability for the quality of outcomes.</i>	2	1
	<b>Certificate 3 in Telecommunications (Cabling):</b> <i>A general qualification for the Telecommunications Technical Stream. Performance of a defined range of skilled cabling operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.</i>	3	1
6	<b>Certificate 4 in Telecommunications (Cabling):</b> <i>A general qualification for the Telecommunications Technical Stream. Performance in a broad range of skilled cabling applications including requirements to evaluate and analyse current practices, develop new criteria and procedure for performing current practices and provision of some leadership and guidance to others in the application and planning of the skill.</i>	4	1
7	<b>Certificate 3 in Telecommunications (Customer Premises Cabling and Equipment):</b> <i>A specific qualification in the Telecommunications Technical CPE Stream. Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.</i>	3	2
8	<b>Certificate 4 in Telecommunications (Call Centre):</b> <i>A specific qualification for the Telecommunications Call Centre Stream. Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints</i>	4	1
9	<b>Diploma 5 in Telecommunications (Call Centre Team Leader)</b> <i>A specific qualification for the Telecommunications Call Centre Stream. Performance in a broad range of skilled applications including requirements to evaluate and analyse current practices, develop new criteria and procedure for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.</i>	5	1

- Career pathway-oriented workforce development has the goal of increasing individuals' educational and skills attainment and improving their employment outcomes while meeting the needs of local employers and growing sectors and industries.
- Career pathway programmes offer a clear sequence, or *pathway*, of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies. This systems approach makes it easier for people to earn industry-recognised credentials (through more flexible avenues and opportunities for relevant education and training) and to attain marketable skills so that they can easily find work in growing careers. These comprehensive education and training systems are particularly suited to meet the needs of working learners and non-traditional students.
- In the diagrams below we propose the following qualifications pathways for telecommunications and ICT. Qualifications should be developed enabling trainees and employees to gain certification on the basis of meeting competency standards.
- These qualification pathways are by no means the full set of qualifications required in the sector. But they do provide a starting point for the next 3 to 5 years.
- The qualifications along the pathways are mapped to occupations, thus ensuring that trainees are work ready.
- Trainees can exist at any point on completing the qualification and seeking employment in the labour market. We have focused on the VET Band in the diagrams.
- Telecommunications present VET institutions with a window of opportunity to offer programmes in this dynamic and fast-growing sector at VET Levels.

## TELECOMMUNICATIONS VET CAREER PATHWAYS



# INFORMATION COMMUNICATION TECHNOLOGY (ICT) VET CAREER PATHWAYS



- Career pathway programmes feature the following characteristics:



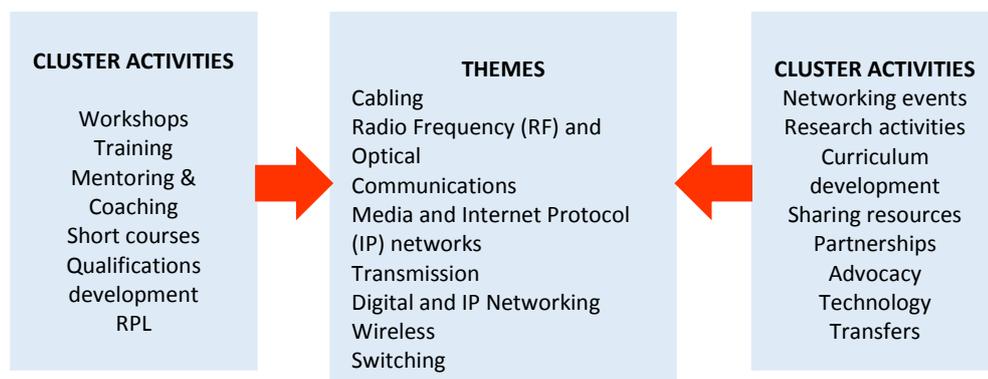
## CHALLENGE 2: CREATING EFFECTIVE STAKEHOLDER PARTNERSHIPS AND PROMOTING TRAINING CLUSTERS

- Stakeholder partnerships and clusters are becoming the adopted approach to meeting sector needs for skilled workers and workers' need for better jobs. Stakeholder partnerships are forged with industry, government agencies, education institutions, labour, and community organisations to focus on the workforce needs in an industry within a skills ecosystem.
- A sector training cluster is a geographic concentration of large, medium and small enterprises, government agencies, training providers, trade unions and employer associations that come together to improve the competitiveness of organisations in the sector. They have two key elements. Firstly, organisations in the cluster must be linked. Secondly, groups of inter-linked organisations locate in close proximity to one other.

- The key aspects of cluster-based strategies are illustrated in the table below and consists of:

<b>Mobilisation</b>	Building interest and participation
<b>Diagnosis</b>	Identifying and defining the cluster then identifying the strengths and weaknesses of the cluster
<b>Collaborative Strategy</b>	Identifying the actions required to promote the development of the cluster, in association with the main stakeholders in the cluster
<b>Implementation</b>	Implementing those actions
<b>Assessment</b>	Monitoring and evaluating the results and reviewing the content of the strategy

- Partnerships address current and emerging occupational needs and skill gaps. It offers a mechanism to focus scarce resources on job providers in an area, as well as to focus comprehensively on the workforce skills, from entry level to advanced, required in the sector.
- Partnerships provide a means for the NTA and education institutions to engage directly with stakeholders across traditional boundaries better aligning training programmes and resources. Partnerships help to reduce inefficiencies and streamline state efforts by co-ordinating various projects and braiding various funding streams intended for the same purpose.
- Possible themes and activities of a Telecommunications Training Cluster are broadly identified as follows:



- The ISC represents the interests of the industry stakeholders in the sector.
- It is necessary for the ISC to establish technical working groups to ensure that the VTCs and other training providers offer telecommunication programmes that resonate with the needs of the sector.

### **CHALLENGE 3: PROMOTE CAREER GUIDANCE AND PLANNING IN EDUCATION INSTITUTIONS**

- There is a need to encourage young people to enter the telecommunications sector. They should be informed of the following:
  - what the sector is about;
  - what jobs and careers are available in the sector;
  - the various careers pathways that can be pursued;
  - training programmes and providers;
  - opportunities in the sector; and
  - the many benefits this sector holds for them locally and internationally.
- A starting point should be to target guidance and career counsellors in secondary and tertiary institutions to promote careers in the sector.

### **CHALLENGE 4: IMPROVING THE EFFICIENCY AND EFFECTIVENESS OF THE VET SECTOR**

- The VET sector has a contributory role to play in transforming the telecommunications sector and improving the quality of life for all Namibians. VET institutions should be geared to address occupational shortages in the country, particularly for technical, technological and employability skills.
- Currently the VET system is small, underfunded, undifferentiated with poor quality outputs.
- In this respect VET institutions are not meeting the growing needs of students, employers, workers, and marginalised sections of society. Most of the VET institutions are faced with the problem of where demand for places exceeds the supply-side capacity of institutions. There are a large number of young people that should be accommodated in VET institutions and become equipped with the requisite knowledge and technical skills for productive employment and self-employment. In addition to expansion of the VET sector, access should be made for employed workers wanting to enrol on training programmes at VET institutions whilst in employment.
- Equally important is the need to align the VET sector to the country's overall developmental agenda with links to various strategies such as Vision 2030, NDP 4 and the National Human Resource Development Plan. This will enable the VET sector to contribute more effectively to the goal of inclusive growth and development, and contribute to reducing unemployment and poverty.

## **CHALLENGE 5: BUILDING LABOUR MARKET RESEARCH CAPACITY FOR SECTOR SKILLS PLANNING**

- There is a need to build institutional skills research capacity and improve labour market diagnosis in the skills ecosystem to analyse skills imbalances and make decisions based on research evidence.
- The NTA has an important role in conducting sector skills research, gathering statistics and disseminating findings to the public. The NTA should also build research capacity in stakeholder bodies, particularly education institutions to track graduates.
- Its close contact with government agencies, industries and education institutions puts them in a good position to track skills trends, undertake national training needs studies, develop baseline labour market indicators and postulate solutions.

## **CHALLENGE 6: SUPPORTING WORKPLACE-BASED SKILLS DEVELOPMENT IN THE SECTOR**

- Planning and implementing skills development in the workplace is essential to identifying current and future workforce needs in the sector.
- Skills development motivates employees to do better in the workplace and support industry objectives.
- For policy-makers and education institutions to develop training solutions that meet the needs of the sector, employers should communicate workforce training needs to supply-side institutions.
- This will contribute significantly to building the capacity of the VET sector to deliver training programmes that align to workforce needs and ensure work ready graduates that have both the skills and knowledge required by employers.
- Employers should develop training plans and ensure that workers are trained in the workplace.

## 5. MEDIA

### 5.1 INTRODUCTION

The printing operation of media falls under the manufacturing sector, while the media section falls within the PS&TC sector.

We have separated the media industry from PS&TC since the former is fundamentally different from the latter two industries mentioned.

Generally the core occupations in media fall decisively within the HET band, as opposed to VET. Obviously support occupations straddle across all sectors of the economy.

The inputs below are received as part of stakeholder feedback from Namibia Media Holdings<sup>8</sup>.

### 5.2 BACKGROUND

The media in Namibia plays a crucial role in the dissemination of news and information and educating the citizens of the country. The importance of this role is underlined by the fact that freedom of speech and expression is explicitly guaranteed for the press and other media in *Article 21 (1) (a)* of the Namibian Constitution.

The media also play a pivotal role in realising the objectives of *Vision 2030* and *Namibia's Fourth National Development Plan 2012/13 to 2016/17* by providing information that will enable citizens to make informed decisions and educating citizens in a variety of fields.

Despite Namibia's small population of 2.2 million people, the media market in Namibia is diverse. The country is served by 15 newspapers, one state-owned and nine private commercial radio broadcasters, two free-to-air television stations and one subscription television provider.

### 5.3 LEGISLATION

The Namibian media enjoys an open environment that is *generally* free of restrictive legislation. The following statutes provide for the establishment of state institutions and the regulation thereof.

- *Namibian Broadcasting Act, 1991 (Act 9 of 1991) Press Agency Act, 1992 (Act 3 of 1992)*
- *New Era Publications Corporation Act, 1992 (Act 1 of 1992)*

---

<sup>8</sup> Namibia Media Holdings, 11 November 2014.

- *Communications Regulatory Authority of Namibia, 2009 (Act 8 of 2009)*. This Act regulates telecommunication services and networks, broadcasting services, postal services and the allocation of radio spectrum and also regulates private broadcasters.

The private media are subject to the following statutes:

- *Newspaper and Imprint Registration Act, Act 63 of 1971* which stipulates that no person is entitled to publish a newspaper intended for public dissemination unless the newspaper has been registered.

## 5.4 CHALLENGES

Due to various global challenges facing the media, especially print, it has to adapt to retain its readerships and to cater for consumers who are increasingly relying on other sources of news, information and entertainment. While the Namibian newspaper market has defied the global trend, it is unlikely that this will continue as more people begin to rely on mobile devices and social media networks to access news, information and entertainment. At the same time, the change in readership patterns is also likely to drive newspapers to change their layout and design to attract readers.

## 5.5 SKILLS DEMAND

There are a sufficient number of graduates from HET institutions entering the labour market. However, what is essentially required is to provide professional development in the form of short courses to existing media employees to keep pace with changes and new technology in the industry. Thus, there is a need for further training of editors, sub editors, copy writers, journalists, reporters, producers, DTB and layout specialists, web designers and web developers. Graduates require work experience during and after their periods of study to ensure work readiness. As mentioned, such skills training is the remit of HET.

## 5.6 SKILLS SUPPLY

**Higher Education:** Two tertiary institutions offer qualifications in Journalism and Communication Technology (Polytechnic of Namibia) and Media Studies (UNAM), while the College of the Arts offer a three-year Diploma in media-related subjects.

**The Polytechnic of Namibia:** Offers a four-year Honours degree in Journalism and Communication Technology. This course was initially offered as a three-year diploma course, but is now offered at Honours level. The qualification was structured around the concept of multi-skilling at its inception and offers three specialisation courses in the third year: Journalism (specialising in radio and TV production), Multimedia Design and Production, Public Relations and Corporate Communication.

**University of Namibia (UNAM):** The University of Namibia offers a four-year Bachelor of Arts in Media Studies (Honours) degree, with three areas of specialisation from the third year: Public Relations, Electronic Media and Print Media.

**College of the Arts (COTA):** The College of the Arts offers Diploma-level courses in three media-related subjects: Television Production; Radio Production; and New Media Design.

The curricula of PON and COTA do not make provision for students wanting to specialise in print media and many Polytechnic and UNAM students opt for the Public Relations and Corporate Communication speciality.

## 5.7 NMH TRAINING CENTRE

While the qualifications offered by PON, UNAM and COTA provide a sound theoretical basis and, to a certain degree, practical experience for media students, the translation of theoretical knowledge into skills and recall of knowledge are challenges employers in the media industry are faced with.

In addition, many journalists do not have tertiary journalism qualifications, but are holders of qualifications in other disciplines, or received on-the-job training.

Given the challenges newspapers face, there is, furthermore, a need to respond rapidly to changes and such training can best be offered in a working environment.

There is currently no Vocational Training Institution that provides training for workers in the media industry. In this regard, it is important to consider vocational training for support staff as well.

Namibia Media Holdings (NMH) (Pty) Ltd has been at the forefront of integrating technology in its newspaper business:

- The redesign on its three newspapers in line with the latest international trends
- The redesign of the websites of newspapers
- The use of Twitter and Facebook to break news
- The use of WhatsApp to communicate with readers
- The introduction of Layar, an app which enhances an image with digital content

The development of an app that will enable smartphone users to access the results of the 2014 National Assembly and Presidential elections on their smartphones.

To this end, NMH (Pty) Ltd established a training centre with the mandate to provide quality training to all staff. To achieve this, the company is making a voluntary monthly contribution of 1% of its total staff cost to the training centre which is on the premises of NMH in Eros.

The centre has two training venues which can accommodate 20 and 10 trainees. The venues are equipped with 10 laptop computers with Microsoft 2013 software, desks, chairs, beamers, flip charts and air-conditioners.

Training will initially be offered to staff members and currently documentation is being prepared for accreditation with the NQA for two courses: a Certificate in Journalism and a Certificate in Editorial Layout and Design.

It is, however, NMH's long-term intention to offer training for other journalist, designers and employees of support services to the media industry.

## 6. ACTION PLAN

The Action Plan for the sector is as follows:

NO	ACTIVITIES	INDICATORS	PARTIES	DUE DATES
<b>PRIORITY 1: DEVELOP OCCUPATIONALLY-DIRECTED PROGRAMMES WITH CLEARLY FORMULATED CAREER PATHWAYS</b>				
1.1	Occupations in high demand and skills gaps in the sector should be prioritised to expand access and allocation of resources	<ul style="list-style-type: none"> <li>▪ Qualifications are mapped to occupations in high demand and career pathways in the sector contributing to improved relevance of training and greater mobility and progression</li> <li>▪ Qualifications and accredited training programmes for occupations in high demand are developed, if they do not exist</li> <li>▪ The number of students enrolled for learning programmes related to occupations in high demand are increased annually to meet the demand-side needs of the labour market</li> <li>▪ Short skills courses geared towards addressing skills gaps</li> </ul>	NTA / education institutions/ Employer Bodies/ Labour Unions/ Community Groups/ Government Agencies/ International Donor Agencies	TBA
<b>PRIORITY 2: CREATING EFFECTIVE STAKEHOLDER PARTNERSHIPS AND PROMOTING CLUSTERS</b>				
2.1	Promote partnerships and clusters with employer bodies, education institutions, government agencies, and community groups to respond to sector and local training needs, build better networks and design responsive training interventions	<ul style="list-style-type: none"> <li>▪ The NTA develops a policy implementation framework for education institutions to promote stakeholder partnerships and clusters</li> <li>▪ Guidelines and training interventions to support the development and management of partnerships developed and measured</li> <li>▪ The number, type and outputs of partnerships by education institutions evaluated and recorded</li> <li>▪ Agreements entered with partners on training projects linked to promoting local development</li> </ul>	NTA / education institutions/ Employer Bodies/ Labour Unions/ Community Groups/ Government Agencies/ International Donor Agencies	TBA
2.2	Establishing and strengthening stakeholder relationships	<ul style="list-style-type: none"> <li>▪ Workshops to inform stakeholder of different partnership modalities and develop successful partnerships held in all regions.</li> </ul>		TBA
2.3	Information is disseminated to partners to keep them abreast of NTA activities to promote skills development	<ul style="list-style-type: none"> <li>▪ Information on NTA and Sector Committee activities, SSPs, occupations in high demand and skills gaps in the PS&amp;TC sector communicated to stakeholders</li> </ul>		TBA
2.4	Support training clusters where large, medium and small organisations in a single sector come together and benefit from synergies of association related to shared skills training, instructors, facilities, benchmarking and best practices	<ul style="list-style-type: none"> <li>▪ NTA ensures education institutions offering telecommunications programmes join the cluster</li> <li>▪ The number of education institutions involved in clusters</li> </ul>		TBA

NO	ACTIVITIES	INDICATORS	PARTIES	DUE DATES
<b>PRIORITY 3: PROMOTE CAREER GUIDANCE AND PLANNING IN EDUCATION INSTITUTIONS</b>				
3.1	Develop a Career Guide for the sector with a particular focus on career opportunities in Namibia.	<ul style="list-style-type: none"> <li>A Career Guide is produced</li> </ul>	VET Colleges, Tertiary Institutions, NTA	TBA
3.2	Train a small group of facilitators to conduct workshops based on the Career Guide	<ul style="list-style-type: none"> <li>Number of facilitators trained</li> </ul>		TBA
3.3	Disseminate Career Guide to all secondary school guidance counsellors and tertiary career counsellors	<ul style="list-style-type: none"> <li>Career Guide given to every secondary school and all tertiary institutions in Namibia</li> </ul>		TBA
3.4	Arrange workshops in key regions with school guidance counsellors to discuss Career Guide	<ul style="list-style-type: none"> <li>Number of workshops held with school guidance counsellors to discuss Career Guide</li> </ul>		TBA
3.5	Arrange a workshop with VET institution career counsellors to discuss Career Guide	<ul style="list-style-type: none"> <li>A workshop held with VET career counsellors on the Career Guide.</li> </ul>		TBA
3.6	Career Guide distributed at Career Fairs	<ul style="list-style-type: none"> <li>Number of career fairs attended in a year</li> </ul>		TBA
<b>PRIORITY 4: IMPROVING THE EFFICIENCY AND EFFECTIVENESS OF THE VET SECTOR</b>				
4.1.	Expand capacity (institutions and infrastructure) to provide training to address occupations in high demand and skills gaps, enabling improved productivity, economic growth and the ability of the workforce to adapt to changes in the labour market.	<ul style="list-style-type: none"> <li>An audit of VET institutions earmarked as key providers of industry training is undertaken to establish what improvement, upgrading and expansion is needed.</li> <li>Approval and funding for such upgrading and improvements are obtained.</li> <li>An audit of potential institutions to become training providers is undertaken to create the required training capacity to meet occupational demand.</li> <li>Funding for upgrading and improvements for such institutions is obtained.</li> </ul>	NTA/Ministry of Education/ISC /VETC/ COSDECs	TBA
4.2	Expand student access and increase the range of training programmes at existing VET institutions in occupations that are critical in the sector.	<ul style="list-style-type: none"> <li>Student intake at existing VTC facilities is increased using a range of delivery modes (full-, part-time, distance and blended).</li> <li>Increase the number of accredited private training providers in the VET sector for national qualifications.</li> </ul>	NTA/Ministry of Education/ISC /VTC/ COSDECs	TBA
4.3.	Promote differentiation in the	Grade 9 learners, employed workers, youth and unemployed adults should be	NTA/Ministry of	TBA

NO	ACTIVITIES	INDICATORS	PARTIES	DUE DATES
	VET sector in terms of programme mix and target population.	accommodated by VTCs and COSDECs and progressively increased annually.	Education/ISC /VTCs/ COSDECs	
4.4.	Develop training programmes to grow the pool of VET instructors and improve the subject knowledge and competencies of existing VET instructors.	<ul style="list-style-type: none"> <li>▪ An audit to establish the number and profile of existing VET instructors is undertaken to determine capacity constraints.</li> <li>▪ Establish what upgrading and retraining they require to meet CBET and other requirements to be registered as competent instructors with the NTA.</li> <li>▪ Create the capacity to provide train-the-trainer programmes for those trainers requiring retraining and upgrading.</li> <li>▪ Number of new VET and existing VET instructors that underwent training.</li> </ul>	NTA/Ministry of Education/ISC /VTCs/ COSDECs	TBA
4.5.	Improve the capacity of VET managers to run institutions effectively and efficiently.	<ul style="list-style-type: none"> <li>▪ Professional development programmes are offered in: leadership, organisational development, performance management, strategy, marketing, finance, human resources, client relationships management and finance.</li> <li>▪ The number of VET managers trained are increased annually.</li> </ul>	NTA/Ministry of Education/ISC /VTCs/ COSDECs	TBA
<b>PRIORITY 5: BUILDING LABOUR MARKET RESEARCH CAPACITY FOR SECTOR SKILLS PLANNING</b>				
5.1	Develop a three year Sector Skills Research Strategy and Implementation Plan (2014-2017) to improve research capacity and outputs to support skills planning	<ul style="list-style-type: none"> <li>▪ Research strategy and implementation plan approved by ISC and NTA</li> <li>▪ One telecommunications skills seminar per year</li> <li>▪ One tracer study and one employer survey consecutively every two years</li> <li>▪ SSP Plan updated annually</li> <li>▪ Number of ISC members and NTA staff receiving research training</li> <li>▪ Number of research partnerships developed</li> <li>▪ Research Committee established</li> </ul>	NTA / education institutions/ Employer Bodies/ Labour Unions/ Community Groups/ Government Agencies/ International Donor Agencies	TBA
5.2	Build research capacity in education institutions to conduct research	<ul style="list-style-type: none"> <li>▪ Guidelines on institutional research to monitor skills demand and manage information is developed</li> <li>▪ Workshops with education institutions to discuss guidelines</li> </ul>		TBA
5.3	Sector skills research is conducted on a regular basis to monitor industry labour market trends, and measure the impact of interventions and funding allocated	<ul style="list-style-type: none"> <li>▪ Research on relevant areas are commissioned and conducted as agreed by the Sector Committee and distributed to stakeholders</li> </ul>		TBA
5.4	Establish a working group for early identification of skill needs in the sector with the following aims:	<ul style="list-style-type: none"> <li>▪ Formation of working group</li> <li>▪ Outputs of working group</li> </ul>		TBA

NO	ACTIVITIES	INDICATORS	PARTIES	DUE DATES
	<ul style="list-style-type: none"> <li>▪ exchanging knowledge and experience on methods and tools;</li> <li>▪ complementing other research and analysis activities on skill needs in the sector;</li> <li>▪ generating research and development projects to cover existing gaps in identifying future skill needs in the sector and transferring them into policy and practice.</li> </ul>			
<b>PRIORITY 6: SUPPORTING WORKPLACE-BASED SKILLS DEVELOPMENT IN THE SECTOR</b>				
6.1	The KPF is effectively used to address skills shortages in various sectors.	<ul style="list-style-type: none"> <li>▪ Develop and implement training projects for employees in the sector.</li> <li>▪ NGOs working in local communities are supported.</li> <li>▪ Training activities to improve employability and skills are designed and offered.</li> </ul>		
6.2	Strategic planning in VET institutions and COSDECS are responsive to shortages in the sector.	<ul style="list-style-type: none"> <li>▪ The research skills of VET education managers are improved to analyse training needs in the sector.</li> <li>▪ VTCs and COSDECs conduct employer surveys and tracer studies annually.</li> </ul>		TBA
6.3	Industry skills research is required to inform sound decision-making, monitor sector trends, and measure the impact of interventions and funding allocated.	<ul style="list-style-type: none"> <li>▪ Research on relevant areas are commissioned and conducted as agreed by the ISC and distributed to stakeholders.</li> </ul>		TBA