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Erasmus+ National Policy Reviews 2024 Namibia

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Namibia

Contributor

ENFP for Namibia: Dr Natascha Cheikhoussef

Ministry of Higher Education, Technology and Innovation

This national policy review provides a detailed analysis of Namibia's educational policies and their alignment with the Erasmus+ programme. It offers official, first-hand information into the country's engagement with Erasmus+ from 2021 to 2024, highlighting opportunities for improvement and identifying strategies to enhance integration and outcomes. Prepared and submitted by the Erasmus+ National Focal Point, this review contributes to ongoing efforts to strengthen international cooperation and to maximise the benefits of the Erasmus+ programme in Namibia.

Reviews of policies, initiatives, projects, and/or stakeholders

Vision 2030

Vision 2030 for Namibia aims to foster prosperity through the development of human resources. It envisions a unified and adaptable education and training system to prepare learners for a dynamic environment and support economic, moral, cultural, and social growth. Achieving this national aspiration relies on human resource development aligned with community needs, with higher education playing a crucial role in community self-actualisation.

Higher Education Act (Act 26 of 2003)

According to the Higher Education Act (Act 26 of 2003), higher education includes all programs leading to qualifications beyond grade 12, excluding vocational training and open learning. This definition is important and distinct from other educational agendas.

The Ministry of Higher Education, Technology and Innovation (MHETI)

The Ministry of Higher Education, Technology and Innovation (MHETI) oversees higher education, focusing on research, innovation, and alignment with Vision 2030 and the Harambee Prosperity Plan. Namibia aims to transition from a resource-based to a knowledge-based industrial economy, driven by a robust research, science, technology, and innovation system supported by a skilled workforce.

MHETI's mandate is carried out through public institutions like the Namibia University of Science and Technology and the University of Namibia, regulatory bodies such as the National Council for Higher Education and the Namibia Qualifications Authority, and registered private higher education providers.

Legislative reforms and/or policies that have been put in place in the past three years or that are still being discussed

Namibia Development Plans and Vision 2030

The Namibia Development Plans and the Harambee Prosperity Plan II (HPP II) which are the drivers of Vision 2030 recognise Namibia's commitment to the UN SDG No. 4, 5 and 8, and the African Union Development Agenda 2063, the UNESCO Convention on Recognition of qualifications, and the United Nations Global Agenda 2030.

Namibia Training Authority (NTA)

The Namibia Training Authority (NTA), established in 2008 after the passing of the VET Act, has been growing steadily and is starting to fulfil its role as a regulator, funder, and service provider for technical and vocational education and training (TVET). Under the Ministry of Higher Education, Technology, and Innovation (MHETI), NTA is responsible for overseeing the TVET sector and supporting Namibia's broader economic development goals by addressing the country's need for skilled workers.

NTA 2024-2028 Integrated Strategic Business Plan

The NTA's 2024-2028 Strategic Plan aims to strengthen the TVET sector to better support Namibia's economy and society. It builds on previous successes and tackles current issues by introducing new initiatives for growth and value creation. The plan is centred around three main principles: Sustainability, Excellence, and Growth. By working with its partners, NTA seeks to bring about significant positive changes.

Competency-Based Education and Training (CBET)

Since gaining independence in 1990, Namibia's government has made major changes to the education and training system to correct the inequalities of the Apartheid era. One key reform was the Namibia Vocational Education and Training Policy (2005), which highlighted the importance of technical and vocational education (TVET) for skill development. It also introduced the Competency-Based Education and Training (CBET) model, which, in line with the Namibia Qualifications Framework (NQF), supports a variety of occupations beyond traditional trades.

The Namibian government sees the TVET sector as key to addressing critical issues like slow economic growth, poverty, inequality, and high youth unemployment. Despite its potential, the sector has not yet fully met these challenges. To enhance its impact, the TVET policy is based on several core principles: fairness, flexibility, inclusivity, gender sensitivity, innovation, partnership, quality, and transparency. These principles aim to create a more effective, equitable, and responsive system that can better serve the country's development needs.

The policy emphasises five key objectives: improving governance, enhancing education quality, expanding access and equity, encouraging research and innovation, and diversifying funding sources. A detailed situational analysis informs a strategic plan designed to align the system's internal strengths with the external demands of the market, ensuring the policy effectively meets both educational and economic needs.

To create a knowledge-based and industrialised society, Namibia requires a sustainable TVET sector capable of adapting to social, economic, and technological shifts, including the Fourth Industrial Revolution (4IR). The revised 2021 National TVET Policy updates the 2005 version to incorporate global trends and address the evolving needs of the labour market. The policy's focus is on enhancing the quality and accessibility of TVET programs for both youth and adults, aligning with national development goals such as Vision 2030, the Harambee Prosperity Plans, and NDP 5, while respecting the Namibian Constitution.

The policy focuses on addressing current and future skill needs, supporting industrial growth, and enhancing global competitiveness. It also defines stakeholder roles, provides an annual action plan, and includes a communication strategy to ensure effective implementation.

Recognition of Prior Learning (RPL)

The National TVET Policy places a strong emphasis on recognising Prior Learning (RPL), providing a structured framework to acknowledge skills acquired outside the formal Vocational Education and Training (VET) sector. This allows candidates to undergo assessment and certification based on their acquired competencies and skills.

Global Alignment and Sustainable Development Goals

The TVET Policy strategically aligns with global, regional, and local perspectives, emphasizing skills development initiatives in line with the United Nations Sustainable Development Goals 4, 5, and 8 (SDGs). Its focus extends beyond mere workforce preparation, emphasising lifelong learning, fostering inclusion, and contributing to low-carbon transitions in economies and societies.

Constitutional and Legislative Alignment

The commitment to education is further solidified by aligning with the Namibian Constitution Article 20, ensuring the right to education for all individuals. Additionally, the initiatives are in harmony with the Basic Education Act No. 3 of 2020, emphasising equitable, inclusive, and quality education, with a strong emphasis on promoting lifelong learning.

Addressing Challenges within the TVET Sector

Recognising challenges within the TVET sector, particularly weak linkages with mainstream education, the policy adopts a strategic approach. This involves harmonising and linking Pre-Vocational Education with TVET, with a specific focus on strengthening pre-vocational education in secondary schools.

Namibia's Space Science and Technology Policy of 2021

Namibia's Space Science and Technology Policy of 2021 outlines the country's space objectives and supports its broader goals, including Vision 2030 and National Development Plans. It also aligns with Africa's Space Policy and the global Sustainable Development Goals (SDGs).

Namibia's space policy is designed to use space science and technology to support the country's growth. It has four main goals: (1) increasing public awareness about space science, (2) improving cooperation and funding for space activities, (3) developing skills and institutions related to space technology, and (4) making the most of space technology for national benefit. Each goal has clear strategies to help reach these objectives, and the policy aligns with existing laws to address key social and economic needs.

This policy is aligned with several international, regional, and national guidelines, such as those from the UN Committee on the Peaceful Use of Outer Space (UNCOPUOS), the Africa Space Policy, and STISA 2024. It also follows the Africa Science and Technology Action Plan and the SADC Protocol on Science and Technology. Nationally, it supports Namibia's Vision 2030 and fits within key policies like the National Development Plans, the National Agriculture Policy (2015), the Communications Act (2009), the Environmental Management Act (2007), the Sustainable Development Land Use Policy (2004), and the Central Intelligence Service Act (2007).

This policy is based on principles such as using space science for peaceful purposes, promoting sustainable development, fostering collaboration, building national skills and institutions, encouraging innovation, and ensuring security. The Ministry of Higher Education, Technology, and Innovation is responsible for implementing the policy, with the National Commission on Research, Science, and Technology coordinating its efforts.

Because space science and technologies involve multiple sectors, stakeholders from academia, regulatory bodies, security, and other ministries and agencies will play important roles in carrying out the policy. The policy also includes a strong system for monitoring and evaluation, resource mobilization, and communication efforts.

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