

# Namibia's Skills Deficits:

**Cross-Sectoral Perceptions and Experiences**



**2010**

## Foreword

During the last few years several diverse attempts have been made to establish the extent of the skills shortage in Namibia. For a variety of reasons, no blame intended, these investigations have produced inconclusive results. Constantly there are criticisms of the current allocation of work permits; too easy to obtain on the one hand and sometimes impossible on the other. Why and where does the problem lie? Do we have critical skills shortages and if so in which sectors?

After discussions with the Trade Union umbrella bodies, NUNW and TUCNA, and the Ministry of Labour & Social Welfare, the NEF in collaboration with the social partners aforementioned decided to rapidly carry out a skills-shortage survey in an endeavour to establish key facts.

It was realised during implementation of the survey that the limitations of the project, in terms of time and resources, meant that a detailed breakdown of skills shortages in each industry would not be possible. Instead, the survey establishes the seriousness of the problem and identifies the areas of expertise in which skills shortages are most critical across all sectors. It is envisaged that a larger and more comprehensive skills census needs to be carried out to gain detailed information on a sector-by-sector basis. This report sets out the case for such a survey to be undertaken in the near future.

We wish to thank the IPPR and especially Frederico Links and Graham Hopwood for their work in executing this survey, and the ILO Regional Office in Pretoria and the Global Compact Namibia Network for their financial support. We acknowledge with sincere appreciation contributions from the trade unions and the Ministry of Labour and Social Welfare without whose input this study would not have been as inclusive as it is.

We call upon all sectors of the Namibian economy to take note of the recommendations for “The way forward”, and to join hands and together resolve the issues raised in the interests of Namibia, creating more jobs and overall building of the economy.

Namibian Employers' Federation in collaboration with the Ministry of Labour and Social Welfare, NUNW and TUCNA  
20th November 2010.

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In partnership with: The Ministry of Labour & Social Welfare  
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# Executive Summary

In Namibia, it is clear that the issue of skills is an urgent strategic concern across various sectors. It should be noted that this survey did not attempt to establish a detailed breakdown of skills shortages in each industry but rather the areas of expertise in which skills shortages are most critical across all sectors. It is envisaged that a more comprehensive follow-up skills census could establish detailed deficits on a sector-by-sector basis.

## Is there really a skills shortage/scarcity?

- 96% of respondents across various sectors agreed that Namibia is experiencing a skills shortage/scarcity;
- And 51% of those indicated that the skills shortage/scarcity across all sectors was severe, while 45% considered the shortage very severe;
- 70% indicated that critical vacancies requiring specialist skills and/or expertise existed in their organisation/company/industry.

## Are tertiary sector education and training authorities performing?

- 75% of respondents to this question responded in the range of partially satisfied to mostly dissatisfied, while 11% indicated complete dissatisfaction and only slightly more (14%) indicated in the range of mostly satisfied to completely satisfied with the performance of tertiary sector education and training authorities;
- 55% indicated in the range of partially relevant to mostly irrelevant, with regard to the curricular offerings of tertiary sector education and training authorities, while 9% indicated that the skills training was completely irrelevant.

## What are organisations/companies/industries doing about it?

- 64% of respondents, who had stated that they agree that a skills shortage/scarcity generally exists, indicated that their organisation/company has a strategic skills development plan in place;
- However, more than half (53%) of respondents who had indicated the existence of in-house skills development initiatives stated that such initiatives are only partially effective, while 35% stated that they are mostly effective, but only 9% found in-house efforts to be completely effective;
- Only 36% of organisations/companies make bursaries available to outside parties (i.e. school-leavers) to gain qualifications and/or skills required by

that particular industry/organisation.

## What does all this mean going forward?

- 53% of respondents who agreed that Namibia is experiencing a skills shortage/scarcity are of the opinion that the situation is going to worsen over the next five years, with only 23% expressing optimism that there would be some improvement.

## What should be done?

Based on the findings of the survey the following is recommended:

1. That a comprehensive, sector-by-sector, skills audit/census be undertaken over the next 12 months;
2. That the findings of such an audit/census be used as the basis for the design of an overarching National Skills Development Policy and Plan within two (2) years;
3. That such an initiative be a collaborative effort between government, trade unions and the private sector in order to ensure optimal buy-in;
4. That the private sector, through trade and umbrella associations, proactively assess and institute measures aimed at mitigating the perceived worsening of the skills situation within various sectors over the coming decade;
5. That government urgently consider incentives to encourage the private sector to develop and further increase their current training commitments;
6. That efforts be initiated to bring the tertiary institutions' and training authorities' curriculae, particularly concerning critical technical skills training, in line with the growth needs of the private sector and the developmental needs of society;
7. The establishment and work of the Namibia Training Authority Industry Skills Committees be expedited;
8. To assist in addressing the shortage of skills in the short term, the government should be urged to streamline and speed-up the work permit process, for specialised skills as identified. In addition, the Ministry of Home Affairs should consider issuing selected companies and/or sectors with a restricted number of open permits for selected technical skills. In addition, the Ministry should issue work permits for three to five years to enable constructive transfer of skills.

# 1. Introduction

The survey on which this report is based, was an attempt to obtain a clearer picture of the skills situation, in particular whether skills shortages/scarcities exist, by evaluating the responses of various organisations/companies/institutions. Its scope is limited in nature but it is hoped that it will act as a useful guide for further debate and research on the skills shortage in Namibia.

## 1.1 Shortage/Scarcity of Skills: Fact or Fiction?

The issue of skills, in particular the perceived inability of the country's training authorities to produce graduates with skills of the right type and quality, has become something of a testy topic in Namibia over the last decade or so.

Compounding the controversy over the years has been the importation of expatriate skills by major employers in various local industrial sectors, a situation which has been exacerbated by the apparent and questionable ease with which some companies have been obtaining work permits while others struggle for weeks and months to obtain one or two permits.

Bearing in mind that this is happening in a country with an exceedingly high unemployment rate, officially pegged at 51.2% by the 2008 Labour Force Survey of the Ministry of Labour & Social Welfare, this situation has given rise to audible grumblings in recent times about foreigners taking Namibian jobs. This despite assurances that the importation of skilled personnel can create up to 15 additional jobs down the line.

In the face of all this it has become apparent over the last few months that there is a need to clearly establish whether there actually is a skills shortage or not.

In considering this question, and cognisant of the very high unemployment rate, it goes without saying that a society's ability to create jobs is necessarily closely tied to its ability to produce enough high quality skills to satisfy existing demand and to grow businesses. Stated another way, a country's ability to produce or attract skills is tied to its ability to innovate towards the attainment of higher levels of economic and social sophistication.

### In this regard, can it be said that Namibia is really faring all that badly?

When looking at the evidence already in the public domain, the answer would appear to be an equivocal 'yes'.

The 2009 Namibian Business and Investment Climate Survey (NamBIC) conducted on behalf of the Namibia Chamber of Commerce and Industry (NCCI) and the Namibian Manufacturers Association (NMA) found that for businesses employing more than six people the scarcity of skilled labour was named as the biggest obstacle to business growth.

While the country has managed to maintain a middling position over the last few years on the Global Competitiveness Index (GCI) of the World Economic Forum (WEF), Namibia is ranked very low in terms of innovation and the availability of specialised skills (i.e. scientists, engineers, etc.).<sup>1</sup>

Looking at the latest GCI report, 2010-2011, in terms of 'capacity for innovation', the country is ranked 113th out of 139 countries, and with regard to 'availability of scientists and engineers' the country ranks 135th out of 139.

Looking back at GCI reports over the years, an 'inadequately educated workforce' has consistently topped the list of 'the most problematic factors for doing business' in Namibia, with almost 20% of local respondents listing this as their primary concern in the 2010-2011 report.

The sentiment these responses encapsulate is not new, for back in 2005 a World Bank study, on Namibia's ability to innovate towards a knowledge-based economy, concluded that: "The education and training system fails to meet labour market skills requirements. A key cause of skills deficits is the narrow pipeline of good-quality senior secondary school graduates, especially those with good grades in English, mathematics, science, and ICTs. The low quality and quantity of the secondary school throughput limits the potential of post-secondary education and training institutions to respond to current labour market needs, and to supply the high-level skills

<sup>1</sup> See <http://www.weforum.org/documents/GCR10/index.html>



required in key growth sectors.”<sup>2</sup>

### But what does this mean in terms of numbers?

To illustrate, using a December 2006 report<sup>3</sup> of skills demand and supply, conducted for the National Planning Commission (NPC) and funded by the European Commission, which makes skills deficit projections from 2006 through 2012, the picture would currently and into the immediate future look as follows with regard to just some specialist skills categories:

#### For Dental Professionals:

YEAR	DEMAND	SUPPLY	DEFICIT
2010	277	179	-98
2011	294	171	-123
2012	314	163	-151

#### For Medical Professionals:

YEAR	DEMAND	SUPPLY	DEFICIT
2010	685	434	-251
2011	732	414	-318
2012	787	395	-392

#### For Engineers:

YEAR	DEMAND	SUPPLY	DEFICIT
2010	1972	1106	-866
2011	2204	1056	-1148
2012	2459	1008	-1451

#### For Financial Practitioners:

YEAR	DEMAND	SUPPLY	DEFICIT
2010	3645	2142	-1503
2011	3948	2046	-1902
2012	4297	1954	-2343

While we do not know the sampling system or

2 Namibia Human Capital and Knowledge Development for Economic Growth with Equity, 2005

3 Technical Assistance to the National Planning Commission (Namibia) for the updating of the human resources demand and supply model, 2006

methodology used by the researchers to derive these projections, let us accept them as indicative for our purposes, and if taken at face value, the skills deficit situation appears stark, notably in two aspects: While demand is consistently growing, supply is steadily decreasing; and, annual skills deficits are continually ballooning and compounding into the future.

Thus, based on all this it would appear that in the case of Namibia, the existence of skills shortages or scarcities, across various diverse sectors, leans very much towards fact. And it is in this context that the discussion in this report is conducted.

## 1.2 A shortage or a scarcity?

For the purposes of this study it was decided to use these two terms somewhat synonymously, even though they define different but almost similar states or situations.

So, before going any further, it is appropriate to define these two words in order for them to be understood in the context of the skills landscape in Namibia:

**Scarcity:** *Occurring in small numbers or quantities; or rare.*

**Shortage:** *A state or situation in which something needed cannot be obtained in sufficient amounts; a deficiency.*

To clarify, considering skills, a scarcity suggests a situation in which a very small number of people possess a particular skill, say that of software designer. It can be extended further to indicate that training for such a specialised skill is not adequately or at all catered for in the country, thus the existence of the scarcity.

A shortage indicates a situation in which there would be a large skills pool, with regard to a particular skill, but that demand and potential growth, in terms of additional numbers on a regular basis, within that skills pool does not correlate to growth in demand for individuals possessing the particular skill. Simply, supply does not meet demand.

With this clarification in mind, the survey started with question 2.1 of the questionnaire which stated: Would you agree or disagree with the statement that Namibia is experiencing a skills shortage/scarcity?

This question was aimed at testing the perception of the general skills situation in the country, before the survey moved into questioning a specific reality.

The use of *shortage/scarcity* was an attempt to cover both definitions, recognising that individually respondents would either perceive or experience one or both, but would probably automatically respond to the questionnaire with regard to the term which would appropriately describe his/her particular situation.

### ISCO-88 Major Skill Groups

1. Legislators, senior officials & managers
2. Professionals
3. Technicians & associate professionals
4. Clerks
5. Service workers, shop & market sales workers
6. Skilled agricultural & fishery workers
7. Craft & related workers
8. Plant & machine operators & assemblers
9. Armed Forces

**NOTE:** When conducting the survey, Major Skill Group 9 (Armed Forces) was not included in the questionnaire.

## 2. Methodology

### 2.1 Data Sources

The data used to compile this report comes from both primary and secondary sources. The primary source of data was a survey questionnaire sent out to various companies/organizations/institutions. Secondary sources of data include documents produced over the last decade that address the issue of skills in Namibia. The survey was conducted in October 2010.

### 2.2 The Questionnaire<sup>4</sup>

For the purposes of conducting the survey, a simple questionnaire was developed consisting of a total of 27 questions. The questionnaire was divided into **five (5) sections**, namely:

- **Section I:** Demographics of your organisation
- **Section II:** Skills
- **Section III:** Sector education and training authorities
- **Section IV:** In-house skills development
- **Section V:** Sector skills development

The questionnaire was designed in such a way to be broadly applicable to a cross-section of trades, professions and organisations/institutions.

In order for the survey to be in line with accepted standards, the skills classification (ISCO-88) developed by the International Labour Organisation (ILO) was used. The ILO major skill groups are as follows:

### 2.3 The Sample

The survey questionnaire was forwarded, by email, to various trade and professional associations and umbrella bodies with the request to pass it on to their members. The questionnaire was also individually forwarded to the 120 largest private sector and state agency employers in Namibia (as registered by the Employment Equity Commission).

Based on this, it is estimated that the questionnaire potentially reached 500 companies/organisations/institutions across various economic and social sectors.

### 2.4 The Response

Although it is unclear how many companies/organisations/institutions in the end received the questionnaire, given that the distribution of the questionnaire was largely blind on the part of the researchers, if the estimate of 500 potential respondents is accepted, then the response rate can be judged to be within the acceptable range for surveys of this nature.

A 20 to 30% response rate appears to be the standard for surveys of this sort in order to reach some sort of credible outcome. In this regard, 107 unique responses were received to the questionnaire, which would suggest that the survey achieved a 20 to 30% response rate.

As to the spread of responses, Table 1 (below) gives a percentage breakdown of responses according to the various identified sectors.

<sup>4</sup> See Annex- 6

# 3. The Findings

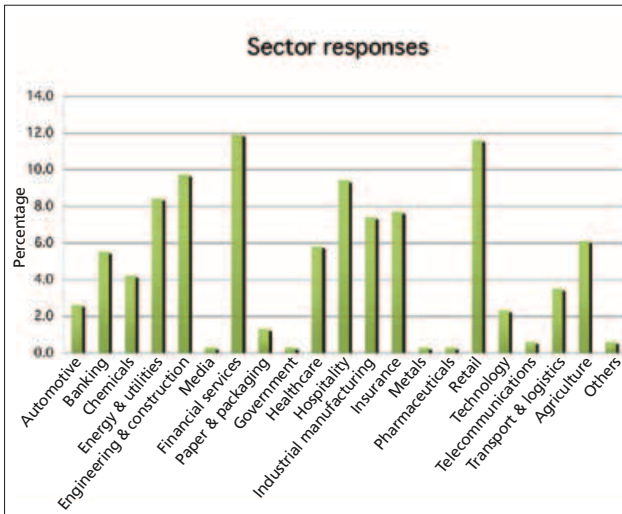


Table 1

Notably, the majority of responses received came from companies/organisations based in the Khomas Region, with the region accounting for 75% of responses. (It should however be remembered that many of the larger businesses have branches in outlying areas or in all 13 regions)

Table 2 (below) gives a percentage breakdown of responses according to organisation size.

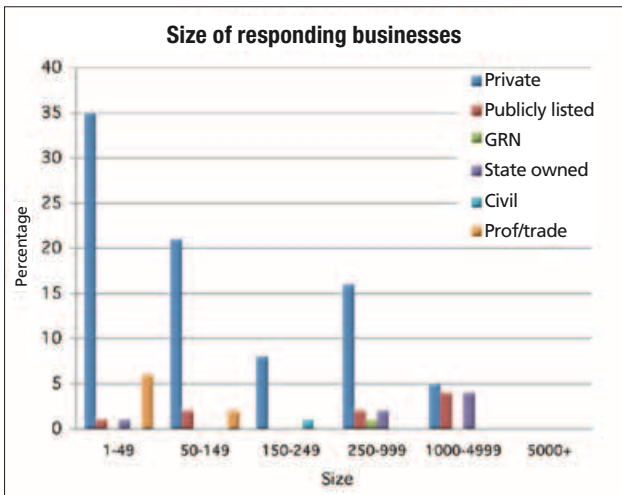


Table 2

The findings of this report are framed as questions, with the ensuing discussions attempting to cast some light on the broad skills situation in Namibia.

## 3.1 Is there really a skills shortage /scarcity?

As stated earlier, question 2.1 in the questionnaire was aimed at testing the perception, within and across various sectors of the economy, on whether, in a broad sense, Namibia is experiencing a skills shortage/scarcity.

As can be seen from Chart 1, there was near 100% agreement with the statement that Namibia is experiencing a skills shortfall.

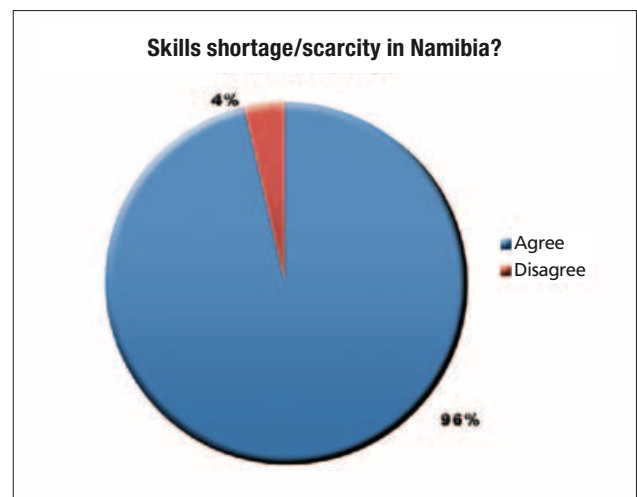


Chart 1

As to the perception of severity, once respondents had agreed with the control statement of question 2.1, and in an identical outcome to 2.1, 96% of respondents (Chart 2) indicated that the skills shortage/scarcity was severe (51%) to very severe (45%).

It is important to remember that these responses as well as Charts 1 and 2 reflect perceptions of a very broad situation, namely the perceived existence of a skills deficit across various economic sectors with differing skills demands and requirements.

The following discussion largely deals with the in-house real-world experiences of those organisations/companies/institutions that submitted a completed questionnaire.



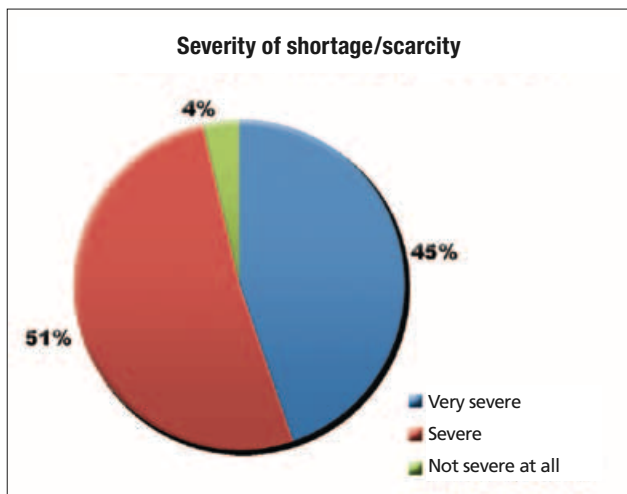


Chart 2

That said, there appears to be a slight disconnect between perception and reality, which is generally the case in surveys such as this, with only about 70% of respondents who had agreed with the control statement and who had indicated that the skills deficit on the whole was severe to very severe, stating that critical vacancies requiring specialist skills and/or expertise existed in their organisation/company/industry (Chart 3).

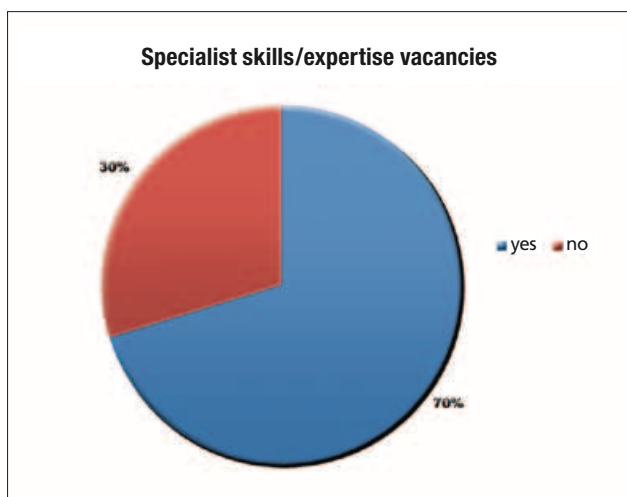


Chart 3

When considering this (Chart 3), the affirmative percentage largely reflects the responses of organisations/companies involved in trades/industries, or those engaged in diversified activities, heavily dependent on specialised skills and knowledge, such as engineering and accounting, to name just two, which require a formal qualification and a number of years relevant on-the-

job experience for optimal performance. In this regard, 24.4% of respondents indicated that the shortage/ scarcity of professional skills (those in possession of specialist graduate and post-graduate qualifications) as being the skills category within which the skills deficit was most acute. Along with this, 22.5% of respondents indicated that the shortage of qualified technicians and trade workers was of critical concern.

Furthermore, as illustrated by Table 3, managerial skills (i.e. Chief Executive, General Manager, Service Manager, etc.), which constitute an undeterminable blend of qualification, knowledge, experience and attitude, are also of major concern, with 22.5% of respondents also marking this category as being where appropriate skills are acutely lacking.

These three categories (management, professionals and technicians), which encompass the specialist levels in both the organisation and broader economy, account for roughly 70% of responses under the acuteness indicator (Table 2). These responses probably correlate with the 70% admittance to the existence of specialist skills/ expertise vacancies (Chart 3) at individual organisational level.

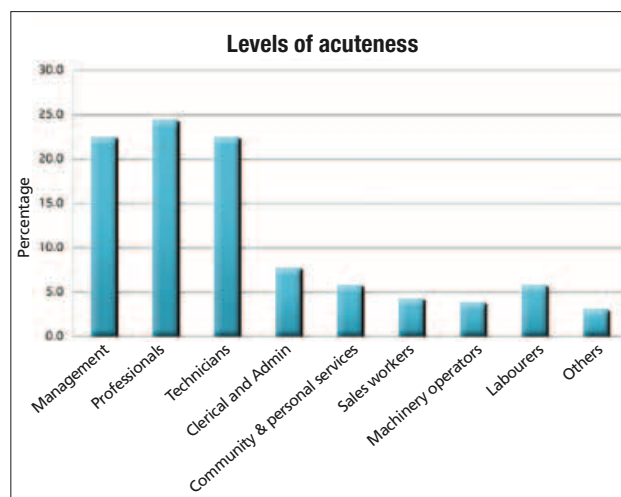


Table 3

In addition, as experience is closely tied to specialisation and expertise, with regard to which 55% of respondents expressed a preference for appropriate qualifications and/or skills to be accompanied by 3 to 5 years relevant experience. The suggestion appears to be that the combination of an appropriate qualification and the desired number of years of relevant experience is hard



to come by in various fields across various sectors of the economy.

This is borne out when considering causes, with just over 46% of respondents indicating that the skills shortage/scarcity is due, firstly, to a scarcity of qualified workers with relevant experience (26%) and secondly a scarcity of workers with the relevant qualification (20%). And according to respondents, the skills shortage/scarcity can also largely be blamed on deficient numeracy, literacy and language proficiency (12%) within the general working age populace.

When considering all the above, the relevant and immediate question to ask is of course how this affects the operations of the various organisations/companies which responded to the survey questionnaire?

In response, 40.5% indicated that the skills shortage/scarcity at organisational level means that they struggle to keep their operations running efficiently and effectively. Following this, 36% indicated that such a shortage/scarcity means they cannot expand their operations in the manner which they would like, while 17% indicated that they cannot undertake certain levels of contract work which they would like to undertake.

In light of this, the quality of the existing skills pool within the various organisations/companies necessarily comes into the discussion. Here 57% of responses to this indicator stated that the existing skills pool in the organisation just meets basic requirements, while 23% stated that the existing skills pool requires upgrade and 11% stated that existing skills do not meet basic requirements.

Against this backdrop, when addressing the issue of skills it would be remiss not to touch on the topic of education and training, particularly the perceived performance of tertiary education and sector specific training providers, which shall be discussed briefly in the next section in relation to the survey results.

### 3.2 Are tertiary sector education and training authorities performing?

Based on the results of this survey, it would appear that tertiary sector education and training authorities are not performing to meet the needs of various sectors of the economy.

When questioned about satisfaction levels concerning the quality of the graduate products of local tertiary sector education and training authorities, 75% of respondents to this indicator responded in the range of partially satisfied to mostly dissatisfied, while 11% indicated complete dissatisfaction and only slightly more (14%) indicated in the range of mostly satisfied to completely satisfied (Chart 4).

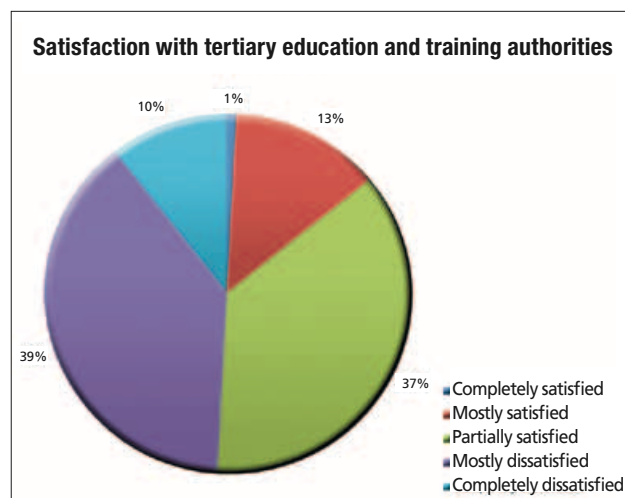


Chart 4

Satisfaction levels in this regard speak to the relevance of the curricular offerings of tertiary sector education and training authorities. When asked how relevant the skills training offered by tertiary sector education and training authorities in Namibia is to their industry, 55% indicated in the range of partially relevant to mostly irrelevant, while 9% stated the skills training was completely irrelevant. However, a sizeable 36% indicated in the range mostly relevant to completely relevant (Chart 5).

The responses here appear to give credence to the long and widely held concern that the curricular offerings of tertiary sector education and training authorities

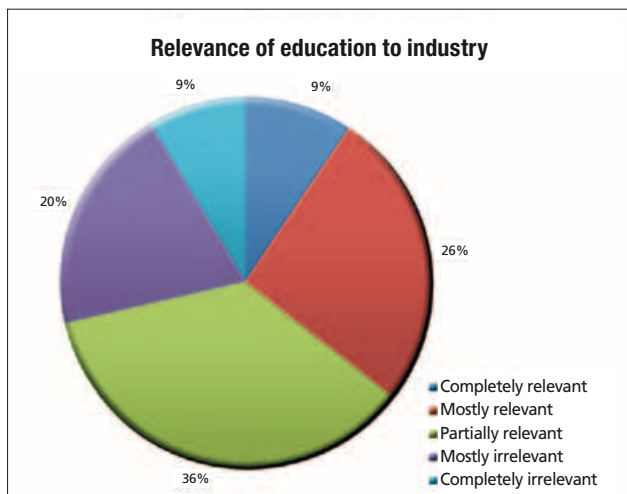


Chart 5

in Namibia, including the various vocational training institutions, are probably on the whole neither aligned to local sectoral needs nor international standards.

With impressions and sentiments tending overwhelmingly to the negative, as illustrated, it would appear that the 2005 World Bank assessment<sup>5</sup> of the efficacy of training authorities and institutions still holds true as of November 2010.

### 3.3 What are organisations/ companies/industries doing about it?

Most organisations/companies appear to be attempting to address the issue of skills in-house, with 64% of respondents, who had stated that they agree that a skills shortage/scarcity generally exists, indicating that their organisation/company has a strategic skills development plan in place (Chart 6).

Furthermore, the average annual allocation to in-house skills development initiatives appears to be between 0–5% of total annual expenditure.

However, it should be borne in mind that existence of in-house skills development initiatives and the spending towards such initiatives do not mean success or effectiveness. In this regard, more than half (53%) of respondents who had indicated the existence of in-house

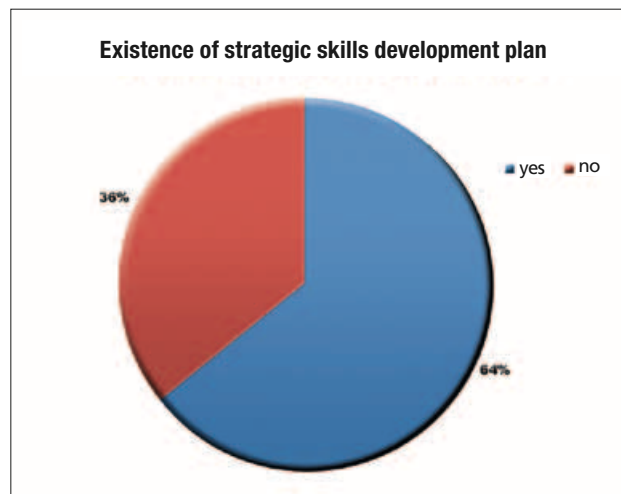


Chart 6

skills development initiatives stated that such initiatives are only partially effective, while 35% stated that they are mostly effective, but only 9% found in-house efforts to be completely effective (Chart 7).

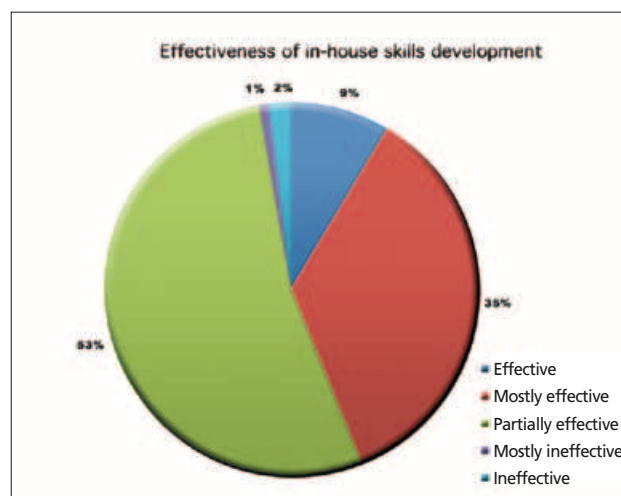


Chart 7

Furthermore, a minority of organisations/companies (36%) make bursaries available to outside parties (i.e. school-leavers) to gain qualifications and/or skills required by that particular industry/organisation (Chart 8).

What all this suggests is a sizable gap between individual organisation/company efforts and their expectations, compounded by the perceived limited and questionable delivery of tertiary sector education and training authorities. This indicates a clear and urgent need for the Namibia Training Authority (NTA) to get the Industry

<sup>5</sup> See *Namibia Human Capital and Knowledge Development for Economic Growth with Equity*



Skills Committees operational and that the private sector needs to be committed to this process.

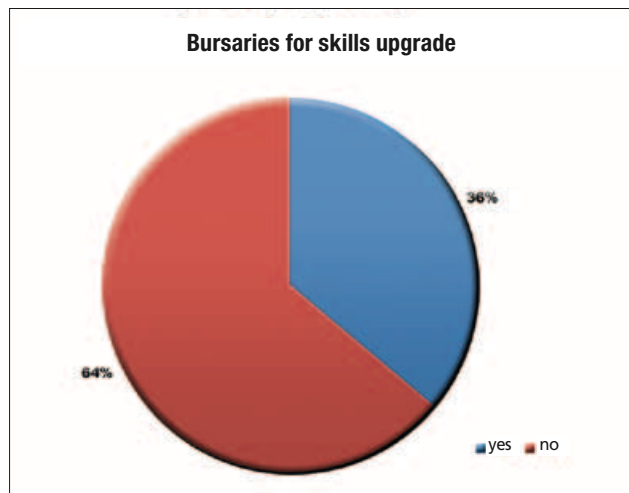


Chart 8

improvement.

In the absence of scientifically derived projections and predictions, and given the levels of pessimism around the skills issue, in particular around the apparent slowness of key stakeholders to address the issue, it is evident that economic activity has already and is being affected by the existence of skills shortages or scarcities and that this situation will in all probability escalate and impact ever more severely in the future, across various economic and social sectors.

### 3.4 Conclusions drawn and the way forward?

In the end, and compounding the overall downbeat picture gleaned from the survey, the predominant prognosis appears to be that the skills situation will get worse over the short to medium term before it gets better. Under this indicator (Chart 9), 53% of respondents who agreed that Namibia is experiencing a skills shortage/scarcity were of the opinion that the situation is going to worsen over the next five years, with only 23% expressing optimism that there would be some

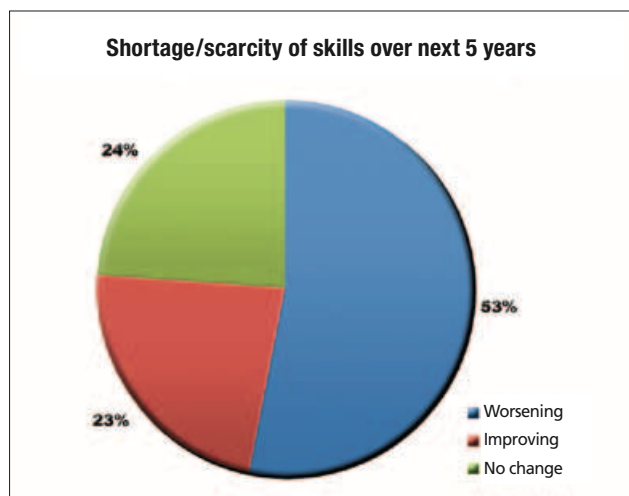


Chart 9

## 4. To Summarise

### Is there really a skills shortage/scarcity?

- 96% of respondents across various sectors agreed that Namibia is experiencing a skills shortage/scarcity;
- And 51% of those indicated that the skills shortage/scarcity across all sectors was severe, while 45% considered the shortage very severe;
- 70% indicated that critical vacancies requiring specialist skills and/or expertise existed in their organisation/company/industry.

### Are tertiary sector education and training authorities performing?

- 75% of respondents to this indicator responded in the range of partially satisfied to mostly dissatisfied, while 11% indicated complete dissatisfaction and only slightly more (14%) indicated in the range of mostly satisfied to completely satisfied with the performance of tertiary sector education and training authorities;
- 55% indicated in the range of partially relevant to mostly irrelevant, with regard to the curricular offerings of tertiary sector education and training authorities, while 9% indicated that the skills training was completely irrelevant.

### What are organisations/companies/industries doing about it?

- 64% of respondents, who had stated that they agree that a skills shortage/scarcity generally exists, indicated that their organisation/company has a strategic skills development plan in place;
- However, more than half (53%) of respondents who had indicated the existence of in-house skills development initiatives stated that such initiatives are only partially effective, while 35% stated that they are mostly effective, but only 9% found in-house efforts to be completely effective;
- Only 36% of organisations/companies make bursaries available to outside parties (i.e. school-leavers) to gain qualifications and/or skills required by that particular industry/organisation.

### What does all this mean going forward?

- 53% of respondents who agreed that Namibia is currently and has been experiencing a skills shortage/scarcity are of the opinion that the situation is going to worsen over the next five years, with only 23% expressing optimism that there would be some improvement.

### What should be done?

Judging by just the findings of the survey discussed throughout, it is clear that the issue of skills is a clear and present strategic concern across various sectors. The following recommendations are broad but workable:

1. That a comprehensive, sector-by-sector, skills audit/census be undertaken over the next 12 months;
2. That the findings of such an audit/census be used as the basis for the design of an overarching National Skills Development Policy and Plan within two (2) years;
3. That such an initiative be a collaborative effort between government, trade unions and the private sector in order to ensure optimal buy-in;
4. That the private sector, through trade and umbrella associations, proactively assess and institute measures aimed at mitigating the perceived worsening of the skills situation within various sectors over the coming decade;
5. That government urgently consider incentives, perhaps in the form of taxation relief on training costs, in association with the Namibia Training Authority (NTA), to encourage the private sector to develop and further increase their current training commitments;
6. That efforts be initiated to bring the curricular offerings, particularly concerning critical technical skills training, of tertiary sector education and training authorities in line with the growth needs of the private sector and the developmental needs of the society;
7. The establishment and work of the NTA Industry Skills Committees be expedited;
8. To assist in addressing the shortage of skills in the short term, the government should be urged to streamline and speed-up the work permit process, for specialised skills as identified. In addition, the Ministry of Home Affairs should consider issuing selected companies and/or sectors with a restricted number of open permits for selected technical skills. In addition, the Ministry should issue work permits for three to five years to enable constructive transfer of skills.



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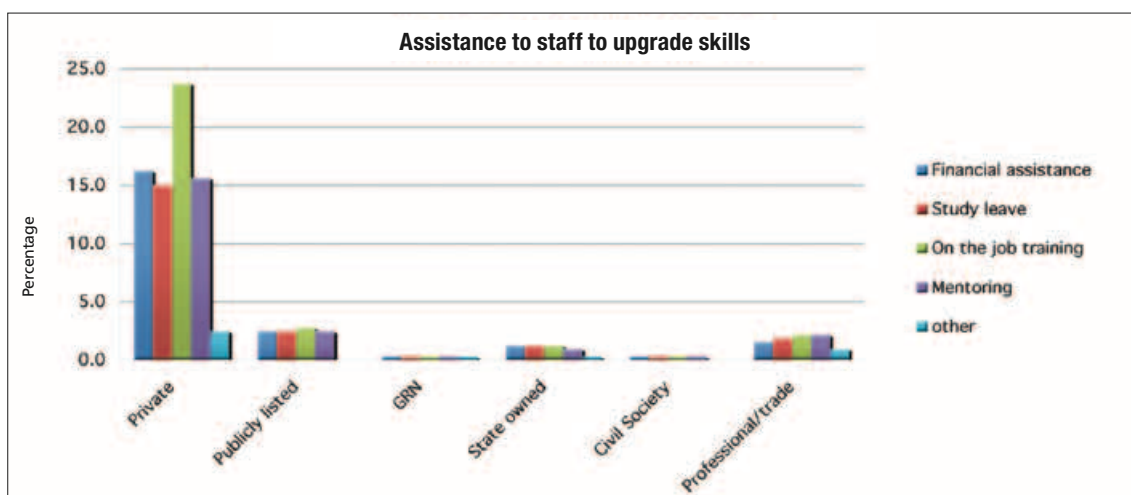
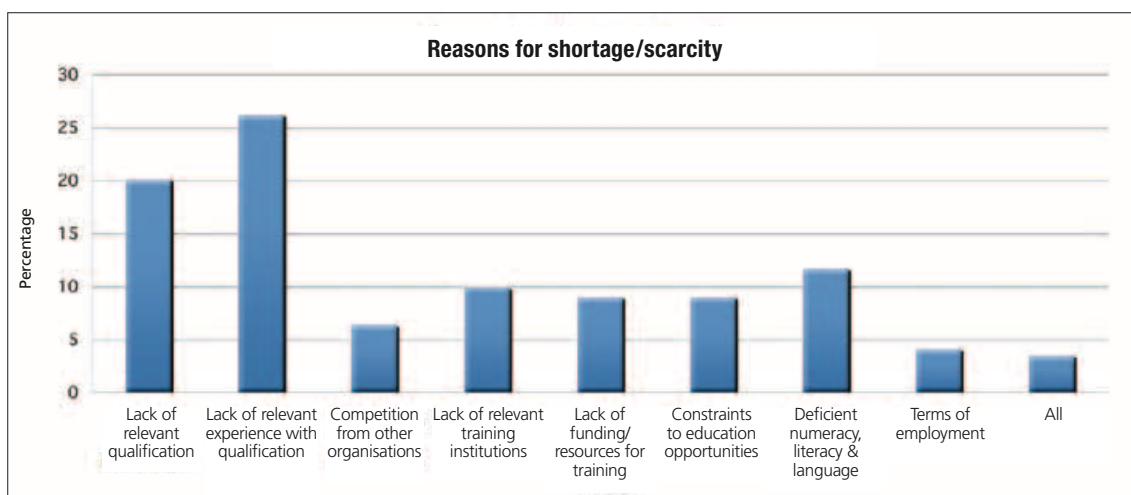
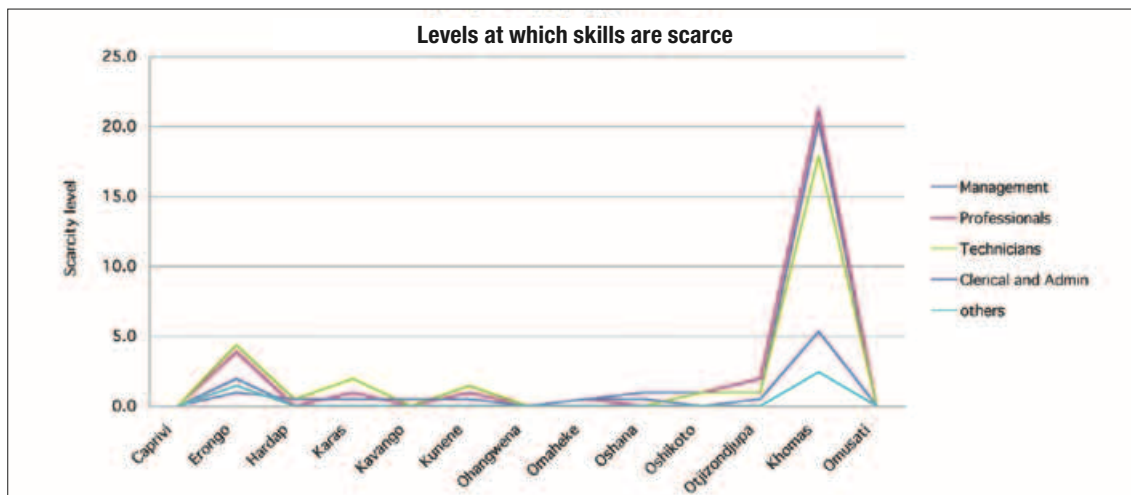
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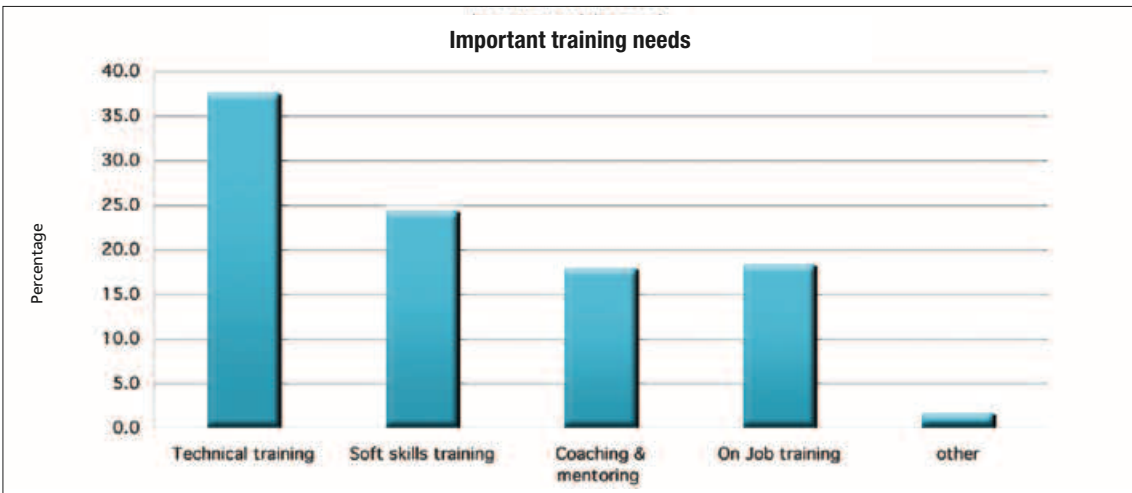
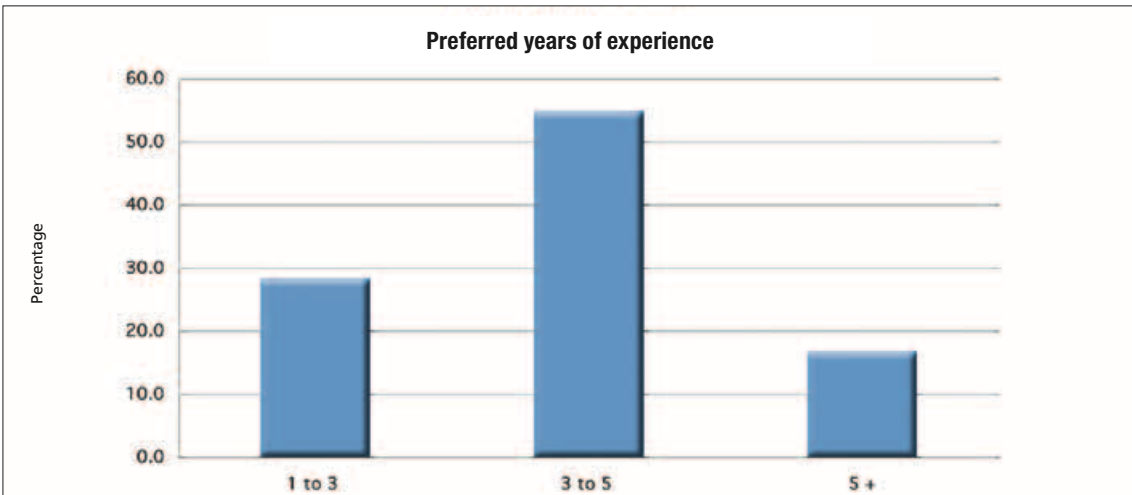
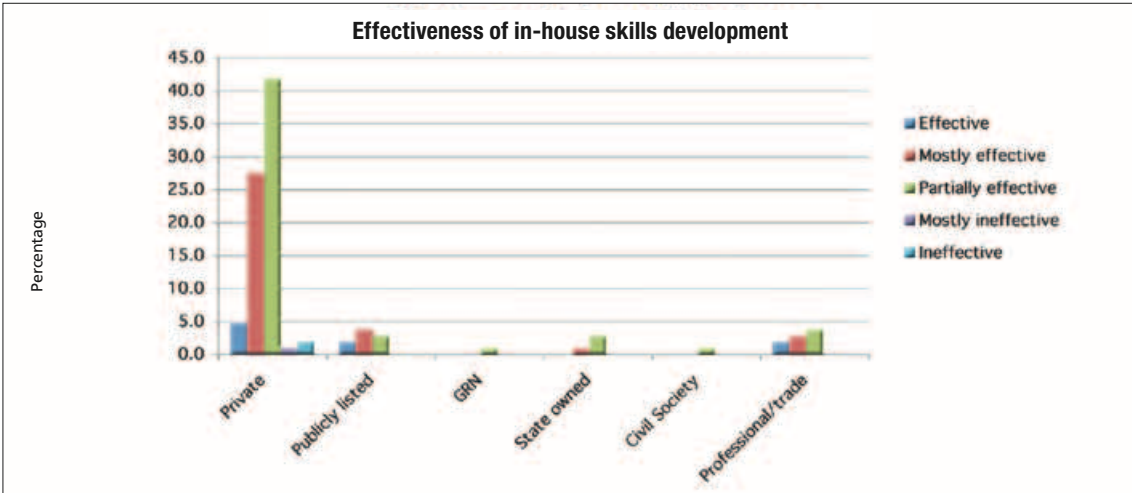
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# Annex-1

## Additional Charts & Tables:







# Annex-2

## Some identified challenges in terms of in-house skills development:

The following are verbatim answers/comments obtained with regard to question 4.5 of the questionnaire (refer to Annex-6), which asked: Identify challenges in terms of in-house skills development (list 3 most important)?

*“Time constraints; staff availability; basic education at secondary level; ambition and willingness to learn; time constraints of trainers”*

*“Cost, educational levels of employees and lack of experienced experts to mentor or to provide required training. Local institutions have little capacity to provide technical and Management and Leadership training that we require.”*

*“Cannot always retain well qualified staff after he/she was developed, i.e. cannot compete with private sector on remuneration. Training costs are high.”*

*“Marine Training inefficient  
Skills shortage impacts on skills transfer”*

*“Time, availability, skills”*

*“Do not have enough experienced staff to do mentoring and work at the same time.”*

- *It [training] is expensive*
- *It takes a lot of time*
- *Lack of basic education*
- *Lack of tertiary education*
- *Language and cultural barriers*

*“Employees often lack basic communicative as well as mathematical skills even after having completed their secondary education.*

*Not all longer serving employees are able to / or necessarily willing to pass on their knowledge to trainees and junior staff members.”*

*“Time constraints during three shifts  
Mentoring skills  
No accreditation after completion”*

*Levels of expertise of trainers*

*Material development*

*Follow ups*

*“Education, Language, Work Experience”*

*“Illiteracy, little or no education, no ambition”*

- 1. Adequate time and resources*
- 2. Lack of certified trainers*
- 3. Literacy level of targeted employees”*

*“Time availability of experienced staff  
Shortage of experienced staff  
Educational backlog of lower level staff”*

*“Productivity, work ethics”*

*“To find people with the potential to be trained as supervisors”*

*“Illiteracy*

*Time restraints – finding time in between work responsibilities to train and be trained  
Staff turnover”*

- 1. Poor background knowledge*
- 2. Low educational level from school”*

- 1. Skilled employees being head hunted*
- 2. Time and workload constraints*
- 3. In-house training not accredited*
- 4. Obtaining work permits for skilled employees to assist with skills transfer remains a challenge”*

# Annex-3

## Share your recommendations regarding skills development in your industry?

The following are verbatim answers/comments obtained with regard to question 5.1 of the questionnaire (refer to Annex-6), which asked: Share your recommendations regarding skills development in your industry?

*"The number of students to be trained at tertiary level must be increased with bursary support from the private and public sectors.  
Thorough orientation and induction at the workplace with the support of qualified experienced mentors.  
Basic training for all health professional disciplines must be offered in Namibia"*

*"A critical basic starting point is to get secondary education to an acceptable level.  
Then get more of the countless jobless youth into training opportunities like VTCs, NIMT etc.  
Allow foreign skilled resources entry to impart their knowledge and experience to the graduates from such training centres."*

*"A dedicated Sector Institution to address all required Electricity Supply Industry technical skills requirements. A better coordination with other institutions in the sector with regards to training.  
Improved funding mechanisms for VET and Education Sector that equips learners with basic literacy and numeracy skills that allow them to benefit from work place training opportunities."*

*"Human Resources audit for the country"*

*"Adequate funding for skills development, both for formal and informal education"*

*"Use qualified facilitators for skills development"*

*"Provide incentives/recognition to companies for skills development"*

*"Provide tax rebates to companies/individuals for skills development"*

*"We need Unam and Polytech to provide world class degrees in Logistics, Transport & Supply Chain. It needs to be up to standard. We are struggling to find young Namibians with Tertiary qualifications in Logistics."*

*"Maritime training facilities and skilled instructors in Namibia are highly ineffective. This challenge is overcome by using maritime training facilities of other countries at high costs. However, the deficiency experienced in terms of numeracy, literacy and language proficiency as far as the average school leaver in Namibia is concerned, is a major concern."*

*"We need more Vocational Training Colleges. Proper funding of existing Tertiary institutions is needed. Students leaving our secondary schools are poorly equipped to cope with the tertiary education level and this needs to be addressed."*

*"Namibia should import international skills in order for the local population to learn from them and grow. This can also be regulated by capping an amount of expats each company may have, for example only allowing each company to have 1% of its workforce being expats without government intervention. This will allow companies to better develop their own employees and keep the required skills and experience of certain expats. Millers must undergo both theoretical training only available in English, which appears to be a problem, and practical "on-the-job" training. Training takes 3 years to become a Maize miller, another 3 years for Wheat Milling, thus 6 years for both."*

*"The lack of basic skills hampers the further development of the candidates and makes training very time consuming. Not only does Namibia's secondary education sector need to be seriously upgraded with regard to basic numerical and alphabetical skills, teaching staff also needs to be better trained and monitored."*

*In-House-Training becomes less efficient, because the mentors themselves are not properly trained. The top personnel that could function as mentors have too much else on their plate. "Foreign" experts need to be able to work inside Namibia so that overall skills can be improved and to allow for a comparison as regards ideal skills levels."*

*"I would recommend also focusing on understanding needs and expectations of our international guests. Simply put: that good service in hospitality is vital for our existence. If one looks at our fellow Zimbabweans' service level, it becomes clear that staff have been coached to understand this."*

*“Theoretical lectures are not supported by practical examples from the real environment. Eg you could be a qualified HR Practitioner who has never seen a policy document or even a leave form.”*

*“Increasing focus on the upskilling of trainers (thus focus on the development of skills facilitators).*

*Job rotation and accelerated training programmes for new graduates.*

*Staff exchange programmes whereby Namibians can get on the job training in other entities or experts from other entities can work with Namibians (in Namibia) to impart their skills and knowledge.”*

*“There is a vast difference in quality among the various VTCs within the country. Certain VTCs produce good skills on average, others produce average or below. A general problem is, that people are not motivated and have a problem with entitlement.”*

*a. Children should not be allowed to drop out of school before age 16. Schools in communal areas should be staffed by well trained teachers. If local teachers are not well trained, teachers should be brought in from outside. Children should learn basic hospitality skills in school.*

*b. Volunteers or government paid people should be allowed to train hospitality personnel at lodges or an affordable training organisation should be put in place to visit lodges for in-house training.*

*c. Small lodges, far away from Windhoek, cannot afford to send personnel for training to Windhoek, especially as there is no accommodation for them. If there were cheap accommodation available in Windhoek, staff could be sent for training to Windhoek.*

*d. NTB levies could be better employed for training rather than marketing a small sector of the industry.”*

*“The skills shortages can be effectively addressed if all industry players sponsor and provide internships to graduates in all the identified areas where skill shortages are experienced, thereby flooding the market with all relevant skills.”*

*“We recommend that tertiary institutions give students more exposure to the industries that they will be working in.*

*Young graduates should try and stick around in jobs longer in order to gain more exposure and experience.”*

*“Upgrade education from primary to tertiary level URGENTLY – only then can we really move ahead.”*

*“First get the skills level of trainers (teachers) on a higher level and develop more practical courses. We have enough people with Political Sciences and Public Administration qualifications and not enough artisans and other trade workers.”*

*“Skills development at industry level is difficult due to insufficient skills development at school level, i.e. the ‘basics’ / foundation is missing which should have been laid in the educational system.”*

*“Availability of adult literacy programmes.*

*More affordable training programmes for basic skills (in sales, computer literacy, business appreciation, etc) Shorter course duration – thereby not keeping employees away from work for more than a few hours a day”*

*“What is needed is a “Hospitality Training College” with professional, skilled lecturers – we have a few hospitality training centres in Namibia – unfortunately no skilled, professional lecturers – the outcome is catastrophic”*

*“Work permits to be issued to skilled workers from other countries to share knowledge and transfer skills to Namibians.*

*Quality of all tertiary training must be in line with global standards.*

*Skills development should start at pre-school level and be a combined effort from all sectors in Namibia.”*

# Annex-4

## Any other information you would like to share with regard to skills development in your organisation/ industry/the country?

The following are verbatim answers/comments obtained with regard to question 5.2 of the questionnaire (refer to Annex-6), which asked: Any other information you would like to share with regard to skills development in your organisation/industry/the country?

*“Currently it is difficult to use the expertise of foreigners in cases where Namibians are unavailable due to problems to obtain work permits.”*

*“Address the phlegmatism of the Namibian youth and the general work ethic of efficiency and productivity. Inspire the working class through motivational drives (not costly ineffective workshops)”*

*“Staff Development to acquire graduate and postgraduate qualifications, coupled with bonding of staff member”*

*“Regular group training in specific areas”*

*“We also experience a shortage in qualified drivers for large trucks, seeing that we have such a large unemployment % in Namibia I feel that this presents a big opportunity for Namibia. All the transporters struggle to find good drivers. If there could be a [recognised driver training] institution to develop good drivers it could supply a lot of people with work.”*

*We need to import specific skills e.g. Engineers, Technicians and Accountants until we have developed local capacity.*

*“Without an international accredited University, Namibia can not develop the necessary skills to compete in international markets.*

*It is impossible for a country to compete and keep up with international standards when that country stops international knowledge from crossing their border.”*

*“As a company we recognise our responsibility towards improving the knowledge base of especially our less privileged staff members. Already we are showing our commitment by for example actively supporting the Commercial Advancement Training Scheme (CATS) dual training programme for the advancement of our staff.*

*However we need foundations to build on, which we believe should be created by the education system and a widening of the expert base we can draw from.”*

*“Guests often comment of the reserved nature of our people/this is also sometimes interpreted as being unfriendly/ although I see it as lack of self confidence/ Probably also due to our history/ Staff (In General) are not at a level where they realize that the guests want to be entertained and that personnel are as much a part of the ‘African experience’ for tourists as the country itself. nature, game parks etc.”*

*“We should also be more open to import skills from ‘Outside Namibia’; make it easier /lucrative for foreigners to transfer their skills. I know of many extremely competent Zimbabweans /other foreign nationals that are unemployed/underutilized and if done correctly (even at the risk of temporarily replacing Namibians) they could be offered a defined training contract and this in the longrun will offer Namibia a broader skills repertoire to make Namibia more lucrative for Tourism and potential investors.”*

*“To upgrade training material using latest technology (e.g. distance and e-learning)”*

*“a. Lodges in remote areas attempt to employ locals, but most of the rural people will only work a short time and then leave their job. They do not want to work, because their families and friends are not working and want a part of their money (eat with them). Another excuse is that they are too hungry to work.*

*b. Work ethics is a concept that does not exist in rural areas. Unsupervised lodge personnel are inclined to steal or not do much, necessitating the employment of supervisory staff at high salaries. Training in work ethics is therefore important.*

*c. Government offices in rural areas are over-staffed and employees mostly sit around idle and deliver bad service (I can give examples). This sets a bad example for employees in private businesses. “Why should I work if they don’t?” or “I have to work too much” or “The work is too hard”, so I’d rather not work.”*

*“1. The country needs specialized skills, but people are job hopping a lot [for short term financial gain] and this leads to a situation where skills are not properly honed.  
2. Tertiary institutions need to involve relevant industries when setting up their curriculum*

3. *School authorities need to encourage young people to pursue qualifications in sea related trainings.”*

*“I spend a lot of time teaching our employees the value of customer service and the vital role that they play in reaching our goals (as well as theirs) in terms of customer satisfaction as well as the financial well being of the company. The basics to run a good business is underlined by ethics and attitude. The moment the employee values him/herself as a very important part of the company and understands his/her importance in life, you are ready to start teaching them detailed skills to complete their work as specified. We always aim to promote staff within the company before we advertise externally.*

*I am strongly against a hire and fire approach. This demolishes all long-term skills training programmes. We are now employing senior managers with good qualifications and the appropriate experience to run our business efficiently and develop the staff they manage.”*

*“Industries must start to develop their own training courses and offer it themselves because it is a pie in the sky to think Government institutions will get it right in the short/medium term. Government to introduce more tax incentives for on the job/private training. Government to focus on improvement of quality of basic and tertiary education – the billions spent annually is a waste of money measured by the quality of the end product.”*

*“Accreditation built on a modular system of accumulating knowledge and practical experience is key.”*

*“Make it easier for professional, skilled labour and skilled teachers and lecturers to get into Namibia – but, in return they have to train locals! We are in desperate need of educated people that can educate us!!!!”*



# Annex-5

## Feeling the skills pinch

Specialist skills shortages are being felt across the spectrum of sectors, a situation which is impacting negatively on the day-to-day operations of a diverse range of firms and organisations, including that of state agencies and departments.

A case in point is the shortage of chartered accountants in the country. According to the records of the Institute of Chartered Accountants (ICAN) of Namibia there are only 350 resident professional accountants in the country, with an estimated population of 2.2 million, which gives a ratio of 1:6,285.

In comparison, fellow Southern Africa Development Community (SADC) member Mauritius, with an estimated population of 1.2 million, has 2,300 resident professional accountants, at a ratio of 1:522.

However, even Mauritius pales in comparison to a territory such as the United Kingdom, which has a population of almost 62 million and 250,000 resident professional accountants, giving a ratio of 1:247.

In the SADC region, South Africa has largest number of resident professional accountants, with 27,500, at a ratio of 1:1,815, but even South Africa is experiencing a shortage given its economic development and the magnitude of its economy in comparison to those in the region.

According to ICAN, 80 to 85 percent of Namibian chartered accountants receive their academic training in South Africa, creating the risk of Namibian students being picked up by South African firms considering that South Africa also has a recognised shortage of CAs.

To mitigate for this, in 2007 ICAN and the Polytechnic of Namibia (PON) established a joint venture (The Namibian Graduate School of Accounting) to provide academic support to local postgraduate students in accountancy, specifically to address the need to produce more CAs.

However, according to ICAN, “This initiative has had some effect on pass rates but not yet managed to achieve a significantly higher output of qualified chartered accountants.”

The main problem is that the training provided by

local tertiary education institutions do not “meet requirements”, as there is no local accredited postgraduate qualification available.

In this regard, ICAN stated, “Namibian students generally have to complete this qualification through UNISA and, given the standard of the local undergraduate qualifications, are required to complete a bridging or intermediate postgraduate year before attempting the accredited postgraduate qualification. Such students therefore also have a six-year duration before achieving the accredited postgraduate qualification required to sit for the professional examinations.”

In illustration of how critical the situation is, key government departments where chartered accountancy skills are required and needed currently do not employ a single chartered accountant. These include the Ministry of Finance Inland Revenue Services (neither Income Tax, VAT nor Customs & Excise), the Office of the Auditor General, the Bank of Namibia, the Namibia Financial Institutions Supervisory Authority (NAMFISA), as well as the National Planning Commission (NPC).

The critical absence of chartered accountants in government “can largely be ascribed to the remuneration levels in the public service which do not meet those of the private sector, where demand for the skills and expertise of CAs results in basic remuneration such that the state cannot compete for these scarce resources”, stated ICAN.

However, a shortage of chartered accountants isn’t the only one afflicting Namibia’s economic prospects.

## Unprecedented frustration

With the construction sector in the country experiencing something of a protracted boom, the services of architects have become evermore in demand, but such skills are thin on the ground as Namibia does not train architects locally.

This necessitates local architectural firms to source skills outside the country.

In the experience of one firm, “This sourcing process

is not only costly and time-consuming, but it is largely frustrated by the perceived negativity from the Ministry of Home Affairs towards companies seeking to employ professionally qualified foreigners to fill their ranks. “The standard response is that ‘there is 51% unemployment in Namibia’, and that Namibians should be given preference. While this holds true for Namibian industries in general, it could not be further from the truth in the case of the construction industry, and in particular the architectural, engineering and quantity surveying professions. There are no unemployed Namibian architects or quantity surveyors sitting on street corners.”

And the difficulties do not stop there, as in the words of the senior partner of a leading local firm, “To fill our ranks local architectural companies firstly have huge difficulty sourcing young people with the necessary aptitude. We then have to incur the significant cost of giving these young Namibians bursaries to go and study for five to six years in South African schools of architecture. Architects and quantity surveyors cannot be trained in-house. Upon returning from their studies these young architects are still far from ready to be deployed in the industry, and first have to undergo a two to three-year internship before they can write their board exams and register as architects.

“On average it takes approximately nine to 10 years before the sponsoring architectural practice can start recovering the monies they have invested in such a student. All the while the practice in question also runs the risk that the student finds greener pastures elsewhere or in another practice.”

In order to keep up with demand for its services, the firm in question has created vacancies for three more architects and four more architectural technologists, as well as requiring the skills of two more quantity surveyors or project managers, all of which remained unfilled at the time of writing.

“We and the rest of Namibia’s architectural practices therefore have no alternative but to source from outside our national borders and commence with the absolute battle of obtaining work visas and permits for such potential employees,” the firm stated.

“Our request is simple: We ask that the Ministry of Home Affairs understand our predicament, acknowledges our efforts to educate and train Namibians at great

expense to ourselves, and allow us to source qualified professionals such as architects and quantity surveyors to fill the gap in our economy from outside our borders. Failing that, architects in Namibia have no way to meet the service needs and expectations of our Namibian and other clients, and our construction industry and economy at large will be the worse for it.”

While a shortage of such professional skills already indicates a dire situation and serves as an illustrative warning, the situation appears to be further exacerbated by a perceived general lack of quality within Namibia’s managerial cadre.

## Inexperienced and unprepared

The consensus appears to be that available and local managerial skills are not up to standard and that the core shortcoming is experience.

“Management is not just about carrying the title, but being able to think clearly, evaluate situations, being prepared to make decisions and accepting accountability for those decisions,” stated one professional association.

“Qualifications required would be a minimum three-year B.Com (or similar) degree from a recognised university (NQA would have to evaluate degrees from outside Namibia).

“Practical experience in order to rise to higher levels of management would be anything up to 10 years. Learning by moving upward through the ranks cannot be avoided. Coming out of university, however good the pass mark or the institution itself, cannot replace experience,” read the statement.

It is claimed that the ratio of a good manager to junior staff is 1:15. And the professional association stated: “It’s anybody’s guess how many we are short of in Namibia, but it is many.”

In the end, what all this points to is that the skills issue needs to be addressed head-on and tackled commensurately, otherwise indications are, if action is not taken, that Namibian society “at large will be the worse for it”.



# Annex-6

## 2010 Skills Survey Questionnaire

Herewith, you are invited to participate in the above research project. The information you give in response to this survey will provide valuable information and insight into the skills situation in the country in order to effectively plan for skills development.

**After completing this questionnaire, please submit to the following email address:** [researcher@ippr.org.na](mailto:researcher@ippr.org.na)  
**Or fax to +264 61 240 516**

### Guidelines:

1. Please read the following before filling in the questionnaire.
2. Where applicable, the questions should be answered with a cross (X) in the required space.

### Important Notes:

- This questionnaire should take you approximately **25 – 30 minutes** to complete.
- The questionnaire is divided into **five (5) Sections**, namely:
  - Section I:** Demographics of your organisation
  - Section II:** Skills
  - Section III:** Sector education and training authorities
  - Section IV:** In-house skills development
  - Section V:** Sector skills development
- All responses to this questionnaire will be treated with the strictest **confidence and anonymity**.
- Please complete this questionnaire as honestly and comprehensively as possible and submit it by **Friday, 22 October 2010** to the identified contact person.

## SECTION I: DEMOGRAPHICS

### 1.1 Name of company/organisation/institution:

### 1.2 Identify region(s) of base of operation:

Caprivi	
Erongo	
Hardap	
Karas	
Kavango	
Khomas	
Kunene	
Ohangwena	
Omaheke	
Omusati	
Oshana	
Oshikoto	
Otjozondjupa	



**1.3 Sector:**

Automotive	
Banking & capital markets	
Chemicals	
Energy, utilities & mining	
Engineering & construction	
Entertainment & media	
Financial services	
Paper & packaging	
Government & public services	
Healthcare & dental	
Hospitality & leisure	
Industrial manufacturing	
Insurance	
Metals	
Pharmaceuticals	
Retail, consumer & wholesale	
Technology	
Telecommunications	
Transport & logistics	
Agriculture & forestry	
Other (please specify)	

**1.4 Type of entity:**

Private company	
Publicly listed company	
Government department / agency	
State-owned enterprise	
Civil society organisation	
Professional / trade association	

**1.5 Size of enterprise / organisation:**

1 – 49	
50 – 149	
150 – 249	
250 – 999	
1000 – 4999	
5000+	

**1.6 Years in existence of the organisation / company:**

0 – 5 years	
6 – 10 years	
11 – 15 years	
16 – 20 years	
20 years and over	



## SECTION II: SKILLS

### ILO ISCO-88 Major Skill Groups

1. Legislators, senior officials & managers
2. Professionals
3. Technicians & associate professionals
4. Clerks
5. Service workers, shop & market sales workers
6. Skilled agricultural & fishery workers
7. Craft & related workers
8. Plant & machine operators & assemblers

#### 2.1 Would you agree or disagree with the statement that Namibia is experiencing a skills shortage/scarcity?

Agree \_\_\_\_\_

Disagree \_\_\_\_\_

#### 2.2 If you agree, how severe would you say the skills shortage/scarcity is?

Very severe	
Severe	
Not severe at all	

#### 2.3 If you agree, in your experience, at what level is the shortage/scarcity most acute? [More than one category can be chosen]

Management (i.e. Chief Executive, General Manager, Legislator; Farmer, Farm Manager; Specialist Manager; Hospitality, Retail, Service Manager;)	
Professionals (i.e. Arts and Media Prof.; Business, HR and Marketing Prof.; Design, Engineering, Science and transport Prof.; Education Prof.; Health Prof.; ICT Prof.; Legal, Social and Welfare Prof.)	
Technicians and Trades Workers (i.e. Engineering, ICT and Science Tech.; Automotive and Engineering Trade Workers; Construction Trade Workers; Electro technology and Telecommunications Trades Workers; Food Trades Workers; Skilled Animal and Horticultural Workers; Other tech. and Trades Workers)	
Clerical and Administrative Workers (i.e. Office and Program Administrators; Personal Assistants and Secretaries; General Clerical Workers; inquiry Clerks and Receptionists; Numerical Clerks; Clerical and Office Support Workers; Other Clerical and Administrative Workers)	
Community and Personal Service Workers (i.e. Health and Welfare Support Workers; Carers and Aides; Hospitality Workers; Protective Service Workers; Sports and Personal Service Workers)	
Sales Workers (i.e. Sales Representatives and Agents; Sales Assistants and Salespersons; Sales Support Workers)	
Machinery Operators and Drivers (i.e. Machine and Stationary Plant Operators; Mobile Plant Operators; Road and Rail Drivers; Store persons)	

Labourers (i.e. Cleaners and Laundry Workers; Construction and Mining Labourers; Factory Process Workers; Farm, Forestry and Garden Workers; Food Preparation Assistants; Other Labourers)	
Other (please specify)	

**2.4 Do you currently have vacancies in your company / organisation / industry for specialist skills / expertise?**

YES \_\_\_\_\_

NO \_\_\_\_\_

**2.5 If yes, does the existence of such vacancies in your company / organisation mean that you [choose the answer that is your most immediate concern]**

Struggle to keep your operations running efficiently and effectively	
Cannot expand your operations in the manner which you would like	
Cannot undertake certain levels of contract work which you would like	
Other (please specify)	

**2.6 How would you describe the existing skills pool in your organisation?**

Meets basic requirements	
Does not meet basic requirements	
Underdeveloped	
Requires upgrade	

**2.7 If you agreed with 2.1, how do you see this shortage/scarcity of skills over the next five years?**

Shortage/scarcity of critical skills worsening	
Shortage/scarcity of critical skills improving	
Shortage/scarcity of critical skills remains the same	

**2.8 Select reasons for shortage/scarcity of skills? [Select three answers & rank 1,2,3]**

Scarcity of workers with relevant qualification	
Scarcity of qualified workers with relevant experience	
Competition from other organisations	
Scarcity or lack of relevant training institutions	
Scarcity of funding and resources for training	
Constraints on access to education, training and employment services	
Deficient numeracy, literacy and language proficiency	



Terms of employment (e.g. competitive wages)	
All the above	

## SECTION III: SECTOR EDUCATION AND TRAINING AUTHORITIES

### 3.1 How satisfied are you with the tertiary sector education and training authorities for your industry in Namibia?

Completely satisfied	
Mostly satisfied	
Partially satisfied	
Mostly dissatisfied	
Completely dissatisfied	

### 3.2 How relevant is the skills training offered by tertiary sector education and training authorities in Namibia to your industry?

Completely relevant	
Mostly relevant	
Partially relevant	
Mostly irrelevant	
Completely irrelevant	

### 3.3 Specify your preference for the acquisition of the required skills for your organisation / industry?

On the job experience / mentoring	
Learnership / internship	
Specific courses	
Uncertified seminars / workshops / short courses	
Certified short courses	
Diploma	
Degree	
Self-regulated (e-learning / distance)	
Knowledge sharing	
Commercial training companies	

## SECTION IV: IN-HOUSE SKILLS DEVELOPMENT

4.1 Do you have a strategic skills development plan for your organisation?

YES \_\_\_\_\_

NO \_\_\_\_\_

4.2 What percentage of your annual expenditure is allocated to skills development and training programmes?

\_\_\_\_\_ (%)

4.3 What are the most important training needs of your organisation?

Technical training (i.e. training related to the practical aspects of the job.)	
Soft skills training (i.e. leadership, management, communication, time management, stress management, etc.)	
Coaching and Mentoring (i.e. a dedicated person who guides an employee in performing more effectively in his/her job)	
On the job training	
Other (please specify)	

4.4 What types of assistance does your organisation offer staff?

Financial assistance (e.g. bursaries, study loans)	
Study leave or time off	
On the job training	
Coaching/mentoring	
Other (please specify)	

4.5 Identify challenges in terms of in-house skills development (list 3 most important)

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4.6 Based on the above, how effective would you say your in-house skills development and training programmes are?

Effective	
Mostly effective	
Partially effective	
Mostly ineffective	
Ineffective	

4.7 Do you provide bursaries to outside parties to acquire/improve/upgrade their skills/ qualifications?

YES \_\_\_\_\_

NO \_\_\_\_\_



4.8 What is your preferred minimum number of years of practical and appropriate experience to fill a critical vacancy?

1 – 3 years	
3 – 5 years	
5 years+	

## SECTION V: SECTOR SKILLS DEVELOPMENT

5.1 Share your recommendations regarding skills development in your industry?

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5.2 Any other information you would like to share with regard to skills development in your organisation/industry/the country?

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*Thank you for sharing your time and effort in completing this questionnaire!*

# Annex-7

## Terms of Reference for a Memorandum of Understanding

**Between the Ministry of Labour and Social Welfare, the National Union of Namibian Workers, the Trades Union Congress, the Namibia Employers' Federation to undertake a critical skills shortage survey**

### BACKGROUND

This project will be a joint effort between the Social Partners, and in order to facilitate the basic funding from the International Labour Organisation sub-regional office in Pretoria, it is a requirement that the partners enter into a Memorandum of Understanding;

Therefore the parties state and agree as follows:

In the last four years various studies and surveys have been carried-out to try to establish the skills shortage in Namibia. The results have had varying successes and acceptance, depending on the modus-operandi of the organisation for whom the work was done and the actual requirements or intended usage of the end results.

In the Labour Advisory Council meetings, recently and frequently discussions as to what shortages actually exist have taken place.

The NEF frequently receives complaints from employers over time delays in obtaining work permits for persons with specific skills. While at the same time both employers and Trade Unions have registered concern at the apparent ease of work permits being issued to certain sectors of the economy for workers in relatively low-skilled employment, for example on some construction sites, and in some shops.

In recent discussions both the Ministry of Labour & Social Welfare and the Ministry of Home Affairs & Immigration have concurred with the varied nature of existing figures on skills shortages.

The Trade Union umbrella bodies and the NEF have held informal discussions surrounding this matter and reached a united decision that the matter of 'what skills are really required and short' needs urgently to be addressed.

The Permanent Secretary at the Ministry of Labour was approached and agreed that such research would prove invaluable, for the country's economy as a whole.

### PROPOSED OUTCOMES OF THE SURVEY

To establish up-to-date and credible figures as to what critical shortages exist in Namibia, now, and possibly

projected for the next five years.

The figures obtained could be used by the Immigration Selection Board, the Equity Commission and the Labour Advisory Council sub-committee on the approval of exemptions for the requirement to have understudies, as guidance in the awarding of work permits, exemptions and accepting of AA reports.

To be used as guidance by the Ministry of Education and tertiary education facilities as to what courses should be offered to address the identified shortages in as short a time period as possible.

### ACTION PLAN FOR THE SOCIAL PARTNERS

- To mutually identify and agree upon the appointment of a suitably experienced research organisation, and a specific researcher to carry-out the work.
- To mutually identify and gather copies of relevant studies and surveys carried-out over the last four to five years.
- To mutually decide on a list of Government Departments, Tertiary Education facilities, private sector organisations, private companies who should be contacted for the survey.
- To agree on the questions to be contained in the questionnaire, in consultation with the researcher.
- To approve the final analysis and final report of the researcher.

### ACTION FOR THE RESEARCHER

- To carry-out desk research on the past/recent surveys and reports and compile a summary of the results.
- To prepare and confirm the sampling process and list for the survey.
- To prepare in consultation with the tripartite partners the questions in the survey.
- To make telephonic follow-up to the contact persons/ organisations to request action and responses.
- To analyse the received data and compile a report.
- The draft report to be approved by the tripartite partners.
- To prepare the final report for printing.
- To arrange with the tripartite partners a formal launch.

Commissioned by:

# Namibian Employers' Federation



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In partnership with:



Ministry of Labour & Social Welfare



Global Compact Network  
Namibia



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