

STRATEGIC PLAN



2017/18 – 2020/21



**MINISTRY OF HIGHER EDUCATION,
TRAINING & INNOVATION (MHETI)**

TABLE OF CONTENTS

	Foreword	3
	Executive Overview	4
1.	Strategic Alignment	5
1.1	National Strategic Alignment	5
2.	MHETI High Level Statements	6
2.2	Vision Statement	6
2.3	Mission Statement	6
2.4	Core Values	6
3.	Situational Analysis	7
3.1	Contextualization	7
3.2	SWOT Matrix Outcome	9
3.3	Stakeholder Analysis	10
4.	Strategic Themes and Objectives	11
4.1	Strategic Value Map	11
4.2	Strategy Matrix	11
5.	Conclusion: Forward Looking	14



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FOREWORD



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The Ministry of Higher Education, Training and Innovation has, since its creation in March 2015, embarked on its mandate to ensure that quality higher education is delivered to the Namibian Nation through the advancement of quality programmes and credible projects. In addition, the three different pillars on which the Ministry of Higher Education, Training and Innovation is premised, namely Higher Education, Vocational education, Science, Technology and Innovation, are geared at accelerating economic growth, sustainable development and poverty reduction, in line with Vision 2030.

The realisation of Namibia's national development goals are clearly outlined in various policy documents, including Vision 2030, Harambee Prosperity Plan and implemented through the National Development Plans; and Medium Term Expenditure Framework (MTEF).

Vision 2030 emphasizes that Namibia will be transformed into an industrialised country with equal opportunities, that is in harmony with itself, developed by its own human resources which is globally competitive, realising its maximum growth potential in a sustainable manner, with improved quality of life for all.

In order to realize this vision, Namibia should have a strong higher education, vocational education and training systems as well as a functional national innovation system. Furthermore, the education system should be of high quality to be able to produce competitive human resources to drive the economy. This is what the Ministry aims to achieve.

The Ministry recognises the vital role it has to play to accelerate the development agenda of Namibia through its overall governance of the higher education, training and innovation sector. The Ministry further embraces the National Human Resource Plan, by enhancing the Namibian TVET, technical, higher education, innovation, research and development sector to produce highly skilled, technical and professional human resources, to drive the economy and ensure sustainable development.

On the basis of the above considerations, the Ministry has developed this Strategic Plan aimed at providing strategic direction and choices to higher education, training and innovation sector over the next five years. This Strategic Plan is a culmination of the collective wisdom of the Ministry and its stakeholders.

EXECUTIVE OVERVIEW

The Strategic Plan of the Ministry of Higher Education, Training and Innovation provides the strategic direction and framework for the period 2017-2021, in order to fulfil the mandate and achieve the Ministry's vision, mission and strategic objectives.

The six strategic themes, and corresponding strategic objectives, programmes and initiatives, address the higher education, training and innovation priority areas of Namibia. In particular, strategic themes are,

- Legislative, policy and regulatory framework development,
- Research, development and innovation,
- Institutional capacity building,
- Stakeholders' relations management,
- Quality assurance in higher and vocational education,
- Equitable and accessible higher education and vocational training.

Holistically, these themes aim at producing highly technical and high-level skilled human resources who contribute to the economic growth of, and sustainable development of Namibia.

In the end, the Strategic Plan provides a clearly defined national agenda that will, through public and private partnerships, and shared funding, build an effective and efficient higher education and training system. Through such collaborative efforts, and collective genius, the Ministry will be able to provide quality and affordable education, and contribute to the building of a prosperous Namibian house.

The guidance, active involvement and technical support from the Office of the Prime Minister during the development of the Strategic Plan were invaluable, and are highly appreciated. The Ministry equally acknowledges the participation and valuable contributions by all the staff members of the Ministry of Higher Education, Training and Innovation and all key stakeholders.

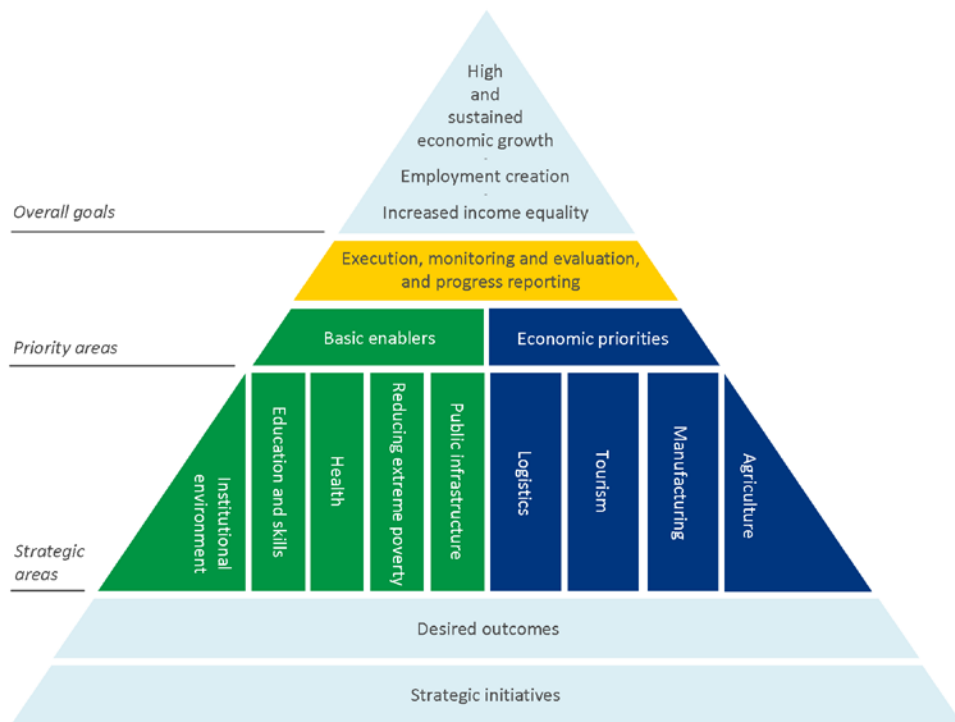
The Strategic Plan provides a clearly defined national agenda that will, through public and private partnerships, and shared funding, build an effective and efficient higher education and training system.

1. STRATEGIC ALIGNMENT

1.1 National Strategic Alignment

Namibia’s Vision 2030 provides the long-term development framework for the country: “to be a prosperous and industrialized nation, developed by her human resources, enjoying peace, harmony and political stability”.

The Fourth National Development Plan presents high level strategic goals, priority- and strategic areas as illustrated hereunder:



MHETI’s mandate cuts across all NDP 4 Desired Outcomes (DO’s) as listed hereunder and consequently reference is made to each specific DO in the MHETI Strategy Matrix:

DESIRED OUTCOME	CHAMPION
DO2: Namibia is characterized by a high-quality and internationally recognized education system that capacitates the population to meet current and future market demands for skills	Ministry of Education

2. MHETI HIGH LEVEL STATEMENTS

VISION STATEMENT

A vision statement outlines an inspirational statement of what the organization intends to achieve at some point in the future. It is a source of inspiration and provides clear decision-making criteria. MHETI's vision is;

A highly skilled, innovative and competitive workforce

MISSION STATEMENT

The mission statement of the MHETI defines the fundamental purpose of the organization, describing its core reason for existence; concentrating on the present core purpose as opposed to the future. The mission of the MHETI to:

Accelerating the development of high level skills and competencies through equitable funding and access to quality higher education training and innovation.

CORE VALUES

Organizational values define the acceptable standards which govern the behaviour of individuals within the organization. Without such values, individuals will pursue behaviours that are in line with their own individual value systems, which may lead to behaviours that the organization doesn't wish to encourage.

Clearly, the organization's values must be in line with its purpose or mission, and the vision that it is trying to achieve. Articulated values of an organization can provide a framework for the collective leadership of an organization to encourage common norms of behaviour which will support the achievement of the organization's goals and mission.

The MHETI Core values are illustrated hereunder:

CORE VALUE	WHAT DO WE MEAN
INTEGRITY	We will demonstrate adherence to ethical principles in the way we carry out our professional duties. We will conduct ourselves in dignified manner in order to uphold the reputation of our Ministry by being honest and truthful in our dealings.
ACCOUNTABILITY	We will acknowledge and take responsibility for our action, decision and policies including the administration, governance and implementation within the scope of our role and encompassing the obligation to report, explaining and be answerable for resulting consequences.
TEAMWORK	Teamwork will be modus operandi for achieving strategic objectives, as this is the most important and most effective way of working. Team building will be an important tool for every institution
PROFESSIONALISM	Institutions and individuals will exercise high level of professionalism, never compromise the Ministry's values and standards. Staff members will use their skills and competencies, continuously in seeking opportunities to improve through innovative approaches. Professionalism involves working collaboratively and fairly with the common goal of serving customers/stakeholders. Sharing knowledge of the best practices with colleagues at all levels, and enhancing the quality of our services will be a practical expression of professionalism.
INNOVATION	We encourage innovation and creativity through continuous learning and acquiring of new knowledge and skills to enhance individual and Ministry's performance.

3. SITUATIONAL ANALYSIS

The MHETI engaged a systematic collection and evaluation of past and present economical, political, social, and technological data, aimed at identification of internal and external forces that may influence the Ministry's performance and choice of strategies, and assessment of the organization's current and future strengths, weaknesses, opportunities, and threats. The situational analysis process was therefore a process of finding a strategic fit between external opportunities and internal strengths while working around external threats and internal weaknesses.

3.1 CONTEXTUALIZATION

The Ministry of Higher Education, Training and Innovation (MHETI) came into existence following the inauguration of Namibia's 3rd President on the 21st of March 2015. The MHETI derives its legislative mandate from the supreme law of the Republic of Namibia, the Constitution, within the purport of Article 20 and all relevant acts such as Higher Education Act, 2003 (Act No. 26 of 2003); Vocational Education and Training Act (Act No. 1 of 2008); Namibia Students Financial Assistance Fund Act, Namibia Qualifications Authority Act, 1996 (Act No. 29 of 1996) and Research, Science and Technology Act, 2004 (Act No. 23 of 2004).

The National Council for Higher Education (NCHE) was established by Act of Parliament (Act No. 26 of 2003) to advise the Ministry on issues related to higher education. This Act prescribes the core service areas in higher education in which the Ministry of Higher Education, Training and Innovation (MHETI) has to perform. In other words, it specifies the core higher education functional responsibilities of MHETI .

Therefore, the development of a coordinated system of higher education is central to the economic rejuvenation of Namibia. Higher Education, Training and Innovation is one of the pillars of Vision 2030. Thus this Strategic Plan is aligned to Vision 2030 and the Harambee Prosperity Plan and articulates the vision, mission, goals and objectives of the MHETI.

MHETI will, for the next five years focus on enforcement of relevant legislation affecting Public enterprises under its supervision and to ensure there is measurable response to the labour market demands.

Therefore, this Ministry's strategic direction and policy oversight will focus on:

- Revisiting the Public Enterprises enabling legislation with a view to clarify and focus their roles in the context of the new Ministry.
- Improve access to higher education and training, with focus on regional equity.
- Improve planning and governance of these institutions, through capacity building, knowledge sharing and enhanced communication.

3.1 ...CONTEXTUALIZATION

- Expand access to technical and vocational education and training, through the establishment of centres in each of the political regions. A critical factor is that TVET is viewed as a strategic choice for career development.
- Enhance skills and competencies of our graduates in industry and government.
- Mobilise public and private sector to focus on shared funding in priority areas of research, training and innovation.
- Define and promote Namibia's National System of Innovation
- Improve capacity by networking with International community on research, training and innovation
- Improve quality of TVET through standardisation of curriculum, instructor's training and work based learning systems

However, the Ministry inherited critical challenges pertaining to the higher education, training and innovation landscape that are listed hereunder.

- Slow and weak response to national development challenges and needs,
- Weak governance of Public Enterprises under the Ministry,
- Poor resource utilisation and accountability,
- Poor distribution, monitoring and accounting for education financial resources in a manner that favours those who are poor and disadvantaged, thereby promoting inequity,
- Inaccessibility of vocational education and training facilities to regions that do not have such facilities,
- Inadequately qualified vocational education and training instructors,
- Non-articulation of the Namibian vocational education and training output to the tertiary education sub-system, to allow graduates to pursue degree courses at higher education institutions,
- Poor utilisation of the National Training Fund Levy especially in allocating to national and industry priorities,
- Poor entrepreneurship orientation by graduates,
- Poor coordination and focus of research, development and innovation initiatives,
- There is relatively low research and development funding,
- Poor scientific and technical skills,
- Inadequate research, development and innovation policy framework,
- Weak linkages with industry and commerce,
- Negative perception of TVET.

Therefore, to address these shortcomings, the MHETI will embark on a journey “to transform public tertiary education enterprises through focused strategic imperatives”.

3.2 MHETI SWOT ANALYSIS OUTCOME

Strengths	Weaknesses
<p>S1 Strong Political will</p> <p>S2 Availability of technical capacity at High level</p> <p>S3 Existence of qualified and committed staff</p> <p>S4 Existing Institutional Memory</p> <p>S5 Established and functioning system (SOE's)</p>	<p>W1 Staff shortage</p> <p>W2 Limited Office Space</p> <p>W3 Communication Gaps</p> <p>W4 Inadequate ICT infrastructure</p> <p>W5 Fragmented/Limited of National Policies on Higher Education, Training and Innovation</p> <p>W6 Expansions, university and industry collaboration, Unique environment for value addition and political stability</p>
Opportunities	Threats
<p>O1 Excellent working relations with SOE's</p> <p>O2 Legislative framework governing SOE's/Public Enterprises</p> <p>O3 Public Sector Reform initiatives to improve performance</p> <p>O4 Bi-and Multilateral Agreements in place for students' mobility</p> <p>O5 Collaboration with Private Sector for service delivery (leverage)</p> <p>O6 Collaboration among SOE's-across the board</p> <p>O7 Strong ties/good will with development Partners (International Communities)</p> <p>O8 Decentralization Enabling Act-for service delivery Strategies Objectives – NDP4</p>	<p>T1 Inadequate financial resources</p> <p>T2 Outdated and duplications of some SOE's mandates</p> <p>T3 Depreciation of N\$ against major currencies</p> <p>T4 Occasional unstable environment in institutions of Higher Learning</p> <p>T5 Under Funded/resources</p> <p>T6 Mismatch of Skills for demand and supply (labour market)</p> <p>T7 Poor quality outcomes- students not prepared</p> <p>T8 Unaccredited private institutions</p> <p>T9 Students radicalism expecting free tertiary education, absence of right policies</p>

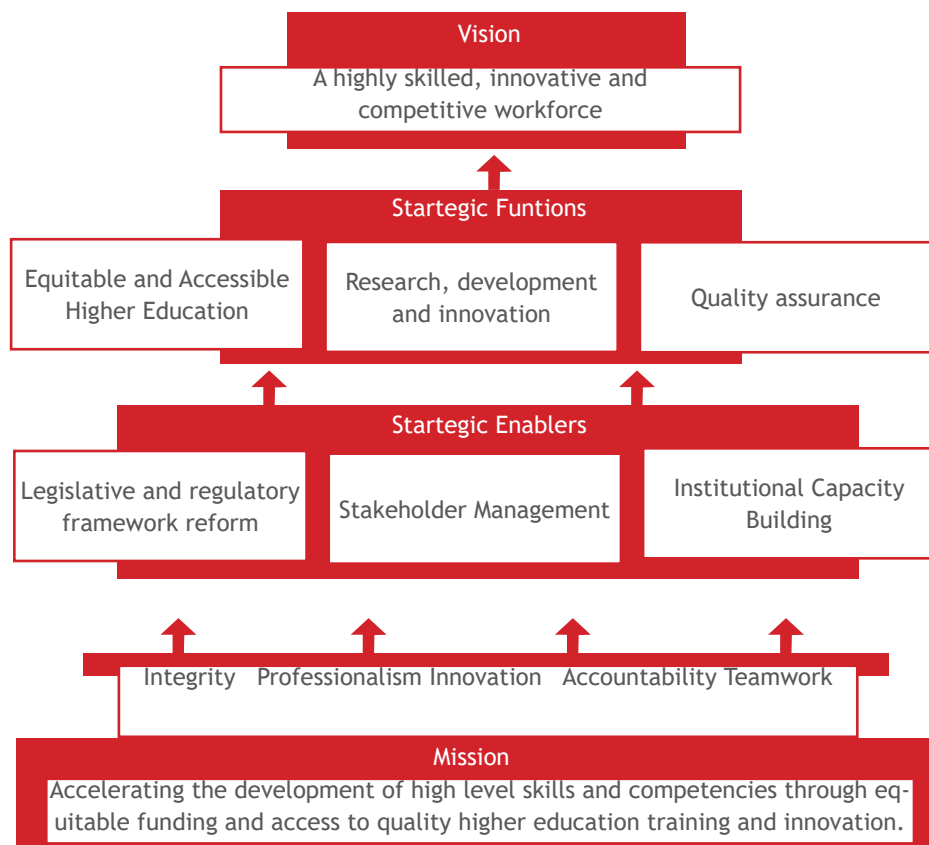
3.3 STAKEHOLDER ANALYSIS

STAKEHOLDER CATEGORY	STAKEHOLDER NEEDS / EXPECTATIONS
1.0 Stakeholders	
1.1 Central Government	Skills development that meets the needs of the country.
1.2 Cabinet	Implementation, accountability, feedback, consultation
1.3 Public at large	Service delivery, skilled graduates, information, funding, outreach, involvement
1.4 State Owned Enterprises	Information, Funding, Policy coordination, monitoring and evaluation.
2.0 Strategic Partners	
2.1 Vocational Training Partners	Policy directive, Regulatory, Funding framework
2.2 Private Training Providers	Open Communication, Access to Information, Open Policy Formulations
2.3 Training Institutions	Capacity Building
2.4 State Owned Enterprises	Open Communication, Clear Policy Direction, Resources Allocation, Consultation & Coordination.
2.5 Trade Unions	Engagement, Collaboration, Highly Skilled Labour
2.6 Development Partners	Clear Policy position, Accountability, timely provision of information, Strategies and Plans
2.7 OMA's	Collaboration, Engagement, Highly Skilled Labour
2.8 Media	Timely Provision of Information and Engagement
2.9 Parents/Employers	Information, Engagement, Guidance, skilled workforce and consultations
2.10 Financial Institutions	Strategies and Plans, Accountability
2.11 NGO's	Engagement
3.0 Customers	
3.1 Students	Support, Training, Skills development, Career Guidance,
3.2 General Public	Open Communication, Access to Information, Policy formulations, Transparency and Quality of Service
4.0 Employees	
4.1 All staff member	Capacity Building; Empowerment and Conducive Working Environment.
5.0 Regulators/Legislators	
5.1 Parliament/National Council	Accountability
5.2 State Organs	Implementation, Accountability
6.0 Interest/Pressure Groups	
6.1 Students Unions	Engagement, Training, Funding and Consultations
6.2 Trade Unions	Sound Employment Relations Practices
6.3 Traditional Leaders	Engagement, Quality Education, Training
6.4 NCCI	Engagement, Collaboration, High Skilled Labour
6.5 NEF	Engagement, Collaboration, High Skilled Labour
6.6 MAN	Engagement, Collaboration, High Skilled Labour
6.7 NGO & CBO's	Engagement

4. STRATEGIC THEMES AND OBJECTIVES

4.1 Strategic Value Map

The MHETI's Strategic Value Map hereunder illustrates the high level statements (vision, mission and core values) as well as the Strategic Objectives for the relevant period;



4.2 Strategy Matrix

A fundamental principle is that; all strategic objectives should be measurable seeing that “one can only manage what one can measure”. Therefore, the MHETI defined strategic measures for each strategic objective as illustrated in the MHETI Strategic Value Map i.e. to ensure a deliberate effort to manage strategic targets going forward. The MHETI Strategy Matrix, hereunder, reflects all relevant and appropriate strategic measures and imperatives for the next five (5) years. This Strategy Matrix represents the strategic focus and direction for the MHETI and shall be reviewed annually as the Ministry matures and evolves over time to ensure that the strategy remains responsive to its national mandate and vision.

MINISTRY OF HIGHER EDUCATION, TRAINING AND INNOVATION				STRATEGIC MATRIX 2016/17 - 2020/21																						
Focus Areas	Theme	Objectives - KPA	NPP Desired	Measurements - PI	Targets						Respon Unit	Programme	Key Strategic Projects / Initiatives	Cost Estimates / Budgets Operational (NS)	Assumptions / Risks	Certifications / Mitigations										
					2015/16 Baseline	2016/17	2017/18	2018/19	2019/20	2020/21																
Strategic Areas	Institutional capacity building	Recruitment and selection	DO2	% staffing of approved structure	20%	20%	65%	75%	85%	95%	P S	Office space and working equipment														
				Implement ministerial performance management system	DO2	% implementation of performance management system	50%	60%	80%	90%	100%						100%	P S	Key infrastructure development (MHET HQ)							
						Develop national capacity	DO2	Strategy execution rate %	0%	50%	55%						60%	75%						85%	P S	Leadership development Training and teambuilding Recruitment and selection Funding for Ministry and SOEs
		Increase research and development in priority areas	80					80	100	150	200	250	UNAM, MUST, NCRST	Research capacity building												
		Increase funding in R and D	0.2%	0.3%	0.4%	0.5%	0.8%	1%	P S, ALL	Develop research and innovation centers of excellence																
		Improve number of doctoral graduates in priority areas	DO2	% increase of doctoral graduates in priority areas	2%	2%	2%	5%	10%	15%	MUST/ UNAM	Resource mobilisation														
	Research, development and innovation	Build innovation capacity	DO2	% increase in number of patents and trademarks registered	1%	5%	10%	15%	20%	25%	P S, UNAM, NCRST	Research, Development and Innovation	Private sector and civic organisations funding in priority research Innovation hub and Entrepreneurship programme Priority research policy													
				Attract research chairs in all priority areas Entrepreneurship development Prepare private sector on skills development in priority areas	DO2	# research chairs attracted % number of total students taking entrepreneurship modules at level above of diploma	1	1	3	3	1								2	MUST, NTFAN, USTJU, MAAM	New products and services					
						# funding of eligible postgraduate students in school skills development # newly established vocational training centers	1	2	2	2	2								2	NSFAF, NCORS						
		Equitable and accessible higher education	Accessible vocational training	DO2	% increase in vocational students intake	7%	7%	10%	15%	20%	25%	NTA	Accessible and Equitable education	Infrastructure development												
					Increased after school skills development	DO2	# newly established vocational training centers	1	0	0	1	1								1	NTA	Availability of fund and policy on priority areas developed and communicated to SOEs before 1 April 2017				
							# research chairs attracted % number of total students taking entrepreneurship modules at level above of diploma	1	1	1	1	1								1	NTA					

* Funds allocated during the MTEF period shall be utilized to implement the programs.

MINISTRY OF HIGHER EDUCATION, TRAINING AND INNOVATION				STRATEGIC MATRIX 2016/17 - 2020/21																					
Focus Areas	Theme Objectives: KRA	NDF 5 Desired Outcome (A)	Measurable Outcome: PI	Targets						Responsible Unit	Programme	Key Strategic Projects / Initiatives	Cost Estimates / Budgets *	Assumptions / Risks	Certifications / Mitigations										
				2015/16 Baseline	2016/17	2017/18	2018/19	2019/20	2020/21																
Strategic Areas	Build governance capacity internally and externally with SOEs	DO2	# of policies and acts reviewed and aligned	-	1	2	2	2	2	P.S	Regulatory/framework review	Review/formulate and align higher education policy/quality assurance policy, research and development priority areas policy, VET policy, innovation policy, critical skills development policy, priority research funding policy		None	None										
				SOEs strategy execution rate(%)	50%	65%	75%	85%	85%	90%						P.S									
					SOEs strategy execution rate(%)	50%	65%	75%	85%	85%						P.S									
					Board performance index(%)	50%	65%	75%	85%	87%						90%	All SOEs								
				Improve quality of higher education	DO2	Graduate absorption rate %	55%	-	60%	60%						70%	NUST/UNAM	Curricula revision							
							Level 3 Graduate absorption rate in the formal sector %	45%	50%	50%						50%	50%							NTA	
							Level 3 Graduate absorption rate in informal sector %	35%	40%	40%						40%	40%							NTA	
							Namibia education and training quality index(0-10)	5	5	6						7	8							8	NCA
							% increase of programmes accredited	10%	-	15%						17%	25%							25%	NCHE/NCA
							% increase in institutions accredited	3%	-	5%						10%	15%							20%	NCA
							# specialised programmes at level 4 and 5	-	0	3						2	3							2	NTA
							Business expenditure on R and D(BERD) as a percentage of GDP	1%	2%	3%						4%	5%							6%	NCRST
							# Agreements signed to enhance skills development	0	2	2						2	2							2	P.S
							# of agreements signed with umbrella associations on research, development and innovation	0	1	1						1	1							1	P.S/NC RST
				Stakeholder relationship management	DO2	# bilateral and multilateral agreements signed	1	-	2	2						2	2	P.S	Bilateral and multilateral engagements						

* Funds allocated during the MTEF period shall be utilized to implement the programs.

5. CONCLUSION

The critical success factors for achieving the MHETI strategic imperatives are; strategic stakeholder support, synergistic collaboration with partners, leadership commitment and the ability of MHETI to attract, retain and develop highly skilled, competent human capital for specialist functions.

There should be no illusions that transforming the Higher Education, Vocational Education and Training; and Innovation landscapes shall require innovation and creativity to break from the traditional management mold and 'to do business unusual'. This would require critical analysis of each public enterprise and in implementing deliberate efforts to transform each entity into sustainable business entities contributing towards socio-economic development of Namibia.