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## **1.0 Workshop Summary**

The workshop on *Capacity 2000 Plus: Competency-Based Community Skills Development* was a collaborative initiative of:

- the Association for the Development of Education in Africa (ADEA),
- the EDC's Centre for Workforce Development,
- the Namibian Ministry of Higher Education, Vocational Training, Science and Technology, and the
- United States Agency for Information Development (USAID).

It was a three day workshop held in Namibia between September 23-25, 1997. The goal of the workshop was to share and create knowledge of how to generate and improve competency-based skills training at the community level.

The workshop was jointly funded by the Association for the Development of Education in Africa (ADEA) and the United States Agency for International Development (USAID).

One of the most striking accomplishments was the formation of an Advisory Council to continue to guide and develop the initiatives of the workshop. Of the approximately 120 people who attended, 50 Namibian and international participants signed up for the Advisory Council. This group will continue to work with the Ministry of Higher Education to develop Community Skills Development Centres (*COSDECs*) in five pilot regions, and to develop a Foundation to help channel funds from the Namibian government and the international donor community directly into skills training initiatives.

International participants from Ghana, Senegal, Egypt, South Africa and India also added richly to the programme, offering numerous ideas to incorporate into Namibian programmes. Some ideas which received particular attention were the development of microcredit programmes that achieve loan payback rates of more than 98%; program models which encourage production at an individual level, but marketing at a group level; and the approach of involving multiple stakeholders in community programmes, including village "chiefs" and religious leaders.

### **1.1 Workshop Objectives**

The workshop objectives included:

- Sharing relevant Namibian and International experience on community initiatives aimed at competency-based learning and training programmes
- Identifying how some characteristics of successful programmes world-wide may be incorporated into initiatives in Namibia.
- Developing the Namibian vision of a Foundation; its nature and functions.
- Promoting technical support to community skills training programmes.
- Mobilising resources for community-based skills training programmes.

## **2.0 Sharing of Expertise and Experience in the Provision of Competency-Based Skills Training**

### **2.1 Inaugural Address by Honourable Minister Nahas Angula**

The Minister welcomed all present. He thanked all the donors, as well as all the visitors who came from afar. The Minister's hopes for the conference were that people would learn and take the knowledge back to teach their colleagues and friends. He commented that the response to the many challenges facing Namibia should be a program of empowering individuals at the household level, in community settings and through economic opportunities. This empowerment should take place through skills development. The goal is to impart appropriate skills for personal growth, community development and exploitation of economic opportunities. For this program to be meaningful and effective to individuals, it must be demand driven, community-managed and competency-based.

Empowerment through skills development will take place in Community Skills Development Centres (COSDECs). These centres are envisaged to be community managed through COSDEC Boards linked together through a Foundation for Community Skills Development. Funding will come from a variety of sources: the government, private sector, development partners, donations, contributions by trainees and fund raising activities. The NGOs are expected to provide technical support to COSDECs as part of a partnership for mutual support.

### **2.2 Keynote Address by Dr. E. Ocloo From: The Sustainable End of Hunger Foundation, Ghana**

Dr. Ocloo's paper was entitled: *Competency Based Training: An African Perspective*. In the paper he advocated for a "bottom-up" system of planning, whereby priority attention is given to development of agriculture and cottage industries and heavy investment in human resources training. Special credit facilities, provision of technical assistance and access to market should also be made available. In short, African governments must come up with a policy supported by funds to launch a crash skill training program for all sectors of economic activities.

### **2.3. Address by: Prof. Mehl From: The Independent Development Trust, Republic of South Africa On: Towards a new training and education paradigm**

Today the distinguishing feature between the "haves" and "the have nots" relates to "Intellectual Capital". This is true of individuals, as well as of nations. It is no longer a matter of what a country has in its mines: whether gold or diamonds but more what we can develop and extract from the minds of the people in that country. The central challenge of training and education today, could well be stated as the 3Rs: learn what is *relevant*; learn far more *rapidly*; and, learn for *redistribution*.

Today it is not simply a matter of employability, or of creating jobs. It is far more important for people to be part of the processes of wealth creation. This is true, not only of adults but

also of children. Indeed, it is a lost opportunity to wait until a person has passed through education before we teach them the fundamentals of the creation of wealth or the establishment of their own small businesses. Redistribution will become a reality only when people in general are trained to access wealth and to create it rather than to hope for some welfare handouts. This is a fundamental challenge of education.

It is no use expecting an adult who is impoverished and lacking skills to go through the normal processes of education and training. For rapid training an outcomes-based educational environment is essential, where one can specify proper outcomes, which when reached, enable people to move on, to newer levels. This approach is often denigrated as lowering standards and producing automatons. This is patently untrue and depends more on the ingenuity of the training programme than on the nature of outcomes-based education. The other important component for producing rapid development related to outcomes is the importance of the recognition of prior learning. People through life accumulate huge levels of experience simply by the environment in which they operate. It is essential that this not only be recognised, but be incorporated into the learning path that is crafted for any adult to enable them to have training and education outcomes which are relevant to the real world in which they must operate.

For the above three factors to exist, it is essential that a country or a region enjoy the proper legislative framework which enables educators to create this environment. This involves: appropriate standards for training and education; national skill standards developed in conjunction with industry; a requirement that all companies pay a percentage of payroll into a central fund which will be used for training according to national skills standards.

## **2.4 Namibian Experience in Providing Competency Based Skills Training**

The workshop sessions started with testimonials from two young persons who have benefitted from skills training. These testimonials focused attention of workshop participants on the tremendous benefits that could be denied when communities take responsibility for their own training.

Ambrosius Haoseb is a Public Relations Officer of Building Services

He joined the Katutura Youth Enterprise Centre (KAYEC) in 1996. He learned both construction trade theory and construction trade practice, including enterprising skills such as pricing, costing, conversing with prospective clients and identifying work opportunities. After the course, Ambrosius's unit registered as a closed corporation, entered into a N\$100 000 valued contract to erect a youth resource room, opened a corporate cheque account, and gained exposure globally by the managing director's participation in Berlin at a seminar. In short, Ambrosius gained confidence, competence, linkages and a number of other skills from the program.

Aina Eichas

Aina Eichas gained training in craftwork. She worked on photo frames and wall hangings and used local products from the mountain area. She now trains other people in business skills and helps with bookkeeping and other management tasks.

#### **2.4.1 Panel Discussion on Namibian NGOs Involvement in Training Programmes**

*Moderator:* Mr. B. Hollick, Acting Dean, Polytechnic

*Panellists:* Ms. C. Amupanda, Training Manager, PSF, Dr. Uirab, Director, Nara, Rev. M. Yates, KAYEC, Ms. B. Bock, Pahuka, Ms. B. Tripodi, NNCCI

The purpose of this session was to provide information on training programmes in Namibia.

*Ms. Amupanda: Private Sector Foundation (PSF)*

The Private Sector Foundation (PSF) was established in 1980. Its objectives were to create employment and reduce the inequalities in income distribution and eradicate poverty in Namibia by supporting the micro enterprises of clients who are of a disadvantaged group and women at the grass roots level. PSF runs both micro-enterprise training and revolving credit programmes.

*Dr. Uirab, Director, Nara*

The company was named after the !Nara plant that thrives in the harsh conditions of the Namibian desert, thus symbolising the resolve of the organisation towards sustainable development. The main purpose of !Nara is to train development promoters from local NGOs and CBOs and offer consultancy services to government and international agencies in participatory methodologies. The goal is to build the human resource capacities of local development partners throughout Namibia to reduce social ignorance and unemployment towards the alleviation of rural poverty.

*Ms. B. Tripodi, NNCCI (Namibia Nat'l Chamber of Commerce & Industry)*

NNCCI is a nationwide business organisation whose mission is to promote prosperity for all Namibians by ensuring balanced private sector growth, enterprise development and global competitiveness. Its aim is to unite the private sector in Namibia under one voice and provide it with an interface with government and authorities. NNCCI's core values include, among others, (1) focusing on small business and empowerment as the engine for the creation of local wealth and employment, and (2) encouraging local economic competitiveness through the promotion and capacity building of local organised business communities. NNCCI organises training seminars and workshops that are designed to assist both entrepreneurs and seasoned business personalities to develop their skills in the competitive business world emerging in Namibia.

*NGO's: Their role in Training by Rev. Yates: KAYEC*

KAYEC's main purpose is to address the general lack of opportunity for employment that school leavers face. KAYEC helps young people become more enterprising by creating and building a culture of entrepreneurs opposed to a culture of entitlement. The training programme comprises five units: Employment Preparation, Life skills, Small/Micro-enterprise (SME), Community Enterprises and Vocational Training. KAYEC integrates skills training with exposure to the competitive commercial environment.

Ms. Bock - Pahuka

Pahuka means open your eyes and is funded by Care Austria. Its objective is the enhancement of entrepreneurial social development of the SME community of the Kavango Region of Namibia in order to achieve the goal of greater economic motivation and determination through: (1) a multi-disciplinary and sustainable training system for existing and potential entrepreneurs of the region, and (2) a gender-sensitive disciplinary and sustainable training system for existing and potential entrepreneurs of the region. The main beneficiaries are existing and potential entrepreneurs who have skills and entrepreneurial traits that could be developed and utilised to promote the development of SME's.

#### **Competency Based Training/Learning**

*Simple Definition:* (1) learning by doing, (2) acquiring hands-on skills that can be measured through performance.

*Detailed Definition:* (1) developed in consultation with stakeholders, thereby learning is driven by demand and is also the responsibility of the learners, (2) consists of curriculum training programmes that deal with appropriate content for skills and attitude building, (3) insists on mastery at one level to move to another, (4) assists individuals through chosen developmental stages towards specific target for sustainable livelihoods, (5) results in formal or informal economic activity.

### **3.0 International Experiences in Providing Competency Based Skill Training**

Biovillages: Concept To Reality, A Pro-Nature, Pro-Poor, Pro-Women Development Paradigm to Sustainable Agriculture and Rural Development" By R.S. S. Hopper, K.N.N.S. M.S. Swaminathan Foundation (Co-ordinator, Adviser, Chairman)

Biovillage is a pro-nature, pro-poor and pro-women development paradigm. It seeks sustainable agriculture and rural development by concurrently attempting to mitigate the twin development concerns of the creeping degradation of the resource base, and the persistence of rural poverty, through technologies and interventions which are ecologically compatible, economically viable and socially equitable. Degradation of the resource base is addressed by fostering integrated resource management systems of both the biophysical resources (land, water and natural vegetation) and the human resources to which the rural households have access individually (farm households) and communally (Common Property Resources). Rural poverty is addressed through technological empowerment whereby the resource-poor are enabled to translate technology into employment and income generating production activities that add value to their principal assets, labour and time. Technological empowerment of the resource poor is an integrated process involving: identification of location specific technologies which are environmentally compatible, economically viable and socially equitable; testing and adapting them to specific socio-economic conditions; internalising the technologies through on-production line training; enabling them to translate

the technologies into income and employment generation by accessing the participants to credit institutions; facilitating by providing infrastructure support for ensuring the supply of inputs and the marketing of outputs; and fostering and institutionalising collective action by organising socially cohesive groups to sustain the enterprises.

### **3.1 Workers College: Western Cape South Africa by Linda de Vries**

The College strives to consolidate and build working class leadership in the union movement and thereby empower other workers. A legacy of apartheid education is a lack of skills and knowledge crucial to effective leadership. The College aims to: provide advanced educational opportunities for students selected annually from participating trade unions; develop the personal skills needed to work collectively to build democratic organisation and to empower others; initiate or support changes at existing educational institutions toward developing accessible education for workers; and, ensure that the College falls under the control and guidance of the labour movement.

### **3.2 AGETIP (Senegal), by Mr. Ibnu Anas Gaye**

AGETIP is an agency with private legal status to implement a public works and employment program. Its main objectives are to create temporary new jobs in urban and peri-urban cities; increase the capacity of the construction industry; demonstrate the feasibility of the approach; invest in economically and socially useful sub-projects through transparency, efficiency and cost-effectiveness. The program attempts to mitigate the effects of the adjustment program on the economy as a whole and on youth and the urban poor in particular. AGETIP thus seeks to create substantial new employment as rapidly as possible, improve the individual skills of participating, improve the corporate competitiveness of the participating firms, demonstrate the feasibility of labour-intensive projects, test the procedures that will enable the public sector to commission such projects, and undertake sub-projects that are economically and socially useful.

### **3.3 Mwenezi Development Training Centre, Zimbabwe, by Tapiwanashe Vengai**

The Mwenezi Development Training Centre (MDTC) empowers rural dwellers with self-employment skills. The MDTC on-site training approach emphasises relevance, closeness, appropriateness and immediate results. Trainers are multi-disciplinary community workers who not only have technical know how but also have business advisory skills. The follow-up and support services program ensures the use of skills acquired by trainees. Importantly, the beneficiaries gain and maintain control over the development process.

### **3.4 Centre for Lifelong learning, South Africa, by Mr. Anthony Trowbridge**

CLL's Integrated Community Forum Programme originated from the need and desire of residents of informal housing settlements to attain greater self-reliance. It is their own institution for development training, leadership and management. The programme is an eight month process of self-discovery for all creatively active community organisations and their representatives. It is called integrated because it brings together the four major aspects of a community that are mutually supportive of the process of development namely: (i) a



community development forum; (ii) a community information centre; (iii) a community learning centre; and (iv) a community bank.

CLL's objectives are to: help individuals uncover their own inner strengths and build greater self-worth and self-confidence by bringing people and organisations into an ubuntu/symbiotic relationship, establishing ethical values of mutual trust and respect, and extending the principles of democracy and citizenship; improve community management development by identifying creatively active leaders and forming an acceptable Community Development Forum; improve levels of communication and information sharing by establishing a multi-purpose Community Resource & Information centre; to help communities undertake their own reconstruction and development by co-ordinating and promoting their own development projects, planning and implementing a community development strategy, and establishing a community capital investment fund; and, generate wealth and job creation by providing and improving skills and quality of decision-making, planning and project management, levels of co-operation, transparency and inter-personal relations, standards of presentation of projects and business plans for financing.

Mr. Trowbridge enumerated the relevance of the integrated community forum programme to the EDC/USAID nine 'best practices' principles. He then described the Private Sector Initiative [PSI], which was established to provide corporations involved in small business development with a vehicle to implement practical, locally-driven projects collectively in partnership with donor associations. Finally, he described the Community Information Centres (CIC's) that CLL had created, consisting of a computer data base that records all the human resources in the community.

### **3.5 EMPRETEC (Ghana), by Mr. Dunwell Ekow Eku**

EMPRETEC Ghana Foundation provides training to owners/managers to improve their entrepreneurial and functional management competencies. It also provides a wide range of consultancy and extension support services aimed at improving the operational efficiency and profitability of enterprises. The consultancy services and extension support provided include facilitating access to finance, technical expertise, technology and business linkages. EMPRETEC's main specialised training programmes are: entrepreneurship workshops; management seminars and customised in-plant training; seminars on strategies for achieving international business linkages; enterprise creation workshops; junior business seminars; and, financial planning seminars (tools for reaching business growth).

### **3.6 African Centre for Human Development (ACHD), by Wilbert Tengey**

ACHD defines competency-based skill training as "a process of transferring practical skills to and a change of attitude of an individual through a process of on-the-job and hands-on training, including apprenticeship geared towards effective performance and recognisable output. ACHD trains unskilled, unemployed people and enhances the skills and potential of specifically targeted existing business people to enable them to employ others. The target beneficiaries include unemployed rural and urban youths, street children, informal sector operatives requiring management support. The centres have a priority focus on the construction sector, the tourism sector, and non-traditional exports. Some of the skills

upgrading is done through a master apprentice who takes on clients for a number of years. Others are done by participation learning and practical demonstrations.

ACHD also offers job placement services, through which clients are linked to existing jobs by means of a data base, where information on needs within the various sectors is stored. There are also start-up, finance and marketing services to assist clients to obtain mini loans and micro credit, draw up business plans and help access markets. Finally, there is a mentoring process which includes follow-up of all trainees in order to identify those who desire on-going assistance, and on-going business counselling to identify ex-trainers and link consultants with small businesses.

#### **ACHD's Challenges And Lessons Learnt**

- a) There has to be a change of attitude towards micro and small-scale businesses. They should be made to understand that business is business and not a welfare system. There should be strict rules of business management and conceptualization applied in order that the idea of "free for all" is eradicated.
- b) There are different categories of entrepreneurs who will need different levels of assistance in the training programmes. It is clear that those in the micro-sector, unemployed and jobless will need subsidized training. Others in the small, medium and large enterprises should be made to contribute a portion of the training costs.
- c) Loans should be administered as such. It is the access to the loans not so much the cost which is the problem to micro-entrepreneurs. To reduce costs and increase the pay-back rate, a system should be devised where loans are made on short-term (weekly, monthly, quarterly) bases in order to reduce the interest costs.
- d) It is important to discover the right persons to do the training. This is not easy. Although some people have the knowledge, they are not able to express themselves to others, especially micro or small entrepreneurs.
- e) Our own attitudes as employment practitioners or change-agents have to change. If we keep on living in the past and give the apartheid or colonial situations as an excuse, very little will change. We should move forward and take charge of the situation. The paternalistic attitude we have towards the poor will not help them out of their situation. We need to be more open and understanding, yet assertive.
- f) It is important to learn from the experiences of others, so that the same mistakes can be avoided. Once the experiences are known, the right lessons will be learnt.
- g) There should be role models within the society in business and trade, that we should look up to. Ghana has Dr. Esther Ocloo to look up to and therefore she becomes an inspiration to all.
- h) The Competency-Based Training Centers are not to replace the traditional vocational centers. They should be a supplement to what is already in the system. The training centers should be an informal response to critically needed community skills and act as a one-stop-shop for development support.
- i) There should be networking amongst various institutions to learn from each other. There is no need to re-invent the wheel. A situation where NGO's, the private sector and donors all share experiences in one place could be one such an experience.

## 4.0 Common characteristics of successful workforce development programmes developed by the Education Development Centre

Poonam Ahluwalia and Scott Leland, Education Development Center

Education Development Center, Inc. (EDC) is an international, nonprofit, research and development organisation recognised as a leading center focusing on today's and tomorrow's challenges in education, health, technology, human rights and the environment; vocational education & training; adult literacy; human capital investment; skills training; occupational standards; employer-based training; school-based training; re-employment; training the unemployed; and, lifelong learning.

What works: Characteristics of successful programmes

1. Leadership and accountability: Leadership that is visionary, that is held accountable to multiple stakeholders, and that encourages accountability internally;
2. Demand-driven design: Customer-driven learning tied to the domestic and international markets;
3. Open access: Transparent criteria for entry; special efforts made to recruit under-served populations and allocate resources to help them succeed; training opportunities that are flexible and that accommodate different needs;
4. Portable skills: Emphasis on skills that can be applied across geographic and occupational lines;
5. Continuous improvement: External and internal evaluations; informal improvement processes;
6. Public-private partnerships: Linking multiple stakeholders to leverage costs, promote innovation, and adapt to changing needs;
7. Sustainable financing: Demonstrating value to multiple investors over time; juggling the need to build a solid foundation against the pressure to show results and revenues;
8. Replicability: Recognized effectiveness of project; presence and commitment of stakeholders;
9. Economic and social impact: Demonstrated results in enabling learners to participate more fully in productive work; impact on family and community.

*Promising Strategies: Areas on which to focus additional resources*

10. Occupational standards: Supporting the development of occupational training standards and accreditation;
11. Training markets: Building training markets by promoting consumer choice and firm competition, and diversifying supply;
12. Financing mix: Ensuring a financing mix for training between the public sector, private firms, and individuals;
13. Information: Providing labor market and employment information;
14. Linkages: Linking different donor investments and projects in order to leverage resources; strengthening linkages between primary & secondary education and the workplace;

15. Leverage funds: Linking projects, schools, and the workplace; minimizing duplication of efforts;
16. Labor policy: Constructing a labor policy that provides a safety net for both rural and informal workers, that supports collective bargaining, is open to everyone, and avoids biases that favour relatively well-off workers;
17. Informal sector: Supporting the informal sector, which constitutes a huge sector of the economy in many developing countries;
18. Vulnerable populations: Protecting the vulnerable: women, youth, minorities, elderly;
19. Working conditions: Ensuring decent working conditions for all.

## **5.0 Social Fund For Development, by Dr. Laila Gad**

A major constraint in skills training programmes is access to funding. Dr.Gad (Egypt) provided information on the establishment of a Social Fund for Development (SFD).

The SFD aims to deliver much needed assistance to its target population: the unemployed, the poor, new graduates and women in poverty in female-headed households. The SFD also aims to improve the living conditions of the poor through financial assistance, technical assistance, and the upgrading of services that are of benefit to the target population. In addressing this overarching goal, the Social Fund facilitates the implementation of the economic reform and structural adjustment program; mitigates the adverse effects of economic reform on vulnerable population groups; strengthens Egypt's governmental and non-governmental capacity to develop new social programmes and upgrade existing ones; mobilises additional resources public investments in social services (health and education); seeks local and international financial resources; secures technical assistance; and, reinforces the participation of NGOs/PVOs in the planning and implementation of development projects.

Dr. Gad emphasized the importance of a flexible system that delivers benefits quickly. She also warned of the difficulties of identifying the poorest part of the population and how to find it, and how to measure the impact of the projects that have been carried out by the social fund.

## **6.0. Establishing Community Skills Development Centres**

The workshop participants (in groups) need the information provided in the various sessions to identify the issues that must be addressed in establishing Community Skills Development Centres (COSDEC), the elements of an action plan and strategies required for the operation of the centres. A summary of the group discussions is given below.

### Issues and Concerns

- It is important to bring together the community and stakeholders involved in order to identify and clarify needs and aspiration.
- All persons need to have a common understanding of COSDECs
- Partnership with current training programmes should be strengthened.
- Funding of feasibility studies done on COSDECs should be made available.
- Target markets must be identified through a feasibility study

- Committees in regions should be responsible for COSDECs
- Communities must be involved in deciding on the curriculum
- Use existing resources and facilities in the region
- A change of attitude must take place for communities to take ownership of projects
- Training opportunities must be mixed with job opportunities
- Parents of students should also be involved

#### Contributions in developing an action plan

There is a need for strategies/activities to:

- upgrade management skills
- respond to special needs of various communities
- engage school leavers in relevant training
- generate revenue
- strengthen links with professional training centres
- conduct training required by NGOs and employer
- develop leadership in the community
- reach out to all parts of the community
- establish quality control mechanisms
- strengthen relationship with government bodies
- conduct evaluation

#### Strategies needed

- Information campaign to regions regarding COSDEC
- Well skilled trainers available to provide people with demand-driven training
- A legal frame work
- Staff the COSDECs
- Continuously evaluate trainers to ensure quality

#### Resources needed

- Credit facilities available to enable trained people to start own businesses
- Funds for centres and trainers
- Revolving credit fund linked to NGO's
- Resources, such as buildings.

## **7.0 The Role and Functions of a Foundation, Andrew Corbett, Legal Assistance Centre**

The word "Foundation" is generally understood to refer to a permanent fund created for a benevolent or charitable purpose or for some special object. The role and functions of Foundations are to a large degree determined by the nature and scope of the activity which they seek to manage and regulate. These are very diverse ranging from educational, housing, research, environmental to land and job creation organisations. Whilst the possible legal forms are fairly wide-ranging, three institutions are widely used, namely Voluntary Associations, the Section 21 Company and the Trust.

Mr. Corbett discussed the three forms in some detail. He came out in favour of the Trust form. He reasoned that, generally, other legal structures such as Section 21 Companies are too rigid and bureaucratically cumbersome to provide a viable legal mechanism to promote developmental objectives. On the other hand, Voluntary Associations, with their relatively unregulated requirement of a constitution complying with various broad criteria, are seen as not providing sufficient oversight of the communities' activities, particularly where substantial funding, either in the form of community or donor income, forms part of the assets of the association.

## **8.0 The Vision, Purpose and Design of a Foundation: Discussion with the Honourable Minister, Nahas Angula**

Vision: Underdevelopment must be addressed in a multifaceted approach. It is expected from government to narrow the gap between incomes, to reduce the crime rate and to increase employment. The Foundation must be the cutting edge in promoting and achieving goals. The Foundation is an association not for gain. The Foundation should be associated with COSDECs and NGO's, private and public sectors and partners.

Purpose: The Foundation should be the place for information sharing, support to COSDECs, advisory services, advocacy in parliament and social marketing.

Design: Communities must be in charge and responsible for their own development. We know the limitations in communities and also know that they are not very likely to go far on their own. They need support. A Foundation can give such support. The Foundation should provide all services while the COSDEC centres should have autonomy. To achieve a balance, a Foundation is needed but should be thought of as an association and should not stifle community development. It should be an umbrella under which people can operate. The COSDECs should have a trust (board) to guide and promote activities at community level.

## **9.0 Official Closing by the Honourable Minister John Mutorwa**

In order to cope with the numerous problems regarding people's basic needs of producing food, getting water, building shelter and many more, we must equip our communities with appropriate technologies and relevant skills. Our people, especially the rural communities, get annoyed, angry and frustrated when one keeps on reminding and reassuring them that all their fundamental freedoms and human rights are enshrined and entrenched in the Constitution of the Republic. They can neither eat nor find physical shelter in the freedoms and rights. They want education and training to empower them to practically and meaningfully participate in the socio-economic development of their country. Give them skills and they will be able to produce more food, get water, build shelter, and generate wealth. The workshop was a good start on the long road of socio-economic development. May practical implementation of the conference decisions soon follow.

## Appendix One

### Overview of the Workshop Agenda

#### September 23, 1997

1. Inaugural Address by Honourable Minister Nahas Angula
2. Keynote Address by Dr. Ester Ocloo
3. Session One: Namibian Experience in Providing Competency-Based Skills Training
  - a) Testimonials
  - b) Panel Discussion of Namibian Experience
  - c) Definition Of Competency Based Training/Learning
1. Session Two: International Experience in Providing Competency Based Skill Training
  - a) Biovillage: Concept to Reality - Dr. Hopper
  - b) Panel Discussion of International Experience

#### September 24, 1997

1. Session Three: Common Characteristics of Successful Workforce Development Programmes
  - a) Address
  - b) International Panel Response
  - c) Small Group
  - d) Strategies for Successful Programmes: Dr. Laila Gad
1. Session Four: Essential Components and Strategies of Successful Programmes
  - a) Reports of the Working Groups

#### September 25, 1997

1. Testimonials from two participants of local credit schemes
1. The Vision, Purpose and Design of a Foundation: Discussion with the Honourable Minister Nahas Angula
2. Address by Prof. Mehl, Independent Development Trust, RSA
3. Session Five: Opportunities for Development Partners and Funding Agencies to Participate in the Initiative
4. Session Six: "The Role and Functions of a Foundation"
  - a) Andrew Corbett, Legal Assistance Centre
1. Session Seven: Plenary Session, Summary of Findings, Recommendations, Proposed Follow up Action
1. Official Closing