



JOIN FORCES

TAPPING YOUTH EMPLOYABILITY OPPORTUNITIES

Work Integrated Learning,
Vocational Training and
Entrepreneurship.

2018

 International
Conference

CONFERENCE HANDBOOK & PROGRAMME

31 October - 02 November 2018



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Join Forces Tapping Youth Employability Opportunities

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Welcoming Note

Distinguished Delegates,

It gives me great pleasure to extend to you all a very warm welcome to Windhoek on behalf of the Namibia University of Science and Technology and to say how grateful we are to you for accepting our invitation to participate in this international conference.

This is an opportune time to renew contacts and discuss issues of mutual interest with delegates from all the different countries represented here. It is gratifying to note that the agenda of the conference and the various abstracts cover a wide range of very interesting items relating to the employability of our graduates.

Around the world, universities are increasingly driven - if not compelled - to take stock of how they prepare their students for the world of work. I am heartened by the number and variety of presentations that will be made, which is a definite advantage in that delegates can learn from each other and such cross-fertilization of ideas can often lead to new ideas and opportunities.

Even within one's own core discipline, one can build new friendships and develop new opportunities for future collaboration. Attendance at conferences such as this one provides an opportunity to sound off one's own ideas. It also provides immediate feedback that can be used to benchmark one's own work.

No matter how much we can do by ourselves on the national level, whether it be research or development, it is never enough. In a spirit of true cooperation, let us join in an action-oriented effort to address the challenges that face our universities, graduates, industry partners and employers, governments and society at large.

I want to thank all those who have contributed to make this conference a success, especially the German Academic Exchange Service (DAAD) for their generous sponsorship, the Organizing Committee for its hard work, and our partner universities for their commitment and collaboration in WIL, TVET and the employability dialogue.

Similarly, I would like to recognise the generous and innovative B360 Education Partnerships (Switzerland) and the Japan International Cooperation Agency (JICA), whose programmes have had an immense impact on the lives of many of our students and graduates through project-based and work-integrated learning, and thereby gaining employability skills.

During your visit, I wish you a very pleasant stay in Namibia, hoping that you will find the time to relax and enjoy the wide range of activities that Windhoek and Namibia have to offer.

I wish you a productive and successful conference on which we shall continue to build our future.

Yours sincerely,

Dr Tjama Tjivikua
Vice-Chancellor (Pro Tem)



Message from the Local Organising Committee

Dear Conference Delegates,

On behalf of the Conference Programme Committee, it is with heartfelt gratitude and immense joy that we welcome you all to the Work Integrated Learning, Vocational Training and Entrepreneurship Conference under the Theme: 'Join Forces – Tapping Youth Employability Opportunities' to be co-hosted by the Namibia University of Technology (Lead Host), Vaal University of Technology and Hochschule Wismar - University of Applied Sciences, Technology, Business and Design.

This international conference provides a platform to learn, gain insights and allow knowledge-transfer to take place and to make recommendations that can support stakeholders involved in developing the employability skills of our graduates, as well as how to harness the skills so acquired to introduce young talent, skills and leadership to workplaces. This we can do by sharing learning outcomes and experiences from WIL, Vocational Training & Entrepreneurship programmes in Africa and internationally. Employability is clearly a joint responsibility, shared by training and educational institutions, employers, incumbent employees and potential employees. That is why the main questions the conference will try to answer are:

- How the 'youth employability opportunity' can be tapped into successfully?
- What initiatives, programmes, approaches, processes, practices, modalities, frameworks and quality assurance strategies are needed to improve youth employability?

An opportunity is needed to explore and address these questions with all our stakeholders, and hopefully it will help us to move closer to devising practical and more effective policy interventions. Join us at this conference of professionals from academe, researchers, industry practitioners, policy makers and civic society on how to raise youth employability and to address the challenges of sustainable development. We look forward to meeting you and interacting with you productively.

Yours sincerely,

Dr Andrew Niikondo
Chair of Conference Programme Committee
Deputy Vice-Chancellor (Academic), Namibia University of Science and Technology

Prof. Alinah Kelo Segoby
Deputy Chair of Conference Programme Committee

Dr Andrew Niikondo
Chair of Conference Programme Committee
Deputy Vice-Chancellor (Academic), Namibia University of Science and Technology

Dr Andrew Niikondo is the Deputy Vice Chancellor: Academic at the Namibia University of Science and Technology (NUST). He served as the Head of the Department of Public Management and Deputy Dean of the School of Business and Management at NUST. He is a holder of a National Diploma Public Administration from the University of Namibia (UNAM), a B-Tech Degree Public Management from the Technikon of South Africa (TSA), a Master's degree in Public Administration from the University of the Western Cape (UWC) and a PhD in Public Administration and Politics from UNAM. His research interest is in Development Management and Regional Integration.

Prof. Alinah Kelo Segoby
Deputy Chair of Conference Programme Committee

Alinah Kelo Segoby is the Dean of Faculty - Human Sciences at the Namibia University of Science and Technology (NUST). She holds an honorary research professorship at the Thabo Mbeki African Leadership Institute (TMALI), University of South Africa (UNISA) where she also taught courses in African Studies.

She is an affiliated Research Scholar at the African Futures Institute (AFI) and the Institute of Economic Research on Innovation (IERI), Tshwane University of Technology in Pretoria, South Africa.

She was a visiting Scholar at the Rotary Peace Centre, Division of Peace Studies University of Bradford in 2016. She previously served as Deputy Executive Director at the Human Sciences Research Council of South Africa. Prior to that, she taught at the University of Botswana where she was Associate Professor of Archaeology.

Prof Segoby has teaching, research and consultancy experience in the areas of African studies, culture, HIV/AIDS, as well as gender and development. She has authored and co-authored several essays and book chapters on African heritage, culture and development.





Keynote Speaker

Hon Dr Itah Kandjii- Murangi
Minister of Higher Education Training and Innovation

Hon Dr Itah Kandjii-Murangi is the Minister of Higher Education, Training and Innovation in the Republic of Namibia. Dr. Kandjii-Murangi obtained her first Bachelor's degree in Educational Psychology from the University of Botswana (1982), Lesotho and Swaziland in Gaborone, Botswana. She proceeded to do a Master's degree in Counseling Psychology, with the emphasis on Career Guidance at the University of Ohio, Athens, U.S.A. in 1985, where she subsequently obtained a Doctoral degree in Clinical Psychology (1990).

During her academic and professional life spanning over three decades, Dr Kandjii-Murangi taught psychology at both the universities of Botswana and Namibia. At UNAM she also served as the founding Director of International Relations and Exchange Programmes and the Dean of Students and International Programmes. While at UNAM, Dr. Kandjii-Murangi studied and completed a Master's degree in Public Policy and Administration (2000) and a B. Juris degree (2012).

Meet our Conference Partner Universities Vice-Chancellors

Dr Tjama Tjivikua
Vice-Chancellor (*Pro Tem*) (NUST)

Dr Tjama Tjivikua has been at the forefront of higher education development in Namibia for the past 23 years. He was appointed in 1995 as the Founding Rector of the Polytechnic of Namibia and became the Founding Vice-Chancellor of the Namibia University of Science and Technology [NUST] in 2015 following the transformation of the Polytechnic.

Since its establishment, the Institution has grown significantly from a small college with an enrolment of just over 2 000 to a global University of about 13 000 students. NUST is internationally recognised through its qualifications and relevance, and its extensive network of local and international partnerships. The Institution has won several national and international awards, and has been rated as the best higher education institution in Namibia since 2002 by Public Management Review Africa (PMR.africa). Prior to joining the University, Tjivikua held the following positions: Assistant Professor in Chemistry at Lincoln University (PA, U.S.A.); Visiting Scientist at the Massachusetts Institute of Technology (MA, U.S.A.); Research Fellow at the University of Pittsburgh (PA, U.S.A.), and Research Fellow at the University of Lowell, now the University Massachusetts Lowell (MA, U.S.A.). He holds a BA (cum laude), MS and PhD in Organic Chemistry, and has published several articles in scientific and other journals. He was awarded the DSc (*Honoris Causa*) by Worcester Polytechnic Institute (USA) in 2006 and the Honorary Doctor of Humane Letters (*Honoris Causa*) by Lincoln University (USA) in 2013; Life Fellow: Centre for Leadership and Public Values, University of Cape Town/ Duke University (2004); International Biographical Centre (IBC); Who's Who in the 21 Century (2001), as well as Outstanding Young Man of America (1985).

Dr Tjivikua is the recipient of many awards and honours as a student and leader, such as the following: African Leadership Hall of Fame, 2nd African Pioneering Institutions of Excellence, 2016 African Development Forum, Atlanta USA; Congressional Commendation by the Georgia Legislative Black Caucus, USA, 2016, as well as Best Contribution in Science and Technology for the year, India, 2015. Dr Tjivikua also won honours and awards for his pioneering work in academe and various national contributions, including The Most Distinguished Order of Namibia: Second Class (2014); Service Excellence Award: Junior Achievement Namibia (2010); Education Persona - Namibia Business Hall of Fame (2010) and Bank Windhoek's Business Communicator of the Year (2008). He was recognized by the international magazine Finweek (28 September 2006) as one of the "12 most prominent and respected members since independence for having set up an excellent institution in Namibia."

Prof Annette Leyener
Vice-Chancellor (HWAS)

Prof. Dipl.-Des. Annette Leyener was appointed Prorector for special tasks at the Hochschule Wismar –University of Applied Sciences, Technology, Business and Design in 2017. Prior to her appointment, Prof. Leyener served as Professor for Artistic Basics at the Hochschule Wismar – University of Applied Sciences in the Faculty of Design from 1989 to 2017. Before her professorial appointment, Prof. Leyener worked from 1983 to 1989 as a freelancer in art and photojournalism. From 1981 to 1985 she studied photography at the Cologne University of Applied Sciences with Prof. Arno Jansen and obtained a Master's degree. From 1978 to 1981 she studied Visual Communication at the University of Folkwang in Essen, Germany.





Professor Gordon Zide
VUT Vice-Chancellor And Principal

Prof. Gordon Ndodomzi Zide, Vice-Chancellor of the Vaal University of Technology (VUT) and Principal Professor, is a world-renowned academic and social scientist, who assumed his responsibility as Vice-Chancellor and Principal of VUT on 1 May 2017.

Prof Zide is an esteemed social transformation scholar with a wealth of experience and an academic career spanning more than three decades in higher education administration and management. A multidisciplinary expert, Prof Zide specializes, among others, in the areas of academic administration, human resources, strategic planning, financial management, quality assurance, organizational development, organizational transformation and equity development, negotiation, conflict management, corporate governance and policy formulation and implementation.

Prof Zide is a widely published scholar, who has travelled widely, globally. He has attended and presented research papers at international conferences worldwide. Given the breadth and depth of his higher education knowledge, Prof Zide will certainly make an invaluable contribution, not only to the Vaal University of Technology, but to the higher education sector as a whole in Africa and beyond.



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WIL Conference Programme

PROGRAMME OVERVIEW

	October 30, 2018 Arrival Day	October 31, 2018 Conference Day 1	November 01, 2018 Conference Day 2	November 02, 2018 Conference Day 3
07:30		Registration	Registration	Registration
08:45		Opening Plenary Session <ul style="list-style-type: none"> • Welcoming Address • Keynote Address • Plenary Presentations on Overall Conference Theme • Plenary presentations on WIL 	TRACK B Entrepreneurship <ul style="list-style-type: none"> • Plenary Presentations about "Entrepreneurship" • 2 x 4 Parallel Break-away Sessions on Track B+C • Special: Parallel Workshop for Students on Design-Thinking 	Closing Plenary Session <ul style="list-style-type: none"> • Special: Outcomes of Design Thinking workshop • Join-Forces: Incubator Way Forward – Creating Future Joint Projects • Plenary Closing Session
12:30		Lunch	Lunch	Lunch
13:00	Study Tours (Optional)	TRACK A WIL <ul style="list-style-type: none"> • 2 x 4 Parallel Breakaway Sessions on Track A • Plenary Panel Session Overall Challenges and Opportunities 	TRACK C Vocational Programmes <ul style="list-style-type: none"> • Plenary Presentation on Vocational Programmes • Plenary Panel Session Lessons Learned Track B + C 	
18:00	Registration Welcome Cocktail Network Evening			
18:30			Cultural Dinner Evening Hotel School, NUST	
19:00		Self-paid Dinner, Nyama Restaurant, Windhoek		

PROGRAMME OVERVIEW - LOCATIONS

	October 30, 2018 Arrival Day	October 31, 2018 Opening and WIL	November 01, 2018 Entrepreneurship and Vocational	November 02, 2018 Way Forward and Closing
		Mining Auditorium	Mining Auditorium	Hotel School
07:30		Registration	Registration	Registration
08:45		Opening <ul style="list-style-type: none"> • Welcoming Address • Keynote Address • Introductory Plenary Presentations 	TRACK B <ul style="list-style-type: none"> • Track B - Entrepreneurship • Welcoming Address • Plenary Presentations 	Way Forward and Closing <ul style="list-style-type: none"> • Special: Outcomes of Design Thinking Workshop • Join-Forces: Incubator Way forward - Creating Future Joint Projects • Plenary Closing Session
		Hotel School		
		Coffee / Tea Break	Coffee / Tea Break	
		TRACK A TRACK A - WIL Plenary Presentations Hotel School	TRACK B+C <ul style="list-style-type: none"> • TRACK B+C 8 Parallel Breakaway Sessions • Special: Parallel Design Thinking Workshop (4h) 	
12:30		Lunch	Lunch	Lunch
	Hotel School			
	TRACK A TRACK A 8 Parallel Break-Away Sessions		TRACK C TRACK C - Vocational Programmes Plenary Presentation	
13:00	Study Tours (Optional)			
		Mining Auditorium		
		Coffee / Tea Break	Coffee / Tea Break	
		Panel Session Overall Challenges and Opportunities	Panel Session Lessons Learned <ul style="list-style-type: none"> • Entrepreneurship • Vocational Programmes 	
18:00	Registration <ul style="list-style-type: none"> • Welcoming Address • Cocktail Network Evening 			
	Welcoming <ul style="list-style-type: none"> • Welcoming Address • Cocktail Network Evening 			
			Hotel School	
18:30			Cultural Dinner Evening	
19:00		Self-paid Dinner Nyama Restaurant (Optional)		

Arrival Day - 30 October 2018

Excursion - Optional	
14:00 - 17:00	Industry Study Tour Vocational Training and Entrepreneurship - Windhoek Vocational Training Centre, Namibia Innovation Institute and Genius Educational Software Work Integrated Learning - Namibia Institute of Pathology (NIP)
17:00 - 19:00 Registration and Welcoming Event at Hotel School	
17:00	Registration
17:30	Welcoming: Dr Eva Bilhuber Galli: Management Consultant Human Facts, St. Gallen, Switzerland Dr Marius Kudumo: Director, International Relations (NUST) Mr Shiwana Ndeunyema: Manager: Organisational Development and Learning (NUST)
17:45	Welcoming Address Dr Andrew Niikondo: Vice-Chancellor: Academic (NUST)
18:00 Cocktail Networking Evening	

Conference Day 1 - 31 October 2018

07:30	Registration and Welcoming Tea/Coffee at Mining Auditorium
OPENING PLENARY SESSION	
Conference Opening Ceremony	
08:45	Welcoming Dr Eva Bilhuber Galli: Management Consultant Human Facts, St. Gallen, Switzerland Dr Marius Kudumo: Director, International Relations (NUST) Mr Shiwana Ndeunyema: Manager: Organisational Development and Learning (NUST)
09:00	Welcoming address Dr Tjama Tjivikua: Vice-Chancellor (<i>Pro Tem</i>) (NUST) Prof Annette Leyener: Vice-Chancellor (HWAS) Perspectives of VUT of the VoB Project and the collaboration culmination of the conference Prof Gordon Zide: Vice-Chancellor (VUT)
09:35	Opening Ceremony - Local Artist
Keynote Address	
09:55	The Relevance of Initiatives to Raise Employability Hon Dr Itah Kandjii-Murangiri: Minister of Higher Education, Training and Innovation
Plenary Presentations	
Current Challenges & Opportunities	
10:15	Globalisation and Trade: Job requirements and job creation through cooperation of universities and businesses. Prof Kay Pfaffenberger, Flensburg University of Applied Sciences
10:35	Employers Perspective on Youth Employability in Namibia Mr Tim Parkhouse: Secretary General: Namibian Employers' Federation
10:50 Tea / Coffee Break	
TRACK A – Graduate Career and Work-Integrated Learning (WIL)	
Plenary Presentations	
11:20	The Importance of Effective WIL Management in Higher Education Mr Carver Pop: Manager, Cooperative Education (CPUT) and President of Southern African Society for Cooperative Education
11:45	Sharing Experience: How to implement the Voice of Business Project to Enhance the Employability of the Youth Graduates Mr Wiseman Jack: Executive Director International Relations: Project Coordinator (VUT) Ms Regina Krause: Chief Executive Officer, Robert Schmidt Institute: Project Coordinator (HWAS) Ms Martha Namutuwa: Acting Director, Cooperative Education Unit and Project Coordinator (NUST)

12:05	Instruction Afternoon and Announcement Workshop for Students. Facilitator			
12:15	Group Photo. Change Location 10 min Walk - Lunch at Hotel School			
TRACK A «WIL» at Hotel School				
13:45	!Nara	Welwitchia	Marula	Mopane
	Student Skills and Employability Perspective <ul style="list-style-type: none"> Voice of Business Project: A collaboration between Industry, European and African Universities to Enhance Graduate's Employability Skills <p><i>Ms Martha Namutuwa</i> <i>Mr Moses Shuuya</i> <i>Mr Jan Swartz</i> <i>Mr Jonson Billawer</i> <i>Mr Alfred Ndjavera</i></p> <p>Hospice of Hope MSRDT Team: <i>Ms Linda Tjahikika</i> <i>Ms Ndinela Moses</i> <i>Mr Romeo Tawana</i> <i>Mr Peter Shabani</i> <i>Mr Jesaya Naukoshu</i> <i>Mr Hezekiel Johannes</i></p> <p>Adforce MSRDT Team: <i>Ms Marianne Marcellinu</i> <i>Mr Graciano Kapesi</i> <i>Ms Susan Mwillima</i> <i>Ms Metatu Tjikange</i> <i>Ms Meralice Rhode</i></p> <p>Idea Camp Team: <i>Mr Peter Shabani</i> <i>Ms Ndapandula Kawalu</i> <i>Mr Henock Hakaala</i> <i>Mr James Haimbondi</i> <i>Ms Tsholofelo Tlharipe</i> <i>Ms Meryle Mvoulabolo</i></p>	Student skills and Employability Perspective <ul style="list-style-type: none"> Enhancing Student Learning and Workplace Preparedness through Problem-based Learning <p><i>Ms Michelle Maree</i></p> <ul style="list-style-type: none"> Enabling career prospects through WIL: Reflections of Alumni <p><i>Ms Petrina Batholmeus</i> <i>Mr Carver Pop</i></p>	Institutional Perspective <ul style="list-style-type: none"> An investigation into the Efficacy of WIL at Namibia University of Science and Technology from 2011 – 2016 <p><i>Ms Alexandra Tjiramanga</i></p>	Aligning Students and Company Expectations <ul style="list-style-type: none"> A Binary Approach Towards Aligning Students and Company Placement Expectations – Case Study of Namibia <p><i>Dr Victor Katoma</i> <i>Ms Susan Mwewa</i></p> <ul style="list-style-type: none"> Shaping University Students to be Future Industry Consultants <p><i>Ms Enzy Kaura</i></p>
14:30	Change rooms			
14:45	!Nara	Welwitchia	Marula	Mopane
	Student Skills and Employability Perspective <ul style="list-style-type: none"> Voice of Business Project: The Impact of International Cooperation on Students' Development: Lessons from the Voice of Business Project at Vaal University of Technology in South Africa <p><i>Mr Wiseman Jack</i></p>	Employers' Perspective <ul style="list-style-type: none"> WIL Preparation: Perspective of Employers in Namibia <p><i>Ms Selma lipinge</i></p> <ul style="list-style-type: none"> Factors Influencing Readiness of Graduate Employability in Namibia <p><i>Dr Victor Katoma</i> <i>Ms Susan Mwewa</i></p>	Institutional Perspective <ul style="list-style-type: none"> ICT Integration and First-year Students: The Opportunities <p><i>Ms Juliet Eiseb</i></p> <ul style="list-style-type: none"> Re-emerging Structure of Employability Skills towards the Future of Work <p><i>Mr Emmanuel Oggunniyi</i></p>	Aligning Students and Company Expectations <ul style="list-style-type: none"> Career Starter Week - A Programme to Raise Graduate Employability in Namibia? <p><i>Mr Nicolas Albertus Smit</i> <i>Dr Eva Bilhuber Galli</i></p> <ul style="list-style-type: none"> Workplace Simulation Training to Learn "Soft-skills" <p><i>Mr Hideyuki Ezaki</i></p>
15:30	Change Location 10 min Walk to Mining Auditorium			
15:40	Networking Tea/Coffee break			
Plenary Panel Session TRACK A WIL				
16:15	Is There a Mismatch between the Skills we Teach and the Needs of the Economy? Panel Chair: Mr Cliff Olivier, Director: The University Centre for Studies in Namibia (TUCSIN)			
18:00	End of Day 1			
19:00	Self-paid Dinner, Nyama Restaurant, Windhoek			

Conference Day 2 - 01 November 2018

07:30	Registration and Welcoming Tea/Coffee at Mining Auditorium			
TRACK B Entrepreneurship, Innovation, Creativity and Employment Creation				
08:45	Welcoming Dr Eva Bilhuber Galli: Management Consultant Human Facts, St. Gallen, Switzerland Mr Shiwana Ndeunyema: Manager: Organisational Development and Learning (NUST)- Facilitator			
09:00	Welcoming - Address Dr Raimo Naanda: Deputy Permanent Secretary, Ministry of Higher Education Training and Innovation			
1. Introduction Track B Entrepreneurship				
09:15	The Contribution of Entrepreneurship to Youth Employability Prof Dzisi Smile: Vice-Chancellor: Koforidua Technical University, Ghana			
09:25	The Current State of TVET in Namibia Mr Jerry Beukes: Chief Executive Officer: Namibia Training Authority (NTA)			
09:40	How to Qualify for SME Mentorship and Raise Youth Employability Hand-in-hand Mr Peter Kraan: Director Tsiba Entrepreneurship Programmes, Cape Town, South Africa			
10:00	Instruction for afternoon and Design Thinking Workshop - Facilitator			
10:05	Tea / Coffee break			
10:15	Change of Location 10 min Walk to Hotel School			
10:45	Inspiring Student's, Entrepreneurial Learning Through Insight and Prototyping Design-Thinking-Workshop (For Students and Lecturers) - CEU Training Room <i>Prof Bogdan Rusu: Vice-Dean: Research, Development and International Relations "Gh. Asachi" Technical University of Iasi</i>			
Breakaway Session TRACK B+C at Hotel School				
	!Nara	Welwitchia	Marula	Mopane
10:45	Student Skills and Employability Perspective <ul style="list-style-type: none"> Drivers of Human Capital: Two decades of Namibian Secondary Education <i>Dr Helmke Sartoriun Von Bach</i> Unlocking entrepreneurial skills among the technical vocational education and training trainees – the Namibia Training Authority Pilot Project <i>Mr Indongo Indongo</i> 	Student Skills and Employability Perspective <ul style="list-style-type: none"> Identifying strengths and pitfalls of the development process of a South African WIL curriculum framework for the professional development of TVET lecturers <i>Prof Nothemba Joyce Nduna Dr Andre van der Bijl Mr Carver Pop Ms Melanie Sadeck</i> 	Cooperating for Enhancing Employability <ul style="list-style-type: none"> University – Industry Cooperation to enhance employability and entrepreneurship: Lessons from French South Africa Schneider Electric Education Centre (F'SASEC) at the Vaal University of Technology in South Africa <i>Mr Wiseman Jack</i> 	Experience it! <ul style="list-style-type: none"> Educational games for entrepreneurship, employability and sustainability <i>Prof Ulrich Holzbaur Ms Daniela Dorrer</i>
11:30	Change rooms			

11:45	Student Skills and Employability Perspective <ul style="list-style-type: none"> A model for the sustainability of entrepreneurship and innovation among TVET Graduates <i>Dr Elock Shikalepo</i> <ul style="list-style-type: none"> International projects exposure increase students' engagement on socio-economic issues: views from township community <i>Ms Onica Matsheke</i>	Institutional Perspective <ul style="list-style-type: none"> The challenge of introducing business subjects into a school curriculum: The case of Economic and Management Sciences in South African schools <i>Dr Andre Van der Bijl</i> <i>Dr Glynis Schreuder</i>	Cooperating for Enhancing Employability <ul style="list-style-type: none"> Enhancing employability with new concepts of working and learning <i>Dr Metusalem Nakale</i>	Experience it! <ul style="list-style-type: none"> How positive psychology and peer coaching impacts employability] <ul style="list-style-type: none"> <i>Kareeboo University of Life NamPower</i> Applied Innovation and Entrepreneurship in VET <ul style="list-style-type: none"> <i>Ms Mercy Situmbeko</i>
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12:30 Lunch at Hotel School

13:30 Change Location 10 min Walk to Mining Auditorium

TRACK C - Vocational Programmes and Work-Based Learning

Plenary Presentations

13:45 Welcoming
Dr Marius Kudumo: Director, International Relations (NUST)

14:00 The Role of Vocational Training in Upskilling the Youth
Mrs Silke Partner: Programme Manager: Promotion of Vocational Education and Training, GIZ Namibia

14:25 The Importance of Entrepreneurship and Life Skills within Vocational Training
Mr Dario Meyer: Small Business Consultant and Former Head of Entrepreneurship, Young Africa, Botswana.
Mr Fritz Nana: Community Economic Development, Young Africa, Namibia.
Mr Courtney Rinehart: Business Promoter, Young Africa, Namibia.

15:50 The Role of Coaching Skills for Successful work-based Learning
Dr Eva Bilhuber Galli: Management Consultant Human Facts, St. Gallen, Switzerland

16:10 Tea / Coffee break

TRACK B + C «ENTREPRENEURSHIP» + «VOCATIONAL TRAINING»

16:30 Lessons learned from entrepreneurship and vocational programmes and what ideas are around to integrate such programmes sustainably?
Panel Chair: Mr Wiseman Jack: Executive Director International Relations: Project Coordinator (VUT)

18:00 End of Conference Day 2

19:00 Cultural Evening Dinner at Hotel School
Participants represent their country with traditional wear or attire, songs and dances.

Conference Day 3 - 02 November 2018

07:30	Registration and Welcoming Tea/Coffee at Hotel School
CLOSING PLENARY SESSION	
08:45	Welcoming Dr Eva Bilhuber Galli: Management Consultant Human Facts, St. Gallen, Switzerland Mr Shiwana Ndeunyema: Manager: Organisational Development and Learning (NUST) Mr Wiseman Jack: Executive Director International Relations: Project Coordinator (VUT)
09:00	Welcoming Address Prof. Alinah Segobye, Dean: Human Sciences (NUST) and Co-Chair of Conference Programme Committee
09:15	Inspiring student's, Entrepreneurial Learning Through Insight and Prototyping. Outcomes of Design-Thinking-Workshop (For Students and Lecturers) Prof Bogdan Rusu: Vice-Dean: Research, Development and International Relations "Gh. Asachi" Technical University of Iasi
09:45	Join Forces: "Future Project & Collaboration Incubator" Ms Rennie Munyayi: Projects Coordinator, Project Services Unit (NUST) Participants to gather in smaller groups to brainstorm to/initiate research projects/collaborations to create youth employability opportunities
10:30	Tea / Coffee break
11:00	Join Forces - Outlook Plenary presentation of incubator-ideas Groups to share insights and outcomes Audience Q&A
11:45	Summary and Feedback Dr Eva Bilhuber Galli: Management Consultant Human Facts, St. Gallen, Switzerland Ms Rennie Munyayi: Projects Coordinator, Project Services Unit (NUST)
12:00	Closing Remarks Prof Alinah Segobye: Dean: Faculty of Human Sciences (NUST)
12:30	Lunch at Hotel School

End of Conference



Plenary Speakers

Prof Smile Gavua Dzisi
Vice-Chancellor, Koforidua Technical University, Ghana

Prof Smile Gavua Dzisi is the Vice-Chancellor of Koforidua Technical University, Ghana. She is a renowned academic, and an entrepreneurship and gender consultant. She obtained her Master's in Public Administration from the University of Ghana and a Doctorate in Entrepreneurship and Innovation from Swinburne University of Technology, Australia, where she also received an award for the most distinguished Ph.D. thesis. At some point, she was also the Managing Editor of the International Journal of Technology and Management Research and the Dean of the School of Graduate Studies. She has also been Vice-Rector and is the University's first ever Associate Professor.

Prof Dzisi is an outstanding researcher and prolific author. She has provided consultancy both to the United Nations Population Fund (UNFPA), the World Bank and the Commonwealth of Learning, as well as government and private agencies. She was the first female to be appointed Rector of a Polytechnic in Ghana and she led the transformation of Koforidua Polytechnic into Koforidua Technical University, where she now serves as Vice-Chancellor. She champions entrepreneurship education, empowering women, as well as Technical and Vocational Education Training (TVET). She is the West Africa Gender Representative for the Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA). Prof. Smile Dzisi has received several awards and is a member of many international organizations, including the International Society for Professional Innovation Management (ISPIM), the Australian and New Zealand Academy of Management (ANZAM) and a fellow of the Civilian Institute of Democratic Administration (CIDA) and the West Africa Nobles Forum.



Prof Kay Pfaffenberger
Professor, Flensburg University of Applied Sciences

Prof Dr Kay Pfaffenberger (born 1965) holds a Master's in Economic Sciences from Leibniz University Hannover and a PhD in Business Administration from the University of Leipzig. He started his career as a consultant at the S-Kommunal Beratung in Hannover. In 2009 he founded the Institute for Communication, Finance and Good Governance. Since 2008 he has been teaching as visiting lecturer at various Universities, among them, Bremen, Berlin and Hamburg. In 2012 Kay Pfaffenberger was appointed Professor of Business Administration at Flensburg University of Applied Sciences.

The main focus of his work is lecturing and applied research in business administration and political economics, with special focus on business in Africa and inter-cultural communication, banking and finance, good governance and renewable energy. He boasts extensive experience with projects in the financial sector and recently with solar industry and renewable energy companies in Africa. Prof. Dr. Pfaffenberger is member of the Club of Finance, a vast network of experts in all areas of the financial services industry. He is also the co-Director of the Centre for Business and Technology in Africa at the Flensburg University of Applied Sciences and is working on several projects on the African continent.



Dr Raimo Naanda
Deputy Permanent Secretary: Ministry of Higher Education, Training and Innovation

Dr. Raimo Naanda is a trained artisan Boilermaker and has worked at the Consolidated Diamond Mine (CDM), now known as Namdeb as well as at the Windhoek Machinen Fabrik. He has over 30 years of extensive experience in vocational education and training. He has served the vocational education and training sector in various capacities, (first as an Instructor, Senior Instructor, and Head of Training at the Windhoek Vocational Training Centre.

He also served as Principal of the Windhoek Vocational Training Centre and was employed at Telecom Namibia as Senior Manager: Training and Development. He is currently Deputy Permanent Secretary in the Ministry of Higher Education, Training and Innovation. He obtained a PhD in Education from Stellenbosch University and is a registered member of the Institute of Commercial Management in South Africa. Dr. Naanda is also a member of the Institute of People Management (IPM) Namibia. He has served on various boards in both the public and private sectors. His research interest is in TVET policy and management of institutions. He is currently serving as the Acting Chairperson of the Namibia Training Authority.



Jerry Raymond Beukes
Chief Executive Officer: Namibia Training Authority (NTA)

Jerry Raymond Beukes holds a Master of Arts degree from the University of the Western Cape (UWC), and an MBA from the Management College of Southern Africa (MANCOSA). A teacher by profession, he's held senior/executive management positions in the education and training sector for the past 20 years.

He commands a wealth of experience in the following areas, amongst others strategy development and implementation; organisational development; programmes and materials development (secondary, vocational and professional programmes); quality management systems; project management, particularly projects aimed at integrating appropriate Information and Communication Technologies in the development and delivery of self-instructional learning materials, as well as capacity-building to enhance programme (curriculum) development practices in organisations.



Mr Tim Parkhouse
Secretary General, Namibian Employers Federation

Tim Parkhouse has been resident in Namibia since 1971 and is a Namibian citizen. He has experience in many sectors of the Namibian economy, including, mining, retail, banking and agriculture and at one time operated his own employment agency.

Tourism is his special interest, having been the first General Manager Operations for Namibia Wildlife Resorts (NWR). He was also the General Manager of the Namib Sun Hotel Group and was the co-author of the Namibia Eco-awards Programme. He has served on the Council of the Polytechnic of Namibia, now the Namibia University of Science and Technology (NUST) and for a total of 12 years he has served on the Labour Advisory Council.

In 2011 he was appointed to the Board of the Namibia Training Authority (NTA) and served until October 2016. From 1996 to 1999 he was appointed Honorary Consul for the Kingdom of Thailand to Namibia. He has served as Secretary General of the Namibian Employers Federation for 14 years and continues to serve in that capacity.





Dr Eva Bilhuber Galli
B360 Volunteer Expert and Managing Director: Human Facts AG
Switzerland

Dr. Eva Bilhuber Galli actively engages for a management approach that allows to grow human, social and business values hand-in-hand. Since 2009 she has been the Managing Director of Human Facts, a small high-class Management Consultancy boutique firm based in Switzerland. Her specialty focus lies in multi-stakeholder engagement and collective leadership, more specifically in the creation of trust in and among organizations and its measurement, or what is referred to as Relational or Network Capital.

She actively volunteers for the Switzerland-based foundation B360 in higher education institutions in South Africa and Namibia to raise employability and entrepreneurship. She worked for 10 years at UBS, a large multinational financial services company in Zurich and Frankfurt, as an executive focusing on organizational development. Dr. Galli received her Master's in Educational Sciences, Industry Psychology and Business Administration and her Doctorate in Strategic Management from the University of St. Gallen. Her study was published in the Journal Leadership Quarterly and received international acclaim for being among only a few academic works worldwide to address network-oriented leadership development. She publishes regularly on the subject of management practice, among others, in the Harvard Business Manager.



Mr Peter Kraan
Director Entrepreneurship Programmes: Tsiba
South Africa

Peter Kraan is currently responsible for International Fundraising at the Tertiary School in Business Administration (TSiBA) Education in Cape Town (<https://tsiba.ac.za/>). He has been with TSiBA since its inception in 2005 and was previously Chief Financial Officer and a member of the Executive Committee and of the Board. Before that, Peter was responsible for launching and running the Ignition Centre, an entrepreneurial support organization within TSiBA. He also facilitates at TSiBA Education, primarily in the areas of Entrepreneurship and Finance.

Before coming to South Africa, he was an entrepreneur of note in Europe, North and Latin America for a period spanning 14 years. Peter successfully helped European and US technology companies scale and grow their market share worldwide. Prior to that time, he worked in Switzerland and the US for renowned European companies, such as Prognos, Novartis and Bell in key management positions up to board level, with responsibilities in the areas of finance and information systems. Besides facilitating at TSiBA, he has taught at the Engineering school of Basle (Switzerland) and the Vocational Academy of Loerrach (Germany). He holds a Master's degree in Mathematics, Physics, and Astronomy from the University of Basle in Switzerland.



Mrs Regina Krause
General Manager: Robert-Schmidt-Institute
Germany

Regina Krause has been working at Hochschule Wismar – University of Applied Sciences, Technology, Business and Design, since 2005 as General Manager of the Robert Schmidt Institute (RSI). The institute was founded in 2011 and forms part of the University's management. It is assigned to deal with interdisciplinary networking, the promotion of student engagement, comprehensive career planning for students, as well as competence development approaches in teaching and learning on campus, among others.

The Robert-Schmidt-Institute functions as umbrella organization for all faculties of the University. The Institute focuses primarily on three areas of work, which include the development of leadership and team skills; the development of entrepreneurial skills, as well as project management for third party funded projects. Mrs. Krause has been a project manager on a number of German and EU projects, as well as international projects in her field of expertise. Her research focus is on employability and leadership skills training of students.





Mr Carver Pop
President of Southern African Society for Cooperative Education (SASCE) and
Manager Cooperative Education: Cape Peninsula University of Technology
South Africa

Carver Pop is currently the Manager of Cooperative Education at the Cape Peninsula University of Technology (CPUT), South Africa. He is also the president of the Southern African Society for Cooperative Education (SASCE) and serves as a director on the World Association for Cooperative Education (WACE). Carver works towards the alignment of corporate social responsibility spending with sustainable educational change and social entrepreneurship. His research interests include Work Integrated Learning (WIL), as a pedagogical approach in higher education; the importance of mentorship and graduate employability, as well as the decolonisation of higher education through WIL.

He has presented numerous papers and published in his specialty areas. He also contributes to capacity-building through the roles he plays in national and international forums, with the aim to address the gap between higher education and the world of work. Prior to his current role, Carver was the founding director of the Centre for Cooperative Education at the Namibia University of Science and Technology (NUST), and was instrumental in shaping the national strategy and policy framework for cooperative education in Namibia. He completed his Diploma in Management, a Postgraduate Diploma in Business Management and an MBA at the Gordon Institute of Business Science – University of Pretoria. He is currently pursuing his PHD studies in Cooperative Education at Suranaree University of Technology in Thailand.



Ms. Silke Partner
Programme Manager, Programme Manager, Promotion of Vocational Education
and Training in Namibia (ProVET)
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Germany/ Namibia

Silke Partner is working with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH as a programme manager for the bi-lateral technical cooperation project 'Promotion of Vocational Education and Training in Namibia' (ProVET). Within this project a team of national and international experts, together with their partners at the Ministry of Higher Education, Training and Innovation (MHETI), the Namibia Training Authority (NTA) and public and private stakeholders, supports Namibia's national priorities in ensuring that the Namibian TVET system is increasingly geared towards the needs of the labour market.

Ms. Silke has been engaged in international cooperation projects focused on Technical, Vocational Education and Training (TVET) and employment promotion in the EU, Southern and East Africa since 2004.



Ms Martha Namutuwa
Acting Director, Cooperative Education and Industry Liaison Officer
Namibia University of Science and Technology

Martha Namutuwa has been an Industry Liaison Officer at the Namibia University of Science and Technology (NUST) since 2012, where she also stepped in as Acting Director for its Cooperative Education Unit in 2017. Prior to this she served as a part-time tutor for five years in the Faculty of Management Sciences. Before joining NUST, she was employed as a personal banker at Nedbank Namibia from 2003-2009. She then worked for a year as Manager: Credit and Sales at Kongaland Financial Services. Thereafter she took up the role of Human Resources Officer at First National Bank Namibia until 2012.

She began her career by acquiring a National Diploma in Human Resources (2003), a Bachelor's Degree in Human Resources Management and Economics, as well as a Postgraduate Certificate in Higher Education (2017). She is currently pursuing her Master's degree in Human Resources Management at the Cape Peninsula University of Technology (CPUT). She also coordinated the DAAD-funded Multidisciplinary Students Research Development Team (MSRDT) project for two years (2012-2014), which was a collaboration between NUST, Vaal University of Applied Sciences VUT and Hochschule Wismar - University of Applied Sciences. In 2013, she co-authored the paper: "Enhancing Work-readiness through Multi-disciplinary Student Research Teams at a Higher Education Institution in Namibia" with the aim of providing information on the MSRDT project, which was presented at the Southern Africa Technology Network Conference (SATN).

She is currently coordinating a project - Voice of Business, on behalf of NUST.



Mr Dario Meyer
Small Business Consultant and Former Head of Entrepreneurship at Young Africa
Switzerland

Dario has experience in the education sector and in Africa alike. He worked in Angola as Deputy Dean of a College of Hospitality Management and oversaw the whole academic section, including student services and welfare. Dario also has experience as a deputy head of a bachelor programme of a Swiss university, responsible for 3000 students and as a researcher for international business. He is an experienced entrepreneur, having set-up his own successful hospitality business in Brazil and mentoring young and aspiring entrepreneurs in Angola, Nigeria, Kenya, Uganda and Botswana.

He is an appointed business mentor for the Tony Elumelu Foundation, which chooses and mentors the most promising 1000 African start-ups every year. He recently concluded his one-year assignment within business development for an NGO offering vocational training in Botswana, for which he was a member of the management team and head of the entrepreneurship team. Dario holds a MSc in International Management from the University of Applied Sciences of North-Western Switzerland and an MA in International Business from the Anglia Ruskin University in Cambridge, UK. Prior to his studies he worked in a Swiss bank in different functions and departments. His passions are within education, entrepreneurship and youth empowerment. He believes in the power of education as the most important tool to develop any country.



Facilitators

Dr Eva Bilhuber Galli
Managing Director, Human Facts AG, Switzerland

Dr. Eva Bilhuber Galli actively advocates and engages for a management approach that allows to grow human, social and business values hand-in-hand. She has been the founder and Managing Director and Executive Coach of Human Facts, a small high-class Management Consultancy boutique firm based in Switzerland since 2009. Her specialty-focus lies in multi-stakeholder engagement and collective leadership, more specifically in the creation of trust in and among organizations and its measurement, or what is referred to as Relational or Network Capital. Dr. Galli holds a PhD in Economics and boasts impressive academic credentials in Business Administration and Psychology with years of practical experience in personnel, management and organizational development in both, large corporations and medium-sized companies.



Dr Marius Kudumo
Director International Relations, Namibia University of Science and Technology

Dr Marius Kudumo hails from Makena, a village in the Kavango East Region of Namibia. He attended the University of Namibia and obtained a Higher Education Diploma (Secondary), as well as Bachelor of Education and Master of Education degrees from the same institution. He also obtained a Master of Policy Studies, specializing in International Relations, from the Southern African Regional Institute for Policy Studies (SARIPS) in Harare, Zimbabwe. The universities of Fort Hare and Zimbabwe accredit SARIPS. Subsequently, he obtained the degree of Doctor of Philosophy in Education Policy Studies from the University of Pretoria in 2011. His current role is that of Director of International Relations at the Namibia University of Science and Technology. His previous work experience included managing the relations between Namibia as a Member State and UNESCO in the position of Secretary-General of the Namibia National Commission for UNESCO; Training Coordinator at TransNamib and Project Coordinator of the Namibia National Teachers' Union. Before that Dr Kudumo was a secondary school teacher.



Shiwana Ndeunyema
Manager Organisational Development and Learning
Namibia University of Science and Technology

In 2015 Shiwana Ndeunyema was approached by the then Polytechnic of Namibia (now Namibia University of Science and Technology (NUST)) to establish the Organisational Development (OD) & Learning Division, with the aim of supporting NUST's strategy and transformation efforts. As OD & Learning Manager, Ndeunyema provides professional advice on change management, capacity-building, organisational design & alignment and focuses on delivering strategies centred across the HR value-chain and people-processes-systems nexus.

He has nine (9) years of combined experience, having extensively serviced and consulted for blue chip firms in various areas, including investment management, mining, assurance, public service and a multitude of private and public enterprises. As a business enthusiast and Managing Partner at Atlantic III, Ndeunyema takes pride in his contribution to small and medium enterprise development. He completed a Honours degree in Economics and a Postgraduate Diploma and Master of Science in Human Resource Management with the Edinburgh Business School, and is currently pursuing his Doctorate in Business Strategy at the same University.



Panel Discussion Facilitators

Mr Nicholas Cliff Olivier
Director The University Centre for Studies in Namibia (TUCSIN)

Mr Nicholas Cliff Olivier became involved at TUCSIN, first as a member (1980), then a beneficiary (1984), then a Board member (1986 – 1996; 2009 – 2017) and then Director in 2017 to the present.

He served NamWater in various capacities, including Senior Manager: Human Resource Development, where he was responsible for all training, including vocational training at the Human Resources Development Centre in Okahandja from June 2008 until the present. He was appointed the curriculum advisor to the National Department of Education in South Africa from January 2001 until September 2006 and the Gauteng Department of Education from January 1997 to December 2000. He also served as an advisor on the Life Science project in Namibia from January 1993 to December 1996. His leadership role as a Vice Rector and Rector of three colleges of education (Windhoek, Khomasdal and Ongwediva) between 1998-1992, cements his reputation firmly as a dedicated educator.

He holds a B. Science HDE (PG) Sec, M. Ed (Science Education) and an MBA, in addition to a Certificate in Knowledge Management, Palladium Kaplan-Norton Balanced Scorecard certified. Mr Olivier in addition to being an Albright scholar, received the Comenius medal for innovation in education from UNESCO and is a certified external examiner for Master's students in Environmental Education at Rhodes University.

Abstracts

Plenary Session Abstracts

Theme Track A: Work Integrated Learning

Globalization and Trade: Job Requirements and Creation through Cooperation of University and Business

Prof Kay Pfaffenberger

We are entering an age of digitalization and an even higher degree of mechanization than ever before. Job requirements are permanently changing, as well as the nature of work itself, due to globalization and the emergence of truly international companies. These companies are looking for the cheapest and best (high quality) places for production. If they find qualified personnel in a particular country, they want to expand production within that country (e.g. German companies like Siemens), if not, they will simply try to export. Still, some machines (e.g. magnetic resonance imaging) need highly skilled technicians to operate well. Therefore, Higher Education Institutions (HEIs) have to think carefully, if not strategically, about the qualifications they offer industry and the marketplace.

Employers Perspective on Youth Employability in Namibia

Mr Tim Parkhouse

The Importance of Effective Work Integrated Learning Management in Higher Education

Mr Carver Pop

Abstract

One of the current societal realities in emerging economies is the rise of graduate unemployment. In efforts to address this challenge, Higher Education Institutions (HEIs) in collaboration with industry make use of Work Integrated Learning (WIL) to ensure that students are employable upon completion of their studies. WIL must, however, not be just an event in HEIs, nor a process of simply placing students in industry to gain experience in fulfilment of credits towards a qualification. It should be considered the cornerstone of what universities should aim to produce. Successful WIL in HEIs is a result of thorough structuring and management, which entails its integration in curricula, delivery of WIL and its alignment to the learning outcomes set, proper facilitation methods and assessment. In addition, there should be coordination and monitoring of the learning processes in HEIs that will ensure the quality of WIL in both HEIs and workplaces.

Sharing Experience: How to implement the Voice of Business project to enhance the employability of the youth graduates.

Mr Wiseman Jack
Mr Regina Krause
Ms Martha Namutuwa

Abstract

In response to the lessons drawn from the Multidisciplinary Students Research Development Teams collaboration between the Hochschule Wismar University of Applied Sciences and the Namibia University of Science and Technology (formerly the Polytechnic of Namibia). The Voice of Business (VoB) project was created together with the third partner Vaal University to enhance the employability skills of students in Germany, Namibia and South Africa. The project aimed at supporting higher education efforts to enhance employability through activities that are aimed to strengthen the curricula of the institutions involved. This involved the enhancement of entrepreneurship, innovation; creativity skills to complement work integrated learning, entrepreneurship programmes implemented in higher education. The project focuses on Development of the employability skills module; Share experience: How to implementing the Multidisciplinary Student Research and Development Teams; implementation of Idea Camp to develop Innovation and Creativity Entrepreneurial leadership.

Theme Track B: Entrepreneurship, Innovation, Creativity and Employment Creation

Building Innovative and Entrepreneurial University: Koforidua Technical University Case Study

Prof Smile Gavua Dzisi

Abstract

Universities have been highly critiqued for prioritizing the development of academic attributes, rather than entrepreneurial and employability attributes. These criticisms and censures have compelled institutional leaders to seek innovative ways to understand where entrepreneurial and employability attributes fit, strategically, within their universities and how best to embed those attributes within universities, while generating learning opportunities. Many universities are therefore becoming more entrepreneurial and innovative to promote an entrepreneurial culture among staff and students; by changing mindset and attitudes, and by commercializing their research outputs in order to set up their own enterprises to solve the unemployment riddle, which continues to bedevil developing nations. Promoting entrepreneurship in Higher Education is now proven to be a major driver of innovation and graduate employability. It is also recognized as an appropriate response to succeed in a highly unstable and unpredictable working environment. Entrepreneurship signifies an alternative means to traditional notions of graduate employability. This keynote highlights the strategies adopted in building an entrepreneurial University; creating enabling environments within which entrepreneurial mindsets and behaviours can develop; bridging the gap between industry and academe, as well as success stories and challenges faced by universities in becoming entrepreneurial.

The Current State of TVET in Namibia

Mr Jerry Beukes

Teaching and Learning that Drives Youth Employability

Mr Peter Kraan

Abstract

TSiBA Education is a not-for-profit Business School operating since 2004. The majority of our students hail from under-served communities and are first-generation tertiary students. We have achieved and maintained a high completion rate of 60% and a 90% graduate employment rate. Several specific factors contribute to the employability of our graduates. We consult closely with industry to develop our curriculum and teaching methodology. Over and above simple knowledge-transfer, we make sure our students acquire the practical skills and the necessary attitude to succeed in multiple business and life environments. Our selection process feels as much like a job interview than a University entrance exam. We stress academic potential rather than academic achievement and we assess leadership qualities such as resilience, ambition and entrepreneurial thinking. In recognition of the socio-economic challenges that many of our students experience off-campus, a significant amount of psycho-social support is available. We continually emphasize mentorship and development of self throughout their time at TSiBA. Our students gain real-world knowledge through experiential learning in the classroom and by incorporating credit-bearing practical industry internships into every year of their studies. We introduce collaboration and group work early on in their studies. Leadership and entrepreneurship are at the heart of what we do, and our students are taught to make things happen.

Theme Track C: Vocational Programmes and Work Based Learning

Employability through innovation and creativity

Silke Partner

Abstract

What does employability look like in Namibia and what conditions are most enabling to create employability? To answer this, we have some important questions to ask ourselves: How can young people be supported to create their emerging future with courage and resilience? What do our training and learning institutions need to transform into for the young population to be response-able for a fundamental shift in the working world? How can employability be fostered? In this session we will be exploring this paradigm shift away from externally imposed programmes towards a more self-responsible and autonomous training and learning process. A shift designed to support Namibia's vision of a future for its citizens of opportunity and prosperity, supported by a joint commitment on strengthening the capacities and systems of all stakeholders in the wider TVET landscape. We will be looking at the systemic building blocks of a skills development system along the TVET value chain with a focus on an engaged trainer force, the integrated approach of employment promotion, transitioning from school to work and how not to get "lost in TVET".

Small Business Consultant and Former Head of Entrepreneurship at Young Africa, Botswana

Mr Dario Meyer

Vocational training is widely regarded as an important strategy for a community or a country to develop. However, considering the high unemployment rates, especially among the youth, graduates find it difficult to get jobs. This presentation shows that it is crucial for an institution to equip students with additional skills to enhance the employability of the youth and to offer them the tools to create jobs for themselves.

Young Africa is a non-governmental organisation, which has been using an integral approach for the past 20 years in various southern African countries. The students get life and entrepreneurship skills training together with a vocational skill. The model is highly successful and 83% of graduates find employment or get self-employed within 3 months after obtaining their qualifications.. Thus, it is recommended that vocational schools add life and entrepreneurship skills to their curricula to improve the future prospects of students in the job market.

Coaching as a Leadership Skill for Workplace-Mentors and Managers

Dr Eva Bilhuber Galli

Abstract

Historically, managers were expected to have in-depth knowledge about how a job gets done best and instructs and guides workers. The manager was the person who knew the most, and that was the basis of their authority. In today's fast changing markets and increasingly digitized world, in which knowledge gets developed 7/24 at high pace, however, it is unrealistic that an individual manager or entrepreneurs, trainers, teachers or advisers etc. can still have all answers. Instead, we all must become life-long learners in our careers and managers need to be able to transform the workplace into a learning space. One way for managers in organizations to adjust to this shift is by broadening their leadership skills with coaching techniques. By adopting the role of a mentor or coach in the right situations, managers can be effective without knowing all answers. It is about helping and inspiring employees to do their best, to challenge them to reflect, learn and grow and to take on responsibility for their careers and skills development. This 20-minutes presentation* will cover (1) What coaching is and when to use it, (2) The three most important coaching principles and techniques, and (3) How coaching enhances workplace learning and performance.

Break-Away Abstracts

TRACK A - Graduate Career and Work Integrated Learning

Collaboration between European and African Universities Enhance Graduate Employability Skills

Authors: Martha Namutuwa; Jan Swartz, Alfred Ndjavera; Moses Shuuya; Peter Shabani; Ndinelago Moses; Graciano Kapesi; Henock Hakaala; Linda Tjahikika, Mariana Marcelinu.

Abstract

In the context of a fast-moving world, University graduates need to have the right competencies to manage the changes, complexities and uncertainties of the modern world. Universities therefore, need to explore new ways and means for enhancing the pedagogy used to contribute to graduate employability. There is an urgent need for universities and industry to collaborate and take up new initiatives that can engage students in active and applied learning that can contribute to their employability. This, in turn, will allow students to learn to be creative and innovative and to enhance their practical skills in order to applying their theoretical knowledge to practical real-life situations. Such an initiative was implemented through a collaboration between European and South African universities. This paper is crafted to present the different activities that the students were exposed to in the partnership between the Namibia University of Science and Technology, Vaal University of Technology and Wismar University of Applied Sciences, who collaborated in the Voice of Business project (VoB). The goals of the VoB project was to develop a course that can enhance the employability of students and actively involve local companies and partner universities in the needs analysis of the course development process; to engage industry to offer ideas for the students to work in the Multi-disciplinary Student Research Development Teams (MSRDT) project. The project also facilitated Idea Generation workshops and hosted an international Idea Camp for student to work in interdisciplinary teams, which helps to foster the internalization of universities. This created an opportunity for students to engage in applied research, practice and it was a platforms for students to share and exchange ideas. In Namibia, the MSRDT project was conducted in partnership with two local industry partners Adforce and Hospice of Hope. Project ideas were offered by the companies and in consultation with academics, students worked in teams on the different projects. The objective of the study is to present the student experiences in participating in the VoB project activities. Starting from the preparation before they engaged in the Multi-disciplinary Students Research Teams projects that were conducted in Namibia and thereafter delving into the international Idea Camp. Thereafter the perceived employability skills acquired by students during the engagement in the project activities are discussed. In addition, the employment prospect of graduates' who were involved in the project will be explored.

Key concepts: Pedagogy, Work Integrated Learning, Multi-disciplinary Student Research Development Teams, university-industry partnerships and employability skills

Enhancing Student Learning and Workplace Preparedness through Problem-based Learning

Ms Michelle Maree

Abstract

With 67 000 university graduates who are unemployed in Namibia today, Higher Education Institutions (HEIs) need to seriously evaluate whether they are in fact preparing graduates adequately for the world of work. According to the Ministry of Higher Education of Namibia, a grave cause of concern is that many graduates, who are in fact employed in this country, are not employed in the field that they obtained their qualifications in. The Namibia University of Science and Technology (NUST) regard Work Integrated Learning (WIL) as an integral part of teaching, learning and assessment since it not only provides an opportunity for learning to take place outside of the classroom, but also develops graduate attributes of learners and prepare them adequately for the workplace. Problem-based learning is a modality of Work Integrated Learning that is ideal for learners who are unable, due to an array of factors, to complete the traditional workplace learning that was previously regarded as the only option for cooperative education. This presentation will explore (1) What problem-based learning entails and how it can contribute to the professional development and employability of our graduates (2) The current situation in terms of implementing problem-based learning at NUST, and how challenges that exist, can be overcome.

An Investigation into the Efficiency of Work Integrated Learning for the Bachelor of Communication at NUST

Alexandra Tjiramanga

Abstract

This paper examines the industrial attachment course Work Integrated Learning (WIL) offered in the Bachelor of Communication programme at the Namibia University of Science and Technology (NUST) from a managerial and academic perspective, in order to assess its efficacy. The paper reviews the processes, organisation and administration of the course. It also reveals the nature of organisation, structure, communication and monitoring strategies of the academic supervisor and examines the management by the academic supervisor, who fosters the multilateral relationship among the main players (student, academic and industry supervisors) and how it promotes the flow of information and performance of the students. In this paper, I argue that the success of the course lies in the organisation, management and commitment of the three parties involved. Therefore, the paper presents an analysis of Bachelor of Communication students' success rates according to a number of variables of the enrolled students. Furthermore, the paper displays a synopsis of comments about the course made by industry partners. The paper concludes with a critical commentary on the observations and recommendations for the way forward.

A Binary Approach towards Aligning Students and Company Placement Expectations: Case study of Namibia

Dr Victor Katoma and Ms Susan Mwewa

Abstract

Measurability of work integrated learning expectations have largely been unidimensional and have thus overlooked the duality aspect of analysing work placement methods. It is common knowledge that congruence in skill expectations between students and companies would speed up performance outcomes in newly recruited graduates. Even though work integrated learning can help to align and overcome certain expectation challenges, it does not exclusively aim to identify, when and where specific skills can be developed. This research focusses on the dichotomy between student and company expectations towards work placement, using a bi-directional approach. Results from the student's data revealed that, while basic skills, social ability and general requirements can be developed before or during work integrated learning, core and primary skills such as; situation analysis, respect, mutual understanding, self-management, and mutual understanding should be developed through curricula. This indicated that there is no specific time or place to develop the above-mentioned skills. Whereas the data analysed from the companies revealed no convergence on the skills or attributes as there was no overlap in when or where the skills should be developed.

Other skills, categorised as hybrid included innovation effects, problem analysis, quality management, productivity improvement attentiveness and common sense, can be developed before and after work integrated learning. The study recommends that more collaboration between companies and universities should be encouraged to align student and company placement skills and expectations hence reducing the existing dichotomy.

Key words: work integrated learning, expectations, work placement, skills, and dichotomy

Enabling Career Prospects through Work Integrated Learning: Reflections of Alumni

Ms Petrina Batholmeus and Mr Carver Pop

Abstract

Work Integrated Learning (WIL) has been recognised as an educational strategy that bridges the gap between Higher Education Institutions (HEIs) and industry. However, finding WIL placements that can impact a student's career can be challenging. This paper reports on a study on the reflections from the first cohort of alumni, who had registered in the Bachelor of English programme at the Namibia University of Science and Technology (NUST) and have done WIL before completion of their studies. WIL and how its incorporation in a curriculum, which has struggled to maintain relevance amongst the student community, regarding direct career prospects and employability, is allowing access to non-traditional jobs is explored in the study. It is highlighted in the findings that during the participants' WIL period, the different roles these graduates had taken on in industry as English interns often meant interpreting and applying their classroom theory from opposing perspectives, such as being required to do a task when they had not yet mastered the skills required to perform such tasks. The findings in the study aim to challenge a commonly-held assumption about finding appropriate WIL placements in non-traditional programmes that correlate with the theoretical knowledge and increased awareness about the WIL potential in disciplines with less obvious career choices.

Shaping NUST Students to be the Future Industry Consultants in Namibia

Ms Ngondi Kaura-Ndjavera

Abstract

The concept of Work Integrated Learning (WIL) is fundamental in enhancing the quality of our graduate throughputs. WIL affords our graduates employability, and hence the need to give it special attention. The effect of the economic crisis in Namibia is also starting to be felt by our students, as they raised concerns about the lack of sufficient exposure which prevents them from being placed within their respective disciplines. It is against this background that the Human Resource Management (HRM) section decided to strategically address this challenge by introducing an in-house HRM Agency that will provide business support services to Small- and Medium-Enterprises (SMEs) and expose WIL students to the world-of-work. The agency will be a multi-faceted initiative offering students work exposure through live projects and well-developed virtual reality. The pilot process kicked-off in the second semester of 2018, with two SMEs and four WIL eligible HRM students. In 2019, the agency is planning to deliver consulting services to six SMEs and will hire up to twenty-four (24) students. The fees charged to SMEs will be minimal, just enough to cover students' allowances. Extensive research will be conducted at different stages of the operations, to determine the effectiveness of the agency, students' performance, basic services required and customer satisfaction.

Key words: Work Integrated Learning (WIL), employability skills, SMEs, industry consultants and HR Agency

The Impact of International Cooperation on Students' Development: Lessons from the Voice of Business Project at the Vaal University of Technology in South Africa

Mr Wiseman Jack, Tsholofela Tiharipe and Meryle Mvoulabola

Abstract

The internationalization of Higher Education Institutions (HEIs) is indeed not a new concept as universities have always been international in character in terms of 'the universality of knowledge' (Brown, 1950; cited in Knight and de Wit, 1995, p. 6) and by being an international community of scholars (Block, 1995). Despite being an old phenomenon, new mechanisms and patterns of cooperation and complementarity between universities have emerged in the past three decades and there has been a growing focus on exploring various aspects of internationalization within Higher Education Institutions (HEIs). Our university has already been involved in several international projects, specially aimed at curriculum enhancement and academic staff development. However, the Voice of Business (VoB) project was centered around students' development since the whole programme was aimed at enhancing the employability skills of students through practice-related education and participation in Multidisciplinary Student Research and Development Teams (MSRDT). The implementation of interdisciplinarity and learning about the cooperation between students from various backgrounds, countries and cultures has harmonized the project work and provided students with the basic underpinnings of what it means to be a global citizen. The project addressed topics which are conventionally not discussed in a normal classroom and therefore yielded a lot of new knowledge. The presenters will be students who participated in the entire project and will share lessons learnt from workshops, company visits, study tours, mini projects, idea camp and other events conducted during the project's duration.

Work Integrated Learning Preparation: Perspective of Employers in Namibia

Ms Selma lipinge
Namibia University of Science and Technology

Abstract

The job market in Namibia is competitive. Employers when considering Work Integrated Learning (WIL) placements and prospective employees, look for student interns with a competitive edge that distinguishes them from their peers in the same fields of study. The paper presents the results of a study which explored industry views on the basic skills that students should possess to be considered for WIL placements and the challenges encountered by industry in engaging with the students during WIL. The study found that soft skills are important in increasing students' chances of obtaining WIL placements. Soft skills include, interpersonal skills, communication skills, time management and presentation skills, technical proficiency, proactiveness, receptiveness, accountability, adaptability, team spirit, work ethics and analytical skills. The study further found that employers encountered different challenges such as lack of professionalism and zeal to learn; impatience, shyness and an inability to take initiatives; the inability to apply theoretical knowledge to practice; the lack of interest in reading; inability to pay attention to detail; the 'copy and paste' syndrome; the struggle to adapt to workplace advances; low self-esteem/self-confidence and over-confidence, among others. The study also found that Higher Education Institutions (HEI) need to do more to better prepare students for WIL and to assist industry in providing the best support to students during WIL.

KEY words: WIL preparedness, WIL placements, soft skills, Higher Education Institutions, employers

ICT Integration and First-year Students: The Opportunities

Ms Juliet Eiseb

Abstract

Tapscott (1998) and Prensky (2001) have warned that there is a new group of students entering universities. This generation of Digital Natives requires a different form of teaching and learning. Principles of English (PEL) are being integrated into Information and Communication Technologies (ICTs) to enhance the teaching and learning of English. However, initial class observations revealed that not all students had the same digital literacy skills. Thus, the purpose of the study was to find out how first-year students cope with the integration of ICTs as part of their learning. Bourdieu's concept of cultural capital was used to analyze the observed varied digital skills. The study was limited to the specific needs and digital literacy deficiency of students, as observed in the Principles of English class. Data was collected from 47 first-time Principles of English first-year students and from two ICT subject lecturers. Data was collected via student questionnaires, focus group, as well as student and faculty interviews. The study revealed that there is a difference in desired skills versus actual skills, which directly influences the success of ICT integration. The study revealed that students face several challenges, but they are not averse to the integration of ICTs for learning. This presentation will cover (1) a brief picture of a first-year Namibian student (2) digital literacy and, (3) the use of Bourdieu's cultural capital to foster ICT integration.

Factors Influencing Readiness of Graduate Employability in Namibia

Dr Victor Katoma, Mr Cosmas Mwanza and Ms Martha Namutuwa

Abstract

Cooperative education in universities and colleges is increasingly becoming critical as the demand for employability skills is getting more emphasized in workplaces. This research focused on factors influencing readiness of graduate employability in Namibia. Construct validity using skills development items such as academic advice received, participation in projects, self-confidence, achievement orientation, willingness to learn, teamwork and cooperation, work integrated experience and peer interaction as variants revealed that the usefulness of programmes impacted the highest on career realisation ($t = 3.084$). Using grouped means, results showed that elderly students between ages of 28-37 considered Work Integrated Learning (WIL) more useful compared to younger students. This can be attributed to the lack of life experience in younger students, but it could also point to improper guidance or lack of higher order motivation. Females were generally more open to academic advice compared to their male counterparts ($p = .022$).

"Career Starter Week" – A Programme to Raise Students' Employability in Namibia? Lessons from an Educational Partnership Attempt between Namibian University of Science and Technology (NUST) and B360 Switzerland

Dr Eva Bilhuber Galli, Mr Nicolas Albertus Smit and Ms Martha Namutuwa

Abstract

Unemployment among young people is a concern worldwide. In Namibia, unemployment has already reached an alarming peak of 43% among individuals in the age group 20-24 years. On the other hand, industry reports a serious skills shortage and scarcity. To raise graduate employability in Namibia in a sustainable way the Namibian University of Science and Technology (NUST) has entered a long-term educational partnership with the Swiss-based foundation B360 in 2009. Internships for students in Switzerland were offered paralleled by inviting volunteering guest lecturers from Switzerland to NUST to fuel international know-how exchange in teaching. In 2017 the Cooperative Education Unit (CEU) piloted together with B360 the 'Career Starter Week' – a 4-day Work Integrated Learning (WIL) preparation programme aimed at promoting students' career development and the acquisition of requisite workplace skills. Up till now, eight (8) such Pre-WIL preparation programme pilots have been implemented. The pilots were paralleled by a joint research attempt between NUST and B360 to evaluate the outcome and impact of this programme with a longitudinal pre-post-evaluation. The first results of this evaluation allow us to draw interesting conclusions, while it offers insights on the effectiveness of the programme.

Key words: Employability, unemployment, Work Integrated Learning, career development skills

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Re-emerging Structure of Employability Skills towards the Future of Work

Mr Emmanuel Ogunniyi

Abstract

Employability skills, among others, have been considered as critical enablers of graduates' ability to function effectively in various workplaces. To equip new graduates with these skills, prior to graduation, a compulsory Work Integrated Learning (WIL) is introduced by various tertiary institutions, which enables the student to combine traditional academic study with the world-of-work in their chosen careers. However, in recent times new dynamics have emerged in the world-of-work, due to Smart Technology, Artificial Intelligence, Robotics, and Algorithms (STARA) introduced by the advent of the 4th Industrial Revolution. Irrespective of the current structure of 'employability skills', due to significant improvements in robotic dexterity and intelligence, coupled with inexpensive autonomous units that have the potential to outperform humans at many manual and conceptual tasks, futurists have warned of more mass unemployment in the near future with an estimation that one-third of jobs that exist today could be taken by STARA by 2025. Thus, an urgent necessity towards planning for the re-emerging structure of employability skills due to the advent of the 4th Industrial Revolution and restructuring WIL towards the future of work cannot be overemphasized.

Workplace Simulation Training to Learn 'Soft-skills': Attempts in EIP (Employability Improvement Project) by JICA

Mr Hideyuki Ezaki

Abstract

JICA (Japan International Cooperation Agency) has been implementing EIP since 2011. This project provides work-readiness training to students as a part of pre-WIL programme. By understanding and experiencing the importance of soft-skills, students will open their eyes to the necessary attitudes and skills to contribute more to the world of work. This training uses a toy-truck kit. Students are grouped and asked to assemble the trucks correctly within a given time, which requires students to be conscious of teamwork, leadership and responsibility, among other factors. It also provides an opportunity to apply comprehensive soft-skills required in the workplace, like problem-sensitiveness (cost, quality, and time factors in the workplace) issues. By conducting this training in 2-3 days, students underwent enormous mind-set and attitudinal change toward their work, workplace and their life before and/or after the training. (Changes in student attitudes will be introduced by showing video-clips). Enhancement of specific soft-skills that are required in workplaces is critical for both youth capacity/career-building and for HR development of enterprises. As such this Japanese approach to training is aimed at making a contribution towards the goal of linking education to industry in an effective and efficient manner.

TRACK B - Graduate Entrepreneurship, Innovation, Creativity and Employment Creation

Drivers of Human Capital: Two Decades of Namibian Secondary Education

Dr Helmke Sartorius von Bach

Abstract

Educational curricula should match the requirements of the labour market. After independence, Namibia aimed to provide a fair chance for each child to succeed in secondary education and to foster human capital formation. Two decades of students' output was analysed to determine the system's progress. It was hypothesized that the quality of educational output results from spatial location, resource allocation and further opportunities. This paper presents a visual situational analysis of students' Grade 12 output, based on the national education goals, namely access, quality, equity and democracy. It shows that general access to secondary education improved significantly and that the quality of secondary education as reflected in student points declined continuously. Moreover, secondary education is not supported through the equity principle to reach overarching national goals, and that further attention is required to reach democracy. The paper investigated educational output differences between government and private schools within the Khomas Region. Results show that private schools on average performed significantly better than government schools. From the spatial economy perspective, the Khomas Region contributed most towards the formation of Namibia's human capital. The analysis also indicates the first signs that more rural regions are starting to catch up with the Khomas Region, based on the returns from large investments into education.

Unlocking Entrepreneurial Skills among the Technical Vocational Education and Training Trainees

Mr Indongo Indongo

Abstract

In view of Namibia's ambition to transform into an industrialized and knowledge-based economy for growth and employment, our country needs to stimulate entrepreneurial mindsets among young people; encourage innovative business start-ups, and foster a culture that is friendlier to entrepreneurship and to the growth of small- and medium-sized businesses. Furthermore, the lack of integration of the young generation into the labour market creates a challenge to implement an efficient and effective Technical Vocational Education and Training system (TVET) able to equip them with the necessary labour market skills, whilst at the same time responding to changing economic conditions and private sector skills demands. Namibia acknowledges the importance of TVET, as articulated in its long-term macro-economic development strategy, Vision 2030, the Harambee Prosperity Plan (HPP) and the Fifth National Development Plan (NDP5). Our objectives are to capacitate and empower TVET trainees with business and entrepreneurial skills and to facilitate a process under which TVET graduates are enabled to start-up their own sustainable enterprises. There is a need to strengthen the entrepreneurship curriculum content for TVET schools, while the provision of equipment, production materials, marketing and workshops and trading space are just as critical. Moreover, there is a need to urgently continue coaching and mentorship for fragile established businesses.

Identifying Strengths and Pitfalls of the Development Process of a South African WIL Curriculum Framework for the Professional Development of TVET Lecturers

Prof Nothemba Joyce Nduna, Dr Andre Van der Bijl, Mr Carver Pop and Ms Melanie Sadeck

Abstract

In response to the growing interest in staff development and best practices for Work Integrated Learning (WIL), the South African Department of Higher Education and Training (DHET) published a policy on the professionalisation and certification of lecturers in the Technical and Vocational Education and Training (TVET) sector in 2013. This policy stipulates that professional development should include both teaching practice and industry-based WIL. In an attempt to implement this policy, the teacher education directorate of the DHET, in collaboration with the European Union (EU) funded a national project for developing a South African WIL curriculum framework for TVET staff qualifications. This presentation forms part of a research process that is being used to identify the strengths and pitfalls of the development process of the National WIL Curriculum Framework, using qualitative research approaches. The presentation aims at getting feedback that will contribute to the refinement of the National WIL Curriculum Framework. The presentation also advocates for a cooperative generation of knowledge that involves participation by a variety of interest groups and calls for the adoption of this holistic and inclusive approach to national interventions. It is envisaged that such cooperation by different stakeholders will result in a well-thought out National WIL Curriculum Framework.

University – Industry Cooperation Enhance Employability and Entrepreneurship: Lessons from French South Africa Schneider Electric Education Centre (FSASEC) at the Vaal University of Technology (VUT) in South Africa

Mr Wiseman Jack, Prof Alexandre Sebastiani and Ms Zanelle Dalglish

Abstract

African countries will only be able to embrace the knowledge-economy and sustainable development by strengthening capacity for innovation, which is hindered by the weak links between Higher Education Institutions and industry. Therefore, many African universities are failing to produce graduates with the skills required for the world-of-work and they are unable to start their own businesses. In 2011, the Vaal University of Technology, Schneider Electric Southern Africa Ltd and Le Ministère français de l'Éducation Nationale signed a cooperation agreement to establish what is today regarded as a centre of excellence called French South Africa Schneider Electric Education Centre (FSASEC), which is located at the Vanderbijlpark campus of the Vaal University of Technology. The establishment of the centre is in line with one of the goals of higher education, which is to provide students with skills relevant for the workplace. In order to fulfil this mission, university-industry cooperation is necessary, as this is the only way graduates could meet industry requirements. In the digital and knowledge economy and the reality of globalization, this cooperation should be even more intense. University-industry cooperation is also important for entrepreneurial skills development. This presentation will cover key elements of a project-based international collaboration; alignment of teaching and learning to industry needs; workplace ethics, industry involvement in training students for workplace and entrepreneurial activities.

Educational Games for Entrepreneurship, Employability and Sustainability

Prof Ulrich Holzbour and Daniela Dorrer

Abstract

The 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development addresses issues like poverty and hunger, environment and economy, as well as justice and education. Entrepreneurship and employability are core issues that are critical to achieving those socioeconomic goals. Education is not only a goal, but also an important tool to foster sustainability. The challenge is to find adequate methods to support these goals. We will show how educational games can contribute to achieving the SDGs. Over the last 20 years, we cooperated with various regional and international partners to support sustainable development and entrepreneurship, locally and globally. The most efficient tools for education for sustainable development and entrepreneurship have been projects and games. In this paper, we concentrate on educational games. The entrepreneurial game set VALYU was developed in a joint effort of Aalen University and Central University of Technology, Bloemfontein, Free State. It addresses basic economic education for learners in schools, including those in informal education. Educational games can be helpful and effective in supporting employability, entrepreneurship and education for sustainable development. To match the specific educational goal and training situation, games must be embedded in a training framework and must be accompanied by adequate briefing and debriefing. Moreover, training the trainers is essential for the success of educational games.

TRACK C – Vocational Programmes and Work based Learning

A Model for the Sustainability of Entrepreneurship and Innovation among TVET Graduates

Dr Elock Shikalepo

Abstract

Sustainable entrepreneurial skills are vital for the promotion of economic and social progress for both developed and developing societies. Hence, Technical, Vocational Education and Training (TVET) trainees need adequate entrepreneurial exposure to become artisans, who can satisfy the current and future market demands. Traditionally, TVET curricula have been preparing trainees to answer the question: where can I get employed after my training? However, contemporary curricula should now seek to prepare trainees who can equally answer the question: how can I become an innovator of business opportunities after my training? The former is proficient with occupational skills, but deficient of entrepreneurial ambitions, and should thus be consolidated with the latter to promote entrepreneurship and innovation. TVET curricula should not only seek to equip trainees with occupational skills and attitudes for seeking employment, but also with entrepreneurial capabilities for turning their occupational skills into feasible, viable and sustainable industrial entities. Therefore, TVET stakeholders should map out an appropriate model for ensuring successful integration of entrepreneurial education at every stage of the vocational education and training process, to subsequently graduate committed and skilled artisans who are business-minded. As an outcome, this paper endeavours to explain a model whose implementation could realise sustainable entrepreneurship and innovation among TVET graduates.

Key words: Entrepreneurship, entrepreneur, innovation, sustainability, TVET

The Challenge of Introducing Business Subjects into a School Curriculum: The Case of Economic and Management Sciences in South African schools

Dr Andre van der Bijl and Dr Glynis Schreuder

Abstract

Entrepreneurship education has been generally promoted since the late 1980s, but its acceptance and uptake by formal education has been less than satisfactory. In South Africa's vocational education system entrepreneurship was included as a series of subjects in its National Technical Education (NATED) post- school business curriculum in the early 1990s and some subjects in the National Curriculum (Vocational) (NC(V)) promulgated in 2006. Both curricula are, however, commonly criticised as being outdated, primarily because the state has not undertaken major curriculum revision since 1996, in the case of the NATED curricula and 2006, in the case of the NC(V). The paper provides a view of the current relevance of entrepreneurship in the country's vocational curriculum. It provides an overview of where entrepreneurship is offered in the country's Vocational Education and Training (VET) system, it further provides a critical analysis of the contents of the subjects that contain entrepreneurship concepts. Content analysis will be used to compare the state's curricula to content generally considered as relevant in current mainstream entrepreneurship publications.

Enhancing Youth Employability through New Conceptions of Work and Learning

Dr Matusalem Nakale

Abstract

Several changes have taken place relating to the world-of-work in the last six decades. The academic literature tells us that we are now living in what has been referred to as 'new capitalism'. This type of capitalism, which is also known as 'fast-capitalism' is characterised by the increasing use of applied scientific knowledge, information processing and globalization. As such, constant knowledge production and application have become the engine for economic growth and competition. Simultaneously, in this 'new capitalism' knowledge production sites have multiplied, as societies do not only rely on traditional formal sources of knowledge production, such as universities. Workplaces have also become key platforms for knowledge-creation and application. This paper advocates the adoption of new conceptions of work and learning that do not see the two as distinct entities. The paper uses findings derived from case studies and a synthesis of the extant literature and recommends that training institutions in Namibia, including Vocational Training Centres (VTCs), embrace the new understanding of work and learning to increase knowledge-generation, and to enhance life-long learning and the employability of the youth. The paper concludes that with the changes that have taken place in the world of work it is imperative that vocational training institutions keep abreast with such changes and adjust their practices accordingly.

Applied Innovation and Entrepreneurship in Vocational Education and Training (VET) : Skills Shape People and Build Economies

Ms Mercy Situmbeko

Abstract

Vocational skills are the corner-stone of successful economies and societies in the world. This is because Technical Vocational Education and Training (TVET) skills are encouraged and nurtured to the highest possible levels in both status and education. This is possible through the realisation that TVET skills are essential and should be aligned to technology and associated with the concepts of entrepreneurship and innovation. An entrepreneurial culture must be supported in TVET training institutions to encourage creativity and innovation within trainees' specific TVET areas. This nurtures and develops trainees into professionals, who are employable due to their innovative way of thinking. They become employees who continuously seek to add value and reduce time allowable for TVET services or products required in a society. Technology must be researched and embraced in TVET in order to explore and develop new market niches in Namibia, Africa and the rest of the world. NamPower's VET Centre has engaged both international and local institutions and training authorities to expand their curricula to formally include entrepreneurship as part of their study programmes.

International Project Exposure Increase Students' Engagement on Socio-economic Issues: Views from Township Community

Ms Onica Matsheke, Mr Meryl Mvoulabolo, Mr Madumo Ofentse and Ms Pamela Mhlanga,

Abstract

Socio-economic issues such as poverty, unemployment and violence are a burden to many people in South (VOB) Africa, especially those who live in townships. However, students who are part of the Voice-of-Business Programme, an international initiative among three universities, took the initiative to transfer knowledge and skills to address some of these issues. The purpose of this paper is to get feedback from the Sebokeng community members who received entrepreneurial knowledge and skills from students. Students engaged in implementing only five Sustainable Development Goals (SDGs) known as Global Goals, which are a universal call to action to end poverty, protect the planet, provide affordable alternative clean energy, quality education and ensure that all people enjoy peace and prosperity. A relevant literature review was conducted on socio-economic issues. The main problem is that students are under increasing levels of stress when coming to job seeking, because of the lack of industry exposure while still studying. During their studies they are not engaged with the social and economic issues facing their communities and yet after graduation they are expected to perform well in the work environment. The qualitative approach was utilized in this paper. The sample comprises of 12 community members and the data was collected through interviews. The findings revealed the usefulness of students' engagement in socio-economic issues of the community. There is potential that members of the community, who received the skills will be able to improve their standard of living. That in turn will allow students to gain confidence to engage in other projects that can enhance entrepreneurship actions and stimulate self-employment.

Keywords: Students' engagement, experiential learning, socio-economic issues, sustainable development goals, entrepreneurial action.

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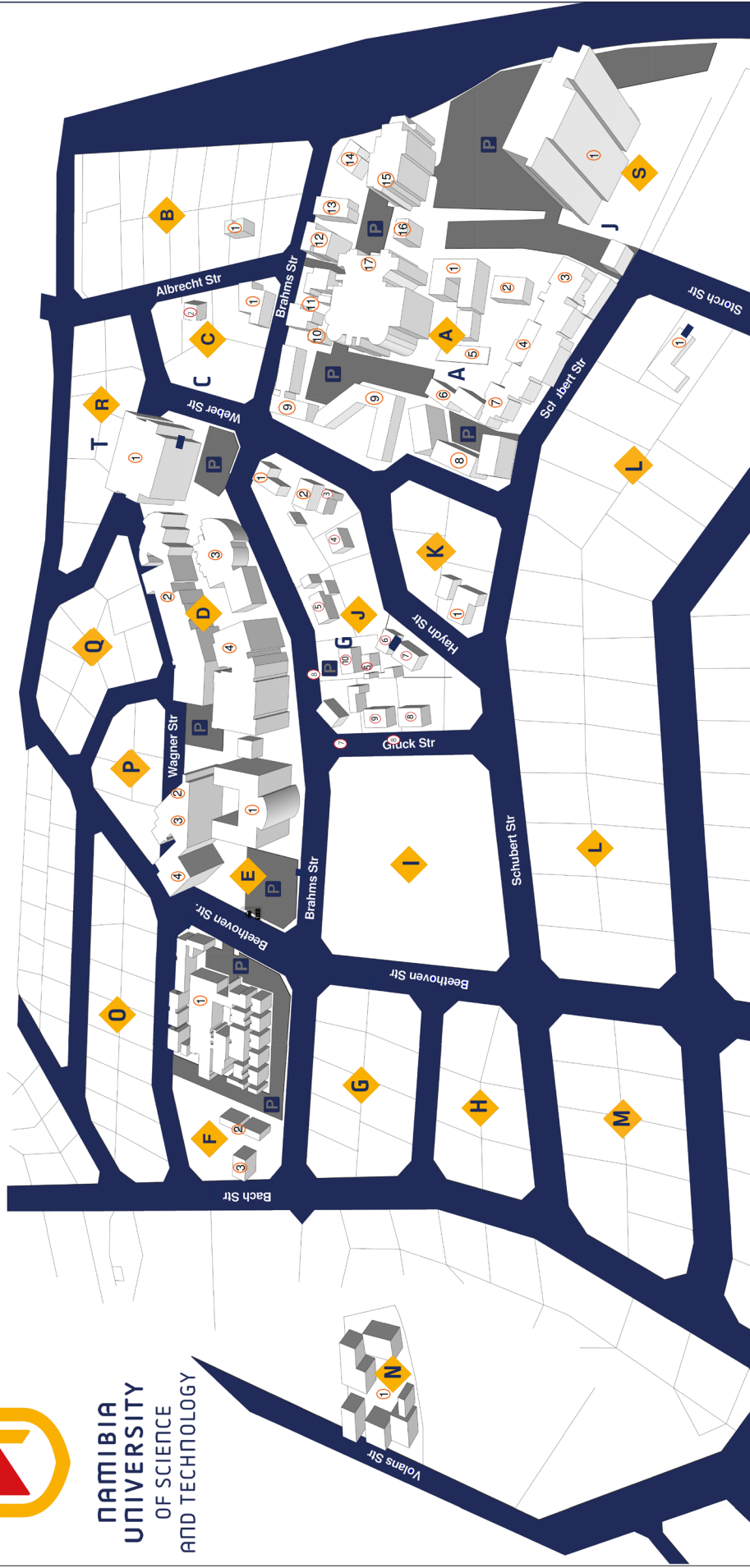
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